

THE USE OF POP-UP BOOK TO IMPROVE ENGLISH SKILL AT SD NEGERI 2 GADING KULON DAU

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ABSTRACT

This research aims to know the use of pop-up book to improve English skill at SD Negeri 2 Gadingkulon. In this school, most students had low score in English skill because of limited media for teaching English. In this case, the researcher wants to improve English skill by implementing pop-up book for teaching. The subject of this research was second grade students which consist of 15 students. The method used in this study was classroom action research (CAR) in which the researcher worked collaboratively with the teacher. This research applied two cycles with four stages; planning, action, observation, and reflection. The data were taken from field note and scoring rubric. Furthermore, the result of this research was shown pop-up book can enhance students to be active and cooperative in the classroom. Therefore, pop-up book can improve students' English skill. It was proven by average score in cycle 1 was 70 and cycle 2 was 86. Thus, all the students achieved Minimum Mastery criterion (KKM).

Key words: Pop-up Book, English Skill

INTRODUCTION

Today, having good English language skill is a must. It is the language of the world that everyone used for communication. Based on Saarinen and Ursin (2012), the importance of English language skills has been recognized as a vital component for communicating. We must learn kind of language skill such as speaking, listening, reading, and writing. In daily life, it is not easy for children to learn four skills. As a consequence, the teacher are needed to guide young learners.

Teaching English to young learners has its own technique which teachers of young learners need to know to be effective in their teaching. Shin (2006) suggested various techniques for the teaching of English to young learners which included: using visuals, realia, and movement to supplementing activities, engaging learners in making visuals and realia. In this case, teacher can guide young learners to success in learning English by using various media such as using picture, book, magazine.

One of the solution for teaching young learners is by using appropriate media. According to Piaget (2000) media in teaching elementary is very important for student to understand the idea and information. Corwin (2003) supports that an important media in the classroom gives effect to motivate the students to learn English language. In teaching English media is important to transfer information to children clearly.

An English teacher, they should use media or authentic material to learn English language skills to young learners. Santyasa (2007) emphasizes that media is tool for deliver message, stimulus, attention and interest students to achieve the goal of learning. Thus, using media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effectiveness. Therefore, media play a significant role in helping students to learn. There are many of media could be applied one is Pop-up book.

Pop-up book is a book that includes text, line, shape, color, composition, and elements which is able to move within the pages of the story based on Bluemel, et, all (2012). Pop-up book is different from the other books because it has three-dimensional form every pages, the picture and object are not flat. Thus, pop-up book is different from the other books. The students will be motivated to learning. Bluemel, et al (2012) states that pop-up can motivated students to read the story. Students will be enthusiastic to respond the story because pop-up book can make the students surprised when they open the page.

Based on previous research regarding by Wahyuningsih (2013) in SDN Sukun 3 Malang showed that by developing pop- up as a reading activity suitable media to administer the students to read. The researcher found problem occurs in SDN 3 Malang, at that school there are some media teaching and learning but they do not really help the students. Therefore, the researcher used pop-up book to learn reading. The important used media in elementary school is useful for young learner. Using suitable media in teaching can enhance the students for learning, but in some elementary school media is limited. The researcher used suitable media for teaching to young learners. Because, almost elementary school does not use media for teaching, the researcher finds the solution. Febrianto (2015) in SMPN 1 Wonosalam Jombang showed that developing a Pop-up Comic Book for instructional Kinesthetic Learners in reading activity was positive that the media pop-up book could help kinesthetic learners to comprehension the story conducted another previous research. Kinesthetic learner is students that learn with 3D touch media, so kinesthetic learners need

pop-up book as a media for reading. The study showed pop-up book helps kinesthetic learners in reading narrative text. The learners allowed to play around with, sticking on the characters and matching the dialogue box with the characters.

Considering the previous research and preliminary study conducted by the researchers. The researcher is interested in studying improving English language skills in SDN 2 Gadingkulon Dau by using Pop-up book as a media because SDN 2 Gadingkulon Dau media has limited media to equip the students with various Media. Therefore, it influences the students' English language skill. The average mid-term score was 44 it is meant that they are low in English language.

Teaching English to young Learners

Teaching English to young learner is different from adult learner. Young learner has different stage development such as children like to talk and share what they see and hear. They love to try and do a new thing. Mijela (2014) states that children like to do experiment.

