

# DEVELOPING POP-UP BOOK TO TEACH VOCABULARY FOR SEVENTH GRADE STUDENTS OF MTS SIROJUT THOLIBIIN

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## Abstract

This research and development aimed to represent the process and results of developing pop-up book media for teaching vocabulary in descriptive text material. The research subject was 28 students of VII-A grade at MTs Sirojut Tholibin. The development procedure referred to ADDIE model. Observation, questionnaire and interview techniques were used as information gathering in preliminary study. Meanwhile, to decide the feasibility of pop-up book product, researchers used questionnaire instrument given to content and media experts. Then, the student response questionnaire to find out the level of student satisfaction with media. According to the assessment of content expert, it obtained score of 92% which had very good category. From media expert, it achieved score of 75% which was classified in good category. Furthermore, the result of student response questionnaire also got score of 75% in good category. Based on the overall assessment, the development of pop-up book learning media on descriptive text material with animal themes for seventh grade was declared feasible and suitable to be used in teaching and learning activities.

**Keywords:** ADDIE Model; Descriptive Text; Pop-up Book

## INTRODUCTION

English has long been used by people as an international language. Various fields of activity such as science, education, technology, politics, tourism, business, industry, sport, etc. are dominated by English. Many countries like Netherlands, Sweden, Singapore, Denmark, and Norway have this language as a second language. Meanwhile, English in our country is adopted as a foreign language. It is implemented in the curriculum for every level of education. In elementary school as local content, as compulsory subject in high school, and in higher education institutions, it is a complementary subject. Therefore, vocabulary is important component of mastering a foreign language and creates a lot of foundation for learners how they speak foreign language and listen the speech, read the text, and write words or sentences (Richards & Renandya, 2002). Restricted vocabulary in learning English hinders effective communication, good vocabulary mastery is often considered the most important for foreign learners (Alqahtani, 2015). Limited vocabulary possessed by English learners has significant impact on speaking ability which is an notable aspect in language development (Khan et al., 2018). In conclusion, the main priority in learning English is teaching vocabulary. According to the researcher's observation, questionnaire, and structured interview in preliminary study, VII-A grade students of MTs Sirojut Tholibin had difficulty in interpreting English words. Some of the reasons were: (1) students were minimal in vocabulary mastery and they often did not bring dictionary when learning, (2) conventional learning methods made teacher rarely involve students in speaking English, (3) students lacked enthusiasm to learn, because teaching activities only use Student Worksheets and rarely use supportive learning media, and (4) the transition period from elementary school to high school caused students to be less focused and

not serious in learning. Based on the problems, teaching activities in the classroom require learning media which can help students to learn vocabulary and also practice their speaking skill. The use of media in classroom activities provides an opportunity for teacher to apply various teaching methods which emphasize the activeness of students and teacher only acts as a facilitator. Moreover, media used to support the material will make studying more varied and not monotonous, so students can learn more enthusiastically. Plus, the media has never been used in class, it will attract students' curiosity to focus on paying attention to teacher in front of the class. In this study, the researchers develop pop-up book as learning media for teaching vocabulary to help achieve learning objectives. Dzuanda (2011) described pop-up book as a book with moving sections or three-dimensional aspects which makes the story more exciting to visualize, starting with the display of moving pictures when the page is opened. Permana & Sari (2018) said pop-up media have many advantages, such as: (1) the media can trigger students to be more active during the learning process and is flexible, so it can be used indoors or outdoors; (2) an attractive media display can motivate students to learn; (3) made from used paper or cardboard, pop-up media can be used by students safely; and (4) students can also use the media independently without the need for assistance. The use of pop-up book media can provide a special experience for students. When using it, they perform activities such as sliding, opening, and folding the inside of the pop-up book (Komari et al., 2021). Then, Dzuanda (2011) said the use of pop-up book for young learners can stimulate their imagination and increase knowledge to provide good description of an object. In addition, the use of media in form of pictures will make it easier for students to remember what they have learned. Then, descriptive text is the material taken by the researchers, because it is following the basic competencies which exist in seventh grade of the second semester. Furthermore, this material requires a lot of vocabulary to be able to describe people, animals, and things. But, in this study only takes theme of animals. It is difficulty experienced by students when studying descriptive text. Thus, the development of pop-up book media is designed with animal illustrations which are attractively conceptualized using pop-up techniques. Media also presents collection of vocabulary (noun and adjective) to help users describe animals. Therefore, this study proposes to developing pop-up book to teach vocabulary for seventh grade students of MTs Sirojut Tholibiin which is feasible for use as learning media according to the assessment of material expert, media expert, and students.

