



The Relationship Between Reading Interest Of BPK PENABUR Sukabumi Elementary School Students And Narrative Writing Skills

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Abstract. The importance of reading interest in education has an important role in creating a good literacy culture which will then become a breakthrough that can be made by an educational institution. With an interest in reading, it is hoped that there will be an interest from a person accompanied by strong curiosity without coercion to further explore information and knowledge so that a person does not only rely on information from other people but gets information from the results read based on creative, critical and thinking skills. imaginative. The age of elementary school children is a critical period in the formation of reading skills, interest in reading has an important role in motivating students to expand vocabulary and gain knowledge about various topics. So that students are expected to be able to explore their understanding and insight from an early age so that it will have a significant impact on their development, both in communication and writing skills, which will eventually lead to positive habits such as persistence because by reading a person is trained to be able to focus and concentrate. Therefore the researcher took the title The Relationship Between Reading Interest of BPK PENABUR Sukabumi Elementary School Students and Narrative Writing Skills, to find out whether there is a positive relationship between students' reading interest and their skills in writing narratives so that they will produce better writing skills in the education sector.

Keywords: Reading Interest, Writing Skills, Formation of Reading Skills

1. Introduction

A learning process is the core of the flow of education that interacts with each other, including the components between teachers, students, materials and interaction materials or learning media (Putri & Suprapmanto, 2022). It is revealed that elementary school educational institutions that apply discipline to students are institutions that are able to run and apply discipline well. However, the discipline of these students is formed inseparably from the continuous role of teachers and parents in implementing this discipline (Agustin, Zakiyah, Supramanto, & Kurnia, 2021).

Literacy culture and interest in reading are effective in dealing with a world that continues to develop in various aspects of life. Through interest in reading, it is expected that there is an interest from a person accompanied by strong curiosity without coercion to further explore information and knowledge so that a person does not only rely on information from others but gets information from what is read based on creative, critical and imaginative thinking skills.

Elementary school age is a critical period in the formation of reading skills, interest in reading plays an important role in fostering learners' motivation to expand their vocabulary and gain knowledge on various topics. So that learners are expected to explore their understanding and insights early on so that it will have a significant impact on their development, both in communication and writing skills, which will ultimately lead to positive habits such as perseverance because by reading a person is trained to be able to focus and concentrate. Reading various types of texts, children can develop critical thinking skills, so that learners can learn to analyze information, identify arguments, and draw conclusions based on evidence.

Looking at the survey data entitled World's Most Literate Nations conducted by Central Connecticut State University in March 2016, UNESCO states that Indonesia is ranked low in literacy activities. The survey stated that Indonesia was ranked 60 out of 61 countries, with a statistical index of reading interest of only 0.001, which means that every 1,000 residents there is only one who has an interest in reading (Pradana, 2020).

The factors that influence students' interest in reading are the desire, willingness and encouragement in the individual which is carried out as self-habitation since the beginning of learning, so that students can understand the meaning and content that has been read and supported by the role of teachers and parents both at home and at school (Elendiana, 2020).

Reading is a demand that will become a habit in living the life that each learner will live in school and in their environment. The process of creating a culture of literacy which is a breakthrough can be carried out by an educational institution, for example with library infrastructure that can be accessed by students with a variety of reading references, by linking and involving all teachers in providing teaching and assignments in accordance with their fields. Apart from that, a culture of literacy needs to be enforced with a minimum literacy hour of 10 minutes at the beginning of the lesson. If this begins to be developed from an early age and continues regularly, it will grow into a habit of reading which can then be instilled as a foundation for a culture of literacy (Umar, 2013).

If students read something without having a high desire and desire to read, then the reading activity is unlikely to be carried out wholeheartedly, but if reading is done with their own will accompanied by interest and desire born within themselves then the students will read wholeheartedly. The driving force for the birth of reading interest is reading expertise, and the driving force for the growth of reading culture is the habit of reading. Interest in reading that is developed from an early age can be used as a foundation for increasing reading culture (Ruslan & Wibyant, 2019).

2. Method

The method in this research is to use the literature review method. Research using the literature review method where researchers explore systematically, explicitly and reproducibly to identify, evaluate and synthesize the works of research results and the results of thoughts that have been produced by researchers and practitioners. (Ulhaq & Rahmayanti, 2020). This research method is included in quantitative research. The data collection technique in this study used direct interview instruments and

questionnaires. The research subjects used in the study were 29 fifth grade students of BPK PENABUR Sukabumi elementary school. The analysis technique used was purposive sampling. The purpose is that the researcher can ensure the quotation of illustrations through the method by determining the special identity that matches the research objectives so that it is expected to respond to the problem to be studied, therefore there are criteria that have been determined by the researcher (Lenaini, 2021).

