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The Effectiveness Of Using Picture Storybooks To Enhance The Reading Interest Of Grade VI Students At SDTQ Al Akhyar Bekasi

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ABSTRACT

This study aimed to determine the effect of using Picture Storybooks on the reading interest of sixth-grade students at SDTQ Al Akhyar Bekasi. This study employed a quantitative approach with a quasi-experimental method using a Nonequivalent Control Group Design. The sample consisted of 41 students, including 22 students in the experimental group and 19 students in the control group. Data were collected using a reading interest assessment sheet completed by the teacher or observer based on students' observable behavior during reading activities. The instrument consisted of 10 indicators with a maximum score of 40. Data were analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test based on the change or Delta scores. The results showed that the mean reading interest score of the experimental group increased from 24.23 in the pretest to 31.77 in the posttest, representing an increase of 7.55 points. Meanwhile, the control group's mean score increased from 22.89 to 25.16, representing an increase of 2.26 points. The Wilcoxon test showed a significant difference between the pretest and posttest scores in both the experimental and control groups, with an Asymp. Sig. (2-tailed) value of < 0.001. Furthermore, the Mann-Whitney U Test conducted on the Delta scores resulted in an Asymp. Sig. (2-tailed) value of < 0.001, indicating a significant difference in reading interest improvement between the experimental and control groups.

Keywords: *Picture Storybook, reading interest, students, quasi-experimental study*

INTRODUCTION

Education plays an important role in developing students' potential through a directed and continuous learning process. Education provides students with opportunities to develop the knowledge, skills, attitudes, and abilities needed in life. Law Number 20 of 2003 concerning the National Education System, as cited in Alpian (2019), explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential. Therefore, the learning process needs to be designed by considering the needs and characteristics of students so that educational objectives can be achieved optimally.

One of the important abilities in the educational process is reading. Reading serves as a means for students to obtain information, knowledge, and insights from various sources. Suparlan (2021) explains that reading skills are important abilities in educational life because through reading, students can acquire knowledge and broaden their insights. Thus, reading activities have an important position in supporting students' learning processes across various subjects.

Reading is not only related to the ability to recognize and pronounce written words, but also involves the process of understanding the information contained in a

text. Subli (2021) explains that reading activities involve recognizing letters and words, understanding the relationship between sounds and meanings, and drawing conclusions from the text. Harianto (2020) also explains that reading involves the processes of understanding, interpreting, evaluating information, and responding to the text. Therefore, reading activities require students' attention and involvement so that the reading process can take place optimally.

At the elementary school level, the development of students' reading abilities takes place according to their developmental stages and class characteristics. Muammar (2020) explains that reading instruction in elementary schools includes beginning reading in lower grades and reading comprehension in higher grades. Grade VI students are included in the higher-grade group; therefore, reading activities are no longer directed only toward the ability to recognize written words, but also toward students' involvement in understanding and following the reading. This condition indicates that Grade VI students need reading experiences that can encourage their attention and interest in reading materials.

Students' ability to participate in reading activities is also related to reading interest. Reading interest indicates a person's interest, attention, feelings of enjoyment, desire, and involvement in reading activities. Suryabrata (2004:25) explains that interest can be observed through feelings of enjoyment or attraction, attention, and activity, while Abdul Azhim Syakir (2002:35) explains that children's reading interest can be observed through the desire to read, reading habits, reading continuity, and the ability to make use of time for reading. Thus, reading interest is not only demonstrated through the desire to own or read books, but also through students' attention and involvement while engaging in reading activities.

Reading interest is important because interest in reading activities can encourage students to interact more actively with reading materials. Conversely, low reading interest can be indicated by a lack of attention, interest, and involvement when participating in reading activities. Anna Yulia (2005:51) explains that children's reading interest can be fostered through the provision of interesting books, reading habits, the creation of enjoyable reading activities, and the provision of positive experiences with books. Therefore, the selection of reading materials and the creation of engaging reading experiences are aspects that need to be considered in efforts to improve students' reading interest.

One effort to create a more engaging reading experience is the use of learning media that are appropriate to students' characteristics. Sumiharsono and Hasanah (2018) explain that learning media function as a means of delivering materials from teachers to students and can help attract attention and improve the quality of learning. Appropriate media can provide variation in learning activities so that students do not only interact with materials in the form of text. Aghni (2018) explains that visual media have attentional, affective, cognitive, and compensatory functions that can support students' learning processes.

