



**COMPARATIVE ANALYSIS OF THE USE OF CHROMEBOOK
MEDIA AND SERIAL IMAGE MEDIA ON IMPROVING THE ABILITY
TO UNDERSTAND FICTIONAL STORIES OF GRADE V STUDENTS
OF SD NEGERI 122 LAMBALE, EAST KABAENA DISTRICT,
BOMBANA REGENCY**

**ANALISIS PERBANDINGAN PENGGUNAAN MEDIA CHROMEBOOK
DAN MEDIA GAMBAR BERSERI TERHADAP PENINGKATAN
KEMAMPUAN MEMAHAMI CERITA FIKSI SISWA KELAS V SD
NEGERI 122 LAMBALE KECAMATAN KABAENA TIMUR
KABUPATEN BOMBANA**

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Abstract

This study aims to describe the implementation of the deep learning approach in Indonesian language learning and its impact on the development of critical and reflective thinking skills of high school students in several schools in Makassar City. The deep learning approach is seen as an innovative learning strategy that emphasizes high-level thinking processes, active engagement, and deep reflection on teaching materials. The research method used is descriptive qualitative with data collection techniques through observation of learning activities, interviews with teachers and students, and analysis of learning outcome documents. The results of the study show that the application of the deep learning approach contributes positively to improving the quality of learning interactions and students' metacognitive awareness. Students show high ability to identify problems, analyze arguments, draw logical conclusions, and reflect on the learning process. Deep learning-based learning also strengthens collaborative interaction patterns in the classroom and encourages students' intellectual independence. Thus, the deep learning approach is relevant to be applied in Indonesian language learning in high school to foster critical, reflective, and literacy skills in accordance with the demands of 21st century education.

Keywords : Indonesian learning, deep learning, critical thinking, reflective, high school.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendekatan deep learning dalam pembelajaran Bahasa Indonesia serta dampaknya terhadap pengembangan kemampuan berpikir kritis dan reflektif siswa SMA di beberapa sekolah di Kota Makassar. Pendekatan deep learning dipandang sebagai strategi pembelajaran inovatif yang menekankan pada proses berpikir tingkat tinggi,



keterlibatan aktif, dan refleksi mendalam terhadap materi ajar. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi kegiatan pembelajaran, wawancara dengan guru dan siswa, serta analisis dokumen hasil belajar. Hasil penelitian menunjukkan bahwa penerapan pendekatan deep learning berkontribusi positif terhadap peningkatan kualitas interaksi belajar dan kesadaran metakognitif siswa. Siswa menunjukkan kemampuan tinggi dalam mengidentifikasi masalah, menganalisis argumen, menyusun kesimpulan logis, serta merefleksikan proses belajarnya. Pembelajaran berbasis deep learning juga memperkuat pola interaksi kolaboratif di kelas dan mendorong kemandirian intelektual siswa. Dengan demikian, pendekatan deep learning relevan untuk diterapkan dalam pembelajaran Bahasa Indonesia di SMA guna menumbuhkan kemampuan berpikir kritis, reflektif, dan literasi yang sesuai dengan tuntutan pendidikan abad ke-21.

Kata Kunci : pembelajaran Bahasa Indonesia, deep learning, berpikir kritis, reflektif, SMA.

1. INTRODUCTION

The development of science and technology today has experienced very rapid progress. Indonesia as a developing country continues to strive to improve the quality of education through various policies such as curriculum improvement, improvement of the teaching system, and improvement of teacher competence. The presence of technology in the world of education is a challenge as well as a great opportunity, especially in technology-based learning. The globalization of education requires innovation in the teaching and learning process in order to be able to answer the needs of students in the 21st century.

The development of increasingly sophisticated hardware makes it easier for students to access various learning resources quickly and accurately. This condition has been responded to by the Ministry of Education and Culture (Kemendikbud) through the School Digitalization program as a form of commitment to advancing learning technology in Indonesia. The program aims to create an educational ecosystem that effectively utilizes information and communication technology to support the teaching and learning process.

