

**THE EFFECTIVENESS OF POP-UP BOOK FOLKTALE STORY IN IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION (NARRATIVE TEXT MATERIAL) IN NINTH-GRADE SMPN 3 MATARAM**

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**ABSTRACT**

*This research aims to determine the effectiveness of pop-up books in improving the reading ability of class IX students at SMP 3 Mataram in the 2023/2024 academic year. This is an experimental research using a pre-experimental one-group Pre-test-Post-test design. The sample for this research was 30 students in class IX-D of SMP 3 Mataram. The instrument was a test consisting of a pre-test and post-test. The data analysis process was carried out using t-test statistical calculations. The research results show that the t-test are 10.557 and the t-table at the 0.05 confidence level were 2.045, which mean the t-test results are 10.557 higher than the t-table. In other words, the use of pop-up books is effective in improving the reading ability of ninth grade students at SMP 3 Mataram.*

*Keywords: pop-up book, narrative text, reading comprehension*

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui efektivitas buku pop-up dalam meningkatkan kemampuan membaca siswa kelas IX SMP 3 Mataram tahun ajaran 2023/2024. Penelitian ini merupakan penelitian eksperimen dengan menggunakan desain pre-experimental one-group Pre-test-Post-test design. Sampel penelitian ini adalah 30 siswa kelas IX-D SMP 3 Mataram. Instrumen yang digunakan adalah tes yang terdiri dari pre-test dan post-test. Proses analisis data dilakukan dengan menggunakan perhitungan statistik uji-t. Hasil penelitian menunjukkan t-hitung sebesar 10,557 dan t-tabel pada tingkat kepercayaan 0,05 sebesar 2,045 yang berarti hasil t-hitung lebih besar 10,557 dibandingkan t-tabel. Dengan kata lain penggunaan pop-up book efektif dalam meningkatkan kemampuan membaca siswa kelas IX SMP 3 Mataram.

Kata Kunci: buku pop-up, teks narrative, pemahaman membaca

**A. INTRODUCTION**

Education is one of the most essential components in human life because it sets up a new generation, People who have numerous viewpoints and are expected to be

able to effect change in a country. Learners should be able to reach their full potential if education can facilitate growth, as education begins to play an important role in the learning process. Education can

increase the ability to deal with environmental changes, making it a means of improving human quality resources (Suratini, 2017).

English teachers educate students on language skills, language components, and life skills. They involve problem-solving, decision-making, creativity, critical thinking, communication, collaboration skills, and social and personal accountability, all contributing to becoming a good citizen. Teachers are becoming more creative and innovative when it comes to the implementation of instructional media for the teaching and learning process in this technological era. Students who have previously enjoyed increased gadgets in their real activities will find learning boring if teachers continue to use monotonous methods of instruction. This is the critical role of media in education and learning.

The use of media is an interesting approach to teaching in the classroom. Azhar (2011) states that learning media is an instrument that may be utilized in the process of learning both inside the media is a necessary part as a learning

resource are concrete platforms that have instructional items for an educational environment that can inspire students to learn.

Hamalik (1986) stated that the use of instructional media in the classroom can produce new needs and interests, increase motivation and stimulation, and learning activities, and even have a psychological impact on pupils. In the learning process, a medium can be used to motivate pupils to retain the learning material. The image of a "Pop-Up Book" is one example of the media that could be employed in the teaching/learning process (Oktrifiani 2013).

In English language teaching, media plays an important role in making learning more appealing and accessible to students. Teachers must be more creative to make English learning as enjoyable as possible, as joyful learning improves the effectiveness and efficiency of the learning process. Students' creativity will continue to improve if teachers can serve as role models. Students' creativity will improve if teachers can demonstrate a model for them. A "pop-up book" or movable book is a multi-dimensional

book composed of paper components that pop up or move when opened and fold entirely flat when closed (Ruiz, 2014).

Using pop-up books as teaching resources for English topics. Pop-up books are an interesting approach to explaining a topic while providing a comprehensive view. Many teachers employed instructional tools such as flashcards, posters, and board games. Then visualization is essential for understanding more of the information that has been read. When youngsters read, they frequently explain the progression of a paragraph or sentence in their minds. According to Tiedt (2000), while picture books are commonly used by primary teachers, they can also be used to engage middle school students in crucial educational experiences that provide sophisticated ideas appropriate for older learners.

## **B. RESEARCH METHOD**

This research employs a quantitative approach that is an experimental design used in a behavioral analysis or single-subject

experiment in which an experimental treatment is given to a single or small group of people over time (Creswell, 2014). This research used a pre-experimental design known as the one-group pre-test and post-test design. In this design, a single group undergoes a pre-test (O1), then receives a treatment (X), and finally, undergoes a post-test (O2). The objective is to determine whether there is a significant effect before using the pop-up book media in improving students' ability in reading (narrative text material) in the ninth grade students.

This study contains two variables: the independent variable and the dependent variable. The pop-up book (X) treatment is the independent variable. The learner's reading ability (Y) serves as the dependent variable. The population consists of ninth-grade students from SMPN 3 Mataram. The total number of students in ninth grade was 150, divided into five classes: 9-A, 9-B, 9-C, 9-D, and 9-E. Each class contains 30 students. This study used cluster random sampling with one class as the sample is 9-D class.

