



Students' Perceptions of the Use of the NPO Tadoku website and Picture Storybooks in Tadoku Learning

Nur 'Izzati^{1*}

¹Japanese Education Study Program, Riau of University, Riau, Indonesia

*E-mail: nur.izzati@lecturer.unri.ac.id

ABSTRACT

This study aims to analyze and compare students' perceptions of the use of the NPO Tadoku website and picture storybooks as reading media in extensive reading in Japanese in the Tadoku 2 course. This study was conducted in the even semester of the 2024/2025 academic year at the Japanese Language Education Study Program, Riau University. The research employed a descriptive quantitative approach. The research population comprised all students enrolled in the Tadoku 2 course, while the sample consisted of students who had directly used both reading media during the learning process. Data were collected using a questionnaire consisting of 27 closed-ended questions and 8 open-ended questions. The questionnaire was designed to measure students' perceptions of several aspects, including ease of use, reading comprehension, material attractiveness, and reading motivation. The collected data were analyzed using percentage techniques and interpreted descriptively to identify trends in students' perceptions of each medium. The results indicate that the NPO Tadoku website received higher ratings in terms of accessibility, variety of reading materials, ease of navigation, and reading comfort. Meanwhile, picture storybooks were rated more favorably in terms of visual support, clarity of storyline, and the physical reading experience, which was perceived as more enjoyable. Overall, students tended to prefer digital media due to its practicality and alignment with current reading habits, although picture storybooks still contributed positively to Japanese language learning. These findings suggest that both media have their own strengths and can complement each other in Japanese reading instruction.

Keywords: student perception, NPO Tadoku website, picture storybooks, Tadoku learning

Persepsi Mahasiswa terhadap Penggunaan Website NPO Tadoku dan Buku Cerita Bergambar dalam Pembelajaran Tadoku

ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan membandingkan persepsi mahasiswa terhadap penggunaan website NPO Tadoku dan buku cerita bergambar sebagai media bacaan dalam pembelajaran membaca ekstensif bahasa Jepang pada mata kuliah Tadoku 2. Penelitian ini dilaksanakan pada semester genap tahun akademik 2024/2025 di Program Studi Pendidikan Bahasa Jepang, Universitas Riau. Metode penelitian yang digunakan adalah deskriptif kuantitatif. Populasi penelitian adalah seluruh mahasiswa yang mengikuti mata kuliah Tadoku 2, dengan sampel penelitian berupa mahasiswa yang telah menggunakan kedua media bacaan tersebut secara langsung dalam proses pembelajaran. Instrumen pengumpulan data berupa kuesioner yang terdiri atas 27 pertanyaan tertutup dan 8 pertanyaan terbuka. Kuesioner disusun untuk mengukur persepsi mahasiswa terhadap beberapa aspek, yaitu kemudahan penggunaan media, pemahaman bacaan, daya tarik materi, dan motivasi membaca. Data yang terkumpul dianalisis menggunakan teknik persentase dan diinterpretasikan secara deskriptif untuk menggambarkan kecenderungan persepsi mahasiswa terhadap masing-masing media. Hasil penelitian menunjukkan bahwa website NPO Tadoku memperoleh penilaian lebih tinggi pada aspek aksesibilitas, variasi bacaan, kemudahan navigasi, serta kenyamanan membaca. Sementara itu, buku cerita bergambar dinilai lebih unggul dalam aspek dukungan visual, kejelasan alur cerita, serta pengalaman membaca secara fisik yang dianggap lebih menyenangkan. Secara keseluruhan, mahasiswa cenderung lebih memilih media digital karena dinilai praktis dan sesuai dengan kebiasaan membaca saat ini, meskipun buku cerita bergambar tetap memberikan kontribusi positif dalam pembelajaran membaca bahasa Jepang. Temuan ini menunjukkan bahwa kedua media memiliki kelebihan masing-masing dan digunakan secara saling melengkapi.

