



Developing English-Based Pop Up Book Media to Increase the Early Childhood's Motivation

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Abstract

This study aims to develop a Pop Up Book media for increasing motivations early childhood. Therefore, learning media is needed that can facilitate students in learning, one of which is Pop Up Book media. Pop-up book media. Pop-up books are books that have moving parts or have three-dimensional elements and provide a more interesting visualization of the story, starting from the display of images that can move when the page is opened. With the guidance of the teacher, students can write descriptive text by looking at the pictures and vocabulary in the Pop Up Book. The design of this research is research and development or research (R&D). The development model used is ADDIE (analysis, design, development, evaluation, implementation) using the Dick and carry development model. The results of this study indicate that the level of product feasibility by material experts and media experts is included in the valid category and is suitable for use but needs to be revised. From the results of the design expert data, the results of the Pop-Up Book learning media are valid and feasible to be applied learning to increase early childhood's motivations. Based on the results of the validation that has been carried out by the material expert, it can be seen that validation of the material expert obtained an average score of 96,66% With the criteria "very good". And based on the validation results that have been carried out by design experts, it can be seen that the value is 96% with criteria "very good".

Keywords: *Pop Up Book Media, Language Development, Early Childhood's Motivation*



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INTRODUCTION

21st century is understood as the era of information and globalization, the government realizes that English is very important, and human resources must be able to communicate in English. English is very important for Indonesian people to face the development of the world (Sari, Utama, Suhono, & Yawisah, 2019). It has also become a compulsory subject for Indonesian language learners, especially writing lessons. Writing is one of the four language skills that must be mastered by students in English lessons (Nurjanah, 2022). Through writing, writers create an environment that shapes their thoughts and themselves. However, there are still some people who never had an early or long-lasting interest in books and writing. One of them is at educations for early childhood. In learning to use English, of course, there are several ways and strategies. It makes a pattern in order to foster early childhood motivation to participate in learning (Nur Tanfidiyah & Ferdian Utama, 2019).

Therefore, there are types of texts in English that teachers can choose to encourage writing activities for students. One of them is descriptive text. Descriptive text is a piece of writing whose content aims to provide a detailed and clear description of an object to the reader. In descriptive text, it is usually arranged based on the identification of general statements, section descriptions, closings. While in learning many students do not understand descriptive text. So that their ideas and creativity do not appear because of their ignorance of the descriptive text material (Tulasih, Yussof, & Kristiawan, 2022). There is one other factor that causes students to lack understanding in learning, namely the absence of interesting media to support the process of learning to write. To find out more about the problems that occurred in the some early childhood education school's. According to tem, one of the problems that when the subject of writing descriptive texts is the lack of motivation and the learning media used is inadequate, and the method used today is the lecture method, so student feel bored and interest in learning to write is reduced. From the results of observations made an teacher must have a new media so that students can understand the lesson to the maximum, and the teaching methods used today must be updated so that the learning process can run smoothly and students can understand the material provided, and teacher must helping student to solve the problems (Utama & Tanfidiyah, 2019).

Based on some of the problems that occurred above, it can be concluded that the problem occurs because there is no learning media to understand and write descriptive texts for children used by teachers in the learning process (Ansorida, 2022). Therefore, to foster student motivation in learning descriptive texts, innovative media are needed, so that students' creativity and ideas can be stimulated through these media (Nur Tanfidiyah & Ferdian Utama, 2019). One of the media that can help is Pop Up Book. Pop Up Book is a media in the form of a book and has 3-dimensional elements and can move when the page is opened, has a beautiful image display and can be erected to provide visualization. Stories are more interesting and can develop creativity, and stimulate students' imagination. Therefore, in this study, one of the learning media was tested to write descriptive text Pop Up Book (Listriani, Hapidin, & Sumadi, 2020). With the Pop Up Book, it is easier for students to string words into

whole sentences. So that it becomes a descriptive text. In addition, the learning process with Pop Up Book media, will be much more fun because the media can increase students' interest and attention in the learning process.

