

DEVELOPING A POP UP BOOK TO TEACH READING NARRATIVE TEXT

***Destriwanty Erria Nainggolan**

****Meisuri**

****Anggraini Thesisia Saragih**

ABSTRACT

The aim of this study was to develop a Pop Up Book as learning media for teaching reading narrative text for tenth grade students at SMA Swasta Raksana Medan. The research method that used in this study was Research and Development (R&D). The subject of this study was tenth grade students of SMA Swasta Raksana Medan. Questionnaire was administrated to the teacher and students to get information about students' need, existing media. It was found that 79% students said that they were bored learning English in reading skill by using textbook. 89% student said that the media that the teacher used was uninteresting and didn't make significant improvement. 91% student said that they need an interesting, creative, and innovative media. 89% student said that the media that have been designed was appropriate to use. The instrument of collecting the data used questionnaire to experts from English teacher and English Lectrurer. Research Procedures was modified into five steps, they were: evaluation and need analysis, media design, validation, revision and final product. The product has been validated by experts (material and media). The data are analyzed by using descriptive technique. The product has been validated by material expert and media expert. For the first expert the media was 83% valid in material aspect, and 90% valid in media aspect. While from the second expert the media was 95% valid in material aspect and 100% valid in media aspect. Based on the validation result, the media develop media was very good and appropriate to be used for teaching reading for the tenth grade students of SMA Swasta Raksana Medan.

Keywords: Pop Up Book, Reading, Narrative Text, Scientific Approach, Research and Development (R&D)

INTRODUCTION

Background of the study

English is widely used in Indonesia as a foreign language. The government put English as a learning subject for students. Based on the curriculum 2013, there are four skills which students are expected to be competent in learning English, they are writing, speaking, reading, and listening. As one of the four language skills, reading is the most important language skills that should be

learned well by the students (Yun & Ping, 2007). It is also believed as an important part of the four language skills in order to acquire knowledge and gather information for the learning English as a Second Language or as a Foreign Language (ESL/ EFL) for academic success and professional development (Wei, 2005).

Students of senior high school are expected to be able to express and compose a functional written text and simple short essay in several types of text, such as descriptive, narrative, recount, procedure, report, spoof, news item, analytical exposition, etc. Each text type has its own characteristics that the students should master. The students have to understand the social function, generic structure, and grammatical features of the text to be able to write the text well. Narrative text is one of those texts that the tenth grade students have to learn and it is learned in the second semester. The tenth grade of senior high school students are expected to be able to read narrative text, since the genre appears in the curriculum.

In general, media refers to various means of communication. Smaldino et al (2006) define media as a means of communication and source information. It refers to anything that carries information between a source and receiver. The purpose of media is to facilitate communication and learning. Asyhar (2012) states that media can be defined as a tool which is used to deliver a message and information from a source to receiver. Therefore, Susilana & Riyana (2009) added that utilization of media will give good effect to students for enhancing their ability to do creativities in learning process which bound in learning purposes. That is why, media can be an organization of delivering message to the learners which will be achieved in teaching and learning process.

Basically, media also is an important component as an agent for processing communication which aim to deliver information between communicator and receiver. Approving the use of media in teaching and learning process will has considerable experience of the learners' situation in the classroom. In designing and doing learning activity, the teacher is demanded to prepare all things which expose the continuity of leaning in order

to it comes effectively and efficiently. Therefore, the existence of media will give its color naturally for the learners as long as in learning activity go on. Then, the students are able to give arguments or perceptions to communicate it easily so that it makes them be motivated and interested.

Based on the preliminary observation of grade tenth of SMA Swasta Raksana Medan, it was found that the students felt bored and were not interested to learn about English. The difficulty that the students often find in the process of learning might be the reason why students lose their interest in English. The existing media used for the teaching and learning process was only a textbook and worksheet. As a result, the students got bored and could not focus on the materials given to them. The teacher used the same materials from the same source and the media were not good enough to facilitate the students to learn reading. It is not suitable to encourage students' creativity. The teacher rarely used storybooks or other media. The need of more media became the main reason of this research. Learning media was used to support the material learned in the teaching and learning process. By using learning media, it was expected that connections between teachers and students could be built to complete the purpose of learning.

