



Developing Pop-Up Book for Teaching Procedure Text at Grade 7

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Abstract

This research aims to develop a pop-up book as a teaching material for teaching procedure text at grade 7. Pop-up book is a book that when opened could display images that appeared to pique student enthusiasm in studying and direct their focus. This type of research is development research (RnD) based on ADDIE model which consists of analysis, design, development, implementation, and evaluation. However, in this study researchers only conducted research up to the Development stage. Data were obtained from English teacher interviews, curriculum analysis, and validation sheets. The results revealed that the lack of media use during the learning process and it is also known that students like visual media consisting of colorful images. The researcher developed a pop-up book that received good responses from material experts and media experts. The validation results of the pop-up book for procedure text material in grade 7 are valid. Pop-up book is categorized as very feasible because it gets 100% percentage on material validation, and gets 100% percentage on media validation.

Keywords: Pop-Up Book, Teaching Material, Procedure Text

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I INTRODUCTION

One of the subjects that was considered difficult for most students was English. Lack of student motivation in learning caused learning objective had not been yet achieved making English became a difficult lesson for students. According to Purmama, et. al., (2019), motivation made students would comprehend the material more easily so that learning objective was attainable. To successfully execute the process of teaching and learning, teachers needed teaching material and media to control and support the learning process. According to Puspitarini & Hanif, (2019) teachers could use learning media as a tool to communicate with students. In order to fulfill the learning objective, it was expected that teachers and students would establish a connection through the use of teaching material and media. The media used must also support the learning material itself. Media was anything that could help students understand lessons. According to Gerlach & Ely, (1971) the word "medium" described a person, thing, or occasion that creates favorable learning environments for students. Teachers required teaching media to assist students to understand the information that they were studying. Reiser and Dempsey (2012) said that learning media was physical equipment used to provided learning materials. Teachers could used media as an intermediary medium to present material to students. According to Laiya, (2019) media was a tool for learning to make someone easier in learning.

One of the popular media was pop-up books. According to Dyk, (2010) for almost 800 years, pop-up books had entertained the readers. According to Dzuanda, (2011) pop-up books were books that had three-dimensional elements and provided interesting visualizations, with the moving visual display that appeared when the page was opened. Pop-up books could increase students' enthusiasm for learning and provided a positive learning impression. In contrast to books in general, students would feel happy with surprises that appeared on every sheet where images may occur. Students had been more focused and motivated to learn.

Teaching materials were materials commonly used by students and teachers during learning and were arranged systematically. In developing teaching materials, teachers must also consider several things, one of which was relevance or suitability to regional characteristics. Most of the examples in textbooks felt foreign to students. Pannen & Sardiyo (2005) stated the lesson culture-based was a creation learning strategy environments and designing learning experiences that integrated culture as part of the learning process. Teachers could give examples to students based on the local culture where the students came from. So, students would understand the learning material more quickly, because students were already familiar with what they would learn.

For students who were not interested in studying English, pop-up book could be used as an alternative in the teaching and learning of procedure texts. Procedure text was a text that contains the steps to perform or made a task, such as a food or drink recipe, how to produced or operate something, and much more. According to Susanti et. al., (2015) the meaning of procedure text was a form of text that instructs us to do something through a series of steps or activities. In textbooks, example of procedure text was only presented in written form and with few pictures. By using pop-up book, examples of procedure text would look clearly and had been easily understood by students because there were pictures that appeared. This also attracted students' interests when studying procedure text.

There were still teachers that used textbooks and power point as a material for learning and teaching, according to interview with the english teacher. Due to the lack of a variety of media and material, students found it hard to concentrate when learning and made them not interested in learning, which made English became a difficult subject for them. Pop-up book teaching had never been used in teaching English at SMP Negeri 1 Bintan. The researcher felt it was necessary to develop a pop-up book for teaching procedure text at grade 7. The pop-up book that had been developed was packaged attractively and used examples of procedure text taken from local culture of Kepulauan Riau, namely Otak-Otak. It was easier for students to understand procedure texts and they were more engaged. The title of this research was "Developing Pop-Up Book Teaching for Teaching Procedure Text at Grade 7."