Pre-survey was conducted on 02, August 2021 some early childhood education schools located in metro city. It can be seen that the students' problems in writing descriptively are: (1) students find it difficult to put their ideas into words or sentences. This is caused by the lack of students' interest in reading (Oktariana, 2021). (2) the lack of students' abilities in the competence of grammar, vocabulary, and pronunciation questions. Students' academic abilities. (3) students also still have difficulty in assembling paragraphs and distinguishing descriptive text from other texts.

METHODOLOGY

The type of research used in this study is research and development method. In development usually use the ADDIE model which stands for Analysis, Design, Development or Production, Implementation or Delivery and Evaluation. Furthermore, Borg and Gall state that for needs analysis research so that hypothetical products can be produced, basic research methods are often used. The research procedures consist of:

- a. Initial studies include literature studies, field studies, and completion of the initial draft of the product.
- b. Test the product with a limited sample then a wide sample.
- c. Product testing by experimentation and socialization.

This method has also been widely used in the fields of education and engineering. The research subjects in this study were material experts, media experts, early childhood teacher, and students from 5 early childhood education institutions in metro city. To produce an effective product takes a long time, because it goes through a lot of research. Then to test products that are hypothetical by using basic research (action research). After the product is tested, it can be used (Sugiyono, 2010). Product testing through applied research. The purpose of development is to find, develop, and validate a product. In addition, the learning process requires good communication between teachers, to support optimal learning, and the material presented does not seem boring and uninteresting.

RESULTS AND DISCUSSION

Pop Up Book Media

Pop Up Book to improve students' ability in writing descriptive texts, teachers need learning media that can help students understand the lesson. Therefore, Pop Up Book media is used in writing skills. Pop Up Book is a book that has 3-dimensional elements and can move when the page is opened, has a beautiful and upright image display, provides a more interesting visualization of stories and can develop students' creativity and stimulate imagination. Pop Up comes from English which means "pop out". According to Dzunda, Pop Up Book is a book that has moving parts or has 3-dimensional elements and provides a more interesting visualization of the story, starting from the display of images that can move when the page is opened.

Continuing with that, according to Kurniawati, Pop Up Book media can be said to be standing picture books that resemble real situations and can be used for

very interesting learning media (Kurniawati, 2018). Meanwhile, according to Bluemel and Taylor Pop Up Book is a book that displays the potential for movement and interaction through the use of paper as a material for folds, rolls, shapes, wheels, or rotations (Dewanti, E Toenioe, & Soepriyanto, 2018). Pop Up Book itself has a part that can move when the page is opened so that the state of the paper on the page changes. At first glance, the Pop Up Book is almost the same as origami, both of which use paper folding techniques. The origami is more likely to create objects or objects (Ramadhani & Mahardika, 2018).

From some of the opinions above, it can be concluded that the Pop Up Book is a book that has 3-dimensional elements with an attractive image display and gives an amazing effect. Compared to other textbooks, Pop Up Books provide more enjoyment for children to find ideas and string words into descriptive text. The advantages of Pop Up Books are that they are new and interesting media for children to learn to describe their original state.



Figure I. Pop Up Book Media

According to Dzuanda in Hanifah, the benefits of Pop Up Book media that are very helpful are: Teach children to appreciate books more and treat them well. Bringing children closer to their parents because Pop Up Book has a subtle part that gives parents the opportunity to be with their children and enjoy the story (closer the relationship between parents and children). Develop children's creativity. Stimulate children's imagination. Giving knowledge to providing a description of the shape of an object (object recognition) and can be used as a medium to foster reading motivation in children (Dewanti et al., 2018). The Uses of the Pop Up Book, according to Blunnd and Taylor are: To develop young people's love for books and learning motivations, For early childhood students to bridge the relationship between real life situations and the symbols that represent them. For older students or gifted students having abilities can be useful. to develop critical and creative thinking skills. For those who are reluctant to read, children with learning disabilities in English as a second language (ESL), can help students to capture meaning through interesting picture representations and to generate the desire and encouragement to read independently with the ability to do so skillfull.