In solving this problem, teachers should be more creative in designing and delivering the materials especially to teach reading. To help students increase their passion to read, the English material has to be interesting and motivating students to learn, especially to read. Thus, students will not get bored and they will find themselves enjoy reading English texts or books.

The tenth grade students of SMA Swasta Raksana Medan needed appropriate teaching materials for reading activities. They needed the interactive materials which were suitable for them. Media such as pictures are good for teaching learning process. Visual aids, such as pictures, will attract reader's attention (Pinter, 2006: 69). By using a picture, students' attention will be more focused. Pictures can create students' inspiration and motivation to know the content of the message of those pictures. In addition, by seeing the pictures the students will understand more about the topic being taught.

Therefore, of this study attempted to develop a Pop Up Book learning media which contained English learning materials and tasks which were appropriate with the students' needs, their level of proficiency, the standard of competences, and basic competences. This media could be used inside or outside the classroom as a supplementary or additional source for teachers to teach English.

THEORETICAL FRAMEWORK

Reading

As the one of four skills in English reading involves respond to a text rather than produce it. Spratt et al. (2005) state that reading also involves making sense of text because the readers need to connect the message of the text to their knowledge of the world when they are reading.

Ruddle (2005) explains that reading is an interaction between the writer and the reader by using text which increases the readers' knowledge to make sense of text. In addition, reading is a complex, interactive process.

Reading involves a text, a reader, and a social context in which reading takes place (Celce-Murcia, 2001). Moreover, Urquhart & Weir (1988) say that reading is the process of receiving and interpreting information represented in language form using the text.

Narrative

One of the popular texts is narrative text because it is one of the commonly read or used by people in their environment, such as a story or a tale story. Narrative text belongs to non-factual text that is written or listened to entertain the reader or listener.

Anderson and Anderson (2003) state that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. It tells a story, and in doing so, entertains the audience. Other than providing entertainment, the purpose of the narrative text is to make the audience think about an issue, teach them a lesson, or excite their emotions. There are many types of narrative. They can be imaginary, factual or a combination of both.

They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, legends, historical narratives, ballads, slice of life, personal experience. The study would be focused on legend.

Media

Gerlach and Ely as quoted by Arsyad (2003) say that media can be understood of man, materialistic, or an event that make students are able to obtain the knowledge, skill, or behavioral. It means that teachers, text books, and school environment are media. Asnawir and Usman (2002) state that media are things which can be manipulated, seen, heard, read, or spoken by the instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.

Pop Up Book

The concept of Pop Up was led by Waldo Hunt and Bennett Cerf in 19th century. Pop Up has been delighting and engaging readers and non-readers, young and old alike, for nearly 800 years (Dyk, 2011: 4). In making this product, the creators use inventive ways to fold paper and create movement and they transform the printed page from two to three dimensional forms.

Hoover (2010) states that is another name of pop-up book is Kirigami, a Japanese art. Kirigami comes from Japanese words 'kiri' which means 'to cut' and 'kami' which means 'paper'. It means that Pop Up is the art of cutting paper.

A pop-up book is a book that offers the potentials for motion and interaction through the use of paper mechanisms such as fold, scrolls, slides, tabs, or wheels (Bluemel and Taylor, 2012). This kind of book is sometimes called 'movable book' or 'interactive books'. It can be used effectively to promote a story, to motivate reading, and to stimulate interest in the subject at hand.