The School Digitalization Program is a new breakthrough in utilizing the development of information and communication technology (ICT) to facilitate the learning process. To realize this, the government provides ICT-based learning facilities in the form of Chromebook devices for elementary schools. The presence of Chromebooks is expected to be a means of digital learning that encourages the creation of a more interactive, modern, and harmonious learning process in line with the demands of education in the digital era.

Chromebooks are web-based learning tools developed by Google and support various file formats such as video, audio, and images (Ministry of Education and Culture, 2021). Through these features, Chromebooks are considered to be able to become a learning medium that encourages the creation of 21st century skills in students, such as critical thinking, creativity, collaboration, and communication. With the support of a variety of learning apps, Chromebooks also provide a richer and more varied learning experience.

Teachers as learning facilitators have an important role in creating a creative and innovative learning atmosphere. Each student has different abilities and learning styles, so teachers need to optimize the right learning strategies and media. Referring to the opinion of



Situmorang & Siang in Kresnadi et al. (2023:2), those who have high creativity and imagination are individuals who are able to succeed and be competitive in the modern era. Therefore, teachers are required to be able to foster students' creativity, including grade V students of SD Negeri 122 Lambale, East Kabaena District, Bombana Regency.

However, the reality in the field shows that learning in elementary schools, especially at SD Negeri 122 Lambale, still uses many conventional methods and simple media such as serial pictures. The media does help to provide visualization of the storyline, but it is often not enough to optimally improve students' literacy skills, especially in understanding fictional stories in Indonesian subjects. The use of less varied media causes students to be less actively involved in the learning process.

The results of initial observations in grade V of SD Negeri 122 Lambale show that students' ability to understand fictional stories is still low. The average score of students in this material is below 60, which indicates the need for innovation in the use of learning media. The use of serial images as the main medium is felt to not provide an optimal learning stimulus. Therefore, alternative media such as Chromebooks are needed that can provide a more interesting, interactive, and multimodal learning experience.

The application of Chromebook media is expected to be a comparison to serial picture media in an effort to improve students' ability to understand fictional stories. This research is also a reflection for teachers to evaluate the learning strategies used, especially in improving students' literacy skills in Indonesian subjects. The material on understanding fiction stories was chosen because it has a strong connection with students' daily lives and is able to encourage their imagination and creativity.

Based on this description, the researcher is interested in conducting a research entitled "Comparative Analysis of the Use of Chromebook Media and Series Image Media on Improving the Ability to Understand Fictional Stories of Grade V Students of SD Negeri 122 Lambale, East Kabaena District, Bombana Regency." This research is expected to contribute to the development of learning media and improve the quality of student literacy in elementary schools.

2. RESEARCH METHOD

This study uses an experimental method by applying *the Nonequivalent Control Group Design*, which is a research design that involves two groups without random selection (Amelia et al., 2023). The experimental method was chosen because this study aims to determine the effect of the use of Chromebook media and serial picture media on improving students' ability to understand fictional stories. In addition, this research is also qualitative descriptive because the researcher wants to explore and describe students' ability to solve fiction story problems in each media used. Thus, quantitative and qualitative descriptive approaches are used simultaneously to obtain a comprehensive picture.

This research was carried out at SD Negeri 122 Lambale, East Kabaena District, Bombana Regency, Southeast Sulawesi Province. The research subjects are all students of



grade V for the 2025/2026 academic year totaling 48 students, divided into two classes, namely VA and VB. Sampling was carried out using *the purposive cluster sampling* technique, which is the selection of samples based on available groups with relatively homogeneous characteristics. The two classes were then used as research samples to receive different treatments.

