



## ***The Influence of the Reciprocal Teaching Model Using Pop-Up Book Media on the Reading Comprehension Ability of Madrasah Ibtidaiyah Students***

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**Abstract:** This research was motivated by the problem of students' low reading comprehension skills. The aims of this research are (1) to determine the implementation of the reciprocal teaching model using pop-up book media in class IV at MI Al-Washliyah Perbutulan Cirebon, (2) to determine the reading comprehension ability of class IV students at MI Al-Washliyah Perbutulan Cirebon, (3) to determine the effect of the reciprocal teaching model using pop-up book media on the reading comprehension ability of class IV students at MI Al-Washliyah Perbutulan Cirebon. This research uses a quantitative approach with quasi experimental methods and a nonequivalent control group design research design. The sample consisted of 60 students, consisting of 30 experimental class students and 30 control class students. The sampling technique uses purposive sampling, while for data collection using questionnaires and tests. The implementation of the reciprocal teaching model using pop-up book media in class IV MI Al-Washliyah resulted in a questionnaire score of 80.57 in the good category. Meanwhile, the reading comprehension ability of experimental class students received an average score of 76.39 and an n-gain of 0.47 (medium). Meanwhile, the control class got an average score of 68.06 and an n-gain of 0.25 (low). The T-Test shows the Sig value. (2-tailed) of  $0.014 < 0.05$ . Meanwhile, the regression test results show a correlation value of 0.801 and a determination value of 0.642 with the regression equation  $Y = 34.347 + 0.601X$ . Thus, it can be concluded that the reciprocal teaching model using pop-up book media has a significant effect on the reading comprehension ability of class IV Madrasah Ibtidaiyah students.

**Keywords:** Reciprocal Teaching, Pop-Up Book, Reading Comprehension Ability

### **INTRODUCTION**

Reading is an activity carried out to obtain the message the author wants to convey through the medium of words/written language. Reading can also be said to be a meaning-seeking activity. Dalman (2013) states that reading is the process of changing the form of symbols/signs/writing into meaningful sounds. In this case, reading activity is the process of interpreting symbols or signs in the form of a series of words as a pattern of communication with the writer to find the meaning and information that the writer puts into writing.

In simple terms, Sauturrasik (2015) defines reading as a language activity that is actively receptive. It is said to be active, because in the reading activity there is an interaction process between the reader and the writer. Meanwhile, it is said to be receptive, because by reading a



person can receive the message conveyed by the author through his writing. Meanwhile, according to Mulyono (2014), reading is a process carried out to obtain information contained in the text, to criticize the content of the reading, and to obtain information as material for developing the reader's creative products. In this case, reading is not just a receptive skill, but a skill that can involve critical and creative understanding.

Elementary School/Madrasah Ibtidaiyah is a basic level of education that places reading skills as the main focus. There are various levels of reading skills in SD/MI. There are several levels of reading in SD/MI, namely initial reading (decoding) which is applied in grades I-II, confirmation/fluency reading in grades II-III, and reading for learning or understanding in grades IV-VI (Wulan, 2010).

Even though reading is very urgent in education, conditions in the field show something else. The results of research conducted by the Progress in International Reading Literacy Study (PIRLS) in 2011 showed worrying results. The results of this research note that the reading ability of grade IV elementary school/MI students in Indonesia is relatively low, with data ranging from 5% of Indonesian students from the number studied showing a high and advanced level of reading ability, while more than 30% reached a very low level, almost 40 % only reached the low level and 25% reached the intermediate level (Sumira, Rahmat, & Nugraha, 2017). This is also in line with Basuki (2011) who argued that the reading comprehension ability of fourth grade elementary school students is at a very low stage, students only master 30% of reading material, both informational and literary reading.

Apart from the research above, problems related to reading ability were also discovered directly by researchers at MI Al-Washliyah Perbutulan Cirebon. Researchers found problems in learning Indonesian, namely that students had difficulty reading at a comprehension level. When asked about the content of the reading, there are still many students who cannot answer and have to re-read their reading. The results of an interview with one of the class IV teachers at MI Al-Washliyah also stated that based on test scores, there were still students who experienced difficulties in reading comprehension skills, especially in determining the main idea in a paragraph.