One visual medium that can be used in reading activities is a picture storybook or illustrated storybook. According to Huck, Hepler, and Hickman (1987), a storybook conveys a story through two main elements, namely text and pictures, while Pasaka et al. (2022) explain that a storybook presents pictures and text that complement each other in conveying a story. Apriliani and Radia (2020) also explain

that picture storybooks are media that combine stories with illustrations to help readers receive information from the story. The combination of text and pictures makes the picture storybook relevant as a medium that can provide a more engaging reading experience for students.

The use of a picture storybook is relevant to efforts to increase reading interest because picture storybooks provide a reading experience through a combination of verbal and visual information. Illustrations can help attract students' attention to the page being read, while the text provides information that forms a sequence of the story. Anna Yulia (2005:51) explains that providing interesting books and creating enjoyable reading activities are among the efforts to foster children's reading interest. Therefore, the use of a picture storybook can be tested as an alternative medium that provides a more engaging reading experience, particularly for elementary school students.

Previous studies also provide an empirical basis for the use of picture storybooks in elementary school learning. Apriliani and Radia (2020) developed picture storybook learning media to increase elementary school students' reading interest and found that teaching materials that only use textbooks can make students less enthusiastic and easily bored when asked to read. The study developed a picture storybook and conducted product validation through material experts and media experts, thereby indicating that picture storybooks have the potential to be used as a medium for increasing reading interest. However, the study was conducted with Grade II students at an Islamic elementary school (MI), so the characteristics of the subjects and the stage of reading development differed from those of Grade VI students in this study.

The differences in subject characteristics indicate that there is still a research gap that needs to be examined. Previous studies have more commonly placed picture storybooks in the context of media development or reading instruction for lower-grade students, whereas this study focuses on the effectiveness of using a picture storybook on the reading interest of Grade VI students. Based on the initial conditions at SDTQ Al Akhyar Bekasi, some students still show a lack of attention when asked to read and have not demonstrated optimal involvement in following the reading. Therefore, this study is directed at examining whether the use of a picture storybook designed according to the characteristics of Grade VI students can increase students' reading interest through reading activities that are more engaging and actively involve students.

Based on the description above, this study views reading interest as an aspect that needs to be considered in the reading activities of Grade VI students at SDTQ Al Akhyar Bekasi. The picture storybook is selected because it combines text and pictures that can be used to attract attention, increase interest, and encourage students' involvement in following the story. Unlike previous studies that focused on developing picture storybooks or reading abilities among lower-grade students, this study examines the effectiveness of a picture storybook in increasing the reading interest of Grade VI students through an experimental group and a control group. Based on these considerations, this study is conducted under the title "The Effectiveness of Using Picture Storybooks in Increasing the Reading Interest of Grade VI Students at SDTQ Al Akhyar Bekasi."

METHOD

This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design. The research was conducted at SDTQ Al Akhyar Bekasi and involved sixth-grade students from Class VI A and Class VI B. Class VI A was assigned as the control group, while Class VI B served as the experimental group. The use of intact classes was maintained because the researcher did not randomly assign individual students to the groups. Both groups completed an initial assessment before the intervention and a final assessment after the intervention. The experimental group received reading instruction using a Picture Storybook developed by the researcher, whereas the control group participated in regular reading activities without the Picture Storybook.

The research population consisted of all sixth-grade students at SDTQ Al Akhyar Bekasi, comprising 41 students. Class VI A consisted of 19 students and Class VI B consisted of 22 students. Since the entire population was included, saturated sampling was applied, resulting in a total sample of 41 students.

The main variables were the use of Picture Storybook as the treatment variable and students' reading interest as the dependent variable. Reading interest was assessed through an observation sheet completed by the teacher or observer based on students' observable behavior during reading activities. The assessment covered five aspects: enjoyment of reading, interest in reading materials, attention during reading, involvement in reading activities, and willingness or desire to read. The instrument consisted of 10 behavioral indicators, each rated on a four-point scale ranging from 1 (Not Observed) to 4 (Very Clearly Observed). Thus, the total possible score ranged from 10 to 40. Content validity was established through expert judgment involving consultation with the Grade VI homeroom teacher, while internal consistency was examined using Cronbach's Alpha.

The Picture Storybook was developed by considering the characteristics and reading needs of sixth-grade students. Its development involved needs analysis, selection of the story theme, script development, illustration development, and product compilation. Before implementation, the book was validated by experts in instructional media or elementary education. The validation covered content, language, presentation, illustrations, and media appearance, and the product was revised based on the feedback obtained.