II METHOD

The research design of this study was Research and Development (R&D). Research and Development was a research method used to create or produce products (Sugiono, 2013). With the ADDIE model consist of five steps namely Analysis, Design, Development, Implementation, and Evaluation. Due to time constraints, researcher only conducted this study until the development stage. The stages in developing Research and Development based on the ADDIE model was adapted by Rustandi & Rismayanti (2021). In Analysis stage the researcher conducted interviews with one English teacher at SMP Negeri 1 Bintan, and did curriculum analysis. The researcher conducted interviews with an english teacher to determine the difficulties students had when learning english, the method, material and media used by teacher to teach the students. Curriculum analysis aims to find out what curriculum was used in schools and learning objectives and ensured that the media and material designed were in accordance with the curriculum and learning objectives. Pop-up book media was designed in Design stage. The researcher created media focus on class 7 for procedure text. The type of procedure text used was recipes. Local culture was reflected in the teaching materials. Using the design as a guide, pop-up book was created during the development stage. After that, it was continued with a validation test to assess the pop-up book that had been developed which had been carried out by providing assessment sheets to experts consisting of one lecturer and one teacher as media experts and material experts. The results of the assessment and suggestions from media experts and material experts were used to improve the media being developed.

This study was conducted at SMP Negeri 1 Bintan. This school was located on Jl. Raja Ali H., Kijang Kota, Kec. Bintan Timur, Kabupaten Bintan. During the needed analysis phase of the study, the subjects was junior high school students in the seventh grade.

The research instrument for collecting the data was used interview sheet and validation sheets. The researcher produced an interview guide prior to interviewing an English teacher to gather information about the difficulties experienced by students when learning, the use of learning methods, material and media used by teachers when teaching, and other information have been developed into learning material. The teacher interview grid adapted from (Sinta & Syofyan, 2021).

Table 2. 1 Teacher Interview Grid

NO	Indicators
1.	Students' difficulties when learning English.
2.	Method used by teacher when teaching.
3.	Media used by teacher when teaching.
4.	Media that students are interested in.
5.	The most difficult material or text.
6.	Text studied in the current semester.

The material developed was measured by using a validation sheet adapted from Giyanti, (2018). This validity is carried out by media and material experts.

Table 2. 1 Media Validation Sheet

NO	Aspect	Indicators	VG	G	N	P	VP
1.	Media Display	1. Appropriate font/writing size 2. Attractive media cover appearance 3. Attractive placement of images and illustrations 4. Relevance of images and material 5. The images in the pop-up book are clear 6. Correct image size					

		7. Appropriate pop-up book media size					
2.	Media Content Design	<ol style="list-style-type: none"> 1. Use of letter variations (bold, italic, capital) not excessive 2. Normal space 3. Shape, color, size, proportion of objects/images according to reality 					
Suggestion:							

Table 2. 2 Material Validation Sheet

NO	Aspect	Indicators	VG	G	N	P	VP
1.	Material	<ol style="list-style-type: none"> 1. The material presented is in accordance with curriculum 2. The material presented is in accordance with CP about procedure text. 3. Procedure text material has been covered in a pop-up book 4. Writing material is organized and not excessive 5. The material can be presented in an interesting way 6. Use appropriate examples 					
2.	Language	<ol style="list-style-type: none"> 1. The language used is easy to understand 2. Choose words according to the material presented. 3. The language is suitable for the student's stage of development 4. Use appropriate punctuation 					

Suggestion:

Description:

- VG : Very Good
- G : Good
- N : Neutral
- P : Poor
- VP : Very Poor

The technique of analyzing data used qualitative descriptive was gathered through interviews and expert validation in the form of critiques, suggestions, and comments on a questionnaire on the product produced, which aimed to determine the suitability of the media and material in pop-up book and used quantitative descriptive from the results of assessment scores to test the feasibility and validity of the media and material created. The data analysis technique used a Likert scale by Sugiono, (2013) to change qualitative data into quantitative with the score.