The advantages of the Pop Up Book as stated by Dzuanda are, provide a more interesting visualization of the story starting from the display of images that look more dimensional to images that can move when the page is opened or the part is shifted. Provide surprises in each page that can invite amazement when the page is opened so that readers wait for what other surprises to come. will be given on the next page. Strengthen the impression to be conveyed in a story and. A more dimensional visual display makes the story feel more real coupled with the surprises given in each page. Lack of Pop Up Book, according to Dzuanda the media pop-up book has drawbacks, namely processing time tends to be longer because it requires extra accuracy, and the price is relatively expensive.

According to Hasnida, media is often identified with various types of equipment or means to present messages. But in this case the most important thing is not the equipment, but the learning messages brought by the media or the teachers who use them (Fitriani, Taty Fauzi, & Puspita Sari Jaya, 2019). The learning media is a tool used by teachers to convey messages or information to students in order to achieve goals. So the media is a tool or shortcut used to convey messages or information to the general public in order to achieve its goals. Media is also divided into several types according to Heinich and Moelanda, there are six basic types of learning media, namely: Text, is a basic element for conveying information that has various types and forms of writing that seek to provide attractiveness in conveying information. Audio media, helps convey messages more effectively, helps increase attention to the material presented. Audio types include background sound, music, or voice recording and more. Visual media, media that can provide visual stimuli such as pictures/photos, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards and others. Motion project media, including motion pictures, tv programs, video cassettes (CD, VCD, or DVD). Artificial objects (miniatures), such as three-dimensional objects that can be touched and touched by students. This media is made to overcome the limitations of both objects and situations so that the learning process continues to run well. Humans, including teachers, students, experts or experts in certain fields.

Today teaching is carried out in an activity that we know as teaching. Teaching is the main task of an educator (teachers, lecturers, tutors, instructors) to improve student achievement, and the learning process runs optimally so that students can understand the material provided by the teacher. Teaching is seen as a system consisting of components that depend on each other, and are organized between competencies that must be achieved by students, subject matter, subjects, teaching methods and approaches, teaching media, learning resources, class organization, and assessment. Teaching is a process of interaction between teachers and students in the classroom, teaching is increasingly being used to make judgments about quality, teaching, career advancement, and teaching funding it self (Oktariana, 2021). In relation to the notion of teaching, Hasibuan says that teaching is an activity to organize or manage the environment as well as possible and connect it with children, so that the learning process occurs.

In the mid-20th century, teaching is still defined as the process of providing guidance to improve student learning abilities, all of which are teacher-centered. However, at the beginning of the second half of the 20th century the educational model was student-centered, although the teacher's role was still very large in the learning process. Even so, the transition of learning centers that were originally on

the teacher and shifted to students did not escape the many criticisms made by educational democrats. By the end of the 20th century, the notion of teaching had changed. Teaching is an act of someone who tries to help others achieve progress in various aspects as optimally as possible according to their potential. The result of the teaching process is that students have a high ability to learn easily and effectively. From the above understanding it can be concluded that teaching is a process of activities to help others achieve optimal progress according to their level of potential, cognitive, affective, and psychomotor development.

Pop Up Book Media to Increase the Early Childhood's Motivation

Research and development as a systematic study of complete scientific knowledge or understanding of the subject under study. This research includes basic research in accordance with the research objectives, namely developing Pop Up Book media with English descriptive text writing skills. One of the efforts to produce developed learning media, researchers use research and development procedures, namely the Dick and Carry research and development model which has five stages of development. In this study, researchers only used three stages due to time and cost limitations in completing all stages. Therefore, the researcher only used three stages. At the analysis stage at material experts, media experts, early childhood teacher, and students from 5 early childhood education institutions in metro city, researchers collected relevant information in the field, namely researchers conducted interviews with English subject teachers. After conducting interviews, the weakness that occurred was the lack of learning media used by the teacher only in the form of books, so learning English was too monotonous and resulted in students being less active. The results of this study are used as a reference for making teaching materials used to overcome problems that occur in the field. Seeing the existing problems, the researchers took the initiative to develop learning media to improve students' motivations.