3. Result and Discussion

3.1 RESULT

Talking about an interest in education is inseparable from the interest of students in undergoing the learning process in it. So that there needs to be support and encouragement for the smooth teaching and learning process. Based on the above opinion, it can be said that the definition of interest in learning is the tendency of each individual to have a sense of pleasure, in the impetus to carry out activities towards learning activities carried out through various exercises or experiences provided, so that, interest in learning in students, is a learning activity that is carried out with full awareness of oneself and is carried out with pleasure and has an urge to obtain optimal learning results (Anggraeni & Suprapmanto, 2021).

The study of reading interest illustrates two things. First, reading motivation is multidimensional and understanding the multidimensional nature of motivation allows researchers to examine the relationship between motivation and reading behavior. Understanding such relationships, in turn, can assist researchers, teachers, and administrators in designing reading habits that can nurture students' motivation in a more effective way. Second, the concepts of intrinsic and extrinsic motivation seem to be useful ways to characterize reader motivation (Komiya, 2013).

Reading interest is a person's tendency or drive to be interested in and enjoy reading various types of written material, such as books, articles, short stories, and so on. Reading interest includes an interest in different genres, topics and writing styles. People with a strong interest in reading tend to feel excited, inspired and engaged in reading activities. Interest in reading can develop from a variety of influences, including exposure to books from an early age, positive reading experiences, and support from the environment. People with a high interest in reading often have benefits such as broadened horizons, improved language skills, and better critical thinking. Building interest in reading can be done through various means, such as providing access to interesting reading materials, encouraging discussions about books, and providing positive support for reading activities. An interest in reading can be a window into a world of knowledge and imagination, and help one grow in various aspects of life.

According to UNESCO survey data and the urgency of the role of literacy for the progress of the nation, this research focuses on measuring literacy. According to the Big Indonesian Dictionary (KBBI) online, literacy has three meanings, namely first the ability to write and read, second knowledge or skills in a particular field or activity and third literacy also means the ability of individuals to process information and knowledge for life skills.

Based on the National Literacy Movement Roadmap book (Ibrahim, 2017:6), literacy has 4 definitions, namely: 1) a series of reading, writing and speaking skills, numeracy skills, and skills in accessing and using information, 2) social practices whose application is influenced by context, 3) a learning process with reading and writing activities as a medium for contemplating, investigating, questioning and criticizing the knowledge and ideas learned, and 4) texts that vary by subject, genre and level of language complexity. It can be concluded that literacy in this study is not limited to the ability to read, write and count only, but literacy skills that are carried out throughout life. Indonesia's own attention to literacy is marked by the emergence of the National Literacy Movement (GLN) oriented to foster interest in reading and give birth to reading habits that last throughout life. Based on the National Literacy Movement Roadmap book (Ibrahim, 2017:6), literacy has 4 definitions, namely: 1) a set of reading, writing and speaking skills, numeracy skills, and skills to access and use information, 2) a social practice whose application is influenced by context, 3) a learning process with reading and writing activities as a medium of learning, contemplating, investigating, interrogating, and criticizing the knowledge and ideas learned, and 4) texts vary by subject, genre, and language complexity.

According to the World Economic Forum 2015, there are 6 basic knowledge that constitute 21st century life skills that need to be mastered by the younger generation such as students. These include literacy, numeracy, science, digital, finance, and culture and citizenship. Literacy refers to the knowledge and skills needed to read, write, research, find, process and understand information, analyze, respond to and use written texts to achieve goals, develop knowledge, potential and participate in social and environmental life. These literacy skills, students are assessed for their ability to read, write and search for information through the use of physical and digital facilities.

Numeracy Literacy, is the knowledge and skills to (a) be able to obtain, interpret, use, and communicate various kinds of numbers and mathematical symbols to solve practical problems in various contexts of daily life; (b) be able to analyze information displayed in various forms (graphs, tables, charts, etc.) to make decisions. Through these skills, students are measured for their numeracy literacy implementation through the use of both physical and digital facilities.

