UTILIZATION OF POP-UP BOOK TO INCREASE VOCABULARY AND LEARNING MOTIVATION OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract : The main objective of this study is to determine the effect of utilization of pop-up book to increase vocabulary and learning motivation of junior high school students. The study was conducted at SMP Bina Taruna, Jl. Paya Pasir, Marelan, Medan City, North Sumatera. The population in this study was 8th grade students, consisting of 3 classes with total of 90 students of two classes. This study used quantitative method with quasi-experimental design by applying purposive sampling. The results of this study have represented to have an impact on students' vocabulary and learning motivation. The enormous effect of the utilizing of pop-up book can be seen on pre-test and post-test averages in the experimental class that is from 30.07 to 75.65. Other evidence, as shown in the results of the t-test analysis, findings and discussion, the results show that the paired sample test is 14.694 and t-table is 2.052 with a significance value (2-tailed) is <001, it means less than 005. Then, the lowest students learning motivation score is 76 and the highest score is 100. So, they were categorized as high and very high learning motivation. Therefore, Ha was recognized. Thus, it can be concluded the utilization of pop-up book affects to improve vocabulary and learning motivation of junior high school students.

Keyword : Pop-Up book ; Vocabulary; Learning motivation; Learning Media

Abstrak : Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh penggunaan buku pop-up untuk meningkatkan kosakata dan motivasi belajar siswa sekolah menengah pertama. Penelitian ini dilakukan di SMP Bina Taruna, Jalan Paya Pasir, Marelan, Kota Medan, Sumatera Utara. Populasi dalam penelitian ini adalah siswa kelas VIII, yang terdiri dari 3 kelas dengan jumlah siswa sebanyak 90 orang dari dua kelas. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen dengan menggunakan purposive sampling. Hasil dari penelitian ini menunjukkan bahwa penggunaan media pembelajaran berbasis komputer memberikan pengaruh yang signifikan terhadap penguasaan kosakata dan motivasi belajar siswa. Pengaruh yang sangat besar dari penggunaan pop-up book dapat dilihat pada rata-rata pre-test dan post-test di kelas eksperimen yaitu dari 30,07 menjadi 75,65. Bukti lainnya, seperti yang ditunjukkan pada hasil analisis uji-t, temuan dan

JURNAL SOMASI
SOSIAL HUMANIORA KOMUNIKASI

pembahasan, diperoleh hasil bahwa paired sample t-test sebesar 14,694 dan t-tabel sebesar 2,052 dengan nilai signifikansi (2-tailed) < 0,05, artinya kurang dari 0,05. Kemudian, skor motivasi belajar siswa terendah adalah 76 dan skor tertinggi adalah 100. Jadi, mereka dikategorikan memiliki motivasi belajar yang tinggi dan sangat tinggi. Oleh karena itu, Ha diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan pop-up book berpengaruh terhadap peningkatan kosakata dan motivasi belajar siswa SMP.

Kata Kunci : Buku Pop-Up; Kosakata ; Motivasi belajar; Media pembelajaran

INTRODUCTION

Learning English is crucial for everyone because it is the language of the world that is the most common means of communication across various countries. According to Christopher (2013), English is an international language that is the most extensive international media. It is further supported by Estliden (2017), which makes the case that students understand the significance of learning English and know the language's status as a global language and tool for conversation. Then, according to Roux (2014)**,** English is the most extensively used and dominant language in international business, technology, science, and academia. English is taught as a second language in most countries. English is utilized in numerous contexts, including news, commerce, technology, and social media, amongst many others. English is also used for another purpose. Thus, English is very useful to communicate to people around the world (*lingua franca*). When someone goes abroad, he must use English to communicate.

Indeed, acquiring an extensive vocabulary is necessary to enhance our communication skills. Without sufficient vocabulary knowledge, learning English will be difficult. Harisma (2021) defines vocabulary as an aid to language, and no language does not contain words. Without vocabulary, there is nothing to say. Vocabulary is one of the necessary components to master the four language abilities such as listening, speaking, reading, and writing. According to Penny (1996) in Carolina (2019), teaching a foreign language's vocabulary is the initial phase. The four skills necessary to acquire any foreign languages, including English are listening, reading, writing, and speaking. To facilitate the four skills in

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SOSIAL HUMANIORA KOMUNIKASI

learning a foreign language, you must have sufficient vocabulary knowledge. Vocabulary understanding is a key step in learning English. Due to the lack of vocabulary information, learning a foreign language will be exceedingly difficult (Gunning, 2002, as quoted in Rengur & Sugirin, 2019).

