



THE USE OF POP UP BOOK MEDIA TO IMPROVE READING AT THE SEVENTH GRADE STUDENTS OF SMP N 3 ALAS BARAT

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INFO ARTIKEL

Riwayat Artikel:

Diterima: 03-02-2018

Disetujui: 25-03-2018

Key Word:

Reading

Pop Up Book Media

ABSTRACT

Abstract: Pop Up Book is the role of media is very important in the learning process. The presence of the Pop Up book media can support the learning process, facilitate students in understanding the learning material. This research was aimed to improve reading through Pop Up Book media the seventh grade students of SMP N 3 Alas Barat. The research belongs to collaborative action research which created a collaboration between the teacher of the seventh grade. The subject of this research was the seventh grade student of SMP N 3 Alas Barat which consists of 14 male students and 10 female students. The technique of collecting data was test, observation, and documentation. The technique of data analysis was descriptive, both quantitative and qualitative. The result of this research shows that there is an improvement of reading of the students of seventh grade in SMP N 3 Alas Barat after using Pop Up Book as the media i.e. the average score from the average score at 65 before treatment (Pre-Action), it became 72 after the first cycle and reached 83 at the second cycle. The number of percentage was also increased from 36% before treatment (Pre-Action) became 64% at the first cycle and 96% at the second cycle. Besides, based on the observation, the students and their teacher also had an improvement in each cycle. The students are more active in learning process for each cycle.

A. BACKGROUND OF THE STUDY

In Indonesia, the use of English as the printing media has been familiar for decades. The local and the international magazine and the Jakarta Post and some other English local magazines provide evidence for such situation. The use of English as a tool to deliver materials in those media indicates that English is widely used in Indonesia.

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Even kindergarten and elementary students have also learned the four English skills; they are listening, reading, speaking and writing. One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to (Wichadee, 2003) be applied in speaking and writing. Additionally, reading skill is used in the final examination. So the students must have a good English reading if they want to pass the exams and graduate from the school.

English is not only used as a means of human communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory

subject in Junior High School. Then, English teachers who could conduct the teaching English well are needed.

Based on Kompas (30/10/2012) the result of the final examination in Junior High School is still low. There are some problems which influenced the result of the final examination. They are from the teacher itself, the method, and the motivation.

The fact in the classroom of SMP N 3 Alas Barat, especially in seventh grade the English teaching and learning is focused on helping the students pass the final exam only. Students are taught how to answer the questions and how to finish the questions of the final exam exercises with the time the teacher gives to the students. Additionally, teaching and learning processes take more time only in reading the texts and answering some questions related to the texts.

Unfortunately, the teacher is still the center of the learning. As argued by Wichadee (2003:3) the teacher-centered approach taking place in traditional classrooms does not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition. Based on the information from the teacher and the researcher's observation, teacher center learning still happened to the seventh grade students in SMP N 3 Alas Barat and the students tend not to listen the teacher because there is not variety of teaching, so many

students are less motivated and feel bored in learning reading English in the classroom.

Since students often feel bored in doing the reading activity above, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing English reading activity. Harmer (2002) states that teaching reading is taught from junior high school to university by using many kinds of methods applied by English teacher. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class.

Working in group, therefore, is believed to solve the problem. According to Wichadee (2003:1-2), the students who do not like to speak in the large class are comfortable speaking out in a small group. Group member can complete their strength and weakness in learning English reading because each student has a different background and ability in learning English which he or she can bring to the group. For example, one student may have strength in vocabulary that can supply to the students with a solid background grammar. Furthermore, slow student will be benefit from interaction with better one, and good student will feel proud they play an important role in helping their weaker classmates.

One problem of working in group method is the students are responsible to learn only their own subtopic or subtask and they do not learn their friend's subtopic or subtask. For example, if one student has one topic of the reading text while his group must present all the topics to the class and also must answer all the topics from the teacher and other students, it will become dangerous for him and for his group. Pop up book is one of the activities of cooperative methods which can solve this problem. Dzuanda (2011:1) says that in media pop up book is a book shaped media having a three dimensional (3D) element and motion. The material on pop up book is delivered in the form of an interesting picture because there is a section which opened can move or change shape. So, if the team is to succeed, team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Based on the explanation above, teaching reading should encourage the student's cooperation, in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of English reading will achieve the better result. That is why a new strategy or method to improve the students' reading skill is needed to overcome the above problems. Based on the background above, the researcher is interested in conducting a research to improve the reading skills by using pop up book.

