



## The Influence of the Buddy Reading Method Assisted with Flipbook Media on Reading Comprehension of Class V Students

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### Abstract

Research on the Buddy Reading Method Assisted by Flipbook Media on the Interest and Reading Comprehension Ability of Class V Students at SD Gugus III Paraikatte District. Bajeng Kab, Gowa, Masters Program, Muhammadiyah University of Makassar Supervised by Sulfasyah and Tarman. This research aims to determine the effect of Buddy Reading helping with flipbook media on the interest and reading comprehension abilities of fifth grade students. This research uses a quasi-experimental design involving an experimental class and a control class. The research population was all fifth graders who were members of an elementary school group in the same zone in Gowa Regency, South Sulawesi Province. The research sample was two fifth grade students selected randomly from the group mentioned above. The instruments used to collect data were questionnaires and reading comprehension tests. Descriptive data analysis shows that there is an increase in students' interest and reading comprehension abilities after teaching reading comprehension using the Buddy Reading Method. The results of inferential statistical analysis using Manova showed that there were differences between the control and treatment classes regarding reading interest and reading comprehension ability, with mark scores.  $0.000 < 0.05$ . Thus, the buddy reading method influences the reading interest and reading comprehension abilities of fifth grade students in this study.

Keywords: reading friends, reading interest, reading comprehension

## 1. Introduction

The quality of reading in Indonesia is still far below other countries. This was proven in Mahaarani, et al (2017:321) that the results of the 2022 Program for International Student Assessment (PISA) research were recently announced on December 5 2023, and Indonesia was ranked 68th with a score; reading (371). And the latest data from *the Most Littered Nation In The World* conducted by *Central Connecticut State University* in March 2016, shows that Indonesia is in 60th place out of 61 research member countries.

The basic problem of students' low interest and reading comprehension ability is related to the availability of books, situational factors and parental parenting patterns. Not all students get quality and age-appropriate books. Apart from that, economic factors and parents' low awareness of providing books at home mean that students do not get the books they need. Apart from that, there are several things that cause students' low interest in reading books, including the current learning system which has not been able to trigger students to have an interest in reading because learning is monotonous and teacher-centred.

Unfortunately, in Indonesia there are still very few books suitable for elementary school students. Apart from that, the low interest in reading is caused by several things, including the high price of books and limited library facilities, which means that reading is no longer a means of learning and entertainment for students (Satriani, S, 2021:167).

Based on the results of research in two schools in Cluster 3 Paraiatte, students' interest and ability to read is still low due to the many factors that cause this problem so the school has coordinated with the government regarding this matter, apart

from that other efforts have been made by the school such as , the school has provided several reading book facilities needed to increase students' interest in reading and reading comprehension skills. From the two schools that the researchers took as samples, the teacher only used the lecture method with a silent reading method for high class students without exploring students' understanding in comprehending reading.

Teachers are less creative in providing a learning atmosphere that attracts students in learning to read, so that students feel bored in learning to read. Reading is only a side activity to be able to complete subsequent activities, especially in advanced classes. This causes students to be unable to understand the content of the reading. Syamsuddin & Lukman, in (Ruddamayanti, R, 2019) There needs to be an approach that can be taken by teachers in implementing reading methods, so that not only the content of the reading is understood but can also arouse students' interest in reading activities .

The aim of conducting research on the influence of the buddy reading method assisted by flipbook media on the interest and reading comprehension abilities of fifth grade elementary school students is to support the students' learning process. Through Buddy reading, namely reading activities with friends, and with the help of flipbook media, it can be an interesting and effective alternative learning strategy. This is because reading with the help of flipbook media provides several benefits, including: increasing interaction and collaboration between students, increasing motivation and enthusiasm for reading, making it easier for students to understand reading and making learning more interesting and enjoyable.

In the learning process, the use of

sophisticated technology and information can provide convenience for students, because it can be used as an alternative in learning media, such as the use of technology such as smartphones which is increasing from year to year Alwan (Humairah, 2022).

The use of technology in learning in question is one way of using electronic reading materials ( *E-Books* ) as an open medium which can then be accessed online. One of the free *flipbook* -based *e-book creation applications* (Humairah, 2022). Flipbook is media created in a structured manner that contains writing, sound images displayed in digital format with multimedia elements so that it makes users more active (Sari and Ahmad, 2021). Based on the definition above, Flipbook is a digital book that can present text, images, sound, video which is designed to be as attractive as possible to increase students' enthusiasm and understanding in the teaching and learning process (Masitoh, 2022).

