DEVELOPING A POP-UP BOOK TO TEACH WILD ANIMALS IN ENGLISH FOR KINDERGARTEN AT TK AL HIDAYAH TANGGUNG

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Abstract

Children learn many things in Kindergarten, including language learning. One of the languages they learn in Kindergarten is English. The teacher and students are needing some appropriate media to deliver materials, such as the pop-up book. This research is Research and Development (R&D) with using the ADDIE model. The data in this research are collected through interviews, observation, questionnaires, and student test results. The validation from the media expert resulted in 92,5%, while the validation from the material expert resulted in 95%. There were enhancements in the student's test results, from 37,86% (when pre-test) to 82,86% (when post-test). The result conveyed that there was an improvement in English learning by using the pop-up book. The pop-up book can be an appropriate media to teach English in Kindergarten.

Keywords: Pop-Up Book; Learning Media; Teach English; Kindergarten; ADDIE Model

INTRODUCTION

The word Kindergarten originated from Germany, *kinder* aimed children, and *Garten* aimed garden (Raymond, 2019). It was created by *Friedrich Froebel* to symbolize his vision that children are like tiny flowers. They grown well when they was secure emotionally and close by relationships with others, including the relatives and larger community. *Froebel* refused the convention of teacher-led education which children interpreted as submissive students. He perceived the primary years of a child's lifetime take part in development as the prominent procedure and the most decisive thing. He was known as the "Father of Kindergarten" from Germany. He established the first kindergarten in 1837 as a dwelling where children can cultivate and mature at their own movement, encouraged with supportive and educated adults. *Froebel* saw children as energetic, enquiring, and ingenious students who acquire well over motion, fun, conversation, and personal reflection. One of the things children have learned in Kindergarten is Language. Language is the element in which the intellectual nature makes a sphere wherein to live and move and have its being (Peabody, 2011). Language plays an important role in children's development. Among the 9 and 12 months ages, babies and their associates capable to create secondary inter-subjectivity, an essential foundation to language acquisition because it admited babies and their caregivers to link their emotions about objects and events that are the focus of their joint attention (Lightfoot et al., 2013). In Indonesia, language acquisition for every child is based on the mother tongue of the area of their hometown. Then, they learned Indonesian, in case it was a unity language in the country. The next language they have learned since Kindergarten is English. Hence, English is used as an international language, and the curriculum that is used in Indonesia provides English to learn.

