Development of Pop Up Book Media to Teach Reading Skills for Tenth Grade Students At SMK Annur Bululawang

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ABSTRACT

This Study aims to develop learning media in the form of pop-up book narrative text and know How to level the feasibility of the media. Research is done on student class 10 SMK An-Nur Bululawang. The method of research used is Research and Development (R&D) which uses the ADDIE model. The stages include (1) Analysis needs, (2) Development product (3) Product design (4) Implementation product (4) Product evaluation. Determination feasibility is carried out with validation expert learning, validation media expert, and validation expert language. After That researcher tested the product. Research And Development produce pop-up book media that is feasible to use based on a study from (1) Media expert validator get 90% rating (2) Expert validators learning get an evaluation by 90%. Expert validator Language gets evaluation by 85%. Assessment response students get a percentage evaluation of 88% which means the media can be received by the student. Reason choose study This is That development previously different in place variable And object study as well as No exists Validation expert language.

Keywords: Media Pop-up, Narrative text, SMK (Vocational School) An-Nur.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa pop-up book narrative text dan mengetahui tingkat kelayakan media tersebut. Penelitian dilakukan pada siswa kelas X SMK An-Nur Bululawang. Metode penelitian yang digunakan adalah Research and Development (R&D) yang menggunakan model ADDIE. Tahapannya meliputi (1) Analisis kebutuhan, (2) Pengembangan produk (3) Desain produk (4) Implementasi produk (4) Evaluasi produk. Penentuan kelayakan dilakukan dengan validasi ahli pembelajaran, validasi ahli media, dan validasi ahli bahasa. Setelah itu peneliti melakukan uji coba produk. Penelitian dan pengembangan ini menghasilkan media pop-up book yang layak digunakan berdasarkan kajian dari (1) Validator ahli media mendapatkan penilaian sebesar 90% (2) Validator ahli pembelajaran mendapatkan penilaian sebesar 90%. Validator ahli bahasa mendapatkan penilaian sebesar 85%. Penilaian respon siswa mendapatkan persentase penilaian sebesar 88% yang berarti media dapat diterima oleh siswa. Alasan memilih penelitian ini adalah pengembangan sebelumnya berbeda pada variabel tempat dan objek penelitian serta belum adanya validasi ahli bahasa.

Kata kunci: Media Pop-up, Teks Narasi, SMK An-Nur.

INTRODUCTION

English is a key worldwide connection language that is widely used in commerce, politics, courts, industry, education, and entertainment. As a result, it is critical to understand English efficiently. It acts as a passport to higher education and a boost to one's employment possibilities. The use of the English language in modern communication, films, journals, newspapers, and social media has demanded a"understanding of English" in all of its facets (Manoharan & Ramachandran, 2023). Reading is one of the English language skills taught at Indonesian Senior High Schools. It is very important in academic life. It is a cognitive process in which the brain does the majority of the effort (Safitri & Sudarsono, 2019). Reading skills are the primary tasks of tenth-grade pupils that must be carried out or given since reading is the first step in learning advanced reading abilities. It is related to the student's capacity to respond to the materials provided by the pupils (Wulandari et al., 2020). Reading is an activity that involves the ability of the mind and trains the ability to think logically. Through reading, students are expected to be able to explore information or messages contained in written material. The more we read, the more information we get. The problem is that reading is an activity that is difficult and boring, many people like to read but find it difficult to understand the contents of the reading. Many people have done reading activities but do not understand the truth of the information they read (Pebriana, 2022).

The combination of numerous elements that mutually support one another results in good learning outcomes. The use of media in learning is a significant aspect in learning activities. Learning media is a tool to assist instructors in the classroom teaching and learning process. Learning media may produce a sense of interest in students to participate in learning activities in class, which can improve the effectiveness of student learning achievement. The use of media in the learning process seeks to pique students' interest in learning, give motivation, promote curiosity about what they see, and provide stimulation for students to participate in classroom learning process activities.

Learning to read is still considered boring by students which results in students' interests and abilities in reading not developing optimally. This is the background for the researcher to develop a learning media that is expected that students can understand and foster interest in learning, especially English subjects in narrative reading material, namely the teacher presents pop-up book learning media in a three-dimensional form which is expected to attract students' interest in the learning process. delivery of material about reading narrative text and can be well understood by students.

