

Utilization of Picture Story Books to Improve Reading Speed of Second Grade Elementary School Students Through Differentiation Approach

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Abstract

One of the independent curriculum programs is independent learning. Independent learning means exploring the greatest potential of educators and students to innovate and improve the quality of learning independently. Based on the results of interviews with class II teachers of SDN Tinjomoyo 01, it is known that reading skills in class II are good, only in reading words that they recognize in everyday life fluently still need to be improved. Therefore, this study aims to increase the reading speed of students by utilizing picture story books through a differentiation approach. The method used is the mixed methods method, with a sequential explanatory research design. The techniques used in collecting data include observation, interviews, and documentation. Data analysis uses the reading speed formula, namely the number of words divided by the time taken in one minute. The results of the reading speed of students who have utilized picture story books through a differentiation approach are shown in a recapitulation graph of student reading speed. The average results of student reading speed at the beginning of the study without using picture story books showed a value of 0.922592593. Meanwhile, the average reading speed results of students who have utilized picture story books through the differentiation approach show a value of 1.082592593. Thus, there is an increase of 0.16 for the average reading speed of class II students of SDN Tinjomoyo 01 using picture story books.

Keywords: picture story books, reading speed, differentiation approach

INTRODUCTION

In general, humans need knowledge to gain knowledge, consideration, and wisdom. There are many ways that humans can take to gain knowledge. One of them is through education. As stated in Law No. 20 of 2003 concerning the National Education System which explains that national education has the goal of developing the potential of students to become humans who believe and fear God Almighty and become democratic and responsible citizens.

Education is a form of action or guidance for people who are capable, mature, and have certain knowledge towards other people so that they can form capable individuals (Husamah in Asmidati, 2022). This means that education can provide learning, guidance and knowledge for humans as a guide in life.

Education consists of two types, formal education and informal education. Formal education is inseparable from the curriculum. The curriculum is a component that is included in the education system unit. The current curriculum is the independent curriculum. This is strengthened by the stipulation of the Minister of Education and Culture Regulation Number 12 of 2024 which contains the implementation of the independent curriculum as a curriculum that applies to early childhood education levels, elementary education levels, to secondary education levels. Based on this regulation, educational units that have not implemented the independent curriculum are still allowed to use the 2013 curriculum until the 2025/2026 academic year.

The implementation of the independent curriculum has been carried out at SDN Tinjomoyo 01 in grades 1, 2, 4, and 5. While in grades 3 and 6 still using the 2013 curriculum. The implementation of the independent curriculum is inseparable from policy changes. One of the policy changes is the grouping of subjects. Six thematic-based subjects for elementary school children, which originally numbered 10 subjects, were condensed into six subjects, namely Religion, PPKn, Mathematics, Indonesian, Physical Education and Health, and Arts and Culture.

Indonesian is included in one of the types of subjects in the independent curriculum. The

independent curriculum was developed as a flexible curriculum framework, meaning it can be adjusted, while focusing on essential material and can develop the character and competence of students. Educators as facilitators who facilitate students to explore various things actively. Educators play an important role in determining the success of a learning process. Learning must be designed creatively and innovatively so that learning objectives are achieved optimally. Therefore, it is necessary for educators to be careful and appropriate in determining learning components (Giodevie, 2023). One of the independent curriculum programs is independent learning. Independent learning means exploring the greatest potential of educators and students to innovate and improve the quality of learning independently. Learning can be said to be of quality if the learning can position educators appropriately so that educators are able to play their roles appropriately according to the learning needs of students.

Based on the decision of the head of the education standards, curriculum, and assessment agency number 008/KR/2022 concerning learning achievements in early childhood education, elementary education levels, and secondary education levels in the independent curriculum, which states that one of the learning achievements of Indonesian language phase A is the Reading and Listening element, namely

"Students are able to act as readers and viewers who show interest in the texts they read or watch. Students are able to read words they recognize every day fluently. Students are able to understand information from reading and viewing shows about themselves and the environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the texts they read or the shows they watch with the help of illustrations."

