



Development of Pop-Up Book Media to Teach Reading Skill for Tenth Grade Students at SMK Annur Bululawang

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ABSTRACT

This study aims to develop a narrative text pop-up book as a learning media and assess its feasibility for 10th-grade students at SMK An-Nur Bululawang. Employing the Research and Development (R&D) methodology, specifically the ADDIE model with stages including needs analysis, product development, product design, product implementation, and product evaluation, the feasibility of the developed media is determined through expert validation in learning, media, and language. The results indicate high feasibility, with a 90% rating from the media expert validator, a 90% overall evaluation from the learning expert validator, and an 85% evaluation from the language expert validator. Additionally, the student response assessment yielded an 88% approval, affirming the media's acceptance. This study addresses the need for context-specific learning media and fills gaps in previous research by incorporating language expert validation. The comprehensive approach taken in the Research and Development process, coupled with thorough validation, contributes to the creation of an effective and well-received pop-up book media for narrative text learning in the unique educational context of SMK An-Nur Bululawang.

INTRODUCTION

English is a globally significant language used extensively in commerce, politics, courts, industry, education, and entertainment, making it crucial to acquire proficiency in. Proficiency in English serves as a gateway to higher education and enhances employment opportunities. The prevalence of English in modern communication, films, journals, newspapers, and social media underscores the importance of a comprehensive understanding of the language (Manoharan & Ramachandran, 2023). In Indonesian Senior High Schools, reading is a fundamental English language skill, vital for academic success and involving cognitive processes

(Safitri & Sudarsono, 2019). Tenth-grade students are particularly tasked with developing reading skills as a precursor to advanced reading abilities, influencing their ability to engage with provided materials (Wulandari et al., 2020). Reading is not just an activity; it is a cognitive exercise that trains logical thinking and helps students explore information within written material. However, the challenge lies in the perception that reading is difficult and boring, hindering optimal comprehension and understanding of information (Pebriana, 2022).

The combination of numerous elements that mutually support one another results in good learning outcomes. The use of media in learning is a significant aspect of learning activities. Learning media is a tool to assist instructors in the classroom teaching and learning process. Learning media may produce a sense of interest in students to participate in learning activities in class, which can improve the effectiveness of student learning achievement. The use of media in the learning process seeks to pique students' interest in learning, give motivation, promote curiosity about what they see, and provide stimulation for students to participate in classroom learning process activities.

Learning to read is still considered boring by students which results in students' interests and abilities in reading not developing optimally. This is the background for the researcher to develop a learning media that is expected that students can understand and foster interest in learning, especially English subjects in narrative reading material, namely the teacher presents pop-up book learning media in a three-dimensional form which is expected to attract students' interest in the learning process. delivery of material about reading narrative text and can be well understood by students.

The research was conducted at Annur Bululawang Vocational High School. Based on the results of unstructured interviews, and observations with the teacher, it is known that there are still many students who have not received learning media in delivering teaching materials, as well as similar responses from their educators suggesting that they have not yet implemented media in the learning system.

learning because there are certain reasons and the lack of learning media facilities in schools. Judging from the learning media used, it turns out that they are not yet varied, so the authors develop learning media, namely serial-based images that are applied to English subjects for narrative reading material, this is useful for increasing students' interest in reading narratives.

Several previous studies examined serial picture learning media to improve narrative writing skills, including knowing the effect of serial picture learning media on students' description reading skills (Hidayah et al., 2020), the results were quite good but there are still some suggestions for effectiveness. The Use of Serial Picture Media in Students' Reading Skills of Simple German Language (Gilli & Dalle, 2019) has been good and successful and only a few suggestions remain, The Effect of Using Serial Picture Media on Students' Ability to Write Procedural Texts (Indriyanto, Haidir, & Annisa, 2019) has been well and true but still has a little something extra. As well as research on developing learning media pop-up books on petroleum material for students (Safri & Sari, 2017) is good and correct, developing products in the form of pop-up books on Crustacean material that can facilitate students' understanding of biology learning and knowing responses to students regarding the use of pop up book media on Crustacean material (Lismayanti et al., 2016) is good and correct. Therefore the researcher uses pop-up book media to complement the previous research.

Based on the problems above, the novelty of this research is a three-dimensional pop-up book-based learning media that is expected to attract students' interest in the process of delivering material about reading narratives and can be understood well by students and to improve English narrative writing skills.

