

The Effectiveness of Pop-Up Book on Improving Students' Reading Interest

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Abstract

The effectiveness of pop-up books in increasing students' reading interest at SMPN 3 Palopo, reading interest is the sole focus of this research. In this study, narrative text is the lesson the researcher is trying to convey. Researchers used a total sampling sample consisting of 31 students. The instruments in this study was questionnaires. Researchers collected data through questionnaires. Data were statistically analyzed using SPSS edition 25. The researcher concluded that the use of Pop-up books increased students' interest in reading at SMPN 3 Palopo. This is evidenced by the results of the post-test (39.6) which are higher than the pre-test (28.2). Also, the t-count score (-19.183) is higher than the t-table (2.042). This shows that by using pop-up book media students' interest in reading increases.

Keywords

Pop-up book
Reading interest

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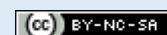
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THE EFFECTIVENESS OF POP-UP BOOK ON IMPROVING STUDENTS' INTEREST IN READING

Introduction

English is now a subject that all students must learn in school. It is crucial for pupils to be proficient in English since it has become a vital academic ability and a fundamental talent in many spheres of life. Understanding English literature is essential for expanding one's vocabulary in order to build sentences, which is a necessary ability to acquire. Since English in Indonesia is a foreign language, most students at any level of education get difficulty in reading English text (EnySyatriana, 2010). Many students are likely to be reluctant readers because they suffer from low reading motivation that causes them to be incompetent readers (Kweldju, 2001). Many students' dislike of reading English-language materials is another factor that contributed to their inferior reading proficiency. because they didn't think reading was a fun pastime. Reading interest is directly correlated with a country's degree of educational advancement. The reading habit is crucial to a country's development.

Students who struggle with reading will find it challenging to participate in classroom activities and comprehend the material offered in different textbooks. The approach and medium being employed are often the source of the reading difficulty. Tools that are utilized as learning media are necessary for educational activities. Briggs describes media as a physical tool used to communicate with pupils in order to motivate them to study (Prita Nuraeni, Isti Rusdiyani, 2018). The utilization of media learning materials in teaching and learning activities is beneficial. Using tools can improve students' ability to comprehend challenging and complex learning content. By utilizing tactic aids can stimulate student learning which will have an impact on student learning outcomes (Djamarah, 2010).

Students might be drawn in by pop-up books' visual assistance for quick and engaging reading. Pop-up books were the subject of investigation by several scholars. And perhaps most crucially, pop-up book media may be used to provoke, encourage, or urge kids to read since, when employing image media, students' minds are stimulated and become overflowing with thoughts. knowledge that makes it simpler for kids to read since they are no longer perplexed and struggle greatly to decide what to say because a pop-up book has surprises, this media is anticipated to encourage students to consider how to explain using a pop-up book. This translates to pupils being happy while studying, which may help motivate students and thereby enhance their interest, particularly in reading. The author wants to evaluate the impact of pop-up book media on reading interest. The author chose the title "Effective Use of Pop-Up Books to Increase Students' Interest in Reading".

Studies on the effects of pop-up and big book learning media on language skills, particularly reading, have been done by researchers. One such study is titled "The Use of Pop Up Book Media Against Reading Interest in Deaf Children"(Auliyah, 2011). who looked into the impact of pop-up books on reading interest. The study's findings indicate that employing pop-up book media has an impact on readers' attention levels. The average score for kids' enthusiasm in reading has significantly increased, supporting this.

Researchers from SMPN 3 Alas Barat conducted a study entitled "Utilization of Pop-up Book Media to Improve Reading Skills for Grade VII Students" (Aqsha, Darul, Asbah, 2018). Pop Up Books are useful instructional tools that can help students understand information more easily. Using Pop-up Books, this initiative seeks to improve the reading skills of class VII students of SMP N 3 Alas Barat. Seventh grade teachers can collaborate on this topic through cooperative action research.

