

THE INFLUENCE OF PICTURE STORY BOOKS ON THE ABILITY TO READ NARRATIVE TEXTS OF CLASS VII STUDENTS OF SMP NEGERI 1 BONTONOMPO, GOWA REGENCY

Alif Nurqalbi^a, Sakaria^b, Asis Nojeng^c

^{a,b,c}*Universitas Negeri Makassar*

Corresponding Author:

^a*alifmattayang@gmail.com*

ABSTRACT

This study aims to (1) describe the narrative text reading ability of seventh-grade students at SMP Negeri 1 Bontonompo before using picture storybooks; (2) describe the narrative text reading ability of seventh-grade students at SMP Negeri 1 Bontonompo after using picture storybooks; (3) prove that there is a significant effect of using picture storybooks on the narrative text reading ability of seventh grade students at SMP Negeri 1 Bontonompo. This research is quantitative in nature, using an experimental method with a pre-test and post-test single group design. The data collection method used pre-tests and post-tests. The data analysis method used descriptive and inferential analysis. The results showed that before using picture storybooks, the narrative text reading ability of seventh-grade students at SMP Negeri 1 Bontonompo was low or poor, with an average pre-test score of 57. After using picture storybooks, the narrative text reading ability of seventh-grade students at SMP Negeri 1 Bontonompo increased significantly, with an average post-test score of 76. There was a significant effect of using picture storybooks on the narrative text reading ability of seventh-grade students at SMP Negeri 1 Bontonompo with a value of $0.000 < 0.05$, indicating that picture storybooks had an effect on students' narrative text reading ability.

Keywords : Picture Story Books, Reading Skills, Narrative Texts, Seventh Grade Students.

INTRODUCTION

Reading is one of the skills that must be taught in addition to writing, speaking, and listening because reading comprehension is very important for improving language skills in terms of finding messages or interpreting what is being read. Reading is the process of obtaining information that the author wants to convey through written language. Reading not only provides knowledge from the books that readers read, but it also improves concentration and broadens their thinking.

Reading instruction in middle school is essential for improving students' reading skills, starting with the development of narrative, expository, and descriptive reading skills, as well as expanding vocabulary and understanding more complex text structures. To achieve results, proper and proficient reading instruction begins with good methods. Students must be proficient in the three other language skills, including reading. This is because reading allows people to expand their knowledge and discover the information that the author wants to convey. For junior high school students, good reading skills are the key to academic success. Reading

not only allows students to understand the subject matter, but also helps them develop critical thinking skills, analyze information, and solve problems. (Rosmarie & Mualimin, 2021). Therefore, reading is one of the fundamental components of education that junior high school students must master in order to achieve their academic goals. A difficulty arises in identifying effective learning strategies to facilitate students in improving their reading and text comprehension skills.

Narrative texts are texts that contain stories or accounts of events or experiences that have been experienced by a person or other actors, which can be fictional or non-fictional stories. Narrative texts play an important role in Indonesian language learning for junior high school students. By reading and understanding narrative texts, students can improve their ability to read and understand more complex texts. By studying narrative texts, students can also develop effective communication skills and improve their ability to develop imagination and creativity (Habibah charlotte et al., 2020). Reading skills are very important for students because they are one of the basic skills that are very important in the learning process, from elementary school to college. Reading skills are needed to gain insight and knowledge contained in texts such as descriptive, narrative, expository, and other types of texts. Picture storybooks can be an effective medium for improving reading skills, especially narrative texts.

Previous research on improving the reading skills of first-grade students at SDN Ngampelsari Candi Sidoarjo conducted by Chasanah showed promising results, with more than half of the students experiencing a significant improvement in reading skills. However, there are several things that need to be considered and developed further. This study had a relatively small sample and only focused on one learning method, so further research with a larger sample and more varied learning methods is needed. Thus, we can better understand students' reading skills and develop more effective learning strategies to help them reach their maximum potential.

This study aims to determine the significant effect on the narrative text reading skills of seventh-grade students at SMP Negeri 1 Bontonompo. The research used an experimental method, with a one-group pre-test-post-test design. The results of this study indicate that picture storybooks have a significant effect on the narrative reading skills of seventh-grade students at SMP Negeri 1 Bontonompo.