This problem requires efforts to find the right solution. One of these efforts is carried out by implementing effective and enjoyable learning strategies. Among several learning models, reciprocal teaching is one learning model that can be applied as a strategy to improve reading comprehension skills. Reciprocal teaching is a student learning strategy that is based on the principles of creating/asking questions with a constructive approach. These strategies are taught through direct teaching in the form of modeling carried out by teachers to improve the reading performance of students whose reading comprehension skills are low (Trianto, 2013).

Reciprocal teaching is a teaching procedure that requires student activity to acquire knowledge independently. According to Ann Brown, in reciprocal teaching students are taught four specific independent understanding strategies, namely asking questions, studying/summarizing the material (summarizing), explaining the content of the material again (clarifying), and predicting possible development of the material (Noorliani & Kusumawati, 2013).



Apart from learning models, media also has an important role in the learning process. One of them is Pop-up books. Pop-up book is the name of a learning medium that is not widely known to the public. According to Dzuanda in Pramesti (2015), a pop-up book is a book that has moving parts or three-dimensional elements and provides an interesting story visualization. Devi and Maisaroh (2017) explained that pop-up book media is media designed with a three-dimensional shape that can move when the book page is opened. Delivery of material in this media uses stories. There are several arrangements for the parts, including the book cover, foreword, and main material.

This research was motivated by the problem of students' low reading comprehension skills. The aims of this research are (1) to determine the implementation of the reciprocal teaching model using pop-up book media in class IV at MI Al-Washliyah Perbutulan Cirebon, (2) to determine the reading comprehension ability of class IV students at MI Al-Washliyah Perbutulan Cirebon, (3) to determine the effect of the reciprocal teaching model using pop-up book media on the reading comprehension ability of class IV students at MI Al-Washliyah Perbutulan Cirebon.

## METHODS

This research uses a quantitative approach with a quasi experimental research design. This design has a control class, but it cannot function fully to influence the implementation of the experiment (Sugiyono, 2016). The form of quasi-experimental design for this research is nonequivalent control group design. The independent variable in this research is the reciprocal teaching model using pop-up book media (x) and the dependent variable is reading comprehension in class IV students (y). The population in this study were all class IV students at MI Al-Washliyah Perbutulan Cirebon. The sample in this study was all students in class IV-B and IV-C at MI Al-Washliyah taken using a purposive sampling technique with a total of 60 students. The purpose of this sampling is to obtain samples that have almost the same characteristics, traits and abilities. This research uses data collection techniques in the form of questionnaires and tests. The tests used in this research are pretest and post-test. Pretest and post-test were given to the experimental class and control class. After carrying out the pretest, the next step is to provide treatment in the form of a learning process. Next, the final stage is giving a post-test. The reason for using this type of research is because the researcher wants to know and test in detail the effect of the reciprocal teaching model using pop-up book media on the reading comprehension abilities of Madrasah Ibtidaiyah students.

## RESULT

### 1. Implementation of the Reciprocal Teaching Model using Pop-Up Book Media

Collecting data on the implementation of the reciprocal teaching model using pop-up book media used a questionnaire instrument containing 16 statements, which included implementation of learning preparation, use of media, as well as four reciprocal teaching strategies, namely questioning (making questions), summarizing (summarizing reading), clarifying (clarifying), and predicting (predicting). The questionnaire data is then calculated

using the formula, among others: Final Score = (acquisition score)/(maximum score) x 100. The results of the questionnaire for implementing the reciprocal teaching model using pop-up book media are as follows:

**Table 1** Questionnaire Results

| No | Description                         | Results |
|----|-------------------------------------|---------|
| 1  | Maximum Total Score                 | 1920    |
| 2  | Total Score Earned                  | 1547    |
| 3  | Percentage of Questionnaire Results | 80.57%  |
| 4  | Category                            | Good    |

Based on table 1 of the Questionnaire Results above, it can be seen that the questionnaire results of student responses to the implementation of the reciprocal teaching model using pop-up book media in the experimental class were 80.57%. Thus, it can be concluded that the implementation of the reciprocal teaching model using pop-up book media in the experimental class has good criteria.