After conducting the analysis stage, the researcher collected data, then the researcher prepared descriptive material in the form of a collection of pictures and vocabulary. Then the researcher also considers the time, cost and matters related to the development of a Pop Up Book based on writing skills. This is done so that the research carried out is in accordance with the target and can be completed properly. The next stage in the design development carried out by the researcher is designing the initial cover. Then the predetermined plan, sorting the images that will be included in the Pop Up Book.

Furthermore, in the product design stage, the researcher validated the design, while the researcher carried out the stages, namely the validation of the material expert based on the validation of the material expert who was carried out by the product assessment having a percentage of 96.66% with the criteria of "very good". The initial product was revised according to input and suggestions for improvement from material expert validators, while improvements that need to be made are the size of the vocabulary writing is not large, fonts and colors are less attractive, adding themes to each page. In addition to conducting the validation stage for material experts, the researcher also carried out a validation stage for design experts and obtained the following values of 96% with the criteria of "very good". The initial product was revised according to input and suggestions for improvement from design expert lecturers, while the improvements that the researchers made were

repairing images that were not in accordance with the early childhood level, missing pages, adding themes to each page.

Based on the results of the validation carried out by 2 expert lecturers, namely 1 Tadris Mathematics lecturer at IAIM NU Metro Lampung, namely Dr. Agus Setiawan, M.Pd as a design expert and Mr. Andika Ari Putra, M.Pd as a material expert. After the validation stage is carried out by the validator, the product developed is considered feasible to be used as a learning medium. Media that has been validated by material experts and design experts. Furthermore, it was tested in learning, this trial was carried out by students from 5 early childhood education institutions in metro city. Of the 20 respondents the percentage of 97% with the criteria of "very good" will be used as a reference for revising the developed learning media. After going through several stages in this research in the form of teaching materials in the form of Pop Up Books to improve students' motivation, Central Lampung. The teaching materials developed by the researchers were in accordance with the steps for the preparation and development of learning media from the Dick and Carry development model, namely ADDIE (Analysis, Design, Development, Implementation, Evaluation), in this development the researchers only used three stages, namely analysis, design, and development, due to cost and time constraints.

Furthermore, the development of these teaching materials meets the criteria of attractiveness as a learning medium, in this case the learning media in the form of a vocabulary-based Pop Up Book can be used by high schools. The advantages and disadvantages of Pop Up Book media are providing a more interesting visualization of stories, starting from the appearance of images that look more dimensional to images that can move when the page is opened, providing surprises on each page that can invite amazement when the page is opened so that the reader waits. What other surprises will be given on the next page, strengthening the impression to be conveyed in a story, and a more dimensional visual display that makes the story feel more real plus the surprises given in each page. Meanwhile, the drawback of Pop Up Books is that the processing time tends to be longer because it requires extra precision, and the price is relatively expensive.

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CONCLUSION

The conclusion obtained from this research and development is that the developing English-base Pop Up Book media can improve the early childhood's motivations, using the model that has been developed by Dick and Carry, namely ADDIE (Analysis, Design, Development, Implementation, Evaluation). For product trials, at the product validation stage by the experts scholars. The teacher's response criteria to Pop Up Book Media based on writing descriptive text obtained an average

score of 98% with very good criteria, while student responses to Pop Up Book based on increasing motivations obtained a score of 96% with very good criteria.

Suggestion in this reaserch to teachers should be able to further develop student learning media, one of which is using pop up book media to improve students' descriptive text writing skills. What researchers hope for other research in order to increase students' ability in writing descriptive English texts, one of which is by adding more interesting and varied images.

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