

**THE EFFECTIVENESS OF USING POP-UP BOOKS TO
INCREASE STUDENTS' READING INTEREST AT SMPN 8
PALOPO**

A Thesis

*Submitted to the English Language Education Study Program Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for
Undergraduate Degree of English Education*



IAIN PALOPO

**Submitted by:
Andi Rahifa
18 0202 0143**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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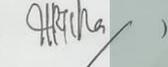
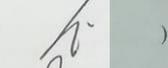
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THESIS APPROVAL

This thesis entitled “**The Effectiveness of Using Pop-Up Books to Increase Students’ Reading Interest at SMPN 8 Palopo**”, which was written by **Andi Rahifa**, Reg. Number 18 0202 0143, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on January, 17th 2023. Coincided with Jumadil Akhir, 24th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, January, 17th 2023

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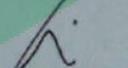
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The Researcher



Andi Rahifa

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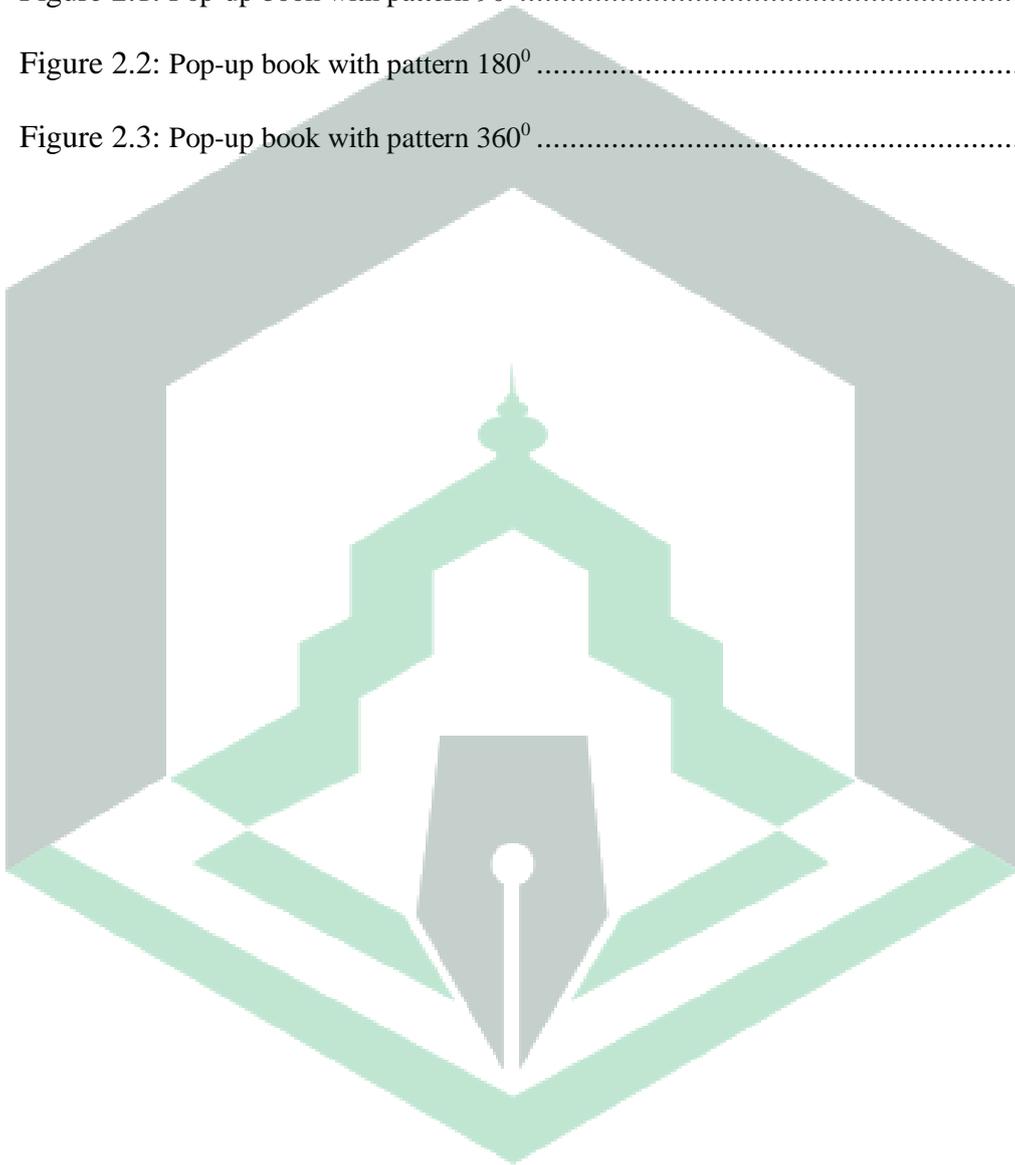


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ABSTRACT

Andi Rahifa. (2023). *"The Effectiveness of Using Pop-Up Books to Increase Students' Reading Interest at SMPN 8 Palopo"*, A thesis of the English Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Wisran, S.S., M.Pd. was the first consultant and Rusdiansyah, S.Pd., M. Hum. was the second consultant.

The objectives of this research are to find out whether the use of pop-up books is effective to increase the students reading interest at SMPN 8 Palopo. The researcher adapted the pre-experimental method. The population was 31 students. The researcher used a total sampling sample which the consisted of 31 students. The instrument in this research was a questionnaire and an observation checklist. The researcher collected the data through and questionnaire. The data was analyzed statistically by using SPSS 25 edition. The result of the research revealed that the mean score in the post-test is higher than the score on the pre-test ($28.8 < 38.5$). Besides, the value of t (t-count) is 18.416 with the df (degree of freedom) value of 30, while the t (t-table) for the standard of significant level 0.05 on $df = 30$ is 2,042. It means the value of the t -count is higher than the value of the t -table. It was also proved by the observation checklist that students' who learned English trough reading pop-up books that the students follow the material all the time, ask and answer questions at least three times during the treatment process, this shows a major improvement in the fourth treatment, and categorized in very active. Therefore, hypothesis H_0 was rejected and H_1 was accepted. Based on the data analysis it can concluded that the use of reading Pop-up books increase the students' reading interest at SMPN 8 Palopo.

KeyWords: *Effectiveness, Pop-up Book, Students' Reading Interest*

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others¹. Furthermore, reading is one of the receptive language skills that is very important to be mastered in order to get important information. By being able to read, the students can get many new vocabularies from the text. They are able to learn grammatical aspect from what they read. Reading has important function in guiding the students to think critically related to the content of the text. There are some aspects that influence reading that consist of internal and external aspects. Internal aspects include of intrinsic motivation, interest in reading, reading habit, and learning style. Meanwhile, external aspects include of learning media, learning strategy, and external motivation from family members, classmate, and society².

Student learning success in the learning process is determined by mastery of reading skills. The goal, therefore, is to understand what is described in the reading Text. Ariffuddin Hamra and Eny Syatriana note that since English in Indonesia is a foreign language, most students at any level of education have

¹Taufik Pribadi, Improving the Students' Reading Comprehension Through Context Clues Strategy At The Eighth Grade Of SMP Muhammadiyah 1 Ponorogo In Academic Year 2015/2016" <http://eprints.umpo.ac.id/1440/2/2CHAPTER%20I.pdf>.

²Taladngoen, Unaree, et al. "A study of factors affecting EFL tertiary students' reading comprehension ability." *Rangsit Journal of Educational Studies* 7. no1 (2020): 12-21.

difficulty reading English text.³ According to Kweldju, many students are likely to be reluctant readers because they suffer from low reading motivation, which causes them to be incompetent readers.⁴ Another fact that resulted in lower students' reading skills is that many students did not like to read English texts since they did not consider reading an exciting activity.

Students with poor reading skills will have difficulty participating in teaching and learning activities and understanding the information presented in various textbooks. The problem in reading usually has to do with the Technique and media used. Learning activities require tools that are used as media in learning. Briggs (in Prita Nuraine, Isti Rusdiyani, and Ratih Listyan mingtyas) defines media as a physical means to send messages to students to stimulate them to learn.⁵

Learning resource media is a useful tool in teaching and learning activities. The effectiveness of students' absorption of complicated learning materials can occur with the help of assistive devices. By utilizing the tactics of assistive devices, it can stimulate student learning which will have an impact on student learning outcomes.⁶

³Arifuddin Hamra and EnySyatriana, "Developing a Model of Teaching Reading Comprehension EFL Students," *Teflin Publication Division* 21, no. 1 (February, 2010):28, <https://journal.teflin.org/index.php/journal/article/view/31/33>.

⁴ Kweldju S, "Vocabulary and Lexicogrammatical Units: Graduate Students' Main Problem in Reading Their Textbooks," *Linguistik Indonesia. Jurnal Ilmiah Masyarakat Linguistik Indonesia* 1 (2001): 35-56.

⁵ Prita Nuraeni, Isti Rusdiyani, and RatihListyaningtyas, "Influence of use of Media Number Concept Tunanetra Ability to Read Braille Numbers," *UNIK Pendidikan Luar Biasa* 3,no. 3(2018): 1, <https://jurnal.untirta.ac.id/index.php/UNIK/article/view/5309/3801>.

⁶ Syaiful Bahri Djamarah and Aswan Zain. *Research Design:Strategi Belajar Mengajar*, 4 edition (Jakarta:Rineka Cipta, 2006).217.

Redencich & Bohing argue that pop-up or action books can motivate students to increase their knowledge⁷. Nancy, Blumel, et al. claimed to mention a 3D Pop-up book is a book that offers the potential for motion and interaction through the use of a paper mechanism such as folds, scrolls, or wheels⁸. Some researchers also conducted a study about pop-up books Lilis Sri Apriliani and Fegi Lestari (An Analysis of Pop Up as a Media in Teaching Narrative Text in Enhancing Students' Speaking),⁹ Luthfatun Nisa (The Effect of Story Telling Activity Using Pop-Up Book on the Social Caring Character),¹⁰ Atin Colidiyah (The Use of Pop-Up Book to Improving English Skills At SD Negeri 2 Gadingkulon),¹¹ Hakkun Elmunsyah, Wahyu Nur Hidayat, and Khoirudin Asfani (Interactive Learning Media Innovation: Utilization of Augmented Reality and Pop-up Book to Improve User's Learning Autonomy),¹² and Nainggolan Destriwanty (Developing a Pop Up Book to Teach Reading Narrative Text).¹³

⁷ Redencich, M. C., & bohing, G. Popup, Pulldown, Push in, Slide out. *Proquest professional Education*, (1988):157.

⁸ Atin Colidiyah, The Used Pop up Book to Improve English Skill (A journal of culture, English Laguage Teaching) PISSN. 2356-0401, Vol. 3, No. 01, 2018.

⁹ Lilis Sri Apriliani and Fegi Lestari, "An Analysis of Pop Up as a Media in Teaching Narrative Text in Enhancing Students' Speaking," (Universitas Pasundan Bandung , 2012), <http://repository.unpas.ac.id/53025>.

¹⁰ Luthfatun Nisa, "The Effect of Story Telling Activity Using Pop-Up Book on the Social Caring Character," *Atlantis Press*, Institute Agama Islam Negeri Madura (January , 2020), https://www.researchgate.net/publication/343632533_The_Effect_of_Story_Telling_Activity_Using_Pop-Up_Book_on_the_Social_Caring_Character.

¹¹ Atin Colidiyah, "The use of Pop-Up Book to Improving English Skill At SDN 2 Gadingkulon," *Journal of Culture, English Language Teaching, Litratue and Linguistics* 3, n.1 (Juni 8, 2018), <http://ejournal.umm.ac.id/index.php/celtic/article/view/7862>.

¹² Hakkun Elmunsyah, Wahyu Nur Hidayat, and Khoirudin Asfani, "Interactive Learning Media Innovation: Utilization of Augmented Reality and Pop-op Book to Improve User's Learning Autonomy," *Journal of physics Conference Series* (April, 2019), <https://www.researchgate.net/publication/332516474.Interactive.learning.media.innovation.utilization.ofaugmented.reality.and.pop-up.book.to.improve.user's.learning.autonomy>.

¹³ Nainggolan Destriwanty, "Developing a Pop Up Book to Teach Reading Narrtive Text." *Universitas Negeri Medan* (2019) <https://jurnal.untan.ac.id/index.php/JELTIM/article/view/35139>

From the several studies above, where this research is more interesting to read by using pop-up books and focusing on experimental methods. So that researchers are very interested in bringing up the title, so there has been no previous research using reading comprehension in pop-up book media.

During the observation at SMPN 8 Palopo on Friday, January 21, 2022, the students' read problems according to information from the English teacher: 1. students are worried about making a mistake. 2. Students are shy. 3. Students do not know how to pronounce it. 4. Students are fearful of criticism or losing face. 5. The existence of learning resources or media is still minimal. 6. Students are not motivated to read, so the researcher intends to conduct research, namely using pop-up book media to overcome the problem of reading because the pop-up book is a book that has a section that can move or have a three-dimensional element and is certainly very unique and will be colorful in each part.¹⁴

The most important pop-up book media is a good tool for fishing, encouraging, or motivating students to read because the positive things that can be obtained from the use of image media are with images, students' minds will be filled with ideas and information that simplify students in reading because they no longer feel confusion and great difficulties determine what they should convey.

This media is expected to stimulate students to think about how to describe through the pop-up book because a surprise is offered when the pop-up books are. It means students have more fun easy when learning process and also can motivate students then improve their interest, especially their interest to read

¹⁴ Observation,at SMPN 8 Palopo, January 21,2022

reading. Therefore, the author intends to see the effectiveness of pop-up book media in interest read. The research chooses the title "The Effectiveness of Using Pop-Up Books to Increase Students' Reading Interest at SMPN 8 Palopo".

B. Research question

Based on the explanation in the background above, the researcher formulated the problem statement as follows:

Is the use of Pop-up books effectiveness to increase the students 'reading interest at SMPN 8 Palopo?

C. The objective of the research

Based on the problem statement above, the objective of the research is as follows:

To find out whether the use of pop-up books is effective to increase the students 'reading interest at SMPN 8 Palopo.

D. The significance of the research

The are two significances of this research

1. The Theory

The results of this research are expected to contribute to the development of applied language teaching discipline, especially for the enrichment of the teachers' teaching strategy in helping the students to improve students reading interest.

2. The Practice

The results of this research are expected to have a practical effect on schools, teachers, students, and researchers.

- a. For students

This research can add to the student's interest in English learning, so it can help them to read and learn English.

- b. For teacher

This research can contribute to English teachers' language teaching development and increase the quality of the teaching process.

- c. For researcher

The research can contribute the research to help to finding out media for teaching reading.

E. Definition of Term

To clarify the problem to be studied, it is necessary to explain the definition of the term as follows:

1. Media is the plural of medium, which in learning and training environments, is the means of communicating and transferring a learning concept or objective to another individual.¹⁵
2. A pop-up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs or wheels¹⁶.
3. Reading interest is a strong desire to read accompanied by reading efforts.

Students with a great interest in reading will demonstrate this by their

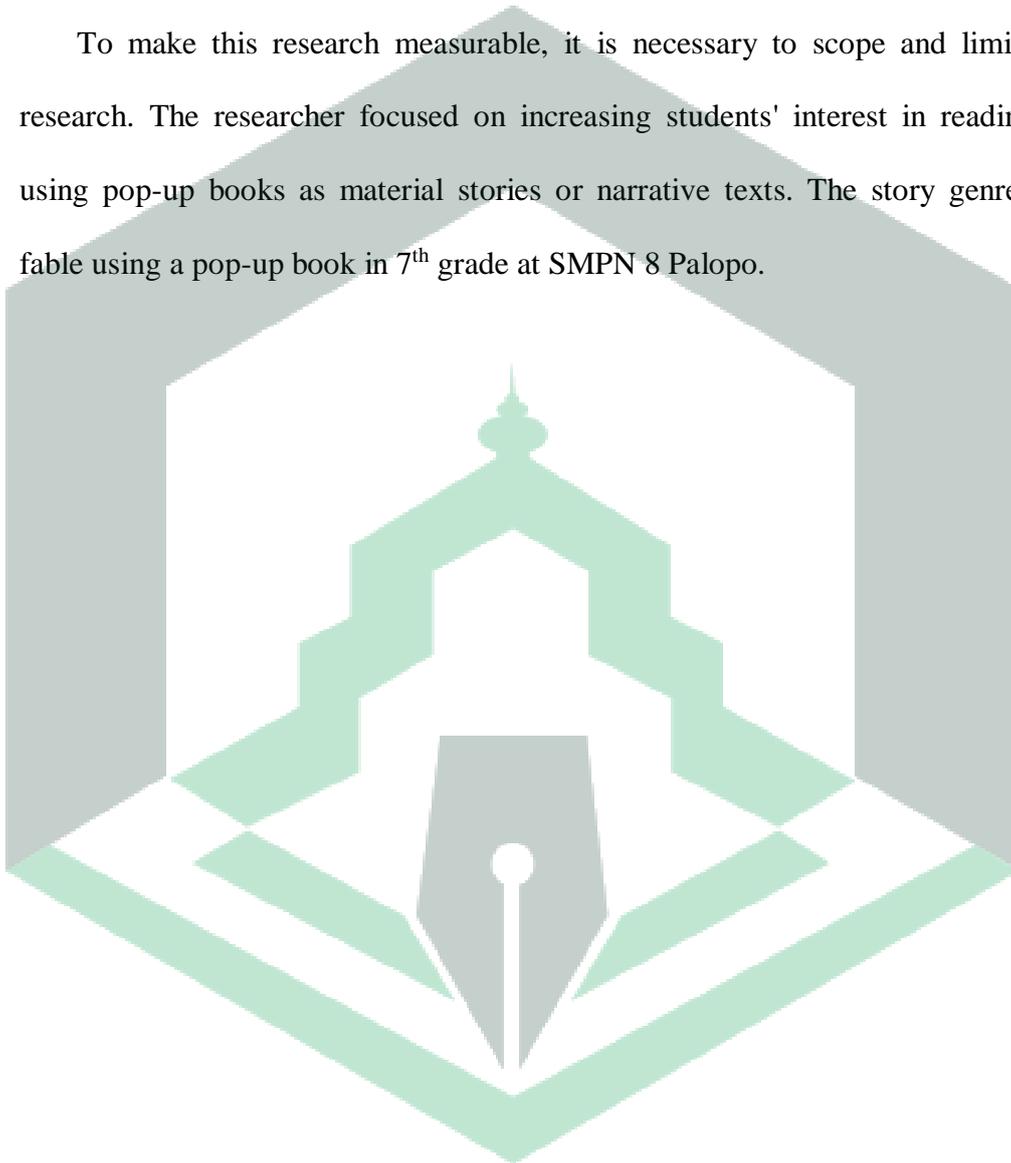
¹⁵Ima Chusnul Chotimah and Muhammad Farhan Rafi, "The Effectiveness of Using Kahoot as a Media in Teaching Reading," *E-Link Journal* 5, no. 1(2018):19, <http://jurnalpendidikan.unisla.ac.id/index.php/elink/article/view/44/44>.