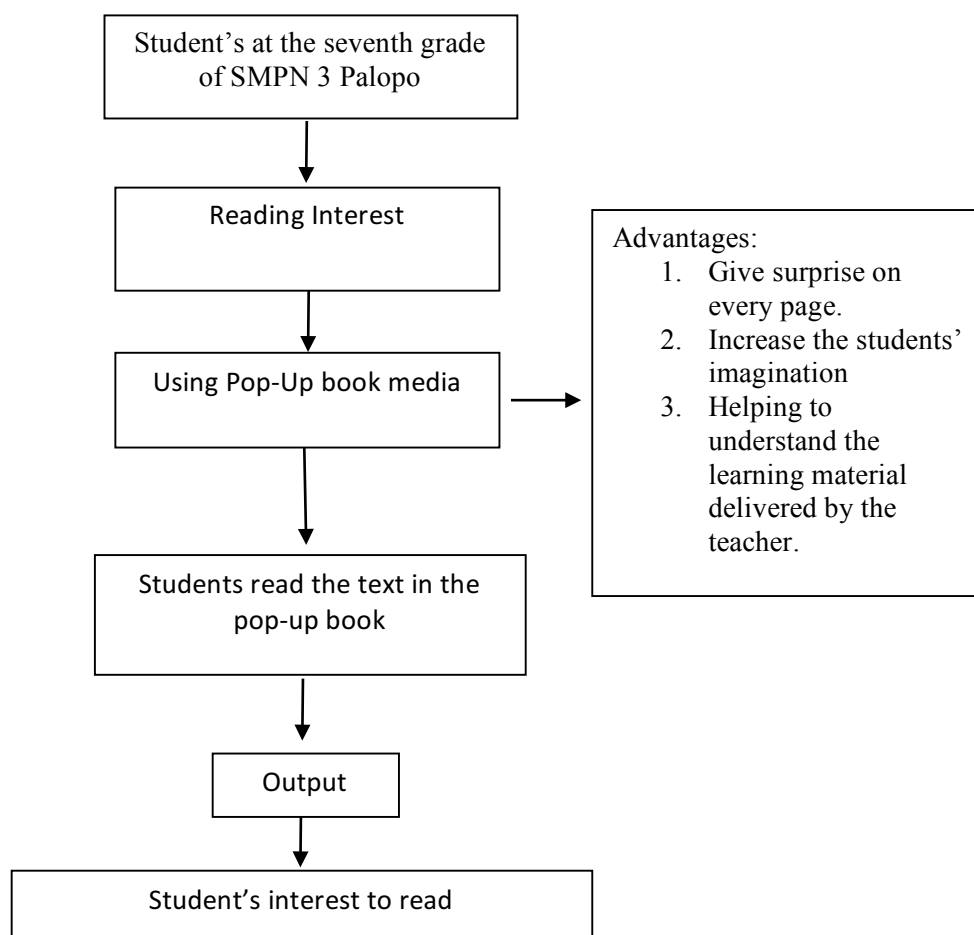
In their study at MTs Putera Sunniyyah Selo titled "Creation of Pop Up Books to Enhance Attention and Learning Results,(Komar, Muh. Priyantini Widiyaningrum and Partaya Partaya, 2021). There aren't many engaging learning resources available. Even so, educational media is crucial for fostering student engagement and improving learning results. Pop-up books must thus be developed as learning media. This research set out to produce pop-up books as a teaching tool for the study of how living things interact with their environment, to assess their value and potency as teaching tools, and to gauge students' enthusiasm in using pop-up books in the classroom study of media.

Overall, this researcher is different from the studies above. The difference from previous studies is that this research focuses on increasing students' interest in reading. This study uses Pop-up Book media to increase students' interest in reading at SMPN 3 Palopo. Meanwhile, their Grade VIII students prefer to play mobile phones rather than reading, so this research wants to find out whether there is an effect by using pop-up book media.

Method

Experimental research methods are characterized as approaches to study how particular activities affect other items in a controlled environment (Sugiono,2008). The Pre-Experimental Design with One Group Pre-test Post-test Design was employed in this study (single group pre-test post-test). There were four therapy meetings in this research.

This conceptual framework attempts to give an overview of the fundamental ideas employed in this study so as to demonstrate the proper way to proceed, even though it is capable of accommodating all current issues. The figure that follows shows the conceptual model that guides the study.