It is hoped that this research will provide real contributions and benefits in learning, especially in increasing the interest and reading comprehension skills of class V students in Paraikatte Group 3 in Gowa Regency. Therefore, strategic efforts are needed to increase interest and reading comprehension abilities at this level. One learning method that attracts attention and develops reading skills is the buddy reading method assisted by flipbook media. This method combines collaboration between two or more students to read together using flipbook media as a learning support. Flipbook media provides a visual dimension that can increase students' interest and involvement in the reading process.

The importance of good reading comprehension is not only reflected in academic grades but also has an impact on

students' ability to understand, analyze content and develop their knowledge, therefore this researcher aims to explore " The Effect of the Buddy Reading Method Assisted with Flipbook Media on the Interest and Reading Comprehension Ability of Class V Students Cluster 3 Paraikatte ”

## 2. Research methods

This research uses a quantitative research approach. The type of research used in this research is *quasi experimental design research* . Sugiyono (2007: 107) defines that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. Sugiyono (2010:75) suggests that the main characteristic of *quasi experimental design* is the development of a type of *true experimental design* , which has a control group but cannot fully function to control external variables that can influence the implementation of the experiment.

Research in the experimental group, learning was carried out using the *Buddy Reading method* , while the control group used conventional methods or was not given treatment. The population in this study was all fifth grade elementary school students in cluster III, Bajeng subdistrict, Gowa district, totaling 183 students from 7 schools. Meanwhile, the sampling technique used for this research was a *purposive sampling* technique . According to Suharsimi Arikunto (2010:183) what is meant by *purposive sampling* is: *Purposive sampling* is a sampling technique carried out by taking subjects not based on strata, randomness or area but based on the existence of a specific objective, so that the samples taken are class V students. Pakkingkingang Inpres Elementary School and fifth grade students at Inpres Barasa

Elementary School.

This research uses data collection techniques by: Questionnaires, observations and tests. In this research, questionnaires were used to measure students' interest, observations were used to determine the implementation of the buddy reading method in learning, and tests were carried out to determine students' reading comprehension abilities. In this research, researchers used quantitative data analysis techniques, while this quantitative data was analyzed using statistical analysis. The statistical analysis used is descriptive statistical analysis. Descriptive analysis, describes or provides an overview of data in tabular form so that others can easily get an idea of the nature (characteristics) of the object from these two things

### 3. Results and Discussion

**Table 1 Pre-test and Post-test Experimental Class Students' Reading Interest**

Source : SPSS Statistics Version 25

Based on table 1 on Which show description of pre-test and post-test interest Read student Which covers mark average (*mean*) in the pre-test of 54.12 while post test 85.06, mark middle (*median*) in the pre-test amounted to 53.00 while post-test 85.00, deviation standard (standard deviation) in the pre-test amounted to 3,444 while the post-test was 3,132, the lowest score (min) in the pre-test of 48 while the post test was 80 and the highest (max) score on the pre test was 62 while the post test was 90. Frequency distribution of *the initial test and final test* of students' reading interest in the experimental class can be seen on table following:

**Table 2 Distribution And Percentage Score Mark Pre-test students Class Test**

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	0	0%
2	68 – 83	Tinggi	0	0%
3	52 – 67	Cukup Tinggi	15	88%
4	36 – 51	Kurang Tinggi	2	12%
5	20 – 35	Sangat Kurang	0	0%
<b>Total</b>			17	100%

Source: Results exercise data

Based on table 2 it can be seen that the amount There were 15 students who got the high enough category and 2 students who got the less high category. So based on results analysis descriptive Which has If done, it can be concluded that students have interest Read the experimental class is quite low.

**Table 3 Distribution And Percentage Score Mark Pre-test students Class Control**

N	Interval	Kategori	Frekuensi	Persentase
Statistics	Pre test	Post test	0	0%
Sample Size	17	17		
Means	54.12	85.06	100%	
Median	53.00	85.00		
Variance	11.860	9.809	0%	
Std. Deviation	3,444	3,132		
Minimum	48	80		
Maximum	62	90		

Based on table 3 it can be seen that the amount students who obtained the fairly high category were 17 students. So based on results analysis descriptive Which has If done, it can be concluded that students have interest Read the control class enough low.

