

POP-UP BOOK METHOD IN TEACHING READING SKILLS

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Abstract: The aim of this research present at determining; 1) the use of pop-up books improve students's reading skills. 2) the students' interests in using the pop-up book for reading skills. The subjects of this study were the students of the seventh-grade SMP Laniang Makassar totaling 15 students. The research used a pre-exprimental research design with a one group pre-test and post-test design and used two instruments. The tests carried out included pre-test, post-test and questionnaire. Data were collected through tests.. Based the result of the data after obtaining test scores and processed using the T-test formula in SPSS version 25. The results of this study were the average score of reading skill obtained by students sthrough the pre-test was 38.00 and post-test was 74.00 with sig (2-tailed) value is $0.00 < 0.05$. Thos shows that H_0 is rejected and H_a is accepted. So that, teaching reading skills using Pop-Up Book could improve reading skill students.

Keywords: Reading Skill, Reading Achievement, Pop-up Book

1. INTRODUCTION

One of the international languages frequently used for communication is English. Everyone uses it as their primary means of communication around the globe. English language ability has been acknowledged as an important component of communication. Language skills including speaking, listening, reading, and writing must be learned. (Saarinen, 2017). It would be needed to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it will be easy. Reading is also something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. Two aspects of reading skills are mechanical skills and comprehensive process learning. In the process of learning to read, teachers must pay attention to how they can realize effective learning. (Budiarti & Haryanto, 2016). Basic reading skills are the focus of students' reading skills in grades I and II while reading comprehension is the primary focus of students' reading skills in grades III, IV, V, and VI. The goal of learning is to establish fundamental reading activities for comprehending writing. Two aspects of reading skills are mechanical skills and comprehensive process learning. In the process of learning to read, teachers must pay attention to how they can realize effective learning.(Budiarti & Haryanto, 2016)

In teaching English language skills, an English teacher should use authentic materials or media (Imran, 2023). Emphasizes that media is a tool for delivering messages, stimuli interest, and attention to students to accomplish the learning objective. It is more effective and interesting to use media in teaching learning activities.(Agustini et al., 2019). Pop-up book not only makes students curious about the pictures on each page, but they will also be curious about the story

of each picture.(jackson) The pop-up book stands the image and objects on each page are not flat but rather three-dimensional. Because it is unlike other books, the pop-up book will inspire students to learn. States that pop-up books can encourage students to read the story, and because the pop-up book can surprise students when they open the page, students will be eager to respond.

Based on the preceding explanation, the researchers investigate it because there is a lack of interest among students at SMP Laniang Makassar in reading. In SMP Laniang Makassar using LKS as a learning tool, for improving and interested reading skill student, researchers using of pop-up book methods to teach reading skills. The public school there are some media teaching and learning but not helping the students. Using the pop-up book method can improve the reading skills of students because displaying images that look real and every open page will make surprise students. The important use of media in elementary school is useful for young learners. Using suitable media in teaching can enhance the students for learning, but in some elementary schools media is limited. The researchers uses suitable media for teaching young learners. Because almost elementary schools do not use media for teaching, the researchers finds a solution with uses the pop-up book method.

2. LITERATURE REVIEW

2.1. The Concept of Reading

Reading skills are understanding the meaning of oriented words, and written symbols. Reading is an active process that consists of recognition and comprehension skills. Reading is an important activity in life with which one can update knowledge. Reading skill is an important tool for academic success.(Patel & Jain, 2008) The reader uses the skill of reading to anticipate text information, select key information, organize and summarize information, and monitor comprehension output to the reader's objectives. Every reader reads in a particular way that works best for them. The teachers will teach the reading activity more enjoyable and effectively by using these skills. In the academic field, reading aims at some things new to learn. When a person's perspective shifts as a result of learning something new from the unknown, learning success. For students to be able to put what they have learned into practice in real life, they need to understand it. The students will be able to read a text in a way that makes sense to them to succeed in the process. Moreover, reading skill is an individual's standing on some reading assessment. The reading skill deals with areas in which this skill has a purpose to improve them.

2.2. Teaching Reading to Young learners

Teaching English the young learner is different from adult learners. The young learner has different stages of development such as children like to talk and share what they see and hear. They love to try new things(Mijena, 2014). Young children tend to change their mood every other minute and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. Based on that state young children are high motivation to learn the language.

The teachers and the families that do the read-aloud to their children could develop their language literacy skills in the early years and go to kindergarten to better prepare. For making the meaning is an important experience in reading aloud for children who are interested in listening. To help the children make personal connections by reading aloud and having good conversations. The children learn to make a connection, conduct the meaning, thinking in critically, and develop reading comprehension can be through the talk. To know how they comprehend and how they make sense of a book that they read by asking them to explain it. The peers can begin to develop a thought process that happens inside the head and respond to the question well.

