



STORY BOOKS ENHANCE EFL STUDENTS' NARRATIVE READING COMPREHENSION REGARDLESS OF READING INTEREST: EVIDENCE FROM A 2 × 2 FACTORIAL EXPERIMENT

Elsa Fitra Sari^{1*}, Aswadi Jaya², Hanni Yukamana³

^{1,2,3} Universitas PGRI Palembang

E-mail: ¹elsafitrasari3@gmail.com, ²aswadijaya4@gmail.com, ³yukamana1975@univpgri-palembang.ac.id.

Accepted:

11 September 2026

Published:

21 September 2026

Corresponding Author:
Elsa Fitra Sari

Email Corresponding:
elsafitrasari3@gmail.com

ABSTRACT

Reading comprehension continues to pose a considerable challenge for learners of English as a Foreign Language (EFL), particularly when they are required to interpret and comprehend narrative texts. While story books have long been incorporated into reading instruction as pedagogical resources, empirical evidence regarding their effectiveness among learners with varying levels of reading interest remains limited. Accordingly, this study examined the effect of story book-based instruction on students' narrative reading comprehension while also investigating the role of reading interest and its potential interaction with the instructional approach. Employing a true experimental method with a 2 × 2 factorial design, the study involved 60 junior high school students who were randomly assigned to experimental and control groups. Based on their responses to a reading interest questionnaire, the participants were further categorized into high- and low-reading-interest groups. Data were obtained through a narrative reading comprehension test constructed with reference to Barrett's Taxonomy and were analyzed using independent-samples *t*-tests and two-way analysis of variance (ANOVA). The findings demonstrated that students receiving story book-based instruction significantly outperformed those receiving conventional instruction across both high- and low-reading-interest categories ($p < .001$). In contrast, reading interest did not produce a statistically significant main effect on reading comprehension ($p = .292$), nor was there a significant interaction between instructional approach and reading interest ($p = .435$). These findings suggest that the instructional benefits of story books are relatively consistent across different levels of reading interest. The study therefore provides empirical support for incorporating story books into EFL reading instruction as an effective pedagogical resource for strengthening junior high school students' comprehension of narrative texts.

Keywords: story books, reading comprehension, narrative texts, reading interest, EFL learners.

1. INTRODUCTION

Reading comprehension constitutes a fundamental component of English as a Foreign Language (EFL) learning, as it enables learners to derive meaning from written discourse, expand their knowledge, and engage critically with textual information. Herlina (2016, as cited in Kholili, 2022) emphasizes that successful comprehension of English texts depends substantially on well-developed reading skills, a position that is consistent with findings reported by Azhar (2024),

Sulistyaningsih and Ardianingsih (2023), Sakriani et al. (2022), and Upa et al. (2024). Reading comprehension therefore extends beyond the recognition of individual words or the decoding of isolated sentences; it represents a multidimensional process shaped by the interaction of linguistic competence, cognitive processing, prior knowledge, and strategic reading behavior (Duke & Cartwright, 2021). Effective reading additionally requires learners to recognize words rapidly and accurately, interpret lexical and sentential

Vol 9, No 2 (2026): ESTEEM

meanings, and establish meaningful relationships among information presented throughout a text (Djiwandono, 2001, as cited in Tambunan & Harputra, 2023). Proficient readers actively integrate textual information with their existing knowledge structures to interpret ideas, evaluate information, and construct coherent representations of meaning. This ability becomes particularly important in EFL environments, where learners generally have limited exposure to English beyond formal instructional contexts. Reading consequently serves as a major source of linguistic input and contributes substantially to vocabulary development, language acquisition, and academic achievement (Grabe & Stoller, 2020).

From a cognitive perspective, reading comprehension entails an active and purposeful interaction between readers and texts through which meaning is continuously interpreted and reconstructed (Duke & Pearson, 2017, as cited in Aulia et al., 2025). Such comprehension enables students to identify relevant textual information and formulate appropriate responses to questions based on the material they read (Tarigan, 2014, as cited in Hadid et al., 2023). Strengthening reading comprehension therefore remains a central objective of English language instruction, particularly because adequate comprehension facilitates mastery of instructional content and enables learners to address text-based tasks more efficiently (Aziz, 2020, as cited in Juliana et al., 2022). Despite its importance, many students continue to encounter considerable difficulty in interpreting English texts, particularly when confronted with complex syntactic structures and unfamiliar linguistic features. These challenges are further compounded by inadequate knowledge of effective reading strategies that could assist learners in analyzing, interpreting, and constructing meaning from demanding texts (Juliana & Aminiarsih, 2020; Juliana, 2020, as cited in Juliana et al., 2022).

