

Developing Pop-Up Book to Teach Vocabulary

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Abstract

This Research and Development was a research conducted developing pop-up book to teach vocabulary for first grade of SMPN 2 Wagir Malang. It applied R&D cycles which were presented by Borg and Gall (1979). The steps were: (1) need analysis, (2) material development, (3) product development, (4) expert validation, (5) product revision (6) try out, (7) field test, and (8) final product. Its sources of data were the students, English teacher, and pop-up book. Its instruments were interview guide, questionnaire and observation notes. The product was developed based on the result of the need analysis. Then, the try out was held in order to know students respond of the product. After doing the try out the researcher conducted the field test. The expert argued that the pop-up book included a good pop-up book and the expert gave some suggestions to revise the pop-up book. The pop-up book was tried out to know its acceptability. The result of try out was the pop-up book was good and attractive but the pop-up book needs more variation in term of the type of the picture, exercise and more challenging topic and the object need more pictures and sentences. The result of the field test was pop-up book was acceptable and no need revision. It was hoped that this pop-up book can be used to be sources of media in teaching English especially to teach vocabulary.

Keywords: pop-up book, media, and vocabulary.

INTRODUCTION

Vocabulary is very necessary to improve students' speaking. People will not be able to speak without vocabulary. This statement is supported by Istianah, R. (2012) according to her Vocabulary is one of important factors in language learning and develops the language skills. Vocabulary is the key to acquire the language in learning English. Teacher has to expand students' vocabulary as much as possible by using certain media and also strategies.

Media is the aids that can help students interest in learning English language. This statement is also supported by Sadiman (1986:6) media is a component or

element in students' environment that could support and attract the students' motivation. Teacher has to provide certain media in the class to attract students' attention.. According to Sukartiwi (1996) there are several advantages that the use of media: 1.) Increase the students' motivation 2.) Avoid students' bore during teaching and learning process 3.) To help teaching and learning run well and systematic 4.) Help the students easier to catch teacher' instructions 5.) To enrich students' knowledge.

Based on the found fact, the researcher tries to presents pop-up book as the media to teach vocabulary at first grade of SMPN 2 Wagir Malang. According to Ann Montano (2000:2) Pop-up book is paper engineer that possible to make the pictures looks different in term of perspective and dimension. According to Smith (2010) Pop-up and moveable book have some models such as pull-tabs, flaps, and wheels (volvelles) that cause movement on the page and pop-up employs variations folding devices that cause figure to lift, pop-up rise and fold or unfold and extend when a page is opened. The students in the first grade of SMPN 2 Wagir really need suitable media for learning vocabulary.

Pop-up book is a book that offers the potential for motion and interactive through the use of paper mechanism such as fold, scroll, slide, tabs or wheels Naney and Rondha (2012:1). Not only the children but also adult love the pop-up book. The researcher tries to make pop-up book as one of the aids to teach vocabulary on students at the first grade because they love pop-up book too.

Pop-up book is one of the models of moveable book. In making pop-up book we can combine some models of the pop-up book such as flap-book, pull-tabs as much more. The researcher hope this pop-up book will be able to use as media to teach vocabulary in the first grade in SMPN 2 Wagir Malang.

METHOD

The Researcher and development used Borg and Gall Model (1979). The steps were: (1) need analysis, (2) material development, (3) product development, (4) expert validation, (5) product revision (6) try out, (7) field test, and (8) final product. The sources of data were the students, English teacher, and pop-up book. The instruments used were interview guide, questionnaire and observation notes.

Need Analysis

The procedure of this development started with need analysis. According to Maidatul (2015) need analysis conducted in form of preliminary study. This step intended to know the information of students' background, students' difficulties in learning vocabulary. The result of the need analysis was used as the bases in developing the materials of pop-up book. In order to get the data the researcher

distribute questionnaire to the students. In doing need analysis the researcher also did the classroom observation to know the basic academic in term of the vocabulary learning in the class. The documentation and interview was also done to get the information about the syllabus and also course book used by the teacher as the consideration in developing the materials for the pop-up book.

The interview was undertaken to obtain the information regarding process teaching and learning, characteristic of the students, media used by the teacher and the materials taught at the first grade in the first semester. The researcher also asked to the teacher towards students responses in English lesson so far. In the interview the researcher asked to the teacher about pop-up book as the media to teach vocabulary it is necessary or not. The researcher also asked to the teacher about the difficulties in teaching English so far.

