

Development of Media Pop Up Card Folklore to Improve the Critical Reading Skills of Grade-IV Students Elementary School

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Abstract:- This research aims to produce a learning media product of pop up card folklore that is qualified to improve the critical reading skills of grade IV students elementary School. This development was implemented by using a Model 4-D Thiagarajan with four stages that define, design, develop, and disseminate. Media pop up card that has been developed tested in grade IV students Elementary School Sukomanunggal III Surabaya year 2019/2020 teaching. This research variable is the validity, practicality, and effectiveness of the media pop up card folklore. The research data is obtained through validation sheets, observations, polls, and tests. This Research uses a one-group pretest-posttest design. Results of the quality of media development based on validity and obtained percentage value of 92% with a category of very qualified. Practicality quality obtained percentage value of 94% and the effectiveness of media development acquired value $T_{count} > T_{table}$ on critical reading skills acquired value $T = 8,065 > 2,064$. It shows that the media pop up card folklore effectively improves the critical reading skills by a percentage of 90% with excellent categories.

Keywords:- Pop Up Card, Critical Reading Skills.

I. INTRODUCTION

Reading is one of the language skills that is the reader's activity in obtaining information and messages that the author wants to convey through writing. According to Burns, et al. Reading skills are vital in a learning environment (Rahim, 2014:1). This reading skill needs to be mastered because it is used in communicating with others in writing and can receive a variety of information that is very useful for life. Every aspect of life does not escape reading activity. In addition, important reading skills are mastered so that students can succeed in their studies because reading knowledge and insight one will increase. Because the book is a warehouse of knowledge. The more books are read, the more knowledge and insight they acquire. These skills can be trained early on through habituation of reading so that students are skilled in reading.

One of the reading skills that need to be trained is critical reading skills. Critical reading needs to be trained because the curriculum 2013 in the Indonesian language in Elementary School emphasizes learning through text. According to Albert, critical reading is a reading activity that is done wisely, responsible, profound, analytic, evaluative, and not merely seeking the fault of the author (Tarigan, 2008:92). This type of reading is done to criticize the content of reading (Abidin, 2013:147). According to the Sultan (2018:4), Critical reading is a reading process that is done to deeply understand the information contained in the text, either the express information of the written message or the hidden intent that is behind the text. In line with the opinion, Crisculo (in Karademir and Ulucinar, 2017:30) states that critical reading is a reading process using high-level thinking in interpreting and evaluating read information. In this case, it means in developing critical reading skills, students compare the information they read to the knowledge he has had, the relationship between critical thinking and critical reading, critical thinking means reading Critical.

In daily life, Critical reading is the main capital of students in achieving success in the study. In addition, according to the Sultan (2018:3), Critical reading skills are needed in this adult. The development of information and communication technology that develops rapidly implicates the availability of various sources and reading materials are varied. In this case, critical reading skills are needed to sort out the information received, meaning that students are not merely understanding the reading, but students should be more selective in receiving information and wise in responding to information by knowing the truthfulness of that information through analyzing and comparing information/knowledge obtained with previously owned knowledge. Thus the students are wiser in receiving and using the information he has acquired. Critical reading needs to be trained since the child is on an elementary school bench. In line with the opinion of Tarigan, et al. (1989:160) that elementary school students must already be able to assess and harasses the readings they read.

In learning it takes a proper way to overcome the problem. One solution to overcome the problem is to create learning media that suits the needs of students and apply innovative learning models to attract students' attention and make students an active role when learning.

In learning resources, teachers use only teacher books and student books without using learning media that can stimulate students to think critically and actively during learning. So learning is still verbal and teacher-centered. To avoid verbalism in the learning process, teachers can use learning media.

Learning Media is an intermediary used to deliver messages and stimulate the learning process in students (Aqib, 2015:51). In addition to being able to make students active in learning, learning Media is also able to foster the motivation to learn students and make it easier for students to understand the material presented by the teacher.

In an effort to improve critical reading skills, some types of learning media can be used as appropriate learning media including visual media, audio media, audiovisual media, three-dimensional media, and multimedia. One of the media that can be used to improve reading skills is the media pop up card.

