

Improving Third-Grade Students' Oral Reading Fluency Through Picture-Story Media: A Classroom Action Study

Sulastri Abdullah

Department of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Puhuwato, Indonesia

Corresponding author: Sulastri Abdullah, Universitas Puhuwato, Indonesia
e-mail: sulatriabdullah@gmail.com

Article History	Received: 11/04/2026	Accepted: 10/05/2026	Published: 20/05/2026
-----------------	----------------------	----------------------	-----------------------

ABSTRACT

Oral reading in the early grades requires clear articulation, appropriate intonation, and pauses that reflect punctuation. This classroom action study examined changes in the oral reading performance of 25 third-grade students at SDN 12 Tilamuta, Indonesia, after the use of picture-story media in Indonesian language lessons. The study comprised a baseline observation and two iterative cycles of planning, action, observation, and reflection. Students read aloud from classroom texts and were rated on voice clarity, intonation, and pausing using a four-category rubric. The original student-level ratings were reanalysed using descriptive statistics, Friedman tests, Wilcoxon signed-rank comparisons with Holm adjustment, Kendall effect sizes, Cochran Q tests, and exact McNemar tests. Mean component scores increased from 2.20 to 2.88 for voice clarity, from 1.88 to 2.68 for intonation, and from 2.12 to 2.76 for pausing. The composite score rose from 6.20 at baseline to 7.12 in Cycle I and 8.32 in Cycle II, with a substantial stage-related change, $\chi^2(2) = 32.32$, $p < .001$, Kendall $W = .646$. By Cycle II, 80% met the criterion for voice clarity, 68% for intonation, and 72% for pausing. The findings indicate meaningful local improvement, especially after repeated modelling, guided practice, and reflective refinement. Because there was no comparison group and measurement reliability was not established, the results should not be interpreted as definitive causal evidence.

Keywords: *classroom action research; elementary education; oral reading fluency; picture-story media; prosody; reading aloud*

1. INTRODUCTION

Oral reading is an observable performance in which decoding, articulation, phrasing, rhythm, and expression operate together. Accurate word recognition alone is not sufficient. Readers must also organise text into meaningful prosodic units so that listeners can follow the message and the reader can maintain syntactic and semantic coherence. Prosodic competence is therefore increasingly treated as a central component of reading processes rather than an optional expressive feature (Rasinski et al., 2009; Wade-Woolley et al., 2022).



The instructional challenge is particularly important in the early primary grades. Students who read with weak volume, monotonous intonation, or inappropriate pauses may struggle to communicate meaning even when they can identify the printed words. Reviews of prosody interventions suggest that modelling, repeated performance, attention to phrasing, and explicit feedback can improve oral reading, although effects depend on the quality and intensity of instruction (Shhub et al., 2023). Teachers consequently need materials that make text structure visible, sustain attention, and create a meaningful reason to read aloud.

Picture-story media can provide such support. Illustrations offer semantic cues about characters, actions, settings, and emotional tone. When pictures and text are deliberately coordinated, they can reduce the abstraction of a passage, support vocabulary and inference, and help young readers anticipate how a sentence should sound. Evidence from shared picture-book reading shows benefits for language development, especially when adults engage children through explanation and interaction rather than merely display the book (Dowdall et al., 2020; Grøver et al., 2020; Sezer et al., 2021). The implication is that the instructional value lies in the combination of visual support, teacher modelling, guided participation, and feedback.

The present study arose from a defined classroom problem at SDN 12 Tilamuta, Boalemo Regency. Initial observation in Grade III showed that many students read with low volume, limited intonational variation, and pauses that did not correspond to punctuation. Classroom instruction relied largely on ordinary book reading and made limited use of engaging visual media. The study therefore introduced picture-story materials within a structured sequence of teacher demonstration, individual oral reading, monitoring, worksheets, presentation, and reflection.

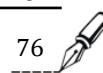
Previous Indonesian classroom studies have reported gains in oral reading after the use of illustrated stories or picture books (Mindaudah & Ningrum, 2023; Muti et al., 2025; Wicaksono et al., 2023). However, most reports rely on descriptive percentages, often separate the categories Very Good and Good, and may interpret the percentage in only one category as total mastery. They also rarely account for the repeated measurement of the same students. This article strengthens the original analysis by reconstructing the full ordinal score matrix, defining criterion attainment consistently as a rating of Good or Very Good, and applying repeated-measures nonparametric tests and effect sizes.

