

**THE USE OF POP-UP BOOK TO ENCOURAGE STUDENTS' INTEREST
IN MASTERING THE ENGLISH VOCABULARY
(A Study at the second-grade of SMP IT Al-Fityan School Aceh)**

THESIS

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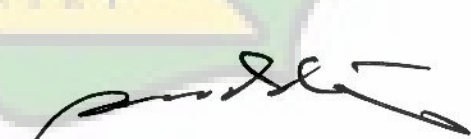
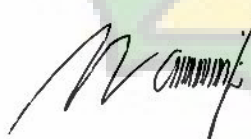
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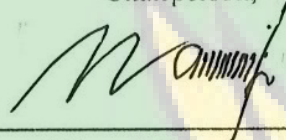
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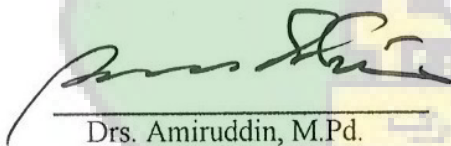
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English Vocabulary (A Case Study at the Second-Grade of SMP IT Al-Fityan
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Farhan Diwa

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ABSTRACT

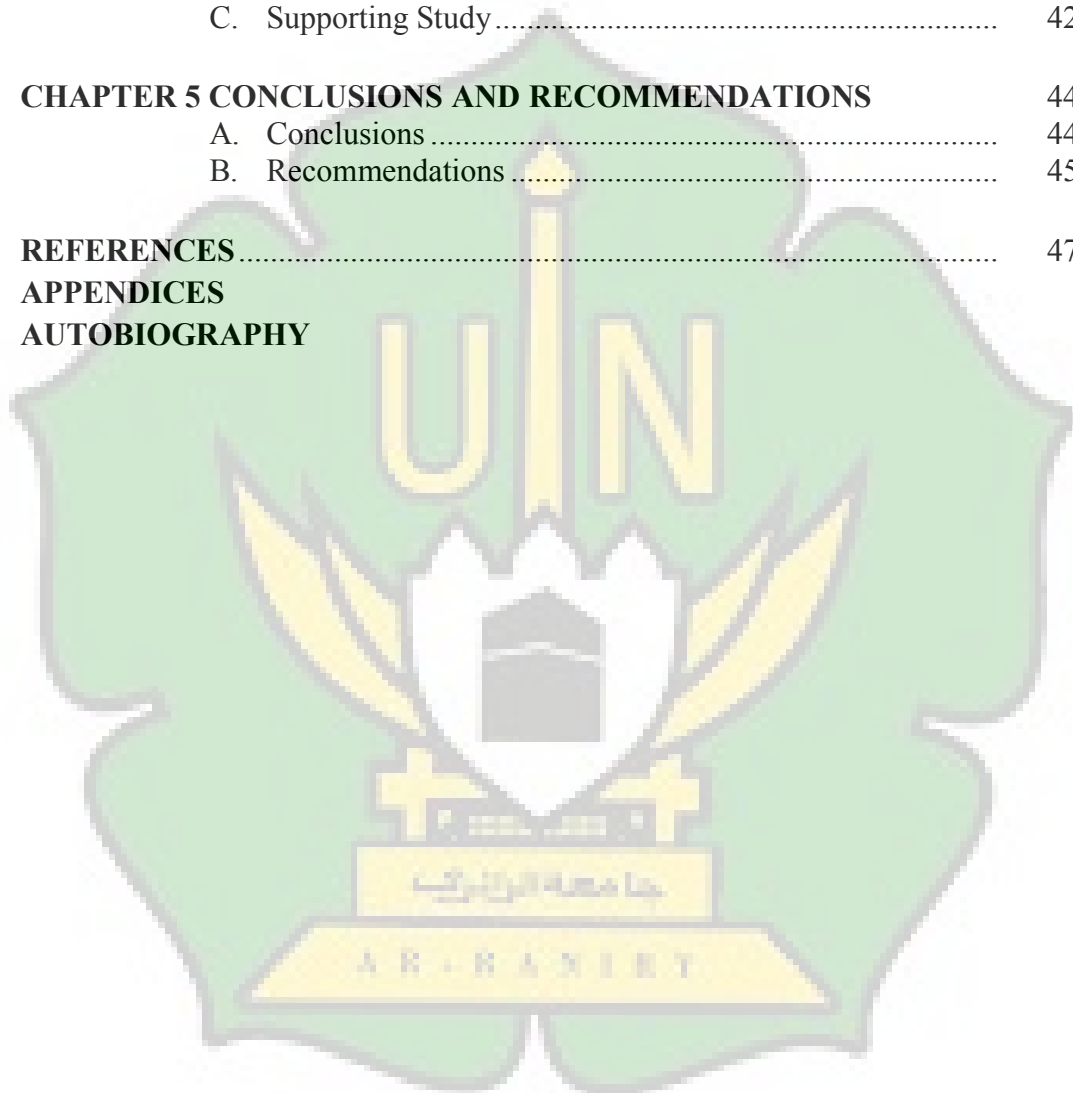
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The present study was conducted to discover the student's interest in mastering English vocabulary by using a pop-up book. It was addressed at two main research objectives. First, it explores to find out student's interest in mastering the English vocabulary with a pop-up book. Second, it discusses students responses towards mastering English vocabulary by using a pop-up book. The research employed a qualitative descriptive to investigate a student's interest in mastering English vocabulary. The participants of this study were seven students of grade two SMP IT Al-Fityan School Aceh. Further, the researcher conducted an interview as a research instrument. The interview addressed some questions that were leading the students to interest and responses towards learning English vocabulary with the pop-up book. The student interview was then transcribed to analysis this study. Thematic analysis was then used to analyze the student's interest from the script of the interview. The result showed that students become very interested in mastering English vocabulary with a pop-up book. The pop-up book helped students to remember and to find new words of English. Students also assert that learning English vocabulary by using pop-up book was much easier. Students agreed that with a pop-up book, they can learn English vocabulary better and quickly because the media allows students to automatically know the vocabulary without any help of a dictionary. This media had a positive impact on students in learning English vocabulary.

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CHAPTER 1

INTRODUCTION

A. Backgrounds of the Study

Vocabulary is a large stalk of words in a language. Having a large number of vocabulary in any language contributes a lot to make ease of communication. Without a proportional amount of vocabulary, someone will get trouble in speaking, reading, listening and writing. Therefore, mastering the vocabulary is needed by every learner of a language. This is because vocabulary is an essential and crucial element in the communication process. In this respect, Schmit (2004) has argued that someone may say a lot of things about this world if he/she has a number of words to say.

Vocabulary affects the four major language skills; they are speaking, listening, reading, and writing. Learners will be easy to master the language skill if they have enough vocabulary. Recharads and Renandya (2002) affirm that vocabulary is the core component proficiency and provides much of the basis for how well learners speak, listen, read, and write. The more words learners know, the better they will comprehend the text. Clearly, vocabularies are a substantial part of comprehension. Learners cannot understand a text without knowing what most of the words mean.

In this regard, Linse (2006, as cited in Pisut, 2012) has argued that vocabulary will influence the ability of learner's improvement in language. Obviously, to have a good command of English, they should master the vocabulary. A limit knowledge of vocabulary will be the primary problem in

learning a language (Gunning, 2002as cited in Pisut, 2012). In short, if learners do not have enough vocabulary, it is hard for them to use language well. The communication will not be engaged between the speaker and listener or run well if they cannot use words properly.

Some studies have been conducted to explore the obstacles faced by the students in learning vocabulary. Gardner (1983) has offered the concept of “Multiple Intelligence” which is known to be effective for learners to improve their vocabulary. This concept is known as IQ which is particular in the body and mind of each individual. Multiple intelligence was first used in the field of psychology and was quite popular at its time (Richards and Rodgers, 2001). The process of learning a language involved with its components take place in mind (Yule, 1985). It can be said that multiple intelligences and strategies used for learning a second and foreign language both exist in the brain.

Later on, the concept of Multiple Intelligence (MI) revealed to the field of learning second and foreign languages (Richards and Rodgers, 2001) and has been the subject of investigation ever since. One of the areas, which seems to be confusing and difficult to manage for learners, is learning new vocabulary and guessing the meanings under different circumstances. Because learning vocabulary is related to learning a new language and since its process happens in the brain and also for the reason that multiple intelligences are considered as cognitive abilities, it is assumed that there is a relationship between these intelligences and vocabulary learning strategies. To do so, conducting strategies

and providing some media can be appropriate ways of learning vocabulary for learners.

According to Piaget as cited in (Kathy and Roberta, 2003), every learner is programmed by nature to learn with unique way based on their brain and body development. To do so, learners also need the media to support their activities. One of the main media function as a tool for learning which influences climate, condition and learning environment organized and created by the teacher. Hamalik as cited in (Azhar, 1996) argues that the use of instructional media in teaching and learning and a desire to generate new interest, motivational and learning stimulation and even carry psychological effect on students. Moreover, media is important to assess learners intelligently.

My experience as an English teacher at SMPN 4 Sigli for two months revealed that many students face a lot of difficulties in learning and mastering vocabulary. Most of the students are not interested in learning English vocabulary. One of the reasons is that the teacher does not provide the student with some media to arouse student's feeling in learning English vocabulary. Presenting such as useful media is important to attract students in teaching and learning activities.

In this case, the researcher selected the Pop-up Book as a media in teaching English vocabulary. The pop-up book is an interesting media and it is different from the other book. Most of the books have picture and properties lies in the pages. However, the pop-up book has its own way to show the pictures and properties by building it into real pictures or 3D image. These images are not flat like the other book. Therefore, by seeing the real object in front of students, they

will easily imagine the names of the objects automatically. This kind of book is also rare to use as a media in a school.