## METHOD

This study is categorized as research and development. For pop-up book development procedure refers to ADDIE model which is developed by Dick and Carry (1996). Product development in education such as learning methods, modules, media, and teaching materials can use ADDIE model (Mulyatiningsih, 2011). The model has 5 stages, for more details shown in figure 1.



**Figure 1.** ADDIE Development Procedures

The main activity in analysis stage is to carry out need analysis for development, feasibility and requirements of new learning media. It begins with problem in learning media which has been applied because it is no longer relevant to the needs and characteristics of students, learning environment, technology, and others. The design stage has similarities with designing learning

activities starting from setting learning objectives, designing teaching scenarios, learning tools and materials and also evaluating learning outcomes. The results of the design are used as the basis for the next process even though it is still conceptual (Mulyatiningsih, 2011). The development stage is realization of the product design. The conceptual framework created at design stage is realized into product which is ready to be implemented. In implementation stage, the media which have been developed and revised will be implemented in the classroom. Then, an initial evaluation is carried out as feedback on next application. The evaluation stage according to Mulyatiningsih (2011) is described as an activity to critically re-analyze impact of learning, measure the achievement of product development goals, measure the ability of the targets which have been achieved, and collect information which can make students achieve good learning.

This study conducted validity and reliability test. Validity is the data reported by the researcher is the same as the reality which occurs in object of the research, then research can be said to be reliable if there are similarities in data even though at different times (Sugiyono, 2013). Furthermore, researchers used SPSS (Statistical Product and Service Solution) to test validity and reliability of instrument. For data collection techniques, researchers used structured interview, observation, and questionnaire. Meanwhile, quantitative analysis technique was applied to analyze numerical data from questionnaire. For description data analyzed using qualitative technique. Questionnaire in this study used a Likert scale consisting of four levels. Then, data is calculated using the following formula below:

$$P = \frac{f}{N} \times 100\%$$

#### Description:

P = Feasibility percentage

f = Collected scores

N = Expected scores

The calculation results of percentage will be interpreted based on feasibility criteria on table 1.

**Table 1.** Percentage of Feasibility Criteria

No	Percentage	Criteria	Information
1	81%-100%	Very Good	Feasible
2	61%-80%	Good	Feasible
3	41%-60%	Good Enough	Not Feasible
4	21%-40%	Bad Enough	Not Feasible
5	0%-20%	Bad	Not Feasible

Source: adapted from (Sagala & Andriani, 2019)

The product developed is feasible to be tested on research targets if the result of assessment from experts reach 61%-100%. But if the value obtained is less than 61%, the product stated not feasibility and must be revised based on comments and suggestions from expert assessment.

## RESULTS AND DISCUSSION

### Results

The result of development product is a pop-up book media to teach vocabulary for seventh grade students. The media consists of: (1) attractive book cover which includes the title of book,

illustrations of supporting animals and name of book's creator; (2) preface from creator; (3) core and basic competencies which is learning achievement; (4) how to use media which is basic guide for using media; (5) table of contents which provides list of book structures; (6) explanation and example of descriptive text; (7) various animal characteristics supported by 3-dimensional illustrations; and (8) exercise to measure students' understanding of the material. The media cover was made with size 25cm x 25 cm from cardboard (360 gr) which was wrapped in colored manila and pasted printed cover design. While media content section used colored manila which was pasted with animal illustration and collection of vocabulary which was the characteristics of these animal. To attractiveness of media, researchers applied pop-up techniques, such as Flaps, Pull-tab, Pop-up Twisting, Slide, and Box. For product design used Canva application and Microsoft Office Word 2013 program. However, media which has been developed must be declared feasible and suitable to be implemented for students. Thus, it required testing validity and reliability of instrument and feasibility assessment by experts.

### Result of Validity and Reliability

Testing validity of instrument used Product Moment Correlation technique with help of SPSS 20 program. The subjects of this study were 28 students of class VII-A at MTs Sirojut Tholibin. When researchers distributed questionnaire sheet, 6 students were participating in school competition. Thus, the number of respondents were 22 students. The validity test began by calculating  $r_{\text{count}}$  value of each statement item in questionnaire, then the results were compared with  $r_{\text{table}}$  using the SPSS program. In this study, the number of respondents were 22 with a significance level of 5%, then the value of  $r_{\text{table}}$  was 0.423. If the results of  $r_{\text{count}}$  in each statement item was greater than  $r_{\text{table}} = 0.423$ , thus the statement item was declared valid. If the result of  $r_{\text{count}}$  was lower than  $r_{\text{table}}$ , so the statement was declared invalid. The results of validity can be seen in table 2.