¹⁶ Bluemel, Taylor, Pop up books a guide for teachers librarians (librarians unlimited, 2012) annotated Ed. P. 1

willingness to seek reading material and then read it independently or with the help of others¹⁷.

F. Scope of the research

To make this research measurable, it is necessary to scope and limit this research. The researcher focused on increasing students' interest in reading by using pop-up books as material stories or narrative texts. The story genre was fable using a pop-up book in 7th grade at SMPN 8 Palopo.



¹⁷ Neneng Hasanah, "The Effect of Reading Interest and Vocabulary Mastery Towards Description Writing Skill," *Journal of English Language Teaching* 2,no.1(2019):95-96, <https://journal.lppmunindra.ac.id/index.php/inference/article/viewFile/5449/3476>

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

There have been some researchers related to this research, some of them are equated below:

1. Dian Kusumah Wardhani, in research entitled *"Increase the Reading Interest of Four to Five Year Students through Reading Pop-up Book Activities,"*¹⁸ aims to increase the reading interest of students in grades four to five through Pop-Up reading activities. Research takes place in kindergarten Tiara School, East Jakarta. Respondents from This research are eight students of Tiara School Kindergarten. This study uses classroom action research using the Kemmis cycle model and Taggart. The data collection used is observation, documentation, and data collection Interviews. This research was conducted by implementing reading activities using Pop-Up book media. Qualitatively, the study showed that the percentage of pre-research interest in Reading was forty-one percent, with cycle one being eighty-sixed percent. Qualitative analysis shows that respondents' reading interest increases. Children can show concern for books. They can choose the book they like. They are very enthusiastic about reading books. They were able to answer questions well and retell what they saw in the book the results of the analysis show that learning through reading Pop-Up activities is proven to increase interest. The research was

¹⁸ Dian Kusumah Wardhani, "Increase the Reading Interest of Four to Five Year Students through Reading Pop-up Book Activities" (2015).

inspired to design a primary media pop-up book to support the students reading activities. This research identifies a similarity. This research produces pop-up books as the learning media. The differences in this research are that the research target is not students in junior high school, and the pop-up book media do not contain full Text.

2. Muh. Komari, and Priyantini Widiyaningrum Partaya, in their research entitled "*Development Of Pop Up Book To Increase Interest and Learning Outcomes*" at *MTs Putera Sunniyyah Selo*,¹⁹ there are not many exciting learning media found. Even though learning media is very important for realizing student interest and learning outcomes, it is necessary to develop Pop-up Books as Learning Media. The purpose of this research is to develop Pop up Books as learning media material on the interaction of living things with the environment, its validity and effectiveness as a learning media, and to find out how much students are interested in using Pop Up Books as a learning media. The method of Research is used in research and Development (R&D). Media and material experts carried out the validity test using a questionnaire. The effectiveness of learning media was measured based on the N-Gain value indicator from the pretest-posttest result and the teacher and student response questionnaire scores. Students learning interest is calculated based on the questionnaire score of students learning interest. The effectiveness of teaching media was tested at Mts Putera Sunniyyah Selo, Tawangharjo District,

¹⁹ Muh. Komari, Priyantini Widiyaningrum and Partaya Partaya, "Development Of Pop Up Book To Increase Interest and Learning Outcomes", *Journal of Innovative Science Education* 1,(May 21,2021), <http://journal.unnes.ac.id/sju/index.php/jise>

Grobogan Regency, in grade VII. Through this research based on these indicators, it can be concluded that the pop-up book as a learning media is declared valid by media and material experts, is effectively used in learning, and can generate interest in learning at Mts Putera Sunniyah Selo in the excellent category. The research is similar in using Pop-up books to teach students interest in learning. Apart from it, this research's difference is to develop Pop-up Books material on interaction with living things with the development of Pop-up books by observing. Meanwhile, the study analyzed the use of pop-up books to increase students' interest to read in learning English.

3. Darul Aqsha, Asbah, and Humairah, research entitled "*The use of Pop-up Book Media to Improve Reading at the Seventh Grade Students of SMPN 3 Alas Barat*"²⁰ The purpose of this research was aimed to improve reading through pop-up book media. The result of this research shows an improvement in the reading of the students of seventh grade in SMP N 3 Alas Barat after using Pop Up Book as the media. Applied that learning uses pop-u book media, students become more active and enthusiastic in the following knowledge. The students were also more active in asking a question. Besides, the students and their teachers improved in each cycle based on the observation. This research is similar in using pop-up book media as learning materials. The difference research to improve reading through pop-up book media. The researcher was a

²⁰ Darul Aqsha, Asbah, and Humairah, "The use of Pop-up Book Media to Improve Reading at the Seventh Grade Students of SMPN 3 Alas Barat" , *journal Pendidikan Berkarakter* 1, no.1(April,2018) 91-95, <https://www.researchgate.net/publication/336897549>

reading pop-up book to assess the student's interest in reading.

4. Novi Wulandari, Hendratno, and Titik Indarti, in their research entitled "*Development of Pop-Up Book Media Based on Balanced Literacy Approach to Improve Skills of Reading Class 1 Students Basic School*"²¹. This study aims to produce a pop-up book based on a balanced literacy approach. Small-scale small scale and large-scale trials reach a very good category. The method used in this study is developing Research and Development (R&D). The validator results show that the generated media is valid with very good criteria. Practicality in small-scale and large-scale trials reaches a very good category. The effectiveness of the developed media can be seen from the increase in the results of the reading skills test using the t-test with the t-test result of -11.6. A similarity identified in this research produces a pop-up book as the learning media. The differences indicated in this research are the level of the research target is not students in junior high school, and the design phase by making pop-up book media products based on the balanced literacy approach. At this stage, the validator will validate draft media, while the researcher was pop-up books using plain paper.

5. Amelia Rizky Idhartono, in her research entitled "*The Effectiveness of Pop-Up Book Media on the Reading and Writing Ability of Students with Light Developmental Disabilities in SLB Case Study: Extraordinary Schools.*" The

²¹ Novi Wulandari, Hendratno, and Titik Indarti, "Development of Pop-Up Book Media Based on Balanced Literacy Approach to Improve Skills of Reading Class 1 Students Basic School", *International Journal of Multicultural and Multireligious Understanding* 7,no.5(June 2020) 619, <http://dx.doi.org/10.18415/ijmmu.v7i5.1726>.

research media pop-up book results effectively improve the ability to read and write and understand Shiva Light class V SDLB. So that pop-up books can increase students' interest in learning the material inside. Research conducted by Amelia Rizky Idhartono focuses on pop-up books, media, reading, and writing. This research used single-subject research (SSR) were the criteria in this experimental study used an A-B-A design.²²The location of the research is SLB Widya Shantika, Malang Regency. The difference between the research use an experiment using the A-B-A design. The single cases in the study were several subjects who were members of one group with the characteristics of autistic children.

Overall, this researcher was different from the studies above. The difference from previous research is that this researcher focuses on increase students' interest to read. The research used pop-up Book media to increase students' reading interest at SMPN 8 Palopo. Meanwhile, seventh-grade students are transitioning from elementary to middle school. They still love to play, so the research wants to know whether it has any effect using pop-up book media.

²² Amelia Resky Idhartono, "The Effectiveness of Pop Up Book Media on The Reading and Writing Ability of Students Disabilities in SLB (Case Study: Extraordinary Schools)," *Literatus* 2, no. 1 (April, 2020) 1, <https://journal.neolectura.com/index.php/Literatus/article/view/19/11>.

B. Literature Review

1. The Concept of Reading

a. Definition of Reading

Reading is a complex cognitive process of decoding symbols to construct or derive meaning. Reading is a means of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader shaped by the reader's prior knowledge, experience, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the Text describes. Reading is a complex process; it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allow readers an escape to produce their products introspectively. This promotes deep exploration of text during interpretation.²³

Reading is several interactive processes between the reader and the Text, in which readers and Text, in which readers use their knowledge to build, create, and construct meaning.²⁴ Bowman suggest that reading is an appropriate means to

²³Risma, "Improving The Students' Reading Comprehension on Narrative Text at The Eight Grade of SMP Muhammadiyah Belawa Through Collaborative Strategi Reading (CSR)," (*Thesis: English Program Tarbiyah Faculty State Islamic Institute Parepare*), 5 <http://repository.iainpare.ac.id/952/1/14.1300.019.pdf>.

²⁴ Marianna Goudousaki, "Teaching Reading Comprehension ESL/EFL Learners," *Journal of Language and Learning* 5, no.1 (2006):64 https://d1wqtxts1xzle7.cloudfront.net/32190225/5_HESHAM-with-cover-page-v2.pdf

promote lifelong learning²⁵. Allen and Valette say that reading is a process that develops (a developmental process).²⁶According to Davies (in Sugiarto), reading is a mental or cognitive process in which a reader should be able to follow and respond to the author's message.²⁷

Based on some definitions above, reading is an activity of perception, analysis, and interpreting readers to get a message to be delivered by the author in media writing. Read reads not only see words in text or writing but also means from the word or to understand what we read.

b. Purpose of Reading

There are multiple purposes for reading in academic settings, according to Grabe and Stoller, as follows:²⁸

- 1) To search for information. When the readers read the text, they aim to search for specific or general knowledge of the text. They should not read the whole text to get detailed information. They can do scanning or skimming.
- 2) For general comprehension. The readers read a text or book to know generally what the content is talking about or discussing. They were suggested to read the whole Text to comprehend the content of the text. It won't be easy if the readers are not reading carefully.

²⁵Bowman, "Definition of Reading by Experts", November 2, 2013, <https://mrrabbitmymvp.blogspot.com/2013/11/pengertian-reading-menurut-para-ahli.html>

²⁶Allen and Valette, "Definition of Reading by Experts", November 2, 2013, <https://mrrabbitmymvp.blogspot.com/2013/11/pengertian-reading-menurut-para-ahli.html>.

²⁷Sugiarto. "Perbedaan hasil belajar membaca antara siswa laki-laki dan perempuan yang diajar membaca dengan teknik skimming", *Editorial Jurnal Pendidikan dan kebudayaan*, Retrived from, <http://infosiswa.blogspot.com/2007/06/perbedaan-hasil-belajarmembaca-antara.html>. Accessed on March 26, 2022.

²⁸ Stoller, F. L. and Grabe, W. "A six-Ts approach to content-based instruction. In M. A. Snow and D. Brinton (eds), *The content-based classroom: Perspectives on integrat-ing language and content*" (1997) pp. 78–94. New York: Addison-Wesley Longman.

3) To learn new information. For example, the readers read newspapers to get new information about something they did not know.

4) To synthesize and evaluate information. It requires critical evaluation of the data so the readers can determine what information they can integrate or synthesize.

From the explanation above about the purpose of reading, the writer concludes that every reader is only for fun or to get specific or general information. Different reading goals also make readers use other reading techniques for each purpose. Therefore, every reader should at least have a plan when reading to find out what techniques are appropriate so that readers can read effectively.

c. Kinds of Reading

According to Maggio, three kinds of reading can improve reading skills: reading aloud, silent reading, and speed reading.²⁹

1) Read aloud

Reading aloud is a valuable skill for learners of all ages and languages. Reading aloud can help those learning a foreign language pronounce words more accurately and help with comprehension and fluency.

2) Silent reading

Try extending silent reading (a few pages instead of a few paragraphs, or a short chapter or book for advanced students) and may be surprised at how much your learners can absorb when they study the text uninterrupted at their own pace.

²⁹Patricia Maggio., “How to improve Reading Aloud. 2010, Retrieved from http://www.ehow.com/how_7538027_improve-readingaloud.html. Access On March 26, 2022.

When introducing extended texts, work with materials at or slightly below your student's level; a long text file with new vocabulary and the students will get caught up in language details rather than comprehending the text as a whole.

3) Speed Reading

Speed reading is reading faster to get the ideas answering some specific question. Speed reading needs speed eyes that help to find the concepts very quickly. If someone's eye speed is average will give him help in doing speed reading. If the eye speed gets trouble, a reader will get trouble with speed reading. In applying speed reading, the teacher should evaluate the students about how far they are finding out specific ideas to give questions about his student's competence in reading comprehension.³⁰

There are other types of reading, such as top-down and bottom-up processing models.³¹ In the top-down model, readers can understand or interpret a text based on their previous knowledge and experience of the text they read: the reader's goals and expectations primarily direct reading. While in the bottom-up model, the reader can understand or understand the text of the text itself. This means the reader translates each word, sentence, or paragraph to construct meaning from the Text alone. In this model, prior knowledge and experience are not involved.

³⁰ Surya, "Improving Students' Reading Comprehension by Using Picture," (*Thesis: English Education Department Faculty of Teacher Training and Education Makassar Muhammadiyah University 2020*), 9
https://digilibadmin.unismuh.ac.id/upload/10724-Full_Text.pdf.

³¹ Thomas S. C. Farrell, *Teaching Reading to English Language Learners*, (California: Corwin Press, 2009), p. 18.

2. Reading Interest

a. Definition of Reading Interest

If the students have sufficient interest, they will frequently read because they are attracted to and forced to. Hilgard argued that interest is the situation or condition of paying attention and enjoying some activities and contents³². While according to Suzanne Hidi defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration, and effects.³³

In addition, Triatma in Mia Zultrianti Sari et al. demonstrates that a person's desire to read is influenced by interest³⁴. Interest becomes important in reading because it becomes heavy and uninteresting when there is no interest. Then According to Herman Wahadaniah in Ratnasari, reading interest is defined as a strong and deep interest in reading activities accompanied by a pleasant attitude toward reading activities that motivates a person to read on his own or with external encouragement. Reading interest is a person's desire to read because they believe that by doing so, they would benefit³⁵.

Slameto says that interest is a permanent tendency to notice and remember some activities. The activities demand the constant attention of someone who is accompanied by a sense of fun. Interest is always followed by feelings of pleasure

³² Hilgard, "Pengantar Psikologi" Jilid 2. Jakarta: Erlangga.2003.

³³ Suzanne, "Hidi, Interest: A unique motivational variable", *Educational Research Review*, 1(2), 2006, p. 70

³⁴ Mia Zultrianti Sari et al., "Pengaruh Minat Baca Siswa Terhadap Hasil Belajar Pada Pelajaran Bahasa Indonesia Di SD Negeri 1 Ciporang," *Dwija Cendikia: Jurnal Riset Pedagogik* 4, no. 2 (2020): 197, <https://doi.org/10.20961/jdc.v4i2.42137>.

³⁵ Artana, "Upaya Menumbuhkan Minat Baca Pada Anak."

and the satisfaction derived from it. Significant interest influences learning because if the lesson materials known are not to students' interests, the students will not know as well as possible. The study materials which attract students are easier to understand because interest adds impetus to learn³⁶.

From the opinion of the experts above, the researcher concludes: that several internal factors cause the emergence of a person's interest consisting of Attention, interest, and activity, while external factors consist of: family, school, and environment. Students found it easier to know

b. The types of interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn to perform well if they are uninterested.³⁷

Interest can be defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. Why and what they read or do not read are also considered when examining their reading interests. There are some types of interest as follows:

1) Personal Interest

Personal interest is a more stable disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom, such as space exploration, which is based on a deep level of knowledge. Personal interest is assumed to be directed toward specific activities or topics, such as sports, science, music, dance, and computers.