RESEARCH METHOD

This study employed the Research and Development (R&D) research model as outlined by Sugiyono (2015). The Research and Development (R&D) approach was used as a research method to create specific educational products and validate their effectiveness. According to Sanjaya (2013), Research and Development (R&D)

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was the systematic process of developing and validating educational products. Sugiyono further characterized Research and Development (R&D) as a scientific methodology encompassing research, design, production, and testing to ensure the legitimacy of the generated products. In essence, Research and Development (R&D) was utilized as a method to scientifically develop and produce products, involving research, design, production, and testing of product validity. The development aspect focused on refining existing products to enhance their effectiveness and productivity, while testing involved evaluating the quality of these products through expert assessments.

In this study, the researchers employed the ADDIE model as the development model. Developed by Dick and Carey in 1996, the ADDIE model served as a framework for constructing effective learning solutions (Mulyatiningsih, 2016). The ADDIE development research approach was considered comprehensive and rational in guiding product development processes. This approach was versatile and applicable for creating various learning products, including models, techniques, methods, media, and teaching materials (Mulyatiningsih, 2016). The ADDIE procedural paradigm encompassed five sequential steps: analyze, design, develop, implement, and evaluate (or analysis, design, development, implementation, and evaluation). It was independently, consistently, and sequentially designed to address student learning difficulties related to essential learning materials and student characteristics. The ADDIE paradigm was widely used in research for creating educational goods such as textbooks, learning modules, instructional films, multimedia, and more (Tegeh, 2014). At each stage, the ADDIE model allowed for the evaluation of each product development activity, minimizing deficiencies or errors in the final product. Hence, the researcher chose this research type to develop English language learning media, specifically the "Pop Up" format, at SMK Annur Bululawang.

FINDING AND DISCUSSION

During the analysis stage, the researcher emphasized the necessity for additional English learning materials for both instructors and students. The identification of this demand was conducted through unstructured interviews with teachers from SMK An-Nur Bululawang. The objective of this analysis was to aid instructors in the teaching and learning process, making it more accessible and enhancing student motivation through the utilization of learning media developed by the researchers.

Unstructured interviews were conducted with teachers and tenth-grade students from SMK An-Nur Bululawang. The findings from the questionnaire and interview activities, prior to the creation of learning media by the researchers, can be summarized as follows:

Firstly, learning media was perceived as less beneficial for children, despite the acknowledgment that engaging learning is essential to prevent boredom. The instructor revealed during the interview that the only English learning media used so far were the internet and pocketbooks, resulting in decreased student engagement due to the uninspiring content.

Secondly, the existing learning media was deemed sufficient but lacking variety, as the teacher consistently relied on the same materials during instruction. This limitation was noted in the interview, where the teacher admitted to being unfamiliar with pop-up book media. The teacher, who instructs SMK students, continues to rely on existing media without exploring alternative options.

Thirdly, due to the teacher's limited understanding of various learning media and the exclusive use of existing materials, the teacher is unaware that these media may contribute to reduced motivation and enthusiasm among Vocational students. However, the teacher expresses the hope that the newly created learning media will capture students' interest and reignite motivation and enthusiasm for learning, as mentioned in the interview.

From the above statements, it is evident that the instructor lacks familiarity with certain media, such as pop-up book media, and relies solely on existing resources. Additionally, the identification results highlight the students' need for exciting learning experiences to enhance motivation.

Building on the identified needs for learning media, the researcher proceeded to design media and learning materials aligned with the expectations of the tenth-grade teacher at SMK An-Nur. The outcomes of this design and identification process resulted in media products that not only increased student interest but also facilitated learning. The unstructured interviews revealed that students enjoyed using learning media beyond traditional worksheets, expressing a particular interest in pop-up book media for engaging English learning, especially concerning narrative text.

Planning Design Stage

Following the completion of the analysis phase, the researcher proceeded to design pop-up book media for learning purposes. The researcher carefully selected the subject matter, opting for narrative text, which was then developed into a narrative pop-up book. The decision to focus on narrative text aligns with the independent thinking emphasis of the curriculum, aiming to facilitate a more comprehensive understanding of the learning material among students.