The intervention was conducted from August 11 to 14, 2026, following a pretest on August 10 and a posttest on August 15, 2026. During the intervention, students in the experimental group engaged with the Picture Storybook through guided reading, observation of illustrations, questions, discussion, and reflection. The control group followed the school's regular reading activities without the Picture Storybook. Reading interest was assessed using the same instrument in both groups.

The collected data were analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test. Descriptive statistics were used to summarize the reading interest scores, while the Wilcoxon test examined changes between the initial and final assessments within each group. Improvement scores were calculated as the difference between posttest and pretest scores and were

subsequently compared between the experimental and control groups using the Mann-Whitney U Test. Statistical significance was determined at α = 0.05.

RESULT

Hypothesis Testing Results

Wilcoxon Signed-Rank Test in the Experimental Group

The Wilcoxon Signed-Rank test was used to determine changes in reading interest scores between the conditions before and after learning activities in the experimental group. This test compared the pretest and posttest scores of the same students, so the data came from two paired measurements. In this study, the experimental group was the group that received learning activities using the Picture Storybook. Therefore, the Wilcoxon test was used to determine whether there was a change in reading interest after the students received the treatment.

The hypotheses used in testing the experimental group were H0: there was no significant difference between the pretest and posttest scores of the experimental group, whereas H1: there was a significant difference between the pretest and posttest scores of the experimental group. The decision was made using a significance level of 0.05. If the Asymp. Sig. (2-tailed) value was less than 0.05, H0 was rejected and H1 was accepted. Conversely, if the Asymp. Sig. (2-tailed) value was greater than or equal to 0.05, H0 was accepted.

Table 1. Results of the Wilcoxon Test for the Experimental Group

Comparison	Asymp. Sig. (2-tailed)	α	Decision	Description
Pretest – Posttest	**< 0.001**	0.05	H0 rejected	Significant difference exists

Source: Research data, processed using SPSS.

Based on Table 4.9, the results of the Wilcoxon test in the experimental group showed an Asymp. Sig. (2-tailed) value of < 0.001. This value was lower than the significance level of 0.05, so H0 was rejected and H1 was accepted. Thus, there was a significant difference between the reading interest scores before and after learning activities in the experimental group. These results indicate that students' reading interest scores changed significantly after participating in learning activities using the Picture Storybook.

The test results were consistent with the changes in scores observed in the descriptive analysis. The mean score of the experimental group increased from 24.23 in the pretest to 31.77 in the posttest, with a mean increase of 7.55 points.

This change indicates that the increase in scores was not only reflected in the mean values but was also supported by the statistical test results. Thus, based on the Wilcoxon test, there was a significant change in reading interest in the experimental group after receiving the treatment.

Wilcoxon Signed-Rank Test in the Control Group

The Wilcoxon test was also conducted in the control group to determine whether there was a change in reading interest between the pretest and posttest. The test was conducted because both scores came from the same students and were

obtained through two measurements. The control group participated in reading activities without using the Picture Storybook. Therefore, the results of the Wilcoxon test in the control group were used to determine changes in reading interest that occurred without the Picture Storybook treatment.

The hypotheses for the control group consisted of H0 and H1. H0 stated that there was no significant difference between the pretest and posttest scores of the control group, whereas H1 stated that there was a significant difference between the pretest and posttest scores of the control group. The decision was made by comparing the Asymp. Sig. (2-tailed) value with the significance level of 0.05. A significance value of less than 0.05 indicated a significant difference between the pretest and posttest scores.

Table 2. Results of the Wilcoxon Test for the Control Group

Comparison	Asymp. Sig. (2-tailed)	α	Decision	Description
Pretest – Posttest	**< 0.001**	0.05	H0 rejected	Significant difference exists

Source: Research data, processed using SPSS.

Based on Table 4.10, the test results showed an Asymp. Sig. (2-tailed) value of < 0.001. This value was lower than 0.05, so H0 was rejected and H1 was accepted. Thus, there was a significant difference between the pretest and posttest scores in the control group. These results indicate that the control group also experienced a change in reading interest after participating in the reading activities.

Descriptively, the mean score of the control group increased from 22.89 in the pretest to 25.16 in the posttest. The mean increase was 2.26 points, indicating that the change in the control group was smaller than that in the experimental group. The Wilcoxon test showed that this change was statistically significant based on the obtained significance value. Therefore, the change in the control group needed to be considered when determining the effectiveness of the Picture Storybook, making the between-group analysis using Delta an important subsequent stage.