The research is conducted at Annur Bululawang Vocational High School. Based on the results of unstructured interviews, and observations with the teacher, it is known that there are still many students who have not received learning media in delivering teaching materials, as well as similar responses from their educators suggesting that they have not yet implemented media in the learning system. learning because there are certain reasons and the lack of learning media facilities in schools. Judging from the learning media used, it turns out that they are not yet varied, so the authors develop learning media, namely serial-based images that are applied to English subjects for narrative reading material, this is useful for increasing students' interest in reading narratives.

Several previous studies examined serial picture learning media to improve narrative writing skills, including knowing the effect of serial picture learning media on students'

description reading skills (Hidayah et al., 2020), the results were quite good but there are still some suggestions for effectiveness. The Use of Serial Picture Media in Students' Reading Skills of Simple German Language (Gilli & Dalle, 2019) has been good and successful and only a few suggestions remain, The Effect of Using Serial Picture Media on Students' Ability to Write Procedural Texts (Indriyanto, Haidir, & Annisa, 2019) has been well and true but still has a little something extra. As well as research on developing learning media pop-up books on petroleum material for students (Safri & Sari, 2017) is good and correct, developing products in the form of pop-up books on Crustacean material that can facilitate students' understanding of biology learning and knowing responses to students regarding the use of pop up book media on Crustacean material (Lismayanti et al., 2016) is good and correct. Therefore the researcher uses pop-up book media to complement the previous research.

Based on the problems above, the novelty of this research is a three-dimensional pop-up book-based learning media that is expected to attract students' interest in the process of delivering material about reading narratives and can be understood well by students and to improve English narrative writing skills. So researchers are interested in researching the Development of pop-up Book Media to Teach Reading Skills to tenth-grade students at SMK Annur Bululawang of Narrative Text in English.

METHODOLOGY

This study employs the Research and Development (R&D) research model (Sugiyono, 2015) indicates that a Research and Development (R&D) approach is a research method used to generate specific goods and verify their efficacy. In accordance with this assertion, (Sanjaya, 2013) states that Research and Development (R&D) is the process of developing and validating educational products. Sugiyono also believes that Research and Development (R&D) can be interpreted as a scientific way of researching, designing, producing, and testing the legitimacy of the products that have been produced. Based on the above understanding, Research and Development (R&D) is a research method used to develop and produce a product scientifically, namely researching, designing, producing, and testing product validity. Developing is perfecting existing products so that they become more effective and productive products. Test existing products to determine their quality through experts in the field. The ADDIE model was employed by researchers in this study as a development model. Dick and Carry created the ADDIE model in 1996 to help them construct learning solutions (Mulyatiningsih, 2016). The ADDIE development research approach is said to be more reasonable and full in product development processes.)

This approach may be used to create a variety of learning products such as models, learning techniques, learning methods, media, and teaching materials (Mulyatiningsih, 2016). The ADDIE procedural paradigm consists of five steps: analyze, design, develop, implement, and evaluate (analysis, design, development, implementation, and evaluation). The ADDIE approach was created independently, consistently (organized), and sequentially to handle student learning difficulties connected to necessary learning materials and student characteristics.