Based on the results of observations and interviews with class II teachers at SDN Tinjomoyo 01, it is known that students' reading skills are good, but reading words they recognize in everyday life fluently still needs to be improved. Some efforts that can be made by educators to support this are the provision of learning resources. One of the learning resources that educators can use is picture story books. Story books are a learning medium designed based on several collections of pictures and texts (Paramita et al., 2022).

Furthermore, teachers can add/collaborate strategies or methods that can support the use of picture story books. Such as research by (Fikriana et al., 2024) entitled "Development of Picture Story Books Based on the SAS Method to Improve Beginning Reading Skills". This study combines pictorial media with the SAS method to help improve students' reading skills. The results of the study showed that pictorial media were declared valid and effective in improving students' beginning reading skills.

Given the importance of collaboration between media and several learning methods or approaches, researchers will collaborate picture story books with a differentiation approach. Differentiated learning is closely related to the independent curriculum. Differentiated learning in the independent curriculum recognizes and appreciates diversity in individual students. It is hoped that with the diversity in differentiated learning, an educator can provide learning experiences that suit their needs and interests.

Based on the results of interviews with class II teachers of SDN Tinjomoyo 01, students' interest in learning is quite good, this is proven by the students' desire to get used to reading a reading book during break time. The thing that needs to be improved is the speed and fluency in reading a sentence. Therefore, the researcher took the initiative to conduct a study entitled "Utilization of Picture Story Books for Increasing the Reading Speed of Class II Elementary School Students Through a Differentiation Approach."

METHODS

This study uses a combination method between qualitative and quantitative research or can be called mixed methods. According to Sugiyono (2013), combination research is one of the research methods carried out by combining two research methods at once, namely qualitative methods and quantitative methods. The design in this study uses a sequential explanatory research design. Sequential explanatory research design is a research design that collects and analyzes qualitative data and then collects and analyzes quantitative data. This study emphasizes more on quantitative research. Quantitative research in this study uses the results of students' reading speed tests on picture story books. While in qualitative research, it is carried out by describing the process, the results of students' reading using a differentiation approach.

This study uses a qualitative method with a comparative approach, namely describing the problem of events through respondents or other data sources related to the Picture Story book. This is in accordance with Moleong's statement (in Melindawati, 2023) that qualitative research produces

descriptive data in the form of written or spoken words that can be observed. The data is then analyzed and described in detail.

The focus of this study is the study of students' reading speed with picture story books according to the abilities of each grade II student of SDN Tinjomoyo 01. The data in this study is the reading speed of students. The data source of this study is a picture story book by Didik Djunaedi entitled "The Expert in Floating" and "The Secret of Spider Webs". The subjects of the study were 48 students of grade 1I of SDN Tinjomoyo 01.

Data collection in this study was done through several non-test techniques, namely observation, listening techniques, and note-taking techniques. Data collection through observation was carried out by direct observation in the field. Observations were made by recording everything that existed and happened in the field. The listening technique was used to listen to words and sentences from each story in Didik Djunaedi's picture story book. Meanwhile, the note-taking technique was used by researchers to record important parts that had been marked during the listening technique into the analysis rubric. The data taken was the speed of students reading picture story books through a differentiation approach.

Data analysis techniques using the formula:

$$\text{Kecepatan Membaca} = \frac{\text{Jumlah kata}}{\text{Waktu yang ditempuh dalam menit}}$$

The results of the calculation of students' words for each reading test will be the students' reading speed (KM) score. Another technique is documentation. Documentation is an easier technique to do in data collection. This is because if there is an error, the data source remains the same, it has not changed. Documentation means collecting data related to things around the variables to be studied. For example, notes, transcripts, checklists, etc. (Arikunto, 2013). This study uses documentation techniques during the study.

In the implementation process, researchers will calculate the reading speed of students with reference to the interval which will be explained as follows.

Table 3.2 Elementary School Students' Reading Speed

Class	Words Per Minute (WPM)
I7	60-79
II	80-99
III	100-139
IV	140-159
V	160-179
VI	180-250

Henry Guntur Tarigan (1985)

From the opinions above, it can be concluded that the reading speed according to Tarigan for grade 1 children is 60-79 while for grade 2 it is 80-99 words per minute. Thus, reading speed is the number of words that students can read in one minute.

