DEVELOPING A FUN POP-UP BOOK TO TEACH ENGLISH IN THE KINDERGARTEN

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Abstract

In the era of globalization, English is one of the subjects that students must comprehend to follow and adapt to society. However, in Indonesia the English introduction and fundamental education that pupils receive in elementary and kindergarten are still poor. This research leads to the developing of a Fun Pop-Up book for kindergarten pupils at RA Perwanida Sumberjati. The researchers analyzed the requirements of kindergarten students by observing and interviewing them to determine their study habits. The results assisted the researchers in determining the types of media that could attract pupils" attention. In this research, the researchers develop a book in the form fun pop-up book to improve kindergarten pupils" English mastery. Therefore, the researchers use Research and Development (R&D) as a research design. The development procedure used in the research is the ten steps Borg & Gall development model. The result of the media validation score obtained a value of 97.5% for the Very "Valid category" and "Very Valid" categories, with a validation value of 92.5% obtained from material validation. This percentage indicates that this Fun Pop-Up Book for Teaching English in Kindergarten is effective.

Keywords: Fun Pop-Up Book; Teaching English; Kindergarten

INTRODUCTION

Education is critical things to the growth of a nation and state. The success of education makes a nation will produce quality human resources and the next generation of citizens who are critical, solution-oriented, and character-driven, allowing it to develop and progress. Excellent learning will produce a generation of competent individuals advancing their country (Eliyanti, 2016). In this era of rapid technological and industrial development, education provided to the nation's next generation must enable them to stay current and adapt to ongoing developments. English is one of the academic subjects that pupils must comprehend to follow and adapt to in the age of globalization. Currently, English is one of the languages spoken throughout the world for a variety of purposes. English is an international language used by almost everyone in the industrial, economic, political, tourism, and educational sectors. The English language is essential in bringing people worldwide together (Satuna & Wardani, 2015). As a result, mastering English both orally and in writing will be a critical foundation for pupils as the nation's next generation. However, several pupils at various educational levels have low English competence. According to research conducted by the Education First English Proficiency Index (EF EPI) in 2022, Indonesia's English proficiency index is still relatively low, with a score of 469, ranking 81st out of 111 countries. According to research conducted by (Duri et al., 2012), the average value vocabulary achievement of children in the pre-test at MI Salafiyah Selopuro Blitar before teaching using interesting media is quite low at 64.70, below the average of 70.00. It demonstrates that English introduction and basic learning that pupils get while in elementary and kindergarten are still relatively poor. Early childhood education, or kindergarten, focuses on setting the foundation for growth and development in terms of physical, intellectual, social-

emotional, language, and communication skills (Purwanti et al., 2018). Kindergarten is also crucial for a child's physiological and psychological development (Abdi & Cavus, 2019). In addition, providing foreign language instruction is more efficient and less complicated at this age than at a later age. According to Klein and Kerstin (2005), cited by (Purwanti et al., 2018), introducing English to young children can be applied to material classifications such as colors, numbers, form emotions, family members, etc.

English is one of the lessons introduced to pupils in kindergarten. However, pupils are less interested and still need help knowing English. According to the researcher's observations, by observing pupil learning activities and interviewing teachers in RA Perwanida Sumberjati, pupils' ability to know English is still low. It is shown that most of the total 13 pupils in grade B only understand primary English material for numbers but not for other essential materials such as the alphabet, colors, and everyday items. According to the teachers, this is due to the need for more availability of learning media to introduce English that can attract pupils' interest and attention. During the observation, the researcher also found that pupils at RA Perwanida Sumberjati were more active and enthusiastic when learning was carried out with exciting media. When learning with books, for example –, rather than through other interactive media or other activities like playing games, singing, or watching videos, pupils had a greater tendency to become bored. According to the observations of the researcher, pupils also tend to be excited about media that have attractive pictures and colors, not only writing, and this is agreed by the class B teacher who stated that when only using written media without pictures, pupils will feel lazy and get bored faster when doing the learning. Grade B teachers also said they needed help teaching pupils various subjects, especially English. It is because they do online learning during pre-school and first-year Kindergarten (Grade A). During second-year Kindergarten (Grade B), they have to get used to offline learning again, making it difficult for pupils to be given learning material. Therefore, teachers need to put more effort into implementing strategies, methods, and learning media so that learning with pupils goes well.

Consequently, the availability of appropriate media is required to enhance learning, particularly English for pupils. In addition to supplying new learning stimuli that can deliver messages, learning media can also excite pupils' ideas, feelings, and desires to facilitate learning. Therefore, learning media are crucial for educational activities. If the issues above continue, pupils will experience delays in knowing and understanding primary English material, which can cause them to be left behind at the next level.