Among the various genres introduced in Indonesian secondary education, narrative

texts occupy a significant position because they expose learners to contextualized language while simultaneously stimulating imagination, cultural awareness, and higher-order thinking. Comprehending narrative discourse requires readers to identify explicitly stated information, recognize chronological relationships, infer characters' intentions, establish causal connections among events, and evaluate the values or moral messages embedded within a story. These cognitive operations correspond closely to the different levels of comprehension represented in Barrett's Taxonomy, encompassing literal, inferential, evaluative, and appreciative dimensions of understanding. Narrative comprehension thus requires learners to move beyond surface-level decoding and participate actively in constructing meaning throughout the reading process (Koda, 2020). Ultimately, reading aims to establish a comprehensive representation of a text by integrating explicitly communicated information with meanings that must be inferred from the discourse (Ekawati, 2017, as cited in Juliana et al., 2022). Nevertheless, many Indonesian EFL learners continue to experience difficulties in understanding narrative texts because of restricted vocabulary, insufficient background knowledge, and limited opportunities to engage with meaningful reading resources. Such difficulties may also vary considerably among learners because reading comprehension is shaped by differences in personal background, previous experiences, and prior reading competence (Harras, 2014; Oktrifianty, 2021; Shofiah, 2018; Sudarsana, 2014, as cited in Tambunan & Harputra, 2023).

Challenges in reading comprehension may be further intensified by instructional practices that depend heavily on textbooks and teacher-centered activities. In conventional EFL classrooms, students are frequently required to read predetermined passages, translate unfamiliar vocabulary, and answer comprehension questions with relatively limited opportunities for interaction or meaningful engagement with the text. English

Vol 9, No 2 (2026): ESTEEM

reading itself involves the coordination of several foundational competencies, including recognition of written symbols and punctuation, understanding of spelling–sound relationships, and the ability to comprehend connected discourse (Andriani, 2022; Putri Liani, 2021, as cited in Tambunan & Harputra, 2023). Although conventional exercises may contribute to students' understanding of explicitly presented information, they do not necessarily provide sufficient opportunities to develop inferential reasoning, critical interpretation, and personal engagement with written texts. Reading instruction may consequently become a routine process centered on producing correct answers rather than actively constructing meaning from authentic and meaningful discourse (Tomlinson, 2023). Contemporary language pedagogy therefore increasingly emphasizes instructional resources that provide meaningful linguistic input while positioning learners as active participants in the comprehension process.

One instructional resource with considerable potential to address these limitations is the story book. Illustrated story books combine accessible language with interconnected visual representations that can facilitate learners' interpretation of sentences and textual information (Ngura et al., 2020, as cited in Aulia et al., 2025), a perspective consistent with Primasari and Hidayat (2022) and Nasution and Hasibuan (2026). Story books situate language within coherent narratives, recognizable situations, and engaging characters, thereby enabling learners to encounter vocabulary and discourse within meaningful contexts rather than as isolated linguistic units. Compared with decontextualized reading passages, story books can provide richer contextual support by connecting linguistic forms with events, characters, and experiences that unfold across a narrative. Such materials may also encourage readers to anticipate subsequent events, visualize situations, infer unstated meanings, establish relationships among narrative

elements, and connect textual experiences with their own knowledge. These processes potentially facilitate deeper engagement with and comprehension of narrative discourse. From the perspective of language development, sustained exposure to meaningful narrative texts may contribute to vocabulary expansion, greater discourse awareness, and increasingly fluent reading performance (Nation & Macalister, 2021). Story books may additionally create more enjoyable literacy experiences, potentially reducing learners' apprehension toward English texts and encouraging more active participation in classroom reading activities (Shin & Crandall, 2023).