**Table 2.** Results of Validity

Item Number	$r_{\text{count}}$	$r_{\text{table}}$	Description
Item 1	0.694	0.423	Valid
Item 2	0.578	0.423	Valid
Item 3	0.723	0.423	Valid
Item 4	0.622	0.423	Valid
Item 5	0.360	0.423	Invalid
Item 6	0.595	0.423	Valid
Item 7	0.707	0.423	Valid
Item 8	0.739	0.423	Valid
Item 9	0.872	0.423	Valid
Item 10	0.163	0.423	Invalid

Based on table above, it found 2 invalid, namely item 5 and 10. Therefore, researchers removed two items and the value of invalid item was not included in reliability test process. So, from 10 statement items in questionnaire, 8 items were claimed valid. After the results of instrument validity have been known, then researchers held reliability test. It was checked using the Cronbach Alpha technique with help of SPSS 20 program. The result of reliability test was presented in table 3.

**Table 3.** Results of Reliability Test

Cronbach's Alpha	N of Items
0.853	8

The data above was the result of calculation using the SPSS program. An instrument is stated to be reliable if it has an alpha value of at least 0.60 (Sugiyono, 2007). While alpha value generated in this study is 0.853. Thus, it can be said that the instrument was declared reliable used for research data collection.

### Result of Expert Judgment

After testing instrument was complete, researchers made assessment of content and media to experts. The material from the learning media was tested for feasibility by content expert who was an English teacher at MTs Sirojut Tholibin. The measurement scale used Likert Scale with four categories. The results of assessment from content expert were shown in table 4.

**Table 4.** Results of Assessment from Content Expert

No	Assessment Aspect	Scoring	Expected Score
1	Suitability of material to KI-KD	8	8
2	Suitability of evaluation to KI-KD	8	8
3	Completeness of material	8	8
4	Effectiveness of material language	7	8
5	Relevance of evaluation to material	8	8
6	Effectiveness of evaluation language	3	4
7	Effectiveness of instruction	3	4
8	Quality of evaluation to stimulate thinking	3	4
<b>Total Score</b>		<b>48</b>	<b>52</b>
<b>Feasibility Percentage</b>		<b>92%</b>	

Based on table 4, the result of feasibility of the material contained in pop-up book media was 92%. It was interpreted into the table of feasibility percentage classified as "Very Good" criteria. After conducting material assessment, researchers also held pop-up book assessment to media expert who was an English lecturer at Universitas Nahdlatul Ulama Blitar. The results of assessment can be seen in table 5.

**Table 5.** Results of Assessment from Media Expert

No	Assessment Aspect	Scoring	Expected Score
1	Display of cover and inside	6	8
2	Compatibility of animal illustration with material	6	8
3	Pop-up elements	6	8
4	Size of media	4	4
5	Suitability of color	3	4
6	Coherence of media content	4	4
7	Type and size of the letters	3	4
8	Media durability	2	4
9	Media practically	3	4
10	Usability of user manual	3	4
11	Quality of animal illustration to stimulate thinking	2	4



12	Suitability of material with media	3	4
<b>Total Score</b>		<b>45</b>	<b>60</b>
<b>Feasibility Percentage</b>		<b>75%</b>	

In conclusion, the result of feasibility of pop-up book media was 75%. It was compared into table of feasibility percentage classified as “Good” criteria.

### Result of of Student Satisfaction

After the results of media feasibility test were known, researchers revised product based on comments and suggestions from experts. It aimed to make product feasible to be implemented for students. However, researchers also still need to conduct product assessment by users to find out their level of satisfaction with product. Questionnaire were distributed after product trial was complete. The number of respondents was 22 students. The results of questionnaire were presented in table 6.

**Table 6.** Results of Student Satisfaction Response Questionnaire

No	Assessment Indicator	Scoring	Expected Score	Percentage
1	Clarity of material	66	88	75%
2	Easiness to learn material	65	88	74%
3	The use of media to understand material	62	88	70%
4	Media motivation to learn English	66	88	75%
5	Attractiveness of cover	63	88	72%
6	Attractiveness of media inside	67	88	76%
7	Attractiveness of animal pictures	67	88	76%
8	Suitability of text type and size	65	88	74%
9	Attractiveness of pop-up elements	65	88	74%
10	Easiness to use media	72	88	82%
<b>Total Score</b>		<b>658</b>	<b>880</b>	
<b>Feasibility Percentage</b>		<b>75%</b>		

Based on table above, the result of feasibility of pop-up book media was 75%. It was interpreted into table of feasibility percentage classified as “Good” criteria.