³⁶ Slameto. "*Learning and Factors Affecting It*". Jakarta: PT Rineka Cipta. . (2003)

³⁷ M. Kay, Alderma, *Motivation for Achievement: Possibilities for Teaching and Learning*, (New Jersey: Lowrence Erlbaum Associates, 2004), p.241

1) Situational interest

Situational interest is more temporary and specific attention to a topic. It is more contextually dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers interest. Exciting texts, media, presentations, and the like can increase situational interest. It may trigger the students' interest in a topic or activity, leading to personal interest.

c. Factors that affect a person's interest in Reading

Everyone's interest is also influenced by several factors, such as proposed by Crow in Supriyadi that four factors affect a person's interest in Reading, they are:

1) The physical condition

Physical condition is becoming the main thing because by good and healthy physical condition then the state of a person (student) will be stable. That will also affect his activity, such as reading a book. If his physical condition is healthy, he will feel happy and like reading.

2) The mental condition

It is like a physical condition. The mental state of a person (student) also affects daily activities. If someone is mental "down" ("fall"), then the student will not respond well to what he will do, such as reading a book. Conversely, if the student's mind is "good," then he will feel happy and likes to do Reading.

From the four factors mentioned above, it can be concluded that the physical, mental, emotional, and social environment affects the individual (student). With a good and healthy physical, mental, emotional, and social environment, each individual (student) will be pleased to perform usefully and broaden their

knowledge, such as reading. Hence, the students' reading interest will "grow."³⁸

3) Emotional status

Emotional status. It is like the physical and mental condition, and emotional status also affects the condition of each individual (student). If the condition is stable and he has good emotions, he will be happy doing the business he wants, like reading a book. However, when emotions were unstable, the students were also reluctant to do any activities, including reading.

4) The social environment

The social environment of each individual (student) is certainly different. Suppose the social environment in which individuals (students) live in a good neighborhood, in the sense of a community that likes to read. In that case, the student will indirectly begin to love reading, but he does not like reading. However, suppose the student neighborhood is not "healthy" in the sense that the condition of society is "unorganized." In that case, it will also be affected by "shambles" and tend to or unwilling to carry out beneficial activities, such as reading.

³⁸Sutarti, "Efforts to Increase Students Reading Interest on Educational Reference Through Classical Guidance and Counseling Experiential Learning Model." *Journal of Education, Teaching and Learning* 2, no.1 (March, 2017) 118, file:///C:/Users/user/Downloads/EffortstoincreaseStudentsReadingInterestonE.pdf

3. The Learning Media

a. Theory of Learning Media

Learning media is described as media that conduct the instructional or information used in the learning process³⁹. The learning objectives can be achieved by using learning media while teaching. Manuel Alvaro et al. state that learning media allows students to present their experiences and ideas⁴⁰. In addition, the importance of learning media is provided with the directions in delivering the lesson to help the students easily understand. According to Heinich (in Cepy Riyana), the media is a communication channel that provides information between the message's source and the recipient⁴¹.

Also, Levie and Lentz suggest four functions of instructional media, especially visual media. The first function is the attention function. The first function is the attention function. Media are aimed to attract and direct the students' attention to focus on the lesson. The second is affective function. The practical function of visual media can be seen from the comfort level when students learn (or read) the text with pictures. Pictures or visual symbols can build the students' emotions and attitudes toward the entire content of the story. The next is cognitive function. The cognitive function of visual media can be seen from the findings of research which revealed that a graphic symbol or picture expedites the achievement of the goal of understanding and remembering the

³⁹ Widayanto, "The Role of Teaching Media in Learning Language," *BDK Surabaya* 1, no.2008 (2015): 1–13, <http://bdksurabaya-kemenag.id/artikel/detil/310>.

⁴⁰Manuel Alvarado, Robin Gutch, and Tana Wollen, *Learning the Media : An Introduction to Media Teaching*, 1st ed. (London: Macmillan Education LTD, 1987), <https://en.id1lib.org/book/2673871/1c5107>.

⁴¹ Cepy Riana, *media pembelajaran*, 2 edition (Jakarta: Rommy Malchan 2009) 10 <http://books.google.co.id>.

information or messages contained in the photographs.⁴²

The conclusion can be drawn that the media is a useful tool as an intermediary and the introduction of information or messages from the source to the recipient.

b. Types of media

According to Syaiful Bahri Djamarah, Media can be seen from types of media from there are audiovisual media as follow.⁴³

1) Audio media

Audio media are teaching media that is only related to our hearing, for example, radio, cassette recorder, or electronic transcription. Audio recording is related to the student's skill, especially in listening. So, it is not suitable for deaf people.

2) Visual media

Visual media teach media that is only related to the sense of view. It is an image that conveys a message to the students through a photo, blackboard, picture, or chart, which illustrates the actual object or situation.

3) Audiovisual media

It is a medium that can be seen and listened to, like a film, video, or television. These media are better than audio and visual media. It is imperative in the teaching-learning process by seeing the video, students see beyond what they are listening and seeing.

⁴² Levie, W. H., Lentz, R. Effects of text illustrations: A review of the research. *Educational Communications and Technology Journal*, 30(4), 195-232.1982

⁴³Syaiful Bahri Djamarah, "*Strategi Belajar Mengajar*" (Jakarta: Rineka Cipta, 2010), 24.

4. Pop-up book

a. Definition of Pop-up Book

Several experts propose the definition of the pop-up book. Ann Montanaro, explained that, at first glance, Pop-up is similar to origami, where both of these arts use paper folding techniques. Pop-up Books have advantages over other media, such as displaying shapes made by folding and having dimensions⁴⁴. Then according to Dzuanda, a Pop-up book, namely a book that has movable parts or has 3-dimensional elements and provides a more exciting story visualization, starting from the display of images that can move when the page is opened⁴⁵. Joko Muktiono proposes another definition. Pop-up is a book with an image display that can be upheld, form beautiful objects, and move or give amazing effects⁴⁶. Nancy and Rondha, a pop-up book, is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs, or wheels⁴⁷.

Based on the definition above, the researcher concludes that pop-up books are simple learning media with text with related illustrations to help students remember information more easily.

⁴⁴Ann Montanaro, *Pop-up and Movable Books*. Scarecrow Press.2000.

⁴⁵ Dzuanda. Design Popup Child Book Puppet Figures Series .*Gatotkaca. Jurnal Library ITS Undergraduate*, (Online), [http; //library.its.undergraduate.ac.id](http://library.its.undergraduate.ac.id), diakses pada 10 Oktober 2015.

⁴⁶Joko Muktiono. Menumbuhkan Minat Baca Pada Anak. *Jakarta: PT. ElexMedia Komputindo*.2003.

⁴⁷ Nancy & Rondha, *Pop-Up Books . United States: Unlimited Libraries*.2012.

b. Theory of pop-up Book

The educator in the learning process can use several teaching media, but the educator needs to be selective in applying the media. A pop-up book is a kind of movable book. Crupi mentions that there are many kinds of portable books: the ones having moving elements of support (volvelle, revolving picture, etc.), images held together by tabs (peep show book or tunnel book), pictures creating the illusion of movement (a flip book), a three-dimensional effect (pop-up, scenic book, stand up, V-fold, toy book, action book, etc.). He also gives the definition of movable books as man-made books created for particular functions; educational, play, etc, containing mechanical device and system (the paper pages that add 2 or 3 dimensional, kinetic, and visual effects). To sum up, a pop-up book is a kind of movable book that has three dimensional effect and function in education.⁴⁸ The use of pop-up book media in learning includes media that teachers effectively use to improve student learning outcomes. This matter is said to be effective because it can make the teaching and learning process fun and not monotonous so that it attracts students' attention to follow the learning⁴⁹.

According to Mara Sarlatto, a pop-up book is a material object with a form containing movable elements, using the mechanism to animate the images by pulling on cardboard, transforming the back support into a three-dimensional

⁴⁸ Crupi, G, "Mirabili Visioni", from Movable Books to Movable Texts. *Italian Journal of Library, Archives and Information Science* 7, no.1 (2016).

⁴⁹ Ahda Aulia Fajriah et al., Penggunaan Media Pembelajaran Pop-Up Book Dalam Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar", *soshumdik journal* 1, no.1 (maret 2022). <https://jurnal2.untagsmg.ac.id/index.php/soshumdik/>.

structure, and paper components that are fixed to the pages three-dimensional effects.⁵⁰ Y. T. Lee et al. A pop-up book also becomes a communicative space; in that case, it conveys messages and stories a vivid and likely manner.⁵¹

From those experts' ideas, it can be concluded that a pop-up book has a three-dimensional effect and a mechanism of folding and turning the pages. It also gives the readers figure of the story to understand the Text easily.

According to Bluemel and Taylor advantage of pop-up books is "there is one print format that has an inherent appeal for readers of all ages, from toddlers to adults. It can effectively promote a love story, motivate reading, and stimulate interest in the subject".⁵²

Bluemel and Taylor mention the various benefits of pop-up books, that is:

1. Develop a love of reading
2. Helping students understand real-life situations by understandable symbols or images.
3. Develop students to think critically and creatively
4. Help students with obstacles to learning, such as the inability through visual representation interesting, so that it encourages students' desire to read.

The Pop-Up Book also has weaknesses. Dzuanda, including the processing

⁵⁰ Mara Sarlatto, "Paper Engineers and Mechanical Devices of Movable Books of the 19th and 20th Centuries," *Italian Journal of Library, Archives and Information Science* 7, no.1 (2016), https://www.researchgate.net/publication/307651794_Paper_engineers_and_mechanical_devices_of_movable_books_of_the_19th_and_20th_centuries

⁵¹ Lee, Y.T., Tor, S. B., & Soo, E.L, " Mathematical Modeling and Simulation of Pop-up Books," *Comput & Graphics* 20, no 1. (1996):21-31, <https://www.sciencedirect.com/science/article/abs/pii/0097849395000895>

⁵² Bluemel, N.L, and Taylor, R.H.*Pop-up Books : A Guide for Teachers and Librarians.* California:SantaBarbara. (2012). https://books.google.co.id/books?id=Y3LhLBbBV8kC&pr in tsec=copyright&hl=id& source=gbs_pub_info_r.

time, tends to be longer because it requires more extra accuracy so that the mechanics can work well for a long time and maintain durability. In addition, the use of more quality book materials also makes this book more expensive⁵³

Another definition, according to Conrado, is that pop-up or movable books are three-dimensional books containing pieces of paper that appear or move when the book is opened and fully folded when the book is closed.⁵⁴

c. Types of pop-up books

The pop-up book consists of three types. The difference lies in its shape⁵⁵

1) Open 90°

Degree this is the oldest style of pop-up design. It works well when fully open at 90 degrees. This pop-up book format is simple to make, economical to produce, and easy to assemble. However, it can be too simple compared with other pop-up books in the market.

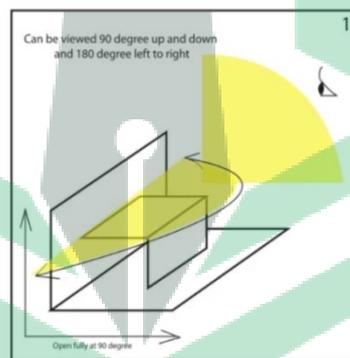


Figure 2.1 Pop-up book with pattern 90°

⁵³ Dzuanda B, Perancangan Buku Cerita Anak Pop Up, Tokoh-Tokoh Wayang Berseri, Seri “*Gatotkaca*” (Tugas Akhir). Surabaya: Institut Teknologi Sepuluh Nopember Surabaya, (2009).

⁵⁴ Conrado, “Multi-style Paper Pop-up Designs from 3D Models”. *International Journal of Eurographics*, 33, 2. (2014).

⁵⁵ *The fundamental of designing and producing Pop-up*, (online), <http://www.hunghing-usa.com/Documents/Pop-Up-How-To-Guide#:~:text=Open%20360%20degree%20This%20structure,and%20can%20be%20assemble%20easily>. Accessed on May 15, (2022).

2) Open 180°

The degree is the most common structure for pop-up books in the market. It works well when fully open at 180 degrees and can be viewed at 360 degrees. This pop-up style is very flexible and versatile and can use many techniques to apply.

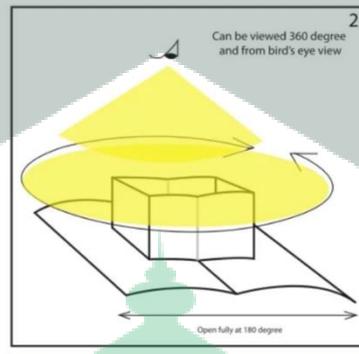


Figure 2.2 Pop-up book with pattern 180°

3) Open 360°

Degree this structure can also call a "Carousel" pop-up. This structure is the most suitable for making buildings. It works when fully open at 360 degrees. This pop-up format is simple to design, can make its economy to produce, and can be assembled easily. However, this pop-up is very popular, and many are already in the market.

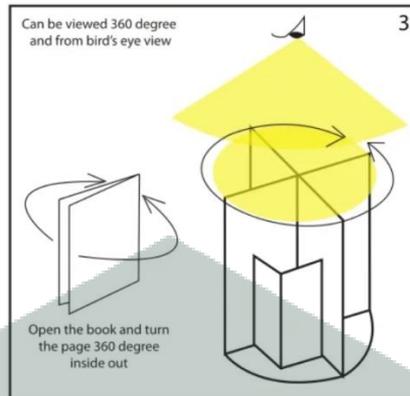


Figure 2.3 Pop-up book with pattern 360⁰

d. Kinds of pop-up

According to Robert Sabuda, there are several kinds of pop-up techniques, including the following:⁵⁶

- 1) Transformations is a technique pop-up consisting of pieces of pop-up that are arranged vertically.
- 2) Peepshow is a pop-up technique by stacking paper stacked into one to create an illusion and perspective.
- 3) A carousel is a pop-up technique using rope, ribbon, or buttons that, when opened and folded back into the shape of an object complex.
- 4) Volveles, a pop-up technique that uses a circle element in the making.
- 5) Pull-tabs are a technique of pop-ups using sliding paper tabs or retractable shapes and are encouraged to show new sheet movement.
- 6) Box and cylinder is a technique using a tube or cube movement that moves up from the middle page when the page is loaded.

⁵⁶ Robert Sabuda, "The World of Pop-ups" <http://robertsabuda.com/>. Accessed on May 16, 2022.

Meanwhile, *Graphic Design Indonesia* by Alit Ayu Dewantari revealed that there are five basic techniques in pop-up creation, namely:⁵⁷

- a. The v-Folding Technique uses a stack of paper affixed in the middle of the basic fold of the pop-up so that it looks as if it is in the shape of the letter 'V.'
- b. Internal Stand Technique usually squares in pastes in the direction of folds from the pop-up.
- c. The mouth Technique takes the form of an open mouth in the middle of a pop-up.
- d. The rotary Technique uses a circle as the driving medium; the circle is behind the image that has been perforated so that the pictures move.
- e. Parallel Slide Technique, this Technique uses extra paper behind the image so that the form can be seen and pulled, much like the Pull-tabs technique.

Based on the above kinds of pop-up books, the researcher uses V-Folding and Internal Stand.

C. Conceptual Framework

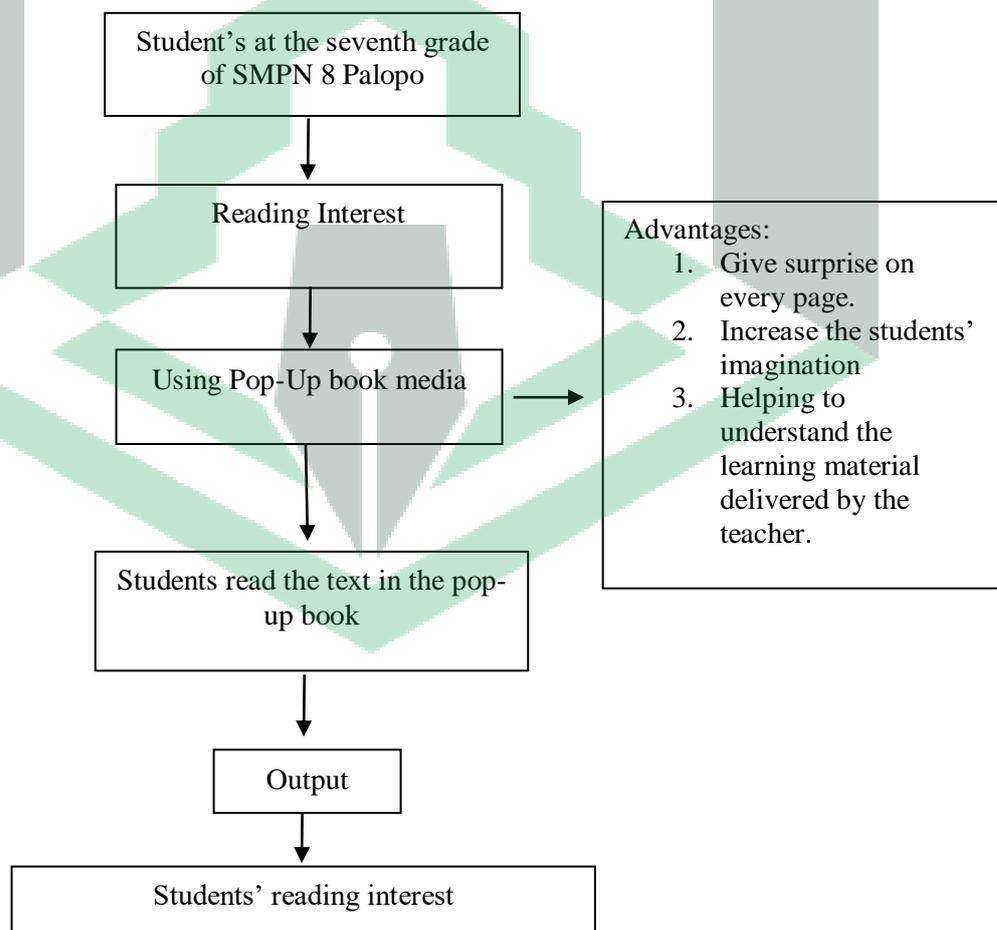
This conceptual framework aims to provide an overview of the basic concepts used in this research so that it can show the correct flow of thought, even though it can accommodate all the existing problems.