Based on its kind, the media pop up card folklore includes visual media. According to Li, Sheng, the & Huang pop up is not only a book but it can also be a folded sheet of paper and when it is opened the crease appears a two-dimensional object that arises and impresses like three realistic dimensions and can stand upright. Pop up cards are a simple form of the pop-up book (Gregory, 2016).

Media pop up card is a pop-up media that is printed in the form of cards. In the first step of creating a pop up create a simple basic design, it's changed to be better by modifying it and in the design into a pop-up image by illustrating the story, the topic and a wider mind (Birmingham, 2006).

Media pop up card folklore is the media card about the folklore of East Java that can be folded and if the fold opened half-page or the angle at 90° image as if it appears out so that gives the impression arises or three-dimensional. Media pop up card folklore is equipped with cartoon printing and writing in the form of the narrative storyline and story sequence numbers at the bottom of the pop-up. This type of pop up card media developed in this research is transformation. This type is chosen because it is easy to use and the manufacturing process is not complicated and in accordance with the characteristics of grade IV students elementary School.

In this media pop up card, there is four folklore that presented a type of legend and fairy tale with the title Origins Banyuwangi, Aryo Menak, Keong Emas, and Cindelaras. This folklore was chosen because it contained a good moral message and a simple story and the characters involved were not too many. The selection of this story is

adjusted according to the opinion of Zulela (2013:54) corresponding reading for class IV which is a reading that has character: (a) narrative readings containing logical sequences ranging from simple to complex; (b) Readings that tell simple stories both in terms of a and in the characters involved; (c) Readings featuring various image objects are varied; (d) Readings featuring the narrator that tells the story.

On the pop-up card this folklore each story consists of 15 pictures in one picture consisting of 15 to 20 words. For, according to Arsyad (in Munadi, 2013:82) it states that the image is easy to understand the meaning, the text that accompanies between 15 to 20 words with a sentence that is concise and easy to understand. It is also adapted to students' thinking levels. This is in accordance with the opinion of Nurgiyantoro (2012:249) Good reading to test the reading skills of students i.e. readings whose difficulty level is or according to the ability of students and not too long.

East Java folklore is chosen as reading content in the pop-up card folklore because it is adapted to the theme and cultural context of the reading that comes from the students' closest neighborhood and the context of the area's student residence (subject Research). Stories that are close to students will appeal to students.

On the back, there is a vocabulary training table and a question guide that can guide students to think about reading readings. The understanding of the reading content is the primary capital in critical reading. There are several strategies that can be applied to understand the content of reading, one of them through visualization. Through visualization, readers get an idea of the reading text that he reads. According to Pressley (in Gilakjani, 2016) readers who acquire a mental picture while reading, are better able to remember what they have read than readers who have no idea. Gambrell & Bales (in Gilakjani, 2016) states that visualizations are crucial in narrative text. Through visualizations when reading narrative text, readers are able to easily understand what is happening by visualizing places, personalities, and others.

The use of media pop up cards of folklore is a visualization in reading by presenting an embossed or three-dimensional image that can help students in remembering and understanding the content of readings. A good understanding can make it easy for students to analyze the content of the story and compare it to the knowledge it has so students can assess the content of the story.

According to Albert (in Tarigan, 2008:92) reading, critically (critical reading) is a kind of reading that is done in a wise, full of heart, profound, evaluative, as well as for analytics, and not just seeking the mistake of the author. Critical Reading is reading by trying to understand the content of the reading and finding out the confusion in terms of word drafting, sentence patterns, grammar drafting,

and the implied and express meaning contained in the reading (Muhsyanur, 2014:34).

While according to Dalman (2014:119) the critical reading is reading by knowing the author's motives, then judging the readings. In this case, the reader is not Skadar accepting the author's idea, but he with the author thinks about the problems discussed. (Soedarso, 1988:72)

In line with the above opinion, it is concluded that the critical reading is a reading activity that is done wisely involving critical thinking by understanding the content of readings and analyzing the intent of the content, as well as providing assessments on Readings. Critical thinking about critical reading is done while analyzing the readings. In this case, reading is not merely memorizing but understanding about what has been read, with a good understanding then the information is not only understood at that time (short term memory) but is understood for long term memory.

The critical thinking process of reading is done by formulating 5W + 1H questions related to reading include: who, what, where, when, why, and how. Then, to answer the question is by collecting information about the reading. In the process of critical thinking on reading, the learning model used in this study is the SQ3R learning model (Survey, Question, Read, Recite, Review).