2.3. The Concept of Media

Media is one of the components that teachers will prepare for learning. The use of media can facilitate the transfer of primary information from teachers to students. To know what media that suitable for the material, then first we have to know the definition of media. The definition by Smaldino and friends state that a medium (plural: media) is both a source of information and a means of communication. The term, which comes from the Latin word for "between," refers to anything that carries information from one source to another. Video, television, diagrams, materials, computer programs, and teachers are examples(Smaldino et al., 2019). The purpose of media is to facilitate communication and learning.

2.4. The Concept of Pop-Up Book

Pop-up book not only makes students curious about the pictures on each page, but they will also be curious about the story of each picture.(jackson paul, 2016). Pop-up book media is something that can attract attention and can provoke curiosity to know something in a more fun way. Pop-up book media is one of the alternative learning media for children with it is potential to attract children's attention. Displaying three-dimensional and interactive can provide children's educational material differently. Pop-up book media can generate motivation for children in learning. Accompanied by an interesting story. The use of illustrations, colors, and typography is tailored to the child's preferences so that the child feels more familiar with the characters created. It means that a 3D pop book is a book with three-dimensional effects that arises when the students open and gives a unique effect and can make the students interested Based the definition, it can be concluded that the pop-up book has interesting 3D visualization with the budging picture when the user opens the page of the book. Then, the nice arrangement of pictures can illustrate a thing like it is real appearance. Pictures are used to help students to illustrate the real object. The pop-up book is synonymous with children and toys but can be used as a good learning tool. The use of this media in learning can be used in the field of reading skills, namely in improving the basic reading skills of students.

3. METHODS

In this the research use pre-experimental with a quantitave approach. The research applies the group pretest-posttest design involves a single group that

is pretest, treatment, and posttest. It is said to be a pre-experimental design because there are still external variables that influence the formation of the dependent variables (Sugiyono, 2018). According by (Sugiyono, 2018), the population is the area of generalization that have the objects or subjects that have quality and characteristic certain by the researchers to be studied and then make conclusions. The researchers were taking SMP Laniang Makassar as the population of the research. For the sample of this research used a purposive sampling technique in this research because research requires special criteria so that the samples taken are by the research objectives. The research was taken in one class consisting of 15 student. In this research, the researchers collect data use two instruments is reading test and questionnaire, according by (Sugiyono, 2018) the research collects data on instruments. An instrument is a tool for measuring, observing, or documenting quantitative data. Reading test using to research improve reading skills students' and questionnaire is using research about interest use the pop-up book to read.

4. RESULTS

4.1. Pre-Test and Post-Test Scores

Comparison Score of Experimental Class. This section used to answer the research question and conducted by using SPSS Version 25.

Table 1. Descriptive Statistic Pre-test and Post-test

| No | Classification | Range | Frequency | | Percentage | |
|--------------|----------------|--------|-----------|-----------|------------|-----------|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Excellent | 96-100 | - | - | - | - |
| 2 | Very Good | 86-95 | - | 3 | - | 20 |
| 3 | Good | 76-85 | - | 5 | - | 33.34 |
| 4 | Average | 66-75 | - | 2 | - | 13.3 |
| 5 | Fair | 56-65 | - | 3 | - | 20 |
| 6 | Poor | 36-55 | 7 | 2 | 46.67 | 13.3 |
| 7 | Very Poor | 0-35 | 8 | - | 53.33 | - |
| Total | | | 15 | | 100 | |

The data above shows the frequency and percentage of students reading achievement in the pre-test. From this table it can be seen that there are 7 students (46.67%) of 15 students are classified as poor, 8 students (53.33 %) of 15 students are classified as very poor and none of them scored " excellent, very good good, average and fair". And the frequency and percentage of students reading achievement on the post-test. From this table, it can be seen that there are 3 students (20 %) of 15 students classified as very good, 5 students (33.34 %) classified as good, 2 students (13.3%) of 15 students classified as average, 3 students (20%) classified as fair, 2 students (13.3%) of 15 students classified as poor and none of them scored " excellent and very poor."

Table 2. The result of One-Sample T-test Pre-test and Post-test

| Pair 1 | Mean | Standard Deviation | Standard Error Mean | Df | Sig.(2 tailed) |
|--------------------------------|-------|--------------------|---------------------|----|----------------|
| Experimental Class(pre-test) | 38.00 | 7.746 | 2.000 | 14 | .000 |
| Experimental Class (Post-test) | 74.00 | 12.421 | 3.207 | 14 | .000 |

The result of the data analysis shows that the score Sig. (*tailed*) < 0.05 is 0.00 < 0.05. It means that there is a significant difference before and after treatment in the learning process using the pop-up book method. Based on the results of these data, it can be concluded that the result of the hypothesis test is as follows:

Ha: that is, the use of the pop-up book method can improve students' reading skills of the seventh-grade students of SMP Laniang Makassar. (*Ha accepted and Ho rejected* can be seen from the result sig (2 tailed) < 0.05 is 0.00 < 0.05.

Ho: that is, the use of the pop-up book method can not improve the reading skills of the seventh-grade students of SMP Laniang Makassar.