The illustration above demonstrates that the usage of pop-up books to increase students' interest in reading English will serve as the conceptual foundation for this study.

Students of SMPN 3 Palopo's class VIII make up the study's population. With eight grades, there are 252 pupils in the seventh grade. Population, according to (Sugiyono, 2008). Is a broad word for a group of things or individuals that have particular attributes chosen by the researcher.

The class VIII.A SMPN 3 Palopo was the subject of research. The study's sample included 31 students. Because there was no random sample, researchers utilized purposeful sampling. The rationale for picking this course is that it has the smallest vocabulary and the least amount of reading interest. The rationale for picking this course is that it has the smallest vocabulary and the least amount of reading interest.

In this research, the technique of collecting data will be quantitative data. In this research, the questionnaires in the form of Likert Scale that consists of 10 statements. The Likert-scale's answers contain Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree(SD). For questionnaire data have several scores for each answer. Data were statistically analysed using SPSS edition 25.

Results

The outcomes of the data analysis provide the basis for the research's conclusions. Data collection involves data analysis. Pre-treatment and post-treatment English reading interest among students are both present. The purpose of the pre-treatment is to gauge students' interest in reading and, in particular, in learning English before the therapy. Following therapy, a post-treatment is provided to gauge the student's interest in reading about learning the English language.

Table 1. the frequency Distributions and Percentage of Students Pre-test and Post-test

No	Score Range	Classification	Pre-test		Post-test	
			F	P(%)	F	P(%)
1	41-50	Very High	0	0,00	5	16,13
2	31-40	High	0	0,00	26	83,87
3	21-30	Medium	30	96,77	0	0,00
4	11-20	Low	1	3,23	0	0,00
5	>10	Very Low	0	0,00	0	0,00
Total			31	100	31	100

Based on the table above, of the 31 students who took the pre-test, thirty students (96.77%) and one (3.23%) were included in the medium group, while in the post-test, five students (16.13%) and twenty six students (83.87%) each fall into the high category. This shows that the post-test results and the percentage of results are better than the pre-test results.

Table 2. Frequency and percentage of students' interest

NO	Categories	Treatment1		Treatment 2		Treatment 3		Treatment 4	
		f	%	F	%	f	%	f	%
1	Very Active	6	19,4	8	25,8	12	38,7	15	48,4
2	Active	10	32,3	9	29,0	11	35,5	12	38,7
3	Fairly	6	19,4	8	25,8	5	16,1	2	6,5
4	Less Active	9	29,0	6	19,4	3	9,7	2	6,5
5	Passive								
Total		31	100	31	100	31	100	31	100

According to the data above, 51.6% of the students participated in the first therapy. The remaining students, though, were still less active (48.4%). It demonstrates that throughout the initial treatment, the more active students outnumbered the less active students.

The percentage of engaged students (54.8%) was higher in the second treatment than it was in the first. The remainder (45.2%) were less engaged. It demonstrates that the second treatment interesting the student's attention more than the first. The percentage of engaged students (74,2%) increased from the second session to the third treatment. The remaining individuals (25,8%) were less active. It indicates that the third therapy interesting the student's attention more than the

second treatment. The percentage of engaged pupils (87,1%) increased in the fourth treatment. The kids that were less active were just (12,9%). It demonstrates the significant growth between the first treatment and the fourth treatment. Students who are taught using pop-up books to promote reading interest are categorized as having a very active engagement in this situation.

Table 3. the paired sample test of the pre-test and post-test

Paired Samples Test									
		Paired Differences					t	D f	Sig. (2- taile d)
		Mean	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
P ai r 1	PRE TEST - POST TEST	- 11.4193 5	3.314 35	.5952 8	- 12.6350 7	- 10.2036 4	- 19.18 3	3 0	.000

The table above indicates that the mean difference between the pre- treatment and post-treatment is minus 11.419. While the standard deviation value is 3.314 and the standard error mean is 0.595.