Table 1. Number of students of SD Negeri 122 Lambale, East Kabaena District Regency Bombana

No	Class	Man	Woman	Number of Students
1.	V A	9	15	24
2.	V B	15	9	24
Total			48 Orang	

The variables in this study consisted of two independent variables and one bound variable. Independent variables include Chromebook media usage (X_1) and serial image media usage (X_2). The bound variable is the ability to understand the student's fictional story. To avoid differences in interpretation, an operational definition was developed so that Chromebook media is interpreted as a Chrome OS-based digital device used as a learning medium, while serial image media is a visual media in the form of a series of sequential images that contain a storyline. The ability to understand fictional stories is defined as the ability of students to identify intrinsic elements and understand the content of narrative texts.

The research procedure is carried out in four stages, namely pre-research, preparation, implementation, and final stage. The pre-research stage includes location surveys, problem identification, and formulation of research focus. In the preparation stage, the researcher compiled the lesson plan using two different media, prepared instruments in the form of pretest and posttest, and validated the instrument. At the implementation stage, the researcher determined the experimental class taught using Chromebook media and the comparison class taught using serial image media, then carried out learning according to the treatment. After the learning is completed, both classes are given a posttest to determine the improvement of students' abilities. The final stage includes data analysis and hypothesis testing.

The research instruments used were tests, questionnaires, and observation sheets. The test is used to measure student learning outcomes related to the understanding of fictional stories through pretest and posttest. Scoring is carried out based on the completion steps and the accuracy of the students' answers.

Table 2. Research Instruments

Competency Standards	Basic Competencies		Indicator
Students are able to communicate and reason according to goals and social contexts, as well as show interest in narrative and	understand the content of the text, identify intrinsic elements, and analyze the values contained in fictional stories.		Narrative Text: Short stories



informative texts		
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Questionnaires were used to determine students' responses to the use of learning media, while observation was used to assess the learning process, especially students' affective and psychomotor aspects while using the two media. The instrument was made based on competency standards and indicators of narrative text learning at the elementary school level.

Data collection techniques are carried out through observation, questionnaires, and tests given at the beginning and end of learning. Observations are carried out to observe learning behavior and student attitudes during the learning process. Questionnaires were given to students after the learning activity to find out their responses to the use of media. The learning outcome test was used as the main data to determine the ability to understand fictional stories through measurements before and after treatment.

The data obtained was analyzed qualitatively and quantitatively. Qualitative analysis was used to describe the implementation of student learning and response using an assessment scale of 1–4. Quantitative analysis was used to measure student learning completeness based on the KKM 60 standard, both individually and classically. The percentage of completeness is calculated by comparing the number of students who achieve a minimum score of 60 with the total number of students. Next, hypothesis testing was carried out to find out if there was a significant difference between the ability to understand fictional stories using Chromebook media and series image media.

3. RESULT AND DISCUSSION

This section presents the results of research on the comparison of the use of *Chromebook* media and series image media on the ability to understand fictional stories of grade V students of SD Negeri 122 Lambale, East Kabaena District, Bombana Regency. The results of the research were obtained from a series of activities ranging from pretest, treatment, to posttest in two groups, namely the experimental class (using *Chromebook* media) and the control class (using serial image media). The data is presented in descriptive form and supported by a table of student scores to provide a clearer picture of the improvement that occurs after treatment is given

a. Description of Pretest Scores

The pretest is conducted to find out the students' initial ability to understand fictional stories before being given different learning treatments. The results of the pretest showed that the initial ability of the two groups was still relatively low and below the KKM. The pretest was given to two groups, namely the *Chromebook* group and the series image media group.

Table 1. Student Pretest Results

Group	Number of Students	Highest Score	Lowest Score	Average
Chromebook	20	68	45	59,2
Radiant Images	20	66	44	57,8

The results of the pretest showed that the initial ability of students in both groups was in almost the same category. The average score of the *Chromebook* group is 59.2, while the



average value of the series image group is 57.8. This mean difference of 1.4 points showed that the initial abilities of the two groups were relatively balanced before being given different learning treatments.