4.2. Questionnaire Result

| Option | Score | Percentages |
|--------------|------------|--------------|
| Q1 | 64 | 85.3% |
| Q2 | 58 | 77.3% |
| Q3 | 61 | 81.3% |
| Q4 | 67 | 89.3% |
| Q5 | 70 | 93.3% |
| Q6 | 64 | 85.3% |
| Q7 | 64 | 85.3% |
| Q8 | 65 | 86.6% |
| Q9 | 67 | 89.3% |
| Q10 | 68 | 90.6% |
| Total | 648 | 86.4% |

Based on the table above, it can be shows the total score of students' interest to read by using pop-up book method was 648 with the percentages 86.4% which the first question was 64 with 85.3% of respondents answered agree, the second question was 58 with 77.3% of respondents answered agree, the third question was 61 with 81.3% of respondents answered agree, the fourth question was 67 with 89.3% of respondents answered agree, the fifth question was 70 with 93.3% of respondents answered agree, the sixth question was 64 with 85.3% of respondents answered agree, the seventh question was 64 with 85.3% of respondents answered agree, eighth question was 65 with 86.6% of respondents answered agree, the ninth question was 67 with 89.3% of

respondents answered agree, the last question was 68 with 90.6% of respondents answered agree.

5. DISCUSSION

In this part research discussion of the research finding. Based on the results of the research conducted, it is known that using the pop-up book method can improve the reading skills of students. Moreover, it is a good choice by using pop-up books as a method of learning reading skills. As stated by (Patel & Jain, 2008) reading skills are understanding the meaning of oriented words and written symbols. Reading is an active process that consists of recognition and comprehension. Pop-up books are useful in learning reading skills and help to improve the reading skills of students. Using pop-up book make students enthusiastic about learning English, especially reading skills. The finding of this research was in line with the findings of existing research, one of the previous research is (Atin Colidiyah, 2018) stated that the use the pop-up books can improve students' English skills. Because using pop-up book provides new variants in the learning process. (jackson paul, 2016)) also explains that pop-up book not only makes students curious about the pictures on each page, but they will also be curious about the story of each picture. The students reported that they had never used pop-up books before. They found the drills useful and interesting. The class became fun and active. Pop-up books are useful drills to improve motivation, class conditions, and reading skills.

Learning reading skills using pop-up book make students actively participate in the teaching and learning process in the classroom. It helps students correct fluent reading, intonation, accurate pronunciation, and expressions in reading skills. Before the students were taught by using the pop-up book method in this research, the researchers had given the students the pre-test. It is aimed to find out the student's prior knowledge. After giving the pre-test, the students were taught by using the pop-up book method. In the last meeting, the researchers gave the post-test. After having the data from the pre-test and post-test, the researchers compared the students' results of the pre-test and post-test. It aimed to find out whether or not there was a significant difference between the result of pre-test and post-test. In other words, whether the result of the post-test was higher than the pre-test the following are the details discussion findings of this research. The discussion deals with the interpretation of the findings derived from the data analysis. The description of the data collected through the test as explained in the findings section showed that the student's reading skill was improved. It was supported by the result of frequency and the rate percentage of the students' pre-test and post-test. The students' score after presenting material by using the pop-up book method in teaching reading was better than before the treatment that was given to them.

The average score of students in the pre-test and post-test plays an important role in determining the success of the method used in teaching and learning activities. Logically, if the mean score of the students in the pre-test was higher than the average of the students' post-test scores, it could be concluded that

the method used had no significant effect on the development of students' English skills. Automatically, this method cannot be used in developing students' skills. If the students' mean scores on the pre-test were worse than the students' average post-test scores, it could be concluded that the method used had a significant effect on improving students' skills. Based on the teaching-learning activity by using pop-up book method in reading skill. From the discussion above, it can be concluded that the seventh graders of SMP Laniang Makassar have good skills after learning the reading subject using the pop-up book method. They have developed their reading skill by using the pop-up book method.

Finally, it is clear enough that the mean score and the t-test analysis drew some result or conclusion, that is, there was a significant between the results of pre-test and post-test. In other words, using the pop-up book method as a method of teaching and learning English reading was effective to improve students' reading skills. Based on the research that had been done, the researchers also explain the questionnaire of 15 respondents. The researchers distributed questionnaires to students to determine students' perceptions of the use pop-up book method. The students are interested in positive statements related to the questionnaire or it can be said that they strongly agree and agree also could be the result of the response of the students using the pop-up book method which very good classification. It means that using the pop-up book method can be a learning method that attracts students to learn English. That is because using the pop-up book method was a fun method to be studied so that the students felt motivated in the teaching and learning process.

6. CONCLUSION

The student's reading skills analysis could be enhanced by using pop-up book method. This can be proven from the results of the post-test was 74.00 and the pre-test 38.00. As a result, the post-test's mean score more significant than the pretest's mean score. Thus, the student's improvement in reading skill analysis was 10.1%. In addition it was found that most of students gave positive responses to the use of the pop-up book method in teaching reading skills. The students agreed that the pop-up book can more easily learn to read.

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