



The Influence of Special Teaching Materials and Air Balloon Media on Learning Outcomes of Factual Paragraph Reading Skills

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ABSTRACT

This study aims to describe the effect of using special teaching materials and air balloons media on learning factual paragraph reading skills. This study used a quasi-experimental method with a single-shot pretest-posttest type. The study was conducted in the even semester of the 2024/2025 academic year at SMP Negeri 5 Watubangga. The population of this study was grade VII students who participated in a series of learning activities for factual paragraph reading skills using special teaching materials and air balloons media. They numbered 16 students. The sample of this study was 15 students determined through a statistical formula drawn randomly without replacement from the population members. The main instruments of this study were conventional media, namely air balloons and special teaching materials. To collect data on the effect of special teaching materials and air balloons media on learning factual paragraph reading skills, a four-option multiple-choice test instrument was used. The second instrument was a check-check guideline that was useful for validating the data. The third instrument was an observation guideline that was useful for collecting data on learning procedures. Data on the effect of special teaching materials and air balloons media on learning factual paragraph reading skills were analyzed using a Wilcoxon test procedure. The use of this nonparametric inferential statistical procedure does not require the conditions of normality of the curve and homogeneity of population variance. The results of the study showed that the use of special teaching materials and air balloon media had a positive effect on the learning outcomes of factual paragraph reading skills of seventh-grade students at SMP Negeri 5 Watubangga.

Keywords: special teaching materials, air balloon media, learning outcomes, factual paragraph, reading skills

INTRODUCTION

Learning reading skills is learning that has high complexity for teachers (Razak, 2020). This is caused by many factors. First, students' negative attitudes towards learning Indonesian, especially learning reading skills. This condition is certain to occur because students are tempted by the devil, cursed, to make them dislike learning to read. Students' negative views become stronger when teachers cannot carry out interesting learning. This condition occurs if the teacher is unable to choose objective and systematic teaching materials and media that are in harmony with the learning objectives.

In high-class basic education, especially for class VII SMP/MTs students, learning reading skills is very urgent. This learning is not only useful for fulfilling Indonesian language lessons, but is also useful for other subjects that use written teaching language. In other words, the knowledge and reading skills students gain in Indonesian language lessons can be applied in every other subject that uses reading-based teaching materials.

Is a conventional medium for use in learning reading comprehension skills. Razak (2020) found hot air balloons as a medium for learning reading

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comprehension. A hot air balloon is used as an illustration to explain abstract ideas from concrete sentences. Razak (2020) adds that learning media alone is insufficient to achieve learning objectives.



Figure 1
Air Balloon Media (Razak, 2000)

Another essential strategy is teaching materials. Because the teaching materials provided by the central government are produced annually, reading comprehension learning materials are lacking in various aspects. These teaching materials are potentially in-depth, inadequate, and some even fail to meet objective requirements. Therefore, teachers must produce specific teaching materials specifically for reading skills. These teaching materials contain: 1) clear, objective, and systematic instruction on the nature of paragraphs as the smallest elements of narrative text; 2) the content of the paragraph, concretely consisting of the main sentence and supporting sentences; Abstractly, it is the main idea and supporting ideas (Razak, 2000; Harjasujana & Vismaian, 2003). These two aspects are expected to be able to achieve the learning objectives, namely narrative text reading skills. Therefore, it is necessary to conduct research with the title 'The Influence of Special Teaching Materials and Air Balloon Media on Learning Outcomes of Factual Paragraph Reading Skills'.

This article contains a single problem statement. The problem statement is "How significant is the influence of special teaching materials and hot air balloon media on learning outcomes in factual paragraph reading skills?"

This study aims to describe the magnitude of the influence of special teaching materials and hot air balloon media on learning outcomes in factual

paragraph reading skills. This is the sole objective of this study.

This article has several benefits. First, from a research methods perspective, this study is useful because it adds to the growing body of research publications using experimental methods. Second, from an instructional media perspective, this study is beneficial because it adds variety to conventional learning media. Third, from a supervision perspective, this study is useful for principals as supervisors in supervising teachers. Fourth, from a specialized teaching materials perspective, this article is useful because it has the potential to motivate teachers to develop specialized teaching materials in formative units.