LITERATURE REVIEW

Reading is one component of language acquisition. It seems that the fundamental components of traditional language education cannot be abandoned, even though hundreds of language teaching methods have been presented and introduced by experts in the field of language education and teaching in recent years (Andini et al., 2024). Any language teaching method must include basic skills such as speaking, listening, reading, writing, and frequent translation. The mechanical components of activities and reading proficiency are fundamental components of language learning activities, especially those related to reading. Reading is the process of obtaining meaning and information from written material. However, reading is not just staring at a number of words on paper; reading involves several sophisticated cognitive processes, such as decoding, comprehension, analysis, and evaluation. When reading, the eyes identify words, while the mind connects them to their meanings. The meanings of words are interconnected to form phrases, clauses, sentences, and ultimately the overall meaning of the reading.

Understanding the meaning of reading requires prior knowledge, which includes various concepts when reading, such as word forms, sentence structure, and simultaneous information processing. Syntactic information relates to sentence structure and information, as well as meaning characteristics. In general, reading can be defined as the process of converting signs and symbols into meaning and incorporating new meaning into the reader's existing intellectual and emotional system (Zahroh & Kirani, 2024).

Reading has a number of benefits, including: a) Skill development. Reading can improve linguistic skills, including text comprehension and analysis. This is necessary for building a solid foundation in literacy. B) Additional information: one can learn new things and experience new things through reading. This will help you think more clearly and broaden your horizons. C) Critical thinking skills: reading requires not only understanding the material but also interpretation and analysis, all of which are important for problem solving and decision making. Learning strategies are steps taken by educators when implementing educational plans. Educators try to utilize various learning elements (objectives, resources, approaches, instruments, and evaluation) to guide students in achieving predetermined goals. Learning is said to be successful and efficient when the supporting parts of learning can be incorporated into a framework that is capable of grouping aspects in sequence.

Teachers must make careful plans before beginning the teaching and learning process. Learning approaches, strategies, and tactics are all part of this strategy. Approaches, such as communicative or integrative approaches in language learning, are the philosophical foundations that guide the entire learning process. Techniques are specific learning activities, while methods are the actual processes used to achieve learning objectives. Learning strategies, tactics, and methods are interrelated and form a cohesive whole. Although methods and techniques are specific applications of the approach, the approach itself offers a broad learning orientation. The selection and use of appropriate approaches and strategies are essential for learning achievement. An engaging and interesting learning environment largely depends on good communication between teachers and students, which helps students understand and apply what they read. For example, communicative strategies can be used in conjunction with discussion and summarizing strategies. Achieving the best learning outcomes will be greatly aided if teachers and students have good interactions throughout the learning process.

There are several factors that cause students to experience difficulties in reading, including the following. First, there are factors related to the students themselves. Students with poor physical conditions, such as declining health, the need for rest, or unrelenting commitments, can affect their ability to learn. There are several variables that cause students to have difficulty reading, and these are certainly related to variables both within and outside the student. Physical, mental/psychological, psychological, and other variables that develop from within students, as well as variables from their families, schools, and communities, will influence student learning (Agustina & Rachmania, 2023).

Narrative text is a text that tells a story or experience that has been experienced by another person or actor, which can be fictional or non-fictional, and is structured to include orientation, conflict, and resolution. Narrative text is divided into two types, namely expository narrative and suggestive narrative. Expository narrative writing is writing that aims to convey factual and rational information to the reader. Meanwhile, suggestive narratives are compositions that

appear in the form of fantasy based on the author's imagination. Reading narrative texts is not just reading, but students are expected to be able to understand the content of the reading. To make it easier to understand the content of the reading, a good strategy is needed to facilitate reading.

Learning media are tools used by teachers to encourage intuition that empowers students in completing their learning preparations. Learning media are characterized as anything that can be used to communicate messages or material to channel students' attention, interest, and focus during learning exercises and help them achieve learning objectives. Media are one of the variables that influence scholastic performance. With the help of this learning, the learning experience will be more exciting and interesting. Learning media are divided into types that are often used in teaching and learning activities, namely audio, visual, and audiovisual media. These are media that communicate concepts solely through the eyes of the viewer. The most common use of this type of media is in education. Due to the nature of preschool education and the desire to learn based on experience, visual media are very suitable for teaching young children. Audio media are media that contain messages in the form of sound (audible) that can stimulate students' thinking, emotions, attention, and readiness to learn a subject. Audiovisual media are media that combine audio and visual elements in the delivery of information or messages. These include things such as films, videos, animations, slide presentations, and others.