Mann-Whitney U Test

The Mann-Whitney U test was used to determine whether there was a difference in the improvement of reading interest between the experimental and control groups. The test was conducted using the Delta values, namely the difference between the posttest and pretest scores for each student. The Delta values were used because the focus of the analysis was not only to compare the final conditions of the two groups but also to compare the magnitude of the increase in reading interest after the learning activities. This method was consistent with the analysis design described in Chapter III of the study.

The hypotheses in the Mann-Whitney test consisted of H0 and H1. H0 stated that there was no significant difference in Delta or the improvement of reading interest between the experimental and control groups. Meanwhile, H1 stated that there was a significant difference in Delta between the experimental and control groups. The decision-making criterion used a significance level of 0.05, with H0 rejected if the

Asymp. Sig. (2-tailed) value was less than 0.05.

Table 3. Results of the Mann-Whitney U Test on Reading Interest Delta

Data Compared	Asymp. Sig. (2-tailed)	α	Decision
Experimental and Control Delta	**< 0.001**	0.05	**H0 rejected**

Source: Research data, processed using SPSS.

Based on Table 4.11, the results of the Mann-Whitney test showed an Asymp. Sig. (2-tailed) value of < 0.001. This value was lower than the significance level of 0.05, so H0 was rejected and H1 was accepted. Thus, there was a significant difference in the improvement of reading interest between the experimental and control groups. The test results indicate that the improvement in reading interest differed statistically between the two groups.

The Mann-Whitney test results were supported by the descriptive analysis, which showed a difference in the mean Delta values between the two groups. The experimental group had a mean Delta of 7.55, whereas the control group had a mean Delta of 2.26. The difference in the mean improvement between the two groups reached 5.29 points, with the experimental group showing the greater increase. Therefore, the statistical and descriptive results together indicate that the group receiving learning activities using the Picture Storybook experienced a greater increase in reading interest than the control group.

Discussion of Research Findings

Discussion of Reading Interest in the Experimental Group

Based on the research findings, the experimental group that received learning activities using the Picture Storybook experienced an increase in reading interest after the treatment. The mean reading interest score of the experimental group increased from 24.23 in the pretest to 31.77 in the posttest, resulting in a mean increase of 7.55 points. The Wilcoxon test showed an Asymp. Sig. (2-tailed) value of < 0.001, indicating a significant difference between the reading interest scores before and after the learning activities. These results indicate that the use of the Picture Storybook can serve as an effective learning medium for increasing students' reading interest.

The increase in reading interest can be associated with the characteristics of the Picture Storybook, which combines images and text in a single reading material. Purwani (2020) explains that picture storybooks are media that creatively combine images and text and can be used as a means of teaching reading to elementary school students. The use of attractive images and clear sentences can also help students understand the content of reading materials more easily. This condition indicates that presenting reading materials through a combination of visual and textual elements can provide a reading experience that is more appropriate to the characteristics of elementary school students.

The findings of this study are also consistent with the research conducted by Apriliani and Radia (2020), who developed a picture storybook to increase elementary school students' reading interest. Their study found that the use of learning materials consisting only of textbooks could make students less enthusiastic and easily bored when asked to read. The development of picture storybooks was

conducted as an alternative medium that was more attractive for supporting students' reading activities. This finding supports the results of the present study, which indicate that the use of story- and image-based reading materials can serve as an alternative for increasing students' interest in reading activities.

The findings are further supported by Hidaya et al. (2022), who found that picture storybook media influenced elementary school students' reading interest. Their study showed that the use of picture storybook media had an influence of 52.8% on students' reading interest, while 47.2% was influenced by other factors. This finding indicates that picture storybook media contribute to increasing students' reading interest. The findings are relevant to the present study because both studies demonstrate an association between the use of picture storybooks and an increase in students' reading interest.

In addition, Semtafiani and Sanoto (2024) found that picture storybooks were effective in increasing elementary school students' reading interest. Their study showed a significance value of 0.000, indicating that the use of picture storybooks was effective in increasing reading interest. This finding is similar to the present study because both studies demonstrate an increase in reading interest after the use of picture storybooks. The difference lies in the research design and the characteristics of the students involved.

