

Developing Pop Up Books As Learning Media to Teach Reading Comprehension at Senior High School Bangun Cipta Rumbia

Dicky Abdul Wahyu Saputra¹, Mai Zuniati^{1*}, Umar Al Faruq A Hasyim¹, Suhono¹
Irhammudin¹, Yeasy Agustina Sari¹

¹ Universitas Ma'arif Lampung, Indonesia

¹ Institut Agama Islam Negeri Lampung, Indonesia

Corresponding Authors  hodiwakieeee@gmail.com*

ABSTRACT

The article aims to develop a learning media product in the form of pop up book media for reading comprehension in English, which is specifically designed for grade 10 students at Bangun Cipta Rumbia Senior High School. This research uses the RnD (Research and Development) method, with the ADDIE development model, namely analysis, design, development, implementation and evaluation. Based on assessments carried out using validity tests by experts, it shows that the product is suitable for use. The results of the validity test by media experts got a score of 92.5%, while the results of the validity test by material experts got a score of 95.0%, including the very decent category, and the results of the student response questionnaire got a score of 90.4% in the very good category. Based on these results, it can be concluded that pop up book media can improve the reading comprehension skills of grade 10 students. Pop-up books serve as a unique blend of art and education, offering a wealth of advantages that elevate the learning experience. By introducing elements of movement and animation, they transform reading from a static task into an interactive journey, sparking curiosity and keeping students engaged. As a result, pop-up books can help learners overcome obstacles in absorbing new material.

Keywords: Learning media, Pop Up Book, ADDIE Model

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INTRODUCTION

English is a prominent foreign language employed as a medium of international communication across the globe. In the pursuit of learning or mastering English, four essential skills must be comprehended and mastered: listening, speaking, reading, and writing. Mastery of these skills is imperative, as they are all necessary for effective communication in English (Thariq et al., 2021). Among these skills, reading holds particular significance in English language learning, as it enables students to comprehend material, thereby facilitating their ability to assimilate learning content effectively. Rivers and Temperly posited that the primary objective of reading is to acquire information for a specific purpose or to satisfy curiosity about a topic. Consequently, educators must recognise the importance of providing students with engaging reading materials that stimulate their curiosity and encourage continuous exploration of the content (Noorman Haryadi, 2020). Reading is vital for everyone, as it enhances knowledge and insight for those who engage in it. Nevertheless, reading activities are not yet widespread, prompting various initiatives aimed at fostering a

love for reading over an extended period. Reading is a dynamic process, wherein information derived from the text interacts with the reader's existing knowledge to generate meaning (Susanty, 2019). Thus, it is evident that English language education plays a crucial role in imparting foreign language knowledge to students. Reading within the context of English education is essential, as it constitutes one of the skills that must be mastered to facilitate English language acquisition, while reading comprehension enables students to grasp the content of the material, thereby enhancing the overall learning experience.

The researcher conducted interviews at Bangun Cipta Rumbia High School, focusing on the English language study teacher and tenth-grade students as research subjects. The information gathered pertained to teaching materials, learning media, instructional methods, and the school's infrastructure. Findings from the interviews regarding learning media revealed a deficiency in the resources employed by teachers during the teaching and learning process. The media currently in use are predominantly conventional, such as whiteboards, educational videos, LCDs, and presentation files. Additionally, various general issues persist within the teaching and learning process, particularly in the realm of English language learning, especially reading. Notably, some challenges include the limited media utilised by educators, with students primarily relying on textbooks provided by the government, and a lack of supplementary resources or media to enhance classroom learning. The prevailing instructional model remains conventional, characterised by a reliance on lecture methods with minimal opportunities for practical application. Consequently, students often find themselves merely visualising what the teacher articulates without the benefit of direct observation, leading to disengagement and a propensity to seek alternative activities during lessons, particularly given the diverse levels of comprehension among students, which adversely affects their learning outcomes.