In order to arouse students' interest in mastering vocabulary, the teacher should use various kinds of media that can help and make teaching and learning activities become more fun and will support the learning process.

B. Previous Studies

Only a limited number of studies on teaching vocabulary using pop-up pictures were done. Inez (2013) conducted a study using pop-up pictures through exploration, elaboration, and confirmation strategy to improve vocabulary mastery of the first grades of high school. The participants of this study were 10 first grades students of SMP N Mulyoarjo Malang. The findings were reported that students had difficulty in remembering new vocabularies. This research was a collaborative classroom action research with the English teacher.

The other study was conducted by Putri (2011) emphasized on using pop-up pictures to improve vocabulary mastery of the second year students of high school Gempol 3 at Pasuruan Regency. The findings were claimed that students rather hard to mention the vocabulary without opening their textbook. The research was a classroom action research that consisted of two cycles. The cycles were conducted in five times. She used pop-up pictures to explain English vocabulary. After she conducted the research, she concluded that the use of instructional media in the learning vocabulary was appropriate because these media have interesting forms and colours.

From those previous studies which have been provided by Putri in (2011) and Inez in (2013) reveal differences for both. As in Putri (2011) uses pop-up pictures book to explain English vocabulary. Inez (2013), however, analyzes the effectiveness of using a pop-up book to improve students vocabulary mastery. This can be assumed that these previous study use pop-up book focus on enhancing students vocabulary. The difference from this study is the researcher uses pop-up book is not only to increase students vocabulary but are also to encourage student's interest in mastering English vocabulary in some ways such as mention the words, tell the story, and tell how to make the pop-up book as well. This term will provide more than just mastering vocabulary, but also can improve other students proficiency such as speaking and listening.

In final consideration, conducting the research using media to encourage students' interest is essential in teaching and learning activities. Hincks (2003, as cited in Amirrudin, 2018) states that learners motivation determines in English language learning process.

C. Research Questions

After going through the related literature on teaching vocabulary, the researcher formulates two research questions:

1. Are student interested in mastering English vocabulary by using media pop-up book?
2. What are the responses of students toward mastering English vocabulary by using the pop-up book?

D. Research Aims

The aims of this research are:

1. To find out whether students are interested in mastering English vocabulary by using media pop-up book.
2. To discover students' responses in mastering English vocabulary by using pop-up book.

E. Significance of the Study

This study is hoped to be useful for teaching English vocabulary in high schools. It also provides information about media which is useful for the English teacher.

For the student, this study presents information about the importance of learning vocabulary. Through media, students can easily understand and learn new vocabulary. The media is a Pop-up Book which is designed to attract student's attention in learning by its pictures and moveable pages.

This study is also expected to be of useful reference for the next researcher to conduct further study in the field of teaching vocabulary at high schools.

F. Terminologies

1. Pop-Up Book

The pop-up book is a book with paper elements within the pages that can be manipulated by the reader. Many refer to such a book as a moveable book. Pop-up books include text, illustrations, and folded, glued, or pull-tab elements

that move within the pages of the story. In the same way, those materials construct the book into a media that used in a certain purpose depends on people needs.

In this study, the pop-up book is defined as a three-dimensional book containing a piece of paper that appear or move when the book is opened and closed. The use of pop-up book was very rare to use in the educational field as a media in teaching and learning activities. Therefore, these books were made for educational purpose hopefully it can be used as a media to support student learning activity especially to gain student's interest in mastering the English vocabulary.

2. Students' Interest

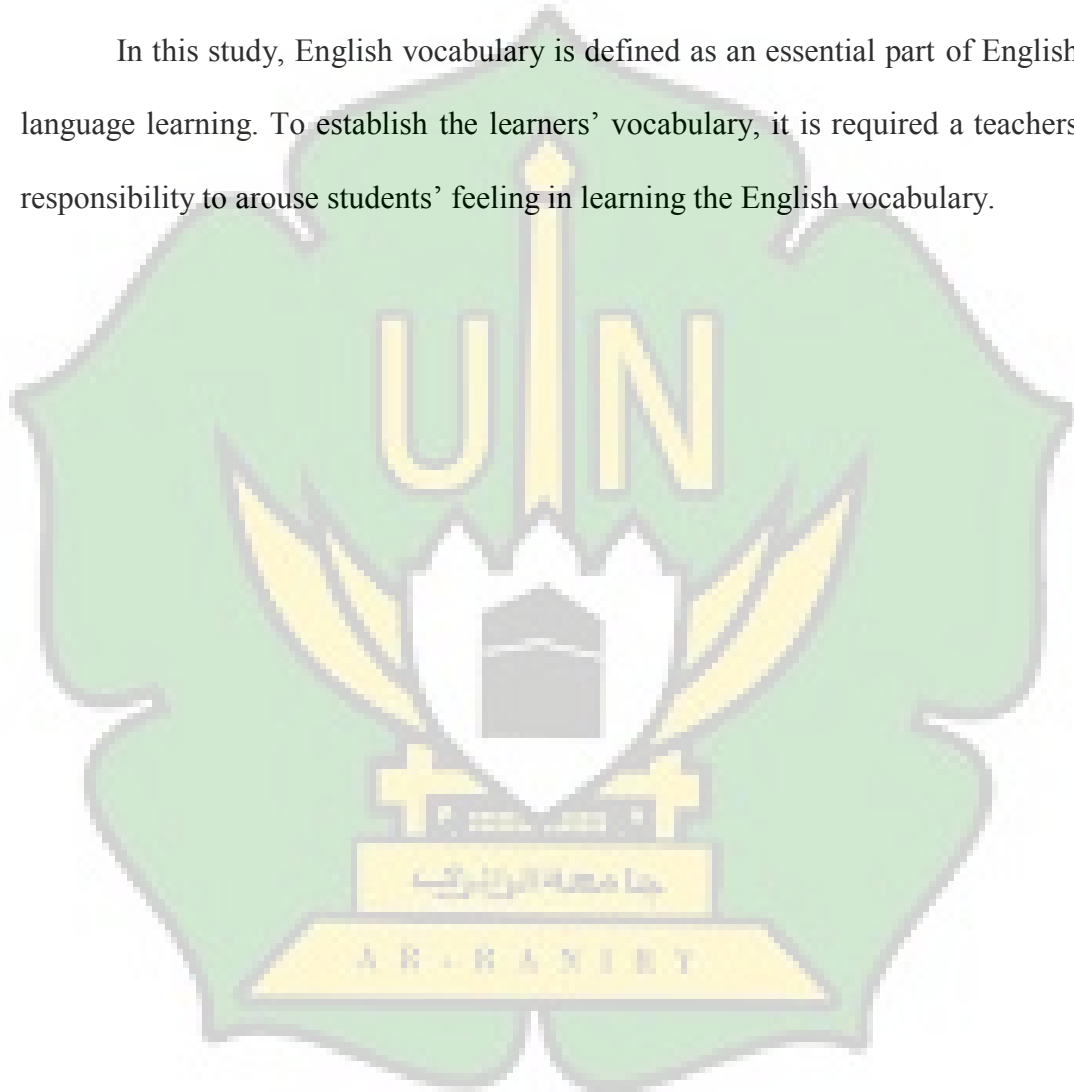
Interest is a powerful motivational process that energizes learning, guides academic, and is essential to academic achievement. The necessity of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something it becomes easy and even enjoyable to learn about a topic.

In this study, the students' interest is defined as a motivation of the second- grade students of SMP IT Al-Fityan in learning vocabulary. The researcher investigates the student's interest as the essential matters that can influence a student's achievements towards learning. Furthermore, the researcher used a pop-up book to explore the students' interest in mastering English vocabulary.

3. English Vocabulary

Vocabulary is one of the most common knowledge that has to be learned by learners in learning the English language. The vocabulary consists of words and meaning that allowed the learners to produce the language.

In this study, English vocabulary is defined as an essential part of English language learning. To establish the learners' vocabulary, it is required a teachers responsibility to arouse students' feeling in learning the English vocabulary.



CHAPTER 2

LITERATURE REVIEW

This chapter discussed the definition of vocabulary that includes the importance of learning vocabulary and the difficulties of learning vocabulary. Then it is followed by media and types of media, the literature of a pop-up book that includes the advantages and disadvantages of using the pop-up book, and it ends with student's interest.

A. The Definition of Vocabulary

Over the year, linguists look at vocabulary in a slightly different manner, but all agree that vocabulary is very important in language learning. Richards and Schmidt (2002a) stated that vocabulary is the main component of language expertise and represent loads of foundation for how well learners speak, listen, read, and write. Jackson and Amvela (2000) said that the utterance of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is one of the language components that influence macro skills such as listening, speaking, reading, and writing. Nunan (1999) claimed that vocabulary is a slate of objective language words. Furthermore, Richards and Schmidt (2002b) said that vocabulary is a collection of words, including single words, compound words, and idioms. In addition, Hatch and Brown (1995) defined that vocabulary is a set of words for a particular language that individual speakers might use. Also, Hornby (1995) revealed that vocabulary is a number of words in a language; all the words are used to a person or in a certain book,

subject, and so on; a set of words with their meaning, particularly one that lies within a textbook.

In addition, Lehr, Osborn, and Hiebert (as cited in Kamil and Hiebert, 2005) clarified vocabulary as knowledge of words and words meaning between oral and print language, and in productive and receptive forms. Moreover, it is used to refer to the kind of word that students must know to demand text with comprehension. Harmer (1991) concluded that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

In short, vocabulary is the knowledge of words and word meanings. It is about the words in the language used to express meaning. Therefore, learning and mastering English vocabulary is a crucial matter in learning English.