Relevant research was found in several scientific articles in online journals. These articles include:

- 1) Aminah, A. & Magal, M. (2024). Hubungan antara Keterampilan Membaca Pemahaman dan Penguasaan Matematika Indikator Aritmatika Sosial. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 353–360. <https://doi.org/10.55909/jpbs.v3i3.591>
- 2) Mondolalo, D., & Muda, L. (2022). Keterampilan Membaca Pemahaman Level Menengah Paragraf Deskriptif Siswa Kelas VII SMP Karuna Dipa Palu. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(2), 263–270. <https://doi.org/10.55909/jpbs.v1i2.34>
- 3) Widiyani, R. (2024). Perbandingan antara Media Buku Sekolah Elektronik dan Media Khusus dalam Pembelajaran Keterampilan Membaca Teks Naratif. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 361–370. <https://doi.org/10.55909/jpbs.v3i3.592>

METHOD

This study employed a quasi-experimental method. This method employed a one-group pretest-posttest design. This design involved only one group (X) receiving the treatment (Figure 2). The first observation was conducted during the



pretest (O1). Afterward, a second observation phase was conducted to obtain data on the dependent variable, concluding with a posttest; O2 (Fraenkel et al., 2012; Creswell, 2014; Sugiyono, 2012).

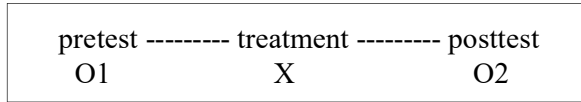


Figure 2
 Pretest-Posttest Design in One Group

The study was conducted in the even semester of the 2024/2025 academic year at SMP Negeri 5 Watubangga. This school is located at Jl. Pendidikan, Watubangga District, Kolaka Regency, Southeast Sulawesi Province.

The population of this study was 7th-grade students at SMP Negeri 5 Watubangga who were participating in reading skills learning using special teaching materials and hot air balloons. There were 14 students.

The sample size was 14 students. This number was determined based on Slavin's formula (Razak, 2015; Setiawan, 2007; Santoso, 2023).

The test instrument was used to collect reading skill data. The test contained 12 items involving two separate paragraphs with indicators of a topic sentence, supporting sentences, main idea, and supporting ideas. The test was in the form of a four-option multiple-choice test. The test was structured using the steps below.

First, determine the type of test. The chosen test type was a four-option multiple-choice test.

Second, determine the number of paragraphs to be used as test material. Only two separate paragraphs were selected; each consisting of 40-50 words and 4 sentences. Paragraph 1 dealt with a prophetic topic with a deductive style, while Paragraph 2 dealt with a scientific topic with an inductive style.

Third, determine the reading skill indicators (Rahmatin, 2024). The selected indicators were the topic sentence, supporting sentences, main idea, and supporting ideas.

Fourth, determine the number of test items for each indicator in each separate paragraph. Specifically for supporting sentences and ideas, two items were set.

Fifth, reproduce paragraph 1, the prophetic topic paragraph. This deductive paragraph is described below.

Paragraph 1

From childhood, Ahmad bin Hanbal knew that his mother was willing to live in suffering. This was done solely to meet her son's needs. As an orphan, young Imam Ahmad sought to repay his mother's kindness by studying hard. Eventually, he became a highly learned man, known as one of the imams of the Islamic school of thought (Asy-Syinawi, 2013).

Paragraph 2

First, apply the betel-lime cream with your right finger. Second, recite the Basmalah (the name of the Lord) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times. Usually, after 24 hours, the leg will only swell but not be venomous. This is the traditional treatment for a centipede sting, assuming the patient was stung on the lower part of the right ankle (Razak, 2019; Masnah, 2023).

Sixth, compile the test outline. The outline is arranged in a table containing columns containing the number, indicator, item number, and total.

Table 1
 Factual Paragraph Reading Skills Test Specification

Indicators	Item Number		Sum
	Deductive	Inductive	
Main Sentence	1	7	2
Supporting Sentence-1	2	8	2
Supporting Sentence-2	3	9	2
Main Idea	4	10	2
Supporting Idea-1	5	11	2
Supporting Idea-2	6	12	2
Sum	6	6	12

Seventh, write four-option multiple-choice test items according to the grid. The test items are listed at the end of the discussion structure.

A checklist is used to internally validate the raw score calculations and the results of the reading comprehension skills data analysis. Validation uses time triangulation techniques.

To obtain the raw data, each sample member's answer sheet is scored. Each question that matches the key is scored 1 (one), while each question that does not match the key is scored 0 (zero). The maximum score a sample member can potentially achieve is 12.