Having compete and capable in teaching in the classrooms is necessary for facilitating young learners to learn English language. According to Palmer (2008) "Everything about the way we teach English in-depth affect kids' development and learning." The teacher's role is very important to improve student language skills in the classroom. Moreover, Teaching English to young learners is challenging. Teacher must have a strategy to teach young learner to make them enjoy learning English in the classroom.

Definition of Pop-Up Book

There are several definitions of pop-up book according to some experts. Bluemel, Nancy, Taylor, Rhonda (2012) mention that "pop-up book is a book that offers the potential for motion and interaction thought the use of paper mechanisms such us folds, scrolls, slides, tabs, or wheels" every student will be surprised when they open every page in pop-up book. The reader will be more enthusiastic when they open the book because the character and the plot of the story may be factual and minimal that is not often being seen in the perusal of ordinary book.

The Implementation of Pop-Up Book in the Classroom

Teaching to young learner may be difficult, so teachers need media. Media can develop and motivate the students to learn English. Teacher can use visual things as media for example pop-up book as one of the media that could help students to improve their English

skill. Bluemel (2012) stated that one of interesting books young readers is “pop-up book”. Pop-up book can be used for teaching to motivate students to learn English. Pop-up book is useful for teaching students to read books, develop creativity, stimulate the child imagination, and also increase vocabulary.

The use of pop-up book for teaching EYL

Teachers are challenged to find new and better ways of encouraging children to read information in the book. Redencich & bohing (1988) argue that pop-up book or action book can motivate students to increase children’s knowleage. Pop-up book are natural attention because it stimulate young learners to involve by offering an engaging visual experiment that can be repeated each time. Huck et, al (1987) claimed that pop up or action book can Provide a tremendous eye appeal and an invitation to explore on offer. Hence, teachers use pop-up book for engaging young learner to learn English.

METHOD

The study employed collaborative classroom action research because both researcher and collaborator worked (Latief, 2012). The researcher used classroom action research (CAR) as the design. It is an effort to improve teacher quality in learning English in Elementary school. Latief (2012) claimed that classroom action research is an effective media in improving the quality of English teacher’s performance in instruction as well as students’ achievement in learning English in the classrooms. It meant that the teachers found the problems and difficulties of students in English learning process. However, teachers were required to find innovation and instruction for solving problems that can improve the quality of English learning process. This study focused on using pop-up in learning English to improve English skill to young learners at SDN 2 Gadingkulon Dau. It is located in Dusun Princi Desa Gadingkulon, Dau, kabupaten Malang. The subjects of this research were second grade involved 15 students.

This research equipped observation and test to gain the data. The classroom observation or monitoring was conducted by the researcher and collaborator during the activity. The researcher used field note in observing the class because field note was needed to write students’ progress while teachers were using Pop-up Book. Moreover, the researcher needed to make test in order to know whether the English problem in SDN 2 Gadingkulon could be solved or not. Moreover, the researcher used 2 kind scoring rubric criteria adapted from

Didi Sukyadi (2010). This research used four procedures; planning, action, observation, and reflection (Arikunto, 2006).

RESULTS AND DISCUSSIONS

Preliminary Finding

Before conducting this research, a preliminary study was conducted to find out the students' problem in English skill. In this case, it found generally two types of problem, they are external problem and internal problem. The external problem came from the media of teaching. In the other side, internal problem is initiated who are low in understanding. The students achieved low score in English skill. They got average score 44. There are 10 of 14 students got score lower than passing grade of English skill. Those all made their achievement became low and because of limited media for teaching and learning process. In this implementation of classroom action research, the researcher was a teacher. The teacher conducted the action research in two steps/ Each cycle included one meeting. Each meeting took 70 minutes. It was conducted on November 8th and 17th, 2017. In these cycles, the researcher used two different topics of pop-up books, pop-up book jungle and sea. Each cycle will present below:

Cycle I

A. Planning

Before the action was conducted in the classroom, planning of the action was carried out. It includes designing the lesson plan, preparing the material, worksheet, animal picture, preparing media, and preparing the instruments to conduct the research. The plan was implemented for one meeting. There were 3 main activities during the action; pre-teaching, whilst teaching, and post teaching. Observation, the observation result in cycle I, *the researcher and the collaborator worked together to analyze the data taken from field note and scoring rubric.* In field note, The researcher and collaborator found the used of pop-up book could attract and students to understand the material. It could be seen from their participation during the lesson and they paid attention to the teacher during the learning process. The students' score also showed improvement more than 75 acquired minimum mastery criteria score. But the students had difficulty in making simple sentences about animal (writing skill). From the result above could conclude that most of the students achieved minimum mastery criteria, but there are two students, who did not get the criteria, and the average score was 70.