By adopting this design, the researcher crafted material specifically addressing narrative text within the format of a pop-up book. This approach serves the dual purpose of acquainting students with the intricacies of narrative text, including its writing style, structural components, and various types. Importantly, the pop-up book design incorporates an exemplar narrative text story, intended to enhance students' comprehension. It is anticipated that engaging with this pop-up book on narrative text, along with reading the included sample story, will contribute to an improvement in students' proficiency in reading narrative text.

Expert Validation

Table. 1 Media Expert Validation

INDICATOR	ASSESSMENT ITEMS	ΣX	ΣX_i	Percent(%)	Validity Criteria	Information
	The suitability of the material from the Pop-up book media is following the core competencies and basic competencies	3	4	75%	Valid	Worthy
	The material from the Pop-up book used in book form is presented in detail	4	4	100%	Very Valid	Very Worth it
	The material from the Pop-up book can be easily understood by students	4	4	100%	Very Valid	Very worth it
	The Pop-up book material used is close to student life	3	4	75%	Valid	Worthy
	Images or illustrations used are following core competencies and basic competencies	4	4	100%	Very Valid	Very Worth it
	The contents of the material from the Pop-up book can make it easier for students to build their imagination	4	4	100%	Valid	Very Worth it
	Pop-up book display attracts students' attention to remember vocabulary	4	4	100%	Very Valid	Very Worth it
	The pop-up book used is nice and practical	4	4	100%	Very Valid	Very Worth it

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The use of Pop-up books can train students to learn more independently	3	4	75%	Valid	Worthy
The use of Pop-up books is effective in increasing students' memory	3	4	75%	Valid	Worthy

Table 2. Linguist Expert Validation

INDICATOR	ASSESSMENT ITEMS	ΣX	ΣXi	Percent(%)	Validity criteria	Information
Conformity with sentence language	Spelling accuracy	4	4	100%	Very Valid	Very Worth it
	Grammar accuracy	4	4	100%	Very Valid	Very worth it
	The vocabulary used is appropriate	3	4	75%	Valid	Worthy
Directness	sentence effectiveness	4	4	100%	Very Valid	Very Worth it
	Clarity of instructions	3	4	75%	Valid	Worthy
	Questions are clear	3	4	75%	Valid	Worthy
	Sentence confusion	4	4	100%	Very Valid	Very Worth it
Communicative	Accurate sentence structure	3	4	75%	Valid	Worthy
	Use easy-to-understand examples	3	4	75%	Valid	Worthy
	Understanding of messages or information	3	4	75%	Valid	Worthy

Product Results

The results of the pop-up book learning product or media can be seen as follows:

Figure 1. Book Cover

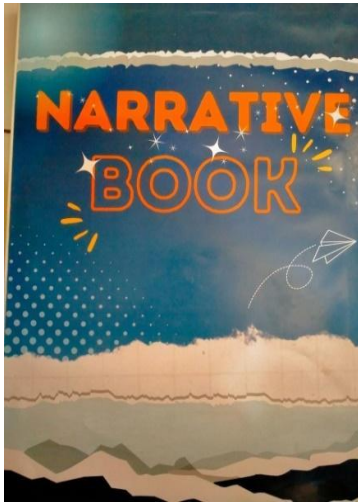


Figure 2. Chapter on Narrative text

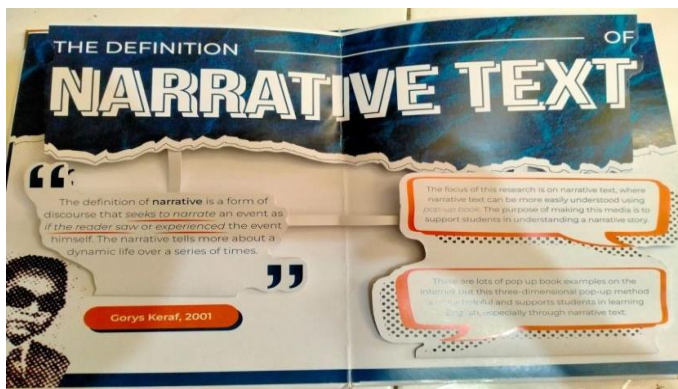


Figure 3. Chapter On Narrative Text

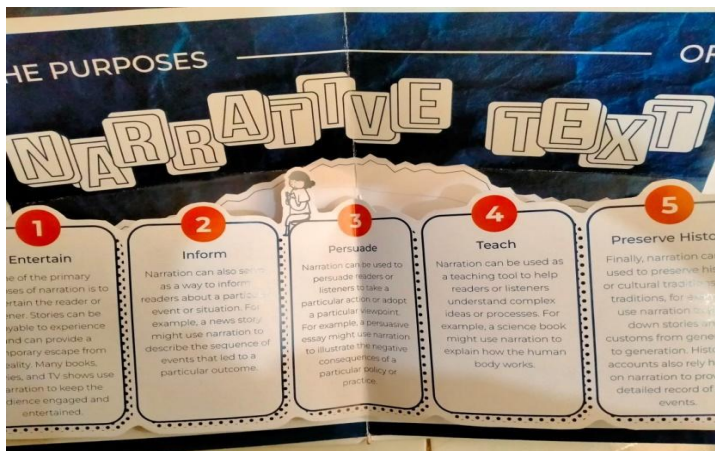


Figure 4. Chapter On Narrative Text

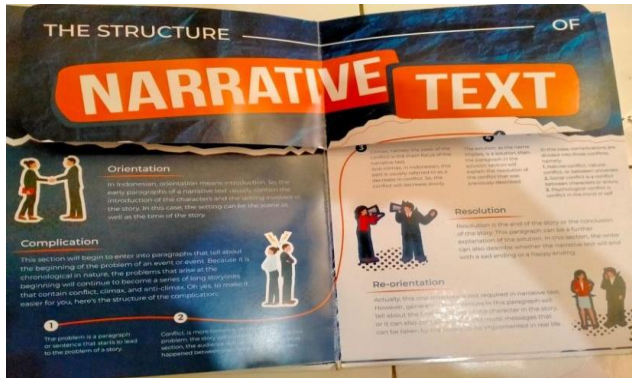


Figure 5. Example of Narrative text

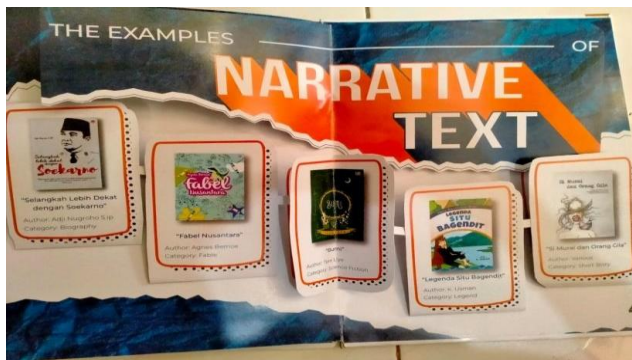


Figure 6. Part of the book covers



Implementation

The Try-Out

The testing activities of learning media products produce data on the effectiveness of the learning media used. The exercises are carried out by giving tests to students according to the material being tested. The results of the tests are explained as follows:

Table 3. List of Student Scores

No	Student's name	Score	Info	
			Finish	Not yet
1	Wafiq Aqil Maulana	80	√	
2	Abdul Mulki Najmi	80	√	
3	Rafli Putra Ramadhani	90	√	
4	Dhafa Asfaril Aditya	90	√	
5	Akmal Al Qarim	80	√	
6	Ahmad Wildan Isnaini	80	√	
7	Muhammad Reno Wahyudi	80	√	
8	Syafriel HA	80	√	
9	Muhammad Al Farizal	90	√	
10	Muhammad Yusfi	90	√	
11	Adib Anwar Sanusi	90	√	
12	M. Ikhbar Al Fauzi	90	√	
13	Ahmad Fariz Halison	90	√	
14	M Ilham Wahyu Kurniawan	90	√	
15	Rio Effendi	90	√	
16	M Aditya Dwi Pray	90	√	
17	Alifian Rizky P	80	√	
18	Ahmad Kanzo Hikaru Azzaki	90	√	
19	Iqbal Ergy S	80	√	
20	Subhanal Aula	90	√	
21	M Anwarullah	90	√	
22	Oky Pratama	80	√	
23	M Zu'ama'ul Hikam	90	√	
24	Grace Revelation	80	√	
25	Farhan Muzak	90	√	
26	Ardiyansyah Vicky	90	√	
27	Wahyudi	80	√	
28	Firhan Lazuardi	90	√	
29	M Ali Akbar Isfahani	80	√	
30	Imam Abu Hanifah	80	√	