Kata kunci: persepsi mahasiswa, website NPO Tadoku, buku cerita bergambar, pembelajaran Tadoku

Submitted
09/12/2025

Accepted
02/01/2026

Published
10/01/2026

| | |
|----------|---|
| Citation | 'Izzati, N. (2026). Students' Perceptions of the Use of the NPO Tadoku website and Picture Storybooks in Tadoku Learning. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 1, Januari 2026, 27-36. DOI: https://doi.org/10.55909/jpbs.v5i1.1036 |
|----------|---|

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

In recent years, the way students interact with reading materials seems to have changed. Some prefer reading on devices because it is more practical, but others still choose printed books that they can touch and see the pictures more clearly. This small change is quite noticeable in the Tadoku 2 course. In this class, students are asked to read quite a lot of light texts that are not too challenging because the approach follows the principle of extensive reading. Day and Bamford (2002) emphasize from the outset that beginner readers will develop better if they read easy texts in large quantities, without the pressure of having to understand every detail. This calm reading flow is considered more effective for forming a sustainable reading habit.

This principle is actually in line with the views of Indonesian education experts regarding the importance of presenting material that does not burden the reader. Tarigan (2008) and Razak (2000) for example, explains that reading interest plays a major role in the success of understanding text; readers will be more open to reading material that they find interesting and appropriate to their abilities. Rahim (2011) and Razak (2004) states that students' reading comprehension develops more optimally when they feel comfortable and motivated during the reading process. Dalman (2017) also emphasizes that the suitability of reading materials to learners' levels helps maintain focus and motivation in reading activities. Somadayo (2011) and Razak et al. (2021) also adds that reading comprehension is formed when readers are able to connect linguistic information with context. This means that the media used needs to support this process so that students do not quickly lose their way. For this reason, the selection of reading media is an important part of reading instruction.

In the Tadoku 2 course, two types of media are used simultaneously: the NPO Tadoku website as digital media, and picture storybooks (ehon) as print media. Digital media such as the NPO Tadoku website has the advantage of accessibility. Munir (2017) mentions that educational technology makes it easier for students to access learning

materials anytime and anywhere. Rusman (2013) also emphasizes that digital media usually provides a wider variety of content, so readers can choose materials that suit their needs. In the context of the NPO Tadoku website, students simply choose the appropriate reading level and read directly without having to look for other sources. The simple illustrations provided by this platform also help provide visual cues, although they are not as complex as the illustrations in storybooks. On the other hand, picture storybooks still have their own place. In learning media theory, Arsyad (2019), Razak (2020), Damayanti et al. (2025) explains that visuals such as images can clarify the message conveyed by the text. This view is reinforced by Daryanto (2013), who states that visual communication helps learners grasp the essence of a message more quickly. Even Sudjana & Rivai (2011) assess that pictures can strengthen understanding, especially for readers who are still in the early stages of literacy. Thus, picture storybooks provide the advantage of strong visual support, which is often needed by learners of foreign languages such as Japanese.

Upon further investigation, students' preferences for reading media also appear to be influenced by their learning styles. According to De Porter & Hernacki (2010), visual, auditory, and kinesthetic learning styles will influence how a person responds to a medium. Students who are comfortable with visuals often choose illustrated books, while those who are accustomed to digital devices are more receptive to online reading. Motivational factors also play a role. Sardiman (2011) explains that motivation grows when students feel that the media they use helps them understand the material better. In other words, media is not just a "container," but part of the learning experience itself.

Based on these conditions, several research questions arise related to the use of reading media in the Tadoku 2 course. Differences in media characteristics may influence how students experience the reading process, understand texts, and maintain their motivation to read. In response to these considerations, this study seeks to answer



the following questions: how do students perceive the use of the NPO Tadoku website as a reading medium in the Tadoku 2 course? How do students perceive the use of picture storybooks as a reading medium in the Tadoku 2 course? Furthermore, how do students compare these two media in terms of ease of use, reading comprehension, material attractiveness, and reading motivation, as reflected in their overall reading experience during the Tadoku 2 learning process.