**(1) Post-test data on students' reading interest in the experimental class and control class**

After data *post-test* obtained,

data Then processed with use help program *IBM SPSS Statistics Version 25* . Data results *post-test* Class experimental and control classes can be seen on table following This.

**Table 4 Pre-test and Post-test Control Class Students' Reading Interest**

Statistics	Pre-test	Post test
Sample Size	17	17
Means	57.41	55.71
median	57.00	57.00
Variance	4,757	22,221
Std. Deviation	2,181	4,714
Minimum	55	45
Maximum	62	80

Source : *SPSS Statistics Version 25*

Based on table 4 on Which show description of pre-test and post-test interest Read student Which covers mark average (*mean*) in the pre-test of 57.41 while post test 55.71, mark middle (*median*) in the pre-test amounted to 57.00 while post-test 57.00 , deviation standard (standard deviation) in the pre-test amounted to 2,181 while post 4,714, the lowest value (min) in the pre-test of 55 while the post test is 45 and the highest (max) score on the pre test is 62 while the post test was 80. Frequency distribution of *the initial test and final test* of experimental class students' reading interest can be seen on table following:

**Table 5 Distribution And Percentage Score Mark Pre-test students Class Control**

questionnaire analysis regarding Students' Reading Comprehension Ability previously given *treatment* Buddy reading method assisted by flipbook media to obtain test results that have been given to student increase 17 students.

Source : Processing results data

Based on table 5 it can be seen that the amount students who obtained the High category were 3 students and Which obtain category very high 14 student . So based on the results of the descriptive analysis that has been carried out It can be concluded that students have an interest in reading tall .

**Table 6 Distribution And Percentage Score Mark Post test Student Class Control**

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	0	0%
2	68 – 83	Tinggi	0	0%
3	52 – 67	Cukup Tinggi	14	82%
4	36 – 51	Kurang Tinggi	3	18%
5	20 – 35	Sangat Kurang	0	0%
<b>Total</b>			17	100%

Source : Processing results data

Based on table 6 it can be seen that the amount students who obtained the quite high category were 14 students and Which obtain category not enough 3 student . So based on the results of the descriptive analysis that has been carried out It can be concluded that students have an interest in reading quite low and quite a decrease from the previous pre-test results.

**b) The influence of the buddy reading method assisted by flipbook media on Students' Reading Comprehension Ability**

To obtain the results of

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	14	82%
2	68 – 83	Tinggi	3	18%
3	52 – 67	Cukup Tinggi	0	0%
4	36 – 51	Kurang Tinggi	0	0%
5	20 – 35	Sangat Kurang	0	0%
<b>Total</b>			17	100%

**(1) Data Pre-test Students' Reading Comprehension Ability Class Experiment and Control Class**

After that data *Pre-test* obtained, data Then processed with use help program *IBM SPSS Statistics Version 25* . Experimental class *pre-test* results data can be seen on table following This.

Table 7 *Pre-test and Post-test* Reading Comprehension Ability of Experiment Class Students

Statistics	Pre-test	Post test
Sample Size	17	17
Means	38.12	44.18
median	38.00	45.00
Variance	10,610	17,279
Std. Deviation	3,257	4,157
Minimum	32	35
Maximum	43	80

Source : *SPSS Statistics Version 25*

Based on table 7 on Which show description of pre-test and post-test interest Read student Which covers mark average (*mean*) in the pre-test of while the post test was 85.06, mark middle (*median*) in the pre-test amounted to 53.00 while post-test 85.00 , deviation standard (standard deviation) in the pre-test amounted to 3,444 while the post-test was 3,132, the lowest score (min) in the pre-test of 48 while the post test was 80 and the highest (max) score on the pre test was 62 while the post test was 90. Frequency distribution of *the initial test and final test* of students' reading interest in the experimental class can be seen on table following:

Table 8 Distribution And Percentage Score Mark *Pre-test* students Class Test

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	14	82%
2	68 – 83	Tinggi	3	18%
3	52 – 67	Cukup	0	0%
4	36 – 51	Kurang Tinggi	16	94%
5	20 – 35	Sangat Kurang	1	6%
<b>Total</b>			17	100%

Source: Results exercise data

Based on table 8 it can be seen that the amount There were 12 students who received the less than high category and the very low category, namely 5 students. So based on results analysis descriptive Which has carried out, it can be concluded that students have the ability to read comprehension experimental class low .