Then the observation was carried out on the students' activities in the classroom the media used by the teacher in the teaching vocabulary. Then the students doing the exercise in the book and had discussion with the teacher. In the classroom observation the researcher observe student's responses in teaching process. The researcher observe classroom situation in the class.

Product Development

After the researcher did the need analysis the researcher started developing pop-up book. The data collected during the need analysis would be used as the bases in the developing the pop-up book in developing pop-up book the researcher did materials selection. In developing the pop-up book, there were four steps to follow. Developing the topic, selecting words, using the word in to the sentence, and illustration of the sentence. The second steps was the selecting the words. Here the researcher selects the words that were used in the pop-up book.

After the researcher select the word that was used in the book the researcher make sentence based on the word and then try to make the illustration of the picture. The illustration of the picture did in the Corel drawX6 software. In selecting the picture the researcher used Photoshop reader software to add picture items to the Corel drawX06 software. The researcher designed the picture in the Corel Draw 6 Software.

Expert Validation

Review the product by the expert was also done, the expert given the product with some opinion and suggestion. The expert opinion was become considered from the betterment of the product before trying it out to the students. The expert validation was two criteria such as materials and book.

The expert gives input to make a preface in front of the pop-up book that contains the aim, function and how to use this pop-up book. The other input is to use more sentences in the pop-up book to increase students vocabulary.

Product Revision

After the expert validation phase was done, the researcher revised the pop-up book based on the comment and also the suggestions given by the validator.

The revision was based on the result of the expert validation. The researcher revised the pop-up book in order to improve the quality of the pop-up book to be used as the product in try out.

Try Out

The tryout of the product will do in order to collect the data as references to know the effectiveness of the product and the suitability toward the target students. The product which was tried out has several purposes there were 1.) Identifying and revise the product mistakes material as mistyping 2.) Judging the content of the material whether or not they are clear enough 3.) The materials were easy or too difficult 4.) Judging the lay out of the book whether is attractive or not.

Field Test

The field test will do after doing the try out. From the data of the try out the researcher changed the product of the book. Based on the students and expert validation the researcher gave the revision of the book. In the field test the researcher changing the book based on the students and the expert suggestion.

After the book was revising the researcher teach the students by using the second product. The students were teach by the researcher is the rest of the sample that the researcher did in the try out. That was 7A and 7B. The researcher was also distributed the questionnaire to the students in the field test. The field test was intended to know the students' respond toward the second product.

Final Product

The final product of this research and development was the pop-up book that have already test. After gave the test the product was able to be taught in the school. In the final product there were final model of pop-up book that was become final product of this study.