The framework of this research began with knowing the reading interest of students at SMPN 8 Palopo, especially class VII 6, with a questionnaire. After the researcher learned about the lack of interest in reading and vocabulary

⁵⁷ Alit Ayu Dewantari, "Sekilas tentang Pop-Up, Lift the Flap, dan Movable Book," *Dasain Grafis Desain Grafis Indonesia*, Thu, 16 January, 2014, <http://dgi.or.id/read/observation/sekilas-tentang-pop-up-lift-the-flap-dan-movable-book.html>. Accessed on 19 may 2022.

maintenance, especially in learning English. Then, the researcher used a pre-experimental design method. The researcher want be given questionnaires to know the increasing reading interest of the students in English before the researcher gives treatment. And in the treatment researcher used reading on the pop-up book as a medium to attract students' reading interest using narrative texts of the fable type of story with various story titles. The students want take a post-test. Reading using the pop-up book as a medium is expected to increase students' interest in reading.

The conceptual framework underlying the research is presented in the following diagram.



D. The hypothesis of the Research

There were two hypotheses for this research, they are:

H_0 = The use of pop-up books is not effectiveness to increase students' interest in reading in grade VII students of SMPN 8 Palopo.

H_1 = The use of the pop-up book is effectiveness to increase students' interest in reading in grade VII students of SMPN 8 Palopo.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Method and Design of the Research

1. Method

The existence of the research method goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique

2. Design

Experimental research has several forms of research design. This is explained by Campbell and Stanley, saying, "Regarding the research design model, there are 12 models divided into three major groups, namely pre-experimental, experimental, and pre-experimental."⁵⁸

The method used in this research is the experimental method Pre-experimental. The technique used in this research is pre-experimental with Pretest, treatment, and post-test. The design, according to Sugiyono,⁵⁹ is as follows:

⁵⁸ Campbell dan Stanley in Hamid Darmadi, *Metode Penelitian Pendidikan*, (Bandung; Alfabeta, 2011), h. 181

⁵⁹Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif dan R&D". Bandung: Alfabeta.(2018)

Table 3.1 Research Design

PRE-TEST	TREATMENT	POST-TEST
O1	X	O2

Where:

O1: Pre-Test

X : Treatment

O2:Post-Test

B. Research of variables

In this research, there were two categories of a variable, namely:

1. Independent Variable (X)

The variable that affects the value of another variable is defined as an Independent variable. ⁶⁰This variable can affect the value of another variable, which means that it controls the other variable. In this research, the independent variable refers to pop-up books. Reading is the independent variable due to the existence of this media that is not influenced by other variables in this research.

2. Dependent Variable (Y)

The dependent variable is the variable affected by the independent variable, which means this variable can change its value. This variable can be measured after the other variable change. The dependent variable in this research is students reading interest.

⁶⁰ Satishprakash Shukla, "Variables, Hypotheses and Stages of Research," *Icssr* 10, no. 1 (2018):67,https://www.researchgate.net/publication/325127119_VARIABLES_HYPOTHESES_AND_STAGES_OF_RESEARCH_1.

C. Populasi and sample

1. The population

The population of this research was seventh-grade students at SMPN 8 palopo. The total seventh grade is 252 students, with eight classes. Besides, SMPN 8 Palopo is located in Palopo city, precisely in Dr. Ratulangi Street no. 66. Sugiyono defines population as a generalization area consisting of objects/subjects with certain qualities and characteristics determined by the researcher.⁶¹

2. Sample

The researcher focused on one class in the seventh grade of SMPN 8 Palopo, class VII.6. The sample of this research consists of 31 students. The researcher applied purposive sampling because the sample none random. The reason to choose this class because this class was the lack of vocabulary and the lowest level of reading interest.

D. Instrument of the Research

1. Questionnaire

The questionnaire responded to the student's learning process while pop-up books to increase students' reading interest in learning English. This questionnaire is a response submitted by students. Questionnaires are used to find out students' answers about their reading interests. This study used a closed questionnaire. The questionnaire was given to the students by using the Likert scale. It aimed at asking the sample to respond to a series of statements by indicating whether one strongly agrees (SA), agrees (A), undecided (U), disagree

⁶¹Sugiyono. "*Metode Penelitian Kuantitatif*". Bandung: Alfabeta. (2018)

(D), or strongly disagree (SD) with the statements given. Each response had its value.

Table 3.2 Likert scale table of Questionnaire

Answer	Positive Item	Negative Item
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

2. The Observation checklist

The observation checklist was intended to see the student's participation during the treatment. It was aimed to measure whether they were active or not in following the treatment.

The degree of student participation in learning every treatment was classified as follows:

Table 3.3 Observation checklist

No	Classification	Participation
a.	Very active	The students followed the materials all the time, asking and answering the question at least four times during the treatment process.
b.	Active	The students follow the material all the time, ask and answer questions at least three times during the treatment process.

c.	Fairly active	The students followed the materials most of the time, asking and answering twice during the treatment process
d.	Less active	The students followed the materials lessly, asking answering the questions once during treatment process
e.	Passive	The students didn't follow the material, never asked and answering the question. The just sit down all the time without doing anything.

E. Procedure of Collecting Data

The data was collected by using a Pre-test and post-test. A pre-test was given to the students at the beginning of the research. Then, the post-test was given to the students at the end of the research. The procedures for collecting data are as follows:

1. Giving Pre-test

The researcher conducted a pre-test. The researcher has given students a questionnaire to determine their increase before giving treatment. The researcher also used the time of the pre-test to describe the initial state of the students in the class.

2. Giving Treatment

The step that applied after giving the pre-test to the students was treatment. There were four meetings in the treatment stage. In this stage, the researcher provided the reading pop-up books to increase students' interest to read.

The steps for giving the treatments can describe as follow:

a. The first meeting,

- 1) The researcher says greetings and introduces herself.
- 2) The researcher asks if students already know the pop-up book or not.
- 3) The researcher explained what pop-up books, their advantages and disadvantages, and how to read them is.
- 4) The researcher explained fable-type narrative text.
- 5) The researcher directs the students are divided into four or five groups.
- 6) The researcher provided brief material about the fable-type narrative text in the form of fairy tale genre stories entitled "Elephant and friends" given to each group.
- 7) Then, the researcher provides time for students in each group to work together to read the content in the story text on the pop-up book. This process lasts for approximately 20 minutes.
- 8) Each student read the story about narrative text on the pop-up books and answered the new task. Then, the researcher checks the students' answers.
- 9) The students are appointed or are representatives of the group to read the results that have been concluded in front of the class. Then, observe every student who read their conclusions and help correct reading mispronunciation.
- 10) After all, was finished, the researcher reflects on the learning that has been done.

b. The second meeting

- 1) The researcher gave reading text about the fable-type narrative text, a story that features animals, and stories entitled "The Ant and the Dove" given to each group.
- 2) The students are appointed or are representatives of the group to read the results that have been concluded in front of the class. Then, observe every student who read their conclusions and help correct reading mispronunciation.

c. The third meeting

- 1) The researcher gave reading text about the fable type narrative text, a story that features animals, and stories entitled "The cat Arrogant" given to each group.
- 2) Each student read the story about narrative text on the pop-up books and answered the new task. Then, the researcher checks the students' answers.

d. The fourth meeting

- 1) The researcher gave reading text about the fable type narrative text, a story that features animals, and stories entitled "The Lion and the Mouse" given to each group.
- 2) After all, was finished, the researcher reflected on the learning that had been done. Then, in the last activity, the researcher closed the meeting.

3. Final test (Post-Test)

The researcher conducted a post-test with the students. The final test aims to determine the effectiveness of students' use of pop-up books in increasing students' reading interest after receiving treatment from the researcher. This test is in the form of a questionnaire.

F. The technique of data analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. The questionnaire was given to the students by using the Likers Scale score.

Look at the table below:

Table 3.3 Using the Likert scale score

Answer	Positive Item	Negative Item
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

2. Measuring the students' interest" score by using the interest score as follows:⁶²

⁶²Wagyuni Fitria, "Reading Interest and Reading Comprehension a Correlational Study", Journal of Educational Studies 4, no.1 (Januari-Juni 2019), file:///C:/Users/user/Downloads/reading%20jurnal%20wahyu%20fitria.pdf.

Table 3. 4 Classification of students' interest

Score Ranges	Classification
41-50	Very High
31-40	High
21-30	Medium
11-20	Low
>10	Very Low

3. Describe the student's interest during the treatments by using descriptive analysis. The Observation checklist offered five categories, namely:

Table 3. 5 The observation checklist

Categories	Score
Very active	5
Active	4
Fairly active	3
Less active	2
Passive	1

4. Calculate the mean score, standard deviation, frequency table of the experimental, and the paired sample statistics of the test by using Microsoft Office Excel 2010 and IBM SPSS Statistics 25. The result from SPSS 25 was used to determine the acceptability of the hypothesis. The criteria hypothesis of acceptability were:

- a. $t\text{-table} > t\text{-count}$ = rejected null hypothesis
- b. $t\text{-table} < t\text{-count}$ = received null hypothesis⁶³



⁶³ L.R Gay, Geopffrey E. Mills, and Peter Airasian, "Educational Research Competencies for Analysis and Application", 10th ed. (London: Pearson Education, Inc, 2012).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, the first is the findings, and the second is a discussion. The findings deal with the result of the data analysis, and the discussion deals with the explanation of the findings.

A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data calculated and the application of the technique explained in the previous chapter. The findings were processed to determine whether the pop-up books could interest students' reading. It comprised the students' scores in the Pre-test and post-test, the classification percentage of students' scores in the Pretest and post-test, and the mean scores and standard deviations of the students' Pretest and post-test.

1. The result of the questionnaire in the pre-test

The questionnaires were given to students at the Pre-test before being given treatment by the researcher can be seen in the following table. a. Pre-test the students' pre-test score in student's interest is measured by calculating the reading such as;

Table 4.1 the Result of the Questionnaire in Pre-test

Respondent	Number of items										Score	Classification
	1	2	3	4	5	6	7	8	9	10		
R1	3	3	3	1	3	3	4	3	3	3	29	Medium
R2	4	3	4	2	3	2	1	4	3	2	28	Medium
R3	3	3	3	2	3	3	2	3	3	4	29	Medium
R4	4	4	3	2	3	3	3	3	3	2	30	Medium
R5	4	2	3	2	2	3	4	3	3	4	30	Medium
R6	3	4	3	3	3	2	3	3	3	3	30	Medium
R7	2	4	4	3	3	2	1	4	4	2	29	Medium
R8	4	4	2	2	2	3	3	4	3	2	29	Medium
R9	2	3	3	2	3	3	3	4	3	4	30	Medium
R10	4	3	3	2	2	3	3	3	3	4	30	Medium
R11	3	4	4	2	2	2	4	3	3	2	29	Medium
R12	3	2	2	1	3	2	2	2	2	3	22	Medium
R13	3	2	2	1	2	3	1	2	2	2	20	Low
R14	4	3	2	2	3	4	4	2	3	3	30	Medium
R15	4	4	3	2	3	2	3	3	3	3	30	Medium
R16	3	4	3	3	3	3	2	3	3	3	30	Medium
R17	4	3	3	3	3	3	3	3	2	3	30	Medium
R18	3	3	3	1	3	2	3	4	4	3	29	Medium
R19	2	4	3	3	3	2	3	2	2	4	28	Medium
R20	4	4	3	1	3	4	2	3	3	2	29	Medium
R21	4	2	4	3	3	2	3	3	2	4	30	Medium
R22	2	3	2	1	2	2	2	2	2	3	21	Medium
R23	4	4	3	2	2	3	2	3	3	4	30	Medium
R24	5	4	3	2	3	3	3	4	2	4	33	High
R25	3	2	3	3	3	4	3	3	3	2	29	Medium
R26	4	3	2	3	2	3	3	3	2	4	29	Medium
R27	4	3	3	2	2	3	3	3	2	3	28	Medium
R28	4	3	1	3	3	1	4	3	4	3	29	Medium
R29	5	4	3	2	3	4	4	3	3	4	35	High
R30	4	2	3	3	3	3	3	4	2	3	30	Medium
R31	3	4	3	2	3	3	4	3	3	2	30	Medium
Score											895	
mean Score											28,8	Medium

Table 4.1 includes the questionnaire scores from students at the Pre-test. The total number of samples used is 31 students. Of 31 students, 1 student got a score of 20, which was categorized as Low. 28 students got the medium category, where 1 student got a score of 21, 1 student got a score of 22, 3 students got a score of 28, 10 students get a score of 29, and 13 students get a score 30. And also, 2 students got the high category, where 1 student got a score of 33 and 1 student got a score of 35. The mean Score of the Pre-test categorizes is medium. The total number of students' overall scores is 895, and the mean score value is medium.

Table 4.2 the Interpretation of Students' Response to Questionnaire Result

No	Statement	Mean	Criteria
1.	Reading is an activity that I enjoy	3,48	High
2.	I read my wish	3,22	High
3.	I set aside a special time to read	2,87	Medium
4.	I am willing to read the text in front of the class without being asked	2,12	Medium
5.	I try to read for at least an hour a day	2,70	Medium
6.	I use my spare time to read at home	2,74	Medium
7.	Every reading activity gives me great pleasure	2,83	Medium
8.	If there is a new book, I will read it soon	3,06	Medium
9.	I feel a loss if in one day I do not read	2,77	Medium
10.	Reading narrative stories makes me more interested in reading activities	3,03	Medium
	Mean score	2,88	Medium

Table 4.2 interprets the result of students' responses to the questionnaire. The mean score for students' responses in the 1st statement is 3, 48, which is categorized as "high," the 2nd statement is 3,22, which is classified as "high," and

the 3rd statement is 2,87, which is classified as “medium.” The 4th statement is 2,12, which categorized into “medium,” the 5th statement is 2,70, categorized into “medium,” the 6th statement is 2,74, categorized into “medium,” the 7th statement is 2,83 categorized into “medium,” the 8th statement is 3,06 categorized into “medium,” the 9th statement is 2,77 categorized into “medium,” the 10th statement is 3,03 categorized into “high,” The result of the questionnaire indicates that most respondents agree with the statement.

2. The result of the Questionnaire post-test

The questionnaires were given to students at the post-test after being given treatment by the researcher. This questionnaire will show the results of students' interest and whether there is an increase after being given treatment by the researcher.