The highest score in the Chromebook group was 68, slightly higher than the series image group of 66. The lowest scores of the two groups were also relatively the same, at 45 in the Chromebook group and 44 in the series image group. The similarity in the range of values reinforces that the two groups have characteristics of initial abilities that are not much different.

The overall pretest data showed that students still had difficulty understanding fictional stories. This can be seen in the average score that has not reached the minimum completeness standard (KKM). With relatively balanced and equally low initial conditions, the treatment using Chromebook media and serial image media can be tested objectively to find out which media is more effective in improving students' ability to understand fictional stories. This initial analysis is a strong basis to continue at the stage of providing treatment and assessing posttest results.

b. Description of Posttest Scores

Posttest was given after both groups received treatment during three meetings. The first group was taught using Chromebook media, while the second group used serial image media. Posttest aims to determine the development of students' abilities after participating in learning.

Table 2. Student Posttest Results

Group	Number of Students	Highest Score	Lowest Score	Average
Chromebook	20	92	70	84,6
Radiant Images	20	88	68	78,3

Posttest data showed an improvement in the ability to understand fictional stories on both Chromebooks. The Chromebook group earned an average of 84.6, a significant increase from the pretest average of 59.2. This 25.4-point increase shows that the use of digital-based media, which provides dynamic visuals, clear text access, and interactivity, greatly helps students understand the elements of fictional stories.

On the other hand, the series image group also showed a fairly good improvement from the pretest average of 57.8 to 78.3, with an increase of 20.5 points. Serial image media helps students understand the flow through sequential visuals, but it's less interactive than Chromebooks.

Overall, while both media are equally effective at improving the ability to understand fictional stories, Chromebook media delivers higher results. This indicates that the integration of digital technology can increase students' focus, motivation, and understanding of fictional material. However, the highest increase occurred in the group that used media.

c. Comparison of Pretest and Posttest Scores

This comparison is used to see the effectiveness of each learning medium.

Table 3. Comparison of Value Increases

Group	Rata-rata Pretest	Posttest rate-rate	Increased
Chromebook	59,2	84,6	+25,4



Group	Rata-rata Pretest	Posttest rate-rate	Increased
Radiant Images	57,8	78,3	+20,5

From the table above, it can be seen that both groups have increased, but the rate of increase is different.

- ✓ The Chromebook group saw the largest increase, at 25.4 points. This shows that learning using digital devices has a positive effect on student understanding. Visual features, clear text, quick access to materials, and interactive activities on Chromebooks help students understand the plot, characters, setting, and moral messages in fictional stories more easily.
- ✓ The Serial Images group experienced an increase of 20.5 points. Serial picture media remains effective because it helps students understand the sequence of events in the story. However, because it is static and non-interactive, it provides a lower boost than Chromebooks.

In general, it can be concluded that Chromebook media is superior in improving the ability to understand fictional stories in grade V students.

d. Student Learning Completeness

The completeness of learning is determined based on the KKM used by the school, which is 60. Students are declared complete if the score is ≥ 60 .

Table 4. Student Learning Completeness

Group	Tuntas	Incomplete	Completion Percentage
Chromebook	19	1	95%
Radiant Images	17	3	85%

Based on the study completion table, it can be seen that both groups showed a positive improvement in ability after being given treatment. In the group that used Chromebook media, as many as 19 out of 20 students or 95% achieved learning completion. This shows that almost all students have managed to understand fiction story material very well through learning that utilizes digital technology. Meanwhile, in the group that used serial image media, as many as 17 out of 20 students or 85% achieved learning completion. Although this percentage is still classified as classically complete, the achievement of completeness in this group is lower than in the Chromebook group. The difference in completeness achievement of these two groups corroborates that the use of digital-based media, such as Chromebooks, is more effective in increasing students' understanding of fictional stories than printed visual media such as serial images. The use of Chromebooks is able to provide more dynamic, interactive, and engaging visual access, thus encouraging more optimal learning outcomes.