Table 2. 4 Likert Scale

Score	Category
5	Very Good
4	Good
3	Neutral
2	Poor
1	Very Poor

The average validity score could use the following percentage formula adapted by Mardhatillah & Trisdania, (2018):

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

Description:

- P = Validation Value
- f = Score Obtained
- N = Maximum Score

The following table criteria presents the percentage score findings from the research adapted by Riduwan, (2016):

Table 2. 5 The range of score interpretation criteria

Score Interpretation Criteria (%)	Category
0 – 20	Not feasible
21 – 40	Less feasible
41 – 60	Feasible enough
61 – 80	Feasible
81 – 100	Very feasible

If it shows a percentage $\leq 61\%$, then revisions will be carried out again. If it shows $\geq 61\%$, then the material and media get a positive response.

III RESULT

3.1 Research Findings

In this study, researcher developed a product called pop-up book used the ADDIE model namely Analysis, Design, Development, Implementation, and Evaluation. This material was purposefully created to fit the backgrounds of the grade 7 students at SMP Negeri 1 Bintan. The development of the pop-up book was carried out by researchers interviewing English teachers and analyzing the curriculum, design the material, then the material was validated by media and material expert.

3.1.1 Analysis

This stage was carried out by conducting interviews with English teacher at SMP Negeri 1 Bintan and analyzing the curriculum. Based on the interview results, it could be seen that there was a lack of material and media used during the learning and teaching process.

Researcher: “What media did you often used when teaching?”

Teacher: “The media usually used were printed books and power point.”

In addition, it was also known that all materials considered difficult for students because in elementary school there was no English lessons, they only learned English in junior high school.

Researcher: “What material did students found most difficult?”

Teacher: “Most of them were difficult for students, especially grade 7 students.”

Therefore, the writer chose procedure text as the material have been used in the learned media. And from the interview results, it was also known that students liked visual media that contains colorful images.

Researcher: “What media did you thought students would been interested in?”

Teacher: “The media that students were interested in was media in which there were visualizations of colorful images.”

Based on these problems, the researcher developing pop-up book for teaching procedure text.

Apart from interview the teachers, the researcher also analyzed the curriculum. The curriculum used at SMP Negeri 1 Bintan grade 7 was the Kurikulum Merdeka. At this stage the researcher formulates learning objectives and adapts the material so that the learning objectives could been achieved.

Table 3. 1 Curriculum Analysis

Fase	Topic	CP Element	ATP
Fase D	Procedure Text	<p>Membaca – memirsa</p> <p>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</p>	<ul style="list-style-type: none"> - Identify the meaning and examples of procedure text. - Identify the text structure, social function, and linguistic elements of text procedures.

The material developed must be in accordance with the curriculum used so that learning objectives could be achieved. The learning objectives on procedure text included students being able to identify the meaning, example, text structure, social function, and language feature of procedure text.

3.1.2 Design

The material chosen was procedure text at grade 7. First, the researcher designed the meaning, types, and objectives of the procedure text. This section was explained briefly so that students could understand the essence of the procedure text. Second, the generic structure and language features of the procedure text could be seen in the procedure text examples section in the pop-up book. An example of a procedure text was taken from a traditional Kepulauan Riau food recipe, namely otak-otak, which was already familiar to students, in order to facilitate students to understand of the subject matter. The final step was designing practiced questions. The practiced questions consist of 10 multiple-choice questions.