Table 9 Distribution And Percentage Score Mark Post - *test students* Class Test

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	0	0%
2	68 – 83	Tinggi	0	0%
3	52 – 67	Cukup	0	0%
4	36 – 51	Kurang Tinggi	12	70%
5	20 – 35	Sangat Kurang	5	30%
<b>Total</b>			17	100%

Source : Processing results data

Based on table 9 it can be seen that the amount students who received the less than high category were 16 students and Which obtain category very low 1 student. Sobased on the results of the descriptive analysis that has been carried out It can be concluded that students have good reading comprehension skills high enough.

**(2) Post-test Data on Reading Comprehension Ability of Experiment Class and Control Class Students**

After data *post-test* obtained, data Then processed with use help program *IBM SPSS Statistics Version 25* . Data results *post-test* Class experimental and control classes can be seen on table following This.

Table 10 *Pre-test and Post-test* Reading Comprehension Ability of Kontol Class Students

Statistics	Pre-test	Post test
Sample Size	17	17
Means	36.82	38.41
median	37.00	38.00
Variance	7,779	13,257

Source : SPSS Statistics Version 25

Based on table 10 Based on table 4.1 on Which showdescription of pre-test and post-test interest Read student Which covers mark average (*mean*) in the pre-test of 36.82 while post test 38.41, mark middle (*median*) in the pre-test amounted to 37.00 while the post test is 38.00 , deviation standard (standard deviation)in the pre-test amounted to 2,789 while the post-test was 3,641, the lowest score (min) in the pre-test of 33 while the post test was 32 and the highest (max) score on the pre test was 43 while the post test 45. Frequency distribution of *the initial test and final test* of students' reading interest in the experimental class can be seen on table following:

Table 11 Distribution And Percentage Score Mark *Pre-test* students Class Control

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	0	0%
2	68 – 83	Tinggi	0	0%
3	52 – 67	Cukup	0	0%
4	36 – 51	Kurang Tinggi	12	70%
5	20 – 35	Sangat Kurang	5	30%
<b>Total</b>			17	100%

Source: Results exercise data

Based on table 11 it can be seen that the amount The students who received the less than high category were 12 students and the very low category was 5

students. So based on results analysis descriptive Which has It can be concluded that students have low reading comprehension abilities in the control class .

Table 12 Distribution And Percentage Score Mark Post - *test students* Class Control

N	Interval	Kategori	Frekuensi	Persentase
1	84 – 100	Sangat Tinggi	0	0%
2	68 – 83	Tinggi	0	0%
3	52 – 67	Cukup	14	82%
4	36 – 51	Kurang Tinggi	12	80%
5	20 – 35	Sangat Kurang	5	30%
<b>Total</b>			17	100%

Source : Processing results data

Based on table 12 it can be seen that the amount students who received the less than high category were 16 students and Which obtain very category not high enough 5 student . Sobased on the results of the descriptive analysis that has been carried out It can be concluded that students have good reading comprehension skills low and quite decreased from the previous pre-test results.

## 2. The Influence of the Buddy Reading Method on the Interest and Reading Comprehension Ability of Class VSD Class III Parai-katte, Bajeng District, Gowa Regency

### a. Infrential Data Analysis

#### 1) Test Normality

The normality test is carried out to find out whether the data is normally distributed or not. The data normality test was carried out using the SPSS v25 *program*. Normality test carried out on *pre-test* and *post-test* data . Normality test variable a data is said normally distributed if mark significance > 0.05 and vice versa If mark its significance not enough of 0.05

then distribution stated abnormal .

About results calculation of the normality test in this study against motivation Study students and abilities solution problem obtained with using the IBM SPSS v25 program. Normality test calculation results the can seen in the table following thisNext done testing data normality . Testing normality done with using the Kolmogorov-Smirnov test. Table 4.13 is presented results testing normality .

**Class Interest Normality Test Experiments and Classes Control**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Tes	Eksperimen	.157	17	.200	.155	17	.200
Minat	Kontrol	.163	17	.200	.157	17	.200
Membaca							

a. Lilliefors Significance Correction

Based on Normality test results in Table 4.13 Pre Test and Post Test Reading Interest Data are normally distributed , with mark *Asymp . signature. (2-tailed)* Trial class = 200 <sup>c,d</sup> and *Asymp value . signature. (2-tailed)* Control class = 200 <sup>c,d</sup>. Read data interest is normally distributed, with an *Asymp value. signature. (2-tailed)* = 200 ≠ 200.