B. RESEARCH METHOD

Research model in this research refers to the process of conducting research which was put forward by Wardhani and Kuswana (2008: 3.44), which consist of: (a) planning; (b) implementation of the action; (c) observation; (d) reflection. Implementation planned in 2 cycles.

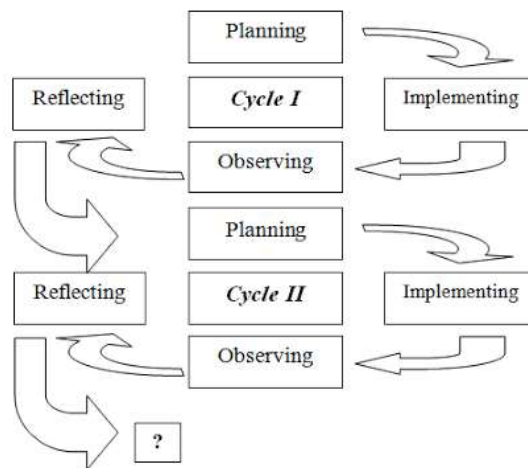


Figure 1. Research Method

This research was conducted in class VII in semester I (odd) academic year 2017/2018 at SMP N 3Alas Barat, Sumbawa. The reason for implementation of research in seventh grade students at SMP N 3 Alas Barat are: (1) The students reading skills is still low, as evidenced by the average grade in the text reading activities of 55; (2) When learning English activities, the students are less willing to read in front of class; (3) The material for learning English is still lacking; (4) The intonation of the pronunciation of English reading sentences is still lacking; (5) The students reading less sentence; (6) Pronunciation and intonation are also less clear; and (7) The students are less expressive when reading. The fact is based on observations and interviews conducted by researchers before formulating the problem. This research was conducted in November 2017 during the learning process.

**C. FINDING
PRE-ACTION**

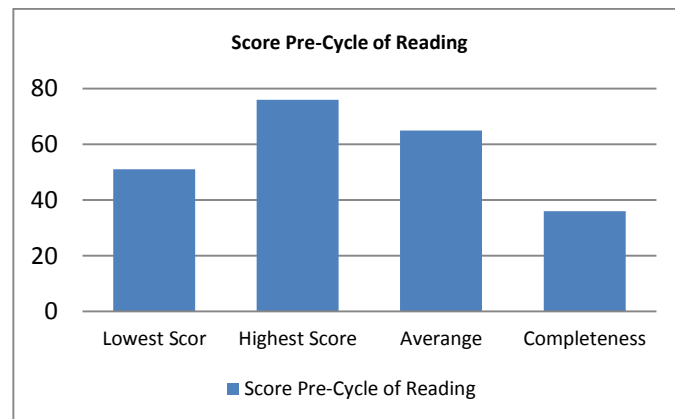


Figure 2. Score Pre-Cycle of Reading

From the above values can be obtained average 65, and can be known the high score 76, the lowest score 51. The number of students who achieve the average score is 9 students with 36% percentage, while the number of students who had not reached the average score is 15 students with 64% percentage. For pre-cycle reading ability can be seen from the following reading test score.

TABLE 1.
RESULT OF SCORE PRE-CYCLE

| No | Name | Reading Score |
|----------------|------|---------------|
| 1. | AR | 55 |
| 2. | HR | 28 |
| 3. | MP | 50 |
| 4. | MALF | 57 |
| 5. | MAZ | 54 |
| 6. | NS | 52 |
| 7. | NAS | 59 |
| 8. | PW | 45 |
| 9. | PRA | 57 |
| 10. | RS | 54 |
| 11. | RIN | 47 |
| 12. | RFR | 43 |
| 13. | RIS | 58 |
| 14. | SLT | 49 |
| 15. | SLA | 36 |
| 16. | SU | 39 |
| 17. | SHI | 43 |
| 18. | SYN | 58 |
| 19. | TH | 39 |
| 20. | WD | 29 |
| 21. | YA | 60 |
| 22. | ND | 32 |
| 23. | SMI | 74 |
| 24. | NEH | 44 |
| Average | | 49 |

