



The Use of Pop-Up Book Media on the Reading and Writing Skills of Class I Elementary School Students

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Abstract: The of Pop-Up Book Media on the Reading and Writing Skills of Class I Elementary School Students. This research aimed to find out the effect of implementation of pop-up book media towards the first grade students' reading and writing skills of SD Negeri 6 Gedong Air. The method was quasi experiment used in this research. The research design was non equivalent control group design. Furthermore, the population were class IA and IC consisting of 80 students. The samples were class IA and IC consisting of 52 students. In determining the samples, the research used purposive sampling technique. The technique of collecting data were test and non-test. The results of the analysis using simple linear regression showed that $t_{count} > t_{table}$ ($0,845 > 0,381$) of reading skills and ($0,869 > 0,381$) of writing skills. Which meant that there is a effect of the implementation of pop-up books towards students' reading and writing skills of the first grade students at SD Negeri 6 Gedong Air Bandar Lampung city, at the year of 2019/2020.

Keywords: Reading Skills, Pop-Up Book Media, Writing

Abstrak: Media Buku Pop-Up pada Keterampilan Membaca dan Menulis Siswa Kelas I SD. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan media pop-up book terhadap kemampuan membaca dan menulis siswa kelas I SD Negeri 6 Gedong Air. Metode yang digunakan adalah eksperimen semu dalam penelitian ini. Desain penelitian adalah desain kelompok kontrol non ekuivalen. Selanjutnya populasinya adalah kelas IA dan IC yang berjumlah 80 siswa. Sampel penelitian adalah kelas IA dan IC yang berjumlah 52 siswa. Penentuan sampel menggunakan teknik purposive sampling. Teknik pengumpulan data menggunakan tes dan non tes. Hasil analisis dengan menggunakan regresi linier sederhana menunjukkan bahwa $t_{hitung} > t_{tabel}$ ($0,845 > 0,381$) keterampilan membaca dan ($0,869 > 0,381$) keterampilan menulis. Artinya ada pengaruh penerapan pop-up books terhadap keterampilan membaca dan menulis siswa kelas I SD Negeri 6 Gedong Air Kota Bandar Lampung tahun ajaran 2019/2020.

Kata Kunci: Keterampilan Membaca, Media Buku Pop-Up, Menulis

- **INTRODUCTION**

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning activities cannot be separated from language activities. Language is a communication tool in various aspects of life. In education, language is studied in Indonesian language learning.

Learning Indonesian is directed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and in writing. Language skills consist of reading, writing, speaking and listening skills. These four skills are interrelated in everyday life and in the learning process. Ideally, in grade I SD can spell and read words into sentences, and can even write in a simple way according to the educator's lecture. However, the learning that takes place in schools still faces gaps in grade I SD Negeri 6 Gedong Air in the form of reading skills of many students who cannot spell. There are also those who can spell, but have not been able to read words consisting of 3 syllables fluently, have not been able to read diphthongs, clusters and digraphs. In addition, students also cannot read words into one sentence. Likewise with writing activities, students have not been able to hold a pencil correctly, sitting position with an incorrect attitude and position. There are also those who are not precise in writing capital and lowercase letters, writing in too small and too large sizes, not being able to write according to horizontal lines, and unable to write according to what the educator dictates.

Table 1. Percentage of completeness of reading and writing skills of first grade students of SD Negeri 6 Gedong Air.

	K		
	IA	IB	IC
Reading Skills	37,04%	32,14%	40%
Writing skills	28,57%	21,43%	32%
Number of Students	27	28	25

Based on Table 1, students who obtained scores above the Minimum Completeness Criteria (KKM) with a value of ≥ 70 in the completeness of class IA students in reading 37.04% and writing 28.57%. Whereas in the completeness of class IB students in reading 32.14% and writing 21.43%. The completeness of IC class students in reading is 40.00% and writing 32.00%.

The learning success of students in the learning process at school is largely determined by the mastery of reading and writing skills. Reading according to (Marwati, 2018) is "an activity to receive and understand ideas or information from various written languages. Reading activities require basic skills in the form of understanding the meaning of words and sentences. " The indicators: students can read diphthongs, clusters, digraphs, read 3 syllables fluently and even read sentences clearly and precisely.