To address these research questions, this study aims to describe students' perceptions of the use of the NPO Tadoku website and picture storybooks as reading media in the Tadoku 2 course. This study also compares students' perceptions based on aspects of ease of use, level of reading comprehension, attractiveness of the material, and motivation to read. The findings of this study are expected to provide both theoretical and practical benefits. Theoretically, these findings are expected to provide a more complete picture of the reading media in extensive reading instruction that best supports beginner Japanese language learners in higher education. Practically, the results of this study can help lecturers determine reading strategies that are more suited to students' needs and learning characteristics.

These expected contributions are supported by a number of previous studies in Indonesia. Setianingrum et al. (2023) found that a combination of text and images can help beginner readers connect information more stably. Research by Karim et al. (2023) showed an increase in reading ability after students used picture stories in learning activities. Similar results were seen in research by Nasution et al. (2025), which reported an increase in reading scores after picture media were used regularly. Meanwhile, in terms of digital media, Hastuti and Pratama (2021) noted that the habit of reading on online platforms is associated with an increase in reading comprehension; and Monalisa, Suntari, and EW (2022) showed that digital media can help readers follow the flow of reading in a more focused manner.

Taken together, these various theoretical findings and research indicate that both digital and print media have their own advantages that can influence students' reading experiences. However, in the context of Japanese language learning in higher education, studies comparing students' perceptions of these two media are still limited. In fact, how students assess the media they use often determines their comfort, motivation, and level of engagement in reading. Therefore, further investigation into students' perceptions of these media is necessary to better understand their roles in supporting effective reading instruction.

METHOD

This study uses a comparative descriptive quantitative approach. This approach was chosen because during Tadoku 2 lectures, students did use two types of media alternately, so the researcher wanted to know how they viewed the two media based on their actual experiences in class. According to Sugiyono (2019), Razak (2017) descriptive quantitative research is appropriate when the researcher aims to describe conditions or phenomena as they occur by presenting data in numerical form without examining relationships between variables. The data collected was in the form of numbers from questionnaires, which were then presented as they were to see the trends in students' perceptions without testing the relationship between variables, in line with the descriptive approach explained by Creswell (2008), Arikunto (2013) and Darusalam (2016).

This research was conducted in the even semester of 2024/2025. Before the activity began, the researcher selected readings to be used during 11 reading sessions. For digital media, readings were selected from the NPO Tadoku website at levels 0–1, so that beginner students could follow the story without feeling overwhelmed. This selection is consistent with the principles of extensive reading, which emphasize the use of easy and enjoyable texts to support reading fluency and motivation (Day & Bamford, 2002). Meanwhile,

picture storybooks were selected from several collections appropriate for the students' skill levels (A1–A2). At this stage, the researcher also prepared a short journal format that students had to fill out after finishing reading, so that each student had a record of their own reading, which also served as supporting documentation of the learning process (Arikunto, 2013).

Reading activities are conducted in class. At each meeting, students are free to choose whether they want to read through the NPO Tadoku website or use picture storybooks. This choice is deliberately given so that students can learn in the way that best suits their comfort level. According to Arsyad (2019), learning media should accommodate learners' needs and characteristics in order to support effective learning. After reading for about 30–40 minutes, students write a summary of the story, the reading level, and their personal impressions in a journal provided for them. Occasionally, some students are asked to retell the content of their reading aloud. This process not only helps their understanding, but also gives researchers an idea of how they interact with their chosen media.

Data collection was conducted at the end of the meeting after the entire reading activity series was completed. The questionnaire was distributed via Google Form and consisted of 27 closed questions using a Likert scale and 8 open questions. Sugiyono (2019) and Razak (2015) explains that questionnaires are commonly used to collect data related to perceptions and responses in educational research. The closed questions covered aspects such as ease of use, level of reading comprehension, attractiveness of the material, and motivation to read. Meanwhile, the open-ended questions were designed to explore students' direct experiences regarding the strengths and weaknesses of the NPO Tadoku website and picture storybooks, the media they considered effective and interesting, and suggestions they thought would make reading more appealing.

