DEVELOPING POP UP HANDOUTS AS READING MATERIALS IN TEACHING NARRATIVE TEXT

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Abstract: The purpose of this study was to develop reading materials in form of Pop Up handouts. The method applied by the researcher was ADDIE method which covered five phases; analysis, design, development, implementation, and evaluation. Pop Up handouts played a role as a supplementary material in teaching reading narrative text. Pop Up handouts are books that consist of two stories and sets of three dimensional pictures which are able to fold and rise automatically. The thick papers were used as the basis for the texts and the illustration. The illustrations of the handouts were originally designed by the researcher. The study was conducted at SMPN 19 Pontianak in academic year 2015/2016. From evaluation phase, Pop Up handouts achieved a satisfying score based on the validation by the experts which was classified as very good with 85% without any revision. Besides, the product was applicable to be used by the teachers to teach narrative text.

Keywords: *Pop Up handouts, Reading Material, Designing Material*

Abstrak: Penelitian ini bertujuan untuk mengembangkan materi baca dalam bentuk *Pop Up handouts*. Metode yang diterapkan oleh peneliti adalah metode ADDIE yang mencakup lima tahap penelitian; analisis, pembuatan, pengembangan, penerapan, dan evaluasi. *Pop Up handouts* berperan sebagai materi tambahan dalam mengajar bacaan teks naratif. *Pop Up handouts* merupakan buku yang berisi dua buah cerita serta gambar-gambar tiga dimensi yang dapat dilipat dan berdiri secara otomatis. Kertas tebal digunakan sebagai dasar untuk teks dan ilustrasinya. Ilustrasi-ilustrasi dalam *Pop Up handouts* secara murni dibuat oleh peneliti sendiri. Penelitian ini dilakukan di SMPN 19 Pontianak pada tahun ajaran 2015/2016. Dari tahap terakhir, yaitu tahap evaluasi, Pop Up handouts mencapai hasil yang sangat memuaskan dengan skor 85% tanpa ada perbaikan. Selain itu, produk ini terbukti dapat digunakan oleh guru untuk mengajar teks naratif.

Keywords: *Pop Up handouts, Materi Bacaan, Pembuatan Materi*

Nowadays, by the rapid changing of technology, reading is becoming something which is not common to do. Most of students have lost their passion to read. The students tend to go online, find the easiest way to capture the idea of a lesson instead of trying to understand it by process. This appears to be an issue which needs to be considered. On one hand, it is a good point because students will have a broader knowledge since technology creates the access to it. Meanwhile, on the other hand, students will feel lazy to do the school stuffs because teachnology provides an instant way.

Reading is a complex activity which involves perception and thought. Besides, reading is also a process of delivering information from the writer to the reader. Through reading, the reader is able to notice what the writer's point of view towards something. Unfortunately, teaching reading is considered to be difficult. The teacher should gain both either the interesting material or students enthusiasm during the teaching learning process. Moreover, the limitation of various teaching materials is becoming a problem which is faced by the teachers and students during teaching learning process. Based on these challenges, the interesting reading materials may help students in reading English texts, such a narrative text. Therefore, the teachers need teaching materials which can enable students to feel enthusiastic to read narrative text.

In solving this problem, teachers should be more creative in designing and delivering the materials especially to teach reading. To help students increase their passion to read, the English material has to be interesting and motivating students to learn, especially to read. Thus, students will not get bored and they will find themselves enjoy reading English texts or books.

Pictures have been used as teaching materials to teach many English topics. Pictures do not only provide an interesting way of delivering the topic, but also a complete idea of it. Many teachers used pictures in form of flash cards, posters, and board games. Visualisation is a need to capture a better idea of what is being read. When students read, they often keep describing the flows of the story or the text inside their minds. Teachers are able to enhance the quality of students' activities in the classroom. However, the usage of pictures is not maximum yet for certain topics, especially to teach reading narrative text.

Due to that urgency, pictures are helpful to be used as teaching materials to read English texts. This means pictures could be presented in the classrooms to support teaching learning process. Pop Up handouts can be an example of how pictures can vary the learning process. Pop Up handouts contain various folding device which makes figures or pictures could lift, rise, and unfold.

Books with pictures always successfully catch students' attention, especially students in the upper elementary up to middle school. Tiedt (2000) states that although picture books are traditionally used by

elementary teachers, they can also be used to engage middle school students in meaningful learning activities which can present complex ideas suitable for older students. As the example of picture books, Pop Up appears as something attractive. It helps students to enjoy their reading by providing such meaningful and creative pictures.