Data analysis uses nonparametric inferential statistical procedures. The appropriate procedure for this purpose is the Wilcoxon test using SPSS. This procedure involves the mean of the pre-test and the mean of the post-test results. Razak (2018), Fraenkel et al. (2012), Malik & Hamied (2014), and Sarwono & Salim (2017) state that pre-test and post-test data for the same variable are suitable for analysis using the Wilcoxon test procedure, assuming all test requirements are not met.

RESULT

The mean score on the factual paragraph reading skills test for seventh-grade students at SMP Negeri 5 Watubangga was 5.43. This mean is equivalent to a standard score of 45.24. The highest score was 8 out of 12 total. The lowest score was 4. The mode was 5, and the standard deviation was 1.28.

After conducting learning using special teaching materials and hot air balloon media, the mean score on factual paragraph reading skills for seventh-grade students at SMP Negeri 5 Watubangga increased drastically. The mean value was 9.64, equivalent to a standard score of 80.36 percent. The mode value was 9, the highest score was 11, and the standard deviation was only 0.74 (Table 2).

Table 2
Pre-test and Post-test Score Results of Factual Paragraph Reading Skills

Sample Code	Pretest Score	Post-test Score
701	8	11
702	8	10
703	6	11
704	6	10
705	6	10
706	5	10
707	5	9
708	5	9
709	5	9
710	5	9
711	5	10
712	4	9
713	4	9
714	4	9
Sum	76	135
N	14	14
Mean	5,43	9,64
Percentage	45,24	80,36
Std. Deviation	1,28	0,74
Mode	5	9

The significance value of the curve normality test using SPSS is 0.004 (Figure 3). This value is <0.05, so Ho is rejected, meaning that the factual paragraph reading skill data is not normally distributed.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
difference	0,262	14	0,010	0,791	14	0,004
a. Lilliefors Significance Correction						

Figure 3
SPSS Screenshot of the Results of the Curve Normality Test for Factual Paragraph Reading Skill Data



The sig. value of the curve normality test using SPSS is 0.007 (Figure 4). This value is < 0.05 , so H_0 is rejected, meaning that the factual paragraph reading skill data is not homogeneous.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
post_test	Based on Mean	7,381	3	10	0,007

Figure 4
 SPSS Screenshot of Results of the Homogeneity of Population Variance Test for Factual Paragraph Reading Skill Data

Here are two screenshots of the Wilcoxon test results for factual paragraph reading skill data. The first shows the ranks data. The second shows the Z-score.

Ranks				
		N	Mean Rank	Sum of Ranks
pretest - post_test	Negative Ranks	14 ^a	7,50	105,00
	Positive Ranks	0 ^b	0,00	0,00
	Ties	0 ^c		
	Total	14		
a. pretest < post_test				
b. pretest > post_test				
c. pretest = post_test				
Test Statistics ^a				
		pretest - post_test		
Z		-3,354 ^b		
Asymp. Sig. (2-tailed)		0,001		
a. Wilcoxon Signed Ranks Test				
b. Based on positive ranks.				

Figure 5
 SPSS Screenshot of Wilcoxon Test Results for Factual Paragraph Reading Skill Data
 The Wilcoxon test for factual paragraph reading

skill data yielded a significant value of 0.001 (Figure 5). Therefore, a significant value of $0.002 < 0.05$, thus rejecting H_0 . The interpretation is that the pre-test mean of factual paragraph reading skill data, 5.43, is indeed significantly different from the post-test mean of 9.64. In other words, the use of special teaching materials and hot air balloons has proven effective in teaching factual paragraph reading skills in seventh-grade students at SMP Negeri 5 Watubangga.

DISCUSSION

Hot air balloons have similar properties to reading knowledge and skills. Razak (2018) stated that the physical (concrete) balloon is made of rubber or a similar material, while the balloon's contents (abstract) are air. The air inside the balloon cannot be less than the balloon's volume, or vice versa. The physical form of a balloon is like a sentence, while the air inside the balloon is like an idea. It would be false to say that the air outside the balloon is the air inside the balloon. It would also be false to say that there is a vacuum inside the balloon.

The explanation above can be used as an analogy for sentences and ideas in a paragraph. A concrete sentence is like the physical form of a balloon made of rubber. The idea is the content of the sentence, like the air inside the balloon (Razak, 2018).