Data analysis was conducted in two forms. Data from the closed section was calculated using

simple descriptive statistics in the form of percentages to see the trends in student choices. This technique is suitable for descriptive research because it allows data to be presented clearly and systematically (Arikunto, 2013). Meanwhile, the answers to the open questions were read and interpreted directly by the researcher. Each response was examined as material for reflection on how students interpreted the use of these two media during lectures.

RESULTS

This research questionnaire consisted of 27 closed-ended questions. However, for the purpose of presenting the results clearly and concisely, only eight representative questions are displayed in the diagrams. These questions represent the four main aspects examined in this study, namely ease of use, reading comprehension, material appeal, and reading motivation.

In addition, the questionnaire included eight open-ended questions. Students' responses to these questions were summarized in a table to highlight their perceptions of the strengths and weaknesses of the NPO Tadoku website and picture storybooks, the media they considered most effective and interesting, as well as their suggestions for improving reading materials.

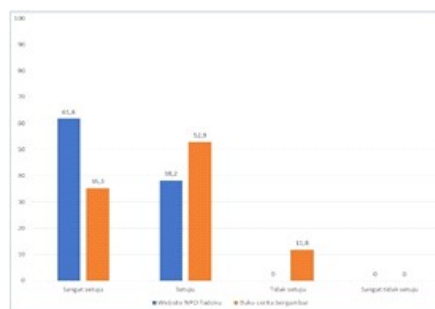


Figure-1
Comparison of Ease of Use between the NPO Tadoku Website and Picture Storybooks (%)

The first diagram shows that students found both reading media, the NPO Tadoku website and picture books, generally easy to use. All students responded positively to the NPO Tadoku website.

In fact, some of them (61.8%) responded “strongly agree,” meaning that the website did not confuse them. They found the site clear and easy to use for selecting stories to read. Meanwhile, the second diagram shows that 52.9% of students “agree” that picture storybooks are easy to read; they really know how to use picture storybooks. However, some students feel uncomfortable. Perhaps because of the text size, some of the pictures are unclear, and they depend on light. However, most students say that picture books are not too difficult to follow. Overall, students feel that these two media are similar and easy to use. However, the NPO Tadoku website seems more practical because it is easy to read this media anywhere.

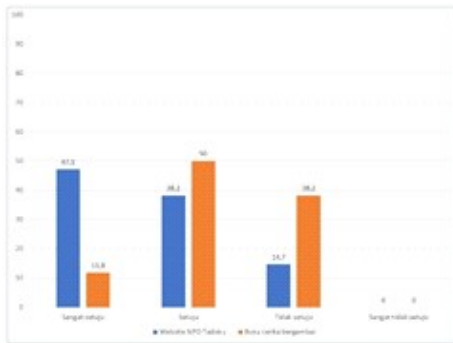


Figure-2
Comparison of Ease of Understanding the Content of the NPO Tadoku Website and Picture Books (%).

The first diagram shows that most students feel it is easier to understand the content of the reading material using the NPO Tadoku website. Most respondents were in the “agree” and “strongly agree” groups, with only 14.7% in the “disagree” group. This means that the structured reading display on NPO Tadoku, where the story contents table is neat and can be adjusted to the story level, helps students read faster. Meanwhile, diagram 2 also shows that picture storybooks also help students in terms of understanding, but not as much as NPO Tadoku. Although many chose “agree,” the number of students who found it less easy to understand the reading material through picture books was much greater than with NPO

Tadoku. This illustrates that although pictures help, some students still feel challenged by the print format, such as text size, image detail, or the number of difficult vocabulary words. In summary, students find it easier to understand the reading material when using NPO Tadoku, while picture storybooks are still useful but present a wider variety of challenges.