FINDING AND DISCUSSION

The ADDIE paradigm is used in research to create goods such as textbooks for learning, learning modules, instructional films, multimedia, and so on (Tegeh, 2014). At each stage, the ADDIE model will provide an opportunity to evaluate each product development activity, to minimize the level of deficiencies or errors in the product being developed. So the researcher chose this type of
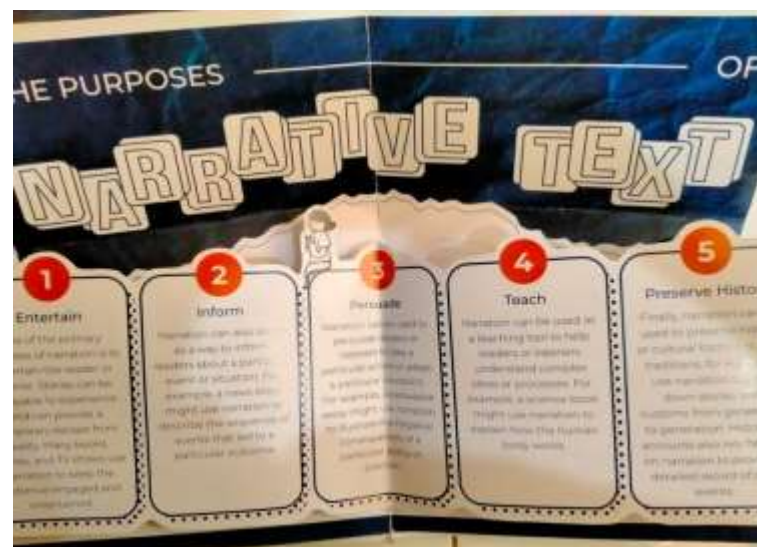
research to develop the English language learning media "Pop Up" at the SMK An-Nur Bululawang. The results of the pop-up book learning product or media can be seen as follows:
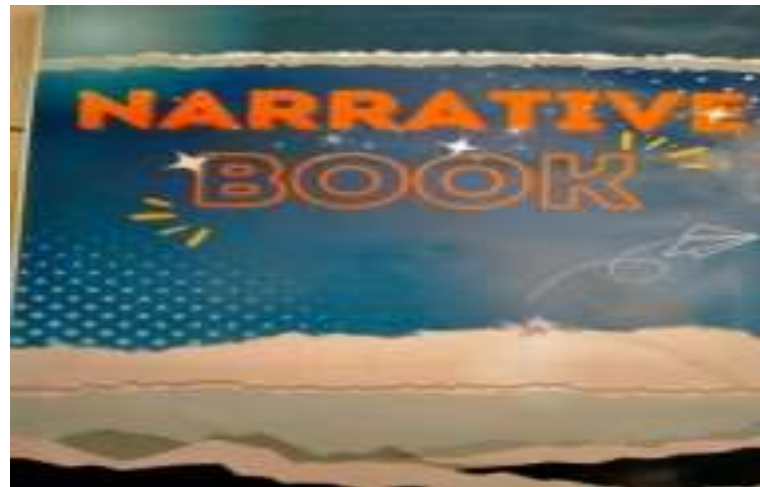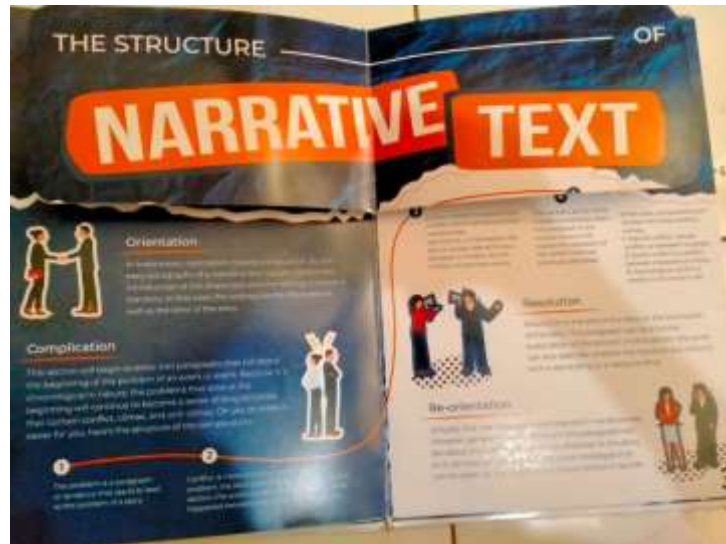

Picture 1. Book cover
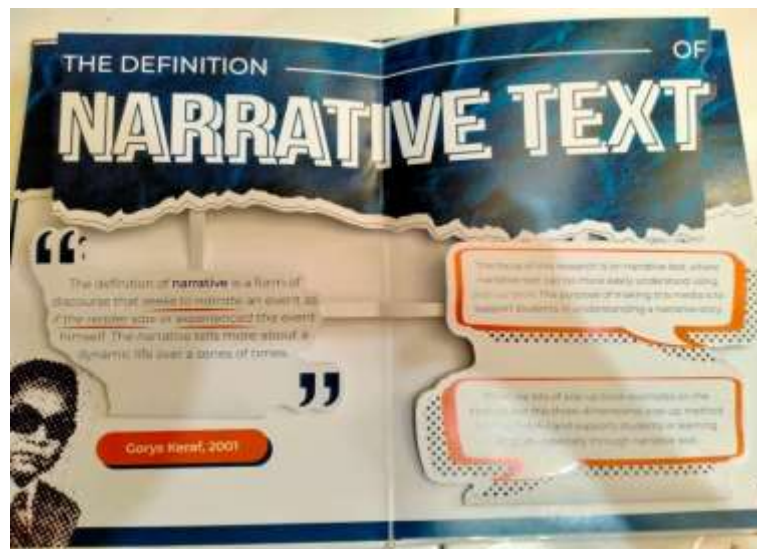
Picture 2. Chapter on Narrative text