Pop Up can be combined to any other topic of learning, for example narrative text. Narrative text is a text which usually has a quite long story. By having Pop Up to teach narrative, the explanation of the story would also be easier. According to Mayer in Marshall (2002) the pictures presented in the Pop Up make the learners" comprehension improved.

Narrative text is taught to the eighth and ninth year students' junior high school based on KTSP Curriculum. Its social function is to tell stories or past events and amuse the readers. In Addition Snowden (2001:1) said that "Most importantly narrative is not just about telling, constructing or even eliciting stories; it is about allowing the patterns of culture, behavior and understanding that are revealed emerge". The purpose of narrative text is to amuse or entertain the reader, the most interesting part of narrative text is the climax which will turn into resolution to the problem.

Handouts mostly appear in written form of reading. Bligh (1998) states "Sometimes these handouts are reading lists; other times they give guidance as to the relative importance of a collection of readings." Pop Up is a set of pictures which appear as three dimensional pictures. Making or designing Pop Up needs a capability in cutting and folding the papers. Pop Up itself has appeared since around hundreds of years ago. Around that time, mostly the presented stories of Pop Up books were fables and fairy tales. Irvine (2010:10) stated that by making your own Pop Up, you will be carrying on a very long tradition. In the 1700, "novelty books" with fleeps, peepholes, and cut-outs were produced to amuse children.

Hiner (1986:6) explains about the main things that have to be done in designing and developing Pop Up. They are:

a. *Cutting,* by using either a pair of scissors or a sharp craft knife. A metal ruler must be used to guide the knife. Protect the surface you are cutting on with a piece of thick card or a board of some kind.
b. *Scoring,* the paper must be scored so that it folds precisely along the desired edges. The aim is to compress the fibres of the paper so that it will hold and flex easily.
c. *Folding*, mostly it will be sufficient to fold and creased along the scored line.
d. *Gluing,* to get the best results you will need a glue which sets quickly but not instantly and which does not make dirty marks.

To teach narrative text using Pop Up handouts the teachers should prepare themselves as the facilitators. The teachers also need to focus on the process during the reading. Teaching narrative text using Pop Up handouts may be able to be done in small groups, thus the students can also communicate with their friends after the reading.

Presenting picture books such as Pop Up handouts to achieve the goal of learning may be beneficial to most of students who have that sort of style in their learning. According to Carr, et al (2001) in a nod to learning styles (visual, auditory, and kinesthetic), several researchers believe many students may positively respond to picture books because they are visual learners.

Moreover, Burke & Peterson (2007) stated that clearly, our students live in a world that has reached unprecedented levels of visual stimulation. The text and illustration provided may have the students enjoyed the same kind of experience when texting, playing a video game, or working on a computer. In addition, picture books provide simpler plots and short length which surely fit students' ability in gaining the idea in the book.

According to Firstyani (2013) which sought to develop a Pop Up book with audio as media for the teaching listening to the third grade students of State Elementary School 2 Depok. This is shown that Pop Up could be useful as teaching materials to support teaching learning process. Besides, students show their high motivation to learn because the presence of Pop Up attract their attention. Thus, she designed Pop Up book with audio as teaching material in teaching listening.

Based on the preliminary research which was done by the researcher, the students still faced the challenges of getting the appropriate and interesting materials about narrative text. The book that they used did not provide enough pictures to explain the whole story of narrative text. Moreover, the limitation of various teaching materials became a problem which was faced by the teachers and students during teaching learning process.

The researcher invistigated the challenges that students and teachers face during teaching reading narrative text. Based on these challenges, the interesting reading materials may help students in reading English texts. Due to that urgency, the researcher tried to develop a handout which consists of three dimensional pictures or usually called as Pop Up handouts to the grade eighth students of SMPN 19 Pontianak

METHOD

In order to solve the emergence of problems and to serve the research purposes, the researcher tried to apply design and development research. Richey & Klein (2007:1) define design and development research as "the systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development". The model or procedure of design and development research that the researcher applied was ADDIE model by Branch. Branch (2009) explained about ADDIE model which consists of 5 phases; analyzing, designing, developing, implementing, and evaluating.

The object of this research was to develop Pop Up handouts. This research involved grade VIII students of SMPN 19 Pontianak as the respondents. They were required to give suggestions and to have Pop Up handouts implemented in their classroom. This following table is the list for each steps applied by the researcher.