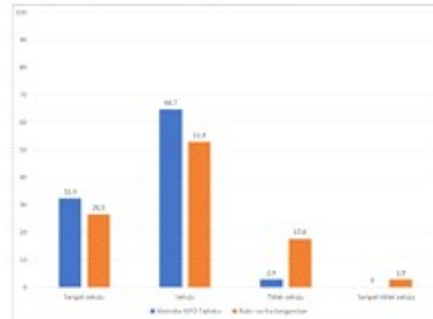


Figure-3
Comparison of Understanding of Japanese Cultural Context through the NPO Tadoku Website and Picture Storybooks (%)

The first diagram shows that most students feel that reading on the NPO Tadoku platform helps them understand aspects of Japanese culture. Nearly all respondents chose the categories “agree” or “strongly agree,” so it can be concluded that the stories on the platform are clear, easy to follow, and able to present cultural context more explicitly. Meanwhile, Diagram 2 shows that picture books also contribute to cultural understanding, but not as strongly as the digital readings on NPO Tadoku. Although many students felt helped, the number who rated the benefits as not very high was higher than for digital media, which reached 64.7%. This is likely due to the content of the stories not always presenting complete cultural information. In summary, both media provide an overview of Japanese culture. However, students consider NPO Tadoku to be more accessible, clearer, and more effective in conveying cultural context than picture storybooks.

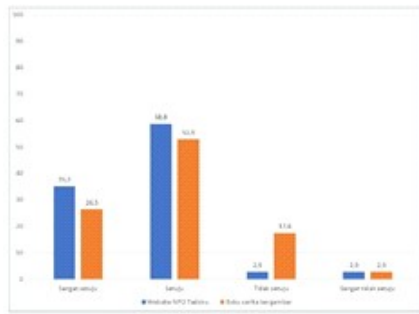


Figure-4
 Comparison of Satisfaction with Reading Texts on the NPO Tadoku Website and Picture Story Books

The first diagram shows that most students felt satisfied after reading through NPO Tadoku. Almost all chose “agree” or “strongly agree.” Only a few were dissatisfied. This illustrates that reading on NPO Tadoku is comfortable, the pages are easy to open, there are many story choices, and the display is not confusing. Many students seem to feel that the reading experience on this website is more “fluid” and less troublesome. Meanwhile, Diagram 2 shows satisfaction with reading through picture books. The results are still positive, but not as strong as the digital reading experience. Many are satisfied, but the number of those who are less satisfied is also higher, totaling 20.5%. Overall, both media still provide an enjoyable experience. However, reading via NPO Tadoku feels more stable and more suitable for most students, while picture books are still enjoyable, but more influenced by the atmosphere and physical comfort while reading.

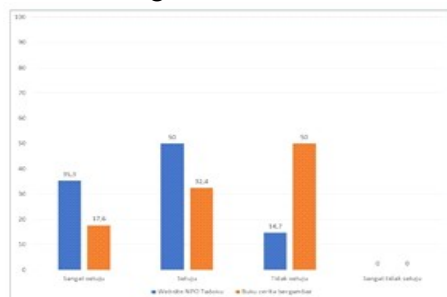


Figure-5
 Comparison of Interest in Reading Using the NPO Tadoku Website and Picture Books (%)

The first diagram shows that students tend to be more interested in reading through the NPO Tadoku website. Most respondents chose to agree and strongly agree, and only a few felt less interested. This pattern suggests that NPO Tadoku is more appealing to them, possibly because it is simple, easy to use, and in line with the current trend of reading through digital media. The second diagram shows how students rate picture books. Although some find this medium interesting, about 50% of respondents actually disagreed. This means that their interest in picture books is not as strong as their interest in digital reading. Factors that may influence this include the limited number of books, the need for adequate lighting, or the inconsistency of reading comfort. Overall, both diagrams indicate that students still appreciate picture storybooks, but digital reading through NPO Tadoku remains the preferred choice. Digital media is considered more practical, easier to carry around, and more aligned with their daily study routines.