Scientific Approach

Permendikbud Number 65 of 2013 about the standard process of education, the preferred model of learning in the implementation of 2013 curriculum is the scientific approach. Scientific approach is the characteristic and become its own power from the existence of 2013 curriculum. So, approach is a basic concept which gives a power and has a background about how a teaching and learning method implemented based on the theory. Daryanto (2013: 51) states that the teaching and learning using scientific approach is a process of teaching and learning which formulated in order to the students can active in constructs the concepts and principles of the material through the steps of observing (to identify or to solve the problem),

formulates the problem, pose or formulates a hypothesis, gathering the data with various techniques, analyze the data, gives conclusion and communicate the concepts and principles which was found.

Permendikbud Number 81 A of 2013 Appendix IV state that the process of teaching and learning using scientific approach divided into five main learning experience they are observing, questioning, associating, experimenting and networking.

RESEARCH METHODOLOGY

Methodology

The research was conducted based on educational research and development (R & D) method. Borg and Gall (2003) state that educational research and development (R&D) is an industry-based development model in which are then systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standard. Research and development are the research methods that used to produce a particular product and test the effectiveness of a particular product (Sugiyono, 2013). The purpose of R&D is to design, develop and evaluate instructional programs, processes and products that must meet the criteria of internal

consistency and effectiveness (Seels & Richey, 2004).

Subject of the Research

The subject of this research were the English teacher and the tenth grade students at SMA Swasta Raksana Medan. The researcher conducted the research in one class that consisted of thirty nine students. The reason why the researcher chose the school as the subject of the study was due to the absence of the adequate media in the process of teaching learning in the school.

Research Instrument

The instruments of this research were two types of questionnaire. The first questionnaire was used to obtain information about the real existing English reading materials used in daily learning process and students' needs in teaching-learning process. The second questionnaire was to obtain the feedback and suggestions from the experts to improve the design of the media.

Technique of Collecting Data

For the data collection, the researcher distributed the questionnaires for the students and the experts. The inputs that were given by the students through the questionnaires became the data and were collected and calculated into percentages to find out the learning needs of the tenth grade students of SMA Swasta Raksana Medan. The scores that were given by the experts were collected and calculated to obtain the overall and average scores for the media. Experts also gave the validation, comments, and suggestions for revising the media.

Research Procedure

The steps in this research were designed by following the steps of research

and development study, as proposed by Borg and Gall (2003). Then, the steps of materials development were modified in to five steps, they were: 1) evaluation and need analysis; 2) Developing; 3) Validation. ; 4) Revision ; 5) Final Product.

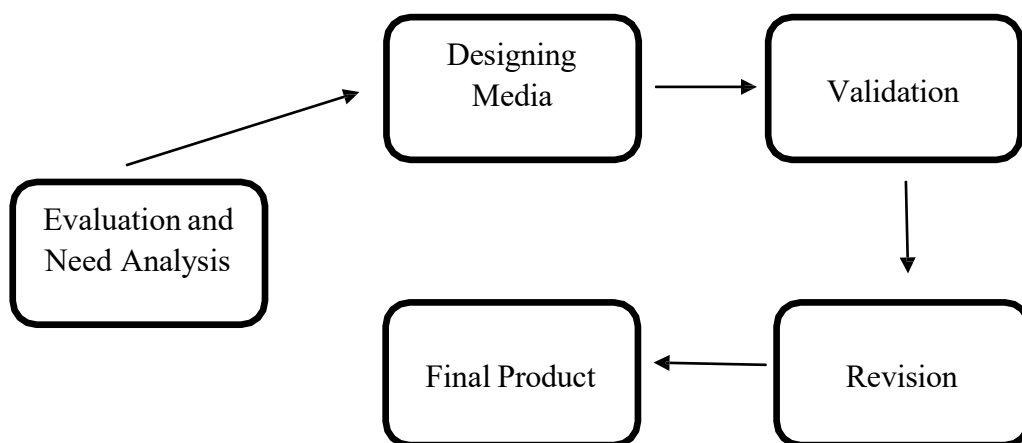


Figure 3.1. Diagram of Research and Development (R&D) Method.