To achieve reading and writing skills indicators will not be separated from the learning components, one of which is learning media. Media which is often used is pictorial media. There is an image media that has a high imagination in the form of three-

dimensional images, namely a pop-up book when opened there will be an image or writing that will arise. This is reinforced by (Setyawan, 2013) stating that a pop-up book is a construction, a book movement that appears from a page that makes us surprised and pleasant. Pop-up Books are synonymous with children and toys, but they can be used as a good learning medium. The use of this media in learning can be used in the language field, namely in increasing basic language skills.

Then it is further strengthened by (Dzuanda, 2011) explaining the advantages of pop-up book media, including: 1) Providing more interesting visualization of stories. 2) Provide surprises in each page that can invite amazement when the page is opened so that readers are waiting for what other surprises will be given on the next page. 3) Strengthening the impression that you want to convey in a story and 4) A more dimensional visual appearance makes the story feel more real.

Based on the description above, a research entitled "The Effect of Using Pop-Up Book Media on the Reading and Writing Skills of Class I SD Negeri Students" will be carried out. Held at SD Negeri 6 Gedong Air, Bandar Lampung City.

• METHOD

This research is a quantitative research. This type of research is an experimental research with a quasi-experimental research method type Non Equivalent Control Group, namely experiments conducted in two groups, consisting of the experimental class and the control class. The experimental class will be given treatment in the form of the use of pop-up book media, while the control class will not get treatment. The research design is presented in the table below:

Table 2. Research Design

Group	Pre Test	Treatment	Post Test
E	T1	X	T2
K	T1	-	T2

Source: Sugiyono (2015: 87)

Information:

- E = Experiment Class
- K = Control Class
- T1 = Pre Test (skills reading and writing early)
- T2 = Post Test (skills reading and writing end)
- X = Treatment (using pop-up book media)
- = There is no treatment

The research locations that will be used are Class IA and IC SD Negeri 6 Gedong Air, Bandar Lampung City. The population in this study were all class I SD Negeri Gedong Air which consisted of three study groups, namely IA, IB and IC, totaling 80 students.

The sampling technique in this study was using purposive sampling technique. So the sample in this study were students in class IA and IC because with the consideration that the reading and writing skills scores of class IA and IC were not much different compared to class IB.

The research instrument used was test and non-test. The test instrument is in the form of description questions to determine the value of students' writing skills, while the non-test instrument is in the form of observation to determine the value of reading skills and students' activities in learning using pop-up book media. The assessment indicators used to assess reading skills are 1) clarity, 2) fluency, and 3) pronunciation. While the indicators of writing skills assessment are 1) writing accuracy, 2) clarity, 3) writing completeness, and 4) clean and neat writing.

In order for the research instrument to be used, it is necessary to test the validity and reliability test for non-test instruments, while for the test instrument the validity test, reliability test, distinguishing power test and difficulty level test are carried out. After that, the researcher tested the instrument on the respondent of the IA class students of SD Negeri 2 All Mider Kota Bandar Lampung with the formula for the validity of the product moment correlation, and the reliability test of the question instrument with the Cronbach Alpha method of halving technique.

After all research instruments have been tested and declared feasible, they will be used in research at SD Negeri 6 Gedong Air. The data in this study will be tested for normality, homogeneity, n-gain test and hypothesis testing.

• **RESULTS AND DISCUSSION**

The research was conducted at SD Negeri 6 Gedong Air which consisted of three sessions, namely in class IA (experimental class) and IC (control class) the researcher conducted a pre-test using test questions that had been tested for validity, homogeneity, differentiation power and level of difficulty. This test is conducted to observe the reading and writing skills of students using instruments that have been tested for validity and reliability. After carrying out the learning process, the experimental class used pop-up book media treatment while the control class without getting treatment, obtained the final result (post test) of the students' reading and writing skills.

