THE USE OF POP-UP BOOKS TO IMPROVE STUDENT'S READING COMPREHENSION OF NARRATIVE TEXT: A CASE AT SD N PURWOREJO

Riffa Dwi Ayu Nur Azizah[1*], Semi Sukarni[2], Puspa Dewi[3], Farida Adam[4]

[1,2,3]*Universitas Muhammadiyah Purworejo (INDONESIA)*
[4]*SD Negeri Purworejo (INDONESIA)*

riffaazizah@gmail.com

Abstract

Pop-Up Book is a media that plays an important role in the learning process. The presence of Pop-Up book media can support the learning process, making it easier for students to understand the subject matter. This study is to learn how teachers use Pop-Up Books in their lessons and to help class VI students at SDN Purworejo develop their reading skills.This study aims to improve reading comprehension in narrative texts through Pop-Up books. The subjects of this study were 27 students of class VI at SD Negeri Purworejo. This research method is Collaboration Classroom Action Research (CAR), which consists of 2 cycles. The instruments used were student worksheets in each cycle, observations, tests, and interviews. This study uses quantitative methods and qualitative data. Quantitatively, data was obtained from student test scores. Qualitatively, the data were taken from observation and interviews. In observation, researchers observed the situation and conditions before and after maintenance. And during the interview, the researcher asked the teacher and students several questions about their feelings before and after using the Pop-Up Book.The results showed that when using the Pop-Up Book the teacher taught the class well and it was easier for students to understand learning because there was physical evidence, namely the Pop-up book which students found more interesting. Then from the student learning outcomes in cycle I of 75.93 where only 56% or 15 students achieved KKM (Minimum Completeness Criteria) and cycle II of 86.67 or 24 students. Based on the results of data analysis there was an increase in students' reading skills in each cycle which was reinforced by observations and interviews which showed the condition or situation of the class students were motivated, interested, and enthusiastic during the teaching and learning process using Pop Books.

Keywords: Pop-Up Books, Improve, Reading.

1   INTRODUCTION

Indonesia is currently one of the Nations living in the age of the industrial revolution. 4.0. With this impact, Indonesia has become a country with an international language, English. In this era, make English is knowledge, that students get in elementary schools. The determined English program in elementary school, which is implemented in the form of regulation from the Minister of Education, has received attention from the government. When students learn English, students must acquire four basic skills: speaking, reading, writing, and listening. For this reason, reading is a skill that students must have. Reading may also be described as the process by which readers take what they read and apply it to an academic setting as part of their educational experience [1]. In this research focus on readinng comprehension by using Pop-U Books in narrative text. Reading comprehension, according to [2], is the process of developing meaning by combining a variety of dynamic processes, including word identification, understanding, and the linkages between concepts expressed in a text. He also described the teacher's three-step approach for teaching reading comprehension as including noting, learning, and assessing. English is a subject in the world that is a source of communication, this communication, of course, is a source for students to increase their knowledge, by going through the process of conveying ideas or messages from the author.

In addition, students also need things that challenge students to do something, so in this case, media is needed as a means for students to be more interested and challenged to explore more knowledge. The media can also be used to distribute messages from the sender to the recipient, stimulating

thoughts, feelings, attention, and amazing. According to [3] media are the means for communicating or delivering messages and, from a teaching-learning viewpoint, presenting content to the students to achieve successful instruction.

It's also like a type of book or card in which a folded image is cut and appears when the page is opened [4]. The use of Pop-Up Books media is very suitable in elementary schools because in conscious schools the students tend still like to play. Pop-Up is a new media in the world of modern education [5]. A pop-up book uses paper mechanics like folds, scrolls, slides, tabs, or wheels to create the possibility of motion and interactivity [6]. This type of book is often referred to as an "interactive book" or a "movable book." It can be used successfully to advance a narrative, encourage reading, and pique interest in the topic at hand.

Some teachers are used to teaching-learning by using the textbook method, which means students only focus on material that is only in the book. Some books are also only black and white. Of course, this situation makes students bored and not eager to learn. The appropriate method used by the teacher will certainly make students enjoy learning in class. Of course, in this case, the teacher must be able to innovate again to develop his thoughts by adding the use of visual aids so that students are more interested in participating in class learning.

Based on the background above, it can be concluded that there is a lack of student understanding of the material which only focuses on the textbook, as well as a lack of teacher skills and teacher innovation in teaching. Therefore, the use of Pop-Up Books to train students' comprehension in reading is certainly an interesting thing to study.This study aims to improve reading comprehension in narrative texts through Pop-Up books.