## 2. Reading Comprehension Ability of Class IV Madrasah Ibtidaiyah Students

Reading comprehension is an intensive reading skill with the aim of capturing the content or meaning of the ideas contained in the reading. Bond, et al. explains that reading comprehension is a reading activity that aims to obtain adequate understanding and interpretation of the meanings contained in written symbols (Tarigan, 2008). The results of the pretest-posttest on the reading comprehension ability of class IV students at MI Al Washliyah Perbutulan Cirebon Regency are as follows:

**Table 2** Pretest-Posttest Reading Comprehension Ability Score

| Category      | EXPERIMENT |          | CONTROL |          |
|---------------|------------|----------|---------|----------|
|               | PRETEST    | POSTTEST | PRETEST | POSTTEST |
| Highest Score | 83,33      | 100      | 75      | 91,67    |
| Lowest Score  | 33,33      | 58,33    | 41,67   | 41,67    |
| Average Score | 58,06      | 76,94    | 58,89   | 68,61    |
| N-Gain        |            | 0,45     |         | 0,24     |

Based on the data obtained in table 2 above, it can be seen that the average pretest score in the control class is 58.89 and the average pretest score in the experimental class is 58.06. Meanwhile, the average posttest score in the experimental class was 76.39 and the average posttest score in the control class was 68.06. Thus it can be concluded that the posttest score for the experimental class is greater than the posttest score for the control class (76.39 > 68.06). In the table it can also be seen that the total N-Gain value in the experimental class is 0.45 (medium) and the total N-Gain value in the control class is 0.24 (low). From these data it can be concluded that the reading comprehension ability in the experimental class has increased significantly compared to the control class.



### 3. The Influence of the Reciprocal Teaching Model Using Pop-Up Book Media on Students' Reading Comprehension Ability

The following are the results of the T-Test Independent Sample Test of Students' Reading Comprehension Ability, as follows:

**Table 3** T Test Students' reading comprehension ability

| Independent Samples Test                                    |                             |                              |      |       |        |                 |                 |                       |   |          |
|---|-----------------------------|------------------------------|------|-------|--------|-----------------|-----------------|-----------------------|---|----------|
| Levene's Test for Equality of Variances                     |                             | t-test for Equality of Means |      |       |        |                 |                 |                       |   |          |
|   |                             | F                            | Sig. | T     | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|   |                             |                              |      |       |        |                 |                 |                       | Lower                                     | Upper    |
| Posttest Results of Students' Reading Comprehension Ability | Equal variances assumed     | .303                         | .584 | 2.541 | 58     | .014            | 8.33333         | 3.27942               | 1.76887                                   | 14.89780 |
|   | Equal variances not assumed |                              |      | 2.541 | 57.797 | .014            | 8.33333         | 3.27942               | 1.76838                                   | 14.89829 |

Based on table 3 above, it can be seen that the Sig. (2-tailed) is 0.014. This data can be seen in the Sig column. (2-tailed) Equal variances assumed row, which shows that the Sig. (2-tailed) < a or Sig value. calculated is smaller than the a value at the 0.05 level, so that  $H_1$  (there is a significant difference between the experimental class and the control class) is accepted and  $H_0$  (there is no significant difference between the experimental class and the control class) is rejected. Thus it can be concluded that there are differences between the experimental class and the control class after being given different treatments.

Simple regression analysis is used to predict or test the influence of one independent variable on the dependent variable. The results of regression testing can be seen in the following table:

**Table 4** Regression Test Results

| Model Summary |                   |          |                   |                            |  |
|---------------|-------------------|----------|-------------------|----------------------------|--|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |  |
| 1             | .801 <sup>a</sup> | .642     | .629              | 5.62406                    |  |

a. Predictors: (Constant), Reciprocal Teaching Model Using Pop-Up Book Media

From table 4 it can be seen that the correlation or relationship value (R) is 0.801. From these results, the coefficient of determination (R Square) is 0.642, which means that the influence of the independent variable on the dependent variable is 64.2%, while the remainder is influenced by other variables.