| | | | | |
|----------------|------|-----------|-----------|----------|
| 4. | MALF | 57 | 70 | Improve |
| 5. | MAZ | 54 | 70 | Improve |
| 6. | NS | 52 | 60 | Stagnant |
| 7. | NAS | 59 | 71 | Improve |
| 8. | PW | 45 | 52 | Stagnant |
| 9. | PRA | 57 | 75 | Improve |
| 10. | RS | 54 | 55 | Stagnant |
| 11. | RIN | 47 | 71 | Improve |
| 12. | RFR | 43 | 55 | Stagnant |
| 13. | RIS | 58 | 72 | Improve |
| 14. | SLT | 49 | 75 | Improve |
| 15. | SLA | 36 | 60 | Stagnant |
| 16. | SU | 39 | 66 | Stagnant |
| 17. | SHI | 43 | 70 | Improve |
| 18. | SYN | 58 | 59 | Stagnant |
| 19. | TH | 39 | 60 | Improve |
| 20. | WD | 29 | 70 | Improve |
| 21. | YA | 60 | 75 | Improve |
| 22. | ND | 32 | 57 | Stagnant |
| 23. | SMI | 74 | 76 | Improve |
| 24. | NEH | 44 | 67 | Stagnant |
| Average | | 49 | 65 | |

CYCLE 2

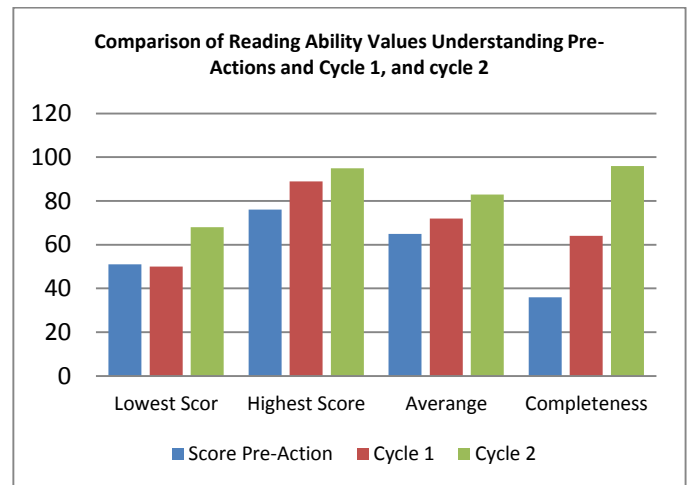


Figure 3. Result of All Cycle

CYCLE 1

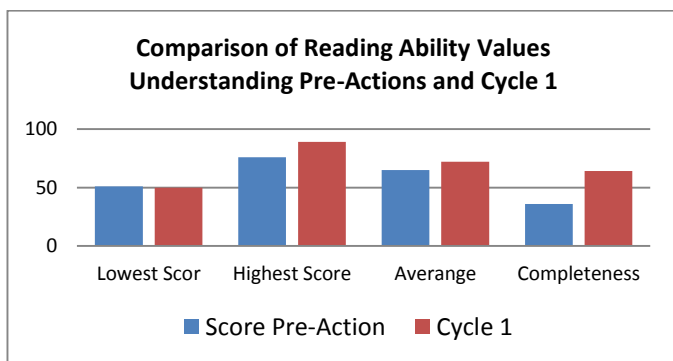


Figure 1. Result of Cycle 1

From the diagram can be seen that the lowest value in pre-action 51 but decreased in the first cycle to 50, the highest value in the pre-action 76 increased in first cycle to 89, the average value on pre-action 65 increased in first cycle 72. The students reading test results can be described as follows.

TABLE 2
RESULT OF CYCLE 1

| No | Name | Score of Reading | | Statement |
|----|------|------------------|---------|-----------|
| | | Pre-Action | Cycle 1 | |
| 1. | AR | 55 | 60 | Stagnant |
| 2. | HR | 28 | 55 | Stagnant |
| 3. | MP | 50 | 51 | Stagnant |

From the diagram can be seen that the lowest value on pre-action 51 but decreases in cycle 1 to 50 and in cycle 2 goes up to 68, value the highest in pre-action 76 increased in cycle 1 to 89 and increased in cycle 2 to 95, the average value in pre-action 65 increased in cycle 1 to 72, and increased again in cycle 2 to 83. The test results reading students can be described as follows:

