

THE EFFECT OF POP UP BOOK IN READING COMPREHENSION

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ABSTRAK

This research was conducted to investigate the effect of pop up book applied in teaching reading comprehension of narrative text. The design of this research was quasi experimental research because the researcher cannot choose the subject randomly. The subject of this research was the eight grade students of SMPN 2 Bareng. The subject of this reseach consisted of class VIII A with 25 students as the experimental group and class VIII B with 23 students as the control group. The researcher had used test as the instrument for collecting the data. The researcher had three steps in this research. That were giving pre test for both two groups, doing treatment, and giving post test. Based on the Analysis of Covarience (ANCOVA), the result of this research had shown that Sig. of bacground knowledge of students on reading comprehension is 0,000 and the Sig. of media of pop up book is 0,000 as well. It was lower than 0,05. It means that the H_0 is rejected. It declared that there is asignificant difference with students achievement who are taught in reading comprehension of narrative text by using pop up book than students who are taught without using pop up book. This result was also supported by the Partial Eta Square table which had shown that the value of the media of pop up book was 0,388 and 0, 343 for the value of the bacground knowledge of students on reading comprehension. The value of the pop up book as media was higher than the value of the bacground knowledge of students on reading comprehension. It means that the result of this research is surely influenced by the treatment manipulated by the researcher and it was not affected by the students bacground knowledge of students on reading comprehension.

Keyword : *Reading comprehension, Pop Up Book Media, Narrative text.*

INTRODUCTION

In teaching learning English process, Reading is very important because when teaching learning process, students can start with reading and understanding the material. According to Pang, et al, (2003:7) that reading is about understanding written text. But, reading does not only understand the text. Students also need media that can support them in understanding the text. Good and interesting media makes easier for students to understand the text. Moreover, students in junior high school usually get difficulties to understanding text and exercises in learning English. So that makes students get low score. Therefore, media is very important to used for reading comprehension in teaching and learning English. Reading comprehension is understanding the contents of meaning in long texts or short texts. According to Resmini in Prasetyo, (2011:4) Factor that effect reading comprehension is the ability to parse the massage (decoding), vocabulary, knowledge, knowledge of the

concepts, and cognitive development. To get the knowledge or information of the text we must understand kinds of the text.

Based on curriculum of 2013, English subject for eighth grade in junior high school, kinds of the text that should be learnt by the students are descriptive text, recount text, procedure text, and narrative text. This research focused on the narrative text. The narrative text tells a story with one character or more. According to Apriliani (2013: 4) narrative text is a type of written text that tells one or more character with certain situations. In this study, the researcher used fable as a material. In teaching and learning narrative text, the student needs the media that can help the student to improve the reading comprehension. To improve reading comprehension we need visual media with various interesting pictures so students can learn enthusiastically and motivated to understand the text. According to Arsyad, A. (2009:91) that visual media is a very important role in the learning process because it can accelerate understanding and strengthen memory. So, the researcher used visual media in the form of a book with various pictures that turn up 3 dimensions called a pop up book.

Pop up book is one of the interesting and suitable media for reading. According to Rahmawati, et al (2018) pop up books are types of books that can move and interactions arise from paper movements. In this study, researcher used a pop-up book that type of lift the flap book. According to Daryanto in Rahmawati (2018) that lift the flap book has advantages, which are simple, economical, easily accessible, able to convey a summary, can be varied between media one with other media.

Based on the explanation above the study aims to know the effectiveness of teaching narrative text using pop up book in reading comprehension. The researchers want to use pop-up book as a media to teach reading comprehension.

METHOD

The design of the research is using quantitative research method. In this study, the researcher chose experimental research because the researcher tried to find the effectiveness of using pop up book in teaching reading comprehension. According to Ary, et, al, (2010: 26), “experimental research involves study of the effect of the systematic manipulation of one variable (s) on another variable”. The researcher used quasi-experimental design because the researcher can not select samples randomly because the researcher is not possible to randomize the population because these groups have been chosen independently by the school. Latief (2016: 96) said that in educational settings, very often it is not possible to select the sample randomly out of all the population students and assign to different classes. Although subjects cannot be randomly assigned, still using flip a coin to determine which of the two intact groups will be the experimental group and which will be the control group. The population of the research are the eight grade students of SMPN 2 Bareng in academic year 2018/2019. Those classes divided into experimental group and control group. The sample is class of VIII A as experimental group which consist of 25 students and VIII B as control group which consist of 23 students The researcher conducted try out on students who have different classes with the sample. Before conducted try out of the test, the researcher consulted the validity of the test to the experts and also analyzed using SPSS. Then, The researcher gave pre test to students VIII A and VIII B. After that, the researcher did treatments in experimental class had been treated by using pop up book and in control class had been treated by using pictures. After the treatment students get post test.

Based on the research design, the researcher was analyzed by using ANCOVA. The researcher apply the SPSS for supporting the data analysis. To make the reader understand well about the data analysis, the researcher shows the steps for using the SPSS namely :

analyzing the ANCOVA, Analyzing the correlation, adjusting the result of the first and the second steps, testing the hypothesis. The researcher using the Ancova because an Ancova based on Ary, et al (2010: 287) said analysis of covarience (ANCOVA) is a statistical technique used control for the effect of an extraneous variable known to be correlated with the dependent variable and the achievement pretest scores are often is used as covariates, but the researcher also can use aptitude or attitude scores as the covariates. The researcher have another reason why using ancova is chosen by the researcher. Here the researcher used pre test scores as a covariate when comparing the post test scores between the control and experimental groups. The pre test score was used as students background knowledge. Therefore, the researcher used ANCOVA at the end of experiment in post test score as the dipendent variable and the pre test score as the covariate.

