Research Article

Designing Pop-Up Book Media in Developing English Reading

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ABSTRACT

The objectives of the study are: 1) to identify how to develop Pop-Up book learning media on descriptive text material; 2) to determine the feasibility of Pop-Up book learning media on descriptive text material; and 3) to identify the students' responses to the learning media on the descriptive text material. This study used Research and Development methods (Research and Development) using the ADDIE model. The subjects in this study were students at MTs Al-Khairiyah Pontang. The data were obtained from observations, interviews, and questionnaires. The results of this study focus on the use of the Pop-Up book learning media on descriptive text material. The quality of the Pop-Up book learning media based on the results of the media expert's assessment is in an average score of 4.50, from material experts, it obtains an average score of 4.83, and from educators' experts, the average score is 4.65. All the results of the questionnaire recapitulation at the product validation stage have very feasible criteria, as well as students' responses in the very attractive category, and students' responses in the field trials obtain an average percentage of 90.8% with a very attractive category. Based on the assessments of media experts, material experts, educator experts, and students' responses, it can be concluded that the Pop-Up book on descriptive text material is feasible to be used as a learning medium.

INTRODUCTION

In this modern world, English is extensively utilized by around the sector as a method of communication. A research conducted by Education First English Proficiency Index (EF EPI) on the English proficiency index, Indonesia's 2020 ranking fells from the previous year orders of 61 to 74 Indonesia's get 453 score on the low proficiency level category. Based the data from this research, it can be concluded that understanding English in Indonesia is still low. The importance of learning English today cannot be ignored seeing English as the language used in many sector including educational sector.

In reference to the pre-observation in MTs Al-Khairiyah Pontang, in learning English the students were found out not interested and not motivated, especially in learning reading. Based on the result of the observation, media is needed to teach English by using appropriate media that could help them more understand in learning English. It is supported by Suyanto (2007) who affirms that the use of effective and interesting media in teaching can help the students understand the lesson easily. Mijela (2014) states that young learner is an active learner who likes to do

experiment on anything. To make changes in learning methods need an effort to developing learning media, it is called a step of rational decisions that teachers can take to improve learning to run more interesting and varied as well as a social action to provide opportunities for students to be directly involved in learning and make students enjoy in learning process activities. The use of suitable learning media in teaching learning process can influence the students' achievements in learning English, especially reading skill. According to Sudjana and Rifai (2009), learning media in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation. In line with Woodhead (2014), the learning program is designed to develop the diverse potential of children in harmony with the child's growth and development while still paying attention to the nation's character through active, creative, effective and fun learning. So we need a media that makes students do not feel bored, easy to understand without content of the material.

The teaching media based on its physical characteristics have three classifications: audio visual media, two dimension media and three dimension media. Pop up book or movable books are three-dimensional media, the books containing pieces of paper that appear or move when the book is opened. Pop-Up book is one of the visual media that may be able to catch the students' interest in reading. It has been delighting and engaging to people of all ages since hundreds of years ago (Dyk,et. al., 2010; Ruiz, et. al., 2014). There are five basic techniques developed from patented simple Pop-Ups, namely v-folding, internal stand, rotary, mouth and parallel slide (Dewantari, 2014). Hence, Pop-Up displays ilustration (visualization) of objects made with the art of folding and others. This book has 3 dimensional pictures which looked areal or alive. So, the students are more curious to open every page in the book. It is supported by Bluemel (2012) that every student will be surprised when the picture is opened. According to Dyk, et. al., (2010), teaching that is used movable and Pop-Up books, is a clever way, making the learning experience more effective, interactive, and memorable. As a reference in this study, there are several previous studies related to the developing of Pop-Up book media for teaching and learning process. The first study was conducted by Sari and Ulya (2017), based on the response of the teacher and the students shows that Pop-Up book has been successfully developed and get average 94.047% from the data above it is concluded that the developed Pop-Up book media as an alternative medium is accepted. Another research was conducted by Nugraha (2016), he designes a story book as a narrative reading material based on the folktales from West Kalimantan. He finds out that the story book is suitable and supportive to teaching the narrative text reading to junior high school students. Therefore, the Pop-

Up picture in the book helps students easily remember the lesson. Pop-Up books are deemed suitable when used for learning descriptive text. Descriptive text includes material that reads a lot of text, and is required to imagine what will be described. So it needs to be visualized in the form of Pop-Up image

METHOD

The method that used in this research was Research and Development (R&D). Research and Development can be interpreted as a scientific way to research, design, produce and test the validation. Research and Development is an industry-based development model in which the finding or research are used to design new products and procedures, that can be used in an educational program. Products that are produced can be in the form of books, modules, and software.