The study aimed to determine how students' voice clarity, intonation, pausing, and overall oral reading performance changed from baseline through two cycles of picture-story instruction. It addressed three questions: (1) Did component and composite rubric scores change across the three occasions? (2) Did the proportion of students reaching at least the Good category change? (3) Which component showed the strongest and most persistent improvement?

2. LITERATURE REVIEW

2.1 Oral Reading Fluency, Prosody, and Meaning

Oral reading fluency includes accuracy, rate, and prosody, but these dimensions should not be treated as interchangeable. Voice clarity reflects whether words can be heard and articulated. Intonation signals prominence, clause type, attitude, and discourse structure.



Pausing groups words into phrases and aligns performance with punctuation and syntax. Together, these features allow the reader to convert written language into an intelligible spoken message. Wade-Woolley et al. (2022) argue that prosodic competence connects lower-level word identification with higher-level linguistic interpretation across languages.

Prosody develops through exposure and deliberate practice. Teacher read-alouds provide an auditory model, but students also require opportunities to reproduce phrasing, receive corrective feedback, and repeat performance. Shhub et al. (2023) found that interventions targeting phrasing and syntax can improve reading prosody, while Rasinski et al. (2009) emphasise that fluent reading remains relevant beyond automatic word recognition. In the present study, the rubric operationalised oral reading through three accessible classroom indicators: clear voice, appropriate intonation, and pauses consistent with punctuation.

2.2 Picture-Story Media as Multimodal Scaffolding

Picture stories combine verbal and visual representations. The illustrations can activate prior knowledge, clarify referents, signal sequence, and portray emotions or actions that guide expressive reading. This support is especially relevant for developing readers because pictures can make the situation model of a text more concrete. Nevertheless, visual appeal alone does not guarantee learning. A picture book becomes instructional when the teacher directs attention to relevant details, links them with language, models appropriate oral expression, and invites learners to respond.

Meta-analytic and experimental evidence on shared picture-book reading supports this interactive view. Dowdall et al. (2020) reported positive effects of picture-book interventions on child language development, and Grøver et al. (2020) demonstrated that shared book reading can support second-language learning when implemented systematically. Sezer et al. (2021) further showed that read-aloud outcomes vary according to whether reading is merely delivered, performed, or interactionally organised. Indonesian studies similarly report that illustrated stories can increase engagement and oral reading performance in primary classrooms (Mindaudah & Ningrum, 2023; Muti et al., 2025; Wicaksono et al., 2023).

2.3 Research Gap and Analytical Contribution

Classroom action research is designed to improve an identified practice through cycles of evidence and revision. Its strength is contextual responsiveness, but it cannot by itself isolate an intervention effect from maturation, familiarity with the assessment, teacher attention, or other time-related influences. A rigorous report should therefore describe the instructional refinements, analyse repeated observations appropriately, quantify the magnitude and pattern of change, and limit conclusions to the classroom studied. The present analysis follows this approach. It also corrects an important reporting ambiguity in the source thesis: Cycle II introduced Very Good ratings, so counting only the Good category understates the proportion meeting the intended standard.

3. RESEARCH METHOD

3.1 Research Design and Context

The study used classroom action research with a baseline observation followed by two cycles. Each cycle comprised planning, action, observation, and reflection. The design was



appropriate for diagnosing and improving a local instructional problem, but it was not intended to estimate a causal treatment effect because all students received the intervention and no comparison class was observed. Data collection occurred from November to December 2025 at SDN 12 Tilamuta, located in Limbato Village, Tilamuta District, Boalemo Regency, Gorontalo Province, Indonesia. Baseline observation occurred on 13 November 2025, Cycle I on 18 November 2025, and Cycle II on 4 December 2025.

3.2 Participants

The participants were the complete Grade III class of 25 students, comprising 13 boys and 12 girls. Whole-class inclusion was consistent with the practice-improvement purpose of classroom action research. The class was not randomly sampled, and the results should therefore be transferred only to contexts with comparable learners, instruction, and implementation conditions.

3.3 Picture-Story Intervention and Cycle Procedures

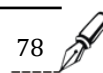
At baseline, the researcher observed regular Indonesian language instruction before the picture-story intervention and rated students' oral reading. In Cycle I, the teacher prepared illustrated story materials appropriate for Grade III, explained the learning objective, presented the pictures, asked activating questions, and modelled reading aloud with attention to pronunciation, intonation, and punctuation. Students then read the story individually in front of the class, completed a worksheet, and presented their work. The teacher monitored performance, provided guidance, and recorded the rubric ratings.