1. The Importance of Learning Vocabulary

Vocabulary knowledge is always to be an essential tool in order to accomplish the success of communication for second language learners. For this reason, the importance of vocabulary acquisition, Schmitt (2000) emphasized that “lexical knowledge is crucial to communicative proficiency and to the acquisition of the second language.

Nation (2001a) further explained that the connection between vocabulary knowledge and language use as a complement to each other; knowledge of vocabulary make possible language use and on the contrary, language use leads to an increase in vocabulary knowledge.

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) as cited in Susanto (2017)

have claimed that the acquisition of vocabulary is primary for successful second language use and plays an important role in the formation of complete spoken and written text. In English as the second language (ESL) and English as a foreign language (EFL), learning vocabulary is very important in all language majors (Nation, 2011b). Furthermore, Rivers and Nunan (1991) argued that vocabulary is fundamental subject in learning second language use because without loads vocabulary, learners will be unable to use the structures and functions learners may have learned to understand communication well.

Huckin (1995) also said that the lack of vocabulary is the largest obstacle for learners to overcome. In addition, when learners have a concept that they wish to express, they need to have the number of words to express the concept. Krashen, as cited in Lewis (1993, p.25) added “students do not carry grammar book when they travel, otherwise, they carry dictionaries”. Vocabulary is always the most important component in all second language learning. Wilkins (1972, p.97) stated that: “There is not much value for being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed at all”.

Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) stated that many reasons for devoting attention to vocabulary. “First, an extensive vocabulary is essential for mastery of a language. Second, learners these days; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”.

2. The Difficulties of Learning Vocabulary

Vocabulary is the words of a language which are used to communicate. Learners who do not use English as their native language may encounter some difficulties when they learn English vocabulary. Therefore, it is important to classify that the difficulties learners may face in learning vocabulary.

1. Pronunciation

No matter how much vocabulary do the learner may have, it is meaningless if they do not know how to pronounce the words correctly and no one will understand the words that they are trying to use. This will cause the message delivered by both speaker and listener will not be engaged. According to Fangzhi (1998) asserted that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people.

In addition, Gilbert (cited in Otlowsky, 2004) stated that if someone cannot hear English well, she or he is cut off from the language. It is obvious that pronunciation is a matter of learners in learning English vocabulary. Thus, having a good pronunciation can lead students easily understood not only by their fellow students but also by native speakers, (O'Connor, 1998).

2. Spelling

Spelling is defined as the combination of alphabetic letters to form a written word and to indicates different sound in languages. Vakkilainen (2014) siad that spelling may not be the easiest one to learn because some letters have

different sound values in a different situation. Take English spelling, for example, is often inconsistent makes it more difficult and requires more effort to memorize.

Bancha (2013) on his journal explained that sound-spelling in English such as vowels <ea> can be pronounced as /i:/ in freak or /ei/ in the break. Similarly, /i:/ can be spelled using <ea> in cream or <ee> in bee. This inconsistency requires spellers to put more attention to correct spellings of particular words. Studies such as Smith, (1973), Bahloul, (2007), Al-Hassan, (2011), Jayousi, (2011) as cited in Bancha (2013) agreed on the fact that the first main cause of spelling errors is irregularities of the English spelling system.

Brown (2000), Swan and Smith (2001), Holligan and Johnston, (1991), Hatfielda and Patterson, (1983) as cited in Bancha (2013) stated that some other causes of mistakes approach as a result of linguistic differences between English and learners' first languages.

3. Length

Length is defined as the longest extent of anything that measuring from the beginning to the end. In this context, the length addressed to measure how long a word may consist of in lexical and it is, of course, influence the learner to learn and recognize words in the language. It is rather hard to memorize a long word than a short one. Rodgers (1969) as cited in Schmitt and McCarthy (1997a) said that it is not about the total syllables-per-item, but it seems that the factor of length word to be the causes for learners to memorize words. Garganov and Taseva (1982) in Schmitt and McCarthy (1997b) also stated that words which are consist of one-syllable are more easily to memorize than two-syllable words.

Coles (1982, as cited in Laufer (1997) on the other hand, found that in written form, word length had a strong effect on word recognition. In a range of errors, long words produce more errors in the recognition task than shorter ones. All of the words are supposed to be familiar for language learners, though, Coles findings advice that longer ones are less to use than the shorter ones. Philips (1981, ac cited in in Schmitt and McCarthy, 1997) also found that length had a strong influence on learning language word.

4. *Appropriate Use*

Language learners tend to use words that very close to use in daily life. In fact, they should know to put the word in the right place in spoken communication because not all of the words can be used to express the same idea. Cronbach (1942) as cited in Schmitt (1997) described the knowledge of a word means the ability to define and recognize situations for using it, knowledge of its certain meanings, the ability to recognize inappropriate uses of the word, and the availability of the word for use in everyday life.

Miller (1999) asserts that Knowing a word involves knowing its meaning and therefore, in my view, knowing a word involves knowing its contexts of use. As illustrated, the word *put* is an extensive verb than *impose*, *place*, *position*. Likewise, *thin* is the same as *skinny*, *slim*, *slender* with a different use.

5. *Synform (similarity of the lexical form)*

Laufer (1988) defines synforms as words in each sentence is similar whether sound or form of the word to each other. In pairs word such as *case/cause*, *incline/decline*, *depth/death*, *watching/washing*, *injure/endure*,

joy/join, and so on. Second language learners may confuse words that sound or look alike. Meara (1982, as cited in Schmitt and McCarthy, 1997c) argued that some words have similar-sounding that cause learners often confusing to learn. Meara's studies reveal that in learning a new word, L2 learners tend to apply words from an already known, which would make a new word rare to apply and difficult to retain in its correct form. This will lead to confusion of similar words in recognition and in production.

6. Semantic Features of the Word

Katherine (2012) defined the semantic features as a set of an abstract element that is used systematically in various combination to define individual meanings or a set of meanings. Katherine also provide the example of semantic features such as in word *car* may include a *vehicle* (superordinate category), *has four wheels* (external component), and *is used as transporting* (function).

7. Abstractness

Suna and Yoojin (2014) explained abstractness is a trait that cannot be experienced in reality or concrete. In general, it is known as a concept which assists to describes the main point of the whole words into a simple conclusion to be understood. Frequently, most of the abstract word present much more complex and also to be the cause of difficulty to comprehend the word.

Hazari (2012) asserted that ESL students have a poor understanding of the abstract concept of the word because they do not understand the vocabulary and could not grasp the grammatical structure. Consequently, students prefer concrete words to abstract because concrete words are the easiest to learn.

8. *Idiom*

Idioms are defined as a phrase which means something different from their meanings of the separate words from which it is formed. The term *idiom* basically has two meanings; Grand and Bauer (2004, as cited in Wulff, 2008) explained one meaning refers to ‘an ability to speak a fluent and appropriate version of language’ and the other one refer to ‘native-like selection or particular language or dialect.

Kovecses (2002) said that an idiom an expression of words which has complicated utterances of meaning and requires deep linguistic knowledge to comprehend the words. Then it is not surprising that language learners encountered with idiomatic expression in communication practice daily. Boers et al. (2004) stated that idioms are recognized as a barrier in learning a foreign language because it is consist of deviation, some ungrammatical and difficult for learners to translate the meaning. In addition, English is a language which has a lot of idiomatic expressions within. Moreover, Elkilic (2008, as cited in Yagiz, 2013) said that idioms have a considerable role in second language learners.

B. Media

Buckingham (2012) asserted that media means an instrument or tool. It is designed to deliver information in other ways to attract people attention and help them to understand it better. Smaldino et al. (2014) the word of Media is from Latin *medium*, “between” that related to anything that consists of information between a source and receiver.

Benson and Odera (2013) explained that media as equipment used to facilitate learning activities. They explain that media which are used in the learning activities are expected to play a crucial mater in enhancing students' academic performance. Also, the media is hopefully giving more information and students get more understanding about the material.

The existence of media is required. A unique and interesting media will help students build their comprehension, and active in learning activities. It is supported by Clark (as cited in Kosim, 2013) explained that media is important to assess students into active learning. Students these days are likely to play beside study. Thus, the teacher can provide media to bring them into effective learning. If the teacher does not use any media. They are also lack of literacy about knowledge. The media is used to help students understand the materials more easily, so it will be easier to engage the students in active learning.

1. Types of Media

a. *Visual Media*

Visual media can be used to influence students' motivation in learning activities. Syandri (2015) asserted that visual media is a media that can be seen. Puspitasari (2014) clarified that visual media such as a diagram on a poster, drawing on the board, photographs or pictures, graphics in a book, cartoons are highly used to promote learning progress.

In addition, Perry (2013) pointed out that the use of visual media is able to strengthen students understanding towards the material, and help student quickly knows in abstract objects that are hard for them to understand in their mind. The

use of visual media is able to develop students' ideas and promote them into active learning by seeing the media. When a student is able to combine the material and relate it with the real object, the students will remember it easily.

The use of visual media is effective for memorizing materials. Amstrong (as cited in Karimi & Rokni, 2013) stated that the use of visual media in learning and memorizing vocabulary is better to be used than only using a textbook. Therefore, the use of visual media gives students a chance to memorize the materials easier by its illustration.

b. Audio Visual

Audio media is a tool to convey messages to be delivered in the form of auditory symbols that can be used in delivering teaching materials. Rivai (2003) explained that audio media for teaching is a material that contains a message in the form of auditory, which can stimulate the thoughts, feelings, concerns and willingness of the learners so that teaching and learning occur.

The function of audio media is to train all skills development activities primarily related to aspects of auditory skills. Jane (2005) asserted that audio media utilization in teaching is mainly used in teaching music literacy (poetry reading), documentation activities, teaching through radio or educational radio, and the packages studied for different types of material, which allow the learners to train their comprehensiveness into better understanding. The kinds of audio media are radio, audio-tape recording, recording, telephone, and compact disc.