A reading test was used as the instrument. The test consists of thirty multiple-choice questions. There are two tests that taken in one class, there are pre-test and post-test. Those tests measure students' reading ability in reading narrative text. The pre-test aims to know the background knowledge of students' reading skills before the students get the treatment. In comparison, the post-test seeks to measure students' reading ability after the treatment, and also to know if there is any significant impact on students' reading ability.

To find out the student's score is calculated using the formula  $\text{Score} = (\text{total correct answer} \times 10) / 3$ . After receiving student test results, student scores can be divided into several categories based on the classification of student scores according to Brown (2004). After categorizing student scores, the next step is to calculate the results regarding the effect of using pop-up books to improve students' reading abilities. This calculation is carried out through the use of a t-test facilitated by SPSS software.

Table 1. The classification scoring categorization by Brown (2004)

No	Category	Score
1	Excellent	86 – 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very Poor	0 – 40

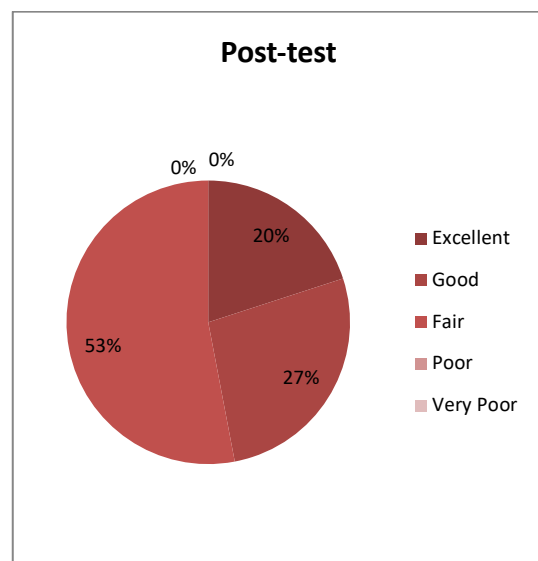
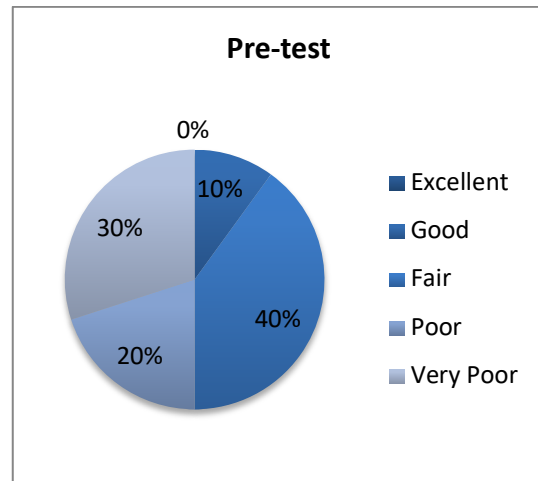
## **C. FINDING AND DISCUSSION**

### **Finding**

Data analysis was carried out by comparing the results of two tests, namely pre-test and post-test. The findings of this research aim to determine the effectiveness of Pop-Up books as a teaching media for teaching reading ability. After the results were calculated, the scores are separated into several categories, namely: very good, good, fair, poor and very poor. In the pre-test, the highest score was 83.3 achieved by student number 19 in the "good". Meanwhile, the lowest score was 23 achieved by student number 15 and was included in the "very bad". Furthermore, the table provides an average pre-test score, namely 50.8.

After giving treatment in the form of applying Pop-Up media books as teaching reading at the second and third meetings, there was an increase in student scores. Three students achieved “excellent”, the highest score was 93.3 achieved by students number 13, 17 and 18. However, no students passed the pre-test to “excellent”. Nevertheless, the score show significant scores in “good”. In addition, the minimum post-test score was 56 achieved by 4 students namely students number 3, 15, 16, and 19 as "fair". However, one student showed a decrease in score, with a post-test score of more lower than the pre-test score, student number 4 obtained a pre-test score of 66.6 and a post-test score of 63.3, with both scores in the "fair" category. After treatment, there was a significant increase in the students' mean score, namely an increase of 10 points. As a result, the students' mean score on the post-test reached 71.21333.

Graphs: The frequency and percentage of the pre-test and post-test score categories



The increase in the difference between the mean scores of students on the pre-test and post-test indicates preliminary results suggesting that the use of pop-up books as a teaching media was effective in teaching reading. To achieve more extensive and reliable, data must

conduct further analyses. Because the primary goal of the study was to assess the improvement caused by the treatment, it focused on the differences between pre-test and post-test scores. To accomplish this, the researcher used a t-test and ran the analysis in the SPSS program.

**Normality Test**

Before doing the paired samples test, it is critical to check the data for normality. The normality test determined whether the data collected from the students' pre-test and post-test results were regularly distributed or not.