RESEARCH FINDINGS AND DISSCUSIOONS

Findings

This chapter shows the result of the research based on the data obtained. In research and Development (R&D), there were some stages were done. The purpose of this research was to develop op up book as media of reading narrative text. The findings of the research were presented as the following.

In designing the media, there were some steps done by the researcher such as 1) Choosing the topic 2) making the book cover and pages, 3) selecting appropriate pictures, 4) cutting the pictures, and 5) sticking the pictures to the pages.

The objective of this research was to develop a Pop Up Book for teaching reading narrative text for the tenth grade student and to find out the existing media that the teacher used in that school. It was found that 92% students said that the common medias that teachers use in English learning process are student's worksheet and English textbook, 92% said that the English teacher often use text book, and 87% said that the English teacher always read the

material from the textbook. Describing the advisability of reading learning media using Pop Up Book on material expert and media expert can motivate student in learning English. From result of analysis, most students need interested, creative, and innovated media that can help them to learn English actively so they can give participation in learning English. And 89% of them said that instructional learning media is appropriate to use in English teaching reading skill. From the student's questionnaires it was known that they need instructional learning media to make them study interactively.

However, describing the data very important to advisability the object of research. In this study the data was analyzed by using descriptive technique. The product has been validated by experts (material and media). By describing the to know the result that Pop Up Book is very good to use as a learning media for teaching reading materials can increase the student motivation and interest in learning English.

Furthermore, Ibrahim (1962) in Arsyad (2011) explains that bringing learning media evokes a sense of happiness and excitement for the students and renews their spirits. This helps solidify the students' knowledge as well turn the lesson.

Discussions

The objective of this research was to develop Pop Up Book for teaching reading narrative text for the tenth grade student at SMA Swasta Raksana Medan and to find out the existing media that the teacher used in that school. This research followed the stages of research and development model of Borg and Gall (2003) which is simplified into five phases. One of the stage was expert validation which consist of media and material expert. Describing the advisability of reading learning media using Pop Up Book based on material expert and media experts can motivate student in learning English. The

research result of Pop Up Book is good and can increase the student's interest in learning reading narrative text.

However, describing the data very important to advisability the object of research. In this study the data was analyzed by using descriptive technique. The product has been validated by expert (material and media). In validation from the first expert the media was 83% valid in material aspect, and 90% valid in media aspect. While from the second expert the media was 95% valid in material aspect and 100% valid in media aspect. Based on the validation result, this new develop media was very good and appropriate to be used in the teaching-learning process for the tenth grade students.

Furthermore, Ibrahim (1962) in Arsyad (2011) explains that bringing learning media evokes a sense of happiness and excitement for the students and renews their spirits, helped solidify the students' knowledge as well turn the lesson.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Since the objective of the study is to develop a Pop Up book as media for teaching reading narrative text for senior high school students, the product of the research is the Pop Up book. The Pop Up Book was created on 29cm x 21cm carton papers. The series of pictures used in the Pop Up Book were printed on glossy paper. To match the curriculum basic competence for tenth graders, the narrative text chosen was The Legend of Crying Stone. The final product was in a form of a media kit which consisted of the Pop Up Book, manual procedure and scoring rubric. This product also has been validated by material expert and media expert. For the first expert the media was 83% valid in material aspect, and 90% valid in media aspect. While from the second expert the media was 95% valid in material aspect and 100% valid in media aspect. Based on the validation result, this new develop media was very good and appropriate to be used for teaching-reading for the tenth grade students of SMA Swasta Raksana Medan.

Suggestions

In relation to the conclusion, some suggestions were presented as follows:

1. English teacher. The English teacher should have good creativity in creating interactive learning process for example using the media, so the students will be more motivated in learning English.
2. Another researcher. The media consist of one story as the material, narrative text. For other researcher can be adding another story as the material for Pop Up book media

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