Learning media serve as instrumental tools that facilitate the teaching and learning process, thereby clarifying the conveyed message and ensuring that educational objectives are achieved effectively and efficiently. Learning outcomes reflect the assessments provided to students following the educational process, evaluating their knowledge, attitudes, and skills, as well as any behavioural changes. Learning media functions as a resource for students to acquire messages and information disseminated by the teacher, thereby enhancing the learning material and fostering knowledge acquisition (Supriyono & Sugirin, 2014). Furthermore, learning media serves as a vital resource for students to obtain messages and information conveyed by the teacher, facilitating the enhancement of learning materials and the formation of knowledge (Nurrita, 2018).

In conclusion, learning media can significantly aid in the development of students' reading skills, with tools such as pictorial media, electronic storybooks, and applications offering engaging solutions, particularly in the context of the current digital era. One universally applicable learning medium is books. Numerous prior studies have examined reading comprehension skills using book-based learning media, including large books and comics. Typically, specialised textbooks utilised for reading in educational settings contain only text and a limited number of illustrations. However, there exists a particularly captivating type of book with unique features, known as a pop-up book.

According to Dzuanda, a pop-up book is defined as a book containing movable parts or three-dimensional elements, providing a more engaging visualisation of the narrative, characterised by images that animate upon turning the pages (Rahmawati,

2014). As noted by Masturah et al. (2018), pop-up book media is highly practical and can significantly enhance student interest in learning by transforming learning concepts into three-dimensional visuals. Joko Muktiono, as referenced by Rahmawati, describes a pop-up book as one that features images capable of being raised to form aesthetically pleasing objects that move or create striking effects (Umam et al., 2019).

Based on the aforementioned explanations, it is evident that a pop-up book is a publication containing movable parts or three-dimensional elements, enriching the visualisation of the story. This type of book also offers delightful surprises on each page, evoking a sense of wonder as the pages are turned, complemented by beautiful illustrations. Consequently, pop-up book media is particularly suitable for use as a teaching aid in junior high schools. Additionally, the learning process facilitated by pop-up book media is likely to be significantly more enjoyable, as demonstrated by several previous studies that have reported positive outcomes in improving learning results.

Research conducted by Suhono, Wiwied Pratiwi, Bambang Ariyanto, and Andi Lala indicates that the development of English-based pop-up book media can enhance the motivation of young learners, utilising the Dick and Carey model, specifically the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation). During the product trial phase, expert validation of the pop-up book media yielded an impressive average score of 98% based on teacher feedback regarding the criteria for writing descriptive texts, categorised as very good. Similarly, student responses to the pop-up book media, evaluated in terms of motivation enhancement, achieved a score of 96%, also classified as very good. Recommendations from this research suggest that educators should further develop student learning media, particularly through the utilisation of pop-up book media to bolster students' descriptive text writing skills. The researchers also hope that future studies will enhance students' capabilities in composing English descriptive texts by incorporating more engaging and varied imagery (Suhono et al., 2022). Based on the research results of Sri Rahmawati, Rahman, Wahyu Sopandi entitled "Development And Validation Pop Up Book Based On Thematic As Learning Media Of Reading Comprehension" shows the legitimacy test using fried graphs, the story is suitable for class 4. The validation results show that the book Thematically based pop-ups are suitable for use as learning media in learning to read with the following explanation:

1. The content of the pop-up book story is fully in accordance with the 2013 curriculum, learning indicators for theme 8, sub-theme 3, lesson 2, with material from fictional stories, style and movement, and three-dimensional objects.
2. The percentage of conformity of pop-up books based on thematics with the criteria for reading books in grade IV elementary school is 90.47%, which means that pop-up books are appropriate and meet the criteria for reading books in grade 4 elementary school.
3. Thematically based pop-up books have fulfilled the criteria for learning media, especially as reading media with a percentage of 94.23%. The validation results above show that thematically based pop-up books are suitable for use in reading comprehension learning in fourth grade elementary schools in theme 8 subtheme 3 learning 2(S. Rahmawati & Sopandi, 2018).

