



Developing a Pop Up Book Supportive to Narrative-Texts Teaching

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Abstract

This research aims to develop Pop-Up Book as supplementary media to support the teaching of narrative texts and to evaluate whether or not the media are feasible to teach narrative texts to the tenth grade students of SMA Negeri 8 Pontianak. The media consisted of narrative texts with pop-up pictures. They were divided based on the structure of a narrative text. The materials were taken from the students' textbook that the researcher has simplified. The procedures were adapted from ADDIE Model proposed by Branch and it used three phases, namely, Analyse, Design, and Develop. From analyse phase, it was found that the students needed interesting media that was visually attractive to engage them in the teaching learning process and to support the existing materials. The Design phase covered the aspects, which were the focus of the media, of the materials and the pictures for the media, and the structure of the media. The Development phase concerned the development of the essential parts of the media. According to the evaluation result, the media are considered feasible to be applied by the teachers to teach narrative text reading.

Keywords: Pop-Up Book, Supplementary Reading Media, Narrative Text

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1. INTRODUCTION

One of the English language skills taught in Senior High School in Indonesia is reading. It plays a major role in the academic life. It is a cognitive process that involves the brain doing most of the work (Dubin, 1986). Reading helps students to increase their knowledge and to succeed in their vocabulary building. It is important to consider that having sufficient knowledge and mastering vocabulary can make the students more creative and confident in producing information, either through speaking or writing.

In reference to Curriculum 2013 of Senior High School, the students are required to be able to comprehend various texts. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (McNamara, 2007). In short, it can be defined as a skill of constructing meaning from the texts, too.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex (McNamara, 2007). In teaching learning through reading, teachers may face problem related to the students' comprehension of reading text. The students may get difficulty in comprehending a reading text, because of insufficient knowledge about the contents of the texts and linguistics matters, like generic structure and contextual meaning. Another problem deals with the fact that the students in Indonesia study English as a foreign language that differs from their national language, Indonesian, in some aspects and similar in others. Thus, the students may keep thinking in Indonesia pattern when reading texts in English.

In reference to the pre-observation in SMA Negeri 8 Pontianak, the students were found out not interested and motivated in learning English, especially reading. They neither were not interested in reading since they experienced in having difficulty in comprehending texts. Moreover, the students also informed the researcher interesting learning media to motivate them in reading texts. Thus, to eliminate this problem, the teacher is supposed to have attractive media to solve the problems.

There are numerous kinds of media that may help the students comprehend the reading texts easily. The media are the visual media that involve pictures. Pictures serve as teaching media which influence the learning atmosphere. Pictures are indispensable for the language teachers since they can be used in many ways (Harmer, 2001). Pop-up book is one of the visual media that may be able to catch the students' interest in reading. It has been delighting and engaging to people of all ages since hundreds of years ago (Dyk, 2010 & Ruiz et al, 2014).

Pop-up book was chosen for its attractive shape of pictures which will explode right off the page and believed to make the students more interested in reading. Ruiz et al. (2014) claim that paper pop-up or movable books are of three dimensions that contain paper pieces that pop out or move when the book is opened and fold completely flat when the book is closed. Pop-up can grab students' attention to the lesson, excite their interest in it, and boost the good atmosphere during the lesson. Those advantages make pop-up books be very comprehensive media for teaching reading comprehension. Through a pop-up book, students are

expected to improve their reading comprehension on narrative texts.

To date, there were some previous studies that relevant to this research whose results could support this research. The first was the study by Firstyani (2013) about developing a pop-up book with audio as media to teach listening to elementary students in Yogyakarta. The study showed that the presence of pop-up books could motivate the students, maintain their attention to the learning process, and make them comprehend the lesson easier. The second study was conducted by Nugraha (2016). He designed a story book as a narrative reading material based on the folktales from West Kalimantan. He found out that the story book was suitable and supportive to teaching the narrative text reading to junior high school students. Another similar research was conducted by Noviaty (2017). She designed a comic strip to support the teaching of narrative text reading to senior high school students. The finding showed that comic is a very good teaching medium to teach narrative text reading.