Science Literacy, is scientific knowledge and skills to be able to identify questions, obtain new knowledge, explain scientific phenomena, and draw conclusions based on facts, understand the characteristics of science, build awareness of how science and technology shape the natural, intellectual and cultural environment, and increase the willingness to engage and care in science-related issues. Through these skills, students are measured for the implementation of science literacy through the use of both physical and digital facilities.

Digital Literacy, is the knowledge and skills to use digital media, communication tools, or networks to find, evaluate, use, create information, and utilize it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interaction in everyday life. Speaking of these capacities, students are assessed in applying their knowledge of digital consulting through the use of physical and digital facilities. Financial knowledge, knowledge, and skills to apply (a) understanding of concepts and risks, (b) skills, and (c) motivation and understanding to be able to make decisions effectively in a financial context to improve financial well-being, both personally and socially and to be able to participate in a community

environment. Through these capacities, students are measured to realize financial literacy through the utilization of physical and digital facilities.

Cultural and civic literacy is the knowledge and skills to understand and act on Indonesian culture. Discussing this capacity, students measure cultural and civic literacy through the use of physical and digital facilities (Nudiati & Sudiapermana, 2020).

The importance of literacy lies in its ability to help individuals actively participate in society, make informed decisions, develop deeper understanding and develop critical thinking skills. Literacy is also fundamental to effective education and personal development.

A. Types of Reading Interest

Based on the researcher's point of view, reading interest depends on a person's desire and desire, it can be caused by an awareness or an encouragement that arises from several reasons including the type of reading that you want to read. The characteristics of someone's interest in reading include: 1) always paying attention and remembering some of the writings that have been read, 2) feeling happy when there is an interest, 3) wanting what he is interested in more than anyone else, 4) getting its own satisfaction for what it is interested in.

Interest in reading can vary from one individual to another, among others:

- Fiction: Fiction books include novels, short stories, and plays. They present imaginative stories that often lure readers into the world created by the author.
- Nonfiction: Nonfiction books contain factual information and knowledge. They could include topics like history, science, biography, self-help, or academic books.
- Fantasy: Fantasy books feature stories that involve magical elements, parallel worlds, and mythical characters or fictional creatures.
- Science Fiction: Science fiction (sci-fi) books incorporate scientific concepts and technologies that do not yet exist into the story, often taking place in the future or space..
- Mystery: Mystery books tend to focus on solving puzzles and solving complicated cases. Reading a mystery book can be a fun challenge to figure out who the culprit is.
- Romance: Romance books highlight the romantic relationships between the characters. They can range from classic romances to more contemporary modern romances.
- Adventure: Adventure books often follow the main character's journey in a challenging situation or place, creating high expectations and suspense.
- Horror: Horror books aim to induce feelings of fear and suspense in readers by presenting supernatural or frightening elements.

- **History:** History books tell the story of past events, both in general and about specific historical figures.
- **Biography and Autobiography:** Books that are about a person's life or written by the person themselves. They provide insight into the life journey and experiences of the individual.
- **Comics and Graphics:** Comic books and graphic novels combine text and images to tell stories, making them more accessible and appealing to different groups of readers.

B. Reading Motivation Concept

The concept of reading motivation refers to the factors that encourage a person to read and engage in reading activities. This motivation can come from a variety of sources and can have a significant impact on how often a person reads and the extent to which they engage with the reading, as well as how they respond to the material read. Here are some key aspects of the concept of reading motivation:

- **Personal Interest:** Personal interest or attraction to a particular topic or genre can be a major factor in motivating someone to read. People who are very interested in a particular subject will tend to seek out and read more on the topic.
- **Relevance:** Reading material that is perceived as relevant to one's life, goals or needs is likely to motivate them more. If a person sees how reading can provide benefits or useful information, they are more likely to engage in reading activities.
- **Prior Success:** Positive experiences in reading, such as finishing an interesting book or gaining a deep understanding of certain material, can trigger motivation to continue reading.
- **Social Support:** A social environment that encourages and supports reading, such as family, friends, or teachers, can influence one's reading motivation. Discussions about reading material or sharing book recommendations with others can also increase motivation.
- **Personal Goals:** Having a specific purpose or reason for reading, such as expanding knowledge on a particular topic, improving language skills, or entertaining oneself, can be a motivational driver.
- **Variety of Reading Materials:** Providing a variety of reading materials with different levels of difficulty and genres can help maintain interest and motivation in reading. People tend to be more motivated to read if they have access to diverse and interesting reading materials.
- **Intrinsic and Extrinsic Rewards:** Reading motivation can come from intrinsic (personal satisfaction from the reading activity itself) and extrinsic (external rewards, such as praise or recognition) rewards.
- **Emotional Experience:** Reading material that triggers emotions or emotional bonds can increase motivation for further reading.