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.113	30	.200*	.966	30	.446
Post-test	.145	30	.110	.908	30	.013

According to the information provided the table, the significance values for all data in both the Kolmogorov-Smirnov and Shapiro-Wilk tests exceed  $\alpha > 0.05$ . Consequently, it can

be inferred that the variances within the data are normally distributed.

Following the normality test, the subsequent stage involved the utilization of the Paired Sample Test or t-test through the SPSS program. This test was carried out to establish a comparison between the mean pre-test and post-test scores and determine if there is a significant difference, as indicated by the sig (2-tail) value. The outcomes of this test are detailed in the following table:

<b>Paired Samples Test</b>									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	20.4133	10.5913	1.9337	24.3682	16.4585	10.52957	.000	

The Table above depicts the outcomes of the paired sample test, which were generated utilizing the SPSS software. The table employs a 99% confidence interval for the difference ( $\alpha 0.01$ ). The purpose of

this sample test is to discern the disparity between the average pre-test and post-test scores, based on the sig (2-tailed) values.

Upon conducting data analysis, it was ascertained that the significance score registered at 10.557, exceeding the score of 0.001 or 99 % confidence interval. This outcome underscores the presence of a notable difference in the pre-test and post-test scores of the students. In addition to highlighting the significance score, the data examination in the research findings also reveals a t-test value of 10.557. Following the identification of the t-test value, the subsequent step involves comparing it to the t-table value associated with a significance level of 0.01 (99%).

Table 2. Result of t-test and t-table

t-test	Student		
	Df	0.05 (95%)	0.01 (99%)
10.557	29	2.045	2.756

The table above shows a comparison between the results of the t-test and the t-table result. The t-table result at the confidence level of 0.05 is 2.045, which means that the t-

test result of 10.557 is higher than the t-table result. Then the t-table result at the confidence level of 0.01 is 2.756, which means that the t-test result of 10.557 is higher than the t-table result.

### **Discussion**

Experimental research is a method of inquiry wherein need deliberately regulates the factors that influence the phenomena of interest. Essentially, this research approach aims to establish causal relationships between variables. In a parallel context, that the use of pop-up book positively impacts students' reading ability. This study further bolsters the argument by confirming the effectiveness of pop-up book with a scientific approach as a teaching media for improving the reading skills of ninth-grade students.

From the presentation regarding data analysis in the findings section, the result is that the t-test (10.557) is higher than the t-table (2.756). Following the hypothesis testing, concludes that this experimental study confirms the effectiveness of pop-up books with a Scientific Approach as a teaching media for students in teaching reading. Pop-up

book significantly contributes to enhancing students' reading ability, give a positive influence on their proficiency in mastering reading ability. This finding concludes that the pop improvement in students' reading ability.

The usage of a pop-up book as a teaching tool can make it easier for students to understand narrative text. Students can see the pictures and learn the meanings of the words by looking at what is displayed in the pop-up book. As a result, students can quickly improve their knowledge. Pop-up books can let students enjoy and focus on learning the story while using their new vocabulary for reading. Therefore, it can be stated that the use of pop-up book has a significant effect on students' reading ability at ninth-grade students in SMP 3 Mataram.

Based on the explanation above, teaching reading using pop-up book media still requires a lot of improvisation before claiming that this media can improve students' reading abilities. During treatment the students were found several implications that were raised in class. Some students struggled to

understand the literal meaning of unfamiliar phrases and ideas in the text. Apart from that, some students also took a long time to ask questions, even though at the ask step they still felt unsure about the questions asked by the teacher. However, the solution to this problem was provided by teacher. The teacher provides students with more examples of how to create questions. Finally they can understand how to make it based on the topic. Sometimes they need a long time when trying to find answers to the questions provided on the worksheet provided. Nevertheless, the teacher guided students to find the answer by trying to help them find the meaning of words they did not know based on the topic.

## **E. CONCLUSION**

Considering the data analysis and testing of the hypothesis in previous sections, it is clear that the t-test 10.557 surpasses the t-table value 2.045. As a result, the null hypothesis stating that "the use of the pop-up book is not effective in teaching students' reading ability" is rejected, while the alternative hypothesis ( $H_a$ )



is accepted. In conclusion, the outcomes of this study show that using pop-up books as a teaching media has a substantial impact on the reading ability of ninth-grade students at SMP 3 Mataram.

For ninth-grade students, pop-up books can enhance reading abilities by making complex subjects more engaging and accessible. The interactive elements can help illustrate abstract or challenging concepts, making them easier to understand and retain. Pop-up books can also break up the monotony of traditional texts, keeping students interested and motivated to read. Additionally, the visual and tactile experiences can aid in comprehension and memory, particularly for visual and kinesthetic learners. By providing a novel and engaging way to interact with content, pop-up books can support the development of critical thinking and analytical students' abilities.

Then, suggestions for future research are encouraged into several promising areas regarding the use of pop-up books in education. Firstly, comparative studies should be conducted to determine how pop-up

books measure up against traditional texts in enhancing reading comprehension. Secondly, the effectiveness of pop-up books across a variety of subjects should be examined, expanding beyond folktales to include complex topics in science, history, and math. Lastly, longitudinal studies are necessary to evaluate the long-term impact of regular pop-up book use on students' overall reading abilities and academic performance.

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