Instructional materials, however, represent only one dimension of successful reading comprehension, as learner-related characteristics may also shape how students engage with and understand written texts. Among these characteristics, reading interest is an important affective variable encompassing learners' willingness to read, enjoyment of reading activities, and sustained engagement with written materials. Learners with stronger reading interest generally devote greater time and attention to reading, demonstrate greater persistence when comprehension difficulties arise, and may employ reading strategies more actively. These behavioral tendencies are frequently associated with stronger reading performance than that demonstrated by learners with comparatively low levels of reading interest (Schiefele et al., 2021). Reading interest may also strengthen intrinsic motivation by encouraging voluntary and sustained reading behaviors, which can progressively contribute to vocabulary development and comprehension ability. Similarly, Wigfield et al. (2022) emphasize that motivation and engagement constitute important dimensions of literacy development because motivated readers are more likely to participate actively in literacy activities and regulate their learning processes effectively.

Despite extensive recognition of the importance of reading interest, its relationship

**STORY BOOKS ENHANCE EFL STUDENTS' NARRATIVE READING
COMPREHENSION REGARDLESS OF READING INTEREST: EVIDENCE FROM
A 2 × 2 FACTORIAL EXPERIMENT**

Vol 9, No 2 (2026): ESTEEM

with particular instructional resources remains insufficiently understood. Existing research has frequently examined story-based materials and reading interest as separate contributors to reading outcomes, yet comparatively limited empirical attention has been directed toward their combined influence on students' reading comprehension. Previous studies generally indicate that story-based instruction can facilitate reading achievement and that stronger reading interest tends to be associated with more favorable reading performance. However, these findings do not establish whether the instructional benefits of story books depend on learners' initial levels of reading interest. An important empirical question therefore remains concerning whether story books primarily benefit learners who already demonstrate strong interest in reading or whether their instructional advantages extend similarly to students with relatively low reading interest.

Addressing this question is particularly relevant in rural Indonesian educational contexts, where learners may have comparatively restricted access to diverse English-language reading resources and meaningful literacy experiences. Under such circumstances, identifying instructional materials capable of accommodating students with different motivational characteristics becomes especially important. Story books may offer a pedagogically useful means of providing contextualized linguistic input while creating engaging reading experiences that encourage interaction with narrative texts regardless of students' initial levels of reading interest. Examining the relationship between instructional resources and learner characteristics may consequently provide a more nuanced understanding of how reading instruction can accommodate motivational diversity and promote more equitable opportunities for developing comprehension among EFL learners.

Against this background, the present study investigates the effects of story book-based instruction and students' reading interest

on EFL learners' narrative reading comprehension through a true experimental 2×2 factorial design. Specifically, it examines the main effect of instructional approach, the main effect of reading interest, and the interaction between these two factors in relation to students' comprehension of narrative texts. By examining these effects simultaneously, the study seeks to extend existing research beyond the independent examination of instructional materials and learner motivation and to determine whether the pedagogical contribution of story books varies across levels of reading interest. The findings are expected to provide empirical evidence relevant to English teachers, curriculum developers, and educational practitioners regarding the integration of story books into EFL reading instruction, particularly in secondary-school contexts where the development of meaningful, engaging, and inclusive literacy experiences remains an important educational priority.

2. METHODS**2.1 Research Design**

This study employed a quantitative approach using a true experimental research design with a 2×2 factorial design. A true experimental design was selected because participants were randomly assigned to the experimental and control groups after the sample had been selected, ensuring that each participant had an equal probability of receiving either instructional treatment. Random assignment minimizes selection bias and strengthens the internal validity of the study by creating comparable groups before the intervention (Creswell & Creswell, 2023).

The study investigated the effects of two independent variables on students' reading comprehension of narrative texts. The first independent variable was the instructional method, consisting of two levels: teaching using story books and teaching using conventional instruction. The second independent variable was students' reading

Vol 9, No 2 (2026): ESTEEM

interest, which was categorized into high and low levels based on questionnaire scores. The dependent variable was students' reading comprehension of narrative texts.

A 2×2 factorial design was employed because it enables researchers to examine not only the main effects of each independent variable but also the interaction effect between them within a single experimental framework (Field, 2022). This design was considered appropriate because the study sought to determine whether the effectiveness of story books differed according to students' reading interest. Accordingly, four experimental conditions were established: (1) students with high reading interest taught using story books, (2) students with low reading interest taught using story books, (3) students with high reading interest taught through conventional instruction, and (4) students with low reading interest taught through conventional instructions.