In reference to the above ground, it is believed that the use of attractive media can be beneficial for the students who learn reading comprehension. Therefore, the present research was focused on developing a supplementary reading media using a pop-up book. This reading medium was designed to draw the students' interest in reading, to improve their motivation, and to make them able to comprehend a narrative text easily.

2. METHODOLOGY

The present research applied the first three phase of ADDIE model proposed by Branch (2009). They are Analyse, Design, and Develop. The first phase was performed to identify the probable causes for a performance gap, the second phase to verify the desired performances and appropriate testing methods, and the last phase to generate and to validate the selected learning resources. This research was designed to develop a reading medium using a pop-up book to teach narrative texts. This pop-up book is used to support the teachers in their teaching process and to help the students learn the narrative texts.

The present research was conducted at a senior high school in Pontianak, Indonesia. The purpose of this research was to develop a pop-up book as a medium to teach narrative texts. The research subjects X IPS 1 from SMA Negeri 8 Pontianak in the academic year of 2017/2018. This learning group consisted of 16 males and 16 females.

Data Collection

The data were collected through an interview to the teacher, the questionnaires that were delivered to the students and the assessment rubric for expert evaluation.

The tools to collect the research data were an interview and questionnaires distributed to the research subjects. The former tool was designed to gain information about the problems that the teacher encountered in teaching narrative texts and to know the students' attitude during the teaching learning process. The latter were used to get the data about the students' needs and problems in learning and reading narrative texts. The research data were also collected using assessment rubric to evaluate the quality of the research product by an expert.

Technique of Data Analysis

The first phase was done to find out what kind of media should be developed to fulfil the needs of the students based on the interview and questionnaire. In conducting the need analysis, the researcher analysed the interview data that has done with the English teacher of SMA Negeri 8 Pontianak. This interview analysis was done to find out any problems that overcome by the teacher and to get information on students' attitude in teaching learning process. Furthermore, the researcher also analysed the questionnaire of the tenth grade students of SMA Negeri 8 Pontianak to find out the students' attitude, motivation, and needs in learning the English reading. In analysing the result of the students' questionnaire, the researcher used the *Likert Scale* with four frequencies in the questionnaire. To make it clear, the coding frequency is as in Table 1.

Table 1. Coding Frequencies

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

To get the percentage of each coding frequencies, the questionnaire data were analysed by rating scale. The rating scale was scored by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of categories}} \times 100$$

P = Percentage

Then, the result of each question was measured as in Table 2.

Table 2. Guideline for Students' Questionnaire

Percentage (%)	Interpretation
0 - 24,99	Strongly Disagree
25 - 49,99	Disagree
50 - 74,99	Agree
75 - 100	Strongly Agree

3. FINDINGS AND DISCUSSIONS

Findings

1. Analyse Phase

In the first phase it is found out that the needs and the problems that the students and the teacher overcome in the teaching learning process, especially reading. The data were gathered by analysing the result of the interview and questionnaire data.

This research was conducted at SMA Negeri 8 Pontianak and the tenth grade students were selected by the researcher as the participant. There were 7 classes of the tenth grade which consist of 32 to 36 students in each class and the age average of the students was 14 to 16 years old. The students at this age are categorised as adolescence. Owusu (2009) said that at this period, the adolescent goes through a lot of changes and becomes curious to know new things. It can be inferred that high school learners are passionate to learn if there is something attractive to get their attention.

According to the teacher, the students have different characteristics and English abilities. Most of them were in the middle to low level of English proficiency. Besides, when it comes to the subject or material that they do not have their interest in, they will easier to get bored and hard to understand the material being learned. This was related to the adolescence characteristics. Other than that, the students of this school also come from different social and economic backgrounds which indeed may affect their behaviours and characteristics.

In order to get data, the researcher took a random class as a sample, which was X IPS 1. Based on the questionnaire data, the researcher found out the problems and needs encountered by the students in reading English text. The data showed the results on students' attitude, motivation, need, and previous knowledge.

