

**The Use of *Pop-Up Book* in Increasing Students
Vocabulary Retention**

THESIS

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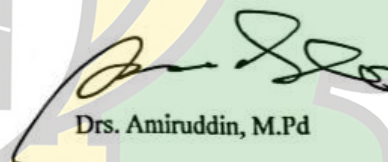
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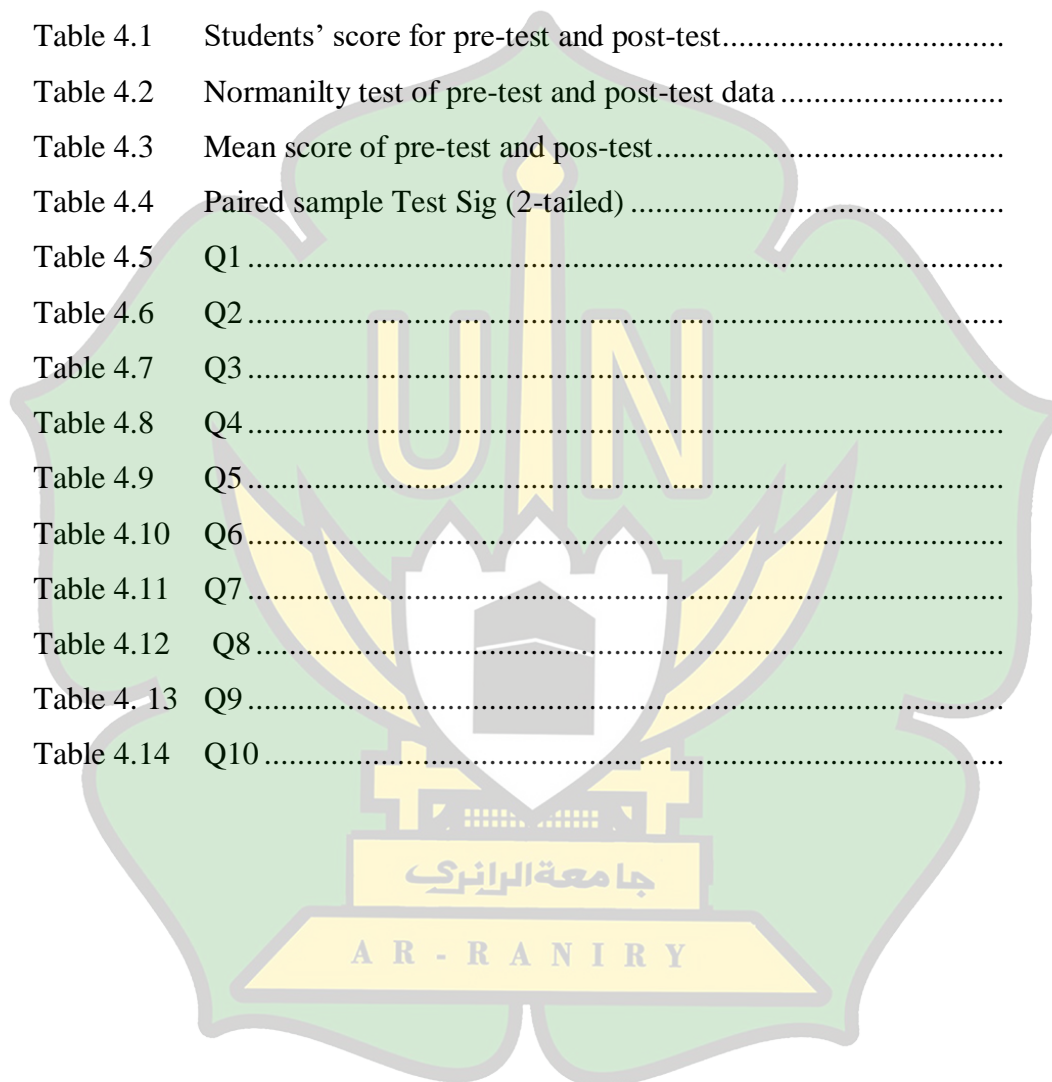
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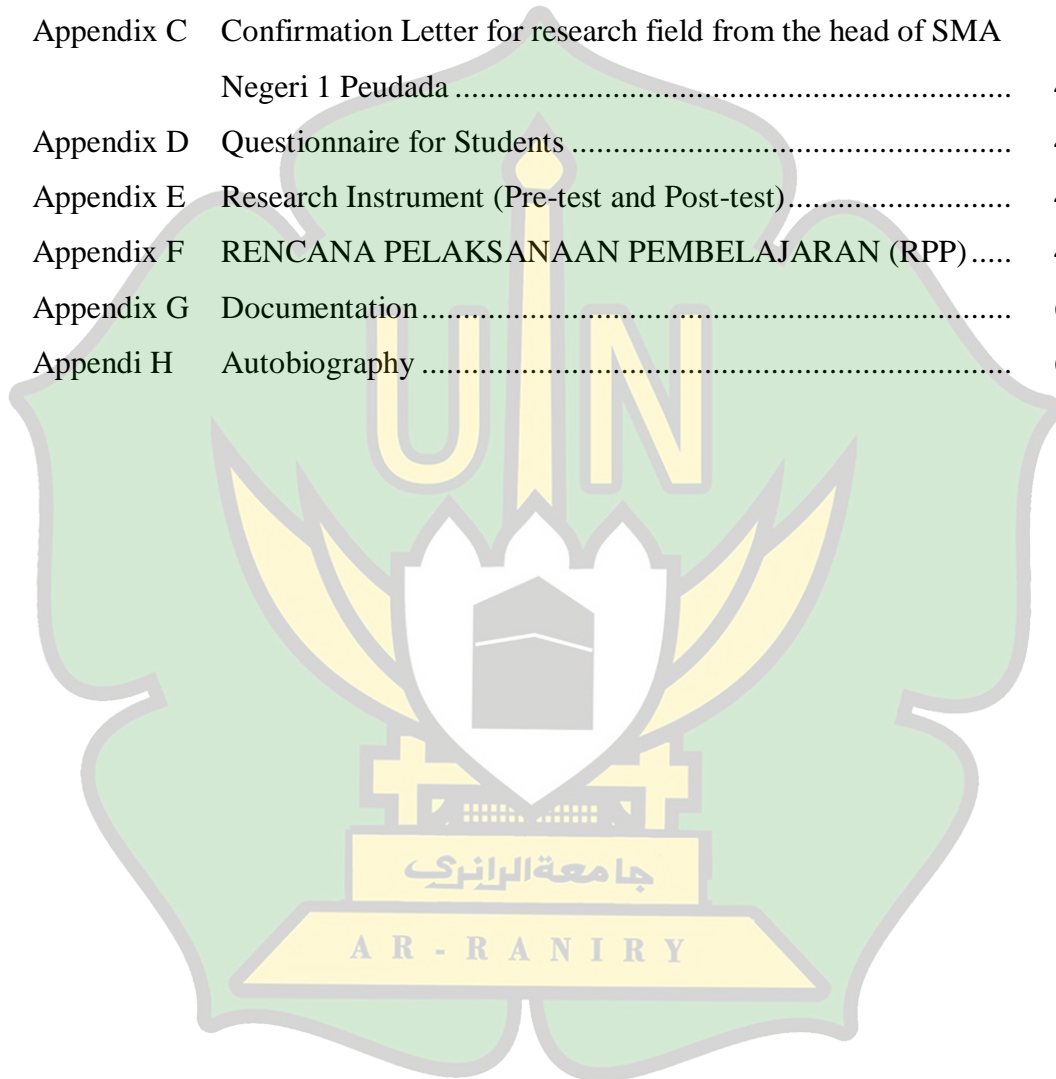
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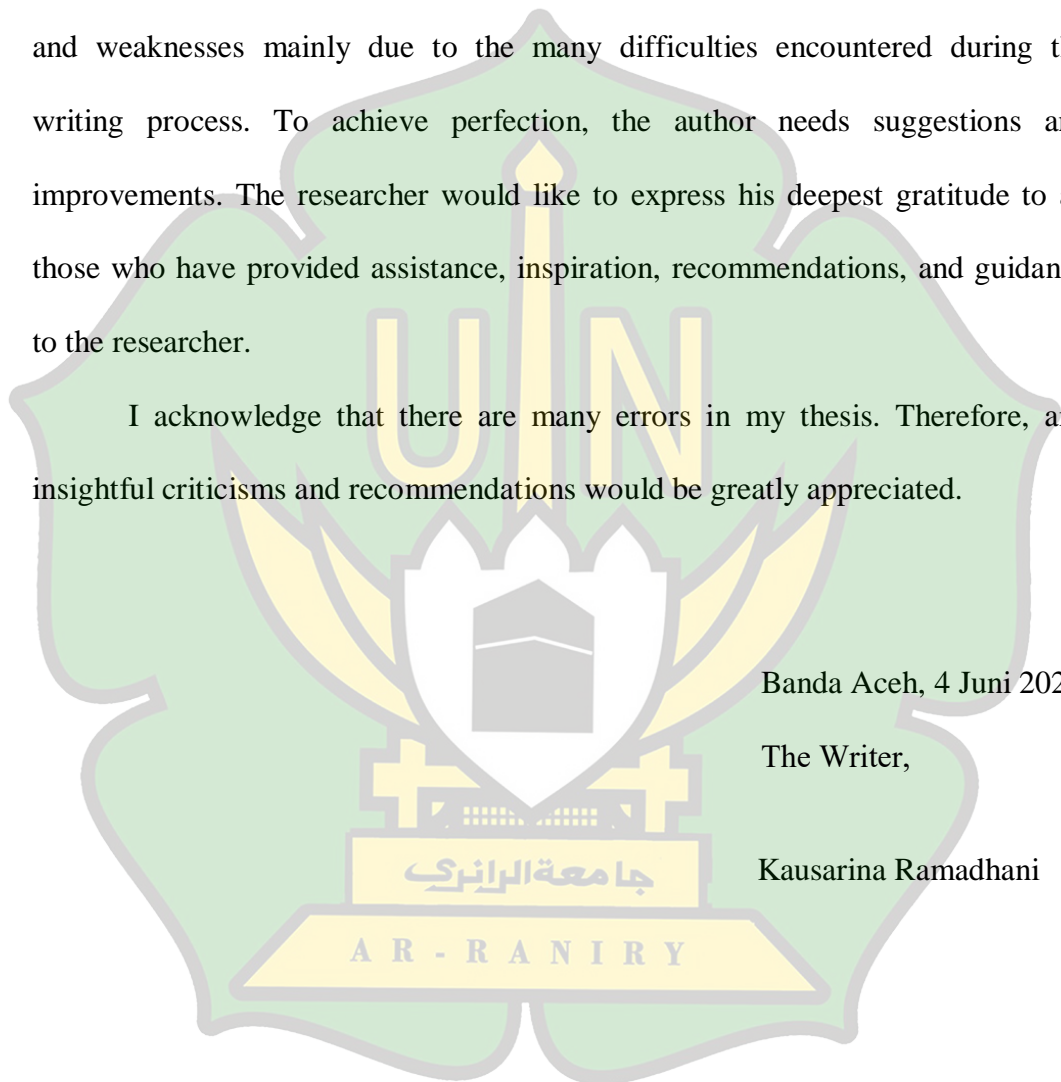
The researcher concludes that this thesis has a number of shortcomings and weaknesses mainly due to the many difficulties encountered during the writing process. To achieve perfection, the author needs suggestions and improvements. The researcher would like to express his deepest gratitude to all those who have provided assistance, inspiration, recommendations, and guidance to the researcher.