The research results of Danu Surwanto, Tyas Alhim Mubarak, Ahmad Saifudin entitled "Development of Pop-Up Book Media to Teach Reading Skills for Tenth Grade Students at SMK Annur Bululawang" show that the use of pop-up book media is valid for students of SMK AnNur when reading narrative text. These pop-up books proved

useful in two main aspects: as a media tool (90%), facilitating learning (90%), and improving language skills (85%). Student satisfaction using this product can be seen from the responses to a list of questions related to reading English narrative texts, with a high level of satisfaction of 88% (Surwanto et al., 2023)

Based on the relevant research above, the research equation that the researchers studied is reading comprehension in English using pop up book media so that it can increase students' interest in learning. However, what differentiates the research product is that it focuses on certain material, namely descriptive text with Indonesian culture and history for reading comprehension in English and contains interesting pictures to better understand the material and also at the end of the product the researcher provides motivational words with pictures of Indonesian heroes so that students are more interested to learn.

Through reading activities using pop up books, students will see directly more practical 3D images accompanied by English text such as short stories or short articles, making it easier for students to understand the material. This method can improve their understanding of sentence structures, new vocabulary, and increase their confidence or motivation in reading English. Apart from that, collaboration between fellow students also encourages the creation of an effective and enjoyable learning environment. And the aim of this research is to develop pop up book media for reading comprehension in English learning on descriptive text material in class 10 at Bangun Cipta Rumbia High School.

METHOD

In this research, the researchers employed the Research and Development (R&D) method. Research and Development is a methodological approach aimed at developing and evaluating products intended for application within the educational sphere (Maydiantoro, 2021). This study is classified as R&D research, wherein researchers create a product and implement procedures to assess its effectiveness (Rofiqoh et al., 2020).

The product being developed in this investigation is a Pop-Up Book media model that incorporates descriptive materials on Indonesian cultural and historical texts, aimed at enhancing students' reading comprehension. For the development model, the researchers opted for the ADDIE framework, which stands for Analysis, Design, Development, Implementation, and Evaluation. This research and development model is deemed more rational and comprehensive than the 4D model (Define, Design, Development, and Disseminate).

The ADDIE model is versatile and applicable to various forms of product development, including models, learning strategies, teaching methods, media, and educational materials (Nababan, 2020). Furthermore, as noted by Puspasari and Suryaningsih, the ADDIE model is frequently employed in instructional development and is suitable for diverse forms of product development (Kurnia et al., 2019). Below is a chart illustrating the stages of the ADDIE development model in the creation of pop-up book media.

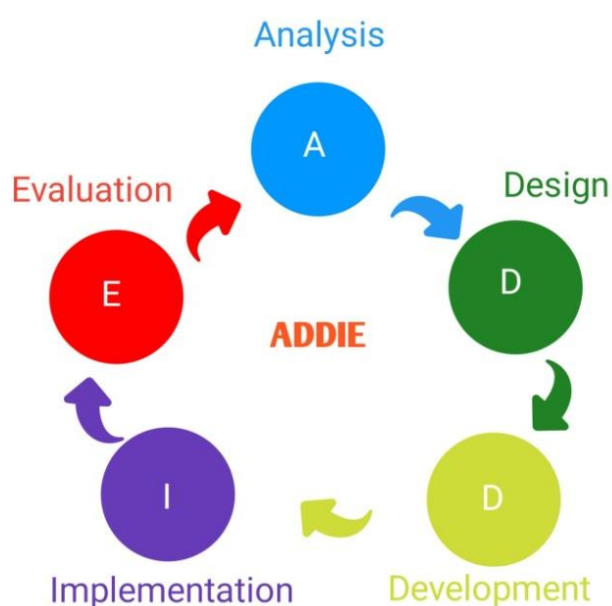


Figure 1. Stages of ADDIE development

There are several stages in data collection techniques in this research, namely:

1. Interview

Interviews are used as a data collection technique if you want to conduct a preliminary study to find problems that need to be researched, and also if the researcher wants to know things from respondents in more depth and the number of respondents is small. The researcher conducted unstructured interviews, namely free interviews where the researcher did not use an interview guide that had been arranged systematically and completely for data collection.(Mar'atusholihah et al., 2019).

Interviews conducted by researchers with Mrs. Septa Alfiah, S.Pd as an English teacher at Bangun Cipta Rumbia High School and obtained information regarding the number of students in class, student characteristics, problems found in class, and also what media are used during learning. English. This interview was conducted to find out what problems exist in the class.