**Table 4.15 Test of Normality of Reading Comprehension Ability in Experiment and Control Class**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Tes	Eksperimen	.191	17	.098	.167	17	.200
Kemampuan	Kontrol						
Membaca		.174	17	.180	.161	17	.200
Pemahaman							

a. Lilliefors Significance Correction

Based on the results of the normality test in Table 4.15, the pre-test data for reading comprehension ability is normally distributed, with a value of *Asymp. signature. (2-tailed)* Trial class = 098 <sup>c,d</sup> and *Asymp value . signature. (2-tailed)* Control class = 180 <sup>c,d</sup>. The reading comprehension data ability is normally distributed, with an

*Asymp value. signature. (2-tailed)* = 098 ≤ 180.

Meanwhile, the post test data for reading comprehension ability is normally distributed, with a value of *Asymp. signature. (2-tailed)* Trial class = 200 <sup>c,d</sup> and *Asymp value . signature. (2-tailed)* Control class = 200 <sup>c,d</sup>. The reading comprehension data ability is normally distributed, with an *Asymp value. signature. (2-tailed)* = 200 ≠ 200.

## 2) Homogeneity Test

### a) Interest

After That Normality test is carried out , step furthermore is carry out a homogeneity test For know is the data from sample research in class experiments and classes control have the same variant or No . This homogeneity test is also a requirement for carrying out the Manova test. A distribution is said to be homogeneous if the significance level is >0.05, conversely if the significance level is <0.05 then the distribution is declared not homogeneous. If the homogeneity test is met then it can be continued to the Manova test stage. The homogeneity test was carried out using Levene's test.

**Table 4.1 7. Pre-test Homogeneity Test for Experimental Interest and Control Class**

		Levene			
		Statistic	df1	df2	Sig.
Hasil Tes	Based on Mean	2,729	1	32	.108
Minat	Based on Median	1,984	1	32	.169
Baca	Based on Median	1,984	1	25,321	.171
	and with adjusted df				
	Based on trimmed mean	2750	1	32	.107

**Table 4.18. Homogeneity Test Post test Interest in the Experiment and Control Class**

		Levene			
		Statistic	df1	df2	Sig.
Hasil Tes	Based on Mean	2,581	1	32	.118
Minat	Based on Median	1,922	1	32	.175
Baca	Based on Median	1,922	1	26,374	.177
	and with adjusted df				
	Based on trimmed mean	2,478	1	32	.125

Based on the results of the homogeneity test in Table 4.17 and Table 4.18, the reading interest data meets the assumption of homogeneity, with a pre-test *Sig value* of 107 and post-test 125. The interest data meets the homogeneity assumption, with a *signature value*.  $107 > 125$ .

**b) Ability Read Understanding**

After That Normality test is carried out , step furthermore is carry out a homogeneity test For know is the data from sample research in class experiments and classes control have the same variant or No . This homogeneity test is also a requirement for carrying out the Manova test. A distribution is said to be homogeneous if the significance level is  $>0.05$ , conversely if the significance level is  $<0.05$  then the distribution is declared not homogeneous. If the homogeneity test is met then it can be continued to the Manova test stage. The homogeneity test was carried out using Levene's test.

**Table 4.19. Homogeneity Test Pre test Reading Comprehension Ability Experiment and Control Class**

		Levene Statistic	df1	df2	Sig.
Hasil Tes	Based on Mean	207	1	32	.653
Kemampuan	Based on Median	110	1	32	.742
Membaca	Based on Median	110	1	30,709	.742
Pemahaman	and with adjusted df				
	Based on trimmed mean	169	1	32	.684

**Table 4.20. Homogeneity Test Post test Reading Comprehension Ability of the Experimental and Control Class**

		Levene Statistic	df1	df2	Sig.
Hasil Tes	Based on Mean	1,170	1	32	.288
Kemampuan	Based on Median	1,109	1	32	.300
Membaca	Based on Median	1,109	1	29,521	.301
Pemahaman	and with adjusted df				
	Based on trimmed mean	1,244	1	32	.273

Based on the results of the homogeneity test in Table 4.19 and Table 4.20, the reading comprehension ability data meets the assumption of homogeneity, with a *Sig value* of 273 for the pre test and post test. 684. Interest Data meets the assumption of homogeneity, with *signature values*.  $273 > 684$ .

