

DEVELOPING POP-UP BOOK FOR TEACHING VOCABULARY TO YOUNG LEARNERS

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Abstract

This research aimed to develop a pop-up book for teaching vocabulary to young learners, specifically kindergarten students at Darul Ulum Kindergarten. The study followed the ADDIE model, consisting of the phases of analysis, design, and development. In the analysis phase, the researcher determined the appropriate materials and criteria for the media to be used by teachers and students in learning vocabulary. The design phase focused on the criteria of the media for children and the materials used in the book. The development phase involved creating the essential parts of the media. Based on the assessment rubric used by the teacher, the pop-up vocabulary book received a score of 96.875%, indicating that it is feasible for use in teaching vocabulary to young learners.

Keywords: Pop-Up Book, Vocabulary, Young learners

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INTRODUCTION

In many aspects of language components, vocabulary is one of the important points of English learning. Basoglu and Akdemir (2010) maintain that learning vocabulary is a basic step in learning a foreign language. That is why vocabulary building should give to children. Getting much vocabulary is better because they will have a stronger base in learning English. In the teaching-learning process, Teaching English for Young Learners (TEYL) teachers plays a very important role, they need to develop a distinct repertoire of teaching skills to work effectively with young learners which had a limited concentration span and planning of short engaging activities (Rich, 2019). Shin states that the natural characteristics of young learners are active, purposeful, creative, and hands-on activities that are interesting and relevant (2014). The teachers need to use interesting media to support the classes to become more interesting and not boring.

The teacher's role in guiding and facilitating learning experiences is critical and needs careful consideration. It involves deliberate, purposeful, and thoughtful decision-making

and actions on the part of the teacher to promote children's innate drive for independent learning with practical media. The study by Walsh et al. (2006) identified that "an appropriate learning environment for young children is one in which useful age-appropriate activities are available, interesting practical projects are carried out, teachers have high expectations of children, and children and adults work together as a team" (p. 219). The teacher's responsibility for teaching young learners in a fun learning environment is also supported by interesting media. Young learners create their learning by engaging with their environment and they are active in their learning process by exploring immediate settings.

As Shin (2014) has shown, children, need to have the interest, imagination, and curiosity sparked to keep their attention in the classroom because they have lots of physical energy and are easily distracted. The teacher needs to make the class a good environment to learn English by using interesting media as one of the important components to make teaching-learning fun and not boring. The media should be interested and motivate the students to learn and memorize English vocabulary through its visualization. The author claims that "visualization techniques and journeys of the mind allow children to expand and explore their creative minds and therefore extend imaginative and creative thinking processes" (Caldwell, 2010). The teacher can use visual things like interesting media namely Pop-Up books that can develop and motivate students to learn English easily including vocabulary. The researcher stated that "in general, pop-ups appear between a fold or crease in a piece of paper and are activated as the viewer unfolds a page" (Hiebert, 2014). Pop-Up book contains paper pieces that pop out or move when the book is opened and fold completely flat when the book is closed. Therefore, the students can visualize their ideas using the Pop-Up book. Furthermore, if children create their visuals, they will probably engage and be interested in the activities and take more responsibility for the materials (Moon, 2005).

The researcher chooses to design a Pop-Up book as one of the interesting media in teaching vocabulary to improve students' vocabulary achievement because the Pop-Up book had pictures that rise, interesting, and colorful. By using the Pop-Up book, the students could see an areal and alive picture. In the previous research by Firstyani (2013) at SDN Adisucipto 2 Depok Sleman Yogyakarta, she researched developing a pop-up book with audio as media for the teaching of listening. The results of her research showed that pop-up books as visual media can be an effective medium for teaching listening. In another previous research by Khafidoh (2011), the researcher did the research using pop-up books as media for teaching English reading to the 3rd-grade elementary school. The findings of the research showed that the use of the *Pop-Up* book successfully attracts the students' attention. Students are more active and enthusiastic about joining the class because the product is interesting.

About those previous research, it is believed that Pop-Up book is beneficial to increasing students' motivation in learning new knowledge. However, the present research focused on adult students. This research focused on the children in bilingual kindergarten which have different characteristics

RESEARCH METHOD

The researcher used ADDIE by Branch as a product development concept. There are Analyze, Design, and Development. The analysis phase was performed to identify the

probable causes for a performance gap, the design phase to verify the desired performances and appropriate testing methods and the development phase was to generate and validate selected learning resources. The participants of this research are the teachers in Darul Uloom kindergarten. There are 6 teachers, 4 teachers in Kindergarten 2 (K-2), 2 teachers in Kindergarten 1 (K-1), and also 44 students in K2 and 12 students in K1. The kindergarten is located in Jl. Parit H. Husin 2 Gg. Sahabat No. 9 Pontianak Tenggara, Pontianak, Kalimantan Barat

The data collected by interviewing the teacher and students and distributing the assessment rubric to the teachers, However, the assessment rubric is organized quantitatively in the form of percentages with the criteria are as follows:

Table 1. Percentage of Feasibility Criteria (Riduwan, 2013)

| Assessment criteria | Percentage (%) |
|---------------------|----------------|
| Very feasible | 81% - 100% |
| Feasible | 61% - 80% |
| Less feasible | 41% - 60% |
| Not feasible | 21% - 40% |
| Not appropriate | ≤ 20% |

The Pop-Up book will be called feasible to apply if it scored more than 60%. However, it is unfeasible and should be revised if the score is less than 60%.