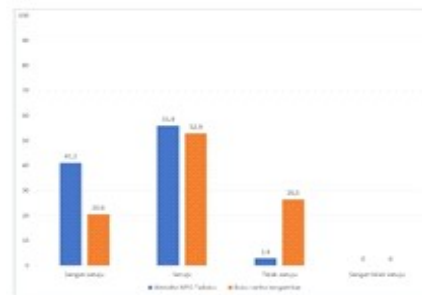


Figure-6
 Comparison of Reading Enjoyment Using the NPO Tadoku Website and Picture Books (%)

The first diagram shows students’ perceptions of the enjoyment of reading through the NPO Tadoku website. The majority of respondents gave positive ratings, with most choosing the categories “agree” and “strongly agree.” Only a small number of students expressed disagreement. These findings indicate that reading through NPO Tadoku is viewed as an enjoyable activity, supported by its simple display, quick access, and ease of selecting stories that suit their interests and abilities. The second diagram, on the other hand, illustrates students’ level of enjoyment when reading picture

books. More than half of the students felt that reading picture books was an enjoyable activity, although the proportion of disagreement was higher than for digital media, at 26.5%. This may be because some students feel limited by the physical aspects of books, such as text size, image clarity, or lighting conditions that affect reading comfort. Overall, both diagrams show that both media offer an enjoyable reading experience. However, students show a stronger preference for NPO Tadoku because it is considered more practical, more comfortable to use, and provides a more consistent reading experience without depending on physical or environmental conditions.

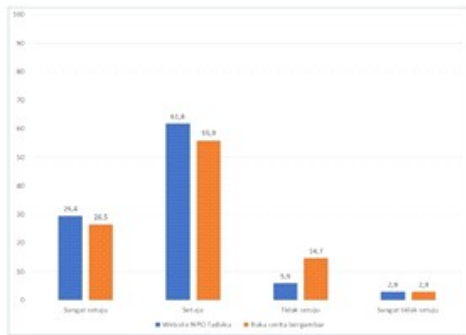


Figure-7
 Comparison of the Effects of the Tadoku NPO Website and Picture Books on Japanese Reading Motivation (%)

The first diagram illustrates how students feel an increase in motivation when reading through the NPO Tadoku website. Most respondents gave positive ratings, with many choosing agree and strongly agree. Only a few students felt less motivated. These findings show that NPO Tadoku is considered capable of encouraging enthusiasm for learning because the platform is simple, practical, and in line with the reading habits of students who often access material via digital devices. The second diagram shows how students assess the ability of picture books to increase their motivation to read. The results remain positive, although not as strong as the response to digital media. Most students gave ratings of agree or strongly agree, but the number who disagreed was

also higher than in the previous diagram, totaling around 17.6%. This suggests that although picture books are still considered interesting, the reading experience depends more on individual comfort and the condition of the print media itself. Overall, both diagrams show that both NPO Tadoku and picture books can increase student motivation, although the encouragement that comes from digital media feels stronger. NPO Tadoku is considered more practical, easily accessible, and more in line with current student learning patterns, thus providing a more enjoyable reading experience.

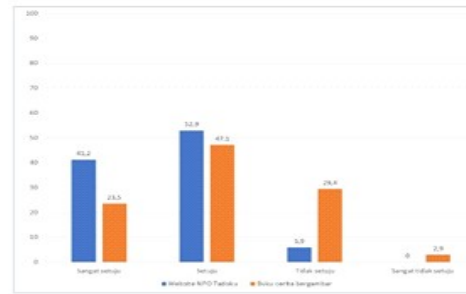


Figure-8
 Comparison of Desire to Continue Using the NPO Tadoku Website and Picture Books (%)

The first diagram shows how much students want to continue using the NPO Tadoku website as a reading medium. The majority of respondents gave positive ratings, with most choosing agree and strongly agree. Only a few disagreed, and none of the students chose strongly disagree. These findings show that NPO Tadoku is considered convenient and suitable for long-term use, so students want to continue using it to help them learn to read Japanese. The second diagram shows students' desire to continue using picture storybooks as a learning medium. Although the majority still gave answers of agree and strongly agree, the number of participants who chose disagree was quite noticeable at 32.3%. This indicates that although picture storybooks are still valued, some students feel that this medium is not always suitable for continuous use, possibly due to practicality, personal preference, or reading comfort. Overall, both diagrams show that students

still want to use both media, but their interest in NPO Tadoku appears to be stronger. Digital media is considered more practical, easily accessible, and in line with their learning habits, so more students want to continue using it compared to picture storybooks.