2. Observation

Observation as a data collection technique has specific characteristics when compared with other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, then observation is not limited to people, but also other natural objects(Hakim & Saragih, 2019).

With this observation, the aim is to observe the process of learning English using the media that has been developed and also the students' responses when using pop-up book media in learning.

3. Documentation

Documentation is a method of searching and collecting data regarding notes, books, magazines, reports, documentation and so on(Nuvitasari et al., 2019).

This documentation is carried out so that researchers can obtain data in the form of images during the use process and also observe pop-up book media to strengthen the information obtained.

4. Questionnaire

The definition of a questionnaire is a technique of collecting data from a number of people or respondents through a set of questions to be answered. By

providing a list of questions, the answers obtained are then collected as data (Novaldy & Mahpudin, 2021.) and according to (Manaksia & Listiadi, 2017.) A questionnaire is a technique or method of collecting data indirectly, researchers do not directly ask questions and answers with respondents.

After obtaining the data, the next process is analyzing the data. The data that will be analyzed in this research are the results of the validation sheet and student response questionnaires used to determine the validator's opinion regarding the pop up book media design and the content of the material created. Fill in the answers to the validation sheet based on the following scale provisions:

Table: 1 assessment scale:

SCORE	CATEGORY
4	Suitable for use without revision
3	Worth using with minor revisions
2	Suitable for use with major revisions
1	Not suitable for use

(Source: Arikunto, 2002)

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

The information in the formula above is as follows:

P= Percentage number

F= Frequency that the percentage is being achieved/ validity answer score

N= Number Of Cases (number of frequencies/ number of individuals)

Next, the results obtained are adjusted to the criteria table, conclusions are based on the criteria table.

Table: 2 validation eligibility criteria

Percentage Range	Criteria
86 - 100%	Very worthy
71 - 85%	Worthy
41 - 55%	Not worth it
< 41%	Not feasible

(Source: Arikunto, 2002)

RESULTS AND DISCUSSION

Research results: The pop up book learning media development process uses the ADDIE development method which has 5 development stages, namely: Analyze, Design, Development, Implementation and Evaluation. The following is a description of the results of learning media development from each stage.

1. Analysis Stage

At the analysis stage, an interview was conducted with the English teacher at Bangun Cipta Rumbia High School class 10. At this initial stage, this was done to find out problems related to classroom learning. Based on the results of these interviews, it was found that students found it difficult to understand lessons, especially reading. Learning media is limited to textbooks,

the appearance is not attractive so students get bored studying them. Therefore, the idea was to develop learning media in the form of Pop Up Books which could help and make it easier for students to learn. At this analysis stage, it is known that students need learning media in the form of Pop Up Books which can make it easier for students to learn so that it is interesting and they don't get bored studying it. The English material presented in the pop up book is descriptive text material about Indonesian culture and history. Next, an evaluation was carried out at the analysis stage. Based on the analysis above, the researcher developed a Pop Up Book of descriptive text material about Indonesian culture and history using the ADDIE Model. The Pop Up Book was created to overcome existing problems and improve students' reading comprehension.

2. Design stage

In the next stage, namely design. This stage is a follow-up process to the previous analysis stage, namely the researcher creates a product design that suits the material needs regarding descriptive text as reading comprehension. In the next stage, the researcher carried out the design manually using A5 size glossy cardboard and HVS paper as writing material. This pop-up design concerns objects that will be in three-dimensional form or when the book is opened, the object will appear automatically, which is the characteristic of a pop-up book. The elements contained in popup book media are as follows:

a. Cover

On the cover, the researcher designed images of Indonesian culture and history using cartoon animation. The cartoon animation aims to make the pop-up book media look attractive to students.



Figure 2. Pop Up Book Cover

b. Material

The material provided by the researcher is descriptive text material about Indonesian culture and history for class 10. The researcher provides examples of descriptive text that are as detailed and easy as possible so that

students can understand them, thereby improving students' reading comprehension abilities.



Figure 3. Content of descriptive text material

c. Motivation to learn

The word motivation for learning given by the researcher is taken from the world famous figure William Arthur Ward and two Indonesian hero figures namely the father of Indonesian education Ki Hajar Dewantara and mother RA. Kartini. Apart from motivating students to learn, students can also get to know heroes.