SQ3R Learning Model was submitted by Francis P. Robinson in 1941. SQ3R is one of the learning models applied in reading. According to Abidin, Tita & Hana (2017) The purpose of SQ3R implementation is (a) to improve the understanding of text content, and (b) maintain such understanding for a longer period of time.

By implementing SQ3R guiding students thinking about reading readings, can thus help students' get things' through reading and thinking like effective readers (Huda, 2013:244).

Election model of SQ3R learning in this study because this SQ3R consists of five steps applied in the reading process namely Survey, Question, Read, Recite, and Review. The five steps lead to the analysis, synthesis, and evaluation process of the readings. In SQ3R there are five steps that one of them is the Question step which in this step students are given guidelines on questions about readings referring to critical reading indicators.

With this SQ3R learning model, it is hoped that students can train to think analytically, synthesizing and evaluating the readings. Thereby it can improve students' critical reading skills.

Thus, critical reading is the highest degree of reading ability. The idea/idea of reading should be understood in detail, so readers can analyze the reading and then comment on it and give an assessment of the reading.

With the innovation of media development pop up card folklore, it is expected to be able to focus students

while reading and attract the reading of students so as to develop the vocabulary owned and can direct students to think critically while reading through answering questions related to analyzing, making synthesis, and evaluating the story, thus the students' critical reading skills increased.

II. RESEARCH PURPOSES

- Describe validity media pop up card folklore to improve the critical reading skills of grade IV students Elementary School.
- Describe the practicality of media pops up card folklore to improve the critical reading skills of grade IV students Elementary School.
- Describes the effectiveness of media of the people's pops up card folklore to improve the critical reading skills of grade IV students Elementary School.

III. RESEARCH METHODS

In general, in terms of methods, this type of research includes research and development or Research and Development (R & D). This research aims to produce quality learning media products in the form of media pop up card folklore that can improve and critical reading skills of grade IV students Elementary School.

This development study uses Four-D Thiagarajan (Define, Design, Develop, Dissemination) models which consist of several phases namely Define, Design, Develop, and Dissemination. Media learning developed in this research is a media pop up card folklore.

In analyzing the impact of the use of this developed media product using a one-group pretest-posttest design experimental design is presented in the picture below.

O1 X O2

Picture 1:- *One-Group Pretest-Posttest Design*
Source: Sugiyono (2011)

Description:

O1: Pretest value (before using media pop up card folklore)

X: Treatment Using media pop up card folklore

O2: Posttest value (after using media pop up card folklore)

To measure the improvement of critical reading skills by using media pop up card folklore used analysis technique of T-test data with the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Description:

T : T count value

xd : deviations of each group

$\sum X^2 d$: Average group value 2

N : Group Sample number 1

d.b : Determined by N-1

(Arikunto, 2013:350)

IV. RESEARCH RESULTS

Validity media pop up card folklore developed can be known through the validation/assessment experts on some aspects of the media. Members who validate media experts, Elementary School experts, and linguists.

Based on the assessment of validators' level of validity and product feasibility by the media experts acquired a percentage of 95%, it is stated that the media pop up card folklore to improve the critical reading skills of Grade IV Elementary School students is very qualified in the aspects of eligibility media. Although the category is very high quality, it can not be perfect because it still gets improvement advice from material experts ie improvement in terms of picture composition and image illustration (expression).

Based on the assessment of the validators level of validity/product feasibility by the material experts acquired a percentage of 90%, it is stated that the media pop up card folk story to improve the critical reading skills of grade IV students Elementary School is very qualified in the material/content aspect.

Based on the assessment of validators' degree of validity/product feasibility by linguists acquired a percentage of 92% stated that the media pop up card folklore to improve the critical reading skills of grade IV students Elementary School is very qualified in the aspect of the linguistic. Although the category is very qualified, it is not perfect because it still gets improvement advice from material experts ie improvement in terms of punctuation and consistency use of Word. The result of the recap of media validation assessment of pop up card folklore is presented in the following table.