1. Reading Skills of Students in Experiment and Control Class (pre test & post test)

In the early stages of the study, a pre-test was conducted to determine the reading skills of students before carrying out learning activities and before being given treatment with pop-up book media in the experimental class. After that, you will get the final results (post test). The following are the results of the pre-test and post-test reading skills of the experimental class and the control class which are presented in the diagram below:

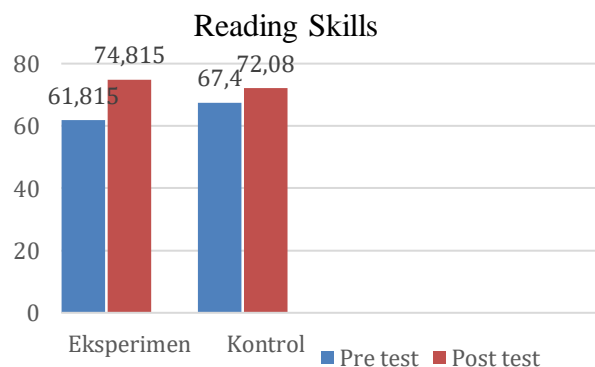


Figure 1. Bar chart of average pre-test and post-test reading skills in the experimental class and the control class.

In Figure 1, it can be explained that the value of reading skills has increased from pre-test to post-test in both the experimental and control classes. In the experimental class, the pre-test reading skills score was 61.815 and the post-test score was 74.815. So that there was an increase of 13,000. Meanwhile, the control class obtained a pre-test score of 67.400 and a post-test score of 72.080, so that there was an increase of 4.680. Judging from the increase in the value of the experimental and control classes, the greater the increase in the value from pre-test to post-test in the experimental class that received treatment was the use of pop-up book media in learning activities.

Furthermore, in the experimental class, researchers calculated the hypothesis test using simple linear regression, obtained $r_{count} > r_{table}$ ($0.845 > 0.381$). So that H_a was accepted and H_a said that "there is an effect of using pop-up book media on the reading skills of class IA students of SD Negeri 6 Gedong Air. The effect in question is a positive influence, meaning that the application of pop-up book media can improve students' reading skills.

2. Writing Skills of Students in Experiment and Control Class (pre test & post test)

Following are the results of the pre-test and post-test writing skills for the experimental class and the control class, which are presented in the diagram below:

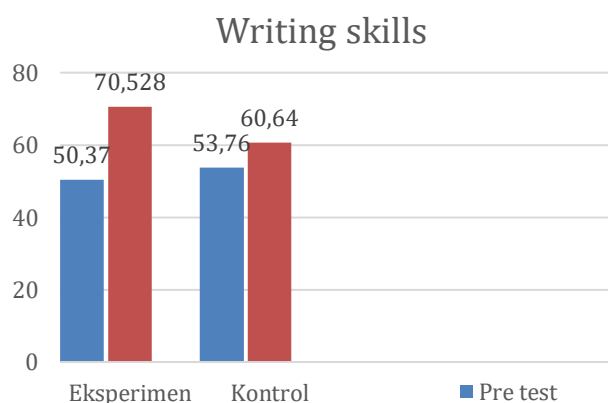


Figure 2. Bar chart of average pre-test and post-test writing skills in the experimental class and the control class.

In Figure 2 it can be explained that the value of writing skills has increased from pre test to post test in both the experimental and control classes. In the experimental class, the pre-test writing skills score was 50.370 and the post-test score was 70.528. So that there was an increase of 20,158. Whereas in the control class, the pre-test scores were 53,760 and the post-test scores were 60,640, so that there was an increase of 6,880. Judging from the increase in the value of the experimental and control classes, the greater the increase in the value from pre-test to post-test in the experimental class that received treatment was the use of pop-up book media in learning activities.

Furthermore, in the experimental class, researchers calculated the hypothesis test using simple linear regression, obtained $r_{count} > r_{table}$ ($0.869 > 0.381$). So that H_a was

accepted and H_a stated that "there is an effect of using pop-up book media on the writing skills of the IA class students of SD Negeri 6 Gedong Air. The effect in question is a positive influence, meaning that the application of pop-up book media can improve students' writing skills.

3. The Effect of Using Pop-Up Book Media on Reading and Writing Skills of Experimental Class Students

Keterampilan membaca dan menulis peserta didik kelas eksperimen terdapat perbedaan antara sebelum diberikan perlakuan dengan setelah diberikan perlakuan berupa penerapan media *pop-up book*. Uji hipotesis menggunakan keberartian regresi taraf signifikan dan diperoleh $F_{hitung} > F_{hitung}$, keterampilan membaca ($62,571 > 4,24$) sedangkan keterampilan menulis ($77,171 > 4,24$). Sehingga H_a diterima dan H_a berbunyi bahwa "ada pengaruh penggunaan media *pop-up book* terhadap keterampilan membaca dan menulis peserta didik kelas IA SD Negeri 6 Gedong Air." Pengaruh yang dimaksud adalah pengaruh positif artinya penerapan media *pop-up book* mampu meningkatkan keterampilan membaca dan menulis peserta didik kelas IA (eksperimen) SD Negeri 6 Gedong Air Bandar Lampung.