Figure 4. Motivation to learn

3. Development Stage

At the development stage the pop up book is made based on the manufacturing plan at the design stage, the pop up book starts from the design to the book printing stage. Then an evaluation is carried out by media experts and material experts, which is called validation. The aim is to obtain suggestions for the pop up box that will be developed.

- a. Media expert validation
- b.

Table 1. Media Validation Data

No	Aspect	Mark
1	Pop-up book media can be used repeatedly and effectively for learning	4
2	Pop-up book learning media is flexible in use	3

3	The ability of media to facilitate students in learning	4
4	The pop-up book media design is attractive	4
5	Match the images on the pop-up book media to the material	4
6	The text size and typeface are very clear	4
7	Suitability of image layout on pop-up book media	3
8	The sentences used can be understood by students and do not contain double meanings	4
9	The materials used in pop-up book media are safe for students	4
10	Pop-up book media lasts a long time	3
	Amount	37
	Percentage	92.5%
	Criteria	Very worthy

c. Material expert validation

Table 2. Material expert validation

No	Aspect	Mark
1	Suitability of the material in the pop up book media with the CP contained in the curriculum	4
2	Conformity of the material with the indicators contained in the CP	4
3	The material is presented clearly and coherently	4
4	The explanation of the material and examples are very clear in the pop up book	4
5	The use of pop up books provides good feedback to students	3
6	The material presented can be understood easily by students.	4
7	Illustrations are presented according to the content of the material	4
8	The language used is easy for students to understand	3
9	Depth of vocabulary according to the material	4
10	Instructions for learning and using media are easy to understand	4
	Amount	38
	percentage	95.0%
	Criteria	Very worthy

4. Implementation

After the pop up book to be developed was declared valid and feasible by material experts and media experts to be tested on students, then the researcher gave the pop up book to students to try and gave a questionnaire to see students' responses to the pop up book given. The following are the results of students' responses to the pop up book.

Table 3. Student Response Questionnaire

No	Indicator	1	2	3	4	5
1	Learning using Pop Up Book media is very interesting				13	8
2	Pop Up Book media helps to learn English			1	12	8
3	The material in this Pop Up Book media is easy to understand			1	11	9
4	This Pop Up Book media makes it easy to study descriptive text material				11	10
5	This Pop Up Book media creates enthusiasm for learning				6	15
6	The writing in this pop up book media can be read clearly				12	9
7	The language used in this medial pop up book is easy to understand			2	10	9
8	The images and animations of this pop up book media are interesting				5	16
9	The combination of colors and appearance on the pop up book media is attractive				8	13
10	Motivational words for learning make learning more enthusiastic			1	3	17
	Total score			5	91	114
	Percentage	90.4%				
	Criteria	Very worthy				

Testing of pop-up book products was carried out in class 10 of Bangun Cipta Rumbia High School, totaling 21 students. The trial was carried out on students using a pop-up book created by the researcher (Figure 5).



Figure 5. Product trial documentation

5. Evaluation

This evaluation stage was carried out to determine the success of developing pop-up books using the ADDIE model. Based on the validation results carried out by expert validators, the feasibility of the pop-up book received the criteria "very feasible". It is known that pop-up books on reading comprehension of descriptive material in Indonesian historical and cultural texts have been successfully developed. This statement is supported by students who responded very well to the application of pop-up books in the learning process.

This research uses the ADDIE model (Analysis, Design, Development, Implementation and Evaluations), it is known that the ADDIE model has 5 stages. By following the research stages of the ADDIE model, the results of observations at the Analysis stage that have been observed in the research results show that students feel difficulty in absorbing the material presented, limited learning media, unattractive display that makes students bored studying it. Therefore, by developing learning media in the form of pop up books, it can make it easier for students to learn material that is difficult for students to absorb, such as descriptive text material. At the analysis stage, it is known that students need learning media that is interesting and not boring so that it can make it easier for students to learn. The choice of pop up book media as a learning support for descriptive text material really helps students learn the material and can make students like English lessons. Pop up book media can be used as a teaching tool for teachers because pop up book media has elements of movement and animation.