It is important to remember that reading motivation is individualized and can be different for each individual. Understanding the factors that influence reading motivation can help educators, parents and individuals themselves to create an environment that supports and stimulates interest in reading.

C. Dimensions of Literacy

Literacy has several dimensions that cover different aspects that must be mastered to be a literate individual in various contexts. Here are some commonly recognized dimensions of literacy:

- **Linguistic dimension:** This is the basic dimension of literacy that involves reading, writing, speaking and listening skills. The ability to understand and use language effectively is essential in communication and understanding information.
- **The Cognitive Dimension:** Literacy also involves the ability to think critically, analyze information and develop deep understanding. The ability to process information, construct arguments and assess the truth of a statement is part of this dimension.
- **Social and Cultural Dimensions:** Literacy is not only about understanding the text, but also about understanding the social and cultural context in which the text appears. This involves the ability to understand different social norms, cultural values and communication conventions.
- **Technological dimension:** Entering the digital age, literacy also includes the ability to operate with information and communication technologies. This includes an understanding of the use of software, social media, search engines and various other digital tools.
- **Media Dimensions:** Media literacy involves the ability to analyze messages conveyed through visual and audio media. This includes an understanding of how messages are shaped, how images and sounds are used to influence views, as well as the ability to recognize fake news and media manipulation..
- **Dimensions of Information Literacy:** The ability to locate, evaluate and use information from a variety of sources critically. It involves an understanding of how information is organized, verified and used.
- **The Numerical Dimension:** The ability to understand and use numerical information is also part of literacy. This involves the ability to read graphs, interpret statistical data and understand fundamental mathematical concepts.
- **The Creativity Dimension:** Literacy can also include the ability to express oneself creatively through various forms of expression, including writing, art, music, and more.
- **The Multilingual Dimension:** Literacy in a multilingual environment can involve the ability to communicate in several languages and understand different cultures.

- **Critical Literacy Dimension:** The ability to recognize bias, view sources of information skeptically, and ask critical questions of the information provided.

These dimensions are interrelated and often interact in the understanding and communication of information. It is important to understand that literacy is not a single concept, but rather a complex framework that encompasses a wide range of skills and knowledge for the functioning of a person in a rapidly changing society. The more detailed dimensions of literacy are as follows:

- **Dimension of Reading:**
 - a) **Decoding:** The ability to read and understand symbols, words, and sentences in written texts.
 - b) **Reading Comprehension:** The ability to understand the meaning of text, apply contextual knowledge, and recognize narrative or argument structure.
- **Dimension of Writing:**
 - a) **Writing Skills:** The ability to organize ideas, develop arguments, and express oneself effectively in written form.
 - b) **Grammar and Editing Skills:** Understanding of correct grammar, spelling, and writing style.
- **Dimensions of Speaking and Listening:**
 - a) **Oral Communication:** The ability to convey information and interact effectively through oral communication.
 - b) **Active Listening Skills:** The ability to listen attentively, understand, and respond appropriately to messages.
- **Cognitive Dimension:**
 - a) **Critical Thinking:** The ability to analyze, evaluate, and synthesize information, and ask critical questions of texts and situations.
 - b) **Problem Solving:** The ability to tackle challenges and problems using logic and creativity.
- **Social and Cultural Dimension:**
 - a) **Context Understanding:** The ability to understand social norms, cultural values, and communication conventions in different situations.
 - b) **Cultural Awareness:** The ability to appreciate and respect a diversity of cultures and worldviews.
- **Dimensions of Technology:**
 - a) **Digital Literacy:** The ability to use digital devices, apps, and online tools to communicate, learn, and work.
 - b) **Digital Critical:** Ability to identify and address ethical and security challenges in a digital environment.
- **Media Dimensions:**

- a) Media Analysis: The ability to decipher and analyze messages conveyed through visual, audio, and text media.
- b) Understanding Media Manipulation: The ability to recognize attempts at manipulation in the presentation of media information.
- Information Literacy Dimensions:
 - a) Information Retrieval: Ability to identify relevant sources of information and access them.
 - b) Information Evaluation: The ability to assess the quality and reliability of the information found.
- Numerical Dimensions:
 - a) Numerical Comprehension: The ability to understand and interpret numerical information, such as graphs and statistical data.
 - b) Application of Mathematics: The ability to use mathematical concepts in real situations.
- Dimensions of Critical Literacy:
 - a) Critical Analysis: The ability to recognize biases, weaknesses, and strengths in the information received.
 - b) Reliability Assessment: Ability to identify reliable and accurate sources of information.