In addition to diagram-based answers, this questionnaire also provides space for students to freely write down their opinions. This section

provides a more “honest” picture of how they feel while using NPO Tadoku and picture books. Some wrote about simple things they liked, while others expressed minor complaints that might not be apparent in the numerical data. From these comments, it is clear how they assess the comfort of reading, what helps them, and what they still feel is lacking. The following summary summarizes the students’ views in a shorter and easier-to-understand form.

Table-1
 Overview of Students’ Impressions of the Tadoku NPO and Storybooks
 (Question-1 until Question-4)

| No. | Question | Conclusion |
|-----|--|--|
| 1 | What are the advantages of the Tadoku NPO website? | “Easy to access,” “quick to open,” “simple display,” “various reading levels,” “practical to use.” |
| 2 | What are the shortcomings of the Tadoku NPO website? | “Requires stable internet connection,” “small font size,” “lack of variety in display,” “eyes tire quickly.” |
| 3 | The advantages of storybooks | “Interesting illustrations,” “vibrant colors,” “the story feels more real,” “helps understand the content through pictures.” |
| 4 | The lack of picture storybooks. | “Limited quantity,” “not all levels are available,” “less practical than digital,” “some small text.” |

Table 1 summarizes students’ responses to the first four open-ended questions, which focus on the advantages and shortcomings of the NPO Tadoku website and picture storybooks. The responses were grouped and presented in concise phrases to highlight the common themes expressed by the students. This presentation allows the main tendencies in students’ answers to be observed clearly without detailing individual responses.

Table-2
 Overview of Students’ Impressions of the Tadoku NPO and Storybooks
 (Question-5 until Question-8)

| No | Question | Conclusion |
|----|---|---|
| 1 | Media that is considered more effective | The majority chose the Tadoku NPO website because it is fast, practical, and appropriate for their level. Some considered picture storybooks to be effective for culture and visuals. |
| 2 | The media chosen if you can choose freely | The majority prefer digital media, while a minority prefer picture storybooks because the reading experience is more enjoyable. |
| 3 | Suggestions for improving the appeal of reading | Add more interesting illustrations, improve font size, provide more varied story genres, and add audio features. |
| 4 | An interesting experience while reading | Feeling confident reading at a low level, discovering funny stories, enjoying media choices. |



From the comments written by students, it appears that many of them find NPO Tadoku quite helpful when reading. The reason is simple: the website is easy to access, uncomplicated, and offers a wide range of levels. They don't have to search for too long. However, there are also some minor complaints, such as the font size being too small or their eyes getting tired quickly when reading on the screen for too long. Students also have mixed impressions of picture books. Many like them because the pictures are attractive and the colors are pleasing to the eye. Some even feel that the stories are easier to understand because they can see the illustrations. However, physical books have limitations, such as the limited number of books available or the fact that the print is sometimes too small for some students. When asked to choose the medium they consider most suitable, most opted for NPO Tadoku because it is considered more practical and accessible at any time. But that doesn't mean picture books are unpopular; some students still choose them because reading physical books is more enjoyable for them. Students also provided some feedback, such as wanting larger font sizes, more story variety, or a more attractive appearance. Some also hoped for an audio feature. From their experiences, some felt more confident when they successfully read lower levels, some found funny stories, and some simply enjoyed the experience of trying two different media.

CONCLUSION

Based on the results of the study, students felt that both the NPO Tadoku website and picture storybooks were equally helpful in learning to read Japanese. However, NPO Tadoku was much more popular because it was more practical, easily accessible, and had a simple layout, which made it easier and quicker for students to understand the content of the stories. Picture books are still considered interesting, especially because the illustrations help them understand the story, but several obstacles such as text size, limited number

of books, and the need for lighting make some students less comfortable using them.

Students also indicated that they were more motivated and enjoyed the reading process more when using NPO Tadoku. Some still preferred picture books, but fewer did so. From their comments, it was clear that reading with these two media provided different benefits: NPO Tadoku helped them learn more easily, while picture books provided an enjoyable visual experience.