Data validity testing is carried out to determine the accuracy of the reported data. Data validity testing in qualitative research is carried out by testing credibility, transferability, dependability, and confirmability (Sugiyono, 2012).

1) Credibility Test

The credibility test is conducted to test the credibility of the data. The credibility test is conducted by using various reference materials. Reference materials prove that the data found by the researcher is credible data.

2) Transferability Test

Transferability test is done by transferring data into a form that is easily understood by many people. Data transfer in this study is done in the form of a detailed, clear, systematic, and reliable

report.

3) Dependability Test

Dependability testing is carried out through an audit process or checking of all data carried out by researchers and supervisors as expert auditors.

4) Confirmability Test

Confirmability testing is carried out so that the data found is objective. Research is called objective if the results are agreed upon by many people. Therefore, this confirmability test is carried out by testing simultaneously by several experts who have been analyzed. This stage will show that the results of the data analysis answer the formulation of the research problem.

The technique used is the qualitative data analysis technique of the Miles and Huberman model. The following are the stages of qualitative data analysis techniques using the Miles and Huberman model (Sugiyono, 2020). At the data collection stage, researchers collect qualitative data using observation techniques, documentation, listening techniques, and note-taking techniques. Researchers conduct observations to find problems in learning. Then researchers conduct observations and record the results of students' reading speeds for texts in picture story books.

Data reduction is the process of summarizing or sorting basic data to focus more on important things according to the theme and pattern (Sugiyono, 2012). At this stage, the researcher reduces the data by grouping the data in the form of content and language. In the process of reducing the data, the researcher uses an analysis rubric to facilitate the reduction process. The data is presented with the aim of being organized and arranged with an easy-to-understand relationship pattern (Sugiyono, 2012). The researcher presents the data in the form of a description to explain the results of the content and language analysis in the Indonesian language textbook. The conclusion-drawing stage of qualitative research produces findings. Findings can be in the form of a clear description of an object (Sugiyono, 2012). At this stage, the researcher draws conclusions based on the data.

RESULTS AND DISCUSSION

Reading Speed Results of Students Who Have Utilized Picture Story Books

Learning outcomes on reading speed can be measured by calculating the number of words read divided by the reading time in minutes and then multiplied by 60. The results showed that the average reading speed of grade II students of SDN Tinjomoyo 01 without using picture story books was 0.92 with descriptions not yet fulfilled by 20 students and already fulfilled by 25 students. The highest score obtained from the initial reading test using Indonesian language textbooks was 79 syllables. While the lowest score was 22 words per minute.

The results of the second study on the reading speed of students using picture story books showed an average reading speed of students of 1.082 with descriptions not yet fulfilled by 12 students and fulfilled by 33 students. The highest score obtained from the picture story book reading test was 87 syllables. While the lowest score was achieved with a score of 39 words per minute. Overall, the increase in the reading speed of class II students of SDN Tinjomoyo 01 can be described in the following graph.



Figure 1. Graph of the Increase in Average Reading Speed Results of Class II Students of SDN Tinjomoyo 01.

Differentiated Learning Process

Learning is carried out based on a learning plan that has been designed in the form of a learning module by educators. The teaching module consists of a cover, general information, phase A learning achievements, followed by learning steps until the signature.

1. General Information

General information on the teaching module consists of the module identity including; (1) the name of the compiler, namely Ayu Setiyaningrum, (2) the name of the school, namely SDN Tinjomoyo 01, (3) the year of compilation, namely 2024, (4) the teaching module material, namely Indonesian, (5) the phase/class, namely phase A class 2, and (6) the time allocation, namely 60 minutes.

2. Initial Competence

Initial competencies consist of two competencies, namely students can recognize letters correctly and students can read a simple sentence.

3. Pancasila Student Profile

The six basic elements of the Pancasila student profile in the Merdeka curriculum are applied in this module and learning, namely having faith and devotion to God Almighty and having noble morals, being independent, having critical thinking, and being creative.

4. Tools and Materials

The tools and materials used are picture story books, assessment sheets, and stationery.