Because of the mentioned issues, the researcher attempts to develop learning media as fun pop-up books to introduce English to kindergarten pupils. According to the researcher, suitable and engaging media can draw pupils' attention and improve their comprehension of the delivered subject. The pop-up book features attractive images and interactive exercises to facilitate pupil comprehension of the offered subject. The pop-up book the researcher develops will be different from existing pop-up books because it will have a "fun" element, the exercise for pupils to complete. (Wahyu Ningtiyas et al., 2019) Define a pop-up book as a card or book that, when opened, can reveal a three-dimensional or embossed structure and display pages with folded images that are cut and formed in various layers so that they can also be moved and prevent users from becoming bored. Moreover, according to (Indah Sylvia & Hariani, 2015), a pop-up book is a book that demonstrates the possibility of movement and engagement via the use of paper for folds, rolls, forms, wheels, or rotation. Pop-up books are inventive learning tools that use three-dimensional information on moveable pages to keep students engaged (Ainaul Mardliyah et al., 2022). According to (Jackson (1993), cited by (Novianti et al., 2018), A pop-up is a self-directing, three-dimensional structure generated by opening a crease means a pop-up book is a type of book that has an unusual, moveable page form with images within the pop-up.

The researchers decided to conduct scientific research on using the fun pop-up book media to teach English in kindergarten based on the problem description provided above, aiming to improve children's comprehension of primary English material. The researcher then compiled a study entitled "Developing A Fun Pop-Up Book to Teach English in The Kindergarten".

METHOD

In this research, the researcher develops a book in the form fun pop-up book to improve kindergarten pupils' English mastery. Therefore, the researcher uses Research and Development (R&D) as a research design. The development procedure used in the research is the Borg & Gall development model. According to (Gall et al., 2003), this development model uses a waterfall path at the development stage. The Borg and Gall model in (Gall et al., 2003) includes 1) Research and Information Gathering, 2) Research Planning, 3) Creating a Preliminary Product Form, and 4) Preliminary Field Testing. 5) Principal Product Revision, 6) Principal Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, 10) Implementation and Dissemination. However, in this study, the researcher only follows seven steps due to the time and conditions of the research and to complete the minimum research procedure. The researcher conducts only one product test, and the resulting product will not be mass-produced or distributed.
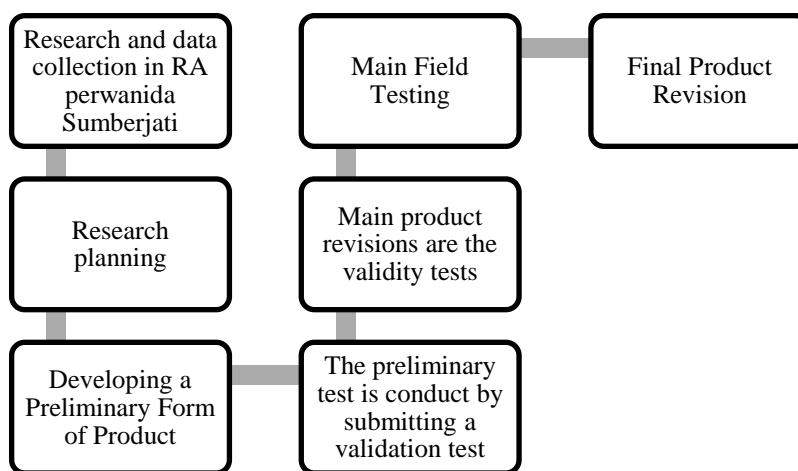
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┌──────────────────┐      ┌──────────────┐      ┌──────────────┐
│ Research and data│      │  Main Field  │      │ Final Product│
│ collection in RA │      │   Testing    │──────│   Revision   │
│    perwanida     │      │              │      │              │
│    Sumberjati    │      └──────────────┘      └──────────────┘
└──────────────────┘              │
         │                        │
┌──────────────────┐      ┌──────────────┐
│     Research     │      │ Main product │
│     planning     │      │ revisions are│
│                  │      │ the validity │
│                  │      │    tests     │
└──────────────────┘      └──────────────┘
         │                        │
┌──────────────────┐      ┌──────────────┐
│  Developing a    │      │The preliminary│
│ Preliminary Form │──────│test is conduct│
│   of Product     │      │ by submitting│
│                  │      │ a validation │
│                  │      │    test      │
└──────────────────┘      └──────────────┘
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Figure 1. Borg & Gall Development Model