Table 1. The 2×2 Factorial Research Design

	High Reading Interest	Low Reading Interest
Story Books	n = 15	n = 15
Conventional Instruction	n = 15	n = 15

2.2 Participants

The study was conducted at SMP Negeri 1 Cengal, Ogan Komering Ilir Regency, South Sumatra, Indonesia, during the 2025/2026 academic year. The target population consisted of 119 junior high school students. A sample of 60 students was selected through simple random sampling, ensuring that every student in the population had an equal opportunity to participate in the study (Fraenkel et al., 2012).

Following sample selection, the participants were randomly assigned to either the experimental group or the control group using a lottery procedure. Each group consisted of 30 students. Subsequently, all participants completed a reading interest

questionnaire, and their scores were used to classify them into high- and low-reading-interest categories. To satisfy the requirements of the factorial design, each instructional group included 15 students with high reading interest and 15 students with low reading interest, resulting in four balanced experimental conditions with equal numbers of participants.

2.3 Instruments

Two instruments were used for data collection: a reading interest questionnaire and a reading comprehension test. The questionnaire comprised 32 items rated on a four-point Likert scale and measured four dimensions of reading interest: motivation, enjoyment, engagement, and reading frequency. The resulting scores were used to categorize students into high- and low-reading-interest groups.

Reading comprehension was assessed using a 15-item multiple-choice test developed based on Barrett's Taxonomy, covering literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. Correct responses were scored one point and incorrect responses zero, with total scores subsequently converted to a 0–100 scale.

Prior to the main study, both instruments were piloted with students outside the research sample. Content validity was established through expert judgment, while item validity was examined using Pearson's product-moment correlation. Reliability was assessed using Cronbach's alpha for the reading interest questionnaire and KR-20 for the reading comprehension test, with both instruments demonstrating satisfactory internal consistency.

2.4 Procedure

The study was conducted in four stages. First, all selected participants completed the reading interest questionnaire and a reading comprehension pre-test. The questionnaire results were used to classify students into high- and low-reading-interest categories before the instructional treatment began.

Vol 9, No 2 (2026): ESTEEM

Second, participants were randomly assigned to either the experimental or control group. Students in the experimental group received reading instruction using story books, whereas those in the control group received conventional reading instruction based on the school's regular teaching materials. Both groups studied the same learning objectives and narrative text topics over the same instructional period to ensure comparability between treatments.

Third, following the completion of the instructional treatment, all participants completed the post-test using the same reading comprehension instrument administered during the pre-test. The post-test measured students' achievement after receiving different instructional treatments.

Finally, all collected data were coded, verified, and prepared for statistical analysis. Data screening was conducted before hypothesis testing to ensure that the assumptions required for parametric statistical analyses had been satisfied.

2.5 Data Analysis

The data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics, including means and standard deviations, were first calculated to summarize students' reading comprehension performance across groups.

Prior to hypothesis testing, the assumptions of normality and homogeneity of variance were examined. Normality was evaluated using the Shapiro-Wilk test because it provides robust results for relatively small sample sizes, whereas homogeneity of variance was assessed using Levene's test (Field, 2022). Statistical significance was determined at the .05 level.

The first and second research questions were analyzed using independent-samples t-tests to compare students' reading comprehension between the experimental and control groups within each reading-interest

category. The third and fourth research questions were analyzed using two-way analysis of variance (ANOVA), which examined the main effects of instructional method and reading interest as well as the interaction effect between the two independent variables on students' narrative reading comprehension. This analytical procedure was selected because it is appropriate for evaluating the independent and combined effects of two categorical independent variables on a continuous dependent variable (Field, 2022; Pallant, 2020).

3. RESULTS AND DISCUSSION

3.1 Result

This section presents the findings of the study regarding the effects of story books and students' reading interest on narrative reading comprehension. The results are organized into descriptive statistics, independent-samples t-tests, and two-way analysis of variance (ANOVA).

1. Descriptive Statistics

Table 2 Descriptive Statistics of Reading Comprehension Scores

Group	N	Mean	SD
Experimental (Pre-Test)	30	48.22	12.71
Control (Pre-test)	30	53.77	12.62
Experimental (Post-Test)	30	87.55	9.21
Control (Post-test)	30	60.22	12.91

As shown in Table 1, both groups demonstrated relatively comparable reading comprehension before the intervention. After the treatment, however, students in the experimental group achieved substantially higher post-test scores than those in the control group. The mean score of the experimental group increased from 48.22 to 87.55, whereas the control group showed only a modest improvement from 53.77 to 60.22, providing an initial indication of the effectiveness of story-book-based instruction.