The increase in reading interest in the experimental group can also be explained through the reading experience provided by the Picture Storybook. Prihantini and Fauziyyah (2023) found that students' interest in picture storybooks was in the high category, particularly in the aspects of reading enjoyment, reading seriousness, comprehension of reading content, and emotional involvement with the story plot. This finding indicates that picture storybooks are not only associated with the presence of illustrations but can also be related to students' experiences while following the story. This condition supports the findings of the present study because an increase in reading interest may occur through a more engaging reading experience that involves students.

Thus, the increase in reading interest scores in the experimental group can be understood as a result of the learning experience using reading materials that combine visual and verbal elements. The Picture Storybook provides visual stimulation through illustrations while simultaneously providing verbal stimulation through the plot and story content. These two elements can help create reading activities that are more engaging for students. The findings of this study indicate that this approach is relevant for supporting the improvement of reading interest among Grade VI students.

Discussion of Reading Interest in the Control Group

The research findings show that the control group also experienced an increase in reading interest between the pretest and posttest conditions. The mean reading interest score of the control group increased from 22.89 to 25.16, resulting in a mean increase of 2.26 points. These results indicate that reading activities can still produce changes in reading interest scores even when the control group does not receive learning activities using the Picture Storybook. However, the increase in the control group was lower than that in the experimental group, which experienced an increase of 7.55 points.

The increase in the control group may have occurred because students continued to have opportunities to participate in reading activities during the research process. Reading activities provide students with opportunities to interact with reading materials, which can still produce changes in reading behavior. Käsper et al. (2020) showed that teaching strategies used by teachers were associated with reading outcomes and reading interest among elementary school students. This finding indicates that the learning process in general can still contribute to the development of students' reading interest.

Although the control group experienced an increase, the magnitude of the change was lower than that of the experimental group. This difference is important because treatment effectiveness is not determined only by whether an increase occurs within one group but also by the difference in improvement between the group receiving the treatment and the comparison group. In this study, the experimental group received an additional stimulus through the Picture Storybook, whereas the control group participated in reading activities without this medium. Therefore, the difference in improvement between the two groups provides more specific information regarding the effectiveness of using the Picture Storybook.

The findings of Prihantini and Fauziyyah (2023) also indicate that the characteristics of reading materials are related to students' interest in reading activities. Their study found that students demonstrated high interest in picture storybooks and positive responses in the aspects of reading enjoyment, reading seriousness, story comprehension, and emotional involvement with the story plot. This finding provides a basis for understanding that reading materials appropriate to students' interests can be one of the factors supporting the development of reading experiences. Thus, the difference in treatment between the experimental and control groups in this study is relevant for explaining the difference in the increase in reading interest scores.

Discussion of the Effectiveness of the Picture Storybook on Reading Interest

Based on the research findings, the experimental group showed a mean increase in reading interest of 7.55 points, while the control group experienced an increase of 2.26 points. The difference in improvement between the two groups reached 5.29 points. The Mann-Whitney test showed an Asymp. Sig. (2-tailed) value of < 0.001, indicating a significant difference in the improvement of reading interest between the experimental and control groups. These results indicate that the increase in reading interest in the group using the Picture Storybook was higher than that in the group that did not use the medium.

These results are consistent with the study by Hidaya et al. (2022), which showed that picture storybook media influenced elementary school students' reading interest. The study found that picture storybook media contributed 52.8% to students' reading interest. This finding provides empirical support that the use of picture storybook-based media can contribute to increasing reading interest. The present study strengthens this finding through a quasi-experimental design that compared score improvements between the experimental and control groups.

The findings of this study are also consistent with the study by Semtafiani and Sanoto (2024). Their study showed that picture storybooks were effective in increasing elementary school students' reading interest, with a significance value of

0.000. The similarity in findings indicates a tendency for picture storybooks to be used as a medium that supports increased reading interest at the elementary school level. This study provides additional evidence through the use of a control group, allowing the effectiveness of the Picture Storybook to be examined based on differences in improvement between groups.

From the perspective of media characteristics, the Picture Storybook provides a combination of images and text that can help create a more engaging reading experience. Purwani (2020) states that picture storybooks creatively combine images and text and can be used as learning resources in reading instruction. The use of attractive images and clear sentences can also help students understand the content of reading materials. Therefore, the combination of visual and verbal elements in the Picture Storybook may be one factor explaining the increase in reading interest in the experimental group.