**Tabel 5** Regression test results

| Coefficients <sup>a</sup>                         | Unstandardized |            | Standardized |       |      |
|---|----------------|------------|--------------|-------|------|
|   | Coefficients   |            | Coefficients |       |      |
|   | B              | Std. Error | Beta         | t     | Sig. |
| Model   |                |            |              |       |      |
| (Constant)  | 34.347         | 6.603      |              | 5.201 | .000 |
| Reciprocal Teaching Model Using Pop-Up Book Media | .601           | .085       | .801         | 7.087 | .000 |

a. Dependent Variable: Students' reading comprehension skills

In table 5 above, it can be seen that column B (Constant) is 34.347, while in column B (variable x) it is 0.601, so the regression equation can be written as follows:  $Y = a + bX$  or  $34.347 + 0.601X$ . So from this equation it can be translated that the constant of 34.347 means that if there is no value of variable x then the value of variable y is 34.347. Meanwhile, the regression coefficient of 0.601 states that for every additional 1 value of variable X, the value of variable y increases by 0.601. Based on the results of the regression test above the Sig. (2-tailed) of 0.000. Because the significance value is smaller than 0.05 ( $0.000 < 0.005$ ),  $H_0$  is rejected, meaning that the reciprocal teaching model using pop-up book media has a significant effect on the reading comprehension ability of class IV students at MI Al-Washliyah Perbutulan Cirebon.

Reciprocal teaching is a learning model that requires students to be active in acquiring knowledge independently, with a constructivist approach with four independent strategies, namely questioning, summarizing, clarifying, and predicting (Trianto, 2013; Noorliani, 2013). Based on the research results, it can be seen that the average result of implementing the reciprocal teaching model using pop-up book media was 80.57. This value falls into the strong criteria. This means that the data shows that the implementation of the reciprocal teaching model using pop-up book media was responded well by students. This is because students have an interest in learning that emphasizes a student-centered approach or independent learning that focuses on student activity. As Oczkus (2018) explains, the reciprocal teaching model is a scaffolded discussion technique that is based on four strategies that readers can use to understand a text.

At the questioning stage, the results of data analysis on the positive questionnaire showed that 60% of respondents said "often" and 56.7% of respondents said "never" on the negative statement questionnaire. This can be stated that the questioning stage was carried out well. The teaching procedure of the reciprocal teaching model at the questioning stage directs students to work together in a group so that each group member can communicate and convey opinions through asking questions and answers. Puspita, Yetri, & Novianti (2017) stated that the reciprocal teaching model had an effect on students' metacognitive and affective abilities, with

an increase in scores of 28.04 in metacognitive abilities and 17.3 in students' affective abilities.

The summarizing learning strategy in reciprocal teaching can train students' reading comprehension concepts to become better. As the results of research conducted by Sartono, Komala, & Dumayanti (2016) show that the application of the reciprocal teaching model can increase students' understanding of concepts. This is because this model can focus students' attention on the learning material because students become actors in the learning process. The summarizing stage showed that 63.3% of respondents stated "sometimes" in negative statements and 53.3% of respondents stated "always" in the positive statement questionnaire. Thus it can be said that students respond well to the implementation of learning.

The predicting stage can train students in an effort to improve students' creative thinking abilities. In their research, Heryani & Rustina (2016) concluded that the application of the reciprocal teaching model was effective in improving creative thinking abilities. Students are actively involved in constructing an understanding of the concepts they have learned so that the learning process becomes more meaningful. At this stage, the results of the questionnaire showed that students carried out the predicting stage well.

Meanwhile, in the clarifying stage, data analysis results showed that 70% of students stated "often" in positive questionnaire statements and 73.3% of respondents stated "sometimes" in negative questionnaire statements. These data show that the implementation of the clarifying phase of learning was carried out well. As stated previously, learning strategies at this stage can train students to express their ideas or understandings that have been learned, as well as allowing students to be verbally active. This is in line with research by Adhani (2014), which explains that the reciprocal teaching model is effectively used to train students' cognitive domains and verbal activities such as asking questions, giving suggestions, expressing opinions, interrupting, answering questions, and providing explanations.

Based on the analysis of the questionnaire data, it can be concluded that the implementation of the reciprocal teaching model using pop-up media was carried out well by students. Palinscar and Brown in Doolittle & et al., (2006) state that "Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and the gradually cedes responsibility for these strategies to students ...". From this understanding it can be explained that reciprocal teaching is an instructional strategy based on modeling and guided practice, where the instructor first models a series of reading comprehension strategies and gradually these strategies are transferred to students.