Table 1. Research Steps

Phases	Actions
Analysis	•Pre-Research
Design	•Taking narrative texs from teacher's textbook •Designing draft
Development	• Digitalizing the illustration of the story by using Adobe Photoshop • Start making handouts from choosen materials
Evaluation	•Expert Validation • Implementation •Revision (if any)

Analysis phase was the first step which the researcher had to deal with. In this step, the researcher analysed the problems or issued that need to be solved. Designing phase was where the researcher had to gather the narrative texts from the book that was being used by the teacher. There were two narrative texts in that book. After gathering the texts, the researcher continued the procedure by designing the drafts. In this step, the researcher tried to draw the characters in the texts on the paper and tried to make sure that the characters fit the story.

The third phase was developing the design. In this phase the researcher tried to complete the drafts and started creating the handouts. To make students easy in understanding the texts, the researcher illustrated the characters by using Adobe Photoshop. To complete this step, the researcher asked for some help from a friend to make the illustration more fun and meet the level of students' ages.

The last phase was evaluating the design made by the researcher. In this phase, the first step was validation from experts. In this process, the researcher provided assessment rubric to the experts. The evaluation phase included implementation to see the applicability of Pop Up handouts. In implementation, the design that has been validated by the expert was

implemented directly to the students. With the help from the teacher, the researcher tried to teach narrative text to students by using Pop Up handouts. After that, the researcher provided questionnaire to the students and asked them to fill the questionnaire.

RESULTS AND DISCUSSION

Results

In analysis phase students showed their willingness to learn with Pop Up handouts. All students showed positive responses. It can be proven by the result of the questionnaire which were 15 students (42.42%) out of 33 strongly agree and 18 students (54.54%) out of 33 agree with this opinion. It surely showed that they felt more interested in reading picture books to help them in understanding narrative text. Moreover, the teachers also support the designing of Pop Up handouts by providing the inputs to make the handouts look better.

In designing phase, the researcher took stories from teachers' and students' book and started to do drafting by sketching the characters in the text. With the help from a friend, the researcher purely designed the characters taken from the stories and started drawing them manually on papers. This also included the contents such as background and necessary attributes. The researcher needs to illustrate them in attractive appearance to get students' attention and interest to use the handout.

The simple and unique illustrations helped the users (students and teachers) easy to read and teach narrative text. If the students were not able to find the meaning of the whole sentence, the pictures were presented to help them guess and understand the story. Here are some examples of the product:

Image 1.The first scene of the first story

Image 2. The first scene of the second story

The images presented above were the examples of Pop Up handouts designed by the researcher. There were several scenes for each stories since the focus of the handouts was narrative stories, thus the design of the stories mainly provided orientation, complication, and resolution. The handout consisted of approximately 16 pages (not including the cover). There were 8 pages for each stories: the first page was the title of the story, the second page was the orientation, the third up to seventh page was the complication, and the eighth page was telling about the resolution of the story.

To design the handouts, the researcher used thick papers as the basis of Pop Up, the texts and the pages as well. The researcher put each character on the paper and used plastic to hold up the characters. This plastic could make the characters appear as three dimensional pictures automatically. Concerning to the characters, the researcher tried to create the characters as simple as possible. In other words, the researcher drew the characters as the illustration. The researcher put the texts below the characters, thus the students were able to see all the characters and the texts clearly. To help the students in understanding the ideas of the stories, the researcher has provided the setting of time and place of the stories. Moreover, the researcher also provided a guideline to use the book.

After finishing the designing phase, the researcher started off the making of Pop Up handouts with a development phase. This phase included a number of important process started from, digitalizing characters and contents, making templates and layouts, preparing paper basis and materials for the book, and building the book. The researcher paid much attention to this process to make sure that the product was optimum.

The researcher has implemented Pop Up handouts to grade eighth students of SMPN 19 Pontianak. The goal of the implementation was to know the usability of Pop Up handouts. The implementation was done in a class which had 33 students with 16 female students and 17 male students.

The last result was on validating the product. In gaining the information about students' opinion towards Pop Up handouts. The

researcher distributed questionnaire to the students. Most of students like using Pop Up handouts. It can be shown by their enthusiasm during the implementation process. They could read the text loudly and mentioned all generic structures of narrative text. Moreover, they like the illustration of Pop Up handouts and they could understand the idea of the text easily by seeing the illustration and reading simpler vocabulary. Nevertheless, they were very enthusiastic to have Pop Up handouts as their supplementary material to learn narrative text.