RESULT AND DISCUSSION

The data were gathered by analyzing the result of the interviews and the assessment rubric by the teacher. The kindergarten students are those in the age average 4 to 6 years old. The students of this age are categorized as young learners. Cameron (2010) stated, "Children learn foreign languages depending on what they experience" (p. 20). Therefore, teachers need an interesting method for teaching children.

From the analysis phase, the researcher was founded that the students like to see big, colorful, and animated pictures. They also like to see three-dimensional books and like to play everywhere and at every time. Meanwhile, the teachers' problems are facing bored kids while teaching by the conventional method, facing stressed kids while using the textbook for teaching, and having no time to make media for each day before teaching. Based on the data, the researcher planned to design a Pop-Up book as an interesting medium for teaching vocabulary to young learners.

Then, the researcher selected the appropriate materials and collected suitable pictures in the design phase. In selecting the appropriate materials, the researcher should refer to the existing curriculum that was being used at the school. The school is using the 2013 national curriculum for kindergarten. There was 11 themes divided into two semesters. The researcher only focuses on the theme in the first semester of kindergarten. The five themes were the family, the environment, the needs, the plants, and the animals. After the material was ready, the researcher started to select and collect the proper pictures of the vocabulary of each theme. According to the teacher, the vocabulary for each theme is about 6 to 12 only. Because children are easy to forget especially much of the vocabulary that has been thought

at a time. The pictures collected are in high definition, in cartoon or PNG mode, and in bright colors.

The book development was done by creating essential parts of the Pop-Up book. The cover of a book is the most important part of the whole book. It affects the attractiveness of people whether they are interested and motivated to learn or not. According to Dickinson (2010), the cover needs a brighter color and an attractive picture. Hence, the researcher chooses the sky-blue color and light brown as the background color. The researcher also put interesting pictures on the front cover and some elements of information such as the title of the book and the name of the creator. The cover will be made from hard paper 2 millimeters of carton. There were seven layers of the Pop-Up book based on 5 themes. The researcher uses thick paper (art paper 230 gsm) as the layers of the book. The types of Pop-Up books are both 90-degree Pop-Up and 180-degree Pop-Up. The size is about 60 cm × 40 cm. The Pop-Up book is available to use by the teacher classically in the classroom with 5-10 students, and also the students by themselves. Every picture had words in black and white color, and the words can be stuck and taken off to make them the game in the classroom



Figure 1. The Example of Pop-Up Book. Family slide



Figure 2. The Example of Pop-Up Book. Animal slide

The assessment rubric focuses to evaluate the Pop-Up book. Tuan (2012) states that analytic scoring is an assessment, in which the objectives of the final product are broken down into criteria parts, and each part is scored independently. There were 4 criteria to evaluate, these are the material aspect, instructional aspect, appearance aspect, and development aspect. Based on the data the teachers have chosen a score between 1 to 4, and every score had an explanation of the criteria parts. The score is calculated using the formula below:

$$P = \frac{f}{N} \times 100\%$$

Note:

P = percentage of the item

f = Collected scores/ observed frequency

N= Number of Cases/ expected frequency

$$P = \frac{93}{96} \times 100\%$$

Note:

$f = 93$

$N = 96$

$P = 96.875\%$ (very good)

The result of the score is 96,875%. It means that the Pop-Up Vocabulary book is feasible to apply in teaching vocabulary to young learners.

Based on the result, it is believed that Pop-Up book is beneficial to increasing students' motivation in learning new knowledge. However, the present research focused on the development of media for adult students while this research focused on the development of interesting media for young learners which not only increases student interest and motivation in learning but also can be an inspiration for the teachers to become more creative in solving problems faced in the classroom.

CONCLUSION AND SUGGESTION

Young learners which have special characteristics need interesting media to motivate them in learning something new, especially vocabulary. The use of interesting media with bright pictures and unique technic of paper engineering are known to arrest young learners motivated to learn. Therefore, the researcher provides a solution by developing a Pop-Up book as an interesting medium for teaching vocabulary to young learners. Pop-Up book was developed based on ADD phase by Branch; analyze, design, and develop. In terms of developing appropriate teaching media for the students, the Pop-Up book should have the appropriate materials based on the theme of the 2013 national curriculum. The theme is arranged correctly based on the first-semester theme in kindergarten. In proportion to research findings and discussions, it can be concluded that the Pop-Up book was feasible to use as an interesting medium for teaching vocabulary to young learners in kindergarten.

Based on the conclusion that has been previously explained, some suggestions can be directed toward the English teacher to support the students' experience in learning English, the teacher is required to use appropriate media to deliver the material of teaching. Pop-Up books can be used as an additional medium in the teaching-learning process. Thus, the teacher should understand how to use the media beforehand. Nevertheless, due to the limitation of the media, the teacher is expected to create or develop their interesting media by considering the student's needs and the existing curriculum. Furthermore, as a facilitator, the teacher should encourage the students to actively participate in teaching-learning activities. Further researchers could develop a Pop-Up book with different subjects and materials. However. It is important to choose appropriately based on the curriculum and students' needs. In designing a Pop-Up book, the researcher should pay attention to the selection of pictures or designs, the type of paper used, and the number of vocabulary and images to attract the attention of young learners.

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