Overall, learning to read through digital media such as NPO Tadoku feels more suited to the habits and needs of today's students, although picture books still provide added value, especially in terms of visuals and a more "lively" reading experience.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arsyad, A. (2019). *Media Pembelajaran*. Jakarta: Rajagrafindo Persada.
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Practice Hall
- Darusalam, G. & Hussin, S. (2016). *Metodologi Penyelidikan dalam Pendidikan: Amalan dan Analisis Kajian. 2nd Edition*. Kuala Lumpur: University of Malaya.
- Dalman. (2017). *Keterampilan Membaca*. Jakarta: RajaGrafindo Persada.
- Damayanti, W., Cahyani, I., Halimah, H., Yulianeta, Y., Hamidah, S., & Damaiani, V. S. (2025). Pelatihan Pemanfaatan Literasi Digital Berbasis Noveltoon bagi Guru Bahasa Indonesia sebagai Media Pembelajaran Sastra. *E-Dimas: Jurnal Pengabdian kepada Masyarakat*, 16(3), 92–102. <https://doi.org/10.26877/e-dimas.v16i3.20952>
- Daryanto. (2013). *Media Pembelajaran: Perannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.

- Day, R., & Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language, 14*(2), 136–141. <https://doi.org/10.64152/10125/66761>
- De Porter, B., & Hernacki, M. (2010). *Quantum Learning*. Bandung: Kaifa.
- Hastuti, D. P., & Pratama, R. M. D. (2021). Pengaruh Kebiasaan Membaca di Media Online Terhadap Penguasaan Kosakata Selama Pembelajaran Online. *Edu Cendikia: Jurnal Ilmiah Kependidikan, 1*(2), 46–51. <https://doi.org/10.47709/educendikia.v1i2.1040>
- Karim, M., Yusnan, M., Farisatma, A., Krisnawati, D., & Kamasiah, N. (2023). Pengaruh Media Cerita Bergambar terhadap Kemampuan Membaca Siswa. *AIQU: Jurnal Pendidikan, 5*(1), 26–34. <https://doi.org/10.35326/aiqu.v8i4.4711>
- Monalisa, I., Suntari, Y., & Engga Dallion EW. (2024). Pengaruh Media Pembelajaran Digital terhadap Keterampilan Membaca Pemahaman Siswa Sekolah Dasar. *Jurnal Basicedu, 8*(3), 1953–1963. <https://doi.org/10.31004/basicedu.v8i3.7602>
- Munir, M. (2017). *Pembelajaran Digital*. Bandung: Alfabeta.
- Nasution, S. Y., Samodra, T. J., & Muskania, R. T. (2025). Media Cerita Bergambar dalam Pembelajaran Bahasa. *Jurnal Pendas, 9*(2), 500–510. <https://doi.org/10.23969/jp.v10i02.26318>
- Rahim, F. (2011). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.
- Razak, A. (2000). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*. Pekanbaru: Ababil Press.
- Razak, A., Hermandra, H., Elmustian, E. (2021). Developing Descriptive Text Reading Materials based on Constructivism Approach. *Jurnal PAJAR (Pendidikan dan Pengajaran) 5* (3), 585-598
- Razak, A. (2004). *Formula 247 Plus: Metode Mendidik Siswa Menjadi Pembaca yang Sukses*. Jakarta: Elex Media Komputindo.
- Razak, A. (2015). *Statistika: Pengolahan Data Sosisal Sistem Manual*. Pekanbaru: Autografika.
- Razak, A. (2020). *How to Teach Your Student to Write: Student Worksheets Bank in Learning to Write in Junior High School*. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Rusman, R. (2013). *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajagrafindo Persada.
- Sardiman, S. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajagrafindo Persada.
- Setianingrum, W., Haryadi, H., & Santoso, A. (2023). Penggunaan Cerita Bergambar dalam Pembelajaran Membaca. *Jurnal Pendas, 10*(1), 321–330. <https://journal.unpas.ac.id/index.php/pendas/article/view/34975/18426>
- Somadayo, S. (2011). *Strategi Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.
- Sugiyono, S. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sudjana, N., & Rivai, A. (2011). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- Tarigan, H. G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.