Table 4.3 the Result of Questionnaire Post-test

Respondent	Number of Statement										Score	Classification
	1	2	3	4	5	6	7	8	9	10		
R1	4	4	4	4	4	4	4	4	3	4	39	High
R2	4	3	5	3	4	4	4	4	4	3	38	High
R3	5	3	5	3	4	4	3	3	5	3	38	High
R4	5	4	5	4	3	3	4	4	4	4	40	High
R5	4	4	4	5	1	5	4	4	4	5	40	High
R6	4	4	5	4	4	4	3	4	4	1	37	High
R7	4	5	4	5	2	3	4	4	4	4	39	High
R8	5	4	5	3	3	3	4	3	4	4	38	High
R9	4	4	4	3	4	3	4	3	4	3	36	High
R10	5	5	4	4	3	4	4	4	4	4	41	Very High
R11	4	4	5	3	4	3	4	4	4	4	39	High
R12	4	3	4	4	2	2	3	3	4	1	30	Medium
R13	4	4	5	3	3	4	4	4	4	3	38	High
R14	4	4	4	4	4	4	4	3	4	4	39	High
R15	5	4	4	4	4	4	4	4	4	3	40	High
R16	4	4	3	4	4	3	4	4	3	4	37	High
R17	5	4	5	5	4	4	4	4	4	4	43	Very High

R18	4	4	4	5	3	3	5	3	4	5	40	High
R19	5	5	4	4	4	2	4	4	4	4	40	High
R20	4	4	5	3	4	4	4	4	4	4	40	High
R21	4	4	4	3	2	3	4	4	4	5	37	High
R22	5	3	3	3	3	3	3	2	2	3	30	Medium
R23	4	4	5	4	3	3	4	3	4	4	38	High
R24	5	4	5	3	3	3	4	3	5	4	39	High
R25	4	4	4	4	3	4	4	4	5	4	40	High
R26	5	4	4	4	4	3	5	3	3	3	38	High
R27	5	5	5	4	5	3	3	5	4	4	43	Very High
R28	4	4	4	4	4	2	5	4	4	4	39	High
R29	5	4	4	4	4	4	4	4	4	4	41	Very High
R30	5	4	5	4	5	5	4	4	5	3	44	Very High
R31	5	4	4	2	2	2	3	3	4	4	33	High
Total											1194	
Mean Score											38.5	High

Table 4.3 includes the questionnaire scores from students at the Pretest. The total number of samples used is 31 students. From 31 students, 2 students got a score of 30, which was categorized as a medium, then 1 student got a score of 33, 1 student got a score of 36, 3 students got a score of 37, 6 students got a score of 38, 6 students got a score 39, 6 students got a score 40 categorized as High. In categorized as very high, 2 Students got a score of 41. 2 students got a score of 43, and 1 student scored 44. The mean Score of the Pretest category is average. The total number of students' overall scores is 1194, and the mean score value is 38, 5.

Table 4.4 the percentages of Students' Responses to the Questionnaire Result

No	Positive item statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	N	Total	Mean
1.	I like learning English By Using the pop-up book	14	17				31	138	4,45
2.	I become responsive to reading English story texts using pop-up books	4	23	4			31	124	4,00
3.	Learning to read using pop-up books motivated me to develop an interest in reading in English	13	16	2			31	135	4,35
4.	The pop-up book helps me understand and know the vocabulary in English	3	22	6			31	121	3,90
5.	Pop-up book in reading is effective	4	23	3	1		31	123	3,97

Pop-up book increase students reading interest. Based on the table 4.4 above indicate in the 1st statement there 14 students choose strongly agree, there were 17 students choose agree, there was not students choose undecided, disagree and strongly disagree, the mean score for students' responses in the 1st statement is 4,45. The 2nd statement there 4 students choose strongly agree, there were 23 students choose agree, there 4 students choose undecided, there was not students choose disagree and strongly disagree, the mean score for students' responses in the 2st statement is 4.00. The 3rd statement there 13 students choose strongly agree, there 16 student choose agree, there were 2 students choose undecided, there was not students choose disagree and strongly disagree. The mean score for students' responses is 4.35. The 4nd statement there 3 students choose strongly agree, there 22 student choose agree, there were 6 students choose undecided,

there was not students choose disagree and strongly disagree. The mean score for students' responses is 3.90. The 5nd statement there 4 students choose strongly agree, there 23 student choose agree, there were 3 students choose undecided, there 1 student choose disagree, there was not students choose strongly disagree. The mean score for students' responses is 3.97. It means that the most of students' strongly agree with the statement that reading using pop-up book media very effective for applied In the SMPN 8 Palopo as way can help increase students reading interest. With some pop-up book make the students feel interested to reading.

Table 4.5 the percentages of Students' Responses to the Questionnaire Result

No	Negative item statement	SA (1)	A (2)	U (3)	D (4)	SD (5)	N	Total	Mean
4.	Reading using a pop-up book is boring		1	10	16	4	31	116	3,74
5.	I have difficulty understanding the contents of the story in reading text using the pop-up media book	1	4	9	15	2	31	106	3,42
6.	The pop-up book does not help me increase my reading comprehension.		4	13	12	2	31	105	3,39
8.	The pop-up book does not increase my reading knowledge and vocabulary.		1	10	19	1	31	113	3,65
10.	learning without a pop-up book is more effective	2		8	18	3	31	113	3,65

The table 4.4 above statement number 1 there was not students choose strongly agree, there were 1 student choose agree, there were 10 students choose

undecided, there were 16 students disagree, there 4 students choose strongly disagree. The mean score for students' responses in the 2 statement is 3.74. The statement 2 there were 1 student strongly agree, there were 4 students choose agree, there were 9 students choose undecided, there 15 students choose disagree. There 2 students choose strongly disagree. The mean score for students' responses in the 3 statement is 3.74. The statement number 3 there was not students choose strongly agree, there 4 students agree, there were 13 students choose undecided, there were 12 students choose disagree, there 2 students choose strongly disagree. The mean score for students' responses in the 3 statement is 3.39. The statement number 4 there was not students choose strongly agree, there 1 students agree, there were 10 students choose undecided, there were 19 students choose disagree, there 1 student choose strongly disagree. The mean score for students' responses in the 4 statement is 3.65. The statement number 5, there 2 students choose agree, there was not students choose agree, there were 8 students choose undecided, there were 18 students choose disagree, there 3 students choose strongly disagree. The mean score for students' responses in the 4 statement is 3.65. The result of the questionnaire indicates that most respondents agree with the statement.

3. The Classification of Students' Pre-test and post-test

The questionnaire consisted of 10 items. Each item provided five response result categories alternatives: Very high, high, medium, low, and very low.

Table 4.6 the Frequency Distribution and Percentage of Students' Pretest and Post-test

No.	Score Ranges	Classification	Pre-test		Post-test	
			F	P(%)	F	P(%)
1.	41-50	Very High	0	0,00	5	16,12
2.	31-40	High	2	6,45	24	77,41
3.	21-30	Medium	28	90,32	2	6,45
4.	11-20	Low	1	3,22	0	0,00
5.	>10	Very Low	0	0,00	0	0,00
Total			31	100	31	100

The table 4.6 shows that from the 31 students who followed the Pre-test, two students (6.45%) were in the high category, twenty eight students (90.32%) were in the medium category, and one student (3,22%) was in the low category, while in post-test; five students (16.12%) were in the very high category, twenty four students (77.41%) high category, two students (6,45%) medium category. It means that the score and the percentages of the Score in the post-test are better than in the Pre-test.

4. The Descriptive Statistics of the Pre-test and Post-test

The descriptive statistics are presented in the following table:

Table 4. 7 Descriptive Statistics Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	31	20	35	28.87	2.952
Post-test	31	30	44	38.52	3.108
Valid N (listwise)	31				

Table 4.7 shows the respondents or samples (N) used. There are 31 out of these 30 respondents, the smallest student score (Minimum) in the Pretest is 20, and the largest student score (Maximum) in the Pre-test is 35. The smallest student's Score (Minimum) in the pos-test is 30, and the largest score (Maximum) is 44. The average Score of 31 students on the Pretest was 28.87 and on the post-test was 38.52. And also, the standard deviation value at the Pre-test was 2.95, while at the post-test, it was 3.10. So the use of pop-up books and media impacts reading interest's students.

5. The Paired Sample Statistic

To know whether or not the pre-test and post-test were significantly different and the acceptability of the hypothesis, the researcher used a t-test and calculated by using SPSS 25. The result can be seen below:

Table 4.8 The Paired Sample statistics of the Pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	28.87	31	2.952	.530
	Post Test	38.52	31	3.108	.558

Table 4.8 shows the difference in the students' mean scores between the Pre-test and post-test. The mean score obtained by students on the post-test (38.52) was greater than the mean Score of the Pre-test (28.87). It was caused by the given treatment, learning through a Pop-up book. It indicates that the quality of students' scores after giving the treatment was greater than before the treatment.

While from the standard deviation value indicates that the data distribution of the Pre-test is more heterogeneous than the data distribution of the post-test. The standard deviation value of the Pre-test is (2.952), and the standard deviation post-test is (3.108). By looking at the analysis above, it is clear that the mean Score of the post-test is greater than the mean Score of the Pre-test. So, the two means scores obtained are different.

6. The Correlation between Pre-test and Post-test

The correlation between the Pretest and post-test is presented in the following table:

Table 4.9
Paired Samples Correlations pre-test & post-test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post Test	31	.538	.002

Table 4.9 indicates the correlation between the Pre-test and post-test is 0.530, with the sign. The value is 0.02. Where alpha (α)= 0.05 is greater than the sign. Value ($\alpha > \text{sig.}$). The correlation between the Pre-test and post-test is significant at the significance level of 5 percent (0.05).

7. The result of the *t-count* value between the Pre-test and Post-test

The result of the *t-count* value between the mean scores of the Pre-test and post-test is presented as follows

Table 4.10
The paired Sample Test of the Pretest and Post-test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-9.64516	2.91603	.52373	-10.71477	-8.57555	-18.416	30	.000

From the table 4.10 samples tests, the researcher got the data that t_0 (t-count) = -18.416 and df (degree of freedom) = 30. According to the table, the value of $t_t = 2.042$ was the standard of significance 0,05 with a degree of freedom (df) = 30. Based on the result, the researcher concluded that t_0 (t-count) was higher than t_t (t-table), $t_0 > t_t$.

Table 4.11
Table of The t-test of the students

Variable	$T_{\text{count}}(t_0)$	$T_{\text{table}}(t_t)$
XI-X2	18.416	2,042

Related to the T_{count} being higher than T_{table} , it meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It concluded that there was a significant difference in reading before and after using the pop-up book. Because of that, the researcher believed in the effectiveness to increase student's interest to read the seventh year of SMP 8 Palopo.

8. The result of observation of students' interest

Table 4. 12 Frequency and percentage of students' interest

No	Categories	Treatment 1		Treatment 2		Treatment 3		Treatment 4	
		F	%	F	%	f	%	f	%
1	Very Active	11	35.5	13	41.9	14	45.2	18	58.0
2	Active	8	25.8	9	29.1	10	32.3	8	25.8
3	Fairly	6	19.4	5	16.1	4	12.9	3	9.7
4	Less Active	5	16.1	4	12.9	3	9.6	2	6.5
5	Passive	1	3.2
Total		31	100	31	100	31	100	31	100

Table 4.12 indicates that most of the students (61.3) were active during the first treatment. Meanwhile, the other students were still less active (35.5%). It shows that the active students were greater than the less active students at the first treatment.

In the second treatment, the active students (71%) were greater than the first treatment. While the others (29%) were less active. It shows that the student's interest in the second treatment was higher than the first treatment.

In the third treatment, the active students (77.5%) were greater than in the second treatment. While the others (22.5%) were less active. It means that the student's interest in the third treatment was higher than the second treatment.

In the fourth treatment, the active students (83.8%) were the greater. While the less active students were only (16.2%). It shows the great development from the first treatment to the fourth treatment. In this case, students who were taught through reading Pop-up books to increase students reading interest are included in the category of very active participation.

B. Discussion

In this research, pop-up books were used as learning media. The media of this research was conducted by using a pre-experimental method with one group pre-test and post-test pre-experimental design. There are two variables in this research, namely the independent variable (The use of pop-up books) and the dependent variable (students' interest in reading seventh grade). The instrument used in this research used two types of research instruments, the data collected through a questionnaire and an observation checklist. They were intended to see the students' interest in learning English. The observation checklist was given as the helping data to know how well the treatment is, especially in increasing students' interest to read in learning English.

Before being given treatment, students' interest in reading was indicated by the average percentage of the Pre-test total score, where more than half of the students were in the medium classification.

The total number of students in this experiment class was 31 students. The instrument used a post-test and questionnaire. In data collection, data collection procedures used in this research were Pre-test, treatment, and post-test. While the use rating scores use five categories: very high, high, medium, low, and very low.

After giving treatment four times (learning English using a pop-up book as a media), indicates that most of the students (61.3) were active during the first treatment. Meanwhile, the other students were still less active (35.5%). In the second treatment, the active students (71%) were greater than the first treatment. While the others (29%) were less active. In the third treatment, the active students (77.5%) were greater than in the second treatment. While the others (22.5%) were

less active. In the fourth treatment, the active students (83.8%) were the greater. While the less active students were only (16.2%). It shows the great development from the first treatment to the fourth treatment. There was an increase in each meeting it can be seen that the results that increased the most were at fourth meeting in the category of very active participation where the students followed the materials all the time, asking and answering the question at the treatment process. In this case, students who were taught through reading Pop-up books to increase students reading interest.

Based on the calculation of the IBM SPSS 25 edition, it was found that the significant 2 tailed is 0,00, which is smaller than the standard significance level is 0.05 ($0.00 < 0.05$). The result of this statistic calculation provided that the researcher H1 was accepted, and the H0 was rejected. It represents that the use of pop-up books shows significant differences in the students' reading interests.

The Effectiveness of using Pop-up books to increase students' interest to read. Interest in improving student reading is by providing appropriate books and media sharing. Student motivation is to give students time to read books or learning resources, for example, about 20 minutes during learning. Curiosity about new information or interesting topics is the main reason for students' reading tendency. Preparing an exciting reading text and an interesting teaching medium is crucial to encourage student's interest in reading. This research was in line with the previous research findings. Darul Aqsha and Asbah stated that with the overall implementation of reading learning using the Pop-up Book media in seventh-grade students feel quite satisfied because the learning process runs in

accordance with the learning plan that has been made and has reached the indicator of success determined that is 80%.⁶⁴

In addition, in Pop-Up Book, the role of media is very important in the learning process. Pop-Up book media can support learning and facilitate student understanding of the material. Kaiser⁶⁵ reinforces the statement about the benefits of pop-up books, namely "pop-up and movable books engage multiple semiotic systems including tactile or spatial and gestural in terms of movement, as well as visual and textual communication, the pictures that appear in the book. In addition, parents and teachers found it easier to teach children to read because the media that students read attract their hearts.

Pop-up books can be included in the suitable media if the media's aspects are similar to the students' necessity in reading. Pop-up books, on the other side, brought a positive impact to help the student's interest in reading accurately. The research found it was interesting media due to the simple design and to provide more enjoyment for students to read. In summary, pop-up book media is used to provide learning material that can provide visualization or an engineering in making pictures, diagrams or animations for the appearance of information, which is more attractive to students. The researcher asserted the treatment by using the pop-up book was effective in increasing students' interest in reading at SMPN 8 Palopo.

⁶⁴Darul Aqsha, Asbah, and Humairah, "The use of Pop-up Book Media to Improve Reading at the Seventh Grade Students of SMPN 3 Alas Barat", *journal Pendidika Berkarakter*.

⁶⁵ Kaiser, *Multimodal Books in a Tertiary Context (Bridging the Gap between Traditional Book Arts and New Technologies*. *Journal of the Book* (2015), 11-26.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it is concluded that using Pop-up books increases students' reading interest at SMPN 8 Palopo. It is proven by the post-test result (38.5), which was higher than the Pre-test (28.8). Also, the *t-count* Score (-18,416) was higher than the *t-table* (2.042). This shows that there is a significant change between the students' Pre-test and post-test on their learning interest, which means that H_0 was rejected.

The interest in reading of students who were taught through Pop-up books was developed. It was proved by the observation checklist that was done by the researcher during the treatment.

B. Suggestion

1. For the teacher

The English teacher has to consider suitable media based on the students' needs. Besides, discovering the students' wants and lacks can be a helpful guide for the teacher in serving a better lesson process. Reading pop-up books can be an alternative medium to teach reading and motivate the students to understand the Text properly. This research investigates the students who use pop-up reading books as more enthusiastic in reading lessons. Furthermore, the teacher can use the pop-up reading books as the inspiration for learning media with other types of reading text in teaching.

2. For the students

Each student has an opportunity to perform an excellent performance. However, in some situations and conditions, the students often need media to help them understand the instruction and the fundamental skill to achieve the learning goals. Therefore, using pop-up books in interest reading can help students improve their learning. In addition, reading pop-up books is expected to be an effective medium for students to find an increase in reading.

3. For the further researcher

The researcher recommends applying a similar research study to help the students enhance their reading skills. The implementation of pop-up books is expected can be a reference or inspiration for further research. Besides, the researcher hopes that further researchers can prepare the proper instrument for further research. In addition, the researcher suggests managing the time allotment during the treatment process. However, the researcher is expected the lesson process can facilitate each student to perform well.