Learning vocabulary aims to make students aware of the significance of integrating vocabulary into the four English skills (listening, reading, speaking, and writing). The current problem of EFL learners is students' lack of motivation to learn vocabulary because English is not their mother tongue or the language they use in everyday life. Furthermore, vocabulary in written and pronunciation differ greatly from their mother tongue, and this is why there is a lack of students' interest in learning English; the last, it is the impact of less creative learning media. Meanwhile, when students are intrigued by a subject, they will pay closer attention and work harder to assimilate information (Kusmaryati & Amertaningrum, 2017). Therefore, it is imperative for the teacher to use learning media as attractively as possible so that students can feel more motivated to learn English vocabulary.

According to Puspitarini & Hanif (2019), teachers can boost learners' motivation to learn by creating learning strategies that serve as external motivation for students. Learning strategies comprise techniques and media utilized in the learning process.

Based on the researcher's observation and interview with an English language teacher at SMP Bina Taruna, the teacher explained that students are still very low in knowing vocabulary because of lack of students' motivation in learning. As a result of this, students do not know the meaning of the word, it is difficult to understand and memorize vocabulary. They cannot pronounce vocabulary properly either. Furthermore, this issue directly impacts students' English scores, which fall below the acceptable level of proficiency, as seen by a significant number of students scoring below minimum passing score of 70.

Another factor why the students struggle with acquiring and understanding the vocabulary is because there is a difference in writing and speech in the

Indonesian language as well as the learning media that is used decreases students' enthusiasm in learning vocabulary, so students feel bored quickly. In addition, the teacher only uses the book of LKS *(Lembar Kerja Siswa)* or a guidebook provided by the government to support the learning process in the classroom.

However, in learning vocabulary, the teacher's role is to figure out how to make students not feel bored in learning vocabulary and remembering it but enjoy and able to understand the class lessons **(**Wilkins, 1972)**.** Mardiah (2020) added that the teacher's role is not only to transfer knowledge to students, but teachers to help increase students' confidence, interest, motivation, ultimately resulting in students learning achievement. Indeed, teaching vocabulary to students is not easy. English language teachers sometimes need additional learning media so that students can more easily understand and memorize English vocabulary. By employing appropriate teaching media and strategies, teachers can create a more engaging and effective learning experience for their students, helping them to improve their English vocabulary and language skills (Emelia, et al., 2024). In this case, the researcher proposes the pop-up book as a learning media that can be used to increase the English vocabulary and learning motivation of students.

A pop-up book is not like a book that basically flat and hollow. A pop-up book is more interesting because this book gives a unique image and can arise. When opening a page, a pop-up book will surprise the reader because it displays images like 3D. The pop-up book is one of the visual media. Visual media is a medium for conveying information to students through visuals (Isnaini & Lisani, 2019). Visual media can enhance understanding and strengthen students' memory of learning materials. And most important of all, this pop-up book is a great media to stimulate students to boost their vocabulary. This is based on the research conducted by Novianti et al. (2018), and Wijayanti (2018). They obtained the same conclusion that was an increase in vocabulary in junior high school students when using visual media pop-up book.

According to Bluemel & Taylor (2012), Pop-up book can teach students to

read books, arouse the imagination, evolve creativity, and also advance their vocabulary. Pop-up book is very practical to use in the teaching and vocabulary learning process with features such as 3D images that have colourful and interesting content that can increase students learning motivation. The researcher attempts to study "Utilization of Pop-up Book to Increase Vocabulary and Learning Motivation of Junior High School Students" at SMP Bina Taruna.

According to Jaya (2022), learning motivation is a strong motivator for students to motivate them to take positive actions, and motivation is the main driving factor for students to take actions as a guidance for them in completing these acts. Learning motivation is to instill behavior toward achievement and is known as a key determinant of academic success, as well as positive personality traits such as perseverance, gratitude, and eagerness to learn (Lee et al., 2023).

Chen & Lai (2021) added that learning motivation involves the mindsets, emotions, and methods that assist individuals in pursuing their learning goals and often conceptualized in several structures such as self-efficacy, performance goals, achievement goals, task value, and effort. Learning motivation is also key to improving learning outcomes because it is important for the process of change, critical thinking, learning strategies, and one's achievement.