### Discussion

This research and development aims to describe how the process of developing pop-up book and the results of its development to teach vocabulary for seventh grade students of MTs Sirojut Tholibiin. The first process of developing pop-up book was to analyze needs of the class. From the results of data collection, it was found that the most of VII-A students had difficulty translating English words or sentences because they were lacking in vocabulary. Furthermore, the teacher just used student worksheet, whiteboard marker and whiteboard to support learning activities because the school did not provide technology-based facilities. These facts became a gap for researchers to develop offline-based media, namely pop-up book. Then, researchers designed media from cover to media content, prepared tools and media materials, and made simple storyboard which became references in developing media content. The design results were developed by researchers into product which were ready to be validated by experts. Folding, cutting, and gluing were basic steps for making pop-up book. The experts not only provide assessment, they also gave comments and suggestions which were used by researchers as reference for revising the product. Some revisions provided by experts such as adding design

on the back cover, changing background resolution, adding animal objects, and changing page number written manually to printed numbers.

After product has been revised, it is ready to be implemented to the real target (Mulyatiningsih, 2011). The trial was conducted on June 13<sup>th</sup>, 2022 in classroom VII-A and was attended by 22 students. The process was carried out by prioritizing student-centered learning and researchers was only facilitator. For introduction, the researchers explained pop-up book media and how to use it. Then, the students were given brainstorming for descriptive text material. The students were divided into 5 study groups and each group chose one animal which was presented in a pop-up book. Afterward, they took turns using pop-up book because there were only 3 books available. About 20 minutes, each group discusses what should be described according to keywords presented in media. After discussion time is up, group representative read the results orally and researchers evaluates what the students have said. To evaluate these activities, researchers distributed student response questionnaires. Moreover, their learning outcomes in working on practice questions contained in media were also part of the evaluation process. Thus, researchers can find out whether classroom activities using pop-up book media have achieved the learning objectives or not.

Many researchers have conducted research on development of pop-up book media for teaching English. Based on the study Nuran & Erlita (2020) entitled *Descriptive Text: Developing Media by Using Pop Up Poster*, the expert's assessment showed result of 92.8. The results also stated that developing writing media was categorized as relevant for used in tenth grade student learning. In a study Prilini et al. (2017) entitled *Developing Pop Up Handouts as Reading Materials in Teaching Narrative Text*, validation results showed value of 85% without any revision. These results stated that the product was applicable to be used in narrative text learning. Furthermore, the study conducted by Safitri & Sudarsono (2019) entitled *Developing a Pop Up Book Supportive to Narrative-Texts Teaching*, the results of the evaluation stated that the media was suitable for teaching narrative text reading in the tenth grade of SMA Negeri 8 Pontianak. In study conducted by Yusroh (2019) entitled *Developing Pop-Up Book to Teach Vocabulary*, the result of try out showed pop-up book was good and interesting. Meanwhile, the results of the field test stated that the media was acceptable and no need revision for teaching vocabulary in the first grade of SMPN 2 Wagir Malang. Based on the four previous studies described, they support this study with evidence which of the four pop-up media development, all of them show that they are suitable and feasible for use in learning English. In addition, the results of this study indicate that the percentage validation value from content and media experts was 92% and 75%. Meanwhile, the results of product satisfaction from students as users obtained score of 75%. So, this can prove that pop-up book media is good/appropriate to be used as a learning media for descriptive text material with animal themes.

## CONCLUSION

Seventh grade students of MTs Sirojut Tholibiin need interesting media to motivate them to learn vocabulary. In accordance with the results of need analysis, the use of media which contains element of pictures and 3-dimensional shapes is known to help students learn vocabulary. Thus, the researchers serve solution by developing a pop-up book containing interesting animal illustrations and collections of vocabulary packed with pop-up techniques. As the result, pop-up book media received positive response from validator, English teacher and students. While to test the feasibility of media, the researchers analyzed questionnaire data from expert judgment and students. The results of assessment from content experts achieved very good criteria. Not only the results of assessment from media expert but also the results of

student satisfaction response showed that pop-up media got good criteria. From all assessments, the researchers concluded that pop-up book media with the title "Animals are Interesting" is feasible and applicable as a media for teaching animal descriptions for seventh grade students.

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