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ABSTRACT

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This study conducted to determine the improvement of vocabulary retention in students by using Pop-Up Book. The study is shown in two research objectives. First, to determine whether there is an increase in vocabulary retention in students by using Pop-Up Book. Second, whether there is a significant change in vocabulary in students. The researcher uses quantitative methods to determine whether there is an increase in student's vocabulary retention. The participants were first grade students of SMA Negeri 1 Peudada. In gathering the data, the researcher used the test as a research instrument. The test was divided into two stages, namely the pre-test and post-test. this test was conducted to determine whether there was an increase in vocabulary retention in students by using Pop-Up Books. Based on analysis, the results showed that there was an increase in vocabulary retention in students by using Pop-Up Books. This can be seen from the average pre-test score of 38.09 while the average post-test score is 69.41 out of 22 students. Based on these results, the post-test score is higher than the pre-test score with a difference of about 31.36. Pop-Up Books can develop students easy to memorize vocabulary and also make them interested in it. They also agreed that using pop up books helped them in learning English. As a media Pop-Up Book has a positive impact on students in learning and improving their vocabulary retention.

CHAPTER I

INTRODUCTION

A. Background of Study

A language vocabulary is its extensive collection of terms. Any language can be made easier to communicate with by having a broad vocabulary. Someone who lacks a sufficient vocabulary will have difficulties speaking, reading, listening, and writing. Therefore, every language learner needs to master the vocabulary. This is due to the fact that vocabulary is a fundamental and important component of communication. In this regard, Schmit (2004) claimed that if one has a lot of words to speak, one can express a lot about the world.

Speaking, listening, reading, and writing are the four main language skills that are influenced by vocabulary. If learners have a large enough vocabulary, learning the language will be simple for them. Vocabulary, according to Richards and Renandya (2002), is the fundamental skill and forms the foundation for how well students talk, listen, read, and write. The more words students are familiar with, the better they will understand the material. Vocabulary undoubtedly plays a significant role in comprehension. Without understanding what the majority of the words in a text signify, learners cannot comprehend it.