METHODS

This type of research is experimental research, which is described as a technique for applying specific treatments under carefully monitored conditions. Manipulating one or more independent variables (treatments) to see their effect on dependent variables (results) is what defines this type of research. Variables are qualities, characteristics, or values of a person, object, or activity that have certain variations selected by the researcher for study, from which conclusions are then drawn. The independent variable is picture storybooks and the dependent variable is the ability to read narrative texts. The research design used is a one-group pre-test-post-test design. This design involves one group that is given a pre-test (O1), given treatment (X), and given a post-test (O2). The success of the treatment is determined by comparing the pre-test and post-test scores. The population of this study was all 188 seventh-grade students at SMP Negeri 1 Bontonompo in the even semester of the 2024/2025 academic year. A sample is a portion of the quantity and attributes of the population that characterizes the sample as part of the population that is considered representative enough to be used as a source of data. The sample selection in this study used purposive sampling. Purposive sampling is a sampling technique by making one's own assessment of the sample among the selected population. Based on the results of consideration, the sample in this study was class VII F, consisting of 31 students.

The data obtained in this study was the effect of picture books on reading ability. This study used a test technique as a data collection technique. A test is a systematic method, procedure, or tool designed to assess the behavior of students or groups (cognitive, emotional, and psychomotor) in accordance with established standards. The research tool used in this study was designed to examine the effect of storybooks on reading ability. The research instrument

used in this study was a test. A test is a series of questions, tasks, and other instruments used to assess the knowledge, abilities, talents, and skills of a person or group. The tests administered were pre-tests and post-tests. When conducting the research, the researcher first conducted an initial observation, then administered a pre-test. After that, the researcher began distributing picture storybooks and providing explanations related to narrative texts and the connection between picture storybooks and narrative texts in more depth and detail for 1-2 weeks, then administered a post-test at the end of the meeting to see if there were any significant improvements or changes.

The data analysis techniques used in this study were descriptive and inferential data analysis. Descriptive analysis was conducted to determine the values of the independent and dependent variables. The information collected came from pre-tests and post-tests. Data analysis was calculated using the SPSS system or statistical package for social science. Assessment guidelines were used to facilitate assessment. The criteria for assessing reading ability are understanding of the details of the text, fluency of expression, accuracy of diction, gestures or expressions, and meaningfulness of speech. Inferential statistical analysis is a way to draw conclusions and generalizations about the population from sample data sources. The data analysis process is carried out carefully to obtain sample behavior that can represent the entire population. This study uses inferential statistical analysis, namely hypothesis testing.

RESULTS

This research was conducted at SMP Negeri 1 Bontonompo, located in Gowa Regency, South Sulawesi. The school is one of the public junior high schools in Gowa Regency, located at Jalan Pendidikan No. 16 Tamallayang, Gowa Regency. The school has a strategic location for learning because it is far from the noise of industrial activities, thus creating a conducive environment for the learning process. The research began with a meeting with the school administration, followed by observation and discussion with Indonesian language teachers about the learning media to be used. The data collection process began with a meeting with the administration to submit a letter of permission to collect data. The data collection process was carried out over a period of two weeks. Picture storybooks were chosen as the learning media because they have the potential to stimulate students' interest in reading and help them understand the storyline and meaning of the text in a more visual and contextual way. The data obtained from 31 students in class VII F is as follows

	Pre-Test	Post-Test
Mean	57	76
Median	60	82,5
Lowest	37,5	62,5
Modus	47,5	62,5
Highest	82,5	100
Value	0,017	0,176

Based on the results of the pre-test of seventh grade students' narrative reading skills before using picture storybooks, it was found that most students had very poor scores (61%). Only a small number of students had good scores (13%), fair scores (26%), and no students achieved

excellent scores. Based on the available data and referring to the assessment criteria set by the researcher, namely that students must achieve or exceed the minimum passing grade (70), this shows that the students' reading skills are still low, with only 9 students achieving a score of 70 or above and 22 students scoring below 70.

Based on the post-test results, there were 8 students (19%) who achieved the excellent category, 12 students (39%) in the good category, and 11 students (35%) in the fair category. With these results, it can be concluded that most students showed an increase in their ability to read narrative texts after using picture books. With reference to the assessment set by the researcher previously, namely that students must achieve or exceed the minimum passing grade (70), it can be concluded that 20 students in grade VII at SMP Negeri 1 Bontonompo, Gowa Regency, achieved the minimum passing grade, while 11 students did not achieve a score of 70. This indicates that the students' narrative text reading skills after using picture books are relatively good. The results of inferential statistical analysis are intended to answer the research hypotheses that have been formulated previously. Before conducting inferential statistical analysis, normality and homogeneity tests are first carried out as prerequisites for conducting t-tests or hypothesis tests. This normality test uses the Shapiro-Wilk method, which is analyzed using the SPSS 25 application with a significance level of 0.05. If the significance is > 0.05 , the data is declared to be normally distributed. The test results for the pre-test value are $0.017 > 0.05$ and for the post-test $0.176 > 0.05$. Therefore, both indicate that the data is normally distributed.