Most of students like the appearance of Pop Up handouts. It was obviously clear that most of students or around 81.81% (27 students) mentioned that the appearance of Pop Up handouts was very good. In other words, they like the layout of Pop Up handouts. 1 student out of 33 students mentioned that the layout of Pop Up handouts was good enough, yet none of the students mentioned that the layout was poor, this made the researcher believed that the layout of the Pop Up handouts was acceptable to students in eighth grade of SMPN 19 Pontianak. With the same percentage, 27 students strongly agreed to have Pop Up handouts as their supplementary materials to teach narrative text. As the conclusion, all of students accepted Pop Up handouts as their supplementary material to learn narrative text. It was proven by the result of the questionnaire, both from analysis phase and validation phase. In addition, the students showed their big enthusiasm during the implementation of Pop Up handouts. They could distinguish the generic structure of narrative text and translate the vocabulary in the text by seeing the pictures in every page of Pop Up handouts. After seeing the positive response from the students, the researcher was sure that Pop Up handouts helped students' understanding and interest in reading narrative text.

The expert validation focused on the design and the content of the Pop Up handouts. There were 10 points which need to be scored by the experts and each point consisted of 4 categories: they are very good, good, poor and very poor. Concerning to the result of the expert validation, most of the results showed the positive response of the expert. They were two experts who got involved in this product and both of them mostly gave positive inputs to make this handout look better in the future.

According to the expert 2, Pop Up handouts considered to be applicable and need no revision. In addition, the sole suggestion written by the expert 2 was to consider in having any local stories to improve the future work of Pop Up handouts. The percentage showed the applicability of Pop Up handouts was 85% which was classified as very good. These results revealed that Pop Up handouts was applicable to be used.

Discussion

The result of the research proved that the students and the teachers had problems in teaching reading narrative text, such as the lack of teaching materials, limited sources and lack of students' interests. Based on every phase conducted by the researcher, the students, teachers and the

experts showed their satisfaction toward the product. The percentage of every question was positive. As the result of validation which was done by the experts, the response proved the appicability of Pop Up handouts where there was no revision needed for the product.

Besides, the students and the teachers also showed their enthusiasm during the implementation of Pop Up handouts. The students could easily guess the meaning of the sentences by seeing the pictures provided in the text. This helped their comprehension improved in reading English texts. From all positive responses, the product has positively achieved its purpose to serve as a supplementary material. As the results from previous research which was done by Firstyani (2013), Pop Up could be useful as teaching material and it succesfully played its role as a supplementary material.

CONCLUSION AND RECOMMENDATION

Conclusion

Pop Up handouts is one of the examples of teaching material or a supplementary material for teachers in explaining narrative text and gaining students' interest to read English text. Considering the result of analysis phase which was done at the beginning of the process, the teachers have mentioned that they need interesting, simple, and creative teaching materials to support teaching reading narrative text. Moreover, most of students in the classroom strongly agree to have a book about narrative text which contains colorful pages, and interesting pictures such as Pop Up handouts. This is showed by the result of approximately 60.60% of respondents showed that they need Pop Up handouts in their learning of narrative text. Pop Up handouts is available to be used either informal or formal teaching. Pop Up handouts serve only as supplementary materials whereas the teachers still need to use the text book in providing the exercise. Besides being accepted by the teachers and students, Pop Up handouts also considered to be applicable according to the experts. As the results discussed in chapter IV Pop Up handouts achieved satisfying response from the experts which was 85%. The score showed the percentage of the applicability of Pop Up handouts was very good. As the results of every step of the research show positive response from students, teachers, and experts, the researcher believe that Pop Up handouts brings benefits to play its role as the supplementary material of teaching reading narrative text. All the results have shown that Pop Up handouts is needed by teachers and students, besides it is applicable according to the experts. Nevertheless, the development of the product is still going through further evaluations in order to create a better result of the product.

Recommendation

According to the results of this research, the researcher would like to recommend that: (1) schools should seriously provide any supported teaching materials which can be used to grab the goal of learning. (2) As teaching reading cannot be taught only by reading the text, the teachers, therefore should vary the materials which surely meet students' needs. (3) The researcher should provide more guidelines to make the readers completely understand about how to use Pop Up handout. (4) The researcher should provide any local stories for Pop Up handout in order to have students knowledgeable about their local culture. (5) Further research is needed to clearly make sure that Pop Up handout would be recommended for all eighth grade students in West Kalimantan.

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