In this context, Linse (2006, as cited in Pisut (2012) made the claim that vocabulary will affect a learner's ability to improve their language skills. Obviously, kids need to master the vocabulary if they want to speak English

well. The main obstacle to learning a language will be a limited vocabulary (Guning, 2002) as cited in Pisut, (2012). In the order word, it is challenging for students to effectively use language if they lack sufficient vocabulary. If they cannot utilize word appropriately, the speaker and listener will not be involved in the conversation or it will not flow nicely.

Each learner is preprogrammed by nature to approach learning is a particular way based on the development of their brain and body. In order to do this, student also require media to supplement their activities. One of the primary media functions as a learning tool that affects the atmosphere, circumstances, and learning environment planned and made by the teacher. The use of instructional media in teaching and learning, along with a goal to spark new interest, motivate students, and stimulate their learning, can have a psychological impact on them. Additionally, it is critical to use media to analyze students intelligently.

In this case, researcher chose Pop-Up Book as a medium in teaching English vocabulary. Pop-Up Books are interesting media and different from other books. Most books have images and properties located on pages. However, pop-ups have their own way of displaying images and property by constructing them into real images or 3D images. These images are uneven like other books. According to Glaister (2002) Pop-up is a movable book with many different movable page types.

Furthermore, according to Dzuanda (2011) Pop-Up Book is a book that has moving parts or has three-dimensional elements and provides a more interesting visualization of the story, starting from the appearance of images that can move when the page is opened. Then according to Bluemel and Taylor (2012) Pop-Up Book is a book that displays the potential for movement and interaction through the use of paper as a material for folds, rolls, shapes, and interactions. as a fold, roll, shape, wheel, or spin. Therefore, by seeing real objects in front of students, they will easily imagine the names of objects automatically so as to Increasing Students' Vocabulary Retention.

Teachers must be able to make teaching and learning activities more enjoyable and support the learning process. That is why the use of media is one way to make students interested in the learning process. Therefore, based on the researcher's observation at SMA 1 Peudada, students in the school are still lacking in knowing English vocabulary. Therefore, to help students in Increasing Students Vocabulary Retention, researchers choose Pop-Up Book as a learning media that can make students more interested in increasing vocabulary. Based on the description above, the researcher wants to conduct a study entitled "The Use of Pop-Up Book in Increasing Students Vocabulary Retention".

B. Research Question

Based on the explanation above, the researcher in her research formulates the research question as follow:

1. Can the application of Pop-Up Book Increase Students Vocabulary Retention?
2. Is there a significant change in students vocabulary after using Pop-Up Book?

C. Aims of Study

The aims of this research are:

1. To find out if using Pop-Up Book can improve students' vocabulary retention.
2. To determine if there is a significant change in the application of Pop-Up Book and its effect on students' ability to increase vocabulary.

D. Research Hypothesis

This study has two hypotheses, which are alternative hypothesis (H_a) and null hypothesis (H_o) as bellow:

H_a : There is a significant difference in the increase of students' vocabulary retention after using Pop-Up Book.

Ho: There is no a significant difference in the increase of students' vocabulary retention after using Pop-Up Book.

E. Significance of the Study

This study informs the learner on the significance of vocabulary learning. Students can quickly understand and pick up new words through media. The media is a Pop-Up Book that uses visuals and movable pages to grab students' interest in studying.

This study is anticipated to serve as a beneficial resource for the following researcher who wants to perform additional research on the topic of teaching vocabulary in high schools.

F. Terminologies

1. Pop-Up Book

The Pop-Up Book is a book having paper components hidden within the pages that the reader can manipulate. Such a book is frequently called a mobile book. Pop-Up Books have text, pictures, and foldable, adhesive, or pull-tab features that move around on the story's pages. Similar to how they do, those elements turn the book into a medium that may be used for a variety of needs-based purposes.

According to Glaister (2002) Pop-Up is a movable book with many different movable page types. Furthermore, according to Dzuanda (2011) Pop-Up Book is a book that has moving parts or has three-dimensional

elements and provides a more interesting visualization of the story, starting from the appearance of images that can move when the page is opened. Then according to Bluemel and Taylor (2012) Pop-Up Book is a book that displays the potential for movement and interaction through the use of paper as a material for folds, rolls, shapes, and interactions. as a fold, roll, shape, wheel, or spin.

In this study, a Pop-Up Book is described as a three-dimensional book that contains a piece of paper that appears or moves when the book is opened and closed. The utilization of Pop-Up Books as a teaching and learning tool was extremely uncommon in the educational sector. These books were therefore created with educational goals in mind, and it is hoped that they will be utilized as a media to assist student learning activities, particularly to spark students' interest in learning English language.

2. Vocabulary

One of the most essential skills that learners of the English language must learn is vocabulary. The learners' ability to construct language was made possible by the vocabulary, which comprises of words and meaning.

According to Nunan (1999), vocabulary is a list of words used in objective languages. Additionally, furthermore to Richards and Schmidt (2002), vocabulary is a collection of words, including single words, compound words, and idioms. In addition, Hatch and Brown (1995)

defined vocabulary as a collection of terms for a specific language that a speaker may employ.

In this study, vocabulary is referred to as a crucial component of learning the English language. It is a teacher's duty to motivate pupils to study English vocabulary in order to establish the learners' vocabulary



CHAPTER II

LITERATURE REVIEW

This chapter discusses the definition of the vocabulary which includes the importance of learning vocabulary. Then it continues with media and types of media, literature on Pop-Up Book which includes the advantages and disadvantages of using Pop-Up Book.

A. The Definition of Vocabulary

One aspect of language that affects macro skills like listening, speaking, reading, and writing is vocabulary. According to Nunan (1999), vocabulary is a list of words used in objective languages. Additionally, according to Richards and Schmidt (2002), vocabulary is a collection of words, including single words, compound words, and idioms. In addition, Hatch and Brown (1995) defined vocabulary as a collection of terms for a specific language that a speaker may employ. Furthermore, Hornby (1995) demonstrated that vocabulary is a collection of words in a language; all the words are used to a person or in a certain book, subject, etc.: a set of words with their meaning, especially one that is contained within a textbook.

In addition, vocabulary was defined by Lehr, and Osborn, (2004 as cited in Kamil & Hiebert, 2005) as understanding of words and their meanings in both productive and receptive forms of written and spoken language. Additionally, it is used to describe the kind of term that pupils need to be familiar with in order to

demand comprehension from text. According to Harmer (1991), knowing a word's meaning, usage, formation, and grammar is equivalent to having a vocabulary.

Vocabulary can be defined as the understanding of words and their definitions. It has to do with the words that are employed in a language to convey meaning. As a result, learning and understanding English vocabulary is essential for learning the language.