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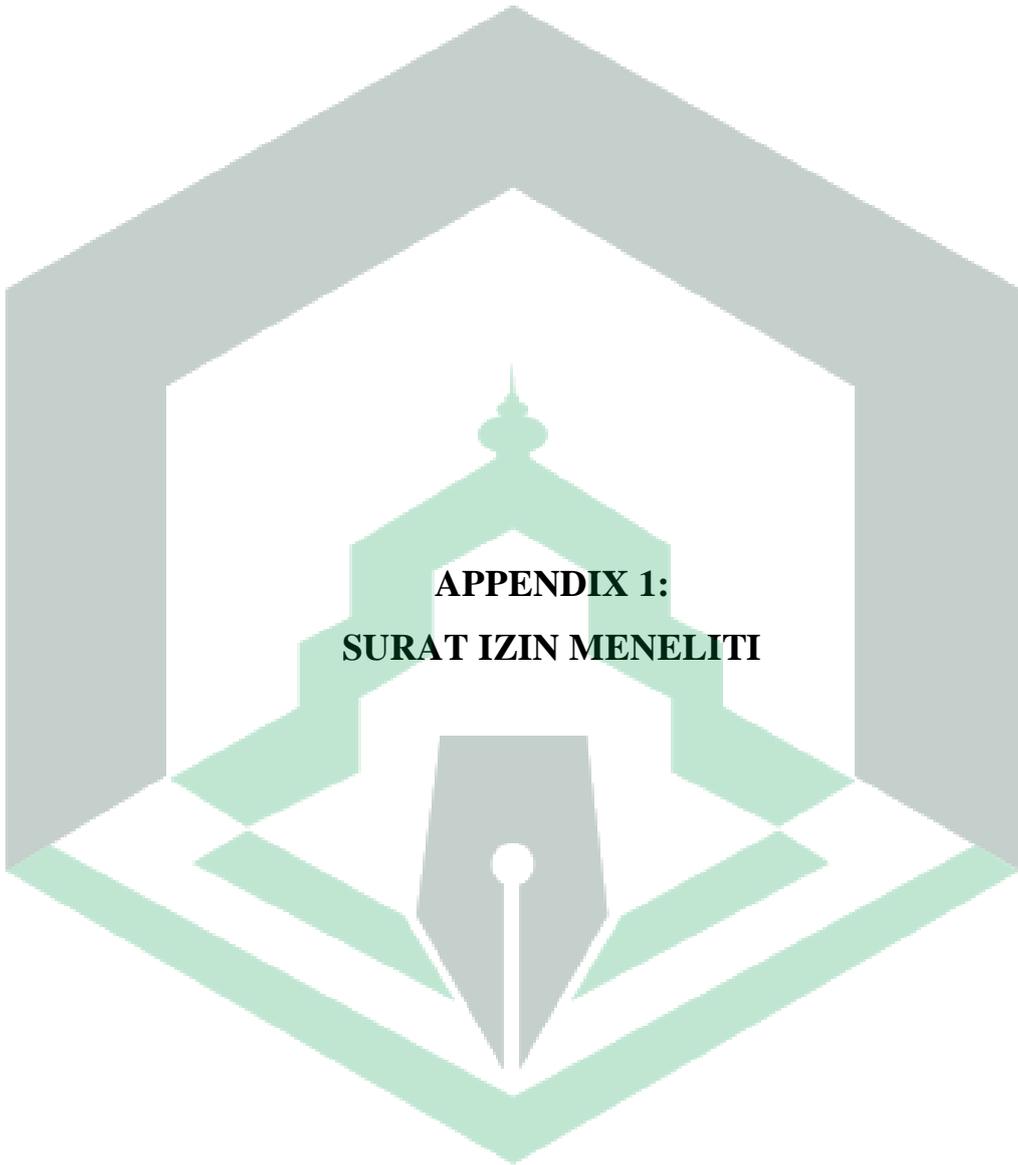
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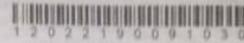
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APPENDIX 1:
SURAT IZIN MENELITI



PEREMINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326046

ASLI

IZIN PENELITIAN
NOMOR : 1030/IP/DPMPPTSP/VIII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pempahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ANDI RAHIFA
Jenis Kelamin : Perempuan
Alamat : Jl. KH. Abd. Kadir Daud Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0143

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING POP-UP BOOKS TO INCREASE STUDENT'S INTEREST READ AT SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
Lamanya Penelitian : 24 Agustus 2022 s.d. 24 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exampjar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 24 Agustus 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Ses
Pangkat : Penata Tk.1
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 SVW3
4. Kapolres Palopo
5. Kepala Bidang Perencanaan Pembangunan Kota Palopo
6. Kepala Bidang Pelayanan Masyarakat Kota Palopo
7. Salinan tembak surat - dilaksanakan penelitian -



**APPENDIX 2:
SURAT IZIN MENELITI**



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/134/SMPN.8/IX/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : ANDI RAIHFA
NIM : 18 0202 0143
Tempat / Tgl Lahir : Palopo, 06 Mei 1999
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Pend. Bahasa Inggris
Alamat : Jl. Kh. Abd. Kadir Daud

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 07 September S.D 24 September 2022, untuk kepentingan penulisan Skripsi dengan judul **"THE EFFECTIVENESS OF USING POP-UP BOOKS TO INCREASE STUDENT'S INTEREST TO READ AT SMPN 8 PALOPO"**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 27 September 2022

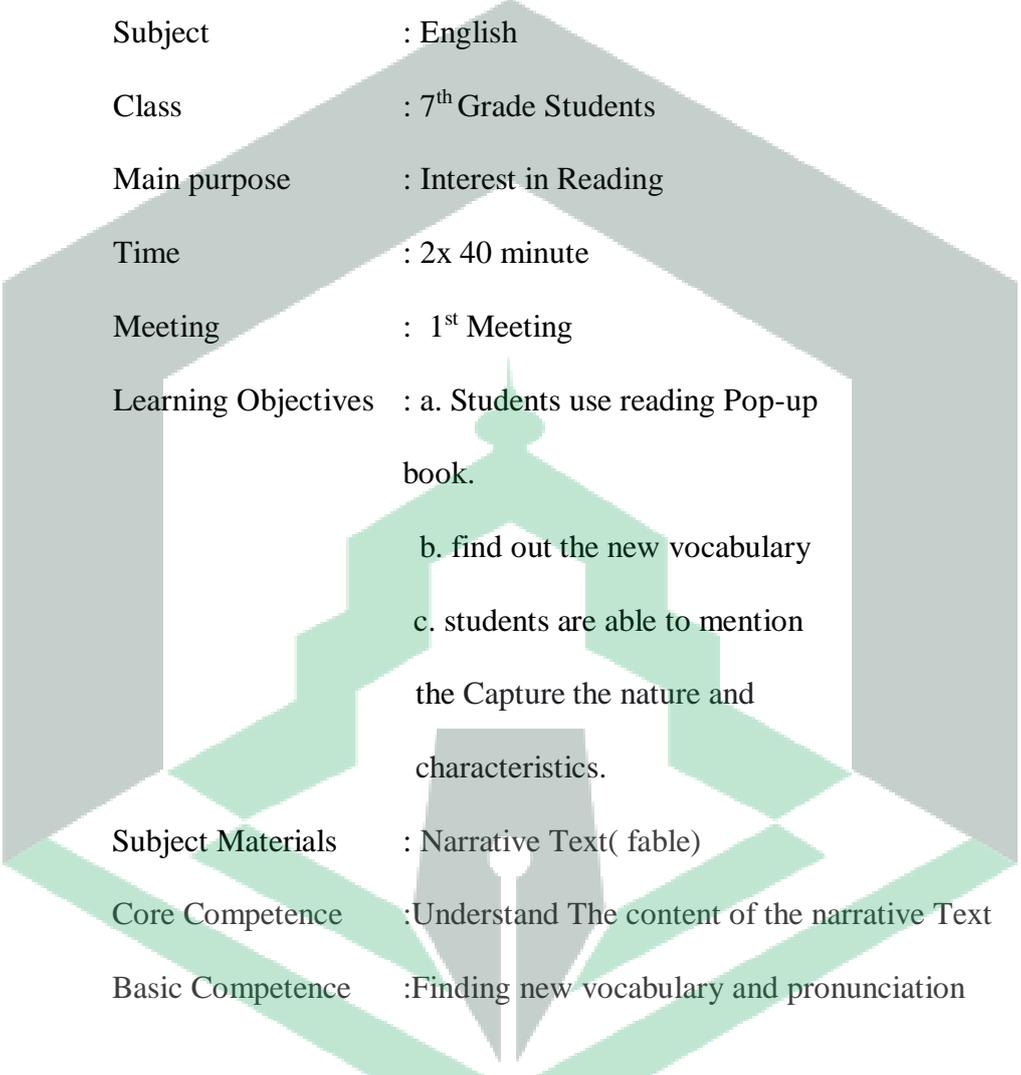


HADIJAH, S.Pd., M.Pd
NIP. 19700101 199702 2 008



**APPENDIX 3:
LESSON PLAN**

RPP
LESSON PLAN (1st MEETING)



School	: SMPN 8 Palopo
Subject	: English
Class	: 7 th Grade Students
Main purpose	: Interest in Reading
Time	: 2x 40 minute
Meeting	: 1 st Meeting
Learning Objectives	: a. Students use reading Pop-up book. b. find out the new vocabulary c. students are able to mention the Capture the nature and characteristics.
Subject Materials	: Narrative Text(fable)
Core Competence	: Understand The content of the narrative Text
Basic Competence	: Finding new vocabulary and pronunciation

A. Indicators:

1. Actively participate in reading learning activities Determine the communicative purpose of the Text.
2. Identify the structure of the Text; Capture the nature and characteristics of Indonesian narrative fable/legend texts in writing accurately, fluently and acceptable.

3. To express the nature and characteristics of narrative fable/legend text in writing accurately, fluently, and acceptably.

B. The purpose of learning

Students can understand the structure of narrative text fable and identify the meaning of the Text.

C. Learning materials

1. Narrative Text(fable)

This fable narrative text is a story that describes the character and behavior of humans but is played by animals.

2. Reading pop-up book

Reading pop-up books is more interesting because it contains material or stories accompanied by embossed images that allow students to interact with the material or stories contained in the book.

D. Learning Method

Scientific approach

E. Learning Steps:

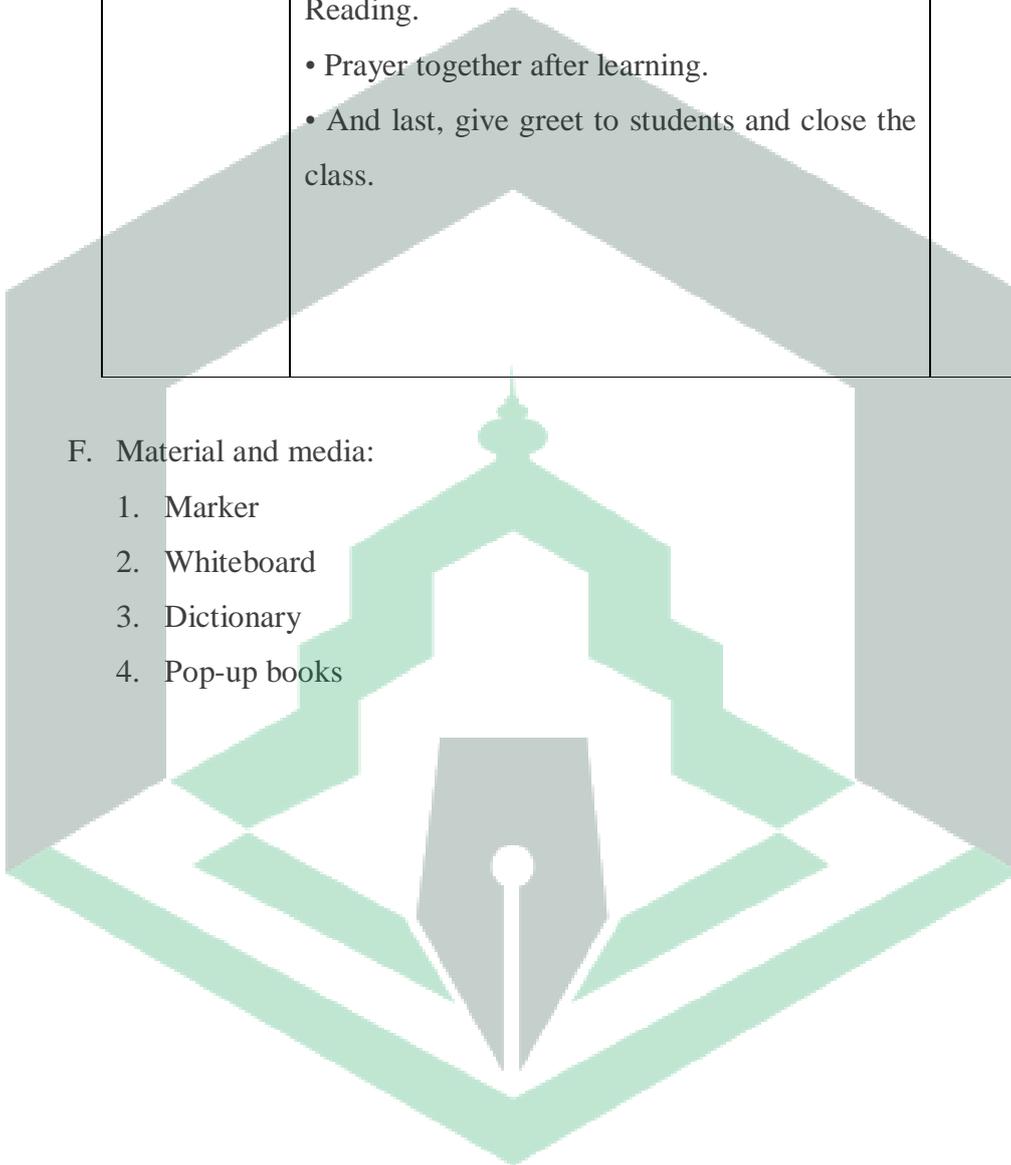
Step	Activities	Time
Presentation	Warm-up: <ul style="list-style-type: none">• Greeting and doing self-introduction• Asking the students' condition, then praying.• Ice breaker• I was serving some clues for students about the activity.	3 minutes
	Lead-in: <ul style="list-style-type: none">• Prompt the students to guess the lesson.• Giving motivation to the students.	2 minutes

	<p>Presentation:</p> <ul style="list-style-type: none"> • Mention the topic and explain the part of the narrative Text. • Serving the examples narrative Text. 	15 minutes
Practice	<p>Controlled practice/skill practice:</p> <ul style="list-style-type: none"> • Dividing the students into some groups, which one group It consists of 4-5 students. • Distributing Reading pop-up book and explaining the Procedure to use it. • Teach reading stories correctly, and students imitate. (try) • Students listen to the teacher read a story text about animals using pop-up book • students practice reading stories in turn each group. • Each group presents the answers by reading them. 	35 minutes

Producing	Practice result/ close the activity: <ul style="list-style-type: none">• Give conclusion as apperception and motivation to all students.• Asks students about the difficulty of learning Reading.• Prayer together after learning.• And last, give greet to students and close the class.	17 minutes
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F. Material and media:

1. Marker
2. Whiteboard
3. Dictionary
4. Pop-up books



LESSON PLAN (1st MEETING)

School : SMPN 8 Palopo

Subject : English

Class : 7th Grade Students

Time : 2x 40 minute

Meeting : 2st Meeting

Learning Objectives : a. Students use reading Pop-up books.

b. find out the new vocabulary

c. students can mention the

Capture the nature and characteristics.

Subject Materials : Narrative Text(fable)

Core Competence : Understand The content of the narrative Text

Basic Competence : Finding new vocabulary and pronunciation

G. Indicators:

1. Actively participate in reading learning activities. Determine the communicative purpose of the Text.
2. Identify the structure of the Text; Capture the nature and characteristics of Indonesian narrative fable/legend texts in writing accurately, fluently, and acceptable.
3. To express the nature and characteristics of narrative fable/legend text in writing accurately, fluently, and acceptably.

H. The purpose of learning

Students can understand the structure of narrative text fable and identify the meaning of the Text.

I. Learning materials

3. Narrative Text(fable)

This fable narrative text is a story that describes the character and behavior of humans but is played by animals.

4. Reading pop-up book

Reading pop-up books is more interesting because it contains material or stories accompanied by embossed images that allow students to interact with the material or stories contained in the book.