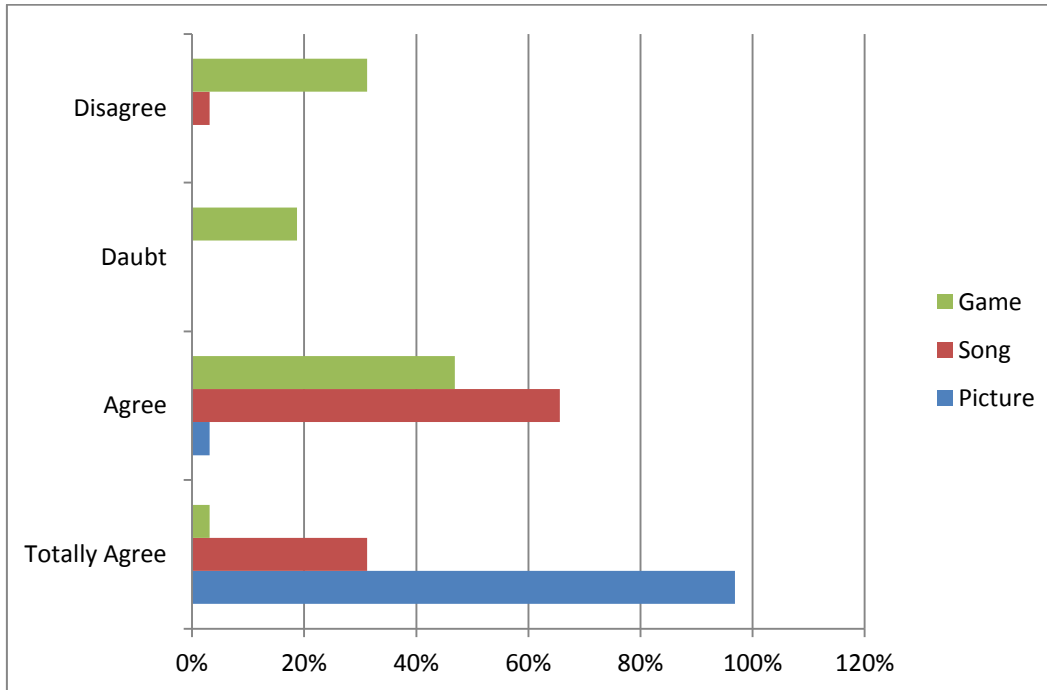
RESULTS

The finding at needs analysis the development of the pop-up book, the result of expert validation, the result of try out, the result of the field test, and final product.

The Results of the Need Analysis

The result of needs analysis phase there were four instruments used by the researcher which were students' questionnaire, an interview with the teacher, classroom observation and also documentation. The data from the need analysis gave information about in what level students mastery in English, student's English learning experience related to the vocabulary and also what the students need to learn in terms of vocabulary.

The Result of the Students' Questionnaire



The data was show that 96,875% students who are preference study English by using picture. The data also show by bar chart as follows:

Another question is related to the students' motivation in learning English. From the data collected in the data need analysis to the students, it was found that there was some problem in learning English especially in the students' motivation. There were 15% students who are like English so much. Besides that, there are 31% students like English and 40% students who are doubt. The rest of the students stating that they don't like English which are 4% students. The pie chart is also providing to describe the students' motivation in learning English.

The students' difficulties in learning English. Based on the data collected it was found that there were three kinds difficulties faced by the students in learning English which were pronouncing English word, finding the meaning of the difficulties words, using the word in to the sentence. Based on the questions students stated that the most difficult in learning vocabulary is find the meaning of the words it was show by the number of the percentage 65,625%. The next difficulties face by the students is using the words in to the sentence the number of the percentage is 50%. The last is pronunciation there were 56, 25% students are difficult to pronouncing the English word.

The Result of the Interview

Based on the interview with the teacher of the class the researcher explains as followed. In each meeting the teacher has to explain or teach about vocabulary. The researcher also asked about students responds towards English learning in the class.

The teacher stated that students less motivation in learning English and they think that leaning English is not a must to be mastered.

The Result of the Documentation

The result of the documentation study will be used as the consideration in developing pop-up book beside the result of the student's questionnaire in the need analysis phase.

The researcher used the syllabus to know the topics which had to be taught in the first semester of the first grade.

DISCUSSION

In this research and development the researcher did the try-out. In order to know the respond of the students in the field. So, here the subject of the expert validation is the students. The try-out revision will do to find out the pop-up book need revision or not.

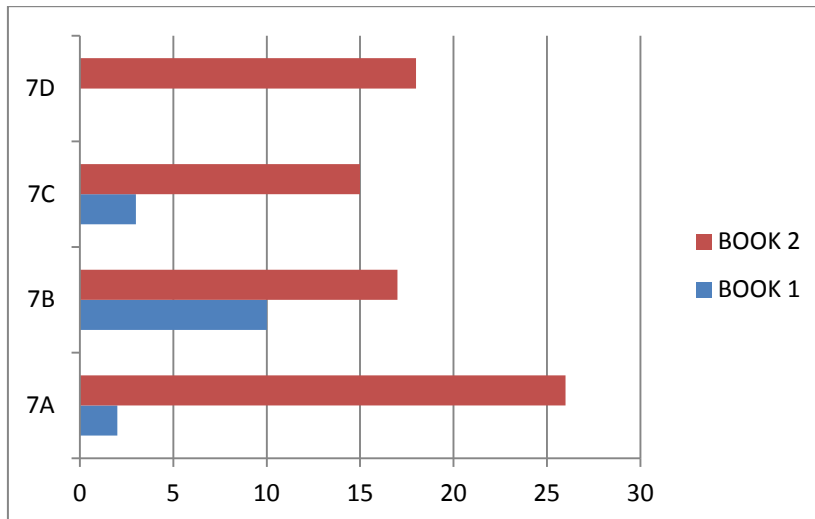
The try-out is also aiming to know the clarity of the book when it was seen for the certain distance. the researcher found material were not too easy or too difficult. First, the researcher said that the materials were not too easy because there were some vocabulary items which were not familiar with the students. However, the materials are also not too difficult because when the researcher asked to the students to read the text in the pop-up book. They can read it although there were still error made by the students.