Based on the data result, most of the students were only willing to read English text from textbook if it is the English lesson. The reason is simply because the texts make them bored and the layouts are not interesting. This is in line with the teacher's information that students were easily getting bored when the teacher give them material about reading text. However, the appearance of a book that provides interesting pictures and layouts which has unique value, such as comic or story book for example, is acknowledged as important for the students. According to them, those visual aspects can help them to understand and motivate them to read the English text. This was supported by the statement *"I need interesting media to motivate me in*

reading English text", where there were 15 students who chose strongly agree and the rest of 17 students chose agree with the interpretation of 86,72%.

Beside the needs and problems about reading text, the researcher also found some matters on narrative text that previously learned by the student. With the statement of *"I cannot explain the purpose and structure of narrative text"*, exactly there were 18 students who responded strongly agree, 10 students agree, and 4 students disagree with this statement. It means that only 4 among 32, or one per eight, of students who can account the purpose and structure of narrative text. Whereas, according to the curriculum and syllabus, narrative text itself was learned by the students at the junior high school, so it was supposed that the students were already understand about narrative text. The researcher inferred that the reason of the students who do not know about the purpose and structure of narrative text was because either they already forgot the material or they really have no idea about what the material is. Besides, the use of difficult words in narrative text also resulted in making the students getting hard to understand the text. It can be seen from students' responses on the statement *"I find myself feeling confused to understand narrative text that uses unfamiliar words"* that the result was 76,74% and interpreted as strongly agree. This was in line with the students' need in the use of simple language in the statement *"The content of narrative text is supposed to be delivered in simple language of English"* with 89,84% interpreted as strongly agree.

Furthermore, the researcher has interviewed the teacher to get information about the syllabus and book which used in teaching and learning process. The syllabus that currently used by the students at SMA Negeri 8 Pontianak was based on the Curriculum 2013. This curriculum is applicable to all levels of Indonesian educational school. Based on the syllabus of Curriculum 2013 for high school students, the narrative text taught only to the tenth grade students at the second semester. The basic competencies are; (1) distinguish social function, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, which is simple and in accordance with the context of their use, and (2) capturing meaning contextually related to social function, text structure, and linguistic element of narrative text, oral and simple writing related to folk legend.

According to the teacher, there were two textbooks that were being used in learning English. Those books were published by Intan Pariwara and Putra Nugraha. Based on the observation, the textbooks provide some various

activities in improving English skills and they focus on the linguistic elements such as vocabulary and grammar. Meanwhile, the selection of vocabularies in the textbooks itself, according to the questionnaire data, was categorised as difficult to learn by the students. Moreover, in the textbooks, some activities asked the students to have to work in individual, in pair and in group and almost all narrative texts that provided in Intan Pariwara and Putra Nugraha textbook were similar. However, Intan Pariwara textbook provided more narrative texts such as the stories that never arouse to the students.

In accordance to the explanation above, it can be concluded that senior high school students are adolescence who has enthusiasm in learning if there is something attractive to grab their interest. So the students need interesting media that is visually attractive in order to engage them in the teaching learning process, and to support the existed materials. Therefore, the researcher tries to fulfil this by developing a pop-up book as supplementary reading media to support the teaching narrative text.

2. Design Phase

In this phase, the researcher designed the desired product based on the data that was already analysed in previous phase. However, before designing the product, there were some important points need to be completed based on Richards & Rodgers (2001) theory. In designing the supplementary reading media, the researcher should consider about: (1) the objective of this supplementary reading media, which is to support the students in learning reading text, especially narrative text, (2) the type of the learning that can be used for this media, which was classroom learning with which was classified as formal learning in this research, (3) the teacher's role regarding to the media, which are teacher as facilitator and motivator in the learning process, teacher gives instruction about the using of media, and teacher monitors the students' activity, and (4) the learner's role regarding to the media are learner sits in a small group to take turn in reading the text from the

Following the important points above, the researcher then started to design the draft of the pop-up book media. There were two steps used by the researcher in designing the draft of the pop-up book. The first was selected and collected appropriate materials and the second was selected and collected suitable pictures.