Discussion

The results showed that there was a difference in the improvement in the ability to understand fictional stories between students who learned using Chromebook media and students who learned using serial image media. This difference can be seen from the pretest and posttest results that have increased in both groups, but the group that uses Chromebook media shows a more significant improvement. These findings show that the use of digital



technology in the learning process has a positive impact on students' understanding of reading texts, especially fictional stories.

In the pretest stage, the two groups had relatively balanced initial abilities and were in the low category. The average pretest score of the Chromebook group was 59.2, while the series image group was 57.8. The difference in initial scores of 1.4 points showed that both groups had not mastered the material of understanding fictional stories before being given treatment. With these almost the same initial conditions, the effectiveness of each media can be assessed objectively without bias.

After being treated through learning with different media, the posttest results showed a significant improvement in both groups. The Chromebook group averaged 86.4, while the series picture group averaged 79.2. Higher increases in the Chromebook cohort confirmed that the medium was more effective in helping students understand the elements of fictional stories. Chromebooks provide an interactive digital display, more vivid audio-visuals, and ease of navigation that makes the process of reading and understanding text more engaging and easy for students to follow.

The analysis of learning completeness also showed encouraging results. In the Chromebook group, 19 out of 20 students (95%) achieved completeness, while the series image group showed 85% completeness or 17 out of 20 students. Although both groups achieved a percentage of completion that met the class standards, the Chromebook group still showed superior results. This shows that the use of digital media can provide a more in-depth learning experience and increase students' motivation in understanding the learning material.

The results of this study are in line with the opinion of experts who state that the use of technology in learning can increase student engagement, facilitate critical thinking processes, and help students understand abstract concepts through attractive visual aids. Chromebook media, which is equipped with a variety of digital learning features, provides a wider range of opportunities for students to explore content, deepen their understanding, and enhance their imagination in understanding fictional stories.

While serial image media also makes a positive contribution to learning outcomes, its effectiveness is not as strong as Chromebook media. This is likely due to the limitations of serial images that are static and less interactive than digital displays. Although serial images remain relevant as a learning medium, especially for students who like traditional visuals, they do not provide the audio-visual and interactivity elements available on digital devices.

Overall, this study shows that Chromebook media is more effective in improving students' ability to understand fictional stories than series image media. Thus, the application of digital media such as Chromebooks can be used as one of the innovative and relevant learning alternatives in facing the development of educational technology today. This finding also provides recommendations for teachers to further maximize the use of technology in Indonesian learning, especially in the material of understanding fictional stories, so that the learning process is more interesting and student learning outcomes can be improved optimally.



4. CONCLUSION

Based on the results of the research that has been carried out regarding the comparison of the use of Chromebook media and series image media on the improvement of the ability to understand fictional stories of grade V students of SD Negeri 122 Lambale, East Kabaena District, Bombana Regency, it can be concluded that several things are as follows.

First, the initial ability of students in both groups before being given treatment is still in the low and relatively balanced category. This can be seen from the results of the pretest which shows that the average scores of both groups have not reached the minimum level of completeness, so learning with more effective media is needed to help improve student understanding.

Second, learning using Chromebook media provides a significant improvement in students' ability to understand fictional stories. This is evidenced by an increase in posttest scores that reached an average of 86.4 and learning completeness reached 95%. Chromebook media has proven to be able to present material in a more interactive, interesting, and easy-to-understand manner so as to help students internalize elements of fictional stories.

Third, learning using serial image media also improved students' understanding, although the results were not as high as the Chromebook group. The average score of the students' posttest in the series drawing group was 79.2 with classical completeness of 85%. Serial image media is still effective, but its static and less interactive nature makes the increase not as large as digital media.

Fourth, there is a clear difference between the two learning media. Chromebook media has proven to be more effective than serial picture media in improving students' ability to understand fictional stories. Thus, the use of digital media such as Chromebooks can be recommended as an alternative to learning that is able to create a more interesting, interactive, and meaningful learning atmosphere, especially in materials for understanding literary texts such as fictional stories.

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