B. Reflection

In reflection, teacher and collaborator discussed the result from the first cycle. The teacher and collaborator found strengths and weaknesses. There were:

1. Strengths
 - a. There was an improvement of student's English skill. It was showed from the table score. The average score for Cycle I was 70.
 - b. The students focused more on the learning process. They had more attention to the teacher's explanation.
 - c. The media helped students to understand the lesson. It could be seen from students' score.
2. Weaknesses
 - a. The students were active but there were several students still passive.
 - b. The students had difficulty in writing.

From the result of reflection above, it showed that the action result had strengths and weaknesses. Therefore, the teacher and collaborator thought that it was important to make the next planning in order to overcome the weaknesses.

Cycle II

A. Planning

Based on the reflection in Cycle I, the teacher wanted to solve the weaknesses. The teacher and collaborator revised the plan for Cycle II. In this cycle, the teacher and collaborator discussed together to use the next pop-up book media entitled "*sea*". They wanted to improve students' English skill especially in writing skill.

B. Action

There were 3 main activities during the action; pre-teaching, whilst teaching, and post teaching.

C. Observation

Observation result in Cycle II was collected. The teacher used some techniques like in Cycle I. The improvement could be seen from the average score. All students achieved KKM score. The improvement of English skill can be seen the score. the student's score in Cycle II. From the result above showed that all the students achieved minimum mastery criteria. The lowest score was 72, and the highest score was 96, there were 3 students got highest score. In conclusion, Cycle II could improve the problem in Cycle I.

D. Reflection

In reflection, the teacher and collaborator found strengths and weaknesses. They were:

1. Strengths

- a. The students still remembered the name of animal in Cycle I and II.
- b. There was improvement of student's English skill. It was showed from the table score. The average score for Cycle II was 86. All students achieved KKM score.
- c. The students focused more on the learning process. They had more attention to the teacher's explanation.
- d. The media helped students to understand the lesson. It could be seen from students' score.

3. Weaknesses

- a. The song was played really fast, but it still helped the students to understand the lesson.
- b. The students were active but there were several students still passive. The teacher controlled and helped them to involve in the learning process.

After finishing the second Cycle, the teacher discussed with the collaborator about the Cycle II result. They decided not to revise the next plan and stop the cycle. The result of the Cycle II has shown better improvement. The improvement of English skills both Cycle I and II.

Discussion

In teaching English to elementary school students, teachers should know the characteristics of young learners. They are active learners to do anything. Mijela (2014) also has same statement, young learner is active learner like to do experiment anything. In addition, to make the students interest in learning English, the teacher should understand the characteristic of young learners.

Based on the result of the observation, media was needed to teach English for young learner by using appropriate media that could help them more understand in learning English. It is supported by Suyanto (2007) that the use of effective and interesting media in teaching can help the students understand the lesson easily. Suitable media was used to attract the students' attention in learning English such as, pop-up book. It was supported by Bluemel (2012) states pop-up book could attract young learner's interest. Pop-up book could develop students' creativity, stimulate students' imagination. It is facilitate children to love reading.