Pop-up book designed by the researcher used Canva. The first step was to select "create design" and determine the desired size. Second, determine the background color that had been used by selecting "background color" to choose the appropriate background color. Next, determining the image or illustration that had been used by selecting "elements," then type the keyword image or illustration in the "search elements" column to search for the image or illustration. Then, to add the text, select "text," then select "add a subheading," and type the text. Canva also provided many types of fonts by clicking on the font name column and select the font, click "increase font size" to change the text size. Next, selecting "text color" to change the text color. After all the designs were finished, select "share" and then "download" to download all the designs that had been created. Next, selecting "pdf standard" so that the results were better for printing, then select "download" and wait until the download process was complete, and the design had been saved in pdf format.

3.1.3 Development

The pop-up book design that was created used Canva application was then printed and assembled into a pop-up book measuring A4. Then, researcher carried out validation with several expert validators, namely material expert validation and media expert validation. The material expert was an English teacher at SMP Negeri 1 Bintan. From the results of the material expert validation, the score was 98%. Material experts provided suggestion which were then revised by the researcher. After revising according to expert suggestion, the researcher then carried out the second stage of validation. The results could be seen as follows.

Table 3. 3 Material Expert Validation Results

No	Indicators	Score	Max Score	Percentage	Level of Validity
1.	The material presented is in accordance with curriculum	5	5	100	Very feasible
2.	The material presented is in accordance with CP about procedure text	5	5	100	Very feasible
3.	Procedure text material has been covered in a pop-up book	5	5	100	Very feasible
4.	Writing material is organized and ot	5	5	100	Very feasible

	excessive				
5.	The material can be presented in interesting way	5	5	100	Very feasible
6.	Use appropriate examples	5	5	100	Very feasible
7.	The language used is easy to understand	5	5	100	Very feasible
8.	Choose words according to the material presented	5	5	100	Very feasible
9.	The language is suitable for the student's stage of development	5	5	100	Very feasible
10.	Use appropriate punctuation	5	5	100	Very feasible
Validation value (<i>P</i>)		50	50	100%	Very feasible

According to the analytical results from the material expert validation, the score was 100%, which meant that the pop-up book was very feasible.

The media expert was an English Education lecturer at Universitas Maritim Raja Ali Haji. Validation was carried out by filling in the media validation sheet, and the data could be seen in the following table:

Table 3. 5 Media Expert Validation Results

No	Indicators	Score	Max Score	Percentage	Level of Validity
1.	Appropriate font/writing size	5	5	100	Very feasible
2.	Attractive media cover appearance	5	5	100	Very feasible
3.	Attractive placement of images and illustrations	5	5	100	Very feasible
4.	Relevance of images and material	5	5	100	Very feasible

5.	The images in the pop-up book are clear	5	5	100	Very feasible
6.	Correct images size	5	5	100	Very feasible
7.	Appropriate pop-up book media size	5	5	100	Very feasible
8.	Use of letter variations (bold, italic, capital) not excessive	5	5	100	Very feasible
9.	Normal space	5	5	100	Very feasible
10.	Shape, color, size, proportion of objects/images according to reality	5	5	100	Very feasible
Validation value (<i>P</i>)		50	50	100%	Very feasible

Based on the analysis results from media expert validation, it received a score of 100%, it indicates that pop-up book was very feasible, so there was no needed for revision. From the results of material validation obtained a score of 100%, and from the results of media validation obtained a score of 100%. This indicates that the pop-up book materials and media developed by researchers were categorized as very feasible. It can be seen in score interpretation criteria table. If it showed a percentage $\leq 61\%$, then revisions would be carried out again. If it shows $\geq 61\%$, then the material got a positive response, and there is no need for revision.

IV DISCUSSION

The objective of this study was to determine the development and validation of pop-up book for teaching procedure text at grade 7. The researcher conducted the analysis, design, and development stages to find out how was the pop-up book developed. After that the researcher also carried out the validation with material expert and media expert to find out the validity of pop-up book. The result of this research was a pop-up book to teach procedure text which was designed based on interviews with English teacher and curriculum analysis. Based on the results of teacher interviews, it was known that the lack of use of learning media at school, students like visual media that has a variety of colorful images, and all the material was difficult for student. And from the results of curriculum analysis, it was known that in SMP Negeri 1 Bintan grade 7 had used a Merdeka curriculum. The researchers designed materials by using Canva application. The validation results showed a positive response, which was 100% for the material validation results and 100% for the media validation results. It was indicated that the pop-up book for teaching procedure text in grade 7 was very feasible.