After findings the students' knowledge about the vocabulary items used in the pop-up book. The researcher asked to the students about the clarity and the presentation of the pop-up book. All the students said that picture and also the text used in the pop-up book can be seen clearly. The students also stated that they are fun while learning English language. That was based on the students are more active to asked the question that the researcher was give. The second revision was based on the result of the try-out. Based on the try-out the students get difficulties to see the animals and objects such as crocodile, snake, frog, table, window, sofa, etc. They are also state that the description of each animal was difficult to see because the description are at the background in the below. Based on the students and the expert validation the researcher change the layout of the picture. The researcher also made the font bigger than before.

Field Test

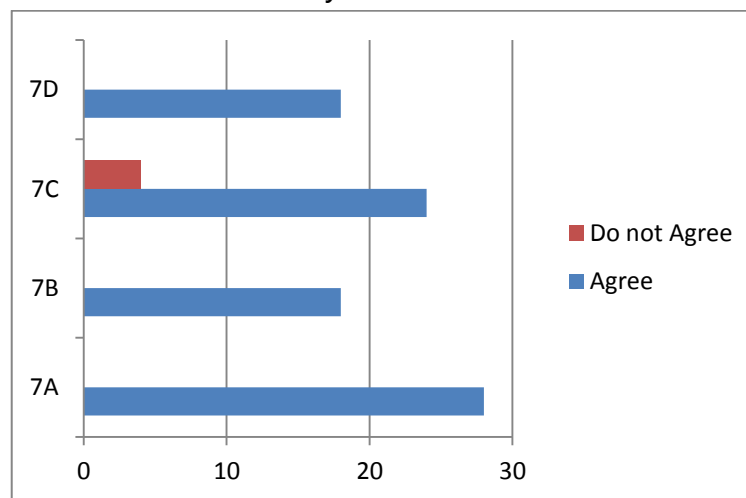
Field test are did in this study in order to know the respond of the students toward the second product. The researcher also distributes the questionnaire in the field test. The students are chosen in the field test is all the students in the first grade of the SMPN 2 Wagir Malang. Except the students that were teaching in the try out that is 7E. The questionnaire that the researcher gave to the students is same with the

questionnaire in the try out. The differences of the questionnaire are the researcher adds two questions to the students that are. The first is with pop-up book are the students get more interesting studying in English. Second, question is between the first and the second book which one do the students like so much. The researcher gave the bar chart of the students respond toward the second product as below:



Based on the diagram above we can conclude that the second product is the most students' like rather than the first product. Most of them state that the second product is good and interesting because the size and the font of the book are bigger than before. They also state that the second product is easy to learn because the description of each animal beside the picture so that the students easy to read it.

The second question was the students interesting learning English by using pop-up book. All of the students agreed that they are most interesting learning English using pop-up book rather than they are not using pop-up book. In another word the students becomes more interesting learning English by using pop-up book. The presentation of the data showed by the bar chart below:



The Final Product

At the last of this study was the final product. The researcher doing modification and revision based on the expert suggestion and the comment. The final product was developing based on the expert validation. The final product of this study is the pop-up book entitle This is My World which has size 27X33 the contain of some animal picture such as: frog, snake, crocodile, and objects the picture that have already describe by the researcher. The pop-up book contain of the description of each animal and objects

CONCLUSION

This pop-up book is developed to teach vocabulary. It contains of pictures and simple passages. There were some benefits from this media. For example; large printed and colorful pictures made whole classroom to involve the activities. It was made students easy to catch and understand the material that taught by the researcher.

The differences pop-up book between the other media was from the way to utilize it. It was promoted colorful pictures to the students. They were more interested in the pictures rather than just writing the meaning of the words. It could help students become more enthusiasts in the class. They didn't bore during teaching and learning process. It could help school which doesn't have sophisticate facilities in the class. The students were very happy to see the real picture in the pop-up book. They became more interested in the class

By this pop-up book, it is hoped that the English teacher of SMPN 2 Wagir can use it as media to teach vocabulary. For the next researcher, this pop-up book to develop pop-up which is used to teach different graders by providing suitable materials accompanied with varied activities for 1 semester. The Pop-up book needs more variation in term of the type of the picture, exercise and more challenging topic. It can also to teach the other skills in English language such as speaking, reading, writing, and listening.

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