But, there is still some limitation to learning, especially in Kindergarten. The study of English learning for children can be essential to enhance Basic English skills. Introducing English since early childhood for Indonesian can be assumed to support a government program to utilize the Indonesian 2045 Gold Generation to face the global community (Harun, 2018). A country cannot live individually, it will always need others' help. Besides that, ASEAN Economic Community that occurred since 2015 makes Indonesian workers compete with all workers around ASEAN. It caused urgency for mastering International language ability, especially English. Every professional worker ought to have a good English ability to facilitate communication in ASEAN Free Trade Area (Apsari et al., 2020). Hence, children should be introduced to International Languages, especially English since early childhood in case it would be useful as a tool to compete globally in the future. Based on the preliminary study at Al Hidayah Tanggung Kindergarten, the researcher collected some information related to English language learning. English subjects has been taught once a week, every Thursday or Friday. Introduction to the English language was given in the A-level class. Students learn about the basic word in English in A-level classes and then become more complex in B-level. But, the appropriate media to learn English at this school is still limited. Mostly, the teacher used an English Workbook as the media to teach English subjects. The researcher found that the teacher use the classical learning method to deliver the English material. The media that is used by the teacher is a workbook that contains mixed material. The teacher usually used English books or posters to teach the students, but it was still not used effectively. The teacher needs more appropriate media to teach English. The word media derives from the Latin *medium* that has meaning in the middle (Paul & Rai, 2020). Media in learning plays an essential part, because it help children in the learning process. The media described as an transitional or introduction to the interaction to the receiver from the sender (Hoag, 2008). Media is a part of communication, viz. as the communicator of the message to the communicant. Learning media is equipment that can help the learning process and purposes to explain the aims of the conveyed message, so it can reached learning goals better and more perfectly. All of that people use to convey learning messages defined as Learning media. Learning media should boosts student motivation. Every educational procedure necessitates learning media that is used to reached the coveted goals in education itself (Pratiwi et al., 2020). In general, there are six kinds of learning media: (1) text; (2) audio; (3) visual; (4) motion; (5) real objects and models; and (6) human. *Text*-based learning media is the one most widely used. Such a kind of of text-base media has been utilized to express learning materials of books, images, boards, some others. *Audio*, which includes everything can be heard, such as human voices, musics, engine sounds, and others, is yet another kind of media that is commonly used as learning media. *Visual* bases learning media is such a kind of thing that can be seen. *Motion* defined learning media that contain something of movement such as video record, movie, and cartoon. *Real objects or models* described as learning media that formed by 3-dimensions and can be touched or held by students. The last kind of media is *humans,* such as educator, scholar, or experts in their disciplines which students learn over them (Marpanaji et al., 2018). A pop-up book is a three-dimensional drawing book that replicates reality and can be utilized as very interesting learning media that students, especially those who are in early childhood, might well find fascinating. Whereas if circumstances are accurate, indicating that the image potrayed a similar situation with the original objects. Illustrations of human, creatures, plants, or entities can surface unexpectedly beneath a side or a construction stand; these activities can stimulate the child's abstract concept, enhance understanding, and motivate the child's imagination (Kusumandyoko & Cahyo, 2019). According to the explanations above, the researchers will develop a pop-up book to teach wild animal material to kindergarten students at TK Al Hidayah Tanggung, especially in B-level

classes. This research will become the right solution to terminate the problem of English learning in the school.

METHOD

This research is a research and development. Research and Development (R & D) can be described as process to create and authenticate an academic product that aimed to uncover latest awareness or response practical problems in exact issue (Gall et al., 2013). This Pop-Up Book media will be developed using the ADDIE model. The ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. It is a concept of product development to assemble an applied performance-based learning (Branch, 2009). This study included the participation of 10 kindergarten students at TK Al Hidayah Tanggung who were allowed to explore studying English material with a pop-up book. The data that are assembled in this research and development consist of qualitative and quantitative data. Qualitative data will be assembled through interviews, observations, and literature studies. Moreover, the quantitative data will be collected through a questionnaire for the experts and students' test results. The Experts of this pop-up book media are media and material experts. The media expert is Mrs. Dessy Farantika, M.Pd, while the material expert is Mrs. Bibindari, S.Pd, the teacher from TK Al Hidayah Tanggung. The analysis of the questionnaire from experts used the Likert scale. The Likert scale has a gradation from strongly positive to strongly negative, which can be defined in some phrases (Sugiyono, 2013). The quantitative data percentage will be counted by the formula,

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

P = percentage
f = frecuency
N = number of cases

Table 1. Scoring Guide

Scoring Criteria	Percentage
Strongly Qualified	90-100
Qualified	80-89
Quite Qualified	60-79
Unqualified	0-59

RESULTS AND DISCUSSION

Results

This research and development produce a pop-up book to teach English to Kindergarten. The pop-up book contains material about wild animals in bilingual (English and Indonesian). The pop-up book was developed related t the research at TK Al Hidayah Tanggung. The pop-up book was developed after the researchers analyze the need of teachers and students at the Kindergarten. The researchers did the interview with the headmaster of school, the teacher, and the student. Beside the interview, the researcher also did an observations while the teacher teaching English. According to interview with the headmaster of TK Al Hidayah Tanggung, the school still used the Curriculum of 2013 even the "Kurikulum Merdeka" has been widely publicized as the new curriculum of the nation. But, practically all of the teacher have started implementing it in their classes. English learning listed in the curriculum as extracurricular subjects. Every once a week English is taught, but in the daily schedule is handed over to each class teacher, so every class learned in different day. Every student has different capabilities in