C. Pop-Up Book

The pop-up book is a type of book which has interesting movable page form and it has been using for a long time. According to Glaister (2002, p.2), “pop-up is a movable book which has many different movable pages types”. Another source defines a pop-up as “a book or a card with a picture that stands when the user opens the pages” (“Longman dictionary of contemporary English,” n.d.). The Pop-up book has interesting 3D visualization with the budding picture when the user opens the page of the book. Then, the nice arrangement pictures form can illustrate a thing like its real appearance. Its’ pictures are used to help students to illustrate the real object.

The moveable paper elements within the pop-up book require the expertise of a paper engineer to effectively design these elements. This paper engineer is a part engineer and part creative designer, constantly seeking new, fun elements to design into pop up books while ensuring they will inexpensive to produce and successfully manipulated. Doreen (2001) explained that the paper engineer communicates to the printer/publishers how the moveable elements are die-cut and then assembled. The cutting process of these elements is expensive and complex. Even more expensive is the extraordinary amount of handwork the moveable elements require as many must be cut, folded and pasted by hand. Furthermore, pop up books are becoming somewhat collectable because of the extraordinary amount of hand assembly that goes into the construction of each book.

The history of the pop-up book is started from seven-century ago. Puleo (2011) explained in his book that the first movable book was introduced in the 13th century. It is used to illustrate the theories of poet Ramon Llull. Then, in that era, movable books were made for educational purpose. It was used to educating and conveying ideas for adults' learners. Therefore it was considered more appropriate to use than for statistic illustration, so in that era, movable books were not made for children but also for adults.

The pop-up book was very rare to use in teaching. People only used simple books with moving parts to teach about anatomy or make astronomical predictions. Even fortune-telling used moveable books. The pop-up book was the domain of adults until the late 1880s when metamorphoses books, also called turn-up books, included fold-out illustrations within the pages of children's books. By the nineteenth century, such moveable books were published in some quantity in England. By mid-century, a British firm was happily producing such books for children, and by the twentieth century, they had published over 50 titles.

In this study, the pop-up book was used as a media to encourage student's interest in mastering the English vocabulary. The pop-up book designed as a possible way and adjusted the material that the learners might assess in learning vocabulary. Thus, the pop-up book consisted of daily common words that enable the learner ability in recognizing the words. Therefore, in this study the pop-up book related to the visual media because the pop-up book presented the material which allowed the learner's response by seeing the real objects lies within the

pop-up book. The pop-up book can assess the learner visual ability to conceiving the lesson material better.

1. The Advantages and Disadvantages of Pop-Up Book

A pop-up book can be used as media in teaching and learning activities. The use of pop-up book gives some advantages and disadvantages in the learning activities (Glaister, 2002a). The advantages of pop-up means that pop-up book gives a positive impact on the teaching and learning activities. Meanwhile, the use of pop-up books also has some inadequacies. The inadequacies may give disadvantageous for teaching and learning activities.

a. The Advantages

Glaister (2002b, as cited in Holmes, 2012) claimed that the advantages of the pop-up book are to help bridge the gap between subject content and literature. The example is mathematics pop-up books that give information about mathematics literature. Then, it also helps bridge the gap for abstract literature. For example, in biology subjects, there are many process molecular which cannot be seen by the naked eye so the use of the pop-up book is needed to help the students understand the process. Also, the presence of creation pop-up book is surprising elements. That is why this type of book is very popular. The other advantages are that this book has a great medium to memorize the material easily. It is because of the pop-up book can help to see the relation between the theory and practice. Obviously, students would be able to figure out the subject material more and memorize it well. Therefore, the pop-up book is very precise to use in this study.

b. The Disadvantages

On the other hand, the use of pop-up book also has some inadequacies. Holmes (2012) also continued to this type of books has low literacy quality because the emphasis is often on the pop-up elements. It includes less textual content about the story and rather hard to find complete text as the explanation theme within the pop-up book itself. In fact, most people ignore it and keep enjoy the elements of the pop-up. The other disadvantages are that this book is fragile. It means that whoever uses the pop-up book should treat them very gently.

D. Students' Interest

Students' interest is important in learning and interests also play an important role in developing a student's thinking ability. Interests powerfully influence a student's academic and professional choices. Interest is one of the strongest motivations for learning English. Gardner (1985) pointed out motivation is the primary factors affecting English language learning. Learning and motivation cannot be separated for learners in order to achieve academic goals. Wimolmas (2013) asserted that learning is a process of acquiring knowledge and skills while motivation support learners to go through the learning process.

In addition, Idit Katz et al. (2006) called Interest as intrinsic interest or an intrinsic value defined as "the contentment people experience when doing a task, or their subjective interest in the content of the task". Wigfield and Eccles (1992) also claimed that it does not matter whether learners receive feedback or not from the teacher during the learning process, as long as learners have an intrinsic interest, learners will still enjoy the material and doing a task with pleasure.

Considering the motivation as a stimulant for achieving a specific target, the motivation is not only come from the inside that named intrinsic but also it comes from outside named extrinsic. Extrinsic motivation is the reason to achieve a certain target beyond that people can imagine. Lens (2006, as cited in Mahadi, 2012) defined that extrinsic motivation is the leaning forward sensibility of people to take part in activities of the reason which do not link to the activity. The reason can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark in an academic career.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter discussed the research design, the research setting and research respondents. Then it is followed by the research instrument, technique of data collection, and it ends with technique of data analysis.

A. Research Design

This study used descriptive qualitative research. Lambert (2012, as cited in McArthur, 2017) stated that descriptive research is a study to provide a comprehensive summary and examining the phenomenon of a particular event while doing a research by gathering data from individual or focus groups interview. The purpose is to find diverse descriptive summaries and clear details of the data. This kind of research is resulting analysis procedure and it is not statistical analysis.

The researcher presented the pop-up book pictures as a media to gain student's interest in mastering English vocabulary. There are some procedures that are used in conducting the research. The first step is the researcher taught students. Then, the researcher asked permission to English teacher to take a control of the class for four days. The researcher would discuss it further in point research setting and participants. Moreover, the researcher gave pre-test to the participants to identify the student's vocabulary mastery before the researcher used pop-up book in the learning activities. The pre-test were given to get stable condition and to measure student's proficiency towards English vocabulary.

The next step is intervention. In this section, the researcher used pop-up book as a media for students to learn vocabulary in three ways:

1. In the first meeting, the researcher gave the pre-test to the students. After the pre-test were done, the researcher continued to present the pop-up book and gave the instruction to students to mention all the things that lies within the pop-up book as an observing to discover student's proficiency in vocabulary by seeing some objects right before their eyes. The researcher asked students to take note of vocabulary that they found in the pop-up book.
2. In the second meeting, the researcher provided new pop-up book with different theme and told the students the steps of creating pop-up book, and also gave direction to participants to create their own pop-up book by studying properly from the steps of creating pop-up book. This would enhance student's vocabulary mastery by learning words from procedure of creating pop-up book. To do so, the researcher provided the equipment to facilitate students need in order of creating their own pop-up book.
3. In the third days, the researcher told a story by using other pop-up book and asked the students to tell a story as well through their own pop-up book in front of class. This part of the section gave a chance for students to apply the vocabulary that they have found through the pop-up book and arrange them into an English story. This would simply enhance student's ability in speaking and listening.

4. The last meeting was interview. However, the day before the interview, the researcher gave a post-test to measure student's vocabulary mastery after learning process by using media was done. In order to discover student's comprehension towards English vocabulary from pre-test and post-test, the researcher compared the result with mastery rubric of vocabulary. These pre-test and post-test, however is not as a primary data of the research, but rather as a supporting data. The main data of this research are the interview videos script analysis. From this further, the whole total days of the research are four days.

In short, those steps above would not only enhance student's vocabulary but also encourage student's proficiency in speaking, reading, and listening. Finally, the last day performed an interview for each participant that has been selected to find out the last result as a document analysis data of the research.

B. Research Sites and Participants

1. Research Sites

The research was conducted at SMP IT Alfityan, Aceh Besar. It is located on 15,283 m², specifically at Ir. M. Taher, Lr. Lawee, Reuloh Street, Kec. Ingin Jaya, Kab. Aceh Besar Prov. Aceh. This school is an integrated Islamic junior high school. One of the aims of this school is to train the students to have a good command of English.

2. Participants

This study has two research objectives which are to discover student's interest towards the use of pop-up book in mastering the English vocabulary and

to investigate student's responses in mastering the English vocabulary with pop-up book. To obtain the data for both questions, the researcher needed students to be the participants of the study.

In selecting the participants, the researcher used purposive sampling. As stated by Gay and Airasian (2000), researcher employed qualitative research choose participants whom they judge to be thoughtful and who have been taught the English subject and certainly understand some of the words within. In line with this, the idea behind the qualitative research is to purposefully select the participants that would help the researcher apply the research (Creswell, 2009). Thus, the researcher chose the participants based on consideration that was useful in gathering the data.

At first, the researcher observed only one class during English lesson is taking place. This class has discussed with the English teacher as an object for this study. The numbers of students in the class were 29 students. This was the number of population in the class. The researcher discussed with the teacher about students less interesting in learning the English vocabulary and took them as a sample of the research.

The sample of this study were seven students of grade two from twenty nine students. The researcher considered this study was not only mention the vocabulary in pop-up book but also created and told story through it. Therefore, the students of grade two is proper to this study. The researcher bounds the number of students because it would be easy to control for time efficiency.

C. Research Instruments

The research instruments of this study are observation, interview guide, and document analysis.

1. Observation

The researcher used observation to know student's ability in vocabulary mastering through the class activities. Kawulich (2012) said that observation is particularly participants observation to collect data by teacher or researcher in the classroom, by student's participation and their behavior towards learning activities. The researcher observed the class in one time only to measure student's ability in mastering the English vocabulary.