1. Type of Vocabulary

Vocabulary contains of many types. According to Judy K. Montgomery (2007) there are four types of vocabulary that are listening, reading, speaking, and writing vocabulary.

a. Listening Vocabulary

Listening vocabulary refers to all the words that someone's hear and understand through listening, it can be from other people or other object. Furthermore, someone can detect sound from baby or people heard words from parents or other people talking. Those words that are gotten through listening to other people or someone understand in listening call as listening vocabulary.

b. Speaking Vocabulary

Speaking vocabulary is words that are used when someone speak. People's speaking vocabulary are limited and much less than listening vocabulary due to ease of use.



c. Reading Vocabulary

Reading vocabulary is words that can be understood or recognized when reading text.

d. Writing Vocabulary

Many written words do not commonly appear in speech; it is because there are some quite difficult words to write when switching them into speech.

1. The Importance of Learning Vocabulary

For second language learners, vocabulary knowledge is always going to be a crucial instrument for communication success. Schmitt (2000) underlined that "lexical knowledge is crucial to communicative proficiency and to the acquisition of the second language" in order to emphasize the significance of vocabulary learning.

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

Researcher like Laufer and Nation (1999 as cited in Susanto, 2017), asserted that the development of vocabulary is essential for proficient use of a second language and is crucial for the creation of coherent spoken and written text. Learning vocabulary is crucial for all language majors, especially those who specialize in English as a second

language (ESL) or English as a foreign language (EFL) (Nation, 2011). In addition, Rivers and Nunan (1991) asserted that vocabulary is a vital component of learning how to utilize a second language since, without a strong vocabulary, students will be unable to put the structures and functions they have learned to interpret communication into practice.

Huckin (1995) added that the biggest challenge for learners to overcome is a lack of vocabulary. Additionally, students need to have the appropriate number of words when they have a notion they want to convey. Krashen (1989 as cited in Lewis 1993). stated that "students do not carry grammar books when they travel, otherwise, they carry dictionaries,". The most crucial aspect of learning a second language is always vocabulary. There is hardly much value in being able to construct grammatical sentences if one lacks the vocabulary necessary to effectively communicate what one wants to say, according to Wilkins (1972). While very little can be said without grammar, absolutely nothing can be said without vocabulary.

B. Media

According to Buckingham (2012), media refers to a device or tool. It is intended to convey information in different ways to grab people's attention and aid in their understanding. According to Smaldino et al. (2014), the word "media" is derived from the Latin word "medium," which means "between" and refers to anything that involves the transfer of information between a source and a 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 role in enhancing students' academic performance. Also, the media is hopefully giving more information and students get more understanding about the material.

Media must exist. Students' comprehension and engagement in learning activities will increase with the use of distinctive and engaging media. According to Clarke (2013), media is crucial for assessing kids' readiness for active learning. Today's students are more prone to play in addition to studying. As a result, the teacher can offer them media to engage them in productive learning. If the teacher does not use any media, they also lack knowledge literacy. The utilization of media facilitates student comprehension of the lessons, making it simpler to include them in active learning.

1. Types of Media

Djamarah (2002) media has two types, namely visual media and audio-visual media.

a. Visual Media

Students' motivation for learning activities might be affected by the usage of visual media. Visual media, according to Syandri (2015), is a form of visible media. Puspitasari (2014) explained that visual media, such as a diagram on a poster, a drawing on the board, photographs or pictures,

graphics in a book, or cartoons, are heavily employed to increase learning progress.

Additionally, Perry (2013) noted that the usage of visual media can assist students quickly understand abstract objects that are difficult for them to conceptualize in their minds as well as increase their understanding of the subject matter. The usage of visual media can help students develop their ideas and encourage them to engage in active learning through viewing the media. Students will retain information more readily when they can connect the topic to real-world examples.

b. Audio Visual

Teaching materials can be presented using audio media as a technique to send messages in the form of auditory symbols. In order for teaching and learning to take place, Rivai, (2003) defined audio media for teaching as a material that carries a message in the form of aural information that can pique learners' interests and stimulate their ideas, feelings, and motivation.

The purpose of audio media is to develop all talents, particularly those that are related to auditory skills. According to Jane (2005), using audio media in the classroom primarily involves teaching music literacy (reading poetry), documentation exercises, teaching via radio or educational radio, and the packages studied for various types of material, all of which enable the students to develop their comprehensiveness into

better understanding. Radio, audio-tape recording, recording, telephone, and compact disc are some examples of audio media.

C. Pop-Up Book

The Pop-Up Book is a genre of book that has been around for a while and has an intriguing moveable page form. "Pop-Up is a movable book with many different movable page types," according to Glaister (2002). "A book or a card with a picture that stands when the user opens the pages" is how another source describes a pop-up. When the user accesses the book's page, an intriguing 3D representation with a moving image appears. The lovely arrangements of photos can then depict something that resembles its actual appearance. Students are assisted in illustrating the genuine object by its images.

The Pop-Up Book's movable paper components need to be expertly designed, which calls for the skills of a paper engineer. This paper engineer is a hybrid of an engineer and a creative designer who is continuously looking for new, entertaining aspects to incorporate into Pop-Up Books while making sure they are both easily produced and successfully manipulated.

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. Then, in that era, movable books were made for educational purpose. It was used to educating and conveying ideas for adults' learners. Because of this, it was seen to be more appropriate to use than for statistical

illustration, therefore at the time, moveable books were created for adults as well as children.

The Pop-Up Book was rarely used in the classroom. Only simple books with working mechanisms were used to educate anatomy or make astronomical predictions. Moveable books were utilized in even fortune telling. Before the publication of metamorphoses books, also known as called-up books, which contained fold-out drawings within the pages of children's books, the Pop-Up Book was exclusively the province of adults. Such portable books were published in some volume in England by the nineteenth century. By the middle of the century, a British company was enjoying writing such children's books, and by the turn of the century, they had released over 50 works.

In this study, Pop-Up Books were used as a medium to encourage students' interest in memorizing English vocabulary. The Pop-Up Book is designed in a way that allows and adapts the materials that students may value in learning vocabulary. Thus, this Pop-Up Book consists of commonly used daily words that allow students to recognize the words. Therefore, in this study, Pop-Up Books are related to visual media because Pop-Up Books present materials that allow learners to respond by looking at the real objects in the Pop-Up Books. Pop-Up Books can assess learners' visual ability to understand the subject matter better.

1. The Advantages and Disadvantages of Pop-Up Book

Pop-Up Books can be used as media for learning activities. The usage of Pop-Up Books in educational activities has various benefits and drawbacks (Glaister, 2002). The benefits of Pop-p Books indicate that they have a good influence on teaching and learning activities. Additionally, there are several shortcomings with the utilization of Pop-Up Books. The deficiencies could be detrimental to teaching and learning activities.

a. The Advantages

The advantages of the Pop-Up Book, Glaister (2002, as cited in Holmes, 2012), include bridging the gap between subject content and literature. Pop-Up Books that discuss mathematical literature are one example. Then, it aids in bridging the gap for abstract literature. For instance, Pop-Up Books are necessary in biology classes since there are numerous molecular processes that cannot be observed with the unaided eye.