4. Differences between Experimental and Control Classes on Students' Reading and Writing Skills

The results of the analysis of reading and writing skills in the experimental and control classes showed a difference in the post-test scores of reading and writing skills in the experimental class and the post-test scores of reading and writing skills in the control class. Reading skills in the experimental class were 74.815, while those in the control class were 72.080. So that it has a difference in the final score of reading skills in the experimental class and the control class with a difference of 3,735. Likewise with writing skills, the experimental class got a score of 70.528 while the control class was 60.640. So that it has a difference in the final score of writing skills in the experimental class and the control class with a difference of 9.888.

Hypothesis testing using the independent sample t test obtained $t_{count} \geq t_{table}$, reading skills were obtained ($9.911 \geq 2.009$) and writing skills were obtained ($9.911 \geq 2.009$), so that H_a was accepted and H_a stated that "there is a difference between the experimental class and the control class on reading skills and write first grade students of SD Negeri 6 Gedong Air Bandar Lampung.

The results of the study have explained that in this study there was a positive influence in the form of the influence of the use of pop-up book media on students' reading and writing skills and there was a difference between the experimental class who received the treatment of using pop-up book media and the control class who did not get it. This occurs due to several factors including the effectiveness of the application of pop-up book media which stimulates the development of students' reading skills, increases interest in learning to read and is motivated to be more active in the learning process, this is in accordance with the opinion of Arisandi & Rafi (2019: 144).

Another factor is the effectiveness of the application of pop-up book media which increases students in expressing ideas, thoughts, data, facts in written form and also improves communication using series of letters through the process of compiling, taking notes, communicating the meaning of writing so that it becomes a sentence that provides information. to achieve certain goals. This is in accordance with the opinion of Saputra (2017: 77).

Pop-up book media makes students explore using media such as flipping through books, observing, reading, writing, opening, pulling the pop-up book section. Students seem very curious about the contents of the story in the pop-up book so that students can be motivated and enthusiastic about participating in learning activities using pop-up book media happily and without coercion. So that using pop-up book media has an effect in the form of increasing students' reading and writing skills, this is in accordance with the opinion of Widyaningrum (2017: 45).

Based on the calculation of the results of the analysis of reading and writing skills, the experimental and control classes have differences, this is because the experimental class uses treatment in the form of the application of pop-up book media. The advantage of pop-up book media is that it can attract the attention of students with the images that appear. If during the learning process using pop-up book media it will be much more fun because a conducive class with the center of attention of students is motivated to be curious about pop-up book media, this is in line with the opinion (Jannah & Sukidi, 2018).

Another advantage is that students have high enthusiasm in the learning process, are active and excited when reading and writing, it adds to the understanding that is presented in the form of a story in the form of word digraphs, diphthongs and clusters. However, there are also deficiencies in learning activities such as there are students who can't wait for their turn to see and read the writings on the pop-up book, so there is little noise in the class. Barriers that occur during learning activities are internal and external obstacles, internal barriers include students who experience dyslexia in the form of delays in reading and writing, external obstacles include understanding in the use of pop-up book media, there are students who forcefully pull parts of the sheet pop-up book, so that something is torn in the pop-up book.

Thus, although the use of pop-up book media has obstacles and drawbacks, pop-up book media has many advantages. So that the pop-up book media is effective or has an influence in improving the reading and writing skills of first grade elementary school students.

• CONCLUSION

Based on the results of the research and discussion, the researchers concluded that: There is an effect of the use of pop-up book media on the reading skills of class IA students at SD Negeri 6 Gedong Air Bandar Lampung. There is an effect of the use of pop-up book media on the writing skills of class IA students at SD Negeri 6 Gedong Air Bandar Lampung. There is an effect of the use of pop-up book media on the reading and writing skills of class IA SD Negeri 6 Gedong Air Bandar Lampung. And there is a difference between the experimental class and the control class in the reading and writing skills of grade I students at SD Negeri 6 Gedong Air Bandar Lampung.

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