Based on the normality test of the pre-test and post-test learning outcomes in students' narrative text reading skills, the data is normally distributed, so the analysis continues by testing the homogeneity of the two variances between the pre-test and post-test data using a homogeneity test using the SPSS 25 program with a significance level of 0.05.

Test of Homogeneity of Variances					
		<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>Pre-test-Post-test</i>	<i>Based on Mean</i>	.678	5	25	.644
	<i>Based on Median</i>	.241	5	25	.940
	<i>Based on Median and with adjusted df</i>	.241	5	18.42 6	.939
	<i>Based on trimmed mean</i>	.592	5	25	.706

The significance level used to determine data homogeneity is 0.05. Thus, from the table above, it can be concluded that the observed data is homogeneous because the value is ≥ 0.05 , namely 0.706.

Based on the results of the tests that have been carried out, it is found that the value meets the requirements, so hypothesis testing can be carried out. The analysis used in this study is the independent sample T-test. Hypothesis testing is carried out to determine whether there is an effect of the independent variable on the dependent variable. Data processing uses SPSS for Windows version 25. The basis for decision making in the paired sample T-test is: (a) If the significance

value (2-tailed) < 0.05 , then H_0 is rejected and H_1 is accepted, and (b) If the significance value (2-tailed) > 0.05 , then H_0 is accepted and H_1 is rejected.

<i>Paired Samples Test</i>									
<i>Paired Differences</i>									
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>		<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
					<i>Lower</i>	<i>Upper</i>			
<i>Pair 1</i>	<i>Pre-test-Post-test</i>	-20.16129	4.91323	.88244	-21.96348	-18.35910	-22.847	30	.000

Based on the table above, it can be seen that sig (2-tailed) in the independent sample test is .000, so based on the decision making in the paired sample T-test, if the significance value (two-tailed) is 0.000, meaning < 0.05 , as seen from the decision-making rule, if it is less than or equal to 0.05 from the rule, the author concludes that H_0 is rejected and H_1 is accepted, so that there is an influence of picture books on the ability to read narrative texts in seventh-grade students at SMP Negeri 1 Bontempo, Gowa Regency.

DISCUSSION

Based on the results of data analysis, it can be seen that there is an effect of using picture storybooks. Before the treatment (pre-test), there were several students who still had difficulty understanding the reading material and therefore had difficulty completing the tasks. After the treatment (post-test) using a picture book titled Keledai Tua (The Old Donkey), the students became interested in reading the storybook, which motivated them to read and understand the content. Based on the pre-test results conducted on 31 students, the average score was 56. From the analysis of the score categories, the majority of students were in the poor category (61%), sufficient (26%), and good (13%). None of the students were in the very high category, and only 9 students (26%) achieved or exceeded the minimum passing grade (KKM) of 70. This shows that before the treatment, the students' narrative reading skills were still relatively low. This data shows that most students had difficulty understanding the plot, text structure, and important information in narrative reading. This condition indicates the need for learning innovations that can increase students' interest and understanding of narrative texts. Children often feel bored when reading textbooks, so we must find other alternatives that can be interesting, such as the use of learning media. One of the most effective media for stimulating students' interest in reading is picture books, because every child loves stories. In addition, picture books are relatively inexpensive and easy to find. The use of storybooks in learning is expected to be a tool to achieve the objectives that have been set. Reading is an important part of Indonesian language learning because reading skills are always present in every theme in learning. This proves the importance of mastering reading skills because reading skills are one of the standards of Indonesian language and literature skills that must be achieved at all levels (Kurniawati & Koeswanti, 2020).

After two weeks of treatment using picture storybooks, the post-test results showed a significant improvement. The average student score increased to 76. Based on the score categories, there was a noticeable change in distribution. Students in the very high and good categories increased to 26% and 39% respectively, while students in the fair category remained at 35%. There were no longer any students in the low category. In addition, the completion rate increased to 68%, or 20 students who achieved or exceeded the minimum passing grade.

This improvement shows that picture storybooks are effective in improving narrative reading skills. The visual nature of this medium provides additional stimuli that can help students understand the content of the reading material, stimulate interest, and make the reading process an enjoyable activity. This medium can also clarify the context and meaning of the text through appropriate illustrations, making it easier for students to absorb information. Reading and writing education in schools can be implemented within the limits of school development regulations. This is based on the basic principles of primary school education as socialization and the development of more substantial scholastic abilities. These basic abilities include language or reading skills, physical-motor skills, writing skills, and cognitive abilities. (Paramita et al., 2022)

Learning through pictures based on ideas and components of picture plans, picture media covers aspects of daily life such as people, objects, animals, events, locations, etc (Rosvita & Anugraheni, 2021). Images are widely used by teachers as a medium in the learning process because they are easy to obtain, inexpensive, and effective, and they increase students' enthusiasm for learning. Kurniawa's theory states that learning reading skills through images can be facilitated by teachers. This study supports this theory by inviting students in groups to participate in a game of matching word cards with images with their friends. Students' shyness and creativity can be overcome, their reading skills can be improved, and the learning atmosphere can become more interesting and enjoyable (Faradina* & Effendi, 2022).