2 METHODOLOGY

This study used action research to observe an improvement in students' reading skills by using the pop-up book. It is possible to define classroom action research as an action research project that is created, carried out and reflects collaboration and participatory action by teachers and researchers in the classroom or in collaboration with others to improve the standard of the learning process in the classroom through targeted treatments in one cycle. Action research has received a lot of attention in the field of educational research and has developed into a formalized process that entails purposeful investigation through identifying a problem, planning and putting into practice an intervention, collecting data to show that the problem has been solved successfully, and analyzing and testing of emergent theories.[7]. Teams of teachers working together are now referred to as conducting collaborative action research, [8]

Action researchers get a profound grasp of the complicated interactions between many social and environmental elements across time. Since these forces are dynamic, action research, also known as a living and learning approach to education, is a process of putting one's theory into practice.[9]. This graphic shows how action research progresses over time.

Figure 1. Cycle Process
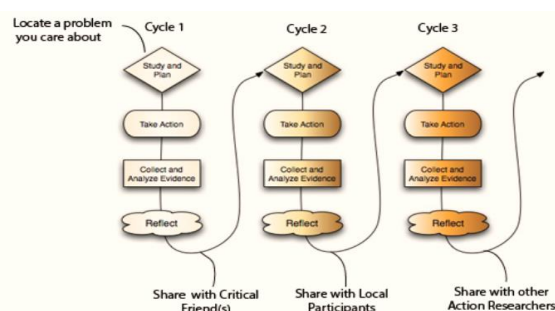
Therefore, this type of research involves a cycle of reflection on practice, action, reflection, and additional action. As a result, the research develops as it is being conducted. Improved practice is facilitated by a better understanding of each cyce.[10].The study was carried out in two cycles, according to the above figure. In this study, the researcher and English teacher worked together to

develop a problem with the students' reading abilities based on their observations, then they determined the research issues. This research was conducted at SD N Purworejo, located at Jln.Urip Sumoharjo 18 Purworejo, Purworejo Central Java. The students studied were in grade 6 with a total of 27 students.

3 FINDING AND DISCUSSION

1) CYCLE 1

Table. 1. Classification of Students' Achievement

Value	Level of Achievement	Cycle 1
80-100	Excellent	56%
66-79	Good	26%
56-65	Sufficient	19%
40-55	Fairly Sufficient	0%
<39	Poor	0%

According to [11], in determining the Classification of Students' Achievement is divided into 4 parts, namely; excellent, good, sufficient, fairly sufficient, and poor. So, from the results of the calculations that have been carried out 56% of students get the excellent category, 26% of students get the good category, 19% of students get the sufficient category, and 0% for fairly sufficient and poor. The information can be shown as a graphic in figure 3:

Figure 2. Achievement of Cycle 1
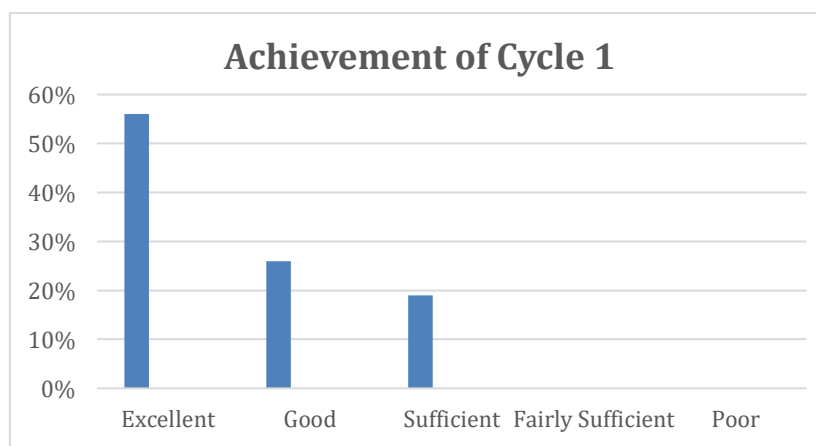
From the Figure 2. it can be seen that 56% got the excellent category, 26% got the good category, and 19% got the sufficient category.
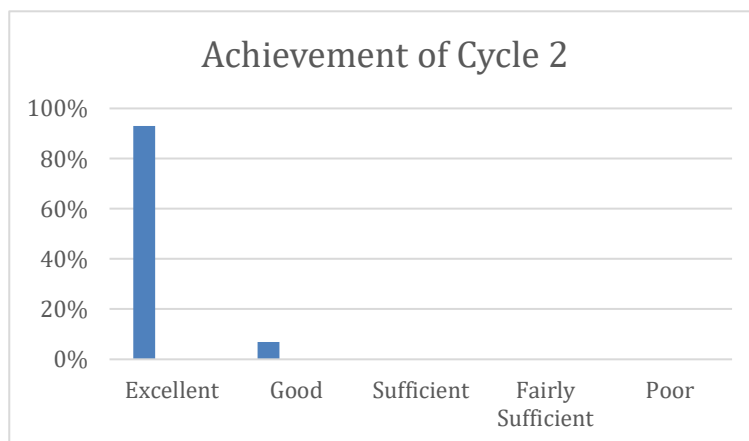
2) CYCLE