From some explanations above, it can be concluded learning motivation is a trait that becomes the driving force in students. This creates a strong desire to learn and keeps learning to reach goals. Learning motivation is also a series of efforts to provide certain conditions so that students will be motivated to do something they like. There are two types of motivation: intrinsic motivation, which comes from self-will without encouragement, and extrinsic motivation is derived from external factors to acquire something. According to Santrock (2021), intrinsic motivation arises from within the student who engages in activities for his own interest. For example, a student learns one subject because he admires and enjoys the lesson. In other words, individuals are encouraged to behave in the direction of certain goals of the students themselves. Meanwhile, extrinsic motivation is very different from intrinsic motivation. According to Santrock (2021),

extrinsic motivation involves doing something to get something else because, in this motivation, the student's desire to learn is influenced by encouragement or stimulation from outside. For example, a student studies very hard to get the highest score on an exam. Other encouragement from outside can be in the form of reproach, praise, gifts, or punishment. Thus, learning motivation can be stimulated by external factors, but the student's motivation develops organically. The presence of external stimuli such as creative media in learning is essential for instilling learning motivation in students. If students enjoy learning, they will be motivated to engage in the learning process. If they have a passion for learning, they will participate actively in learning. Ultimately, positive attitude will result in actions toward attaining learning objectives.

There are several previous studies relate to pop-up book, namely:

1. Riswalastika, et.al., (2023) investigated research with the title "Using Pop-Up Book in E-Learning to Improve Students Vocabulary". The aim of this research is to assess the effectiveness of Pop-Up Books in helping learners to enhance their vocabulary. Pop-Up Books are utilized for students in E-learning through the use of YouTube videos. This study employs a quasi-experimental design with non-equivalent control groups. The participants in this study were seventh-grade students at MTs PSM Randublatung Blora during the 2021/2022 academic year. Two seventh-grade classes at MTs PSM Randublatung, Blora, served as the sample. The examination results indicated that the average score is 86. 44, which falls within the good range. With a percentage of 59. 03%, the application of Pop-Up Books as educational media is quite effective.

2. Safitri & Sudarsono (2019) studied a Pop-Up Book as an additional media to aid in teaching narrative texts and to assess whether this media is suitable for instructing the tenth-grade students of SMA Negeri 8 Pontianak on narrative texts. The media includes narrative texts accompanied by pop-up illustrations. They were categorized according to the components of a narrative text. The content was derived from the students' textbook, which the researcher has

condensed. The methodology was based on the ADDIE Model proposed by Branch and consisted of three stages: Analyse, Design, and Develop. During the analysis stage, it was revealed that the students required engaging resources that were visually appealing to captivate them in the teaching and learning process and to enhance the existing materials. The design stage encompassed the elements that were the focus of the resource, including the materials and the illustrations for the resource, as well as the organization of the resource. The development stage focused on creating the key components of the resource. Based on the evaluation results, the resource is deemed practical for teachers to use in teaching narrative text reading.

This research focuses on the effect of utilizing pop-up book to increase vocabulary and learning motivation of students at SMP Bina Taruna, Medan Marelan.

METHOD

Location of the Research

This research was conducted at SMP Bina Taruna on Jl. Paya Pasir, Medan Marelan, Medan city, North Sumatera.

Population and Sample

Population

The population that was selected in this study is 8th grade students of SMP Bina Taruna in the 2023/2024 academic year, which consists of three classes. There are class 8-1 consists of 32 students; class 8-2 consists of 29 students; and class 8-3 consists of 29 students. As a result, it can be seen in the table below:

Table 1. Population

No	Class	Total
1	8-1	32
2	8-2	29
3	8-3	29

Total population	90

Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2018). The sampling technique that was used is purposive sampling. The researcher selects the sample based on the same number of students to make it easier for a researcher to collect data, they are class of 8-2 and 8-3. The samples to be taken are shown in the table below:

Table 2. Sample

No	Class	Total
1	8-2	29
2	8-3	29
Total sample		58

Research Design

In this study, the researcher applied a quantitative research method with a quasi-experimental design. Quasi-experimental is an experimental design that is conducted without randomization but involves assigning participants to groups. This type of quasi-experimental research design has a control class but does not fully function to control external variables that affect the implementation of experiments (Sugiyono, 2018). This research used non-equivalent control group design, this design involves two groups, namely the control group and experimental group. Only the experimental group received treatment taught using pop-up book. The two classes were compared to find out the differences in vocabulary scores and students' learning motivation as the post- test results, the research design is described as follows:

Table 3. Research Design

Class	8-2	8-3

Group	Experimental	Control
Pre-test	✓	✓
Treatment	Using pop-up book	**X**
Post-test	✓	✓

Instrument of the Study

The researcher employed two instruments in this study, namely vocabulary test and a questionnaire. As for the vocabulary test, the researcher uses an objective test which consists of 20 questions composed of 10 types of multiple-choice questions and 10 cloze-test questions related to nouns, verbs, adjectives, and adverbs. There are two types of tests that were carried out, namely pre-test and post-test. The purpose of the test is to find out whether there is an increase in vocabulary before and after implementing learning by utilizing pop-up book for students. Then, the research instrument to test learning motivation used a questionnaire with a Linkert Scale in the form of statements. This instrument was used to cross-check whether there is learning motivation obtained by students in learning vocabulary using pop-up book. The questionnaire based on Sugiyono (2018) has five ratings as below:

Table 4. Ratings of questionnaire

Strongly agree	5
Agree	4
Hesitate	3
Disagree	2
Strongly disagree	1

Table 5. Students learning motivation categories based on Hidayati (2022):

Score interval	Categories
Very high	>80

High	60 - <80
Medium	40 - <60
Low	20 - <40
Very low	<20

Table 6. Assessment students' vocabulary based on Bailey (1984):

Categories	Scale
Very good	85-100
Good	75-84
Fair	60-74
Poor	40-59
Very poor	0-39

Technique of Analyzing Data

In analyzing the data, the researcher used Statistical Product and Service Solutions (SPSS) as a data analysis method, including data management and documentation. Zajić & Maksimović (2021) stated that one of the programs that signified the period of educational research and played a role in the advancement of teaching pedagogical statistics is the SPSS program.

SPSS features are presented to be able to clearly read various types of data or enter data directly into the SPSS data editor feature. SPSS also has the qualities to dig deeper into the analyst's data, making it a more efficient instrument than any standard multidimensional tool available.

FINDINGS AND DISCUSSION

The data that were collected in this research comprised the students' responses to pre-test and post-test inquiries. In this research, there were two classes, namely class 8-2 as an experimental class with 29 students and class 8-3 as a control class with 29 students. Both classes used the same tests and

questions, but only the experimental class had been given treatment by utilizing pop-up book.

The results of the pre-test experimental class only 2 students achieved a scored >75, four students scored >40 and 23 students scored below 40. That means, many students still have low vocabulary. Then, after treatment using pop-up book, the scores of experimental class increased. Regarding the post-test' scores of the experimental class, eleven students are categorized very good on a scale of 85 to 100, four students are in the good category with a value scale of 75 to 85, six students are in the fair category with a value scale of 60-74 and eight students are in the poor category with a value scale of 40-59. From these data, all students have improved, although there are eight students who are still in the poor category but their scores have increased. It means there is an improvement in vocabulary in the experimental class.

Then, the results of pre-test of the control class showed that all students scored below 50. Meanwhile, the post-test scores in the control class indicated five students in fair category with scale value 60-74, nine students were in the poor category with scale value of 40-59 and fifteen students were in the very poor.

For the normality test results in the table above, the data were obtained from the pre-test experimental class is (Sig= 0.09) and the post-test was derived from the experimental test is (Sig= 0.06), while for the normality test, the result in the control class is (Sig= .194) and the test accepted in the control class post-test is (Sig= .018). Based on the conclusion of the table above, the significance value of the pre-test and post-test class of the experimental and control class are greater than 0.05, which means that the data from the normality test of the two groups are normally distributed.

The homogeneity test data results show the mean value of the Levene statistic of 1.510 with df2= 112 and Sig= .216. In contrast, the median value of the Levene statistic is 1.267 with df= 112 and Sig= .257. Based on median value

and adjusted df, it resulted 1.367 with df= 89.897 and Sig= .258. Then, the results are based on a trimmed mean is 1.494 with df= 112 and Sig= .220.

Thus, it can be concluded that the data results are homogeneously distributed because it can be seen from the significance value (Sig) on the mean, which is more than 0.05, namely .216. So, the results acquired by the variance of the pre-test and post-test of the experimental class and control class are homogeneity distributed.

Based on the results of the questionnaire reliability test in this study, the Cronbach's alpha value >0.60 is significant 0.705, that means the questionnaire is declared reliable. The results of reliability test can be seen in table 4.7. Then, the questionnaire responses have been analyzed into percentages, as shown in table 4.8.