The researchers used the Research and Development (R&D) method with the ADDIE model which has five stages, namely Analysis, Design, Development, Implementation, and Evaluations.

The stage of develeopments as follows :

1. Analysis
   At this stage, the researchers determined the problem at the school where the research was located, to find out the problem being faced and to reinforce the need for media development Pop-Up book learning media on descriptive text material the researcher carried out. Interview was used to collect data by asking questions directly between research officers and respondents (Firdaus, 2018) in order to obtain data as a research source.
2. Design
   As stated by Hamzah (2020), the initial product development stage includes the activities of determining the product design to be developed. In this step, the researchers carried out development planning media, namely Pop-Up book learning media. Media designed using several sources. Product specifications developed according to the needs in the school which can be seen from the results interviews and observation to strengthen the product. At the planning stage of media development, the researchers conducted material assessment and media creation tool assessment.
3. Development
   a. Media Production
      After all the things needed to create a Pop-Up book have been ready, then the researchers made a Pop-Up book learning media on descriptive text material. The steps that carried out in making Pop-Up book were: making cover design using Corel Draw, making a background that matches the 3D image

that will be displayed on every page of the Pop-Up book as well as the typing of the descriptive material in Microsoft word, designing a 3D image, then create the 3D object and composing 3D images with other components.

b. Validation of Product

At this stage a validation test was carried out by the expert. It consisted of three stages, media validation, material validation and educational practician validation. The objective of media validation was to get an assessment from media expert regarding the developed media. The material validation was to get an assessment from material expert regarding the material presented while to get an assessment from the educational practitioner regarding to the media validation. The data was obtained from the expert through a questionnaire and then processed into quantitative data, then identified the average of the data. The average results determined the quality of Pop-Up book media to be developed.

4. Implementing the Media

After the media were reviewed by the English teacher and the experts, the researchers conducted the tryout of the media. The product trial was carried out in two stages, namely preliminary field test and main field test. Preliminary field trials were carried out with 5 students as representatives in testing learning media. The students were asked to gives comments and suggestions about the learning media Pop-Up book that had been made to be used as a reference material for product improvement. After the results of preliminary field test, then main field trials were carried out at this stage, students were asked by using questionnaires if the students' responses said that this product was good and interesting, it can be said that the Pop-Up book learning media had been developed, and produced the final product.

5. Evaluating the Media

In this step, the evaluation of the media was based on the data from the questionnaires distributed to the students. After trying the Pop Up book out, the researchers asked the students about the using of the media using the questionnaires..

RESULTS AND DISCUSSION

The findings present the procedure of developing Pop-Up book media descriptive text material for first grade students of MTs Al-Khairiyah Pontang and students'

response toward the implementation of Pop-Up book media in teaching descriptive text material for first grade students of MTs Al-Khairiyah Pontang. This part describes the developed media, need analysis and the result of questionnaire conducted during the implementation of the media developed. The product developed is in the form of a Pop-Up book. Used as a learning media on descriptive text material that has been validated, tested and made improvements. The research was conducted at MTs Al-Khairiyah Pontang. Respondents in this study were students of class VII c with the number of students 19 students.

Based on the analysis of needs and conditions, and after going through the stages of discussion with the English subject teacher, the researchers develop a Pop-Up book for class VII English subjects at MTs Al-Khairiyah Pontang. The development of Pop-Up book media products in class VII English lessons is designed according to the stages described previously.

The media design is made by the developer, while the material design was carried out by the developer with an English teacher for class VII at the MTs Al-Khairiyah Pontang.