Total	2570	30
Reach	85	100%

Evaluation

Data collection activities were carried out on June 5, 2023, responses to student learning outcomes can be explained as follows:

Table 4. Questionnaire Table of Student Satisfaction With The Product

NO	Name	Answer Items										Σx	Σxi	Score
		1	2	3	4	5	6	7	8	9	10			
1	Wafiq Aqil Maulana	4	3	3	4	3	3	3	4	3	4	34	40	85%
2	Abdul Mulki Najmi	3	3	4	3	4	3	4	3	3	4	34	40	85%
3	Rafli Putra Ramadhani	4	3	4	4	3	4	4	3	3	4	36	40	90%
4	Dhafa Asfaril Aditya	3	4	4	3	3	4	4	3	4	3	35	40	88%
5	Akmal Al Qarim	3	4	4	3	3	3	4	4	3	3	34	40	85%
6	Ahmad Wildan Isnaini	3	4	4	3	3	4	3	4	3	3	34	40	85%
7	Muhammad Reno Wahyudi	3	4	4	3	3	4	3	3	4	3	34	40	85%
8	Syafriel HA	3	3	4	3	4	3	4	3	3	4	34	40	85%
9	Muhammad Al Farizal	4	3	3	4	4	3	3	4	4	3	35	40	88%
10	Muhammad Yusfi	3	4	3	4	4	4	4	3	4	4	37	40	93%
11	Adib Anwar Sanusi	3	3	3	4	4	4	4	3	3	4	35	40	88%
12	M. Ikhbar Al Fauzi	3	3	4	3	4	4	4	4	3	4	36	40	90%
13	Ahmad Fariz Hali Son	3	3	4	3	4	4	4	4	3	4	36	40	90%
14	M Ilham Wahyu Kurniawan	4	3	4	4	3	4	4	4	4	3	37	40	93%
15	Rio Effendi	4	3	4	4	4	3	4	4	4	4	38	40	95%
16	M Aditya Dwi Pray	3	4	4	3	3	4	3	4	4	3	35	40	88%
17	Alifian Rizky P	3	3	4	3	4	3	3	4	4	3	34	40	85%
18	Ahmad Kanzo Hikaru Azzaki	3	3	4	3	4	4	4	4	3	4	36	40	90%
19	Iqbal Ergy S	3	3	3	4	4	3	3	4	3	4	34	40	85%
20	Subhanal Aula	3	4	4	4	3	4	3	3	4	4	36	40	90%
21	M Anwarullah	3	3	4	3	3	4	4	4	4	4	36	40	90%
22	Okny Pratama	3	3	4	3	4	4	3	4	3	3	34	40	85%
23	M Zu'ama'ul Hikam	3	3	4	3	4	4	4	3	3	4	35	40	88%
24	Grace Revelation	3	3	4	4	3	4	3	3	4	3	34	40	85%
25	Farhan Muzaki	3	4	3	3	4	3	4	3	4	4	35	40	88%
26	Ardiyansyah Vicky Wahyudi	4	4	4	3	4	4	4	3	3	4	37	40	93%
27	Wahyudi	3	3	4	4	3	4	4	3	3	3	34	40	85%
28	Firhan Lazuardi	4	4	3	4	3	3	3	4	3	4	35	40	88%
29	M Ali Akbar Isfahani	3	3	4	3	4	4	4	3	3	4	34	40	85%
30	Imam Abu Hanifah	3	4	3	3	4	3	4	4	3	3	34	40	85%

From the data above, it can be seen the feasibility of learning media for use by SMK An-Nur students in tenth-grade by using the formula for calculating the average value according to (Suharsimi, 2016) :

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

where:

P : Percentage wanted

$\sum x$: The number of student assessment answers

$\sum xi$: Total ideal score or highest answer

If counted:

$$P = \frac{1052}{30 \times 4 \times 10} \times 100\%$$

$$= \frac{1052}{1200} \times 100\%$$

$$= 88 \%$$

CONCLUSION

The study results indicate that the use of pop-up book media is valid for Smk An-Nur students when reading narrative texts. This pop-up book proves to be beneficial in two key aspects: as a media tool (90%), facilitating learning (90%), and enhancing language skills (85%). The satisfaction of students using this product is evident from the responses to a list of questions related to English language reading of narrative texts, with a high satisfaction rate of 88%.

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