The reading experience is also important in explaining the findings of this study. Prihantini and Fauziyyah (2023) showed that elementary school students had high interest in picture storybooks, particularly in the aspects of reading enjoyment, reading seriousness, comprehension of reading content, and emotional involvement with the story. This finding indicates that positive responses to picture storybooks are not only related to their visual appearance but also to students' experiences while following the story. Thus, the increase in reading interest in the experimental group in this study can be associated with a more engaging reading experience that actively involved students.

The study by Apriliani and Radia (2020) also showed that the use of picture storybooks can serve as an alternative to address reading instruction that relies heavily on textbooks. Their study was motivated by the condition in which students were less enthusiastic and easily bored when reading using the available learning materials. The development of picture storybooks was conducted to provide more engaging media for elementary school students. This finding is relevant to the present study because the Picture Storybook was also used as a medium to provide a different reading experience from the learning activities conducted in the control group.

Based on the overall findings, the use of the Picture Storybook can be considered effective in increasing the reading interest of Grade VI students at SDTQ Al Akhyar Bekasi. This conclusion is supported by the greater mean improvement in the experimental group compared with the control group, the Wilcoxon test results showing a change within the experimental group, and the Mann-Whitney test results showing a significant difference in improvement between the groups. These findings are also supported by previous studies indicating that picture storybooks can increase or influence elementary school students' reading interest. Therefore, the Picture Storybook can be considered as one of the learning media that can be used to support the improvement of elementary school students' reading interest.

CONCLUSION

This study examined the effectiveness of using Picture Storybooks to increase the reading interest of Grade VI students at SDTQ Al Akhyar Bekasi. The findings provide clear evidence that students who learned through Picture Storybooks

experienced greater improvement in reading interest than those who participated in regular reading activities. The experimental group's mean score increased from 24.23 in the pretest to 31.77 in the posttest, representing an improvement of 7.55 points. In contrast, the control group showed a smaller increase, from 22.89 to 25.16, or 2.26 points. The difference of 5.29 points in mean improvement suggests that the use of Picture Storybooks provided an additional benefit beyond the changes that occurred through regular reading activities.

The statistical findings strengthen this interpretation. The Wilcoxon Signed-Rank Test showed a significant difference between the pretest and posttest scores in the experimental group, with an Asymp. Sig. (2-tailed) value of less than 0.001. This result confirms that students' reading interest changed significantly following the Picture Storybook intervention. A significant change was also found in the control group, with the same significance level of less than 0.001. However, the smaller increase observed in the control group suggests that participation in reading activities alone was not sufficient to produce an improvement comparable to that achieved through the Picture Storybook-based activities.

More importantly, the Mann-Whitney U Test on the Delta scores revealed a significant difference in the magnitude of improvement between the two groups, with an Asymp. Sig. (2-tailed) value of less than 0.001. Because the analysis focused on the difference between posttest and pretest scores for each student, this result provides stronger evidence for evaluating the relative effectiveness of the treatment. The experimental group achieved a substantially higher improvement than the control group, supporting the hypothesis that Picture Storybooks are more effective in increasing students' reading interest than reading activities conducted without this medium.

The effectiveness of the Picture Storybook may be understood from the reading experience it provides. By bringing together illustrations and written text, the medium offers students both visual and verbal stimulation. The illustrations can draw attention to the reading material, while the story provides a meaningful context for following and understanding the text. This combination creates a reading experience that is potentially more engaging than materials that rely primarily on conventional text. The findings are consistent with previous studies showing that picture storybooks can encourage reading interest by making reading activities more attractive, enjoyable, and emotionally engaging for elementary school students.

An important point from this study is that the Picture Storybook was effective not simply because it contained pictures, but because the medium was incorporated into guided reading activities involving observation, questioning, discussion, and reflection. Such activities gave students opportunities to interact actively with the story rather than merely read the text. This suggests that the effectiveness of Picture Storybooks may depend not only on the quality of the media itself but also on how teachers integrate it into classroom instruction.

Overall, the results demonstrate that Picture Storybooks can serve as an effective instructional medium for increasing the reading interest of Grade VI students at SDTQ Al Akhyar Bekasi. The findings also highlight the value of providing reading materials that are visually engaging and accompanied by meaningful learning activities. For elementary school teachers, Picture Storybooks

can therefore be considered a practical alternative to complement conventional reading materials and create a more engaging reading environment. At the same time, the findings are limited to the participants and research setting of this study, suggesting that further research involving larger samples, different school contexts, and longer intervention periods would be valuable to examine whether the observed effect can be sustained and generalized across different groups of elementary school students.

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