2. Effect of Story Books on Students with High Reading Interest

The first research question examined whether story books improved the reading comprehension of students with high reading interest. An independent-samples t-test was conducted to compare the post-test scores of the experimental and control groups.

Table 3. Independent-Samples t-Test for Students with High Reading Interest

Group	N	Mean	SD	t	df	p
Story Books	15	88.22	8.26	8.89	28	<.001
Conventional Instruction	15	61.11	8.43			

Students with high reading interest who were taught using story books obtained significantly higher reading comprehension scores than those who received conventional instruction, $t(28) = 8.89$, $p < .001$.

3. Effect of Story Books on Students with Low Reading Interest

The second research question investigated whether story books also improved the reading comprehension of students with low reading interest.

Table 4. Independent-Samples t-Test for Students with Low Reading Interest

Group	N	Mean	SD	t	df	p
Story Books	15	86.66	9.78	5.75	22.40	<.001
Conventional Instruction	15	58.67	16.10			

Students with low reading interest also achieved significantly higher reading comprehension scores after receiving instruction through story books than those receiving conventional instruction, $t(22.40) = 5.75$, $p < .001$.

4. Main and Interaction Effects of Story Books and Reading Interest

To examine the overall effects of instructional method and reading interest simultaneously, a two-way ANOVA was performed.

Table 5. Two-Way ANOVA Results

Source	F	p	Interpretation
Teaching Method	87.479	<.001	Significant
Reading Interest	0.981	.326	Not Significant
Method X Reading Interest	0.006	.941	No Interaction

The analysis revealed a significant main effect of instructional method on students' reading comprehension, $F(1, 56) = 87.479$, $p < .001$, indicating that students taught using story books performed significantly better than those taught through conventional instruction. In contrast, reading interest did not have a significant main

effect, $F(1, 56) = 0.981$, $p = .326$. Likewise, the interaction between instructional method and reading interest was not statistically significant, $F(1, 56) = 0.006$, $p = .941$. These findings indicate that the effectiveness of story books was consistent across students with different levels of reading interest.

5. Interaction Plot

Figure 1 illustrates the interaction between instructional method and reading interest. The nearly parallel lines indicate the absence of a meaningful interaction effect. Although students with high reading interest obtained slightly higher scores than those with low reading interest, both groups demonstrated similar gains when taught using story books. This visual pattern supports the ANOVA results, suggesting that the positive effect of story-book-based instruction was independent of students' reading interest.

Figure 1 Interaction Plot of Teaching Method and Reading Interest on Reading Comprehension

Tests of Between-Subjects Effects					
Dependent Variable: SCORE					
Type III					
Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11328.397 ^a	3	3776.132	29.489	.000

Vol 9, No 2 (2026): ESTEEM

Intercept	327558.804	1	327558.804	2557.976	.000
METHOD	11202.020	1	11202.020	87.479	.000
INTEREST	125.657	1	125.657	.981	.326
METHOD * INTEREST	.719	1	.719	.006	.941
Error	7171.018	56	128.054		
Total	346058.219	60			
Corrected Total	18499.415	59			

a. R Squared = .612 (Adjusted R Squared = .592)

Table 6. Tests of Between-Subjects Effects

Source	F	Sig.	Interpretation
METHOD	87.479	0.000	Significant
INTEREST	0.981	0.326	Not significant
METHOD * INTEREST	0.006	0.941	No interaction

Discussion

The present study investigated the effects of story book–based instruction and reading interest on EFL students’ narrative reading comprehension using a true experimental 2×2 factorial design. Three principal findings emerged. First, students exposed to story books significantly outperformed those receiving conventional instruction. Second, reading interest did not exert a significant main effect on comprehension performance. Third, no significant interaction was identified between instructional method and reading interest. Collectively, these findings indicate that story books enhanced narrative reading comprehension irrespective of students’ initial levels of reading interest.