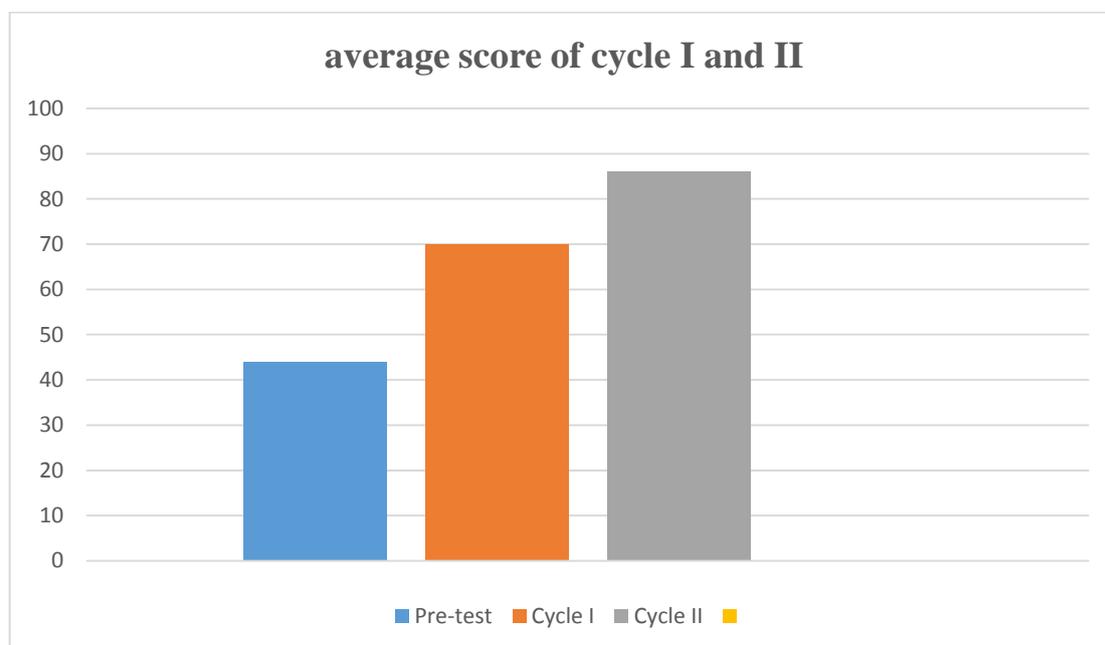
Pop-up book gave the positive effects for students. Based on the observations, the students were attracted, enthusiastic, and curious to learn English. In line with Van Dyk, (2010) teaching used Movable and pop-up books is clever ways, making the learning

experience more effective, interactive, and memorable. The students also got higher motivation to learn English after using pop-up book. Considering with Bluemel (2012) the book that interested by young learner is pop-up book. They did not get bored in the class and pay attention to the teacher's explanation. In summary, by implementing this media the students were joyful in learning English.

This research also found that pop-up book is different from the other books. This book has 3 dimensional pictures which looked areal or alive. So that the students were more curious to open every page in the book. It is supported by Bluemel (2012) that every students will be surprised when the picture is opened. Therefore, the pop-up picture in this book helped the students easily remember the lesson.

Formerly, the students capability were low in English. After using pop-up book, the students' english skills were significantly improved. It was proven in the result of observation from cycle I and II. There is a good interaction between the teacher and the students. The students more focus on the teacher's explanation. They were excited during the teaching and learning processes in cycle I and II. The use of pop-up book could directly lead the students to concentrate the topic of the day.

The use of media could improve students' score in cycle I and II. This could be seen from the average of the result in every cycle. It is presented below:



From result of table above, there was improvement of students' score in cycle 1 after Pre-liminary score. However, this improvement was not as higher as cycle II. According to the

result of this research, it could be assumed that pop-up book is appropriated media for improving English skill and helping the teacher in teaching English.

CONCLUSION AND SUGGESTION

A. Conclusion

The action research was implemented at second grade of SDN 2 Gadingkulon. The research was conducted on November 8th and 15th, 2017 during the first semester of academic 2017/2018. The aim of this study is improving English skill that was successful. The actions were carried out in two cycles.

The data in this research showed that the use of pop-up book in teaching English could overcome the problems at SDN 2 Gadingkulon. It has influenced to enhance students to be active and cooperative in the classroom. Furthermore, pop-up book helped the students to understand the lesson. Because, using appropriate media in teaching English made the students more interested in studying English.

B. Suggestions

Related to the conclusions of the research above, the students who used pop-up book in teaching English had better improvement at SDN 2 Gadingkulon. Hence, the researcher would like to give suggestion addressed for all teachers in elementary school, students, and further researcher. The details are presented below:

- a. Elementary school teacher, the researcher would like to suggest Elementary school teachersto use pop-up book media for teaching English. Pop-up book is appropriate media for teaching young learner. It could help the teacher to deliver knowledge and improve the students' English skill.
- b. Students, Pop-up book could be used as a book for daily reading. It would be better if students have book to read not only in the classroom but also at their home.
- c. Researchers, the suggestion is for further researchers who want to do similar research is advised to investigate more in using pop-up book in different subjects and different activities.

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