

DEVELOPING POP – UP BOOK MEDIA IN TEACHING AND LEARNING DESCRIPTIVE TEXT TO IMPROVE WRITING SKILL

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Abstract: This research was carried out based on process and the results of observation at SMP Nabawi Maftahul Uluum. This research was aimed to Developing Pop – Up Book Media in Teaching and Learning Descriptive Text to Improve Writing Skill in 7th Grade of SMP Nabawi Maftahul Uluum. Researcher used method used is ADDIE method where researcher conducted five steps. The steps include analysis, design, development, implementation, evaluation. . This research was conducted at SMP Nabawi Maftahul Uluum with the research subject in 7th grade. This pop-book media is composed of materials, functions, characteristics, and examples. Equipped with Pop-Up Image as practice material for writing descriptive text. Data collection techniques were carried out using interviews and surveys. The instruments used are interview guidelines and questionnaires using a Likert scale. Based on the results of the validation carried out by material expert and media expert, linguists then the results of teacher and student responses, the percentage of results obtained were 91.8%, 92.2%, 94.14%, 96.45 and 90.8% with a total score of 93% where the value reaches the criteria of "Very Good or Very Valid or Very Usable". So it can be concluded that the Pop-Up Book learning media is very well used in the English learning process.

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INTRODUCTION

In human life, communication and language cannot be separated from human life. In human life, communication and language cannot be separated from human life. The main function of language is as a means of communication between humans. Language as an intermediary tool between community members in a group and a means of direct interaction individuals and groups. In short, language is a means of communication (Tarigan, 2015).

Language is a communication tool. According to (Arends, 2015) Language is "a signaling system that operates with symbolic vowels and is used by a group of people for the purpose of communication." Language is a communication tool.

According to (Weigle, 2002)) Writing is also considered a social and cultural phenomenon because it is a means of creation that is shaped by social and cultural as well as individual and social. In this sense, writing includes both complexity and importance. It is one of the basic tools of civilization. Writing in English is a very complex process. This is a very sophisticated skill, combining a wide variety of elements that require not only grammatical but also rhetorical elements. It can be said that writing can be interpreted as the ability to communicate ideas through written signs or symbols by compiling ideas based on the rules of the language system to convey meaning, so that readers can understand the

author's message. Supported by (Heaton, 2022) Writing is a difficult and complex skill. So it is undeniable Hilton C, Hyder M (1992). *Getting to Grips with Writing*. London: Lets Educational that many students from high school level complain about difficulties in writing skills.

The researcher found that difficulties in writing skills occurred at SMP Nabawi Maftahul Uluum. Based on observations at Nabawi Maftahul Uluum Junior High School and interviews with English teachers and students at Nabawi Maftahul Uluum Junior High School, it was explained that almost all 7th grade students had difficulties in writing, especially when students were under pressure to express ideas and write them down. Junior high school children are said to have difficulty expressing ideas because they do not have a real budget that helps students come up with ideas. On the other hand, understanding is also hampered due to the lack of learning media.

Interviews were also conducted with several seventh grade students of SMP Nabawi Maftahul Uluum. Some children explained that they had difficulty in learning English, especially writing because of their lack of vocabulary mastery and difficulty with ideas that arose because they did not really understand the material. It seems that students need to be stimulated by these learning media so that students can easily understand the lesson. Here the researcher can conclude from the results of interviews with students and students that teachers feel the need for learning media to facilitate the learning process, especially in writing skills and students also want learning media that can stimulate incoming ideas and are not boring. Learning Media is also an effort to increase students' interest in learning by improving the quality of learning by increasing learning media. According to Aqid (2013) Learning media are everything that can be used to convey messages and stimulate the learning process in students. Media was created to create good and quality learning. The above description becomes the basis for consideration in developing a pop-up book as a learning medium as well as to attract students' interest in learning to write. Previously, there were also other studies that used Pop Up Book Media to improve writing skills of sort story text by (Widyaningrum, 2017). This opinion is reinforced by the statement of (Suyanto, 2008) that learning writing techniques from pictures is intended so that students can write coherently and logically based on pictures. The tools needed are pictures that vary according to the learning theme. Based on the problems above, the researcher is interested in doing "Development of Pop-Up Book Media in Descriptive Text Learning to Improve Writing Skills for Class VII Students of SMP Nabawi Maftahul Uluum". Pop-Up Book can improve students' writing skills