Validity	Validity Score	Validity Percentage	Category
Media	57	95%	Very high quality
Material/Content	54	90%	Very high quality
Language	56	92%	Very high quality
Average	57	92%	Very high quality

Table 1:- Recapitulation Validity Media Pop Up Card Folklore

According to the table, Eligibility media pop up card of the overall folklore which is reviewed in terms of eligibility media, materials/content, and language obtained an average value of 57 with a percentage of 92% that are highly qualified category.

Practicality is one of the criteria that a learning media should have developed. Learning Media is said to be practical when the product has high-quality product characteristics. The practicality of pop up card folklore developed can be known through the results of the activities

of the teacher, student activities, and student responses during the learning process using the media pop up card folklore.

Based on teacher activity observed by two observers during the ongoing study shows that the percentage of student activity in the learning is very actively involved in learning. A meeting I acquired an average activity score of 3.69 with a percentage of 92% with very active categories. At the meeting, II was obtained an average score of 3.89 with a percentage of 97% with very active categories.

This means that the teacher is instrumental in guiding, directing and as a facilitator. Assessment of the observer to the teacher activity is presented in the form of the following recapitulation table.

Meeting	Average Score	Percentage	Category
1	3,69	92%	Excellent
2	3,89	97%	Excellent
Average	3,79	95%	Excellent

Table 2:- Teacher Activity Data Percentage Recapitulation

The table shows a recapitulation of the average percentage activity conducted by teachers on learning has an average of 3.79 or a percentage of 95% with very active categories. In conclusion, every activity is carried out very well so that the learning activities in accordance with the Learning Plan and carried out very well.

Data on the results of students are obtained through observations made during the trial activities in class IV of Sukomanunggal III Elementary School when learning critical reading skills. Scoring starts from a scale of 1 to 4 (less-excellent). The following is the result of observing the students' activities from two observers to the use of developed media.

Based on the observation of the student activity observed by two observers during the study took place in the 4.9 table shows that the percentage of student activity in the learning is very actively involved in learning. A meeting I acquired an average activity score of 3.61 with a percentage of 90% with very active categories. At the meeting, II was obtained an average score of 3.92 with a percentage of 98% with very active categories.

This means learning is centered on students while teachers are guiding, directing and as facilitators. It is seen from the average activity done by students in every aspect. Observer assessment of student activity is also presented in the form of a recapitulation table as shown in the following table.

Teacher	Average score	Percentage	Category
1	3,61	90%	Excellent
2	3,92	98%	Excellent
Average	3,77	94%	Excellent

Table 3:- Student activity Data Percentage recapitulation

The table shows the average of the activity of the average percentage that students do in learning has an average of 3.77 or a percentage of 94% with very active categories. In conclusion, every activity is carried out very well by the students so that the learning activities in accordance with the Learning Plan and carried out very well.

The teacher's response Data to the development of pop up card folk story is obtained from the filling of the poll done during the test run. The results of the teacher response are as follows.

Teacher	Average score	Percentage	Category
1	3,75	94%	Excellent
2	3,83	96%	Excellent
Average	3,79	96%	Excellent

Table 4:- recapitulation of teacher response Data

Based on the table above, the score of 95% percentage so that the media pop up card folklore received a positive response from the teacher.

Student responses are responses given by students to the media pop up card folklore. The student response Data for the developed media is obtained using a poll that is shared and filled by students when the media trial activities in class IV students are filled in according to their responses after following the learning to use media pop up card folklore. The student response results are presented in the following table.

Trial	Number of Scores	Percentage	Category
1	79	79%	Good
2	232	92%	Excellent

Table 5:- recapitulation of student response Data

The table shows that the percentage of students' responses to learning by using pop up card media folklore. Students are given a response poll containing 10 item questions, on the trial, I obtained the final percentage of 79% with a good category and on trial, II obtained a final percentage of 92% with an excellent category.

Based on the overall data on the results of media practicality pop up card folklore obtained results of activity of the teacher 95%, student activity results in 94%, teacher response 95%, and student response of 92% in the category is very good.

The effectiveness of learning media developed is known through student learning outcomes related to critical reading on pretest and posttest activities. Tests on critical reading skills are about open questions that refer to critical reading indicators in the media pop up card folklore.