This study's subjects are B-level students from RA Perwanida Sumberjati. This research utilized observation, interviews, and questionnaires for data collection. The interview aimed to gain a deeper understanding of the students and English classroom activities. Observation is used to obtain direct information regarding pupils' habits and the learning activity's state. Questionnaire Media assessment by media and material experts to evaluate the feasibility of media and research instrument assessment by an instrument expert. The interactive analytical model developed by Miles and Huberman (1994) was used to process qualitative data results. According to Miles and Huberman (1984), cited in (Sugiyono, 2013), qualitative data analysis activities include data collection, reduction, presentation, and conclusion drawing/verification. In this research, quantitative data analysis was conducted using the spss 25 program and the formula shown below:

$$x = \frac{\sum M}{Mm} \times 100\%$$

Explanation:

∑M   = The number of assessment scores obtained
Mmax = Total maximum score of the assessment obtained
x   = The percentage earned

Table 1. Validation Eligibility Criteria

Percentage	Validity Category
X ≤ 52%	Invalid
52% < X ≤ 68	Less valid
68% < X ≤ 84 %	Valid
X > 84%	Very valid

Source: (Sugiyono, 2013)

RESULTS AND DISCUSSION

Results

The research aims to develop a Fun Pop-Up Book containing English language learning materials for Class B students of RA Perwanida Sumberjati. The results will likely contribute to the teaching and learning of the English language. The Fun pop-up book was created due to research conducted at RA Perwanida Sumberjati. After analyzing the needs of teachers and pupils at RA Perwanida Sumberjati gleaned from observation and interviews, the researcher developed the Fun pop-up book. Design-printed art paper measuring 21 x 29.7 centimeters created the media's cover. While the media content section utilized Artpaper, which was printed with illustrations and a selection of vocabulary according to themes, Artpaper was also used for the content section. Researchers utilized pop-up techniques, including Pop-up, Pull-tab, Slide, Flaps, and Twisting, to enhance media appeal. For product design, we used Coreldraw and Adobe Photoshop applications. However, developed media must be deemed feasible and appropriate for implementation with students. Thus, experts were required to evaluate the instrument's validity and reliability and assess its feasibility.

Result of Expert Judgment

Validity testing of the instrument was performed by instrument experts and analyzed using formulas and criteria by Sugiyono, with results as shown in the table below.

Table 2. Instrument Expert Validation Questionnaire and Result

No.	Assessment Points	Skor	Percent	Validity Criteria
1.	Using good and correct language rules.	4	100%	Very Valid
2.	The language used is precise, straightforward, and easy to understand.	3	75%	Valid
3.	The evaluation aspect of the validation questionnaire is in accordance with the needs.	3	75%	Valid
4.	The rating scale used is easy to understand.	3	75%	Valid
5.	The contents of the validation questionnaire are coherent and aligned.	3	75%	Valid
6.	The number of assessment aspects is sufficient to be used in validation.	4	100%	Very Valid

7.	The instructions for filling out the validation questionnaire are easy to understand.	3	75%	Valid
8.	The validation questionnaire is feasible to use.	3	75%	Valid
	Total	26	81,25%	Valid

This table reveals that the average score is 81.25 percent, and the validity criterion is "valid". According to the previous table, it can be concluded that the current validation results for the instrument validity are "valid". After completing the testing instrument, researchers evaluated materials and media for experts. A material expert who was an Instructor at RA Perwanida Sumberjati evaluated the feasibility of the learning media's materials. The measurement scale utilized a four-category Likert Scale. The results of the content expert's evaluation are presented in Table 3.

Table 3. Material Expert Validation Questionnaire and Result

No.	Assessment Points	Skor	Percent	Validity Criteria
1.	The material is in accordance with the core competencies (KI)	4	100%	Very Valid
2.	The material is in accordance with the basic competence (KD)	4	100%	Very Valid
3.	The material is in accordance with the learning objectives	4	100%	Very Valid
4.	The material is in accordance with the stage of student development	4	100%	Very Valid
5.	The material provided can motivate students' interest in learning	3	75%	Valid
6.	The material presented is actual and in accordance with the circumstances	3	75%	Valid
7.	Depth of vocabulary according to the material provided	4	100%	Very Valid
8.	The language is easy for students to read and understand	4	100%	Very Valid
9.	The material provided is interactive and participatory	3	75%	Valid
10.	The material can attract students' interest in English lessons	4	100%	Very Valid
	Total	37	92,5%	Very Valid

According to Table 4, the feasibility of the material provided in pop-up book media was 92.5 percent. It was turned into the "Very Valid" criteria percentage table for feasibility. After conducting a content evaluation, researchers conducted a pop-up book evaluation with a media expert who lectured at Universitas Nahdlatul Ulama Blitar. The evaluation results are shown in Table 4.