MATERIAL and MATERIAL

The aim of the research this is to Make Pop-Up Book as a medium of teaching and learning. Descriptive Text can be used to improve writing skills. This type of research is a development supported by (Dick & Carey, 1996). The researcher applies the ADDIE model because this model has only five main steps, namely Analyze, Design, Develop, Implement, and Evaluate. Some of these main steps have several sub-steps that can be done and followed. Support by (Branch, 2009) states that ADDIE is a product development concept and is applied to build performance-based learning. Researcher obtained data from interviews and surveys using questionnaires and interviews. The conclusion from the data that has been obtained is the need for learning media to practice writing skills in 7th grade students of SMP Nabawi Maftahul Uluum. Schools are located in the village of Tuliskriyo RT 3 RW 4 District of Sanan Kulon Regency Blitar, as for several reasons, monotonous learning methods and no media used to train students in writing and expressing ideas.

Researcher use purposive sampling technique, where the sample is determined because there are certain considerations (Sugiyono, 2001). The subjects of this learning media trial were 7th grade students of SMP Nabawi Maftahul Uluum with Descriptive Text material. In this study, the researcher only conducted a trial in the sample class, namely 15 children in the descriptive text material. Then the researcher chose SMP Nabawi Maftahul Uluum as the research site on the grounds that the researcher was an alumni of the school. In this study the data in the form of qualitative and quantitative data. Qualitative data were collected from interviews, observations, and expert assessment results. Interviews were conducted with teachers to find out students' needs, motivations and their achievements in English subjects, especially writing, interviews were also conducted on students because

in order to find out the obstacles they experienced during learning, because this product used students.

Then expert judgments are collected from expert responses in the form of an evaluation in the form of tariff categories. While quantitative data collected from the results of the questionnaire was distributed to students at the analysis stage and teachers at the evaluation stage. The instruments of this research are interview guides, questionnaires, and observation sheets, in the form of evaluations by material experts, linguists, media experts and teachers, and questionnaires to students. Interviews, questionnaires, and observations were carried out at the analysis stage. Furthermore, another questionnaire, in the form of evaluations by experts and teachers, was used to collect data in evaluating actions.

After all the activities carried out are complete, then the next process is analyze data. Data analysis is an activity after data from all over respondents or other data sources were collected. Activities in data analysis are grouping data based on variables and types of respondents, presenting data each variable studied, performs calculations to answer the problem formulation. Data analysis in this research will use descriptive data analysis techniques. The non-test instrument in the form of a questionnaire will use Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions a person or group about a social phenomenon. In this research using a scale of 1 to 4, with the highest score being 5 and the lowest score being 1, according to the provision. The non-test instrument in the form of a questionnaire used Likert scale. Likert scale was used to measure perceptions a person about a social phenomenon. The researcher used a scale of 1 to 5. According to the provisions in Table 3.1

Table 3.1 Evaluation Score to Response Options (Sugiyono, 2017)

Category	Average score in percentage
Very Good	81% - 100%
Good	61% - 80%
Enough	41% - 60%
Poor	21% - 40%
Very Poor	0% - 20%

The questionnaire was given to validates, students and teacher. The validates divided to two experts such as material expert and media expert. The formula for determining the score interpretation criteria for validates, teacher, and students is by using the formula below:

$$P = \frac{\sum x}{n} \times 100\%$$

P = Percentage
 $\sum x$ = Total score obtained
n = Maximum score

Moreover, the percentage of qualification obtained then interpreted into the qualification category based on the following table

Table 3.3 Qualification Criteria for Percentage Analysis for Need analysis, Expert Validation, Teacher and Students Response (Sugiyono, 2017)

Category	Score
Very agree	5
Agree	4
Almost Agree	3

RESULT and

This research with the aim of learning media in the

Books on Descriptive Text Material, at the junior high school level at Nabawi Maftahul Uluum Junior High School. In this study, researchers developed a media in the form of Pop-Up Books using the ADDIE (Dick & Carey, 1996). Researchers are still doing the conscious development stage in accordance with the stages and methods that must be carried out, such as 1) needs analysis, 2) product design, 3) product validation and product testing to determine student responses to the product used 4) Revision and 5) trial on products that have been revised in accordance with the directives of the validator. The researcher uses the ADDIE development model which consists of several stages, starting from analysis, design, development, implementation and evaluation. The discussion that will be carried out in this model is in the third stage, because this stage will answer the problem formulation in chapter one