Picture 3. Chapter On Narrative Text

Picture 4. Chapter On Narrative Text

Picture 5. Example of Narrative text

Picture 3. Part of the Book Cover

Consideration Expert

Before the questionnaire was given to the expert, the questionnaire was validated first by the instrument validator. In validation activities, there were several experts, namely: Rohmatul Ulum M.pd (media and language validator), and M. Idris Sulaiman Spd (material validator). validation of English learning media products and their validation results cover several aspects which are described as follows in table 2. Validation of the results of media experts

<div align="center">Table 1. Results of Media Expert Validation</div>

Indicator	Assessment Items	$\sum x$	$\sum Xi$	Percent (%)	Validity Criteria	Information
Writing on pop-up media	Font size in writing	3	4	75%	Valid	Worthy
	Word usage	3	4	75%	Valid	Worthy
	Word clarity	3	4	75%	Valid	Worthy
Pop-up book media design	Pop-up book media is used according to the learning material	4	4	100%	Very Valid	Very Worth it
	Pop-up book media is used following basic competence	4	4	100%	Very Valid	Very Worth it
	Pop-up book media is used according to learning objectives	4	4	100%	Very Valid	Very worth it
	Pop-up book media displays clear and attractive writing	4	4	100%	Very Valid	Very Worth it
	Pop-up book media can make it easier for students to imagine their thoughts	4	4	100%	Very Valid	Very worth it
	The appearance of the media attracts students' attention to remember every word listed in the contents of the Pop-up book	3	4	75%	Valid	Worthy
	Media Pop-up book is a media that is practical to use	4	4	100%	Very Valid	Very Worth it
	Pop-up book media can build communicative interactions between teachers and students	4	4	100%	Very Valid	Very Worth it
	The use of Pop-up book media can add insight into the narrative text to the	3	4	75%	Valid	Worthy

	fullest					
	The use of Pop-up book media can shorten the time to facilitate learning	4	4	100%	Very Valid	Very Worth it

The data listed above is the result of a calculation process using the following formula :

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\%$$

where:

P   = Percentage wanted

$\sum x$ = Total value of respondents' answers

$\sum xi$ = The ideal number of

ifs :

$$P = \frac{3+3+3+4+4+4+4+4+3+4+4+3+4}{4 \times 13} \times 100\%$$

$$= \frac{47}{52} \times 100\%$$

$$= 90\%$$

From the results of media expert validation, it can be said that this learning media has a very decent level of validity. This is proven by the results of the research, the media validator obtained a percentage of 90 %. Expert Validation of Outcome Learning.

Table 1. The results of the validation of learning experts

Indicator	Assessment Items	$\sum X$	$\sum Xi$	Percent (%)	Validity Criteria	Information
	The suitability of the material from the Pop-up book media is following the core competencies and basic competencies	3	4	75%	Valid	Worthy
	The material from the Pop-up book used in book form is presented in detail	4	4	100%	Very Valid	Very Worth it
	The material from the Pop-up book can be easily understood by students	4	4	100%	Very Valid	Very worth it
	The Pop-up book material used is close to student life	3	4	75%	Valid	Worthy
	Images or illustrations used are following core competencies and basic competencies	4	4	100%	Very Valid	Very Worth it
	The contents of the material from the Pop-up book can make it easier for students	4	4	100%	Valid	Very Worth it

	to build their imagination					
	Pop-up book display attracts students' attention to remember vocabulary	4	4	100%	Very Valid	Very Worth it
	The pop-up book used is nice and practical	4	4	100%	Very Valid	Very Worth it
	The use of Pop-up books can train students to learn more independently	3	4	75%	Valid	Worthy
	The use of Pop-up books is effective in increasing students' memory	3	4	75%	Valid	Worthy