**3) Hypothesis testing**

**Table 4.21 The Influence of the Flipbook Media-Assisted Reading Buddy Method on Simultaneous Reading Comprehension Interest and Ability**

Multivariate Tests <sup>a</sup>						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.997	5597.000 <sup>b</sup>	2.000	31.000	.000
	Wilk's Lambda	.000	5597.000 <sup>b</sup>	2.000	31.000	.000
	Hotelling's Trace	361.101	5597.000 <sup>b</sup>	2.000	31.000	.000
	Roy's Largest Root	361.101	5597.000 <sup>b</sup>	2.000	31.000	.000
	Root					
KELAS	Pillai's Trace	.970	608.763 <sup>b</sup>	2.000	31.000	.000
	Wilk's Lambda	.030	608.763 <sup>b</sup>	2.000	31.000	.000
	Hotelling's Trace	32.823	608.763 <sup>b</sup>	2.000	31.000	.000
	Roy's Largest Root	32.823	608.763 <sup>b</sup>	2.000	31.000	.000
	Root					

a. Design: Intercept + KELAS  
b. Exact statistic

Source : SPSS Statistics Version 25

*multivariate test table* , it shows that the F value for *Pillae Trace*, *Wilk Lambda*, *Hotelling Trace*, *Roy's Largest Root* has a significance that is smaller than 0.05. This means that the F values for *Pillae Trace*, *Wilk Lambda*, *Hotelling Trace*, *Roy's Largest Root* are all significant, so it is concluded that there is an influence of the *quantum teaching model* on the level of

scientific processes and the cognitive abilities of the concept of heat transfer in fifth grade elementary school students.

After the satisfaction test is fulfilled, the research hypothesis is then tested using the MANOVA test. The Manova test was used to determine the effect of the buddy reading method on the reading interest and ability of fifth grade elementary school students. The MANOVA test results of the two variables of interest engagement and reading comprehension ability can be seen from the table below:

Source	Variable	Significance Value Calculated
Reading Buddy Method	Interest	0,000
	Ability Reading Comprehension	0,000

Based on the MANOVA results in Table 4.21, it can be seen that the Buddy Reading Method has a significant effect on increasing interest in reading, with a value of  $Sig. = 0.000 < 0.05$ . Then the Buddy Reading Method has a significant effect on increasing reading comprehension skills, with a value of  $Sig. = 0.000 < 0.05$ . So that the Buddy Reading Method together or simultaneously has a significant effect on reading interest and reading comprehension ability, with a value of  $Sig.$  on *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace* and *Roy's Largest Root*  $< 0.05$ . So the hypothesis shows that  $H_0$ , namely that there is no influence of the Buddy Reading Method on the reading comprehension ability and reading interest of fifth grade students at SD Gugus III Paraikatte, Bajeng District, Gowa Regency, is rejected and  $H_1$ , namely that there is an influence of the Buddy Reading Method on the reading comprehension ability and reading interest of fifth grade elementary school students. Cluster III

Paraikatte, Bajeng District, Gowa Regency was accepted.

Based on these results, it can be concluded that on average, after treatment with the *buddy reading method*, there was an increase in reading comprehension and reading interest in class V elementary school students in cluster III.

#### 4 Conclusions and recommendations

Based on the results of research and learning regarding the influence of the implementation of the Buddy Reading Method Regarding the reading comprehension ability of students in class VS V SD Gugus III Paraikatte, Bajeng District, Gowa Regency experienced improvement after implementing the Buddy Reading Method. This is in accordance with research results which show a significant increase in *pretest* and *posttest results* which reached 32 units, so this method can be applied in elementary schools as a method in learning to read that can improve reading comprehension skills. The Buddy Reading method simultaneously or together has a significant effect on increasing the reading comprehension ability of class V students at elementary school cluster III, Bajeng sub-district, Gowa district. The implications of the Buddy Reading Method in the classroom show that a fun reading method can arouse students' interest in reading, with students' interest and interest in reading, it will be able to increase students' understanding of the content of the reading they read.

It is recommended that teachers in Bajeng sub-district, especially in cluster III Paraikatte, should be able to use new and more interesting methods, especially in teaching students reading comprehension, so that they can train students to understand what they read, not just be able to pronounce

the reading sounds correctly. For future researchers, it is hoped that the results of this research can be used as a reference in studying various interesting learning media.

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