Reflection after Cycle I indicated that participation and reading had improved, but several students remained hesitant, read with limited expression, or used intonation and pauses inconsistently. The classroom also became temporarily less orderly during individual performances. Cycle II retained the same instructional sequence but strengthened preparation, monitoring, guided oral reading, and component-specific feedback. The iterative structure allowed the second cycle to respond directly to difficulties observed in the first.

3.4 Instrument and Scoring

Student performance was recorded with a teacher-developed observation rubric covering three indicators: (1) reading with a clear voice, (2) using appropriate intonation, and (3) pausing according to punctuation. Each indicator was rated on a four-point ordered scale: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Very Good. The composite score was the sum of the three ratings and ranged from 3 to 12. Criterion attainment was defined as a rating of 3 or 4 for the relevant component.

The source thesis did not report expert validation, inter-rater agreement, internal consistency, passage equivalence, or rater blinding. The ratings should consequently be interpreted as structured classroom judgements rather than a standardised fluency measure. The participant initials also contained minor spelling differences across occasion tables. For reanalysis, records were aligned by their fixed row order, which remained stable across the 25 students.



3.5 Data Analysis

The original ordinal ratings were reconstructed for all 25 students at baseline, Cycle I, and Cycle II. Means, standard deviations, medians, category distributions, and proportions reaching a score of at least 3 were calculated. Because the same students were rated repeatedly on a four-category scale, change across the three occasions was tested with the Friedman test. Kendall's W quantified the overall repeated-measures effect. When the global test was significant, two-sided Wilcoxon signed-rank tests compared baseline with Cycle I, Cycle I with Cycle II, and baseline with Cycle II. Holm adjustment controlled familywise error, and matched-pairs rank-biserial correlation described effect magnitude. Binary criterion attainment was examined with Cochran's Q and exact McNemar tests. The significance level was .05. Analyses were performed in Python using SciPy, and no missing values were imputed.

3.6 Ethical Considerations

The study records documented school-based implementation and coordination with the Grade III classroom teacher. The thesis did not state an institutional research ethics approval number or provide detailed written parental consent and child assent procedures; therefore, no approval number or consent claim is fabricated in this article. Student names were represented by initials in the source, and the present report uses only aggregate data. Any available school permission or consent documentation should be supplied to the journal if requested during editorial review.

4. RESULTS

4.1 Descriptive Change and Corrected Criterion Attainment

All three oral reading components improved across the action cycles, but the timing and size of change differed. Voice clarity increased modestly in Cycle I and more strongly in Cycle II. Intonation began at the lowest level and showed the largest proportional shift. Pausing improved sharply in Cycle I and then rose more gradually. The composite mean increased from 6.20 at baseline to 7.12 in Cycle I and 8.32 in Cycle II.

Table 1

Descriptive Changes in Oral Reading Components Across Measurement Occasions

Component	Occasion	M	SD	Median	Score >= 3, n (%)
Voice clarity	Baseline	2.20	0.76	2	10 (40.0)
	Cycle I	2.40	0.76	3	14 (56.0)
	Cycle II	2.88	0.88	3	20 (80.0)
Intonation	Baseline	1.88	0.67	2	4 (16.0)
	Cycle I	2.24	0.72	2	10 (40.0)
	Cycle II	2.68	0.85	3	17 (68.0)
Pausing	Baseline	2.12	0.73	2	8 (32.0)
	Cycle I	2.48	0.77	3	16 (64.0)
	Cycle II	2.76	0.88	3	18 (72.0)
Composite	Baseline	6.20	2.02	6	Not applicable
	Cycle I	7.12	2.13	8	Not applicable



Component	Occasion	M	SD	Median	Score >= 3, n (%)
	Cycle II	8.32	2.55	9	Not applicable

Note. The rubric used four ordered categories: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Very Good. A score of 3 or 4 was treated as meeting the component criterion. The composite score is the sum of the three component ratings and ranges from 3 to 12.

The corrected criterion calculation is important. The source narrative described Cycle II by reporting only the percentage in the Good category. However, five students were rated Very Good for voice clarity, three for intonation, and four for pausing. Because Very Good also satisfies the intended standard, final attainment was 80% for voice clarity, 68% for intonation, and 72% for pausing. These values reached the study's stated component targets of 80%, 65%, and 70%, respectively.