FINDING AND DISCUSSION

FINDING

In this research, the researcher used three steps for conducting this research. They were pre test, treatment, and post test. The researcher applied for four meeting both the experimental group and control group. The first meeting, the researcher did pretest for control group was held on June 17th, 2019 at 08.30 a.m. until 9.30 a.m. and for experimental group also on June 17th, 2019 at 10.00 a.m. until 11.00 a.m. The second meeting, the researcher did the first treatment for experimental group on June 18th, 2019 at 08.00 a.m until 9.30 a.m for control group also on June 18th, 2019 at 10.00 a.m. until 11.30 a.m. The third meeting, treatment for the second meeting was done on June 20th, 2019 in experimental group at 09.00 a.m. until 10.30 a.m. and also for control group on June 20th, 2019 at 11.00 a.m. until 12.30 p.m. The last meeting was giving post test for both groups. It was done on June 21st, 2019 at 08.00 a.m until 09.30 a.m for experimental group and also on June 21st, 2019 at 10.00 a.m until 11.30 a.m for control group. The test consisted of 20 questions in the form of multiple choices by applying impromptu reading plus comprehension questions.

To know the different mean of the students achievement in experimental group and control group, the researcher had seen the table below .

Table 4.1 Descriptive Statistics

Descriptive Statistics			
Dependent Variable:Post_test			
Media	Mean	Std. Deviation	N
POP UP BOOK	79.72	7.179	25
PICTURE	68.48	10.162	23
Total	74.33	10.338	48

The table above shows that the students' who are taught reading narrative text by using pop up book media have higher achievement with the students' who are taught reading narrative text without pop up book. It is clearly seen at mean table that establishes 79.72 for experimental group and 68.48 for control group. Indeed, the experimental group had gotten higher achievement in reading narrative text than the control group.

The table is product to proved which one is better between two techniques regarding achievement on students reading narrative text. Therefore, the researcher needed to test the hypotesis through using ANCOVA. The result can be seen through the table below:

Table 4.2 Test of Between- Subjects Effects
Tests of Between-Subjects Effects

Dependent
Variable:Post_test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2716.454 ^a	2	1358.227	26.502	.000	.541
Intercept	5117.925	1	5117.925	99.864	.000	.689
Pre_test	1202.567	1	1202.567	23.465	.000	.343
Media	1465.064	1	1465.064	28.587	.000	.388
Error	2306.212	45	51.249			
Total	270244.000	48				
Corrected Total	5022.667	47				

a. R Squared = ,541 (Adjusted R Squared = ,520)

In final consideration, It can be seen through the Partial Eta Squared column. For the students' background knowledge, the value is 0,343 and the value for the media is 0,388. The value of background knowledge is lower than the media. It means that the result of the students' post test is surely influenced by the media manipulated by the researcher and it can be said that the pop up book is effective to teach reading Narrative text for eight grade students.

DISCUSSION

Pop up book is one of the interesting media and very suitable to be used in reading. According to Nandasari (2017) that pop up is a book that has moving parts or has elements of three dimensional, and give a visualization of a more interesting story, from the display image that can move when the page is opened. In this study, the researcher used pop up books as instructional media to teach reading which contains text and images. Khafidoh (2011) explains that text and images are made to improve students' understanding. In addition, learning through text and images has proven to be an effective medium for improving reading skills (Khafidoh, 2011). Mayer in Marshall 2002 as cited in Prilini, et al (2016) adds the pictures presented in the Pop Up make the learners reading comprehension improved. It means that pop up books can improve student learning outcomes in reading comprehension. As explained by Prilini, et al (2016) that Pop Up book can achieve learning goals that provide benefits to students. So, pop up book media can give achievement in reading comprehension by using pictures and text in a pop up book.

The pop up book that had been manipulated by the researcher in this research is established effective because the H_a of this research is accepted. The ANCOVA analysis had shown that the Sig. value of the media is 0,000. It is lower than 0,05. It can be concluded that the H_0 is rejected. The H_a is accepted means that the students who are taught by using pop up book have higher achievement with the students' who are taught reading narrative text without by using pop up book in reading comprehension. This result is also supported by the Partial Eta Squared column that shows which variable that surely affects the result of the students' post test as the dependent variable. In Partial Eta Squared column shows that the students' achievement in reading narrative text assuredly is influenced by

using pop up book. It is not caused by their background knowledge. It is established through the media value, 0,388 and the value of students background knowledge is 0,343. The value of the media is higher than the background knowledge. It means that the media used in the experimental class in teaching reading narrative text is effective the eighth grade students.

CONCLUSION

Based on the finding and discussion, it can be concluded that pop up book is effective for teaching reading comprehension Narrative text to the eighth grade of SMPN 2 Bareng. It is established through the result of Analysis of Covariance (ANCOVA). The Sig. value of the media is 0,000. It is lower than 0,05. It means that the null hypothesis (H0) is rejected. Certainly, this research has proven that student's achievement who are taught in reading narrative text by using pop up book than student who are taught without using pop up book is different.

SUGGESTION

The first suggestion for the teacher, researcher suggest that teachers used pop up book media in the learning process. However, the teacher must also provide input and experience in using media to teach reading comprehension in a fun way and inspire them to be more creative in creating media. The second suggestion for the student, researcher suggest that students not only accept explanations when studying in class but students also have to practice more in understanding reading. So that it can improve students' abilities in reading comprehension. The third, the researcher suggest that other researchers do research using media pop up book in other types of text and skills. Because this media is very useful and effective in the teaching and learning process. In addition, further researchers can add information and also repair the weakness of this study.

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