The development begins with the creation of a Pop-Up Book that focuses on Descriptive Text Materials in accordance with the Core Competencies and Basic Competencies selected for researcher to develop. Pop-Up Book consists of Descriptive Text Definition, Descriptive Text Function, Generic Structure on Descriptive Text Material, Language future on Descriptive Text, and Examples of Descriptive Text equipped with Dog Pop-Ups and the last one is Pop-Up Person, Animal and Place and equipped with Pop-Up Vocab in every Pop-Up page. In making this Pop-Up Book, researcher used Adobe Photoshop and Adobe In-Design applications. Here the researcher arranges the material in an orderly and good manner so that it is easily accessible by students. Then at this development stage, the product is validated on validator media, language validators and validator materials.

DISCUSSION

was conducted developing form of Pop-Up

Disagree	2
Strongly Disagree	1

1. Validation

The validation of the learning media design carried out by the author with several expert validators, namely, media expert validation, material expert validation, and linguist validation. The following is a series of validations carried out by the author:

Table 4.2 Media Validation Results

N o	Aspect	Ass ess men ts Mat erial	Med ia Exp ert	Tot al	Percent
1	Quality of Media	1	4	14	87,5%
		2	4		
		3	3		
		4	3		
2	Media Display	5	3	22	91,6%
		6	3		
		7	4		
		8	4		
		9	4		
		10	4		
3	Media Content Design	11	4	39	97,5%
		12	4		
		13	4		
		14	4		
		15	4		
		16	4		
		17	4		
		18	4		

		19	3		
		20	4		
	Total	20	39	75	92,2%
	Category				Very Valid

Table 4.3 Media Validation Results

N o	Aspect	Asse me nt Mate rial	Mate rial Expe rt	To tal	Perce nt
1	Quality of Content	1	4	14	87,5%
		2	4		
		3	3		
		4	3		
2	Implementa tion	5	3	23	95,3%
		6	4		
		7	4		
		8	4		
		9	4		
3	Visual Display	10	4	37	92,5%
		11	3		
		12	3		
		13	4		
		14	4		
		15	4		
		16	4		
		17	4		
		18	4		
		19	3		
		20	4		
	Total	20		74	91,8%
	Category				Very Valid

Table 4.4 Media Validation Results

N o	Aspect	Q u e s t i o n	Exp ert Lang uage	Total	Percent%
1	Simple	1	4	12	100%
		2	4		
		3	4		
2	Commu nicative	4	4	7	87,5%
		5	3		
3	Diagnosi s and Interacti ve	6	4	8	100%
		7	4		
4	Conform ity with the Rules of	8	4	11	91,6%
		9	3		
		10	4		

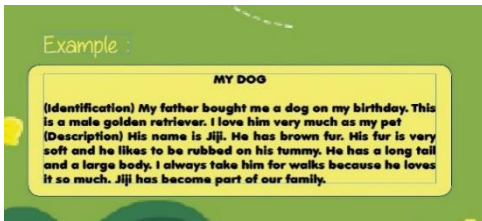
	the Indonesi a Languag e				
5	Use of meaning terms and symbol or icons	1 1 2 3	4 4 3	11	91,6%
				49	Rata-rata :94,14%

From the data above, it can be explained that there are 5 aspects of language validation, the simple aspect gets a score of 100%, the communicative aspect gets a percentage of 87.5%, the diagnostic and interactive aspect gets a 100% percentage, in the aspect of conformity to language rules it gets a presentation of 91.6 % and on the aspect of using terms, meanings and symbols or icons, the percentage is 91.6%. If averaged then get a percentage of 94.14%. From the data above, it can be concluded that the validated product is feasible to use.

2. Revision

From the results of the questionnaire given to experts, to material experts and media experts, there were no revisions. Linguists there was a slight revision of incorrect vocabulary and found in the examples, in fact the error was not much, only one vocab. However, the bit error also causes an error abiding by the students and have great impact on the students, so it must be revised in accordance with the advice of linguists.