In selecting and collecting appropriate materials, the researcher should refer to the existing curriculum and syllabus that was being used at the school. Thus, the researcher selected and collected the textbook that was being used by the teacher and students in teaching learning process to find out which material that was going to be used in designing the pop-up book. According to the teacher, there were two textbooks that were being used in learning English. Those books were published by Intan Pariwara and Putra Nugraha. Both books actually has similar ways in providing the material of narrative text, but the researcher decided to select the textbook that published by Intan Pariwara. The considerations were because Intan Pariwara book provides more examples of the narrative texts rather than the other one and the credibility of the publisher in creating textbook is undoubtedly. After textbook selected, the researcher chose one narrative text provided that is considerably appropriate to the topic and infrequently arose to the students, which is "The Legend Story of Lotus". Then, the researcher modified the narrative text into text which the vocabularies are easier to understand by the students.

After the materials were ready, the researcher started to select and collect the proper pictures for the narrative text to put in the pop-up book. Pictures were provided to support the depiction of the narrative story that has selected by the researcher. In this step, the researcher asked for help to illustrators who have qualified drawing skills to illustrate the characters and backgrounds from the narrative text. The aims were to create authentic pictures that has unique value in it. Therefore, the illustrations will be attractive and definitely will catch students' attention. In illustrating the chosen narrative text, there were several steps used by the illustrator. Those steps were; draw the illustration, colour

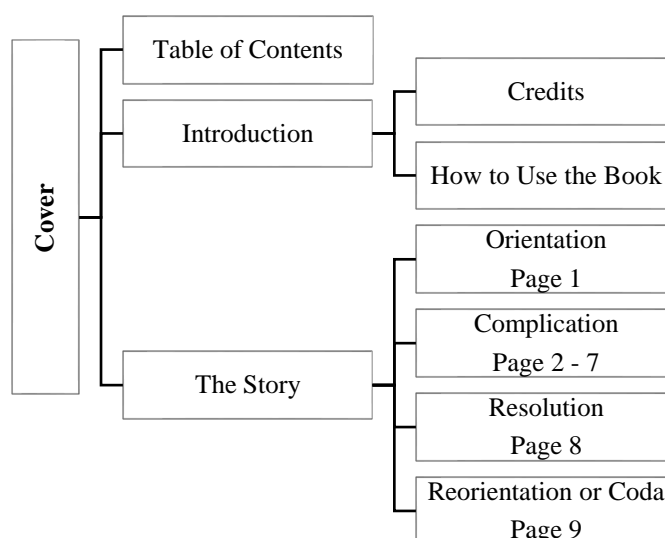


Figure 1. The Outline of the Pop-Up Book

book and learner uses the media based on teacher's instruction.

the illustration, and scan the illustration.

Finally, after completing the draft of the media, the researcher could finally describe the outline of supplementary reading media that was created. The pop-up book contains a legend story entitled “The Legend of Lotus” which adapted from the students’ workbook. This pop-up book also consists of 11 pages; the first page is for the table of contents of the book, the second page is for the book’s

3. Develop Phase

In development phase, the book is developed by the researcher based on the materials and pictures that had been chosen and created. The materials of the book were adjusted based on the syllabus of 2013 curriculum. The book development was done to create essential parts of the pop-up book.

The first part is the cover. The cover of a book is the most important part of the whole book. It affects the attractiveness of people whether they interested to read or even buy the book or not. Cover page or title book includes a graphic symbol or drawing that illustrates the topic. So, it should be carefully designed for visual appeal (Branch, 2009). The researcher believed by designing attractive cover of the pop-up book, the students will be interested to read the book. The researcher used the Adobe Photoshop application in creating the cover for the pop-up book.

A book cover needs a brighter colour and an attractive picture (Dickinson (2010). Hence, the researcher choose yellow-fire colour as the background colour. Actually, the cover of the book was divided in to 3 parts. They are the front cover, the spine cover, and the back cover. At the front cover, the researcher put some illustrations which represent the story of “The Legend of Lotus”. Besides, the researcher also put other elements of information such as the title of the book and the name of the creator at the front cover. Additionally, the researcher also put the book’s title at the spine cover and creator’s name at the back cover.

In the table of contents, the researcher provided brief descriptions or lists of the book and also the page numbers

introduction including the credits and how to use the book, and the third to the eleven page are for the narrative story. The story itself was divided into 9 pages which arranged based on the generic structure of narrative text; 1 page for orientation, 6 pages for complication, 1 page for resolution, and 1 page for coda. The outline of the pop-up book is described in the flow chart below.

to help the reader navigate and find the intended part the book.