receiving English materials, but in general student can afford the learning well. To prepare the future, learning English is one of the important things to do. The school will try its best to serve the learning needs of students in every subject English too, of course. Then, the teacher of the class, Mrs. Bibindari, S.Pd was interviewed to get information about learning process. She is the teacher of B-level Class offering 2. In the interview, she told that the media to learn English is very limited, because English subject is not on the tier of priority. Besides that, the teacher is not master in English, sometimes the teacher worried about the correctness of the material, especially in pronunciation. But, the school is not giving limitation and still trying the best way to teach English material with all of the resources that available. So far, she taught English through poster, worksheet, workbook, song, and etc. The teacher hope that there some media to teach, especially teaching English. Next, the interview with students at TK Al Hidayah Tanggung. According to the the interview students in B level class, the researcher found several things about English learning in their school. They learn English every Thursday some of them learn in Friday. One of the student said that the learn English with the workbook and sometimes the teacher will show them a video. They also learn English song with the teacher. They said they never learn with pop-up book before, not only in English material but also in other materials. The data from the need analysis be the foundation of the the next step, Design step.

At the Design step, the research drafting the product based on the analysis result. Accroding to the analysis before, the pop-up book that was chosen with the wild animal as the theme because when the researcher observed, they learning about animal and the wild animal yet known well by the students. The draft is based on the curriculum and customized according to the student's development. TK Al Hidayah Tanggung still used Curriculum of 2013. So, this media was based on Core Competency and Basic Competency. The Core Competency of this research was KI 3-4 and the Basic Competency was KD 3.8 and 4.8 from the National Curriculum. In this phase, Experts and Students already set and determined to test the product after the development has done. The experts divided into two, media expert and material expert. The media expert of this product is Mrs. Dessy Farantika, M.Pd, Head of Department PIAUD. While the material expert of this product is Mrs. Bibindari, S.Pd, the teacher of TK Al Hidayah Tanggung. The students who had change to take a part in this research and development are from B-level Class offering 2.

Later, the draft and all of the needs has been completed, so the development could be started. The researchers started editing the pop-up book draft by using Canva Pro and the VN editing app. Canva Pro was used to develop the pop-up book. While the VN editing app was used to edit videos that contained English pronunciation. All of the picture printed on A3 Art Paper, then cutted off and constructed bacame a pop-up book. The researcher recorded pronunciation of each animals, then made it to a complete video and uploaded to YouTube. The link of the video made into Scan QR to facilitate the user.

Figure 1. The development of pop-up book

After the pop-up book has been done, the pop-up is evaluated through the experts and the student's result test. Besides the pop-up book, the Lesson Plan was also made to be used alongside the pop-up book.
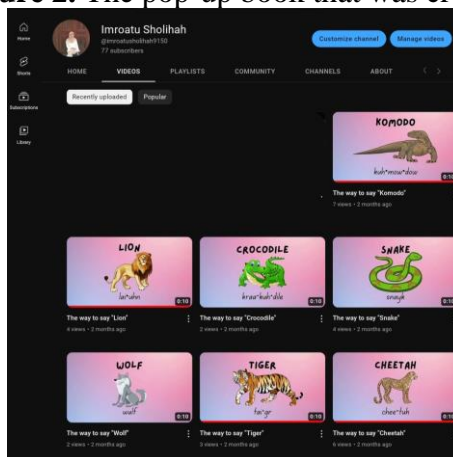

Figure 2. The pop-up book that was created

Figure 3. The YouTube videos that linked by the QR code

The results of this research can be seen in the tables below:

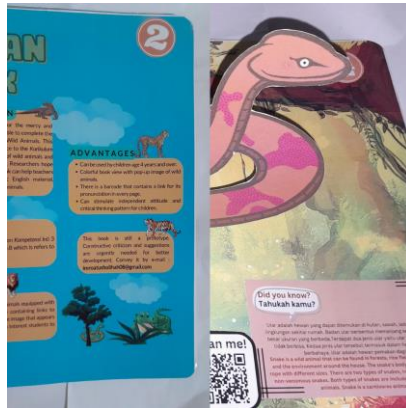**Table 2.** The questionnaire of the first validation from media experts

No	Instrument	Validation I	Suggestions
1	The composition and layout of the writing on the cover page are balanced.	3	• Please do not sharp point at the edge of the book
2	The guidebook for using the media is understandable.	3	
3	Pictures can provide illustrations that are under the actual situation and make it easier for students to imagine.	4	• Provide information

4	The images presented are neat and perspicuous and can minimize student misperceptions.	1	related to the animals
5	The proportion of letters and images can be read clearly.	3	• Please pay attention to the layout
6	The material used is not easily damaged.	4	of the writing and the name of
7	The size of the margins matches the paper on the media.	4	the animals.
8	The choice of colors and images used in the pop-up book is appropriate and able to attract students' attention	2	• Animal images are made as
9	Pop-up book media can attract students' interest in learning English material.	3	closely as possible to the
10	Pop-up book media can attract independent-study interest.	3	original.
	Final Score	30	**Quite**
	Percentage	75	**Qualified**

Table 3. The questionnaire of the first validation from material experts

No	Instrument	Validation I	Suggestions
1	The material in the media is by the Core Competency.	2	
2	The material in the media is by the Basic Competency	2	
3	The material in the media is by the learning objectives.	2	
4	The material in the media is by the child's developmental phase.	3	
5	The language used is by PUEBI rules.	3	• Provide additional information about the animals.
6	The language used is easy to read and understand.	3	
7	The material in the media is interactive and participatory.	4	
8	The material in the media can attract students' learning interest in English lessons.	4	
9	The material in the media can stimulate students to learn critically and creatively.	4	
10	The pop-up book media can stimulate students to learn independently.	4	
	Final Score	30	**Quite Qualified**
	Percentage	75	

Based on the result of validation from the experts. The media should be revised to make it better. The suggestions became an idea for improvement and revision. The revision of the material can be seen on figure below:

Figure 4. The revison of sharp corner and added more information

Figure 5. The revision of make the image more realistic

Table 4. The questionnaire of the second validation from media experts

No	Instrument	Validation II	Suggestions
1	The composition and layout of the writing on the cover page are balanced.	4	
2	The guidebook for using the media is understandable.	4	
3	Pictures can provide illustrations that are under the actual situation and make it easier for students to imagine.	4	
4	The images presented are neat and perspicuous and can minimize student misperceptions.	4	
5	The proportion of letters and images can be read clearly.	3	
6	The material used is not easily damaged.	3	

7	The size of the margins matches the paper on the media.	3	
8	The choice of colors and images used in the pop-up book is appropriate and able to attract students' attention	4	
9	Pop-up book media can attract students' interest in learning English material.	4	
10	Pop-up book media can attract independent-study interest.	4	
Final Score		37	**Strongly Qualified**
Percentage		92,5	

Table 5. The questionnaire of the second validation from material experts

No	Instrument	Validation II	Suggestions
1	The material in the media is by the Core Competency.	4	
2	The material in the media is by the Basic Competency	4	
3	The material in the media is by the learning objectives.	4	
4	The material in the media is by the child's developmental phase.	4	
5	The language used is by PUEBI rules.	3	
6	The language used is easy to read and understand.	3	
7	The material in the media is interactive and participatory.	4	
8	The material in the media can attract students' learning interest in English lessons.	4	
9	The material in the media can stimulate students to learn critically and creatively.	4	
10	The pop-up book media can stimulate students to learn independently.	4	
Final Score		38	**Strongly Qualified**
Percentage		95	

According to the results of second validation, the pop-up book was ready to be tested. The test held like the usual learning in the school. The researcher took role of the teacher with ten students who participated. The pop-up up book tested in the small group because limitations of the researcher. Data from Pre-test has been collected before the media has been released to the student. After that, the media was used to teach students about wild animal material. Before the school ended, the researcher did a Post-test to know students' understanding after the pop-up book media was used. The results can be seen through the Table 6.