Table 4. Media Expert Validation Questionnaire and Result

No.	Assessment Points	Skor	Percent	Validity Criteria
1.	Proportional media size and complies with ISO standards: A4 (210 × 297 mm)	4	100%	Very Valid

2.	The arrangement of the layout elements on the cover is balanced so as to provide good cohesion	4	100%	Very Valid
3.	Margins, type & size of letters used in the media according to the student's developmental stage.	4	100%	Very Valid
4.	The choice of colors and pictures can attract students' attention.	4	100%	Very Valid
5.	The images given represent real/actual objects.	4	100%	Very Valid
6.	The images provided are clear and neat so as to minimize students' misperceptions	4	100%	Very Valid
7.	There is a balance between the text and images provided.	3	75%	Valid
8.	The Media Fun Pop-up Book can pique the interest of students in English classes.	4	100%	Very Valid
9.	The materials used are safe for students and not easily damaged.	4	100%	Very Valid
10.	Instructions for use are clear and easy to understand	4	100%	Very Valid
	Total	39	97,5%	Very Valid

According to Table 4, the feasibility of the content contained in pop-up book media was 97.5 percent. It was interpreted into the "Very Valid" criteria percentage table for feasibility.

Discussion
This study's development and research aim describes the development of the Fun pop-up book and the results of its development in order to teach English to pupils in grade B at RA Perwanida Sumberjati. The initial step in creating a pop-up book Research and data collection in RA Perwanida Sumberjati via interview and observation during learning activities, supplemented by literature studies and required report studies, revealed that the majority of grade B students had difficulty learning English due to the uninteresting style of the available media. In addition, the teacher utilized only books and blackboards to facilitate English learning activities. These facts inspired researchers to create an engaging media, the Fun pop-up book. The researchers develop product designs, from the cover to the content, and produce tools and media materials. Researchers transformed the design outcomes into a product that was available for validation by experts. In addition to providing evaluation, the experts also provided comments and suggestions used by the researchers as a basis for revising the product.

After the product has been revised, it is prepared for implementation on the actual objective. On June 6, 2023, at RA Perwanida Sumberjati, thirteen students participated in the trial. In the introduction, the researchers described how to use pop-up book media. The students were divided into two groups, each using the Fun pop-up book for learning and play. Thus, researchers can determine whether classroom activities employing pop-up book media can engage students in English learning.

Earlier research conducted by (Pratiwi et al., 2020) shows Pop Up Book media can effectively attract pupils' interest in the learning process. Research conducted by (Mustika Hidayati et al., 2019) in TK Sejahtera 4 Kawalu showed that understanding of the material conveyed through pop-up book media also increased from pre-action only to 33%. Then the cycle reached 46%,

in the second cycle 74%, and in the third cycle, 86%. (Yolanda et al., 2020) Indicate that the pop-up book media she developed to improve the reading skills of grade 1 pupils at SDN Pacarkeling V/186 Surabaya showed effectiveness, reaching the excellent category. According to the research conducted by (Sholihah et al., 2023), Before using the pop-up book, the students' ultimate score on the pre-test was 37.86%, and after the students used the pop-up book, the students improved by gaining 82,86%. Assisting this study with proof that the development of pop-up media, all of which indicate their suitability and practicability for English language learning. In addition, according to the findings of this study, the percentage of validation value from material and media experts was 92.5% and 97.5%, respectively. The students also appreciate and are interested in the Fun Pop-up Book's content and activities. Therefore, this demonstrates that Fun pop-up book media is an appropriate English learning tool for kindergarten pupils in grade B.

CONCLUSION

This research leads to the developing of a Fun Pop-Up book for kindergarten pupils at RA Perwanida Sumberjati. The book is presented in a bilingual format and employs a visually appealing Pop-Up concept to attract the students' interest. The researchers analyzed the requirements of kindergarten students by observing and interviewing them to determine their study habits. The results assisted the researchers in determining the types of media that could attract pupils' attention. This study produced a Fun Pop-Up book printed on art paper with pop-up techniques including Pop-up, Pull-tab, Slide, Flaps, and Twisting to increase the appeal of media. The development of the Fun Pop-Up Book followed the Borg and Gall method with some modifications. The steps include Research and data collection, Research planning, Developing a Preliminary Form of Product, validity and reliability testing, verifying the readability of a picture book, Major product revisions, Major Field Testing, and Final Product Revision. The media validation score obtained a value of 97.5% for the Very Valid category. Very Valid category with a validation value of 92.5% obtained from material validation. This percentage indicates that this Fun Pop-Up Book for Teaching English in Kindergarten is effective.

ACKNOWLEDGMENTS

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