4.2 Repeated-Measures Statistical Evidence

Friedman tests showed statistically reliable change for every component and for the composite score. The largest component-level effect was observed for intonation, followed by voice clarity and pausing. The composite effect was substantial, indicating a consistent upward shift in the combined rubric profile rather than an isolated change in one component.

Table 2
Repeated-Measures Tests and Pairwise Comparisons

Outcome	Friedman chi-square	p	Kendall W	Holm-adjusted Wilcoxon p: B-I / I-II / B-II	r _{rb} B- II
Voice clarity	24.17	< .001	.484	.025 / .003 / < .001	1.000
Intonation	29.10	< .001	.582	.003 / .002 / < .001	1.000
Pausing	19.48	< .001	.390	.005 / .020 / .002	.890
Composite	32.32	< .001	.646	< .001 / < .001 / < .001	.968

Note. All Friedman tests had df = 2 and n = 25. B = baseline; I = Cycle I; II = Cycle II. Pairwise tests were two-sided Wilcoxon signed-rank tests with Holm correction. r_{rb} = matched-pairs rank-biserial correlation for the baseline-to-Cycle II contrast.

Pairwise comparisons indicated that ordinal scores improved at each instructional step. The baseline-to-Cycle I increase was already significant for all components, although the change in voice clarity was smaller than the changes in intonation and pausing. Cycle I-to-Cycle II comparisons remained significant, including pausing, because several students moved to higher ordinal categories even when the binary mastery proportion changed only slightly. Baseline-to-Cycle II effects were uniformly large.

4.3 Sensitivity Analysis of Binary Criterion Status

Table 3
Criterion Attainment and Mastery-Status Sensitivity Analysis

Component	Baselin e	Cycle I	Cycle II	Cochran Q	p	Exact McNemar p: B- I / I-II / B-II
Voice clarity	40.0%	56.0%	80.0%	15.20	< .001	.125 / .031 / .002

Component	Baseline	Cycle I	Cycle II	Cochran Q	p	Exact McNemar p: B-I / I-II / B-II
Intonation	16.0%	40.0%	68.0%	19.54	< .001	.031 / .016 / < .001
Pausing	32.0%	64.0%	72.0%	14.00	.001	.008 / .625 / .006

Note. Criterion attainment counts both Good (score 3) and Very Good (score 4) ratings. The original narrative reported only the Good category in Cycle II and therefore understated final attainment. Exact McNemar tests compare paired binary status.

Cochran's Q confirmed that the proportion meeting the criterion changed across occasions for all three components. The exact pairwise pattern was more informative. Voice-clarity mastery did not change significantly from baseline to Cycle I, but it increased significantly in Cycle II. Intonation mastery improved in both cycles. Pausing mastery increased strongly by Cycle I and then plateaued in binary terms, even though the ordinal analysis detected further quality gains. This distinction shows why category-sensitive analysis is preferable to a single percentage.

4.4 Process Findings From Reflection

The classroom observations help interpret the numerical pattern. Students attended more closely when the teacher introduced the illustrated story, and more students volunteered or accepted turns to read in front of the class. During Cycle I, however, some readers remained quiet, hesitant, or inaccurate in intonation and punctuation, and the class briefly became less orderly. The second cycle added stronger monitoring and guidance while retaining teacher modelling and repeated individual performance. These refinements plausibly contributed to the larger Cycle II gains, although the design cannot separate their influence from practice and familiarity effects.

5. DISCUSSION

5.1 Interpretation of the Improvement Pattern

The findings show a coherent improvement in oral reading performance within this Grade III classroom. The strongest overall shift occurred after the full two-cycle sequence, not immediately after first exposure to the media. This pattern is consistent with the logic of action research: the first cycle identifies implementation difficulties, and the second applies targeted refinements. Picture-story media likely supported performance by supplying semantic and emotional cues, while teacher demonstration provided an auditory model and repeated reading created opportunities to apply that model.

Intonation exhibited the largest component-level effect. Its low baseline created substantial room for improvement, but the result also suggests that visual narrative cues may have helped students infer mood, speaker intention, and sentence function. Voice clarity required not only understanding but also confidence and sufficient volume in front of peers, which may explain why binary mastery improved mainly in Cycle II. Pausing responded quickly to explicit punctuation cues in Cycle I, then showed a binary plateau because many students had already reached Good. The ordinal movement into Very Good remained educationally relevant and was captured by the Wilcoxon analysis.