Furthermore, the researcher creates the introduction content. There were 2 parts of introduction content. The first was the credits of the book and the second was about how to use the book. In credits page, it contains the information to credit the people involved in the making of the pop-up book. There are a short biodata of the creator and her picture, the contact information of the illustrators, and the source of the story used in the pop-up book. Then, in the page of how to use the book, the researcher provided the user’s guideline in using the book.

Lastly, the story content created as the final step in developing the pop-up book. In creating the story content, it was started from editing the illustrations that had been scanned using Adobe Photoshop application, including the background illustrations, the character illustrations, and the text related to the illustrations. The researcher utilises precision ruler provided in the Adobe Photoshop application. The function of this step was to match and balance the size of character illustrations, background illustrations, and story text. This process was important to generate good print outs at the develop phase.

After the editing process has finished, the illustrations were printed on a thick paper. The researcher used *art paper* type of paper with the thickness of 230 grams per square meter. They were printed separately between the backgrounds, characters, and texts in order to make the illustrations easier to fold and glue, and to make them be able to pop up. When the print outs were ready, the researcher cut and assembled the illustrations into a pop-up book. The example of the pop-up book result was provided below.

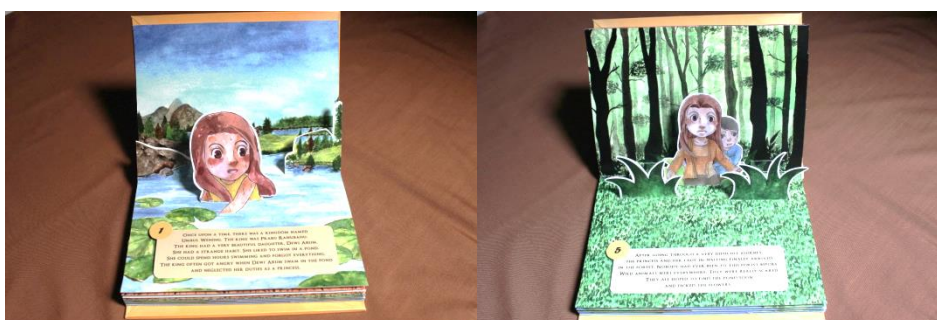


Figure 2. Example of the Pop-Up Book Result

4. Expert Evaluation

The focus of expert evaluation is to evaluate the contents and the application regarding to the topic. For this research, the researcher has provided an assessment rubric that was used to value the pop-up book whether the materials of the

pop-up book are usable and appropriate to support the teaching reading of narrative text or not. The expert here is a lecturer at Teacher Training and Education Faculty of Tanjungpura University Pontianak who expertise in the field of learning technology. The result of the expert evaluation showed in the table below:

Table 3. Evaluation Rubric

No	Criteria	Options	
		Yes	No
1	Content	√	
2	Language	√	
3	Format	√	
This media is considered to be:			
	Feasible and there is no revision needed.	√	
	Feasible and there are some revisions to be done.		
	Not feasible.		

From the table above, it shows that the assessment rubric consists of three main criteria; content criteria, language criteria, and format criteria, and the expert should choose amongst “yes” or “no” options. Furthermore, the data showed that, the expert chose “yes” options for all criteria and he stated that the media is considered to be feasible and there is no revision needed.

Discussions

This research was conducted based on the learning problems of the tenth grade students in SMA Negeri 8 Pontianak. The learning problems were that students’ interest and motivation in learning English was low, especially in reading. Thus, the researcher provided a solution for that problem to solve and fulfil the needs by designing and developing a supplementary teaching media to support the teaching reading process in a form of Pop-up book. The researcher used ADDIE approach of development research proposed by Branch (2009) as the method in conducting the research. This method consist of five phases, but the researcher used analyze phase, design phase, and develop phase only in the process of the research.