The superior performance of students receiving story book–based instruction suggests that meaningful and contextualized materials facilitate comprehension more effectively than conventional reading activities. Story books situate linguistic input within coherent narratives, enabling learners to predict events, infer characters’ intentions, recognize causal relationships, and interpret underlying messages. These processes

correspond with Barrett’s Taxonomy, which conceptualizes comprehension as extending beyond literal understanding to inferential, evaluative, and appreciative processing. Thus, engagement with complete narratives may encourage deeper cognitive processing and contribute to stronger comprehension outcomes.

The effectiveness of story books can also be interpreted through Krashen’s Input Hypothesis. Story books provide comprehensible linguistic input within meaningful contexts, allowing learners to infer unfamiliar vocabulary and expressions from narrative events rather than depending exclusively on direct translation. Repeated exposure to contextualized language may progressively strengthen vocabulary knowledge, familiarity with narrative structures, and overall comprehension. The findings therefore support the pedagogical value of comprehensible and engaging input in facilitating EFL reading development.

Story books may further enhance comprehension by promoting cognitive and behavioral engagement. Narratives encourage curiosity, prediction, imagination, discussion, and active meaning construction rather than positioning students as passive recipients of textual information. This interpretation is consistent with Guthrie’s engagement perspective, which emphasizes the contribution of active involvement in reading to comprehension development. By encouraging learners to anticipate events, connect information across a text, and relate narratives to prior knowledge, story books may facilitate sustained engagement and more effective processing of textual information.

In contrast, reading interest did not significantly affect narrative reading comprehension, although students with higher reading interest obtained slightly higher mean scores. This finding suggests that initial reading interest may not independently determine comprehension performance when learners receive adequate instructional support. Although reading interest is generally

Vol 9, No 2 (2026): ESTEEM

associated with greater persistence and engagement (Schiefele et al., 2021), effective instructional materials may reduce performance differences between students with different motivational characteristics. Story books may therefore provide sufficient contextual and motivational support for students with relatively low reading interest to participate meaningfully in reading activities.

This interpretation is also consistent with Wigfield et al. (2022), who conceptualize reading motivation and engagement as dynamic characteristics influenced by instructional contexts and learning experiences. The engaging narratives and contextual support provided by story books may stimulate situational engagement even among students who initially report lower reading interest. Consequently, instructional quality may exert a stronger short-term influence on comprehension outcomes than learners' initial motivational disposition.

The absence of a significant interaction further indicates that the effectiveness of story books was relatively consistent across high- and low-reading-interest groups. Thus, the benefits of story book-based instruction did not depend significantly on students' initial interest in reading. This finding extends previous research by demonstrating, within a factorial experimental design, that story books can function as an inclusive instructional resource across different levels of reading interest.

Overall, the findings underscore the pedagogical potential of story books for developing narrative reading comprehension in EFL classrooms. By providing contextualized language, encouraging higher-order comprehension, and promoting active engagement, story books can support learners with different motivational profiles. Their integration into secondary EFL reading instruction may therefore provide a meaningful and inclusive approach to strengthening students' comprehension of narrative texts.

4. CONCLUSION

This study examined the effects of story book-based instruction and reading interest on EFL students' narrative reading comprehension using a true experimental 2×2 factorial design. The findings revealed that story books significantly improved reading comprehension compared with conventional instruction, with comparable benefits for students across high and low levels of reading interest. In contrast, reading interest showed no significant main effect, and no significant interaction was found between instructional method and reading interest. These results suggest that story books provide meaningful and contextualized learning experiences capable of supporting learners with different motivational profiles.

The findings reinforce the pedagogical value of integrating story books into EFL reading instruction to promote engagement and deeper comprehension of narrative texts. However, given the limited sample and single-school context, the findings should be interpreted cautiously. Future research should involve larger and more diverse samples, examine other text genres and learner-related variables, and employ longitudinal or mixed-methods designs to further investigate the contribution of story-book-based instruction to reading development.

Ethical Considerations

Prior to data collection, permission to conduct the study was obtained from the relevant school authorities at SMP Negeri 1 Cengal. Participants were informed about the purpose and procedures of the research, and their participation was voluntary. Informed consent was obtained before data collection, while confidentiality and anonymity were maintained throughout the research process. The data obtained from the reading interest questionnaire, pre-test, and post-test were used exclusively for research purposes and did not affect the students' academic assessment.