Table 2. Level of Achievement in Cycle 2

Value	Level of Achievement	Cycle 2
80-100	Excellent	93%
66-79	Good	7%
56-65	Sufficient	0%
40-55	Fairly Sufficient	0%
<39	Poor	0%

According to [11],in determining the Classification of Students' Achievement is divided into 4 parts, namely; excellent, good, sufficient, fairly sufficient, and poor. So, from the results of the calculations that have been carried out 93% of students get the excellent category, 7% of students get the good

category, 0% of students get the sufficient category, and 0% for fairly sufficient and poor. The information can be shown as a graphic shown in Picture 3:

Figure 3. *Achievement of Cycle 2*

From the figure 3. it can be seen that 93% got the excellent category, 7% got the good category, and 0% got the sufficient category.

3) *Result of All Cycle*

Table 3. *The Summary of Student's Learning Achievement*

The Summary of Student Learning Achievement			
		Cycle 1	Cycle 2
N	Valid	27	27
	Missing	0	0
Mean		75.93	86.67
Std. Error of Mean		2.016	1.849
Median		80.00	90.00
Mode		80	80[a]
Std. Deviation		10.473	9.608
Variance		109.687	92.308
Range		30	30
Minimum		60	70
Maximum		90	100
Sum		2050	2340
a. Multiple modes exist. The smallest value is shown			

From Table 3 it is known that the average student understanding in cycle 1 is 75.9 and in cycle 2 the data obtained by students' reading comprehension is 86.67. To determine the level of student success, it can be presented in the following figure 4:

Figure 4. *The Difference between Student's Achievement in Cycle 1 and Cycle 2*
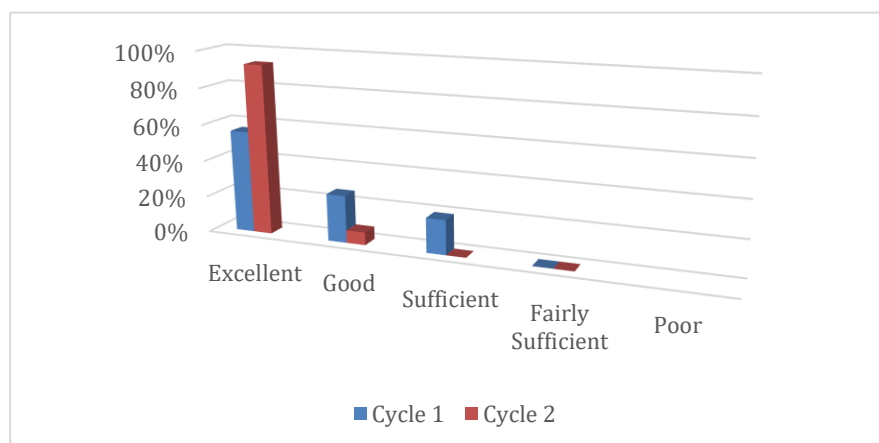
From the diagram in Figure 4, it can be seen that in Cycle 1, the results of the calculations that have been carried out are 56% of students get the excellent category, 26% of students get a good category, 19% of students get the sufficient category, and 0% for fairly sufficient and poor. In Cycle 2 the results of the calculations that have been carried out are 93% of students get the excellent category, 7% of students get the good category, 0% of students get the sufficient category, and 0% for fairly sufficient and poor. After conducting a test to find out students' understanding using Pop-Up Book media, it can be concluded that between cycles 1 and 2 the student learning outcomes were good so they were not followed up on in the next cycle.

From the statement above, it can be concluded that the result of learning outcomes, In Cycle 1, the results of the calculations that have been carried out are 56% of students get the excellent category, 26% of students get a good category, 19% of students get the sufficient category, and 0% for fairly sufficient and poor. In Cycle 2 the results of the calculations that have been carried out are 93% of students get the excellent category, 7% of students get the good category, 0% of students get the sufficient category, and 0% for fairly sufficient and poor.

4 CONCLUSIONS

Indonesia is currently one of the Nations living in the age of the industrial revolution. 4.0. With this impact, Indonesia has become a country with an international language, English. In this era, make English is knowledge, that students get in elementary schools. The determined English program in elementary school, which is implemented in the form of regulation from the Minister of Education, has received attention from the government. When students learn English, students must acquire four basic skills: speaking, reading, writing, and listening. For this reason, reading is a skill that students must have.

Overall implementation of reading comprehension learning using the Pop-Up Book media at the sixth-grade students of SD N Purworejo, on cycle 2 the researchers feel quite satisfied because the learning process runs in accordance with the learning plan that has been made and has reached the indicator of success determined that is 93% of students has reached the value average is 86,67 and indicates and increase in reading ability. So, this study doesn't require any action cycle 3. Based on the discussion conducted by researchers, can including reading ability in sixnth grade students of SD N Purworejo, students can be improved through using Popup Book media.

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