5. Approaches, Models, Methods, and Learning Media

The approach in this study is differentiation, the model used is problem based learning, the method used is spelling, and the media used is picture story books.

6. Phase A Learning Outcomes

The achievement of phase A Indonesian language learning is that students are able to act as readers and viewers who show interest in the texts they read or watch. Students are able to read words they recognize every day fluently. Students are able to understand information from reading and viewing shows about themselves and the environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the texts they read or the shows they watch with the help of illustrations.

7. Learning Objectives

The learning objective is that by reading picture story books, students can practice reading speed well. (P3)

8. Meaningful Understanding

It is expected that students can read at maximum speed and efficiency.

9. Starter Questions

The educator begins the lesson by providing motivation on the importance of reading. "Do you like reading? What books do you usually read? How do you feel when reading?"

10. Learning Preparation

The initial steps taken by educators are compiling teaching modules, preparing teaching materials, and other learning needs such as assessment sheets, smartphones, etc.

11. Learning Activities

a. Opening activities (introduction)

The teacher enters the class, puts down the tools and materials. Students line up in front of the class, check the neatness, then are invited to enter the class. Upon arrival in the class, students sit neatly, the teacher greets and asks one of the students to lead their friends to pray according to their respective beliefs (religious, process differentiation).

After the prayer activity, the activity continued by asking about the students' news. Students answered uniformly, some felt unwell, some felt very happy. This shows diversity.

b. Core Activities

The core activity begins with orientation to students. The educator provides apperception to students with a trigger question as a stimulus for student knowledge related to motivation to be able to read diligently. "Do you like reading? What books do you usually read? How do you feel when reading?" After conveying the learning objectives, the educator conveys the learning objectives. Today's learning objectives are through picture story books, students can practice reading speed well. The activity is continued with student organization. Students make a circle of seats, then they observe the educator who has brought two different story books. The educator explains the contents of the story book simply. Students are divided into several different groups. The third step is to guide the introduction of concepts. Students take turns coming forward to read stories from the picture story book according to their interests and ability levels. The educator records the results of syllables that students can read in 60 seconds. The last step is reinforcement and reflection on students. Students provide positive feedback as encouragement for students.

c. Closing Activities

Students and educators make a conclusion. Educators ask students about what reading they have read. Educators provide reinforcement to students, educators inform the outline of the material that has been studied and deliver the material for the next meeting. Students sing the song "soleram"

enthusiastically. Learning activities end with a prayer together.

The Indonesian language learning process for class II of SDN Tinjomoyo 01 refers to the teaching module that has been created by the educator. Starting from the stage of selecting the model, teaching materials, teaching modules, and a set of assessments. The final results will be processed to become the results of students' reading speed using picture story books through a differentiation approach. The stage of guiding the introduction of concepts to students is carried out through differentiation. Differentiation here is in the form of content and process differentiation.

(1) Content Differentiation

Differentiation of content in this study is the material taught differently. Where each student gets different reading material from other students. This is based on the initial stage of student observation, where students with good abilities will get increasingly challenging reading material content, and vice versa, students with sufficient abilities will get appropriate reading.

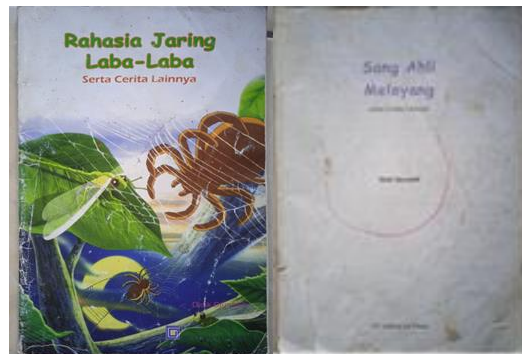


Figure 2. Picture Story Book

The picture above is a teaching material in a picture story book entitled "The Secret of Spider's Web". As for students with moderate abilities, the researcher uses teaching materials entitled "The Expert in Floating". In this teaching material, the word order is simpler and the font size is larger than the teaching material "The Secret of Spider's Web". So it is expected that students with moderate reading abilities can easily complete the reading well.