2. Interview Guide

The present study employs post-activities which consisted of six questions related to student's experience and feeling after learning English vocabulary by using pop-up book pictures were done. Student's opinion is also important considering it is related to the student's responses towards learning the English vocabulary with the pop-up book in order to find out whether student's interest or not.

3. Document Analysis

The document analysis is taken from the script videos of student's interview. The documents are used to strengthen data in analyzing student's interest in mastering English vocabulary by using pop-up book. From the script video, the researcher can high light the particular sentences student's expression

and interest after learning was done. Also, the researcher could observe student's movement, expression, and gestures to make sure that students are really comfortable and getting interest during process of the research.

D. Technique of Data Collection

To collect the data, the following technique was used:

1. Interview

Interview is the most common ways used in qualitative research and it happens when researcher is not only asks one and more participants, but also record their answer in open-ended questions. Creswell (2012a) defined that in order to get information well, the researcher often transcribes and type the data of interview to be analyzed after interviewing. This research, substantively, put the interview as the main purpose in collecting the data of this research. There would be seven students interviewed through open-ended question.

McNamara (2000, as cited in Creswell, 2012b) revealed that open-ended question is needed while performing interview with the main purpose is to obtain impartial answer of research participants. An open-ended question allows participants more options of responding.

To convey the research data, the researcher performed only one type of open-ended interview that is post-activities interview. The post-activities interview would be held after all of process are completely accomplished. In this study, the participants would be interviewed face to face and one person in turn in time. The researcher also records the interview as the data analysis.

E. Technique of Data Analysis

1. *Thematic Analysis*

The interview data was analyzed through thematic analysis. Thematic analysis is a type of qualitative analysis that is used to investigate any source of information finding in the field of research that related to research data. Braun and Clarke (2006) as cited in Maguire and Delahunt (2017) asserted that thematic analysis is the process of identifying themes or patterns in qualitative data. Thus, all results of student's interview will be transcribed and saved in one file.

Then the data analyzed into some process; (1) It is begin with rewrite interview data into Microsoft Word prior to prepare and organize the data content. (2) Then the researcher notice student's sentences from interview that can be used to assist data into smaller themes. (3) Next, the data is used descriptively to gain conceptual coherence by collecting the item that related to research question. (4) Finally, the conclusion will appear by note taking of any theme and relevance sentences from student statements, opinion, and expression feeling as the main purpose of the research.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the researcher would like to answer the research questions of this study as stated in research questions, which are: (1) Are student interested in mastering English vocabulary by using media pop-up book? (2) What are the responses of students towards mastering English vocabulary by using the pop-up book? The data for answering the research questions were collected through classroom observation and interviews.

A. Findings

1. Observations

In this section, the researcher discusses the data found in the classroom observation. The researcher found that the students of grade two in SMPT IT AlFityan school, have divided between girls and boys class. The researcher took only one class and in this case, the teacher allowed to take girls, class. The observation was done only in one meeting when the English class was taking place. The English subjects taught twice in a week which was on Tuesday at 08.00 o'clock and on Friday at 07.30 o'clock.

In the class, students had been divided permanently into five groups learning that consisted of five or six students. The teacher said that the groups were formed based on the students' ability to encourage each student to participate in his/her group. The purpose of this observation was to identify student's behaviour and response towards English learning. The researcher found that students enthusiastically participated in an English lesson because every

group has two to three students who have a good command of English. The researcher also gained the teacher's permission for having a command to the class for the next few days.

2. Interviews

This section focuses on findings related to the first and second research question whether students were interested in mastering English vocabulary by using the pop-up book and student responses towards learning English vocabulary with media. The representative answers of participants were quoted and reported in this interview results.

a. Findings from the Analysis of Data for RQ1

The researcher collected the data through an interview that was taken from seven students that had been selected from 29 students and representatives each group of study. The interview was done only once after the teaching process was completely done. The researcher names the students as their initial name first and last.

Before going through student's interest, the researcher also gained some questions related to the vocabulary such as student's daily activity in learning vocabulary without using media such as pop-up book and also the problem students encountered while learning vocabulary without any help of media. The result showed that almost all students used English dictionary to look up the meaning of the words that they need. If they did not have a dictionary, they would ask their teacher and friends. This common activity was done by the students in

learning English vocabulary without using tools to access them such as media.

This could be seen in their statements:

AA: “If I did not know, I usually search on the dictionary and also asked the teacher”.

AF: “It just, if I did not know, I looked into the dictionary, if it is not I asked my friend or teacher”.

SM: “If I did not know the vocabulary I looked it on the dictionary, but I will forget it on the next day because I did not now, it just won’t fit in in my head”.

SM: “I feel bored, (*boring expression*), a bit hard to understand, and many other things” (*shock expression*).

SA: “for me, I need to use vocabulary, besides asked the teacher or friends who know, and searched o the dictionary”.

Students also had some troubles such as memorizing words, getting bored to study and forgetting the words that they just memorized. The problems appeared while students were unable to imagine the real object from the words. Also, when it came to their head, they could remember the words just for a while. Moreover, they needed to open their book again. Students also felt bored without any media to enhance them in learning English vocabulary. This could be seen:

AA: “I feel more difficult if I learn vocabulary without media. I mean, we want to see a thing but we cannot imagine what those things are, and then it becomes difficult”.

AF: “Nothing at all, I just forget the words quickly”.

FR: “Normally, I forgot the words quickly, because I can memorize words quickly but too soon to forget. As an illustrator, I forgot the words that I have known the next day or even a week”.

SA: “If I use a dictionary to memorize and use the words in practice, it was easy, but to repeat it or to use it later or in a next day was difficult, because we cannot imagine the words that we have already memorized, moreover many words, that will be forgotten quickly”.

The researcher also added a suggestion to obtain these two common problems that students faced all the time in learning vocabulary. The researcher

highly recommended noticing every word that they really want to know in English and used the words in conversation or practice. These simply would save the words in mind.

The next interview related to the students' interest. The result showed that P1, P2, P3, P4, P5, P6, and P7 almost had the same opinion about how the media such as pop-up book encourage student's interest in mastering English vocabulary. Unfortunately, only P2 just felt so-so even though she/he seemed to be happy to learn English by using a pop-up book as a media in learning vocabulary.

Students represented their feelings in different ways towards learning English vocabulary by using a pop-up book on the interview. The most common answer was *they were amazed by seeing the media, very attractive, and feeling happy*. This could be analyzed from their statements from the scripted interview and their expression that appeared during the interview.

AA: "Attractive, ..."

AA: It was more interesting..."

CS:" it is more comfortable with a pop-up book (*showing happy on the face*), it is more fun, more detail, it is very good,

FR: "Interesting, quite fun when I see the pop-up book,..."

JJ: "the first thing is, attractive, ..."

SM: "Attractive (nodding)".

SA: "my feeling (a bit laugh), I feel learning with a pop-up book, first, is very happy".

AF: (*think for a moment*), "Just fine".

The pop-up book not only made students interested in learning English vocabulary but it helped them remember words that they have already known in English and found new words as well through the pop-up book. This is used to

strengthen their statements and for this research as well, as can be seen on this script below:

AA: Attractive, because it helps us in memorizing words or vocabulary in English much easier.

AA: ... this media is really helping me in memorizing vocabulary that I have already memorized it before.

AF: also we know things quickly.

CS: "... easy to understand, it helps me and my friends in learning English vocabulary, it really helped us in memorizing words".

CS: "I love the pop-up book, indeed".

SM: "...because I can see the objects that I want to say in English, I automatically know the things that lie on the pop-up book. Besides the vocabulary, there are a lot of things that we can find in the pop-up book.

According to the students' statements about their feeling and interest in mastering English vocabulary with the pop-up book, the researcher found that students became very interested because the media really helped them in learning English vocabulary. Students did not feel bored to learn by using a pop-up book as a media in teaching English. It was quite rare and also the pop-up book was presented in a different theme for each day while teaching in the class. Furthermore, the pop-up book really helped the student to find and memorize new words in mastering English vocabulary.

b. Findings from the Analysis of Data for RQ2

This section focuses on student responses and opinion towards learning English vocabulary with a pop-up book as a media. Before the explanation is going through, the researcher also gains one question about student problems by using the pop-up book as a tool to assess their English vocabulary.

The result for this point showed that from seven participants that had been interviewed, some of them did not have a problem at all and some of them did. The problem was *less of materials* and *cannot see more detail*. Although, some of them was not sure that they really had a problem.

This researched also required students to create their own pop-up book for each group to present their storytelling through a pop-up book. To do so, the researcher provided the materials. Unfortunately, it was not enough. There were also students who could not see the media because they sat in the back class. They needed to come forward to discover the media better. This could be seen from their statements:

AF: “(think for a moment), Nothing. It just in creating the pop-up book, the material is not enough to make the pop-up book”.

CS: “less of media is quiet trouble for me”.

FR: “a bit, if I cannot see it clearly from the back seat, so, sometimes I need to go forward so I can see it. That was all”.

JJ: “Nothing (a bit confused), perhaps, normally the amount of pop-up book is less, sometimes, the pop-up book was made right, so that was the problem I think”.

On the other hand, other participants did not seem to have a problem at all while using the pop-up book as a media in learning English vocabulary. As they stated in this below:

AA: Nothing (*shake of the head*)

SM: Nothing at all.

SA: while learning English vocabulary with a pop-up book, Alhamdulillah, nothing at all (*certain expression*).

According to students statement about having a problem with the pop-up book in learning English vocabulary, the researcher assumes that it was not in the

learning process that students had the trouble with the pop-up book but it was less of materials and the size of the pop-up book.