A sentence is a linguistic unit that has a final silence. This final silence is a statement marked by a period, a command marked by an exclamation point, and a question marked by a question mark. In contrast, ideas are contained within concrete sentences. Statements of ideas use phrases or, at most, clauses.

The main sentence of Paragraph 1 is the sentence at the beginning (Since childhood, Ahmad bin Hanbal knew that his mother was willing to live in suffering). This sentence has the most general idea compared to other ideas. The main idea of the sentence is "Since childhood, Imam Ahmad bin Hanbal knew about his mother's willingness to live in suffering."

The main idea of paragraph 1 should not be less than or more than the scope of the sentence itself. Here are examples of main ideas for main sentences that are less than the scope of their contents: (the first 3 are insufficient ideas, while the last 4 are excessive ideas):

- 1) Imam Ahmad bin Hanbal knew about his mother's willingness to live in suffering.
- 2) Imam Ahmad bin Hanbal knew about his mother.
- 3) Since childhood, Imam Ahmad bin Hanbal knew about his mother's suffering.

The main sentence of paragraph 2 is the sentence at the end of the sentence (That is the traditional treatment for a centipede sting, assuming the patient was stung on the lower part of the right ankle). This sentence has the most general idea compared to the other ideas. The idea of the sentence is "The traditional treatment for a centipede sting, assuming the patient was stung on the lower part of the right ankle."

The main idea of paragraph 2 should not be less than or more than the scope of the sentence itself. This is an example of a main idea in a main sentence that is less than the scope of its contents, namely (the first 3 are about ideas that are lacking while the last 4 are about ideas that are excessive), namely:

- 1) Traditional treatment for a centipede sting, assuming the patient was stung on the lower knuckle of the right foot.
- 2) Traditional treatment for a centipede sting.
- 3) Traditional treatment for a centipede sting, assuming the patient was stung on the lower knuckle.
- 4) Traditional treatment for a centipede sting, assuming the patient was stung on the lower knuckle of the right or left foot.

Below are 12 questions. Items 1-6 are for Paragraph 1, while items 7-12 are for Paragraph 2, which contain the methodological structure of this article.

- 1) Main sentence of Paragraph 1...
 - A. From childhood, Imam Ahmad bin Hanbal knew about his mother's willingness to live in hardship.
 - B. As an orphan, young Imam Ahmad tried to repay his mother's kindness by studying hard.
 - C. His mother did all this to meet her son's needs.
 - D. From childhood, Ahmad bin Hanbal knew that his mother was willing to live in hardship.
- 2) Supporting Sentence-1 Paragraph-1 ...
 - A. From childhood, Imam Ahmad bin Hanbal knew about his mother's willingness to live in hardship.
 - B. As an orphan, young Imam Ahmad tried to repay his mother's kindness by studying hard.
 - C. His mother did this only to fulfill all his son's needs.
 - D. From childhood, Ahmad bin Hanbal knew that his mother was willing to live in hardship.
- 3) Supporting Sentence-2 Paragraph-1 ...
 - A. From childhood, Imam Ahmad bin Hanbal knew about his mother's willingness to live in hardship.
 - B. As an orphan, young Imam Ahmad tried to repay his mother's kindness by studying hard.
 - C. His mother did this only to fulfill all his son's needs.
 - D. From childhood, Ahmad bin Hanbal knew that his mother was willing to live in hardship.
- 4) Main idea of Paragraph 1...
 - A. since childhood, Imam Ahmad bin Hanbal knew about his mother who was willing to live in suffering