The first was analyze phase. This phase was conducted in order to find the information about the needs and problems that faced by the teacher and students before the researcher designed and developed the pop-up book media. The needs and problems gathered by interview the English teacher and conduct the questionnaire for the students. The basic information which were gained such as the background of the students, the problems that find by the teacher and students, the needs toward the teaching reading process of English in the classroom regarding to the topic, and the textbook used by the teacher and students in conducting the English lesson. These information will be used to solve the teaching reading problems, to fulfil their needs in mastering the topic, and to decide suitable materials that will be used in designing and developing the media.

The next phase was design phase. Design phase was conducted based on the information gathered from analyze phase. In design phase, the researcher selected and collected the appropriate materials of narrative text and the pictures

that will be provided in the pop-up book media. The materials was selected and collected based on 2013 Curriculum and the syllabus. The topic of narrative text for tenth grade students was taught at the second semester, which is the legend stories. The researcher then selected and collected the textbook that was using by the teacher and students in teaching learning process to find out which material that was going to use in designing the pop-up book. After that, the researcher picked out a text that is considerably appropriate to the topic and infrequently arose to the students, and modified it into a text that uses more simple language. Then, pictures were provided to support the depiction of the narrative story that has selected by the researcher. The pictures were illustrated by someone who has qualified drawing skill in order to get the illustration that will gain the interest of the students.

After design phase was done, the researcher came up with the last phase, develop phase. In this phase, the book was developed by the researcher based on the materials and pictures that had been selected. The book development was done to create essential parts of the pop-up book, such as the cover, table of contents, introduction content, and the story content.

After developing the pop-up book, the researcher applied the assessment rubric for expert evaluation to value the pop-up book whether the materials of the pop-up book are feasible and appropriate to support the teaching reading of narrative text or not. There were four criteria of the expert evaluation, they were content criteria, language criteria, format criteria and additional note. Based on the result of the expert evaluation, the expert chosen the “yes” answer for all questions provided in the criteria. Based on the result of the expert evaluation, the pop-up book can be used as supplementary reading media to support teaching reading narrative text for the tenth grade students at SMA Negeri 8 Pontianak.

4. CONCLUSIONS AND SUGGESTIONS

Conclusions

The students need interesting media to motivate them in reading English text. The use of interesting pictures and

reading layout, and simple language are known to help them in comprehending the reading text. Therefore, the researcher provides a solution by developing a pop-up book as supplementary reading media to support the teaching narrative text. Pop-up book is an interesting media that can be used in teaching narrative text. Even though there were other media that already existed, pop-up book is superior in terms of its appearance and shape which are unique and attractive.

Pop-up book was developed based on ADD phase by Branch; analyse, design, and develop. In terms of developing appropriate teaching media for the students, the pop-up book should have appropriate materials that taken from students' textbook and illustrations that illustrated by an artist Furthermore, the elements of pop-up book developed by the researcher consisted of: (1) an attractive cover, which shows the title of the story, the illustration that represents the whole story, and the name of the book's creator; (2) the table of contents, which provides lists of the book structure to help the user navigates the book; (3) the book's introduction, which provides the credits of the book and the user guidance in using the book; and (3) the story content, which provides the pop-up illustrations and narrative texts which are distributed based on the structure of the narrative text.

In proportion to research findings and discussions, it can be concluded that the pop-up book was feasible to use as supplementary reading media to support the teaching narrative text for the tenth grade students.

Suggestions

In reference to the research findings, suggestions are addressed to English teachers to improve their teaching in class.

To enable the students to have more experiences in the teaching-learning English process, teachers need to use the appropriate media to deliver the teaching materials. One of the media is Pop-up book. To apply this medium, the teachers should understand how to use the media beforehand. Due to the limit of these media, the teachers need to create or develop their own interactive teaching media by considering the students' needs and the existed syllabus and curriculum. Furthermore, as a facilitator, the teacher should encourage the students to actively participate in the teaching learning activity.

For the students, in order to be able to use the pop-up book easily, the students should understand how to use the pop-up book and follow the instructions given by the teacher.

Another piece of suggestion is directed to researchers. For a better result, other researcher need to develop a pop-up book

to deliver different subjects and materials. However, it is important to choose appropriate materials based on syllabus, curriculum, and students' needs. In designing the pop-up book, the researcher should pay attention at selecting the pictures or the designs, the type of paper used as well as the proportion of texts and images to attract the students' attention of.

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