The more students read, the higher their reading skills will be. If children already have a high level of reading comprehension, they will find it easier to learn other subjects at school. Reading itself is a complex activity because it involves both physical and mental processes. Physically, reading requires eye movement and good visual acuity to understand the letters, words, and sentences in a text. Mentally, reading requires focus and comprehension because readers must be able to understand the text, draw conclusions, and analyze it. One of the important skills taught in elementary school is reading. Through reading, teachers can teach moral values to their students, improve their reasoning skills, and develop their creativity. Reading also gives them the opportunity to broaden their horizons and imagination (Aisyah et al., 2020).

Developing children's language skills also requires good reading skills. Language helps children adapt and interact socially. Language skills enable children to express their thoughts and feelings and understand other people's perspectives. In education, reading skills are very important because they enable students not only to master reading techniques, but also to understand and use the information found in reading materials in their daily lives. By using learning media that is appropriate for students' abilities, teachers can improve their reading skills (Hasanah et al., 2024). Learning media such as picture storybooks enable students to process information independently. This allows students to discover new ideas that can be

applied in the real world. Therefore, learning media is a very important source of learning (Ali & Asrial, 2022).

The procurement of educational facilities and infrastructure is very important for improving the quality of learning, because when adequate facilities and infrastructure are available, learning can run more smoothly, especially in terms of improving students' creative abilities (Apriliani & Radia, 2020). Students not only acquire knowledge but also experience rich and meaningful learning experiences in a learning environment that has adequate learning facilities and media. Thus, good facilities and infrastructure and well-designed learning media work together to improve the quality of learning and encourage student creativity.

The use of storybooks is a medium used to determine students' reading abilities, so the influence of this method is very significant on students' reading abilities (Chasanah et al., 2021). Picture storybooks are effective for students who still have childlike characteristics, especially in the transition phase from childhood to adolescence. Through reading, students are expected to be able to read and understand specific texts accurately, and children are expected to achieve a change, from not knowing to knowing, from not being able to being able, from not being capable to being capable. Thus, it can be concluded that there is an influence of the use of picture storybooks on the reading comprehension skills of seventh-grade students at SMP Negeri 1 Bontonompo, Gowa Regency.

CONCLUSION

Previous research related to improving the reading skills of first-grade students at SDN Ngampelsari Candi Sidoarjo conducted by Chasanah showed promising results, with more than half of the students experiencing a significant improvement in reading skills. However, this study had limitations, namely a relatively small sample size and a focus on only one learning method. Based on the pre-test results conducted on 31 students, the average score was 56 (Fair). From the analysis of the score categories, the majority of students were in the poor category (61%), fair (26%), and good (13%). None of the students were in the very high category, and only 8 students (26%) reached or exceeded the minimum passing grade (KKM) of 70. This shows that before the treatment, the students' narrative reading skills were still relatively low. After using picture storybooks for two weeks, the post-test results showed a significant improvement. The average student score increased to 76 (Good). Based on the score categories, there was a noticeable change in distribution. Students in the very high and good categories increased to 19% and 33%, respectively, while students in the fair category remained at 48%. There were no longer any students in the poor category. In addition, the mastery level increased to 68%, or 21 students who achieved or exceeded the KKM.

Based on the results of the research conducted, it can be concluded that picture storybooks have an effect on students' narrative reading skills. The evidence shows an increase in the average score from 57 to 76, and the completion rate from 26% to 68%. Data analysis shows that picture storybooks have an effect on students' narrative reading skills with a significance value of less than 0.05, namely 0.000. This indicates that picture storybooks have an effect on students' narrative text reading skills.

LIMITATION

First, this study was only conducted on a limited sample of students, so the results may not be generalizable to a wider population. Second, this study only used one type of picture book, so the results may not be applicable to other types of picture books. Third, this study could not control for other factors that may influence students' reading abilities, such as family background and previous reading experience.

These limitations may have affected the findings of this study, so the results should be interpreted with caution. However, this study can still contribute to the development of effective reading learning strategies using picture books.

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