5.2 Relationship With Prior Research

The results align with Indonesian classroom studies reporting improved oral reading through picture stories and illustrated books (Mindaudah & Ningrum, 2023; Muti et al.,



2025; Wicaksono et al., 2023). They also extend those reports by distinguishing the three prosodic components and by using paired statistical tests on the original student-level data. The findings should not be read as evidence that pictures alone caused the gains. International research on picture-book reading shows that outcomes depend on interaction, explanation, performance, and instructional structure (Dowdall et al., 2020; Grøver et al., 2020; Sezer et al., 2021).

The component findings also support the view that prosody deserves explicit attention. Wade-Woolley et al. (2022) position prosodic competence as a central reading process, while Shhub et al. (2023) show that phrasing and syntax interventions can improve prosodic reading. In the present classroom, students benefited from a sequence that connected visual meaning, modelled expression, punctuation, individual performance, and feedback. This integrated sequence is more defensible than treating fluency as speed or loudness alone.

5.3 Practical Implications

Teachers can use picture stories as structured oral reading tasks rather than decorative materials. The illustration should be discussed before reading to establish characters, events, and emotional tone. The teacher should then model a short section, make phrasing and punctuation audible, invite students to rehearse, and provide feedback on one component at a time. A concise rubric can guide feedback and help students understand what improvement looks like.

The results also indicate that teachers should inspect category distributions, not only the percentage in one named category. Good and Very Good both represent successful performance when the criterion is at least Good. Separating them is useful for diagnosing quality, but excluding Very Good from mastery calculations produces a misleading decline. Schools can support implementation by providing age-appropriate illustrated texts, quiet rehearsal time, and opportunities for repeated reading in small groups before public performance.

5.4 Limitations and Validity Threats

Several limitations constrain interpretation. First, the study involved one intact class of 25 students without a control group. Improvements may partly reflect repeated practice, maturation, teacher attention, or familiarity with the rating process. Second, the teacher-developed rubric had only three indicators, and no validity or reliability evidence was reported. The same instructional team appears to have implemented and observed the action, creating a risk of expectancy bias.

Third, the source did not document whether identical or equivalent reading passages were used across occasions. Differences in text difficulty could influence scores. Fourth, student identifiers varied slightly across tables and were aligned by row order. Fifth, the study measured classroom performance over a short period and did not assess reading accuracy, rate, comprehension, or maintenance after the intervention. Future research should use standardised or validated rubrics, equivalent passages, independent raters, inter-rater reliability, delayed follow-up, and a comparison group when causal estimation is intended.



6. CONCLUSION

Picture-story instruction was associated with meaningful improvement in the oral reading performance of 25 third-grade students at SDN 12 Tilamuta. Voice clarity, intonation, pausing, and the composite rubric score increased across baseline, Cycle I, and Cycle II. Correctly combining Good and Very Good ratings showed that the final targets were achieved for all three components. The strongest component-level change occurred in intonation, while pausing improved early and then consolidated at higher quality levels. The results support the use of illustrated narratives when they are combined with teacher modelling, guided practice, repeated performance, and feedback. The evidence remains context-specific and noncausal because the study lacked a comparison group and did not establish measurement reliability.

ACKNOWLEDGEMENTS

The author thanks the principal, Grade III teacher, students, and school community of SDN 12 Tilamuta for supporting the classroom implementation and data collection.

AUTHOR CONTRIBUTIONS

Sulastri Abdullah: Conceptualisation, methodology, classroom implementation, observation, data curation, formal analysis, writing of the original draft, review, and editing. The author approved the final manuscript and accepts responsibility for its integrity.

FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

DATA AVAILABILITY

The de-identified classroom ratings supporting this article may be requested from the corresponding author, subject to school permission and applicable confidentiality requirements.

CONFLICTS OF INTEREST

The author declares no conflicts of interest related to this research, authorship, or publication.

GENERATIVE ARTIFICIAL INTELLIGENCE DISCLOSURE

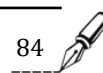
OpenAI ChatGPT was used to assist English-language editing, manuscript restructuring, and statistical reanalysis of the original de-identified score matrix. It was not used to create participants, raw observations, references, findings, or ethical approval information. The author reviewed the revised manuscript and remains responsible for its accuracy and integrity.