The creation Pop-Up Book's inclusion is another unexpected aspect. This explains why this category of books is so well-liked. The book's excellent medium for easy memorization of the material is one of its other benefits. It is as a result of the Pop-Up Book.

b. The Disadvantages

However, there are some disadvantages in the use of Pop-Up Books as well. Holmes (2012) proceeded by saying that because the emphasis is frequently on the Pop-Up aspects, these books have a low literacy quality. There is less textual information about the story, and it is more difficult to locate comprehensive material as the explanation subject inside the Pop-Up Book. In actuality, the majority of consumers ignore it and continue to enjoy the pop-up's features. This book's fragility is one of its other drawbacks. It implies that users of the Pop-Up Book should be very gentle with them.

D. Memory Retention

Memory retention refers to the ability to remember information over a period of time. In short, it is the process of retrieving information after it has been encoded and stored.

In psychology, memory is defined as when we absorb information from the world, process and store that information, and then retrieve that information at a later date. Thus, there are three major components to memory - encoding, storage, and retrieval. There are three types of memory: Sensory Memory, Short-Term Memory (STM), and Long-Term Memory (LTM). **Sensory Memory** is the senses detect information from the world around us and first enter the sensory memory, which stores a brief impression of the detected stimuli. The sensory

stores constantly receive information, but most of this information is not attended to and remains in memory very briefly. It is then replaced with new information.

Short-Term Memory (STM) is the storage of memory available for a short time only (around 30 seconds). **Long-Term Memory (LTM)** the duration and capacity (how much the LTM can store) are unlimited. There are three types of LTM episodic, semantic and procedural memory.

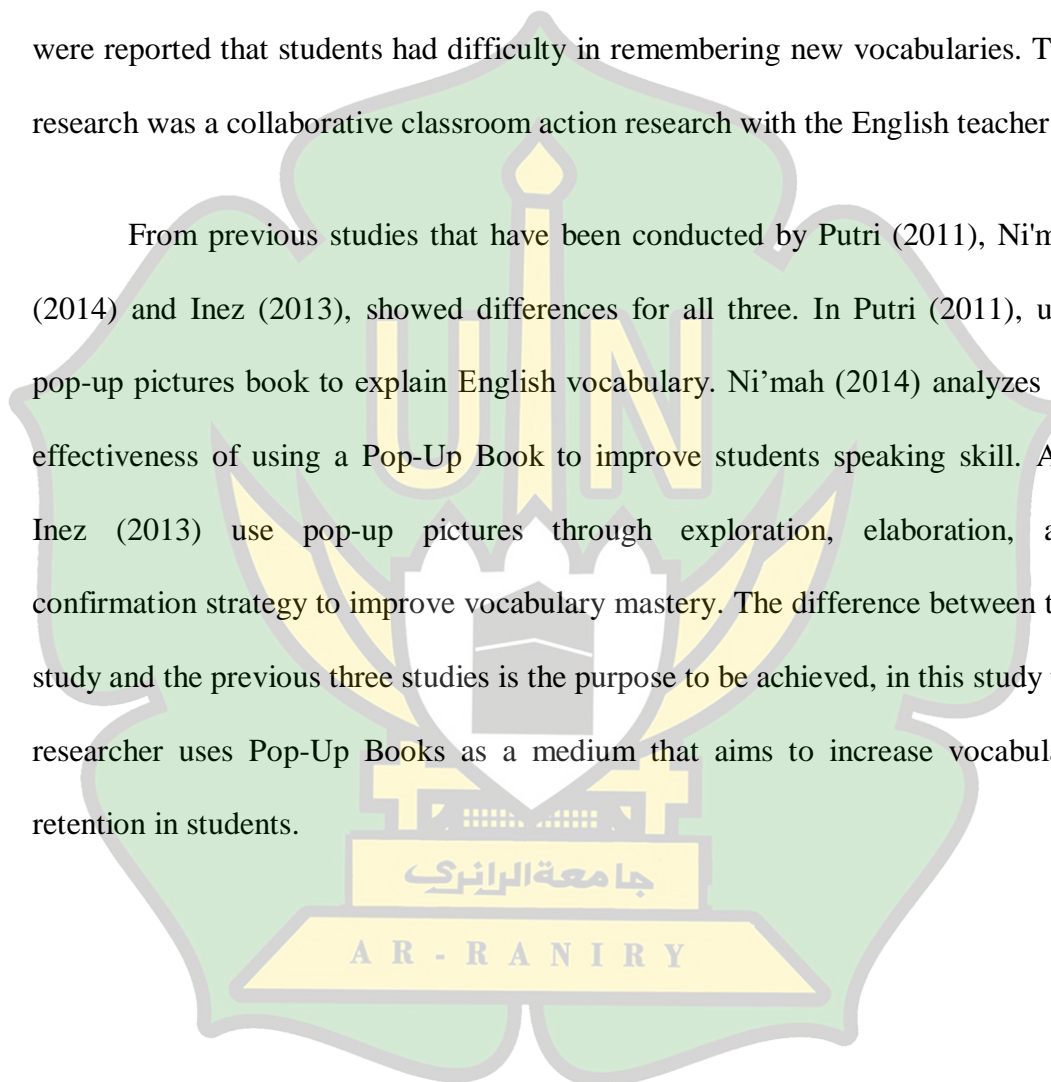
E. Previous Study

Only a few studies on vocabulary teaching using pop-ups have been conducted. The first previous study by Ni'mah (2014) conducted a study using Pop-Up media to improve speaking skills in class XI students of SMA Mertoyudan Magelang. The result in this study is learning using Pop-Up media is effective to improve speaking skills. This is evidenced by the increase in pre-test and post-test from control class to experimental class.

The second study was conducted by Putri (2011) which emphasized on using pop up pictures to improve vocabulary mastery of the second years 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 colors.

The third study was conducted by Inez (2013) 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.

From previous studies that have been conducted by Putri (2011), Ni'mah (2014) and Inez (2013), showed differences for all three. In Putri (2011), uses pop-up pictures book to explain English vocabulary. Ni'mah (2014) analyzes the effectiveness of using a Pop-Up Book to improve students speaking skill. And Inez (2013) use pop-up pictures through exploration, elaboration, and confirmation strategy to improve vocabulary mastery. The difference between this study and the previous three studies is the purpose to be achieved, in this study the researcher uses Pop-Up Books as a medium that aims to increase vocabulary retention in students.