Table 7. The result of reliability test

Reliability Statistics	
Cronbach's Alpha	N of items
.705	10

The findings showed that, overall, most of the participants had a favorable opinion towards the utilization of pop-up book to improve students' vocabulary. The values included a mean value of a low of 3.66 and a high of 4.86 with a standard deviation (SD) ranging from .351 to 1.289.

The aggregate outcomes from the experimental group questionnaire, namely class 8-2, which consisted of 29 students. The lowest score obtained was 76, while the maximum score obtained was 100. The next finding is that all 29 students in the experimental class has improved their scores in learning motivation from high to very high category, then 10 students are in the high category and 19 students are in the very high category. It can be inferred that students have a learning incentive to improve their vocabulary by utilizing a pop-up book.

JURNAL SOMASI
SOSIAL HUMANIORA KOMUNIKASI

Paired sample test is a testing method used to assess the effectiveness of treatment, characterized by a difference in the average value after treatment (Sugiyono, 2018). The criteria for taking this test data is if Sig. (2-tailed), it is less than 0.05, then there is a significant difference between students learning outcomes in the pre-test and post-test. Meanwhile, if Sig. (2-tailed), it is more than 0.05, then there is no significant difference between student learning outcomes in the pre-test and post-test.

The indicates that the t-test is 14.694 and t-table is 2.052 with a significance value (2-tailed) is < 001. Thus, t-test greater than t-table and the significance value (2-tailed) is less than 0.05, so the disparity between the pre-test and post-test scores of students in class 8-2 indicated that using pop-up book affected students' vocabulary learning outcomes. Therefore, it can be concluded that the results of the hypothesis test are *Ho* is rejected and *Ha* is accepted.

The main objective of this research is to investigate the effect of utilizing pop-up book to increase vocabulary and learning motivation of junior high school students. The utilization of pop-up book in grade 8-2 at SMP Bina Taruna increased students' vocabulary and learning motivation, in this research the researcher utilized SPSS version 29.0 to gain the analysis result and data contributes to this investigation. It proves positive that pop-up book can significantly enrich students' vocabulary. It is shown by paired sample t-test.

There is a difference in students' scores before and after treatment with the paired sample test is 14.694 and t-table is 2.052 with a significance value (2-tailed) is <001, it means less than 005. Then, there is no significant difference in the results of the pre-test and post-test scores, but if the paired sample test value <0.05 then there is a difference in pre-test and post-test scores. The extent to which the implementation of pop-up book improved vocabulary of students in the experimental class is shown by the gap in mean scores between the pre-test and post-test, which is 30.07 compared to 75.65. As the result, it was discovered that

the utilization of pop-up book had a considerable influence on increasing students' vocabulary.

Furthermore, because pop-up book is new learning media students in grade 8-2 at SMP Bina Taruna, the pop-up book can also affect students' learning motivation in vocabulary learning in expanding their vocabulary. This can be observed from the findings of the students' responses to the questionnaire sheets, on average, students in experimental class who inserted into the group had a high or very high level of motivation to study. When the pop-up book was first displayed, students were excited to see the images that appeared on each open pop-up book pages. It made students happy since it has interesting and colorful images. Even so, many students still struggled to read the tale text in the pop-up book fluently, but students could enhance their vocabulary because each word in the pop-up book text was read a few times, so that students could remember it.

CONCLUSION

After analyzing the data, some conclusions were drawn. First, the data is consistent with the study outcomes that demonstrated the noteworthy effects of utilizing pop-up book on boosting vocabulary and learning motivation. The students' pre-test results indicated that they still possessed a limited vocabulary. However, after treatment utilized pop-up book, their vocabulary upgraded through an average of 45.58 points between their pre-test and post-test scores. Students in the experimental class, who had an average score of 30.07 on the pre-test before receiving the treatment has an improved post-test average to be 75.65, placing them in the good range. The pre-test value of the control class is 22.34, while the post-test value is 42.28. Despite an observed improvement in both the pre-test and post-test scores, they are still in below average. Therefore, using pop-up books as learning media has a significant effect on improving students' vocabulary better than not using pop-up books.

Second, the findings of this study support Ha and contradict Ho, indicating that using pop-up book to boost students' vocabulary and learning motivation is an effective learning media. Finally, other benefits that the utilization of pop-up book is also able to make students motivated in learning. Students are encouraged to acquire new vocabulary and they experience a sense of joy learning with pop-up book, which differ from conventional flat books.

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