J. Learning Method

Scientific approach

K. Learning Steps:

Step	Activities	Time
Presentation	Warm-up: <ul style="list-style-type: none">• Greeting and doing self-introduction• Asking the students' condition, then praying.• Ice breaker• Serving some clues for students about the activity.	3 minutes
	Lead-in: <ul style="list-style-type: none">• Prompt the students to guess the lesson.• Giving motivation to the students.	2 minutes
	Presentation: <ul style="list-style-type: none">• Mention the topic and explain the part of the narrative Text.• Serving the examples narrative Text.	15 minutes

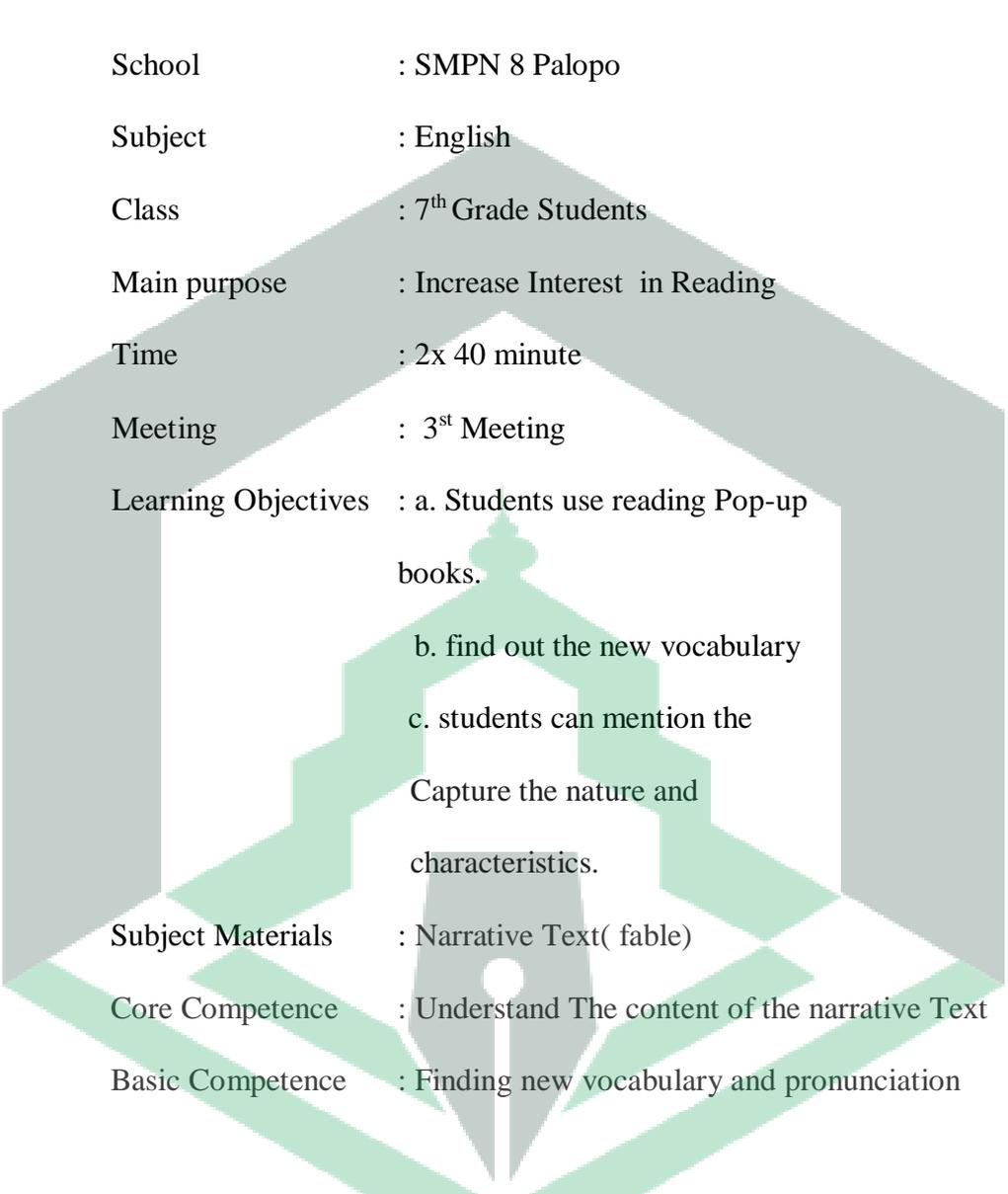
Practice	<p>Controlled practice/skill practice:</p> <ul style="list-style-type: none"> • Dividing the students into some groups, which one group It consists of 4-5 students. • Distributing Reading pop-up book and explaining the Procedure to use it. • Teach reading stories correctly, and students imitate. (try) • Students listen to the teacher read a story text about animals using pop-up book • students practice reading stories in turn each group. • Each group presents the answers by reading them. 	35 minutes
Producing	<p>Practice result/ close the activity:</p> <ul style="list-style-type: none"> • Give conclusion as apperception and motivation to all students. • Asks students about the difficulty of learning Reading. • Prayer together after learning. • And the last, give greet to students and close the class. 	17 minutes

L. Material and media:

5. Marker
6. Whiteboard
7. Dictionary
8. Pop-up books



LESSON PLAN (3st MEETING)



School	: SMPN 8 Palopo
Subject	: English
Class	: 7 th Grade Students
Main purpose	: Increase Interest in Reading
Time	: 2x 40 minute
Meeting	: 3 st Meeting
Learning Objectives	: a. Students use reading Pop-up books. b. find out the new vocabulary c. students can mention the Capture the nature and characteristics.
Subject Materials	: Narrative Text(fable)
Core Competence	: Understand The content of the narrative Text
Basic Competence	: Finding new vocabulary and pronunciation

M. Indicators:

1. Actively participate in reading learning activities. Determine the communicative purpose of the Text.
2. Identify the structure of the Text; Capture the nature and characteristics of Indonesian narrative fable/legend texts in writing accurately, fluently, and acceptable.

3. To express the nature and characteristics of narrative fable/legend text in writing accurately, fluently, and acceptably.

N. The purpose of learning

Students can understand the structure of narrative text fable and identify the meaning of the Text.

O. Learning materials

5. Narrative Text(fable)

This fable narrative text is a story that describes the character and behavior of humans but is played by animals.

6. Reading pop-up book

Reading pop-up books is more interesting because it contains material or stories accompanied by embossed images that allow students to interact with the material or stories contained in the book.

P. Learning Method

Scientific approach

Q. Learning Steps:

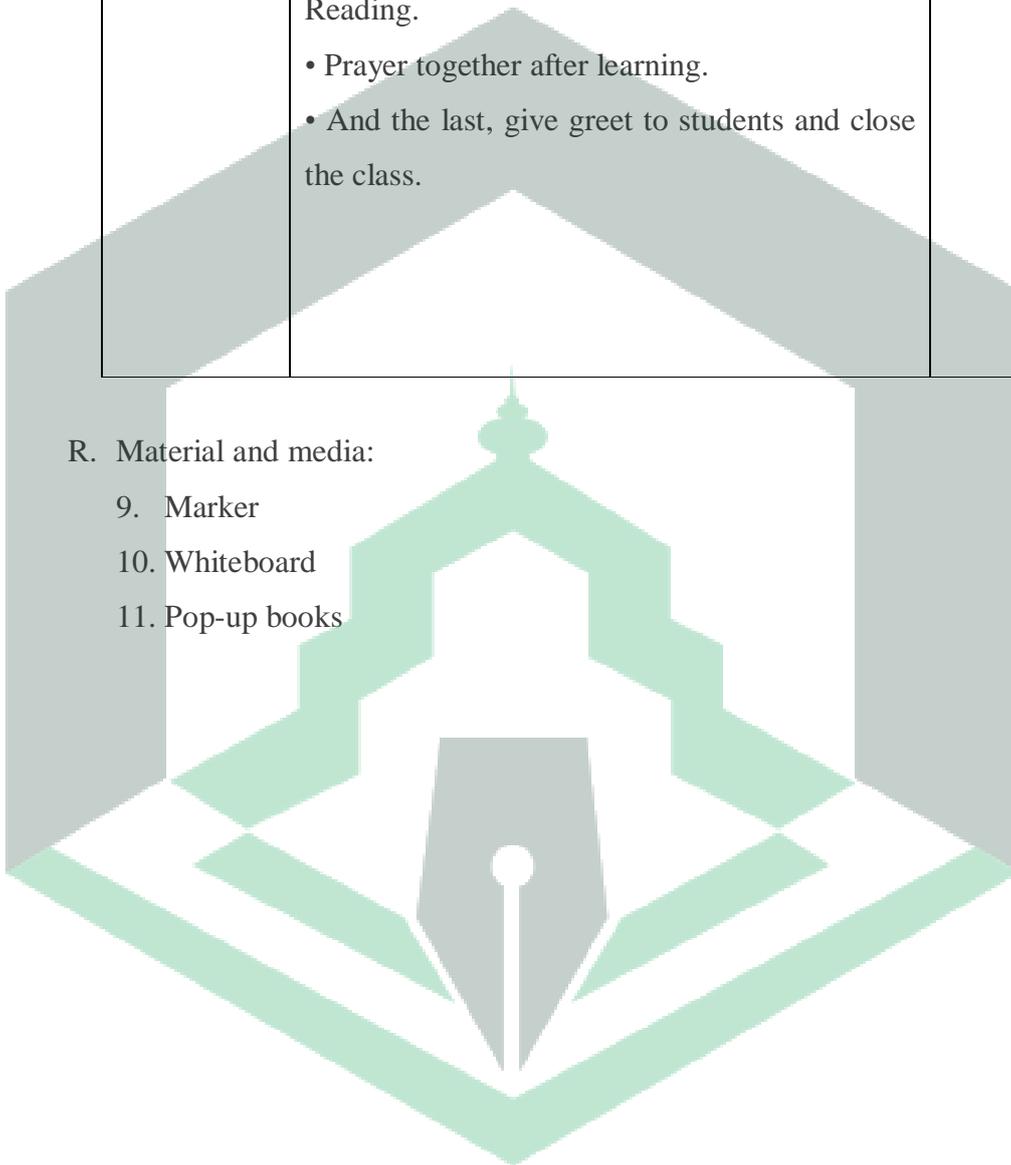
Step	Activities	Time
Presentation	Warm-up: <ul style="list-style-type: none"> • Greeting and doing self-introduction • Asking the students' condition, then praying. • Ice breaker • Serving some clues for students about the activity. 	3 minutes
	Lead-in: <ul style="list-style-type: none"> • Prompt the students to guess the lesson. • Giving motivation to the students. 	2 minutes

	<p>Presentation:</p> <ul style="list-style-type: none"> • Mention the topic and explain the part of the narrative Text. • Serving the examples narrative Text. 	15 minutes
Practice	<p>Controlled practice/skill practice:</p> <ul style="list-style-type: none"> • Dividing the students into some groups, which one group It consists of 4-5 students. • Distributing Reading pop-up book and explaining the Procedure to use it. • Teach reading stories correctly, and students imitate. (try) • Students listen to the teacher read a story text about animals using pop-up book • students practice reading stories in turn each group. • Each group presents the answers by reading them. 	35 minutes

Producing	Practice result/ close the activity: <ul style="list-style-type: none">• Give conclusion as apperception and motivation to all students.• Asks students about the difficulty of learning Reading.• Prayer together after learning.• And the last, give greet to students and close the class.	17 minutes
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R. Material and media:

9. Marker
10. Whiteboard
11. Pop-up books



LESSON PLAN (4st MEETING)

School	: SMPN 8 Palopo
Subject	: English
Class	: 7 th Grade Students
Main purpose	: : Increase Interest in Reading
Time	: 2x 40 minute
Meeting	: 4 st Meeting
Learning Objectives	: a. Students use reading Pop-up book. b. find out the new vocabulary c. students are able to mention the Capture the nature and characteristics.
Subject Materials	: Narrative Text(fable)
Core Competence	: Understand The content of the narrative Text
Basic Competence	: Finding new vocabulary and pronunciation

S. Indicators:

1. Actively participate in reading learning activities Determine the communicative purpose of the Text.
2. Identify the structure of the Text; Capture the nature and characteristics of Indonesian narrative fable/legend texts in writing accurately, fluently and acceptable.
3. To express the nature and characteristics of narrative fable/legend text in writing accurately, fluently and acceptably.

T. The purpose of learning

Students are able to understand the structure of narrative text fable and identifying the meaning of the Text.

U. Learning materials

7. Narrative Text(fable)

This fable narrative text is a story that describes the character and behavior of humans but is played by animals.

8. Reading pop-up book

Reading pop-up books is more interesting because it contains material or stories accompanied by embossed images that allow students to interact with the material or stories contained in the book.

V. Learning Method

Scientific approach

W. Learning Steps:

Step	Activities	Time
Presentation	Warm-up: <ul style="list-style-type: none">• Greeting and do self-introduction• Asking the students' condition, then praying.• Ice breaker• Serving some clues for students about the activity.	3 minutes
	Lead-in: <ul style="list-style-type: none">• Prompting the students to guess the lesson.• Giving motivation to the students.	2 minutes
	Presentation: <ul style="list-style-type: none">• Mentioning the topic and explain the part of narrative Text.• Serving the examples narrative Text.	15 minutes

Practice	<p>Controlled practice/skill practice:</p> <ul style="list-style-type: none"> • Dividing the students into some groups, which one group consist of 4-5 students. • Distributing Reading pop-up book and explaining the Procedure to use it. • Teach reading stories correctly and students imitate. (try) • Students listen to the teacher read a story text about animals using pop-up book • students practice reading stories in turn each group. • Each group presents the answers by reading it. 	35 minutes
Producing	<p>Practice result/ close the activity:</p> <ul style="list-style-type: none"> • Give conclusion as apperception and motivation to all students. • Asks to students about the difficulty of learning Reading. • Prayer together after learning. • And the last give greet to students and close the class. 	17 minutes

X. Material and media:

12. Marker

13. Whiteboard

14. Pop-up books





APPENDIX 4:

SURAT KETERANGAN VALIDASI

SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Mosudlin, S.S., M. Hum

NIP : 190006132005011005

Pendidikan akhir : S3

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa:

Nama : Andi Rahifa

NIM : 18 0202 0143

Prodi : Pendidikan Bahasa Inggris

Judul TA : The Effectiveness of Using Pop-up books to Increase Student's Interest to Read at SMPN 8 Palopo

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- Layak digunakan untuk penelitian
 Layak digunakan dengan perbaikan
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.
Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 1 September 2022
Validator,


Dr. Mosudlin, S.S., M. Hum

NIP. 190006132005011005

Catatan:

Beri tanda ✓

KUESIONER PENILAIAN AHLI BAHASA

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa,
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Di mohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✓	
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa dengan materi yang baik dan benar				✓	
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai				✓	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓	
III	Aspek Bahasa					

a. Butir –butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b. Butir –butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c. Butir –butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d. Butir –butir kuesioner dirumuskan dalam bahasa yang dipahami sesuai dengan tingkat kemampuan berbahasa responden.				✓	

C. Komentar/saran

Berikan petunjuk pengisian soal

.....

.....

.....

.....

Penilai Kelayakan.

[Signature]
 Dr. Masruddin, S.S., M.Hum
 Np: 20006132005011005



APPENDIX 5

QUESTIONNAIRE PRE-TEST

Kuesioner dibawah ini menanyakan angket minat baca

A. Identitas Responden:

Nama:

Kelas:

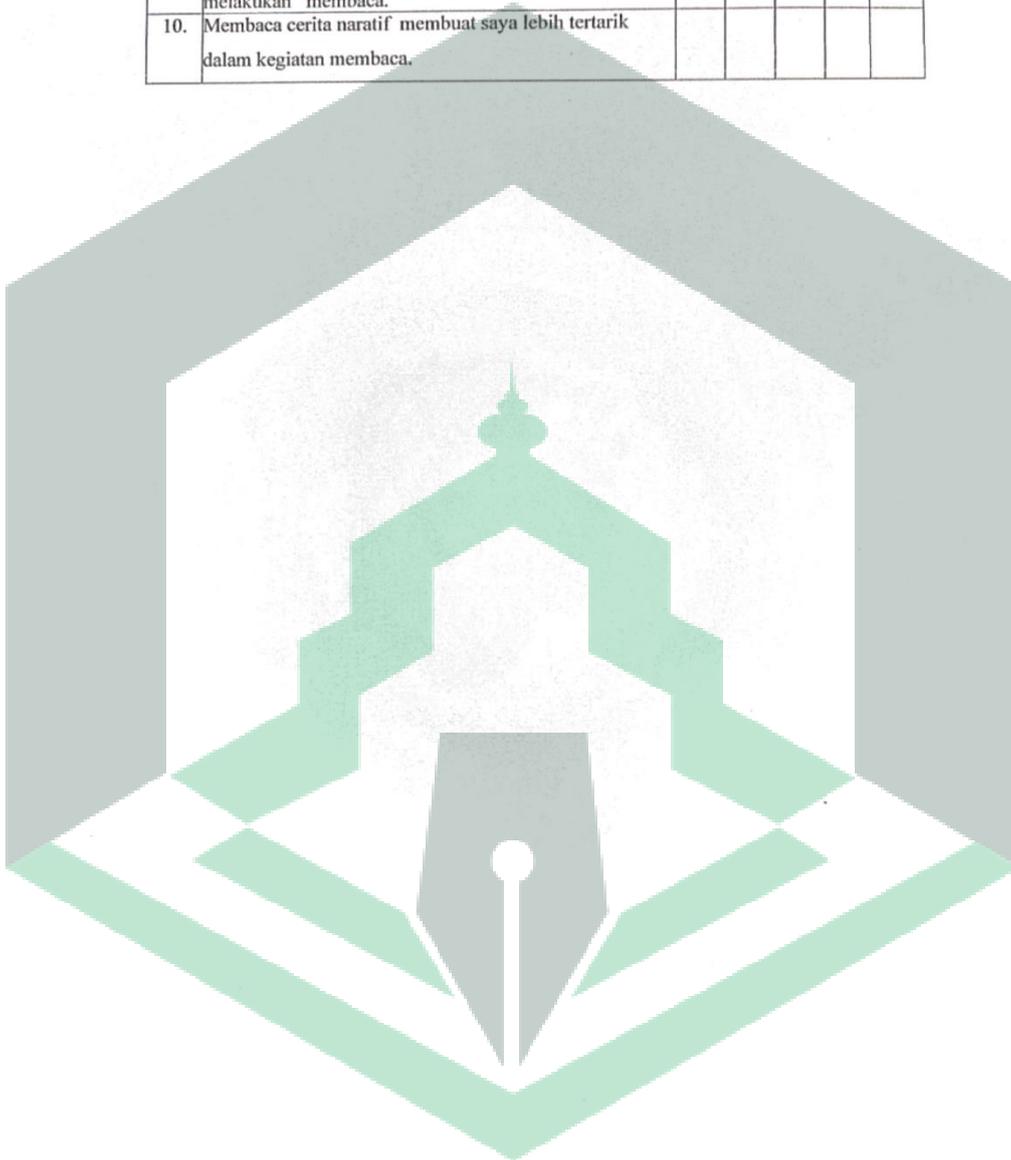
Jenis kelamin:

B. Penjelasan dan petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pernyataan disediakan lima poin pilihan yaitu:
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju
RR : Ragu-ragu
3. Berilah tanda checklist (✓) pada pilihan sesuai keadaan dengan pernyataan di bawah ini.