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Study

This research was conducted at SMA N 1 Peudada which is located at Jl. Medan - Banda Aceh km 209 Pulo Ara Peudada, kab, Bireuen, Aceh. From the number of first grade students totaling 150 students, researchers only took 22 students as participants, namely one class. This research was conducted from February 28th, 2024 and ended on March 8th, 2024.

B. Research Design

In this study, researcher had conducted pre-experimental research. According to Creswell (2012), experimental design is the traditional approach to conducting quantitative research. Experimental studies is a situation where there is at least one experimental variable. The researcher had conducted a pre-test to determine the students' basic knowledge about their vocabulary. The next step is treatment, and researcher have used of Pop-Up Book media as a method. In the end, the researcher had conducted a post-test. By getting the students' scores on the pre-test and post-test, the significance between the two had been seen. The data was taken from the pre-test and post-test scores. This study only used one experimental class without a comparison class or control class.

This design can be described as follows.

Tabel 3.1. *Pre-test dan Post-test*

Group	Pre-test	Treatment	Post-test
Experimental	O ¹	X	O ²

(Sugiyono,2018)

The explanation is as follows:

O¹ : Experimental class pretest

O² : Experimental class posttest

X : Treatment

C. Population and Sample

a. Population

Umar Husein (2007) stated that a group of individuals who have the same characteristics is that population. In this study, the population is the first-grade students (X) registered in 2022/2023 in SMA 1 PEUDADA. The total population is 150. The researcher will take one class, it consists of 22 students.

b. Sample

A sample is an element of the population. Random sampling will be used to select the study's sample. According to Creswell (2015:289), simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.

The researcher took one class of first-year students of SMA Negeri 1 Peudada in the academic year of 2022/2023. The Minimum Completion Criteria score at the school is 60. The researcher will take one class, it consists of 22 students.

D. Research Instrument

The instrument used in this research was one kind of instrument namely a written test. The test was done in two sections. The pre-test was given before the treatment to get the data on the students' prior knowledge of English vocabulary. Then the pos-test was given at the last meeting to know students' improvement by using popup book. In pre-test and post-test the students were required to describe a picture individually. The score of the pre-test and post-test was assessed by the following rubric adapted from Brown (2007).

Table 3.1

Rubric for assessing vocabulary

Criteria to be evaluated	Description	Score	Weight
Contents	Excellent, the information presented with clearly and well-chosen details	4	3x
	Good, the information presented with details in parts of paragraph	3	
	Average, the information presented with some detail	2	
	Poor, the information presented is not clear	1	
	Excellent, Incredibly, the main idea of the text is reinforced by identification and details of the description	4	
	Good; the main points of text are		

Organization (identification and description)	supported by identification and description, yet the details of the content rather less relevant	3	2x
	Average; identification and description support the main points, but the details of content are less relevant.	2	
	Poor; the main points of the text are supported by irrelevant General classification and description	1	
Vocabulary (Noun, Verb, Adjective)	Excellent; the paragraph shows that the usage of words such as personal nouns, linking verbs, and adjectives are used appropriately.	4	1,5
	Good; occasional errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured	3	
	Average; frequent errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	2	
	Poor; the paragraph does not show that the writer understands the usage of words such as personal noun, linking verb, and adjectives.	1	
Grammar (Simple Present Tense)	Excellent; the paragraph contains complete sentences and correct use of simple present tense	4	2x
	Good, Several errors in simple present tense	3	
	few complete sentences, frequent errors in of simple present tense	2	
	Poor; the writer does not master the grammar or not enough to be evaluated in of simple present tense,	1	
Mechanics (Spelling, Punctuation, Capitalization)	Excellent; spelling, punctuation and capitalization are correct.	4	1,5x
	Good; occasional errors of spelling, punctuation and capitalization in a paragraph.	3	
	Average; frequent errors of spelling,	2	

punctuation and capitalization in a paragraph.

Poor; no mastery of convention, 1
dominated by errors of spelling,
punctuation and capitalization

$$\text{Total Score: } \frac{3C+2O+1,5V+G2+M1,5}{40} \times 100$$

E. Technique of Data Collection

There are four stages carried out by researchers to collect data from students, namely giving them pre-test, treatment, post-test, and questionnaire, The explanation of each stage is as follows

1. Pre-test: At the pre-test the researcher introduced himself to the students and explained the research schedules. After the introduction, the researcher asked students to describe a picture independently.

2. Treatment: Students get treatment after the pre-test. This treatment was carried out in three meetings. The details of the treatment procedures for each meeting are as follows:

1) First Meeting

At the first meeting, the researcher greeted and checked the attendance list of the students. After that, the researcher gave some introduction about Pop-Up Book. And then explain what and how to use Pop-Up Books to learn vocabulary.

2) Second Meeting

At the second meeting, the researcher greeted and checked the attendance list of the students. Then the researcher reviewed the

Pop-Up Book that had been explained at the previous meeting. Then the researcher divided the students into several groups and then gave the students the task of describing and mentioning all the vocabulary contained on the Pop-Up Book page given by the researcher. After all groups have completed their assignments, the researcher and students review the assignments and provide feedback to the students.

3) Third meeting

At the third meeting, the researcher greeted and checked the attendance list of the students. then the researcher motivated and reviewed what had been learned at the last meeting, then the researcher told the students to respond to what they had known and learned by using the Pop-Up Book. and in this meeting the researcher also gave them the opportunity to talk about their difficulties on using this strategy. difficulties on using this strategy, and the researcher asked them to give each of them feedback on how the each of them feedback on how the research was implemented by the researcher.

3. **Post-test:** After the last treatment, the class will be given a post-test, the post-test process will be the same as the pretest method. The post-test will be given to students by the researcher. The students asked to describe a picture individually but the topic was different from pre-test. This test will be comparable to the pre-test. The purpose of this

post-test is to determine students' knowledge and skills in vocabulary retention after using Pop-Up Book.

4. Questionnaire

In this research, the researcher also used a questionnaire as additional information to obtain quantitative data. This questionnaire was used to determine student responses in classroom action research using Pop-Up Book. To arrange and calculate the data systematically, the researcher analyzes the data by using *SPSS v.23 for Windows*.

The questionnaire consisted of 10 statements related to the learning process of English in the classroom, especially in vocabulary. Meanwhile, the questionnaire had four responses. They are: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The scale of the questionnaire used the Likert scale technique, which is a type of scale that is commonly used in survey research to measure respondents' attitudes toward a certain subject.

Table 3.2

Likert scale A R - R A N I R Y

Description	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

F. Technique of Data Analysis

Data analysis techniques is a step for researcher to know the result of the gained data. The first step researcher was counted the students' score by using the rubric that suggested by Brown. Then the next step researcher calculated the mean score of the data, which researcher compared between pre-test and the post-test to evaluate and answer the research question. The researcher calculated the mean score by using *SPSS v.23 for Windows* software.

Before calculating the hypothesis the researcher first measured normality. Moreover, the researcher analyzed the data by using *SPSS v.23 for Windows* software to do the normality test and the T-test.