Another finding for the second main point of this study was about student responses and their opinion towards learning English vocabulary by using the pop-up book as a media. In this perspective, the seven participants stated their responses and opinion in a different state. Presenting some sort of media pop-up book changed students mood in the learning activities. This could be seen not only from their expression while interviewed also from their statements below:

CS: it was really fun, easy to understand, it helps me and my friends in learning English vocabulary, it really helped us in memorizing words.

FR: it was fun because we never have it before, it was quite rare people would make it. By using the pop-up book we directly see the objects are so we can remember the things that we have known such as I automatically remember the vocabulary because I saw it through the pop-up book, (*nodding*).

The two participants seem to have similar responses about having a pop-up book as a media in learning English vocabulary. They assumed learning English vocabulary with the pop-up book was fun. It also enhanced their ability in memorizing words because the media was easy to understand and imagination works automatically tell them the words or vocabulary. The two other participants, however, thought that the use of a pop-up book was much easier to understand the English vocabulary better. As their statements below:

AA: Quiet easier, because by using media such as a pop-up book we can directly imagine what exactly the things are and the vocabulary as well that we want to memorize or repeat it again.

AF: Much easier, because we can see pictures directly, then we also know the objects are, (*explain it through happy feeling*).

The rest of the participants claimed that learning English vocabulary with the pop-up book was very creative because they almost never saw the media, an attractive way memorizing vocabulary, and really helpful. As stated below:

JJ: the first thing is, attractive, it helps us in the learning activity and memorized the words as well, and many others (*looked excited, still have an idea but forget*)

SM: I think that was very creative because it was not boring, then we can see such as '*burung merak*', that is the peacock, we directly can see the picture of the bird. We also can mention like where are the birds? The bird is between? Who is behind this animal? Who is beside this animal? The point is we do not only mention the vocabulary but are also the sentences in English that we can find through a pop-up book.

SA: by using the pop-up book, first there are pictures, so we automatically know the words in English, and if might be pictures that we have already known we can remember the vocabulary that we have memorized. Therefore, by using a pop-up book we can repeat and memorize known the vocabulary.

In short, the researcher concludes that student's responses towards pop-up book as a media to assess them in mastering English vocabulary was really helpful for them not only to remember the words that they have known before but also to find new words. This was because the pop-up book is quite easy to understand. It was also drawn student's attention because media such as a pop-up book is creative design to be used in encouraging student comprehensive and their ability in learning English vocabulary.

B. Discussion

This study has two objectives. First, this research aims to identify student's interest in using the pop-up book in mastering English vocabulary. Based on the interview result, the students agreed that by using the pop-up book as a media, it had positive impacts to gain their interest into active learning

especially English vocabulary. It is supported by Clark (as cited in Kosim, 2013), he explains that media is important to assess students into active learning. In addition, a student's interest is one of the most teacher needs in teaching and learning activities. Wimolmas (2013) asserts that motivation support learners to go through the learning process.

The implementation of media such as a pop-up book is the essential things that teacher could use to assess student's better understanding. This can be seen on student reactions while the researcher presented the pop-up book before the student's eyes. Consequently, students muttered some sort of words that they might know in English and tried to say the words. This was a good way to assess student's visual media in learning activities, particularly in learning English vocabulary.

Students were very enthusiastic when the researcher showed up and gave a command to mention all the things that lie within the pop-up book. They even came forward to see more detail of media and wished not to miss a thing from the media that they would be written as a new vocabulary.

The researcher came out with the different theme of the pop-up book for every day. This made the student more curious towards pop-up book and reached their limit to improve their vocabulary. The researcher could investigate it through their creativity in designing their own pop-up book and tell a story through it. This is beyond the researcher expected to be. The students could arrange the words into a good story and presented in front of the class.

Therefore, the researcher highly recommends using some sort of media such as a pop-up book to enhance student ability, better understanding and most important thing is student's interest in the lesson. When the students got interested, they would not ignore the lesson.

Secondly, this study aims to discover student's responses towards learning English vocabulary with a pop-up book. The researcher found that students strongly agree that the pop-up book really helped them in mastering English vocabulary. This was an approach to student reactions while conducting this study. The Student was always amazed by the presence of media and turned student mood in the class into active learning.

The interview result about student responses showed that students felt much easier in learning English vocabulary by using pop-up book. It automatically reminded the students of words that they wish to tell. This was because students could see the pictures directly. Students also stated that learning with media such as pop book was quite fun because they never had it before. The media also enhanced student creativity and they were always having a fun situation when the lesson was related to their creativity to invent something that would be used in the learning activity.

C. Supporting Study

The researcher also gains other documents as supporting data of this study. The documents were taken from student's result on free and post-test that would be measured with the rubric of vocabulary to identify student's proficiency after learning English vocabulary with a pop-up book.

On the free test, the students got a little bit confused in recognizing a vocabulary in proper words and assumed that the similar things such as desk and table, glasses and mirror, and book or dictionary.

The result showed that students improve their comprehension because they passed the post-test without any doubt about the pictures and vocabulary. Students only got two or three questions on the choices. This might happen because the researcher did not only use a single vocabulary but also gain the vocabulary into sentences. Meanwhile, for the picture questions did have a problem at all because it was related to all the things that they had learned through a pop-up book.

Based on student's result on post-test, the researcher draws a conclusion that describes student mastery of English vocabulary was basic mastery with the criteria on the third point from English vocabulary mastery rubric after the second point from proficiency mastery.

Also, the script interview videos would be asserted in this study as a proof of student statements that represented two main points of this study in related questions and to add more information that would be required for this study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws some conclusions and suggestions derived from the research result and discussions. The conclusions deal with the student's interest and responses in mastering English vocabulary by using a pop-up book.

A. Conclusions

To convince this study, the researcher draws some conclusions related to the research question of this study which is first the student's interest in mastering English vocabulary with a pop-up book. With regard to the research findings, students strongly agreed that by using media such as pop-up book was really attractive to enhance their attention and helped them remember the vocabulary and discovered new words as well.

The students also became very interested in learning English vocabulary. They understood the words better because the pop-up book could relate the vocabulary to the real objects. This helped students recognize the words quickly. Thus, the researcher assumed that the pop-up book has given a positive impact on the student's better understanding of mastering English vocabulary.

Just in the same way, students claimed that learning English vocabulary was much easier with a pop-up book. This was because the pop-up book assesses the student's imagination and recognizing the vocabulary better and quickly through their visual media. Furthermore, the student automatically knows the vocabulary without any help of a dictionary. Despite the use of the pop-up book, students also never seen the media used in learning activities. Therefore, students

thought that this media was changed their mood from boring circumstances into more fun activities because the media also enhance student creativity in creating the new one. As a result, the student loved the existing of the pop-up book as a part of their media in mastering the English vocabulary better.

B. Recommendations

The researcher would like to offer some suggestions for the school headmaster, teachers, and future researchers. Firstly, considering the existing of a media is the essential part in helping student's better engaging in the learning activity, the school headmaster can involve the role of media in learning requirements tools, besides books.

Secondly, even though the school may not have enough media to assess the student's better understanding, the teacher can invent the new one. This is one of the solutions to handle a problem that student may encounter in the learning process. As an illustration, the pop-up book could help the student not only attract their attention but help them to engage better towards the lesson as well.

Finally, the future researcher can further develop the use of the pop-up book as a media to assess the student's better understanding of the learning process. Not to mention the student's interest and their responses towards media, the future researcher can also add some sort of questioner as an instrument of collecting data to investigate more detail around the field when the media take a role in learning activities. Therefore, a future researcher can acquire richer data for their study.

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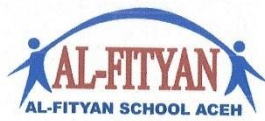
**The Use of Pop-Up Book to Encourage Student's Interest in Mastering English Vocabulary
 (Case Study at Junior High School 8th Grade)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
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 dan Kelembagaan,