Figure 5. Process of testing media

Table 6. The student's test result

Name	Pretest	Post-test
Hisyam	7	13
Aliya	5	13
Sarah	6	12
Citra	5	12
Qolby	5	12
Yoga	9	14
Arin	5	10
Tasya	5	12
Falin	3	8
Maura	3	10
Final Score	53	116
Percentage	37,86%	82,86%
Scoring Criteria	**Less qualified**	**Strongly Qualified**

Discussion

The objectives of this research and development are to develop and find out whether this pop-up book is appropriate media to learn English for Kindergarten. Referring to the results of this research and development, it can be defined that students needed the development of learning media. As kindergarteners, they needed a learning media that is interesting and easy to understand. Kindergarten can be categorized to young learner. The learning characteristics of young learners are learning languages creatively, having the ability to interpret, and working in teams (Rofi'ah et al., 2021). Thus, in teaching English the teacher must pay attention to the characteristics of students so that learning English can be well received by students. According

to the results of interview, the teacher also needed a learning media which is easy to use and attracts students' attention. One of the learning media that provides students and teacher need is a pop-up book. Pop-up book media is used because the show of images or objects on Pop-up is attempting to provide an attractive appearance that feels real (Mardliyah et al., 2022). So, the research and development focused on developing pop-up book and finding its appropriateness to be a learning English media. From Table 2, we can conclude that the experts were validating this pop-up book to use as learning media. At the first validation, the media expert gave the final score of 75% which indicated quite qualified and need revision. The revision aimed to make the pop-up book better for students. The revision such us, made the corner rounded to make it safer for children, the composition of the picture and the script should be more balance, and the picture of animals should be close to reality. Thus, from the Table 3, we can conclude that the material expert also give the same final score 75%, it also need some revision. The revision from the expert suggested some information that should be added to the pop-up book. Based on the results of the validations, the revision was done to make the media better before it was implemented to the students. After the revision is done, the pop-up book media was submitted to the experts for the second validation. According to Table 4, the second validation result of media expert show an improvement by gaining 92,5% in the final score. The revision of the pop-up book can improve the quality which could made it to the better learning media. Besides that, the Table 6 showed the positive respon from the media expert gained 95%, which indicated that the pop-up book is strongly qualified to be a learning media to teach English, especially in the wild animal. According to the Table 6, the student's test results can be indicated that students' attention on learning English got better while using the pop-up book. Before the students used the pop-up book, the final score of the pre-test is 37,86%. After the use of the pop-up book, the students resulted enhancement by gaining 82,86%. Through the interviews after the test, students told that they were very happy to study using this learning media, and also willing to learn about other kinds of animal with a pop-up book.In this research, the results of the validation is compared with the previous study from the research title "Development of Pop-Up Book Media To Teach Vocabulary for Mental Retardation Special School" (Mardliyah et al., 2022). The comparison can be seen on Tabel 7.

Table 7. The comparison with previous study

Comparison	Previous Study	This Research
Media Expert Validity	95,5%	92,5%
Material/Learning Expert Validity	92%	95%
Subject	VIII grade SLB students	Kindergartener

CONCLUSION

Teachers and students at Kindergarten had difficulties learning English. They needed a more appropriate, attractive, and easy learning media to use. A pop-up book can be the solution to fulfill their need. Based on the result pop-up book was helping students to learn English with fun and easy to use. The next curriculum changes, this pop-up book media will be still relevant. In the "Kurikulum Merdeka" implementation, this media can be a learning source to learn wild animal media, because it will be impossible for students to face the wild animal directly.

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