1. Normality Test

The normality test is used to determine whether the data in the variables to be used in the study. Data that is good and suitable for use in research is data that has a normal distribution. Data normality can be seen by using the Shapiro-Wilk test. This normality test uses the help of *SPSS v.23 for Windows*. The criteria for detecting normality using the Shapiro-Wilk test are as follows:

- If Sig > 0.05 then the data is normally distributed
- If Sig < 0.05 then the data is not normally distributed

2. Hypothesis Test

For the hypothesis test, the researcher uses a T-test to find out whether there is the differences between two variables in this study. The

researcher uses SPSS v.23 for Windows program to find the result. After gaining the t-value, the researcher compares the t-value and t-table.

The hypothesis test uses criteria with a significance degree of 0.05. the conclusion is gained as follows:

If $t\text{-value} < t\text{-table}$, the H_0 is accepted

If $t\text{-value} > t\text{-table}$, the H_0 is rejected or H_a is accepted.

H_a : There is a significant difference in the increase of students' vocabulary retention after using Pop-Up Book.

H_0 : There is no a significant difference in the increase of students' vocabulary retention after using Pop-Up Book.

3. *Analysis of the Questionnaire*

The data that has been obtained from the questionnaire are then also statistically analyzed by calculating the percentage of students' answers to each questionnaire item. It is used to determine student responses after being taught about the use of Pop-Up Book. To arrange and calculate the data systematically, the researcher analyzes the data by using SPSS v.23 for Windows. Presentation of the results of the questionnaire in this percentage aims to assist reserchers in knowing how students perceive their experiences using these treatments.

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

This chapter presents mainly the research results of students' vocabulary after conducting treatment by using Pop Up Book. The researcher also presents a discussion regarding the previous literature which relevant to this study.

A. Result of the Research

After gaining the data, the researcher analyzed the result of pre-test and post-test students to answer the research question. The table 4.1 below shows the result of the test which analyzes the students' scores of pre-test and post-test.

Table 4.1
Students' score for pre-test and post-test

No	Students	Pre-Test	Post-Test
1	AD	45	78
2	AF	31	74
3	AR	45	73
4	AU	35	73
5	B	48	45
6	D	43	49
7	F	31	65
8	LLR	25	50
9	M	25	85
10	MK	35	75
11	MS	36	65
12	N	36	85
13	NU	32	75
14	R	44	65
15	RF	45	65
16	RK	25	50
17	RN	46	65
18	RS	33	85
19	SN	45	50
20	SS	45	73
21	UM	33	89
22	ZH	55	79

Based on the result of students' pretest and post-test, the lowest score at the pre-test was 25 while at the post-test was 45, and the students' higher score on pre-test was 55 while at the post-test was 89. However, normality test was required because of this research includes in statistic parametric which required the distribution of the data must normal. The result of normality test analyzed by using SPSS 23 could be seen on the following table.

Table 4.2

Normality test of pre-test and post-test data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		22
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	12.47319894
Most Extreme Differences	Absolute	.157
	Positive	.127
	Negative	-.157
Test Statistic		.157
Asymp. Sig. (2-tailed)		.171 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the result of normality test, the significance value of the test was 0,171. The result of normality $0,171 > 0,05$ then it could conclude that the distribution of data was normal. After analyzed normality of the data, the researcher used the paired T-test to continue the analysis and measure the mean

score. Mean score was sought to find out the differences between students' abilities after treatment.

Table 4.3

Mean score of pre-test and pos-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	38.09	22	8.383	1.787
	Posttest	69.45	22	12.504	2.666

The output above show the descriptive statistic analysis of pre-test and post-test score student. From the table got that the mean value of pre-test was 38,09 while mean score in the post-test was 69,41 from 22 student. Based on the output, the post-test was higher than the pre-test which mean differences range about 31,36. The detail analysis could be seen in the following table.

Table 4.4

Paired sample Test Sig (2-tailed)

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			n	Mean	Lower	Upper			
Pair 1	Pretest - Posttest	-31.36	15.537	3.312	-38.252	-24.475	-9.469	21	.000

From the table, the result of significant value was 0,000 and mean for the pre-test and post-test different range was about -31,36. Then, researcher made conclusion based on the data and hypothesis testing based on criteria:

1. If Significant value Sig (2-tailed) < 0,05 then Ha accepted which mean the implementation of Pop-Up Book increase students' vocabulary retention
2. If Significant value Sig (2-tailed) > 0,05 the Ha rejected and H0 accepted which mean the implementation of Pop-Up Book did not increase students' vocabulary retention.

Based on the result of significant value $0,000 < 0,05$ which mean tha H0 rejected an Ha was accepted. This finding shows that Pop-Up Book increase students vocabulary retention. This finding shows that Pop-Up Book improves students' vocabulary retention. also by using Pop-Up Book students become more active in learning. however, the result is not significantly increased due to the limitation time in this study and for further research should add meeting for teaching experiment in order to get optimal result.

B. Result Analysis of the Questionnaire

The questionnaires consist of 10 questions provided in Bahasa since the students use Bahasa in daily life communication. The data from questionnaires is elaborated in detail in the following tables:

Table 4.5 : Q1*“I know what a Pop-Up Book is”*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	18	81.8	81.8	81.8
	SS	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

The table shows that 81.8% of students answered agree, 18.2 students answered strongly agree, none of the students answered disagree and strongly disagree. From this percentage, it can be concluded that students know what a Pop-Up Book is.

Table 4.6 : Q2*“I easily understand the vocabulary in English texts”*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	13.6	13.6	13.6
	S	19	86.4	86.4	100.0
	Total	22	100.0	100.0	

The table shows that 86.4% of students answered agree, 13.6 students answered disagree, and none of the students answered strongly agree and strongly disagree. It can be concluded that the percentage of students who can easily understand the vocabulary in English texts is higher than those who have difficulty understanding the vocabulary.

Table 4.7 : Q3*"I prefer to do English learning in groups"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.5	4.5	4.5
	TS	1	4.5	4.5	9.1
	S	17	77.3	77.3	86.4
	SS	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The table shows that 77% of students answered agree, 13.6 students answered strongly agree, 4.5 answered disagree, and 4.5 answered strongly disagree. It can be concluded most of the students prefer learning English in groups rather than individually.

Table 4.8 : Q4*"I prefer to learn English individually"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	15	68.2	68.2	68.2
	S	5	22.7	22.7	90.9
	SS	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

The table shows that 22.7% of students answered agree, 9.1 students answered strongly agree, 68.2 answered disagree, and no one answered strongly disagree. It can be concluded most of the students prefer learning English in groups rather than individually.