- B. As an orphan, little Imam Ahmad tried to repay his mother's kindness by studying hard.
- C. The mother did this just to fulfill all her child's needs.
- D. Since childhood, Imam Ahmad bin Hanbal knew about his mother who was willing to live in suffering.
- 5) Supporting idea-1 Paragraph-1 ...
- A. Since childhood, Imam Ahmad bin Hanbal knew about his mother who was willing to live in suffering
- B. As an orphan, little Imam Ahmad tried to repay his mother's kindness by studying hard.
- C. Imam Ahmad's mother did all Imam Ahmad's needs
- D. Since childhood, Imam Ahmad bin Hanbal knew about his mother who was willing to live in suffering.
- 6) Supporting idea-2 Paragraph-1 ...
- A. As an orphan, little Imam Ahmad tried to repay his mother's kindness by studying hard.
- B. As an orphan, little Imam Ahmad tried to repay his mother's kindness by studying hard.
- C. The mother did this just to fulfill all her child's needs.
- D. Imam Ahmad's mother did all Imam Ahmad's needs
- 7) Main sentence Paragraph-2 ...
- A. First, apply the lime-betel cream with your right finger.
- B. Second, recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times.
- C. Usually, it only causes swelling in the leg for up to 24 hours but is not poisonous at all.
- D. Itulah proses pengobatan tradisional jika tersengat lipan dengan asumsi penderita disengat lipan di bagian bawah buku-lali kaki kanan.
- 8) Supporting sentence-1 Paragraph-2 ...
- A. First, apply the lime-betel cream with your right finger.
- B. Second, recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times.
- C. Usually, this only causes swelling in the leg for up to 24 hours but is completely harmless.
- D. This is the traditional treatment for a centipede sting, assuming the patient was stung on the lower part of the right ankle.
- 9) Supporting sentence-2 Paragraph-2 ...
- A. First, apply the lime-betel cream with your right finger.
- B. Second, recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times.
- C. Usually, this only causes swelling in the leg for up to 24 hours but is completely harmless.
- D. This is the traditional treatment for a centipede sting, assuming the patient was stung on the lower part of the right ankle.
- 10) Main sentence Paragraph-2 ...
- A. First, apply the lime-betel cream with your right finger.
- B. Then recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to 3 times.
- C. Usually, it only causes swelling in the leg for up to 24 hours but is not poisonous at all.

- D. That is the traditional treatment process for centipede stings, assuming the sufferer was stung by a centipede on the lower part of the right ankle.

11) Supporting idea-1 Paragraph-2 ...

- A. First, apply the lime-betel cream with your right finger.
- B. Then recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times.
- C. Usually, it only causes swelling in the leg for up to 24 hours but is not poisonous at all.
- D. This is the traditional treatment for centipede stings, assuming the patient was stung on the lower part of the right ankle.

12) Supporting idea-2 Paragraph-2 ...

- A. First, apply the lime-betel cream with your right finger.
- B. Then recite the Basmalah (in the name of Allah) and apply it to the area stung by the centipede in a circular motion from right to left; repeat up to three times.
- C. Usually, it only causes swelling in the leg for up to 24 hours but is not poisonous at all.
- D. This is the traditional treatment for centipede stings, assuming the patient was stung on the lower part of the right ankle.

The use of hot air balloons in reading skills learning can facilitate knowledge and understanding of sentences and ideas within paragraphs. The physical form of a balloon is identical to a sentence, while the air within the balloon represents an idea. From a size perspective, sentences and ideas are not different, as sentence size determines the breadth of the idea. However, from a nature perspective, sentences and ideas are two different concepts. Sentences are concrete, while ideas are abstract (Razak, 2000).

Hot air balloons have practical value. First, they are practical in terms of procurement, as 30 balloons cost only 10,000 rupiah. Second, they are practical in terms of use. During class, the balloons are manually inflated by the teacher and each student after they receive a share of one.

Special teaching materials contain instructional materials on the learning material itself. The intended teaching materials are:

- 1) paragraph meaning
- 2) paragraph types
- 3) differences and similarities between deductive and inductive paragraphs
- 4) examples of deductive paragraphs
- 5) examples of inductive paragraphs
- 6) sentences as paragraph elements
- 7) topic sentences and supporting sentences
- 8) main ideas and supporting ideas
- 9) differences and similarities between sentences and ideas

Each teaching material is provided with a blank space for manual copying of the relevant teaching material. Below is a teaching material accompanied by a blank space for students to copy.

Teaching Material-1

A paragraph is a collection of sentences that address a single idea. One of the many sentences serves as the topic sentence, while the others serve as supporting sentences. The topic sentence must be located at the beginning or end of the paragraph.

Copying Assignment: Teaching Material-1

Copy the teaching material above in its entirety into the blank space below. Use a pencil.



Special teaching materials essentially function as learning media. These special teaching materials are relevant to learning objectives. Therefore, this article strengthens the function of teaching materials as learning media to achieve learning objectives (Umar, 2014; Widiyani, 2024).

CONCLUSION

Special teaching materials and hot air balloon media have a positive impact on reading skills learning outcomes in seventh-grade students at SMP Negeri 5 Watubangga. That concludes this article.

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