The table above demonstrates that alpha (α) = 0.05 is larger than sig. (2-tailed) = 0.000 in the degree of freedom (df) = 30. Between the pre-test and post-test, to (t-count) is bigger than t-table. This shows that (t-count) > (t-table).

-19.183 > 2.042

It means that the averages of students on both the pre-treatment and post-treatment are different significantly.

Discussion

Before being given treatment, students' interest in reading was indicated by the average percentage of the pretest total score, where more than half of the students were in the medium classification.

The total number of students in this experimental class is 31 students. The instruments used were the post-test and questionnaire. In data collection, the data collection procedures used in this study were pre-test, treatment, and post-test. While the score using the rating uses five categories, namely very high, high, medium, low, and very low.

After giving treatment four times (learning English using a pop-up book as a media), based on the calculation of the IBM SPSS 25 edition, it was found that the significant 2 tailed is 0,00, which is smaller than the standard significance level is 0.05 ($0.00 < 0.05$). The result of this statistic calculation provided that the researcher H1 was accepted, and the H0 was rejected. It represents that the use of pop-up books shows significant differences in the students' reading interests. The total number of students in this pre-experimental class was 31 students.

During the treatment (learning English using a pop-up book), the students were observed. It was found that most of the students were categorized in active participation from the first treatment (51.6%), the second treatment (54.8%), and the third treatment (74.2%) until the fourth treatment (87.1%). It described that the student's interest in the sample increased from one treatment to the next.

The Effectiveness of using Pop-up books to increase students' interest to read. Interest in improving student reading is by providing appropriate books and media sharing. And student motivation is to give students time to read books or learning resources, for example, about 20 minutes during learning. Curiosity about new information or interesting topics is the main reason for students' reading tendency. Preparing an exciting reading text and an interesting teaching medium is crucial to encourage student's interest in reading. This research was in line with the previous research findings. According to (Aqsha, Darul, Asbah, 2018), students in the seventh grade feel very happy with the overall execution of reading learning using the Pop-up Book medium since the learning process follows the created learning plan and has attained the 80% indication of success.

Pop-up books can be included in the suitable media if the media's aspects are similar to the students' necessity in reading. Pop-up books, on the other side, brought a positive impact to help the student's interest in reading accurately. The research found it was interesting media due to the simple design and to provide more enjoyment for students to read. In summary, the researcher asserted the treatment by using the pop-up book was effective in increasing students' interest in reading at SMPN 3 Palopo.

Conclusion

Based on the findings and discussion in the previous chapter, it is concluded that. The researcher concludes that using Pop-up books increases students' interest to read at SMPN 3 Palopo. It is proven by the post-test result (39.6), which was higher than the Pre-test (28.2). Also, the t-count Score (-19.183) was higher than the t-table (2.042). This shows that there is a significant change between the students' Pre-test and post-test on their learning interest, which means that H0 was rejected.

The interest in reading of students who were taught through Pop-up books was developed. It was proved by the observation checklist that was done by the researcher during the treatment.

1. For the Teacher

Based on the demands of the pupils, the English instructor must take into account appropriate media. Also, learning about the needs and goals of the students can help the instructor plan a more effective course. Pop-up books are suitable for use as an alternate teaching tool for reading, encouraging pupils to comprehend the text fully. The purpose of this study is to determine if students who utilize pop-up reading books are more engaged during reading classes. Also, the instructor can utilize pop-up reading books as just an example for teaching materials that combine various forms of reading text.

2. For the Students

Every kid has the chance to give a fantastic performance. To grasp the lesson and the core skills necessary to meet the learning objectives, however, the students frequently require media in particular circumstances and environments. Hence, incorporating pop-up books with interest reading can benefit kids' learning. Also, it is anticipated that reading pop-up novels would help pupils read more often.

3. For the further Researcher

The researcher suggests doing a similar research project to assist the kids in improving their reading abilities. Pop-up books will likely be used, and this might serve as a guide or source of inspiration for more research. Furthermore, the researcher expects that additional researchers will be able to create the ideal tool for future study. The researcher also recommends controlling the time allotted during the course of therapy. Yet, the researcher anticipates that each student will perform well with the help of the instructional procedure.

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