Based on interview with english teacher, researcher found a problem, namely the lack of use of teaching media during the teaching and learning process. Teaching media was very

important when learning because it could help teachers when teaching, enhance students enthusiasm for learning and facilitate their comprehension of the subject matter. The lack of use of media during learning caused students to have lack interest and focus when learning. According to Nurrita, (2018) media can encourage students' interest in studying new topics presented by the teacher and make it easier for students to understand the topic.

Apart from that, it was also known that students like visual media, which consisted of various colorful images. According to Djamarah, (2010) visual media was media that solely showed images, such as still frames from books, movies, pictures, sketches, or paintings. According to Dzuanda, (2011) pop-up books were books that had three-dimensional elements and provide interesting visualizations, with the moving visual display that appeared when the page was opened. Pop-up book was made as attractive as possible with various images that can appear when the page was opened, by using pop-up book, the students could focus when studying and make it easier for students to interpret a word when they had seen the image.

Based on the results of interviews with english teacher, it was known that all English material was considered difficult for 7th grade students. One of the texts studied was procedure text. Therefore, the researcher chose to develop pop-up book with procedure text. The curriculum used at SMP Negeri 1 Bintan Grade 7 was merdeka curriculum. The material in teaching media must be adapted to the curriculum. Meanwhile Rivai & Sudjana, (2009) said that the material in learning media must be in accordance with learning objectives and can be adapted to the curriculum.

The researcher designs pop up book according to the character and culture of students at SMP Negeri 1 Bintan. Where the example contained in the pop-up book used the otak-otak recipe from the Kepulauan Riau. This was because usually procedure text contained examples using foreign food recipes that were not familiar with students. By using examples that were in accordance with the character and culture where the students came from, it would make it easier for students to understand the material so that learning objectives would be achieved. According to Rivai & Sudjana, (2009) the selection of media, language, and materials should be adjusted to the characteristics, culture-based, and development of students so that the meaning contained can be easily understood.

The validation result from media expert concluded from the aspects of the media validation sheet was 100%, which meant the media was very feasible based on table 3.5. Pop-up book was a interesting media and appropriate media for seventh-grade students. According to Ramawati & Rukiyati, (2018) pop-up book is a interesting teaching media. This pop-up book was designed to make it easier for teachers and students at SMP Negeri 1 Bintan class 7 during the learning process.

The result of validation from material expert based on aspects of the material validation sheet was 98%. The criteria were very feasible based on table 3.5. The material about procedure text in pop-up book was clear and easy to understand because it adapted to the character and background of grade 7 students at SMP Negeri 1 Bintan. According to Rivai & Sudjana, (2009) the selection of media, language, and materials should be adjusted to the characteristics, culture-based, and development of students so that the meaning contained can be easily understood.

V CONCLUSION

Based on the result this research used Research and Development (R&D) research with the ADDIE model namely analysis, design, developing, implementation and evaluation. However, due to time constraints, this research was only completed up to the Development stage. Started from analysis stage, the researcher carried out by interviews to find out the existing problems and the backgrounds of students. Apart from interviews, researchers also conducted curriculum analysis to find out what curriculum was used at SMP Negeri 1 Bintan. Next, the researcher compiled the material and created practice questions first, then designed the pop-up book by

determining the size, background color, images, and other components using Canva application. After the pop-up book was designed, then it was validated for the material and the media to determine the level of validity. The validation results for the pop-up book based on the assessment of material experts got a percentage of 100% in the very feasible category, and media experts got a percentage of 100% in the very feasible category. In summary, the media and material from pop-up books can be considered very feasible and valid.

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