After the analysis stage, the next stage is the design stage. At this stage, the pop up book media planning format is carried out. In the next stage, the researcher carried out the design manually using A5 size glossy paperboard and HVS paper as writing material and the pop up book media was designed using an attractive appearance and easy to understand language containing material as well as example questions. After the framework has been determined, planning is carried out using pop up book media on competency standards and material content. Once the design framework is complete, we proceed to the book making stage. Next is the development stage, media development begins to be made based on the design stage, pop up book media starts from story design to the book printing stage. Then an evaluation is carried out by media experts and material experts, which is called validation. The aim is to obtain suggestions for the pop up book media that will be developed. In the material expert assessment, material expert assessment by Mrs. Septa Alfiah, S.Pd, it was discovered that there were 10 aspects that were assessed for this pop up book media, of the 10 aspects that were considered good, they obtained a score of 38 with a percentage of 95.0% and included the criteria "very worthy". And in the media expert assessment, the media expert assessment by Mr. Irhamudin, MM, revealed that there were 10 aspects that were assessed in this media pop up book, of the 10 aspects that were considered good, they obtained a score of 37 with a percentage of 92.7% and included the criteria of "very worthy ". After the pop up book media was declared suitable for testing, a trial was then carried out on students to see the response to the pop up book media that had been given. The number of students was 21 people, out of 21 students each gave their response, namely that they understood the material better because the pop up book media provided was interesting and did not make them bored, and made them even more active in learning English. Student responses to the learning videos that have been provided include the criteria of "very appropriate" with an average percentage score of 90.4%.

DISCUSSION

The finding concluded that the pop-up book media is highly effective and well-suited for teaching descriptive text material, making it a valuable tool for educators. The pop-up books were found to significantly help students in absorbing descriptive text material. Furthermore, the issues of limited, unattractive, and traditional learning materials, making the learning process more engaging and enjoyable for students. This finding aligned with (Hasanudin et al., 2021; Kazeykina, 2024), Pop-up books introduced elements of movement and animation, making the learning process more interactive and appealing. They encouraged a positive attitude towards English lessons and helped students overcome challenges in descriptive text comprehension. Previous research argue that Pop-up books have long been celebrated as a unique form of literature that transcends the traditional boundaries of reading. These innovative creations introduce elements of movement and animation, transforming the static experience of reading into a dynamic and engaging journey (Penelitian et al., 2023; Suhono et al., 2022; Sunarti et al., 2023). The inherent interactivity of pop-up books not only captivates the imagination but also serves as a powerful educational tool, particularly in the realm of language learning. This discussion delve into the multifaceted benefits of pop-up books, particularly in the context of teaching English, illustrating how they foster a positive attitude towards learning and assist students in overcoming challenges associated with descriptive text comprehension.

At the heart of the appeal of pop-up books is their ability to create a visually stimulating experience. Unlike conventional texts, pop-up books invite readers to interact with the pages in a tactile manner (Elkhuizen et al., 2024). As a reader turns the page, intricate designs spring to life, revealing three-dimensional characters and landscapes that leap out from the confines of the book. This element of surprise not only captures attention but also ignites curiosity. Moreover, the interactive nature of pop-up books fosters a sense of agency among learners. When students are encouraged to physically engage with the material, they are more likely to take ownership of their learning journey. This is particularly significant in the context of English lessons, where students may often feel intimidated by the complexities of the language. By incorporating pop-up books into the curriculum, educators provide a platform where students can explore language in a playful and non-threatening environment. For example, a pop-up book that tells the story of a young adventurer might include flaps that reveal vocabulary words or phrases, allowing students to discover meanings through context rather than rote memorisation. This hands-on approach not only demystifies language learning but also cultivates a sense of excitement and enthusiasm.

Furthermore, pop-up books serve as effective tools for enhancing descriptive text comprehension. Other studies also claimed that the visual and tactile elements inherent in these books allow students to better grasp the nuances of descriptive language (Hafifah et al., 2023; Mukaromah1 et al., 2024). When readers encounter a richly illustrated scene, they can connect the text to the imagery, reinforcing their understanding of adjectives, adverbs, and other descriptive elements. For instance, a pop-up book featuring a bustling marketplace might describe the vibrant colours, enticing aromas, and lively sounds of the setting. As students engage with the text, they can visually interpret these descriptions, creating a more holistic understanding of the narrative. This synergy between text and illustration not only aids comprehension but also encourages students to develop their descriptive writing skills by drawing inspiration from the vivid imagery presented in pop-up books.