REFERENCES

- Dowdall, N., Melendez-Torres, G. J., Murray, L., Gardner, F., Hartford, L., & Cooper, P. J. (2020). Shared picture book reading interventions for child language development: A systematic review and meta-analysis. *Child Development*, 91(2), e383-e399. <https://doi.org/10.1111/cdev.13225>
- Grøver, V., Rydland, V., Gustafsson, J.-E., & Snow, C. E. (2020). Shared book reading in preschool supports bilingual children's second-language learning: A cluster-



- randomized trial. *Child Development*, 91(6), 2192-2210.
<https://doi.org/10.1111/cdev.13348>
- Kurniawati, R. T., & Koeswanti, H. D. (2020). Pengembangan media buku cerita bergambar untuk meningkatkan kemampuan membaca siswa kelas 1 sekolah dasar. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 29-42.
<https://doi.org/10.30997/dt.v7i1.2634>
- Maa, I., & Mooduto, Y. S. (2023). Improving students' reading ability using picture story books in Indonesian courses. *Journal of Education Review Provision*, 3(1), 18-25.
<https://doi.org/10.55885/jerp.v3i1.179>
- Mawardah, Q., & Rambe, R. N. (2024). Development of illustrated storybook media to improve reading skills of elementary school students. *ELSE (Elementary School Education Journal)*, 8(2). <https://doi.org/10.30651/else.v8i2.23593>
- Mindaudah, M., & Ningrum, A. Y. P. (2023). Peningkatan kemampuan membaca nyaring menggunakan media buku cerita bergambar pada siswa kelas I. *Journal of Education Research*, 4(2), 873-878. <https://doi.org/10.37985/jer.v4i2.261>
- Muti, N. A., Koroh, T. R., & Bulu, V. R. (2025). Peningkatan kemampuan membaca nyaring menggunakan media cerita bergambar siswa kelas III SDI Nurbasma Kabupaten Malaka. *Jurnal Jendela Pendidikan*, 5(2), 229-236.
<https://doi.org/10.57008/jjp.v5i02.1304>
- Rahayu, L., & Daud, R. M. (2024). SAS method assisted by picture story books to improve elementary school students' beginning reading ability. *Journal of Indonesian Primary School*, 1(1), 37-46. <https://doi.org/10.62945/jips.v1i1.21>
- Rasinski, T., Rikli, A., & Johnston, S. (2009). Reading fluency: More than automaticity? More than a concern for the primary grades? *Literacy Research and Instruction*, 48(4), 350-361. <https://doi.org/10.1080/19388070802468715>
- Sezer, B. B., Cetinkaya, F. C., Tosun, D. K., & Yildirim, K. (2021). A comparison of three read-aloud methods with children's picture books in the Turkish language context: Just reading, performance-based reading, and interactional reading. *Studies in Educational Evaluation*, 68, 100974.
<https://doi.org/10.1016/j.stueduc.2020.100974>
- Shhub, A., Jimenez, Z., & Solis, M. (2023). A synthesis of reading prosody: Evaluating phrasing and syntax interventions. *Reading & Writing Quarterly*, 39(6), 530-547.
<https://doi.org/10.1080/10573569.2022.2147464>
- Syahid, S. N. L., Maula, L. H., Nurmeta, I. K., Sulastri, A., & Ruslani. (2022). Meningkatkan kemampuan membaca nyaring siswa SD melalui media pembelajaran diorama lingkungan. *Jurnal Basicedu*, 6(3), 5181-5192.
<https://doi.org/10.31004/basicedu.v6i3.3076>
- Wade-Woolley, L., Wood, C., Chan, J., & Weidman, S. (2022). Prosodic competence as the missing component of reading processes across languages: Theory, evidence and future research. *Scientific Studies of Reading*, 26(2), 165-181.
<https://doi.org/10.1080/10888438.2021.1995390>
- Wicaksono, A. A., Anwar, M. F. N., & Sepia, A. (2023). Penggunaan media cerita bergambar untuk meningkatkan kemampuan membaca nyaring di SD Negeri 1



Landungsari, Kabupaten Malang. *Inteligensi: Jurnal Ilmu Pendidikan*, 6(1), 25-30.
<https://doi.org/10.33366/ilg.v6i1.4688>