Figure 1. Cover of Pop-Up Book Media

After the development of the initial product design of the Pop-Up book media, consultations were carried out for product validation and revision with experts. Consultation on products to be tested with experts is carried out to get comments, suggestions and approvals, so that the initial product design becomes a suitable learning media product to use. At this stage the researcher validates the developed media. The media is validated by lecturers who understand and are experts in their fields, the material experts and the media design expert. Then, the data analyzed by used Microsoft excel. Pop-Up book media must be validated, which is validated by the validator by filling out an assessment questionnaire sheet and collecting comments and input from the validator as a guide. The

questionnaire/questionnaire used is a Likert scale with the answer choices: very good (5), good (4), fairly (3), poor (2), and very poor (1). The data validation results by the expert are the results of validation by media experts get an average score 4.50, material experts get an average score 4.83, and educators get an average score 4.65. All the results of the questionnaire recapitulation at the product validation stage have very feasible criteria.

Table 1. Result validation from the experts

Expert	Material	Media	Educators	Category
Material aspect score	4.85	-	4.71	very good
Instructional Aspect score	4,81	-	4.60	very good
Development Aspect	-	4.00	-	very good
Appearance aspects	-	5.00	-	very good
Average	4,83	4,50	4,65	very good

The researchers distribute questionaries to identify students' response towards the use of the media After the data is collected, the researchers analyse the data obtained by using a quantitative approach by using statistical formulas and processing data using computer software in the form of SPSS and Ms. Excel. In processing the data using descriptive statistical method, data tabulation and data processing are conducted with the following steps:

1. Score each statement
2. Add up the scores on each item
3. Calculate the average and items of each variable
4. Calculate the Respondent's Achievement Level (TCR) for each item
5. Develop a ranking of scores on each item and research variable.

$$\text{TCR} \quad \frac{Rs}{n} = \quad \times 100$$

The results of students' response on preliminary field test indicate that the students like the Pop-Up Book Media that has been developed and result from main field test assessment was for the average score of the percentage of respondents' acquisition and the average percentage of the score obtained from the questionnaire category. Item 2 with a respondent's achievement of 86.31% is in the good category. Item 3 questions with the respondent's achievement 85.26% in the good category. Item 4 with a respondent's achievement of 84.21% is in the good category. Item 5 with the respondent's achievement 94.73% is in the very good category. Item 6 with the respondent's achievement 95.78% shows a very good category. Item 7 with the respondent's achievement 90.52% indicates very good category. Question item 8 with 98.94% respondent's achievement is in the very good category. Item 9 with the respondent's achievement of 90.52% shows in a very good category. All 10 item questions with 88.42% respondent's achievement in a good category. Item 11 questions with 91.57% respondent's achievement in the very good category. Question item 12 with the respondent's achievement 87,36% with good category. Item 13 questions with 93.68% respondent achievement in very good category. Item 14 questions with the achievement of respondents 87.36% in the good category. Question item 15 with the respondent's achievement of 94.73% is in the very good category. Question item 16 with 89.47% respondent's achievement is in good category. Based on the item questions, 90.85% is declared very feasible based on the Respondents achievement response classification table (TCR).

CONCLUSION

Based on the results of research and development of Pop-Up book learning media that have been carried out, it can be concluded that the product of research and development (R&D) using the ADDIE model is a Pop-Up book learning media on descriptive text material for first grade junior high school. The media development step starts from making the cover design, designing the background, typing the material, designing the Pop-Up image and assembling all the components. The feasibility of Pop-Up book learning media on descriptive text material according to experts is said to be very feasible. The results of validation by media experts get an average score 4.50, material experts get an average score 4.83, and educators get an average score 4.65. All the results of the questionnaire recapitulation at the product validation stage have very feasible criteria. Students at MTs Al-Khairiyah Pontang, Serang Regency, Banten give a positive response to the Pop-Up book learning media on descriptive text material. The results of the average percentage score 90.8 % with very interesting category. After carrying out several stages of validity and testing that have been described previously, the Pop-Up book media is feasible to use, this can be seen from the average assessment in almost all stages showing results with very good categories. Based on observations during research, the Pop-Up book media is considered to increase students' interest in learning English.

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NOMENCLATURE

TCR	Respondent Achievement Level
Rs	Average score of respondents' answers
n	Answer score value