Transitioning from the cognitive benefits of pop-up books, it is also essential to consider their role in fostering emotional connections to learning. The whimsical nature of pop-up books often elicits joy and wonder, creating a positive emotional response in students. When learners associate English lessons with enjoyable experiences, they are more likely to develop a lifelong love for the language. For instance, a pop-up book that tells a heartwarming story of friendship might resonate with students on a personal level, encouraging them to engage with the language not just as a subject to be studied, but as a means of expressing their own thoughts and feelings. This emotional engagement is crucial, as it lays the foundation for intrinsic motivation, which is often more powerful than extrinsic rewards in sustaining interest in learning.

In addition to fostering emotional connections, pop-up books can also facilitate collaborative learning experiences. When used in group settings, these books can serve as a catalyst for discussion and interaction among students. For example, a teacher might introduce a pop-up book during a lesson and encourage students to work in pairs to explore the content together. As they navigate the pages, they can share their interpretations, ask questions, and build upon each other's ideas. This collaborative approach not only enhances comprehension but also promotes social skills, as students learn to communicate effectively and respect diverse perspectives. The shared

experience of exploring a pop-up book can create a sense of community in the classroom, reinforcing the idea that learning is a collective journey.

As we examine the broader implications of incorporating pop-up books into English lessons, it becomes evident that they offer a wealth of opportunities for differentiated instruction. In a diverse classroom, students may have varying levels of proficiency and learning styles. Pop-up books cater to these differences by providing multiple entry points for engagement. Visual learners can benefit from the vibrant illustrations, while kinesthetic learners can thrive through the interactive elements. Additionally, auditory learners can enjoy listening to stories being read aloud while following along with the pop-up features. This versatility allows educators to tailor their teaching strategies to meet the needs of all students, ensuring that each learner has the opportunity to succeed.

In conclusion, pop-up books represent a remarkable intersection of art and education, offering a myriad of benefits that enhance the learning experience. Their ability to introduce movement and animation transforms the static act of reading into an interactive adventure, fostering curiosity and engagement among students. By creating a positive emotional connection to learning, these books encourage students to embrace the challenges of language acquisition with enthusiasm. Furthermore, the visual and tactile elements of pop-up books significantly aid in descriptive text comprehension, allowing learners to connect language with imagery in a meaningful way. As educators continue to explore innovative teaching methods, the integration of pop-up books into English lessons stands out as a powerful strategy that not only enriches the curriculum but also cultivates a lifelong love for learning. Through the lens of pop-up books, we can envision a future where language learning is not merely a task to be accomplished but a delightful journey to be embraced. Pop-up books can help students overcome difficulties in absorbing learning material. Addressing the issues of limited and unattractive traditional learning media and learning more engaging through elements of movement and animation, which increase student interest and effectiveness in learning. While for further research, how pop-up books compare with other interactive media in enhancing student engagement.

CONCLUSION

Pop-up books serve as a unique blend of art and education, offering a wealth of advantages that elevate the learning experience. By introducing elements of movement and animation, they transform reading from a static task into an interactive journey, sparking curiosity and keeping students engaged. Moreover, these books foster a positive emotional connection to learning, motivating students to tackle language acquisition challenges with renewed enthusiasm. Researchers developed pop-up book media on descriptive text material for class 10 of Bangun Cipta Rumbia High School using the ADDIE research model. The ADDIE research model consists of five stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The pop-up book media that was developed is a valid media that is suitable for implementation in learning. This can be said based on the implementation of product tests carried out in class 10 of Bangun Cipta Rumbia High School which obtained a percentage score of 90.6%. The use of pop-up books is very useful in improving students' reading comprehension skills. In the results of this research, it is hoped that pop-up book media can be a reference for teachers in preparing interesting and effective learning media for students, and this research can also be a reference for future researchers.

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