(2) Process Differentiation

Differentiation process begins with educators giving treatment to each student differently from one another. This is adjusted to the different abilities of each individual student. The process of each individual is well observed by educators. Where each student comes forward to read a reading and the results will differ between one student and another. The reading process of students with good abilities will be proportional to the number of words read per minute. While for students with moderate reading abilities will get words that are comparable to their moderate reading abilities too.

Factors Affecting Students' Reading Speed

In learning, the reading speed of grade II students of SDN Tinjomoyo 01 can be influenced by several things. Referring to the opinion of Tampubolon (in Juanda, 2009) which was then matched with the condition of students during the implementation, several factors that can influence the reading speed of students. Some of these factors are:

a. Level of difficulty of reading material

What happened to the students of grade II of SDN Tinjomoyo 01 related to the level of difficulty of the reading material of the picture story book is that the closer the distance between letters will slow down the students' reading process. On the other hand, if the distance between words or lines is right, it will make it easier for students to read word by word, sentence by sentence so that the students' reading speed will be high.

b. Students' familiarity and curiosity about the topic given

The material or teaching materials presented affect the interest and curiosity of students. The greater the curiosity or interest of class II students of SDN Tinjomoyo 01 towards books and reading, the more it will affect their reading speed. Preferably, when students are not interested in the book or material from the reading itself, they will take a long time to read it.

c. Reading habits

The reading habits of grade II students at SDN Tinjomoyo 01 will affect their reading speed. This is comparable to that explained by Soedarso (in Tantri, 2024). Some of these habits are

a) Vocalization

Vocalization or reading out loud slows down reading. This is because it means saying each word in its entirety. Mumbling, even if the mouth is closed and the sound is not clear, is reading out loud.

b) Lip Movement

Moving the lips or mumbling, not making a sound, as slow as reading out loud. There are several ways to eliminate the habit of reading with lip movements, choose the following methods that suit you: 1) close your lips tightly, press your tongue to the roof of your mouth, 2) chew gum, 3) take a pencil or something else that is light enough, then clamp it with both lips (not teeth), try not to move the pencil, 4) say repeatedly, "one, two, three" or "tu, wa, ga.", and 5) lips in a whistling position, but without sound.

c) Head Movement

The way of reading using head movements carried out by class II students of SDN Tinjomoyo 01 can inhibit reading speed. There are several ways to eliminate this habit, namely (1) placing the index finger on the cheek and leaning the elbow on the table while reading, (2) Holding the chin with the hand like holding a beard, (3) placing the tip of the index finger on the nose.

d) Pointing with the Finger

The way of reading by pointing with a finger or other objects done by some students in grade II of SDN Tinjomoyo 01 can inhibit reading speed because hand movements are slower than eye movements. The habit can be eliminated by holding the book being read with both hands and putting your hands in your pockets while reading. Or it can be done by placing or bending both hands neatly on the table.

e) Regression

The habit of always going back (regressing) to see a word or several words that have just been read is a serious obstacle in reading speed. Another thing that is done is repeating words or looking at pictures for too long. Some things that can reduce regression can be done with the following things. (1) instilling self-confidence in students. (2) asking students to focus on the reading material. (3) asking students to continue reading until the sentence is finished.

f) Subvocalization

Subvocalization also hinders students' reading speed because students will pay more attention to how to pronounce letters correctly rather than trying to understand the ideas they are reading.

The statement above is supported by the opinion of Rizem Aizid (in Tantri, 2024) who explains that there are two factors inhibiting students' reading speed, namely internal factors and external factors.

1) Internal Factors

Internal factors that inhibit students' reading speed are factors that originate from within the students themselves. Among these factors are:

(1) Students find it difficult to concentrate, this will be one of the main factors that hinders students' reading speed. What educators can do to reduce this habit in students is to ask students to practice concentrating.

(2) The next obstacle experienced by class II students at SDN Tinjomoyo 01 in practicing speed reading is low motivation. Some students are reluctant to move forward in practicing speed reading.

(3) Excessive feelings of worry. Excessive feelings from students are often experienced by female students. Most of them are worried that they will not be able to read quickly so that their reading speed will be slow.