Reading is an activity that requires understanding. This is in line with the definition of reading according to Tarigan (2008) who explains that reading is a process carried out by readers to obtain the message the writer wants to convey through the medium of words/written language. Meanwhile, Prasetyo (2008) explains that reading is a series of mental activities carried out with full attention to understand information through the sense of sight in the form of complex symbols, which are arranged in such a way that they have meaning and meaning. Reading skills have various types. At the elementary/MI level there are two categories of reading, namely beginning reading and advanced reading. Beginning reading is aimed at classes I and II which are still in the low class category. Meanwhile, reading skills for high classes, namely classes III-VI, are called advanced reading (Maufur & Sholeh, 2015).

Harold L. Herber in Djojuroto (2006) divides the levels of reading comprehension into three, namely literal, interpretive and applied comprehension. If analyzed based on the level of understanding, the results of the experimental class posttest show that the students' reading comprehension test questions had the highest percentage, namely the literal comprehension level with a total percentage of 88.89%. Literal understanding is understanding the meaning that is explicitly stated in the text. Meanwhile, the level of interpretive understanding has a percentage



result of 84.44%. Interpretative understanding is an understanding of the meaning implied in a reading. And the last level of understanding is the level of applicable understanding with a percentage of 50%. This level of understanding is done by understanding what has been read, then relating it to what the reader has experienced in his life.

From the data above, it can be analyzed that questions on the literal level of understanding are the questions most often answered by students. Apart from being easy, this question does not require in-depth understanding. A reader only needs accuracy and focus in understanding the reading. Meanwhile, regarding the level of applicable understanding, this is not the case. A reader must be able to relate what is understood in the reading as well as correlate it with his experience. So students to reach this level need a wealth of good schemata.

Based on data analysis, it was found that the experimental class got a higher posttest score than the control class. The experimental class which initially (pretest) got an average score of 58.06, at the posttest got a score of 76.39. Meanwhile, the control class got an average posttest score of 68.06, which initially got an average pretest score of 58.89. From these results it can be seen that the reading ability scores of experimental class students after receiving treatment by applying the reciprocal teaching model and pop-up book media improved more compared to the control class which only applied the conventional model. This can also be strengthened by the results of the N-Gain test which produced a value of 0.45 for the experimental class with "medium" criteria, and the control class only got 0.24 with "low" criteria. Thus, it can be said that the reading comprehension ability of experimental class students is better than that of the control class.

Reciprocal teaching is a learning model that requires student activity to acquire knowledge based on the principles of constructivism. Through this model, students will be accustomed to practicing communication, discussion and independent learning skills (Khusnia & Nuraida, 2017). Based on the research results, it shows that there are differences in students' reading comprehension abilities between the experimental class and the control class. The T-Test carried out with the Independent Samples Test obtained a Sig value. (2-tailed) is 0.014 or smaller than the a value at the 0.05 significance level. This data is also strengthened by the results of the N-Gain calculation. In the N-Gain test the experimental class got a gain value of 0.47, while the control class got a value of 0.25. If interpreted, the value 0.47 is in the medium category, while 0.25 is in the low category. Apart from that, the regression test produces a Sig value. of 0.000. This value is smaller than 0.05, meaning that there is a significant relationship between the reciprocal teaching model using pop-up book media and students' reading comprehension abilities. The magnitude of this correlation can be seen from the R value which shows a value of 0.801. This means that the correlation reaches a percentage of 80.1%.

Brown & Palincsar in Dootlitt (2006) state that "reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the student." Thus, it can be stated that the use of the reciprocal teaching model in the learning process theoretically influences students' reading comprehension abilities. This is in accordance with the R square results which show a value of 0.642. This means that the influence of the reciprocal teaching model using pop-up media on students' reading comprehension skills is 64.2%, while the rest is influenced by other variables. This test also produces a regression equation  $Y = 34.347 + 0.601X$ . This equation shows that every additional coefficient on variable Thus, it can be concluded that the implementation of the reciprocal teaching model using pop-up book media has a significant effect on students' reading comprehension abilities.





## CONCLUSIONS

Based on the description of the research results and discussion, it can be concluded that the reciprocal teaching model is a learning model that can be applied to improve reading comprehension skills. By applying the reciprocal teaching model, students will be taught four specific independent understanding strategies, namely asking questions, summarizing the material, explaining the content of the material again (clarifying), and predicting possible development of the material. The reciprocal teaching model using pop-up book media has a significant effect on the reading comprehension ability. So, the reciprocal teaching model using pop-up book media could be an alternative way for educators to improve the reading comprehension skills of class IV Madrasah Ibtidaiyah students.

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