NO.	PERNYATAAN	JAWABAN				
		SS	S	RR	TS	STS
1.	Reading (membaca) adalah kegiatan yang saya gemari.					
2.	Saya membaca karena keinginan saya sendiri.					
3.	Saya menyediakan waktu khusus untuk membaca.					
4.	Saya bersedia membacakan text di depan kelas tanpa disuruh.					
5.	Saya berusaha membaca minimal satu jam dalam sehari.					
6.	Saya memanfaatkan waktu luang untuk membaca di rumah.					
7.	Setiap kegiatan membaca memberikan rasa senang yang besar bagi saya.					

8.	Jika ada buku-buku baru, saya akan segera membacanya.						
9.	Saya merasa rugi jika dalam satu hari saya tidak melakukan membaca.						
10.	Membaca cerita naratif membuat saya lebih tertarik dalam kegiatan membaca.						



Kuesioner dibawah ini menanyakan angket minat baca

A. Identitas Responden:

Nama: *Jouano Charlie*

Kelas: *7.6*

Jenis kelamin: *L*

B. Penjelasan dan petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.

2. Pada setiap pernyataan disediakan lima poin pilihan yaitu:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

RR : Ragu-ragu

3. Berilah tanda checklist (✓) pada pilihan sesuai keadaan dengan pernyataan di bawah ini.

NO.	PERNYATAAN	JAWABAN				
		SS	S	RR	TS	STS
1.	<i>Reading</i> (membaca) adalah kegiatan yang saya gemari.			✓		
2.	Saya membaca karena keinginan saya sendiri.				✓	
3.	Saya menyediakan waktu khusus untuk membaca.				✓	
4.	Saya bersedia membacakan text di depan kelas tanpa disuruh.					✓
5.	Saya berusaha membaca minimal satu jam dalam sehari.				✓	
6.	Saya memanfaatkan waktu luang untuk membaca di rumah.			✓		
7.	Setiap kegiatan membaca memberikan rasa senang yang besar bagi saya.					✓

8.	Jika ada buku-buku baru, saya akan segera membacanya.				✓	
9.	Saya merasa rugi jika dalam satu hari saya tidak melakukan membaca.				✓	
10.	Membaca cerita naratif membuat saya lebih tertarik dalam kegiatan membaca.				✓	



Kuesioner dibawah ini menanyakan angket minat baca

A. Identitas Responden:

Nama: *Aulia Nur Zdra*

Kelas: *V.11.6*

Jenis kelamin: *Petempuan*

B. Penjelasan dan petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.

2. Pada setiap pernyataan disediakan lima poin pilihan yaitu:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

RR : Ragu-ragu

3. Berilah tanda checklist (✓) pada pilihan sesuai keadaan dengan pernyataan di bawah ini.

NO.	PERNYATAAN	JAWABAN				
		SS	S	RR	TS	STS
1.	<i>Reading</i> (membaca) adalah kegiatan yang saya gemari.				✓	
2.	Saya membaca karena keinginan saya sendiri.		✓			
3.	Saya menyediakan waktu khusus untuk membaca.		✓			
4.	Saya bersedia membacakan text di depan kelas tanpa disuruh.			✓		
5.	Saya berusaha membaca minimal satu jam dalam sehari.			✓		
6.	Saya memanfaatkan waktu luang untuk membaca di rumah.				✓	
7.	Setiap kegiatan membaca memberikan rasa senang yang besar bagi saya.					✓

8.	Jika ada buku-buku baru, saya akan segera membacanya.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Saya merasa rugi jika dalam satu hari saya tidak melakukan membaca.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Membaca cerita naratif membuat saya lebih tertarik dalam kegiatan membaca.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Kuesioner dibawah ini menanyakan angket minat baca

A. Identitas Responden:

Nama: *AGLAA*

Kelas: *Y116*

Jenis kelamin: *L*

B. Penjelasan dan petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.

2. Pada setiap pernyataan disediakan lima poin pilihan yaitu:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

RR : Ragu-ragu

3. Berilah tanda checklist (✓) pada pilihan sesuai keadaan dengan pernyataan di bawah ini.

NO.	PERNYATAAN	JAWABAN				
		SS	S	RR	TS	STS
1.	<i>Reading</i> (membaca) adalah kegiatan yang saya gemari.			✓		
2.	Saya membaca karena keinginan saya sendiri.		✓			
3.	Saya menyediakan waktu khusus untuk membaca.			✓		
4.	Saya bersedia membacakan text di depan kelas tanpa disuruh.			✓		
5.	Saya berusaha membaca minimal satu jam dalam sehari.			✓		
6.	Saya memanfaatkan waktu luang untuk membaca di rumah.				✓	
7.	Setiap kegiatan membaca memberikan rasa senang yang besar bagi saya.			✓		

8.	Jika ada buku-buku baru, saya akan segera membacanya.			<input checked="" type="checkbox"/>		
9.	Saya merasa rugi jika dalam satu hari saya tidak melakukan membaca.			<input checked="" type="checkbox"/>		
10.	Membaca cerita naratif membuat saya lebih tertarik dalam kegiatan membaca.			<input checked="" type="checkbox"/>		





APPINDIX 6
QUESTIONNAIRE POST-TEST

Perhatikan petunjuk di bawah ini!

A. Identitas Responden:

Nama:

Kelas:

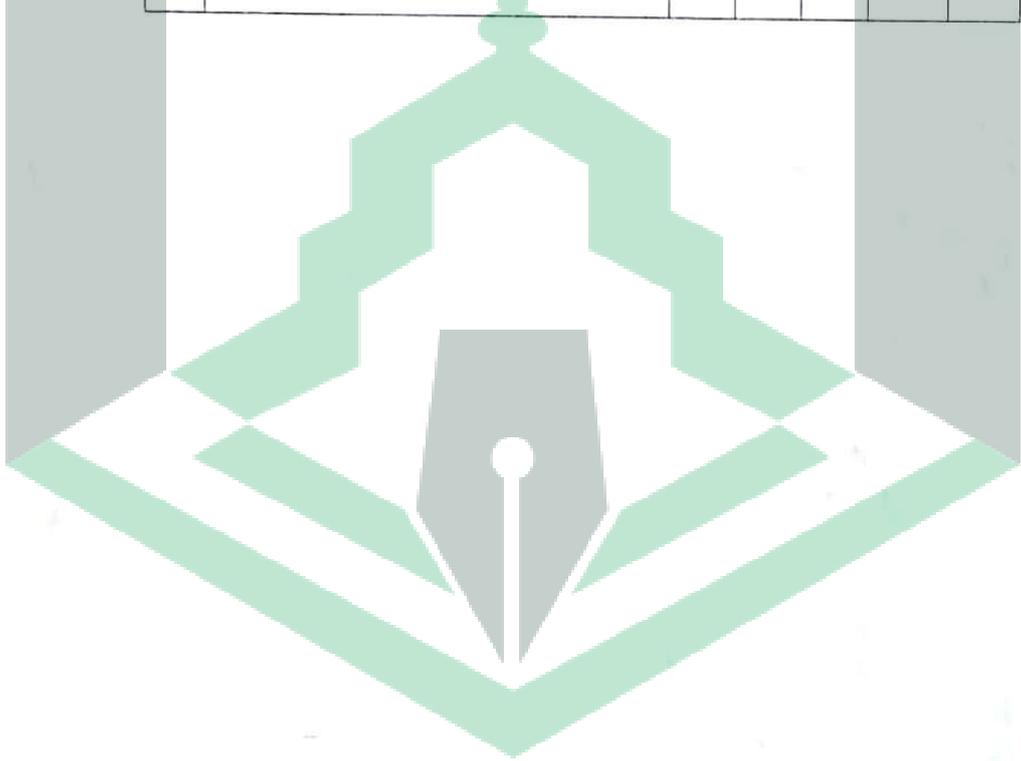
Jenis kelamin:

B. Penjelasan dan Petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu:
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju
RR : Ragu-ragu
3. Beri tanda checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media Pop-up Book dalam pembelajaran *reading* (membaca).

NO.	Pernyataan	SS	S	RR	TS	STS
1.	Saya suka belajar Bahasa Inggris dengan menggunakan Pop-up book.					
2.	Saya lebih tanggap membaca text cerita Bahasa Inggris dengan menggunakan Pop-up book.					
3.	Belajar <i>reading</i> (membaca) dengan menggunakan pop-up book memotivasi saya untuk mengembangkan minat membaca dalam Bahasa Inggris					

4.	Membaca dengan media pop-up book sangat membosankan.						
5.	Saya merasa sulit memahami isi cerita dalam teks bacaan dengan menggunakan media pop-up book.						
6.	Pop-up book tidak membantu saya dalam mengembangkan kemampuan membaca.						
7.	Pop-up book membantu saya memahami dan mengetahui kosakata dalam Bahasa Inggris.						
8.	Pop-up book tidak mengembangkan pengetahuan membaca dan kosakata saya.						
9.	Pop-up book dalam pembelajaran <i>reading</i> lebih efektif.						
10.	Pembelajaran tanpa Pop-up book lebih efektif.						



Perhatikan petunjuk di bawah ini!

A. Identitas Responden:

Nama: *Zakiah Nuralfathmi*

Kelas: *VII 6*

Jenis kelamin: *PEREMPUAN*

B. Penjelasan dan Petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu:
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju
RR : Ragu-ragu
3. Beri tanda checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media Pop-up Book dalam pembelajaran *reading* (membaca).

NO.	Pernyataan	SS	S	RR	TS	STS
1.	Saya suka belajar Bahasa Inggris dengan menggunakan Pop-up book.	✓				
2.	Saya lebih tanggap membaca text cerita Bahasa Inggris dengan menggunakan Pop-up book.		✓			
3.	Belajar <i>reading</i> (membaca) dengan menggunakan pop-up book memotivasi saya untuk mengembangkan minat membaca dalam Bahasa Inggris		✓			

4.	Membaca dengan media pop-up book sangat membosankan.					✓	
5.	Saya merasa sulit memahami isi cerita dalam teks bacaan dengan menggunakan media pop-up book.					✓	
6.	Pop-up book tidak membantu saya dalam mengembangkan kemampuan membaca.					✓	
7.	Pop-up book membantu saya memahami dan mengetahui kosakata dalam Bahasa Inggris.	✓					
8.	Pop-up book tidak mengembangkan pengetahuan membaca dan kosakata saya.					✓	
9.	Pop-up book dalam pembelajaran <i>reading</i> lebih efektif.	✓					
10.	Pembelajaran tanpa Pop-up book lebih efektif.				✓		

Perhatikan petunjuk di bawah ini!

A. Identitas Responden:

Nama: Ger rand c s

Kelas: VII.6

Jenis kelamin: laki-laki

B. Penjelasan dan Petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu:
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju
RR : Ragu-ragu
3. Beri tanda checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media Pop-up Book dalam pembelajaran *reading* (membaca).

NO.	Pernyataan	SS	S	RR	TS	STS
1.	Saya suka belajar Bahasa Inggris dengan menggunakan Pop-up book.	✓				
2.	Saya lebih tanggap membaca text cerita Bahasa Inggris dengan menggunakan Pop-up book.	✓				
3.	Belajar <i>reading</i> (membaca) dengan menggunakan pop-up book memotivasi saya untuk mengembangkan minat membaca dalam Bahasa Inggris		✓			

4.	Membaca dengan media pop-up book sangat membosankan.				✓	
5.	Saya merasa sulit memahami isi cerita dalam teks bacaan dengan menggunakan media pop-up book.			✓		
6.	Pop-up book tidak membantu saya dalam mengembangkan kemampuan membaca.				✓	
7.	Pop-up book membantu saya memahami dan mengetahui kosakata dalam Bahasa Inggris.	✓				
8.	Pop-up book tidak mengembangkan pengetahuan membaca dan kosakata saya.				✓	
9.	Pop-up book dalam pembelajaran <i>reading</i> lebih efektif.		✓			
10.	Pembelajaran tanpa Pop-up book lebih efektif.				✓	

Perhatikan petunjuk di bawah ini!

A. Identitas Responden:

Nama: Muh. Faiz

Kelas: 76

Jenis kelamin: laki-laki

B. Penjelasan dan Petunjuk pengisian kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu:
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju
RR : Ragu-ragu
3. Beri tanda checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media Pop-up Book dalam pembelajaran *reading* (membaca).

NO.	Pernyataan	SS	S	RR	TS	STS
1.	Saya suka belajar Bahasa Inggris dengan menggunakan Pop-up book.	✓				
2.	Saya lebih tanggap membaca text cerita Bahasa Inggris dengan menggunakan Pop-up book.		✓			
3.	Belajar <i>reading</i> (membaca) dengan menggunakan pop-up book memotivasi saya untuk mengembangkan minat membaca dalam Bahasa Inggris	✓				

4.	Membaca dengan media pop-up book sangat membosankan.					✓
5.	Saya merasa sulit memahami isi cerita dalam teks bacaan dengan menggunakan media pop-up book.					✓
6.	Pop-up book tidak membantu saya dalam mengembangkan kemampuan membaca.					✓
7.	Pop-up book membantu saya memahami dan mengetahui kosakata dalam Bahasa Inggris.	✓				
8.	Pop-up book tidak mengembangkan pengetahuan membaca dan kosakata saya.					✓
9.	Pop-up book dalam pembelajaran <i>reading</i> lebih efektif.	✓				
10.	Pembelajaran tanpa Pop-up book lebih efektif.					✓



**APPENDIX 7:
OBSERVATION CHECKLIST**

TREATMENT
OBSERVATION CHECLIST

No	STUDENTS' NAME	Categories				
		Very active	Active	Fairly active	Less active	Passive
1	A.AISYAH NUR FAUSIAH					
2	ADRIAN NUR HAFISAH					
3	AFHIA					
4	ALFADEL					
5	ALIKA AZZAHRA					
6	ASLAN					
7	AULIA NUR ZAHRA					
8	AUREL NOVITASARI					
9	AZILIA PUTRI DATUAN					
10	GRAND CRYSTIHIAN					
11	HANDAYANI KARTIKA SARI					
12	JEYSEN BELVINO BENYAMAN					
13	JOVANO CARLY SALOMBE					
14	MELATI ARIFMAN					
15	MONICA AMEL SABBUNGA					
16	MUH.FADIL L					
17	MUH FAIS					
18	NASHWA					
19	NURHAILA RAMADANI					
20	NURUL					
21	NURUL ATILLAH RAHADHANI					
22	SAIDI ALI AHMAD					
23	SALSA					
24	SASTRAYANTI MA.					
25	SURYA PANJI IRENAEUS					
26	VIDYA AMIRATUN NADJLA					
27	YANSEN D. MATANDUNG					
28	YERI GELDAN					
29	ZAKIAH MAHMUDAH ARIS					
30	ZAKIAH NUR ALFATHMI					
31	ZAKILA					

Table of the Raw Scores of Students' Interest

Sample	Treatment 1	Treatment 2	Treatment 3	Treatment 4
S1	5	5	5	5
S2	4	5	5	4
S3	5	5	5	5
S4	4	3	4	3
S5	5	5	5	5
S6	4	3	4	4
S7	4	4	3	5
S8	4	3	4	5
S9	4	5	4	5
S10	5	5	5	5
S11	3	3	2	4
S12	2	4	2	4
S13	1	2	3	2
S14	4	5	5	5
S15	5	4	4	5
S16	3	4	4	5
S17	5	5	4	5
S18	5	5	5	5
S19	4	4	4	3
S20	2	4	5	4
S21	3	2	4	4
S22	3	4	4	3
S23	3	4	5	5
S24	5	5	5	5
S25	2	2	3	2
S26	3	4	5	5
S27	2	3	2	4
S28	5	5	5	5
S29	5	5	5	5
S30	5	5	5	5
S31	2	2	3	4
Total	116	124	128	135

DOCUMENTATION



The first meeting is Pre-test.



The second meeting is the treatment I. The material presented is "The elephant and friends" using a pop-up book



The third meeting is treatment II, whit the material "The Dove and the Ant" using Pop-up Book.



The four meetings is treatment III, whit the material being "The cat Arrogant" using Pop-up Book.



The five meeting is treatment IV, whit the material being "The Lion.



The last meeting is Post-test.