In addition to the above, the opinion of Anggraeni et al. (2023) states that internal factors that can influence students' reading speed are intelligence, desire and motivation, reading attitudes, language skills, students' intentions in reading, etc. From the opinions above, it can be concluded that internal factors that can influence the reading speed of class II students of SDN Tinjomoyo 01 are factors that come from within the students themselves such as interest, motivation, motivation, curiosity, intelligence, attitudes and habits of students.

The results of the study on grade II students of SDN Tinjomoyo 01 show that internal factors that can affect the reading speed of students are (1) the level of intelligence of each individual. Individuals who have high intelligence can read more than 60 syllables per minute. Conversely, individuals or students who have less intelligence can read with less than 60 syllables. (2) student motivation. It is undeniable that student motivation in completing their reading challenges will be able to increase the number of syllables they read in one minute. Great motivation will make students complete their reading challenges quickly and immediately. Conversely, lack of motivation will hinder students in completing their tasks. (3) focus. Students who focus will be able to complete their reading tasks well and get the maximum number of words, while students who are less focused in completing

their reading tasks, get a small number of syllables and are less than optimal.

2) External Factors

External factors inhibiting students' reading speed are factors that come from outside the students themselves, such as the environment, social, tradition, myths or mystical beliefs, negative suggestions, and others. External factors come from outside the students themselves. External factors are divided into two, namely reading comprehension factors (readability of the text when reading) or can be called materials or teaching materials used in learning about students' reading speed. In addition, the characteristics of the reading environment (teachers, institutions, learning models, reading techniques, etc.). This is included in external factors that can affect students' reading speed.

Based on the description above, it can be concluded that the factors that can affect reading speed come from internal and external factors. Internal factors are factors that come from within the learner, such as: vocalization, lip movements, head movements, and so on. While external factors are factors that come from outside the learner, such as the environment, social, tradition, myths or mystical beliefs, negative suggestions, and others, such as: variables in writing/reading texts, speed reading is impossible, speed reading reduces the enjoyment of reading, reading, and so on. The way to overcome this is to eliminate bad habits when reading, increase concentration, increase reading motivation, and instill in yourself that reading is a fun activity and not a boring activity.

Based on the research results, external factors that influence the reading speed of grade II students at SDN Tinjomoyo 01 are (1) the approach taken by educators towards each student. This study uses a differentiation approach, so that educators use different approaches to one student with another student. (2) the educator's treatment of students. As an educator, of course, you are required to give the best to students, one of which is different treatment between one student and another. Educators in this study provide different treatment between students who are already proficient in reading, are developing, and need guidance. (3) teaching media used by educators. The media used by educators in learning activities is picture story books that tell stories about animals.

The teaching media used has characteristics including readings containing animal stories where students will be more interested in reading stories about animals. In addition, the use of letters is adjusted to the developmental stage of students, namely medium-sized, with the distance between words and sentences already proportional, namely using a distance of 2 spaces, and on each page there are pictures to support the reading.

CONCLUSION

The learning process of Indonesian language for class II of SDN Tinjomoyo 01 refers to the teaching module that has been created by the educator. Starting from the stage of selecting the model, teaching materials, teaching modules, and a set of assessments. The final results will be processed to become the results of the reading speed of students using picture story books through a differentiation approach. The stage of guiding the introduction of concepts to students is carried out through differentiation. Differentiation here is in the form of content and process differentiation. 5.1.2 The results of the reading speed of students who have utilized picture story books through a differentiation approach are shown in a recapitulation graph of the students' reading speed. Where the average results of the students' reading speed at the beginning of the study without using picture story books showed a value of 0.922592593. The highest reading speed was achieved with 79 words that could be read per minute. While the lowest results were achieved with the acquisition of 22 words per minute. The average results of the reading speed of students who have utilized picture story books through a differentiation approach showed a value of 1.082592593. Thus, there was an increase of 0.16 in the average reading speed of class II students at SDN Tinjomoyo 01. Meanwhile, the factors that influence students' reading speed consist of internal factors and external factors.

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