Statement on the Use of Artificial Intelligence

Artificial intelligence (AI) tools were used only for limited language editing and manuscript refinement. AI was not used to generate, fabricate, manipulate, analyze, or interpret the research data. All questionnaire responses, reading comprehension scores, statistical analyses, findings, interpretations, and conclusions were derived from the actual research procedures and remained under the full responsibility of the authors.

Conflict of Interest

The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this study.

Funding

This research received no specific financial support or funding from any public, commercial, or non-profit organization.

5. REFERENCES

- Andriani, R. (2022). *Penggunaan media pop-up book untuk mengembangkan kemampuan membaca peserta didik kelas III MIMA 30 Bustanul Ulum Tegalsari Ambulu Jember tahun pelajaran 2021/2022*. UIN KH Achmad Siddiq Jember.
- Aulia, S. N., Rohmah, S., & Subroto, D. E. W. (2025). Peningkatan kemampuan membaca pemahaman siswa SD melalui metode cerita bergambar dalam pembelajaran Bahasa Indonesia. *Jurnal Padamu Negeri*, 2(1), 38–42.
- Azhar, I. (2024). Metode pembelajaran dan implikasinya terhadap keterampilan pemahaman teks bacaan Bahasa Inggris. *Darajat: Jurnal Pendidikan Agama Islam*, 7(2), 97–104.
- Aziz, I. N. (2020). Implementation of SQ3R method in improving the students' basic reading skill. *Educatio: Journal of Education*, 5(1), 97–106. <https://doi.org/10.29138/educatio.v4i1.179>
- Barrett, T. C. (1976). Taxonomy of reading comprehension. In R. E. Smith & T. C. Barrett (Eds.), *Teaching reading in the middle grades*. Addison-Wesley.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Djiwandono, P. I. (2001). *Strategi membaca bahasa Inggris*. Gramedia Pustaka Utama.
- Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>
- Duke, N. K., & Pearson, P. D. (2017). Effective practices for developing reading comprehension. *Journal of Education*, 189(1–2), 107–122. <https://doi.org/10.1177/0022057409189001-208>
- Ekawati, Y. N. (2017). Peningkatan kemampuan mendengarkan (listening) mahasiswa Bahasa Inggris melalui model pembelajaran project-based learning. *Cakrawala: Jurnal Pendidikan*, 11(2), 135–143. <https://doi.org/10.24905/cakrawala.v11i2.846>
- Field, A. (2022). *Discovering statistics using IBM SPSS Statistics* (6th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading* (3rd ed.).
- Guthrie, J. T., & Klauda, S. L. (2020). Adolescents' engagement in reading for pleasure and achievement. *Journal of Educational Psychology*, 112(4), 675–690.
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2020). Modeling the relationships among reading instruction, motivation,