The data listed above is the result of a calculation process using the following formula :

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\%$$

where:

P = Percentage wanted

$\sum x$ = Total value of respondents' answers

$\sum xi$ = The ideal number of

ifs :

$$P = \frac{3+4+4+3+4+4+4+4+3+3}{4 \times 10} \times 100\%$$

$$= \frac{36}{40} \times 100\%$$

$$= 90\%$$

From the results of the validation of learning experts, it can be said that the learning media has a very decent level of validity by obtaining a validity percentage of 90%. Validation of Result Language Experts

Table 2. Table of linguist validation results

Indicator	Assessment Items	∑X	∑Xi	Percent (%)	Validity criteria	Information
Conformity with sentence language	Spelling accuracy	4	4	100%	Very Valid	Very Worth it
	Grammar accuracy	4	4	100%	Very Valid	Very worth it
	The vocabulary used is appropriate	3	4	75%	Valid	Worthy
Directness	sentence effectiveness	4	4	100%	Very Valid	Very Worth it
	Clarity of	3	4	75%	Valid	Worthy

	instructions					
	Questions are clear	3	4	75%	Valid	Worthy
	Sentence confusion	4	4	100%	Very Valid	Very Worth it
	Accurate sentence structure	3	4	75%	Valid	Worthy
Communicative	Use easy-to-understand examples	3	4	75%	Valid	Worthy
	Understanding of messages or information	3	4	75%	Valid	Worthy

The data listed above is the result of a calculation process using the following formula:

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\%$$

where:

P = Percentage wanted

∑x = Total value of respondents' answers

∑xi = The ideal number of

ifs :

$$P = \frac{4+4+3+4+3+3+4+3+3+3}{4 \times 10} \times 100\%$$

$$= \frac{34}{40} \times 100\%$$

$$= 85\%$$

From the results of media expert validation, it can be said that this learning media has a very decent level of validity. This is proven by the results of the media validator research obtaining a percentage of 85%.

Revision

Media experts provide suggestions for the product. These suggestions can be seen in the table below:

Table 4. Revision from Media Experts

No	Suggestion	Revision
1.	Added sample stories	Story added
2	Provide practice questions	Added practice questions

Revisions were made on the advice of media experts who had validated this product. Media experts suggested adding an example of a story and providing many questions related to the story on a piece of paper so that the book was feasible and immediately tested.

Implementation

Small group product trials

Product trial activities by dividing several students into several small groups. In this way, students can use the product together and carry out learning activities using the Pop-up book narrative text.

The Try-out

The testing activities of learning media products produce data on the effectiveness of the learning media used. The exercises are carried out by giving tests to students according to the material being tested. The results of the tests are explained as follows :

It is known from the reading test scores that all 30 students complete 100%. Because the score is not less than the KKM. Then, the researcher feels that the learning media received following the expected score.

Evaluation

Data collection activities were carried out on June 5, 2023, responses to student learning outcomes can be explained as follows: From the data above, it can be seen the feasibility of learning media for use by SMK An-Nur students in tenth grade by using the formula for calculating the average value according to (Suharsimi, 2016) :

$$P = \frac{\sum x}{\sum xi} \; x \; 100\%$$

where:

P: Percentage wanted

$\sum x$: The number of student assessment answers

$\sum xi$: Total ideal score or highest answer

If counted:

$$P = \frac{1052}{30 \times 4 \times 10} \times 100\%$$

$$= \frac{1052}{1200} \times 100\%$$

$$= 88\,\%$$

From the data and formula used above, a percentage of 88% was obtained in the "Very feasible" category, which means that SMK An-Nur students who filled out the satisfaction questionnaire were generally interested, understood, and believed that pop-up book learning media had been used. appropriate. For tenth-grade SMK An-nur students in Bululawang.

CONCLUSION AND SUGGESTION

Based on the results study And discussion can be concluded that the use of Pop-up book media to teach reading skills to Tenth-grade students at SMK An- nur Bululawang, especially in the ability to read narrative text. process development Media Pop-up book for teaching ability reading narrative text for tenth-grade at SMK An-Nur Bululawang. The novelty of this research is a three-dimensional pop-up book-based learning media that is expected to attract students' interest in the process of delivering material about reading narratives and can be understood well by students and to improve English narrative writing skills.

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