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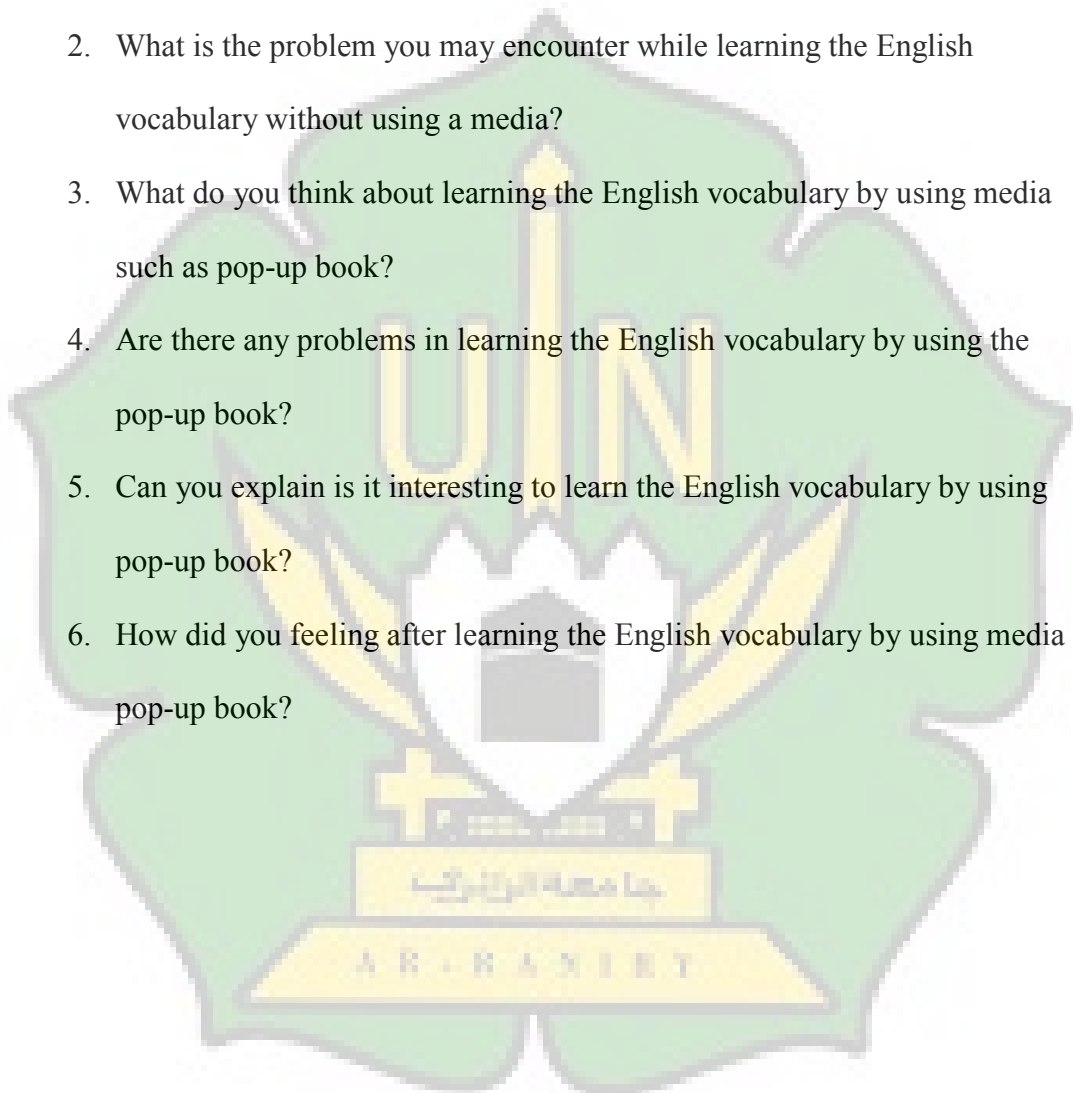
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Aceh Besar, 20 Juni 2019
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Nazlia Farida, S.Pd.I.
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Interview Questions

1. How did you learn English vocabulary without using any media such as pop-up book?
2. What is the problem you may encounter while learning the English vocabulary without using a media?
3. What do you think about learning the English vocabulary by using media such as pop-up book?
4. Are there any problems in learning the English vocabulary by using the pop-up book?
5. Can you explain is it interesting to learn the English vocabulary by using pop-up book?
6. How did you feeling after learning the English vocabulary by using media pop-up book?



1. AA/VII-B (P1)

FD: Very well, Athira, How did you learn English vocabulary without using any media such as pop-up book?

AA: If I did not know, I usually search on the dictionary and also asked to the teacher.

FD: After you have searched on dictionary and asked to the teacher, what else you do? Is it writes it or read it, or even practice it? How?

AA: It was not effective to be written, normally practiced, or do memorize a lot.

FD: practice and memorize

AA: Yes (agree)

FD: In learning vocabulary without using media, what is the problem you may face? Can you explain?

AA: I feel more difficult if I learn vocabulary without media. I mean, we want to see a thing but we cannot imagine what is that things, and then it is become difficult.

FD: O I see, it is difficult to imagine without seeing the thing directly.

AA: Yes it is.

FD: Okay, and then, what do you think learning English vocabulary by using media such as pop-up book?

AA: Quiet easier, because by using media such as pop-up book we can directly imagine what exactly the things are, and the vocabulary as well that we want to memorize or repeat it again.

FD: So, it is help you imagine the things that you wish to say in English?

AA: Definitely yes.

FD: Then, are there any problems in learning English vocabulary by using media pop-up book?

AA: (think for a moment), Nothing. It just in creating the pop-up book, the material is not enough to make the pop-up book.

FD: So, it was just less of material to make the pop-up book?

AA: Yes, it was.

FD: very well. Next, in your opinion, can you explain is it interesting to learn English vocabulary by using pop-up book?

AA: Attractive, because it helps us in memorizing words or vocabulary in English much easier.

FD: Okay. How do you feel learning English vocabulary by using pop-up book?

AA: Excited. This media is really helps me in memorizing vocabulary that I have already memorize it before.

FD: Very well, thank you Athira.



2. AF/VII-B (P2)

FD: How did you learn English vocabulary without using any media such as pop-up book?

AF: It just, if I did not know, I looked into dictionary, if it is not I asked my friend, or teacher.

FD: I see, you tried to find it on dictionary, asked friend and teacher as well.

AF: Yes I did.

FD: Okay, so, in learning vocabulary without using media, are there any problems for you in learning English vocabulary?

AF: (*a little bit confusing*), Nothing at all, it just forget the words quickly.

FD: So, that was the problem. Then, what do you think to learn English vocabulary by using pop-up book?

AF: Much easier, because we can see pictures directly, then we also know the objects are, (*explain it through happy feeling*).

FD: So, it was helps your visual media, was it?

AA: Yes, it was, (*certain expression*)

FD: Okay. What is the problem you might face in learning English vocabulary by using media?

AA: Nothing (*shake of head*).

FD: Nothing at all? Okay, what do you think learning English vocabulary by using media?

AA: It was more interesting, also we know the things quickly.

FD: How do you feeling after learning English vocabulary by using media pop-up book?

AA: (*think for a moment*), Just fine.

FD: Very well then, thank you.

3. CSN/VII-B (P3)

FD: Okay Cut Sara, How did you learn English vocabulary without any help of media such as pop-up book?

CS: That was a little bit difficult for me, after using pop-up book it is much easier. It was more complicated if I did not use the pop-up book, because I need to memorize, right, if I use pop-up book it was more attractive.

FD: So, without any pop-up book you need to memorize the words? By using pop-up book you directly can see the things you wish to say?

CS: Yes definitely.

FD: very well. Next, what was the problem you might face in learning English vocabulary without any help of media such as pop-up book?

CS: less of media is quiet trouble me. Pop-up book is more interesting for me, more fun, easy to understand, because the media is exist. It was quiet difficult to memorize words or vocabulary without media.

FD: SO, the problem was difficult if there was nothing media to support.

CS: Yes. It was helping me in memorizing words.

FD: can you explain, what do you think to learn English vocabulary by using pop-up book that we have learnt since the first day?

CS: it was really fun, easy to understand, it helps me and my friends in learning English vocabulary, it was really help us in memorizing words.

FD: Well, any problem for you in learning English vocabulary by using pop-up book?

CS: I feel nothing, because I love pop-up book.

FD: Then, how do you feeling after using pop-up book in learning English vocabulary?

CS: it is more comfortable with pop-up book (*showing happy on the face*), it is more fun, more detail, it is very good, easy to understand, I love pop-up book, indeed.

4. FRA/VII-B (P4)

FD: Okay Fasya, how did you learn English vocabulary without using media at all?

FR: I think, if I just write the vocabulary and it's meaning as well, do memorize, and if I did not know the words I search it on dictionary.

FD: Okay, what was the problem you might face in learning English vocabulary without media?

FR: Normally, I forgot the words quickly, because I can memorize words quickly but too soon to forget. As an illustrate, I forgot the words that I have known the next day or even a week.

FD: So, forgot the words quickly, then what did you do to handle the problem?

FR: I just looked again to my note book.

FD: Okay, what do you think learning English vocabulary by using pop-up book as a media?

FR: it was fun, because we never have it before, it was quiet rare people would make it. By using pop-up book we directly see the objects are so we can remember the things that we have known such as I automatically remember the vocabulary because I saw it through pop-up book, (*nodding*).

FD: So, it was helping you to memorize the words. Is there are any problem to learn English vocabulary by using pop-up book?

FR: a bit, if I cannot see it clearly from the back sit, so, sometimes I need to do forward so I can see it. That was all.

FD: What do you think learning English vocabulary by using pop-up book as a media?

FR: Interesting, quiet fun when I see the pop-up book, I also can make it during this activity.

FD: Okay, how do you feeling in learning English vocabulary with pop-up book?

FR: it was quiet fun, it was not boring. The situation in the class is very passionate as not as usual.

FD: very well then, thank you.

5. JII/VII-B (P5)

FD: Okay Jilan, How did you learn English vocabulary without media?

JI: I usually searched the words on the book, and I also find it on a video, that would be much easier for me, so I watched a video in English language.

FD: very good, creative person you are. Beside from book and English video, can you explain what kind of English video that you watched?

JI: I like to watch video that entertain me such as English cartoon, but sometimes English conversation video.

FD: cartoon and English conversation video are more specific. That is good. Then, what is the problem in learning English vocabulary without media such as pop-up book?

JI: I got trouble in an English video because in the video mostly they did not mention the meaning of the words that they were saying, so we often exchanged the meaning sometimes, such as we thought that the words 'funny' means beautiful, so we ever said to our friend "you are so funny", but we were wrong, we meant to say beautiful. Then, there were also we call 'bonafodi effect", some sort of wrong pronunciation in alphabet, we thought ABCDEFGHIJK EL LE ME NO, (*look confused*).

FD: Ouh I see

JI: Yes (*smiled*)

FD: SO that was the problem, misunderstanding the meaning. Next, what do you think learning English vocabulary with pop-up book?

JI: the first thing is, attractive, it helps us in learning activity and memorized the words as well, and many others (*looked excited, still have an idea but forget*).

FD: So, it is really help you in learning, isn't it?

JI: Also, it helps me in memorize and creativity.

FD: Cool

JI: (*nodding and feeling a bit shy*).

FD: Any problem in learning vocabulary with pop-up book?

JI: Nothing (*a bit confused*), perhaps, normally the amount of pop-up book is less, sometimes, the pop-up book was made right, so that was the problem I think.