Vol 9, No 2 (2026): ESTEEM

- engagement, and achievement for adolescents. *Reading Research Quarterly*, 55(S1), S1–S18. <https://doi.org/10.1002/rrq.273>
- Hadid, Z., Kanzunudin, M., & Fathurohman, I. (2023). Pengembangan buku cerita rakyat Rembang dalam pembelajaran keterampilan membaca pemahaman siswa kelas IV sekolah dasar. *Jurnal Pendidikan Dasar*, 11(1), 153–160.
- Harras, K. A. (2014). Hakikat dan proses membaca. *Hakikat dan Proses Membaca*, 1(1), 56.
- Herlina. (2016). Meningkatkan keterampilan membaca pemahaman Bahasa Inggris melalui metode SQ4R. *Jurnal Ilmiah VISI PPTK PAUDNI*, 11(1), 29–35.
- Juliana. (2021). Peningkatan kemampuan pemahaman siswa SMA Harapan 3 Delitua dengan metode context clues. *Dinamisia: Jurnal Pengabdian kepada Masyarakat*, 5(5). <https://doi.org/10.31849/dinamisia.v5i4.3799>
- Juliana, J., & Aminiarsih, D. S. (2020). Peningkatan pengetahuan dan pemahaman siswa SMA Nurul Hasanah terhadap tes berbahasa Inggris TOEFL. *Jurnal SOLMA*, 9(1), 143–155. <https://doi.org/10.29405/solma.v9i1.4877>
- Juliana, J., Aminiarsih, D. S., & D. E. (2022). Peningkatan kemampuan pemahaman siswa SMA Harapan 1 Medan melalui penerapan metode SQ3R. <https://doi.org/10.46576/rjpkkm.v3i2.1870>
- Kholili, A. (2022). Upaya meningkatkan pemahaman membaca Bahasa Inggris melalui pembelajaran berbasis inkuiri (inquiry-based learning). *Literasi: Jurnal Pengabdian Masyarakat dan Inovasi*, 2(2), 1494–1501.
- Koda, K. (2020). *Second language reading*. Cambridge University Press.
- Krashen, S. D. (2021). *The power of reading: Insights from the research* (2nd ed.). Libraries Unlimited.
- Nasution, M., & Hasibuan, A. R. (2026). Peran cerita bergambar dalam pembelajaran membaca permulaan siswa kelas I SD Negeri 383 Batu Mundam. *Jurnal Tahsinia*, 7(4), 568–580.
- Nation, I. S. P., & Macalister, J. (2021). *Teaching ESL/EFL reading and writing*. Routledge.
- Ngura, E. T., Go, B., & Rewo, J. M. (2020). Pengaruh media pembelajaran buku cerita bergambar terhadap perkembangan emosional anak usia dini. *Jurnal Ilmiah Pendidikan Citra Bakti*, 7(2), 118–124. <https://doi.org/10.38048/jipcb.v7i2.94>
- Oktrifianty, E. (2021). *Kemampuan menulis narasi di sekolah dasar (melalui regulasi diri, kecemasan dan kemampuan membaca pemahaman)*. CV Jejak.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill.
- Primasari, A., & Hidayat, M. T. (2022). Efektivitas penggunaan media belajar buku cerita bergambar terhadap pemahaman literasi membaca siswa kelas atas sekolah dasar. *Jurnal Basicedu*, 6(4), 6224–6233.
- Putri Liani, R. (2021). *Penerapan model pembelajaran induktif kata bergambar pada aspek keterampilan membaca pada tingkat pemula di SDN 94 Kaur*. IAIN Bengkulu.
- Rasinski, T., Rikli, A., & Johnston, S. (2022). Reading comprehension and higher-order literacy development. *The Reading Teacher*, 75(6), 731–740.
- Sakriani, S., Ammade, S., & Nur, R. A. (2022). Pemberdayaan digital comic dan strategi PQIRST dalam pengembangan pemahaman membaca teks Bahasa Inggris. *Buletin KKN Pendidikan*, 47–57.
- Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2021). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, 56(2), 321–339.

Vol 9, No 2 (2026): ESTEEM

- Shin, J. K., & Crandall, J. (2023). *Teaching young learners English: From theory to practice* (2nd ed.). National Geographic Learning.
- Shofiah, N. (2018). Pertimbangan pemilihan teks bacaan dalam pengajaran dan pembelajaran membaca. *Prosiding Seminar Nasional Bahasa dan Sastra Indonesia (SENASBASA)*, 1(1).
- Sudarsana, U. (2014). Pembinaan minat baca. *Universitas Terbuka*, 1(028.9), 1–49.
- Sulistiyaningsih, R., & Ardianingsih, A. (2023). Analisis pemahaman Bahasa Inggris: Pengantar pembelajaran (studi kasus mahasiswa Akuntansi Universitas Pekalongan). *Jurnal Karya Ilmiah Multidisiplin (JURKIM)*, 3(3), 164–181.
- Tambunan, E. E., & Harputra, Y. (2023). Analisis strategi pemahaman membaca teks Bahasa Inggris mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Graha Nusantara. *MIND: Jurnal Ilmu Pendidikan dan Budaya*, 3(1), 1–13. <https://doi.org/10.55266/mindjournal.v3i1.252>
- Tarigan, H. G. (2014). *Membaca sebagai suatu keterampilan berbahasa*. Angkasa.
- Tomlinson, B. (2023). *Materials development for language teaching* (3rd ed.). Cambridge University Press.
- Upa, R., Paldy, P., Indah, O. D., & Patang, H. (2024). Peningkatan kemampuan pemahaman bacaan kelas VII pada pembelajaran Bahasa Inggris menggunakan model SQ3R. *Deiktis: Jurnal Pendidikan Bahasa dan Sastra*, 4(4), 1153–1158.
- Wigfield, A., Gladstone, J. R., & Turci, L. (2022). Beyond cognition: Reading motivation and engagement in literacy development. *Reading Research Quarterly*, 57(1), 135–152.