Based on the value data of the average pretests of the critical reading skills obtained by 62 with the category is incomplete, while on the average value of posttest obtained by 81 with the due category. The data shows that there is an increase in the average value of critical reading skills before and after the media use pop up card folklore. In pretest activities, There are 18 students who do not complete, while in posttest activities there are 4 students who do not complete. There is an increase in the percentage of students who complete learning from 32% to 84% in posttest activities so that it can be concluded that the media pop up card folklore worthy and effectively used for critical reading learning.

The impact analysis of the use of this developed product uses a one-group pretest-posttest design experimental design. To measure the level of critical reading skills of students before the use of media pop up card folklore used analysis technique of T-test data as follows.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{18,72}{\sqrt{\frac{3232,6208}{25 \times 24}}}$$

$$t = \frac{18,72}{\sqrt{5,389}}$$

$$t = \frac{2,321}{18,52} = 8,065$$

Based on T-test results, H_0 rejected due to test t result = 8.065 > 2.064 So there are differences in student learning outcomes between before and after developed learning media.

V. RESEARCH DISCUSSION

This research results in learning media that facilitate students in critical reading learning. Media pop up card folklore is the media card about the folklore of East Java that can be folded and if the fold opened half-page or the angle at 90° image as if it appears out so that gives the impression arises or three-dimensional. Media pop up a card this folklore has writing that is a narrative storyline at the bottom of the pop-up.

In this media pop up card, there is four folklore presented a type of legend and fairy tale with the title Origins Banyuwangi, Aryo Menak, Keong Emas, and Cindelaras. This folklore was chosen because it contained a good moral message and a simple story and the characters involved were not too many.

In each media pop up card folklore, there is a table of vocabulary and questions referring to critical reading indicators that can guide students to analyze the content of readings.

Media pop up card plays a role in learning reading because on every media pop up card folklore there are images that give a three-dimensional impression on each folklore and designed as attractive as possible to attract the attention and interest of students to Reading so as to give the stimulus and focus the students' attention on reading so that the learning can be done optimally. Thus, student learning outcomes can be achieved. The statement is in line with the opinion of Aqib. (2015:51) that the benefits of learning media are more clear and interesting learning activities and improve the quality of student learning outcomes. Then strengthened by previous research stating the picture card-shaped pop-up card with images and description that makes it easy for students to learn and customize abstract concepts, creating curiosity and attracting students' interest (Noviyanti, DKK 2013).

Based on the results of the discussion that has been shown that the use of media pop up card folklore can improve the critical reading skills of grade IV students Elementary School. This is evident in the average outcome of critical reading skills that increase after using the media pop up card folklore. The results of this study were strengthened by previous research stating

It is also similar to the research results by Hardjo et al with the title of *learning Model Student Teams Achievement with Media Pop Up Card to improve the outcome of biology learning Class XII Natural Sciences 1 High School of Siliwangi Bogor (2017)* The results showed that the use of the STAD model with the media pop up card can increase the activity and learning outcomes of students of class XII natural Sciences 1 High School of Siliwangi Bogor.

The findings in this study were based on the results of data analysis amplified during the learning activities underway. The following are findings in this research.

- Media pop up card folklore to improve the critical reading skills developed are declared valid based on 3 aspects of eligibility products covering media validation, material validation, and the interpretation of the linguistic done by 3 validators who are competent in their field. The value of media validity is developed including media validation, linguistic, and sequential material/content of 95% with very decent thickness; 92% with very decent categories; and 90% with very decent categories.
- Media pop up card folklore to improve the critical reading skills developed expressed practically, judging by:
 - The activity of the teacher in class IV C of Sukomanunggal Elementary School in the learning

process during two times the average meeting overall score is 95% with the category carried out well.

- The observation result of the activity of class IV C students in the learning process using the media pop up card folklore with the value of the final average score in two consecutive meetings is 94% with the excellent category.
- Received a positive response from the teacher with a percentage of 95% and student response 92%. This suggests that pop up card media that is developed and implemented in learning activities can practice students' critical reading skills during learning activities.

Media pop up card folklore to improve the critical reading skills expressed effectively judging by the value of critical reading skills throughout the students who exceed the prescribed KKM is > 75 with an average of 81 with a complete category.

VI. CONCLUSION

The results of this research show that the media pop up card folklore is declared valid, practical, and effective to improve the critical reading skills of grade IV students Elementary School.

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