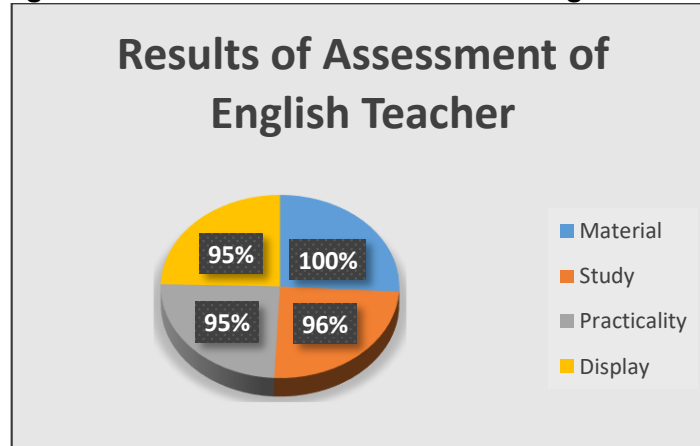
Table 4.5 Revision and Repair

Revision
The writing error in the caption word on the page (N0. 2) 
Repair
Has been corrected from the caption word and replaced with Identification on the page (No. 2) 

3. Try Out

The trial conducted by researcher was directly. Before conducting the trial, the researcher also involved a teacher who taught English class 7 in SMP Nabawi Maftahul Uluum namely Mrs. Dian Aprilia to assess the products developed the material aspect, practicality and display.

Diagram 4.5. Results of Assessment of English Teacher



From the results of these data, it can be concluded that in the response of educators there are 4 aspects. From the results, the total value of the Material aspect is 100%, the total value of the learning aspect is 96%, the total value of the practical aspect is 95%, and the total value of the Display aspect is 95%. From these data, researcher can conclude the average obtained from these data. The result is 97%. With this score, it can be stated that the product is very valid to use.

Table 4.6 The Results of the Students Questionnaire Responses

N o	Aspe ct	Question	Tot al	Perce nt
1	Displa y	Is the text or writing on this Pop-Up Book easy to read?	60	100%
		Is the image presented clear or not blurry?	60	100%
		What is contained in the description of the image presented in this Pop-Up Book?	58	96,6%
		Are the pictures in this Pop-Up Book interesting?	50	83,3%
		Are the pictures in the Pop-Up Book compatible	50	83,3%

		with the material?		
2	Material Presentation	Does this Pop-Up Book explain a concept related to everyday life?	55	91,6%
		Does this Pop-Up Book use examples related to our daily lives?	57	95%
		Can the material described be received properly and correctly?	60	100%
3	Benefits	After learning with this media, are you all easier to understand Descriptive Text?	58	96,6%
		After learning with this media, is there an increase in learning motivation?	50	83,3%
		After learning with this media, is the learning atmosphere more fun?	57	95%
		After learning with this media, are you more interested in learning Descriptive Text?	57	95%
		TOTAL	672	90,8%

From the results of the questionnaire on child satisfaction, it can be concluded that the total aspect of the display is 463.2 %, the total aspect of the Material Presentation is 286.6% and the total aspect of the benefits is 369.9%. From the total of all aspects, it can be totaled to 1,119.7% and then averaged to get a value of 90.8%. From these results it can be concluded that the number can be categorized that the value of the product is very well used very valid.

CONCLUSION

Conclusions should answer the objectives of the research. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway

SUGGESTION

Penelitian From the results of research, analysis, discussion and conclusions can put forward some suggestions as follows:

1. Suggestions for researchers

More preparation is needed so that the research can run more smoothly. In addition, self-development is needed to create a better media than the media in this study.

2. Suggestions for students

Students need to add various special learning media for writing English. Because writing requires additional media, especially descriptive text material to help express ideas.

3. Suggestions for teachers

Teachers need to maximize the use of new media, because in learning not only teaching and learning activities but adding creativity and productivity to students is also important.

4. Suggestions for other researcher with this learning media, it is hoped that more and more interest from researchers can develop other learning media with different subjects, of course with a different and more sophisticated and creative system.

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