Each of these dimensions is interrelated and supports comprehensive literacy skills in various life contexts (Hasanah, 2020). The effectiveness of students' success in the learning process, so that it can create students' interest in participating in the learning process (Triaji, Yayuk, & Fithriyanasari, 2019).

D. Narrative Writing

Writing skills are the last skill controlled by learners after other skills. So that through writing activities, students can express the contents of their thoughts, ideas, and feelings in the form of writing. It is revealed that the success of students in text writing activities, especially narratives, cannot be separated from the role of the teacher in the learning process. So that with this narrative writing activity can support the effectiveness of the success of students in the learning process, so that it can create students' interest in participating in the learning process (Triaji, Yayuk, & Fithriyanasari, 2019).

3.2 DISCUSSION

It is revealed in a research entitled *The Relationship between Literacy Culture and Narrative Writing Skills of Grade IV SDN Sudirman II Kec. Ujung Pandang Makassar City*. This research is a quantitative research (ex post facto) which aims to find out the relationship (correlation) between literacy culture and narrative writing skills of fourth grade students of SDN Sudirman II Kec. Ujung Pandang Makassar City. After the research, it can be concluded that there is a positive and significant

relationship between literacy culture and narrative writing skills of grade IV students of SDN Sudirman II.

This shows that literacy culture is in the good enough category, which is 40%, and students' narrative writing skills are in the good category, which is 55%. The correlation coefficient value obtained is 0.430 and after being consulted with the r table value at the 5% significance level and $N = 55$, it can be seen that the calculated r value is greater than the r table value ($0.434 \geq 0.266$). Thus, it can be concluded that the better the literacy culture of fourth grade students at SDN Sudirman II, the better their narrative writing skills. Meanwhile, if the literacy culture is low, the narrative writing skills will also be low). Referring to the correlation coefficient interpretation guidelines, the relationship between the two variables is in the medium category (Samsir, 2020).

Another thing is revealed through a study entitled Analysis of Narrative Writing Ability in Grade IV Elementary School Students, which concludes that grade IV students have different writing abilities from one another. This is based on the aspects contained in writing narrative essays, the highest student ability is seen in the setting and content of ideas. Meanwhile, the aspects of character writing and spelling and punctuation are the lowest aspects of students in writing narrative essays. Factors that cause difficulties in the ability to write narrative essays of grade IV students are divided into two factors. The first is internal factors and the second is external factors. One example is the students' habit of writing and the students' lack of vocabulary. The solution to improve the ability to write narrative essays of grade IV students is to create teaching materials that are interesting for grade IV students to learn, then the teacher uses the help of learning media in the form of teaching materials to attract students' attention and help focus on writing activities (Rahayu, Wulan, & Suwangsih, 2023).

The research revealed by Elisa Rahayu and Irfan Samsir has similarities, both of which focus on literacy and essay writing. However, the research conducted by Irfan Samsir is more striking to literacy that produces an essay. While the research conducted by Elisa Rahayu focuses more on making narrative essays. While the difference between the two is that Irfan Samsir's research uses a type of quantitative research so that the results are described by statistical analysis. Meanwhile, Elisa Rahayu used descriptive qualitative research.

4. Conclusion

In conclusion, interest in reading plays an important role in an individual's intellectual, emotional and social development. A strong interest in reading can bring various benefits throughout life, from increasing knowledge to providing inspiration and entertainment.

Interest in narrative writing refers to a person's inclination or desire to create and develop stories, both in fiction and nonfiction. In drawing conclusions about interest in narrative writing, here are some points to consider. Narrative writing is a form of creative expression that allows one to produce unique and original works. Narrative writing allows writers to portray their ideas, feelings and imagination through words. Writing narratives requires a good understanding of language, grammar, and

vocabulary. This interest can help improve one's language skills, including written communication skills that are important in a variety of contexts.

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