FD: So, is it interesting or not to learn English vocabulary with pop-up book?

Jl: Yes yes, (*satisfied expression*), because on the first day you come and you told us that we are going to learn English vocabulary with pop-up book, we were so happy, because the pop-up book is a part of our creativity that we love it so much.

FD: O isee, so, how do you feel after use pop-up book as a media to learn English vocabulary?

Jl: it was truly fun, until I do not want you to go (*sad expression*)

FD: Okay Jilan, thank you so much.



6. SMR/VII-B (P6)

FD: Okay Saira, how did you learn English vocabulary without using media?

SM: If I did not know the vocabulary I looked it on dictionary, but I will forget it on the next day, because I did not now, it just won't fit in in my head.

FD: I see, so what is the problem in learning English vocabulary before using pop-up book as a media?

SM: I feel bored, (*boring expression*), a bit hard to understand, and many others things (*shock expression*).

FD: boring and difficult to understand. Then, what do you think learning English vocabulary by using pop-up book?

SM: I think that was very creative because it was not boring, then we can see such as '*burung merak*', that is peacock, we directly can see the picture of the bird. We also can mention like where is the birds? The bird is between? Who is behind this animal? Who is beside this animal? The point is we are not only mention the vocabulary but are also the sentences in English that we can find through pop-up book.

FD: Okay, after you learn English vocabulary with pop-up book, any problem you might face during leasson?

SM: Nothing at all.

FD: No, okay. Can you explains is this pop-up book attractive to be a media in learning English vocabulary?

SM: Attractive (*nodding*), because can see the objects that I want to say in English, I automatically know the things that lies on the pop-up book. Beside the vocabulary, there are a lot of things that we can find in the pop-up book.

FD: a lot of that we can learn through pop-up book. How do you feel then learning English vocabulary with pop-up book?

SM: Happy, I know the solution how to learn vocabulary and it is not boring and easy to understand.

7. SAR/VII-B (P7)

FD: very well Siti, how did you learn English vocabulary without using media such as pop-up book?

SA: for me, I need to use vocabulary, beside asked to the teacher or friends whom know, and searched on dictionary. That was all.

FD: That was all. So, what was the problem you learn English vocabulary without media?

SA: If I use dictionary to memorize and use the words in practice that was easy, but to repeat it or to use it later or in a next day was difficult because we cannot imagine the words that we have already memorized, moreover many words, that will be forgotten quickly.

FD: I see. How did you solve this problem?

SA: I write it down (*smiled*).

FD: Okay. I have a good advice for you it is batter to use the words in daily conversation, beside memorize and write it.

SA: Yes sir.

FD: what do you think learning English vocabulary by using pop-up book?

SA: by using pop-up book, first there are pictures, so we automatically know the words in English, and if might be pictures that we have already known we can remember the vocabulary that we have memorized. Therefore, by using pop-up book we can repeat and memorize knew vocabulary.

FD: So, it is help you to find new vocabulary. Is there any problem you might face during lesson with pop-up book?

SA: while learning English vocabulary with pop-up book, Alhamdulillah, nothing at all (*certain expression*).

FD: Nothing. Okay, what do you think learning English vocabulary with pop-up book?

SA: I think learning with pop-up book firstly it can enhance our creativity through making the pop-up book. Then no need too long in memorizing vocabulary. If it necessary, we can just remember the pictures, then automatically we can remember the words in English. Therefore, it is much easier than in dictionary.

FD: Oh I see. How do you feel after using pop-up book in learning English vocabulary?

SA: my feeling (*a bit laugh*), I feel learning with pop-up book, first, is very happy. It is not boring because the media is presented in different theme. The point is learning by using pop-up book is not boring and easy to memorize new vocabulary.

FD: Thank you.



| | |
|--------------|--|
| Nama | |
| Asal Sekolah | |
| Kelas | |

FREE-TEST

1. Translate the words bellow into English words!

- Dinding :
- Kaca :
- Cermin :
- Meja Belajar :
- Kertas :
- Spidol :
- Saya adalah seorang murid :
- Saya sedang belajar daftar kosa kata bahasa Inggris :

2. Define the proper words based on the pictures bellow!



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| Nama | |
| Asal Sekolah | |
| Kelas | |

POST-TEST

Chose the correct answer from these questions bellow!

1. Aisha : “Where will you go, Camilla?
Camilla :”I will go to the ...
I want to take some pictures of polar bear and peacock.

- a. Bookstore
- b. Photo studio
- c. Zoo
- d. Arctic

2. The following animals are usually kept as pets, *except*

- a. Elephant
- b. Horse
- c. Cat
- d. Dog

3. Look, the panda is..... his eyes.

- a. Holding
- b. Taking
- c. Touching
- d. Closing



4. What is the woman job?

- a. News reader
- b. Presenter
- c. Reporter
- d. Teacher



5. Where is the kangaroo?(Look at the pop-up)

- Behind the peacock
- Behind the deer
- Beside the elephant
- Between the owl and the deer

6. The beaver is an axe

- Having
- Holding
- Taking
- Giving



7. What is the man job?

- Police officer
- Detective
- Inventor
- Scientist



8. I am a chef. I work in a?

- Library
- House
- Kitchen
- Market

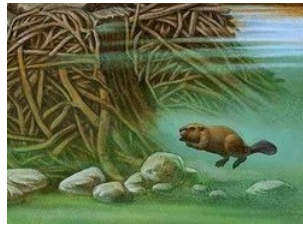
9. What is this animal?

- Peacock
- Flamingo
- Dolphin

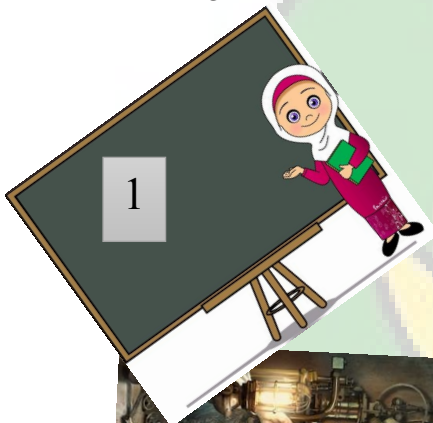


d. Owl

10.



- a. The beaver is running
- b. The beaver is diving
- c. The beaver is jumping
- d. The beaver is climbing
- e.



The elf is ironing a

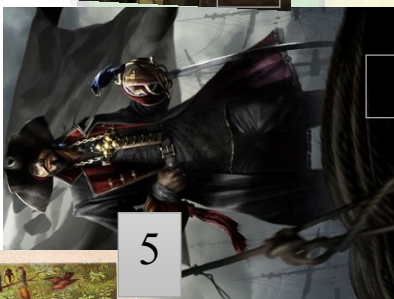


Look at me, I'm

I am a Pirate

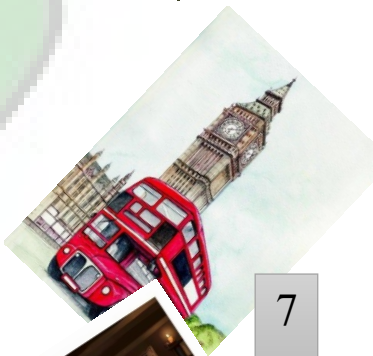


The Bus leaves in 5

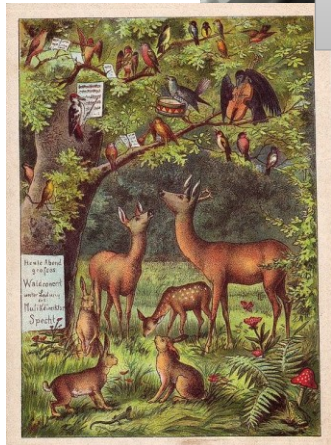


The porcupine is

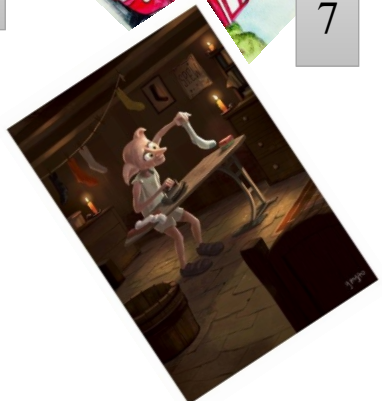
I am an Inventor



I am hiding in a srub



The teacher is beside



Describe the picture

| MASTERING VOCABULARY – MASTERY RUBRIC | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| ADVANCED MASTERY | |
| Any of the following task will demonstrate advanced mastery: | |
| <ul style="list-style-type: none"> • Student writes a story or article using all vocabulary words and completes at least one of the re-defining options for each word as well. | |
| PROFICIENT MASTERY | |
| Student completes at least two re-defining options for each vocabulary word. | |
| <ul style="list-style-type: none"> • The re-defining options include writing a sentence using the vocabulary word, creating an image representing the vocabulary word, providing an example of the vocabulary word, using an analogy to explain the vocabulary word, listing other grammatical forms of the vocabulary word, or sharing antonyms/synonyms/homonyms. | |
| BASIC MASTERY | |
| Student completes at least one re-defining option for each vocabulary word. | |
| <ul style="list-style-type: none"> • The re-defining options include writing a sentence using the vocabulary, creating an image representing the vocabulary word, providing an example of the vocabulary word, using an analogy to explain the vocabulary word, listing other grammatical forms of the vocabulary word, or sharing antonyms/synonyms/homonyms. | |
| EMERGING MASTERY | |
| Student is only able to copy the definition of vocabulary. | |
| OR | |
| Student does not revise incomplete or incorrect vocabulary work. | |

Retrieved from: <http://mrbrockrocks.weebly.com/us-history-learning-targets/us-history-word-wall>

Appendix: The Photographs of The Student's Participation