TABLE 3
RESULT OF ALL CYCLE

| No | Name | Score of Reading | | | Statement |
|-----|------|------------------|---------|---------|-----------|
| | | Pre-Action | Cycle 1 | Cycle 2 | |
| 1. | AR | 55 | 60 | 70 | Improve |
| 2. | HR | 28 | 55 | 59 | Stagnant |
| 3. | MP | 50 | 51 | 55 | Stagnant |
| 4. | MALF | 57 | 70 | 74 | Improve |
| 5. | MAZ | 54 | 65 | 71 | Improve |
| 6. | NS | 52 | 60 | 62 | Stagnant |
| 7. | NAS | 59 | 71 | 73 | Improve |
| 8. | PW | 45 | 52 | 72 | Improve |
| 9. | PRA | 57 | 75 | 78 | Improve |
| 10. | RS | 54 | 55 | 75 | Improve |
| 11. | RIN | 47 | 71 | 73 | Improve |
| 12. | RFR | 43 | 55 | 57 | Stagnant |
| 13. | RIS | 58 | 68 | 71 | Improve |
| 14. | SLT | 49 | 75 | 76 | Improve |

| | | | | | |
|----------------|-----|-----------|-----------|-----------|----------|
| 15. | SLA | 36 | 60 | 70 | Improve |
| 16. | SU | 39 | 66 | 73 | Improve |
| 17. | SHI | 43 | 70 | 72 | Improve |
| 18. | SYN | 58 | 59 | 75 | Improve |
| 19. | TH | 39 | 60 | 72 | Improve |
| 20. | WD | 29 | 70 | 71 | Improve |
| 21. | YA | 60 | 75 | 77 | Improve |
| 22. | ND | 32 | 57 | 60 | Stagnant |
| 23. | SMI | 74 | 76 | 89 | Improve |
| 24. | NEH | 44 | 67 | 70 | Improve |
| Average | | 49 | 65 | 68 | |

Based on the data above the students reading ability in cycle 2 has increased in each cycle but there a student who wasn't be able to increase due to lack of understanding of the teacher explanations. For the recitation many students has already pronounced word correctly.

D. DISCUSSION

English learning is particularly a reading aspect done by the teachers so far has been good, but in the learning process the students were still less enthusiastic and passive role in learning. The teachers use the handbook as learning resource. Lessons learned wasn't utilized the media so that students has less interested in reading learning. But utilizing the media in learning can make students improve understanding and gain information (Arsyad, 2011: 16).

Overall implementation of reading learning using the Popup Book media at the seventh grade students of SMP N 3 Alas Barat 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 80% of students has reached the value average is 75 and indicates and increase in reading ability. So this study doesn't require any action cycle 3.

Based on discussion made by the researchers, that can be includes the ability to read at the seventh grade students of SMP N 3 Alas Barat can be increased through the using Popup Book media.

E. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the results of research and discussion, that can be concluded learning by using Popup Book media can improve reading ability at the VII grade students of SMP N 3Alas Barat. This can be evidenced by the increase the average value and improvement of students reading ability. Applied that learning make use of Popup Book media students becomes more active and enthusiastic in following learning. The students were also more daring to ask question. The teacher was also managed to create effective and fun learning.

The reading ability of students was increased from the mean value of 65 in the pre-action, 72 in cycle 1, and 83 in cycle 2. The students was mastery of classical also

increase. Pre-action completeness of 36% with 9 students from 24 students has fulfilled the KKM. The students completeness increased in cycle 1 to 64% that is 15 students from 24 students has fulfilled the KKM. In the cycle 2 was also increased the students completeness to 96% that is 23 students from 24 students has fulfilled KKM. In the reading test results seen from aspects of pronunciation, intonation, fluency, and clarity in each cycle of students has increased.

The basic process improvement reading ability in accordance with the steps of reading using Popup Book media are: (1) the students observing media Popup book prepared by teachers, (2) the teachers enable students in reading, (3) the students predict about the contents of stories in Popup Book, (4) the teacher asks the contents of the reading is related to the students experience, (5) the students asks question with the teacher related to the content of the reading, (6) the teacher gives emphasis on each page, (7) the students conclude or retell the contents of the ability.

2. Suggestion

Based on the result of research that has been presented, then the suggestion given were:

a. For Students

The students should be more active in learning, not shy to ask, and can use the existing learning media to maximum such as the use of Popup Book media to the maximum so that the ability to read can increase.

b. For Teachers

The teachers can choose a media that is tailored to the material has been delivered and interesting for students so that the learning objectives can be achieved. Once of the media in question the Popup Book media.

Acknowledgement

The writer would like to thanks to My first Consultant, Asbah, M.Hum, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me very much in all the time of the research and writing this thesis. I could not have imagined having a better advisor for my study. And my second Consultant, Humairah, M.Pd, as my second advisor who gave me comments, guidance, suggestions, and motivation for the improvement of my a researcher. Then, the researcher would like to say thank's for Dr. Lukman, M.Pd, Muslimin, M.Pd, and Ilham, M.Pd.BI as my examiner that has given some correction and revision in researcher thesis.

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