Table 4.9 :Q5

“I feel happy learning English vocabulary using Pop-Up Book”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	14	63.6	63.6	63.6
	SS	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

The table shows that 63,6% of students answered agree, 36,4% students answered strongly agree and no one answered disagree and strongly disagree. It can be concluded that students enjoy learning English vocabulary using Pop-Up Book.

Table 4.10 : Q6

“I find it easier to remember English vocabulary by using Pop-Up Books”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	50.0	50.0	50.0
	SS	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

The table shows that 50% of students answered agree, 50% strongly agree and no one answered disagree strongly disagree. It can be concluded that Pop-Up Books make it easier for students to remember vocabulary.

Table 4.11 : Q7

“I feel that the Pop-Up Book can solve my difficulty in remembering English vocabulary”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	17	77.3	77.3	77.3
	SS	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

The table shows that 77.3% of students answered agree, 22.7% strongly agree and no one answered disagree strongly disagree. It can be concluded that Pop-Up Books can help overcome students' difficulties in remembering vocabulary.

Table 4.12 : Q8

“During the learning process using the Pop-Up Book, I often communicate with other students”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	27.3	27.3	27.3
	S	13	59.1	59.1	86.4
	SS	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The table shows that 59.1% of students answered agree, 13.6% strongly agree 27.3% answered disagree and no one answered strongly disagree. it can be concluded that during the learning process students communicate with other students.

Table 4. 13 : Q9

“During the learning process using Pop-Up Book, I often communicate with the teacher”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	72.7	72.7	72.7
	SS	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

The table shows that 72.7% of students answered agree, 27.3 strongly agree and no one answered disagree and strongly disagree. it can be concluded that during the learning process students communicate with the teacher.

Table 4.14 : Q10

“I use the Pop-Up Book to train my vocabulary memory”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	14	63.6	63.6	63.6
	SS	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

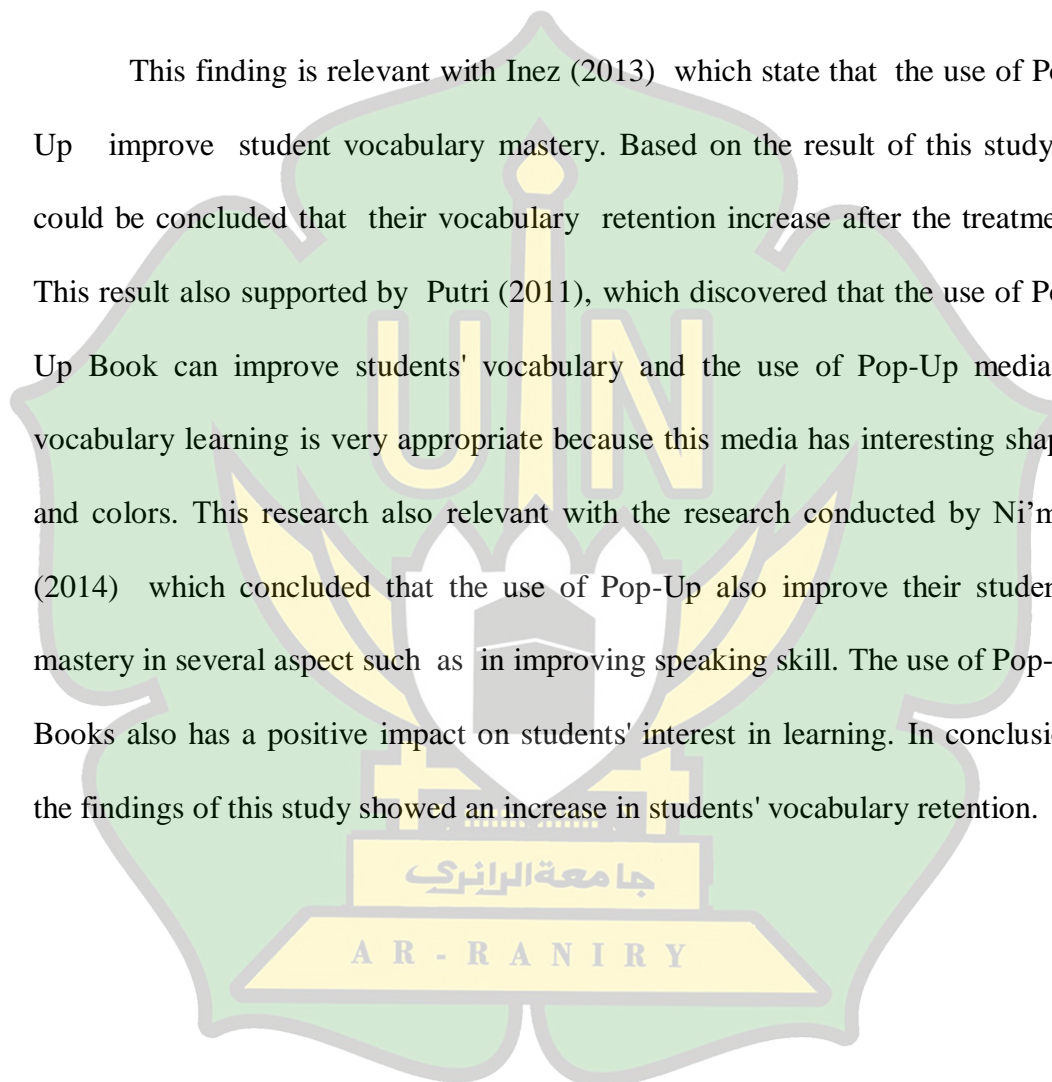
The table shows that 63.6% of students answered agree, 36.4% strongly agree and no one answered disagree and strongly disagree. It can be concluded that students will use Pop-Up Books to practice their vocabulary memory.

C. Discussion

Based on research question of this study which focused on the use of Pop Up Book in increasing students vocabulary retention, both pre-test and post-test was compared to test the hypothesis. The point was the use of Pop-Up Book can increase students vocabulary retention based on the score pre-test and post-test of the students. This could be seen on the analysis table of mean score which show

that mean score from pre-test was 38,09 while in post-test the mean score was 69,42. From that researcher could assume that Pop-Up Book could overcome students problem in increasing vocabulary retention and it makes the students more active in learning process.

This finding is relevant with Inez (2013) which state that the use of Pop-Up improve student vocabulary mastery. Based on the result of this study, it could be concluded that their vocabulary retention increase after the treatment. This result also supported by Putri (2011), which discovered that the use of Pop-Up Book can improve students' vocabulary and the use of Pop-Up media in vocabulary learning is very appropriate because this media has interesting shapes and colors. This research also relevant with the research conducted by Ni'mah (2014) which concluded that the use of Pop-Up also improve their students' mastery in several aspect such as in improving speaking skill. The use of Pop-Up Books also has a positive impact on students' interest in learning. In conclusion, the findings of this study showed an increase in students' vocabulary retention.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion, limitation of study and recommendation of this study related to the use of Pop-Up Book in increasing students vocabulary retention.

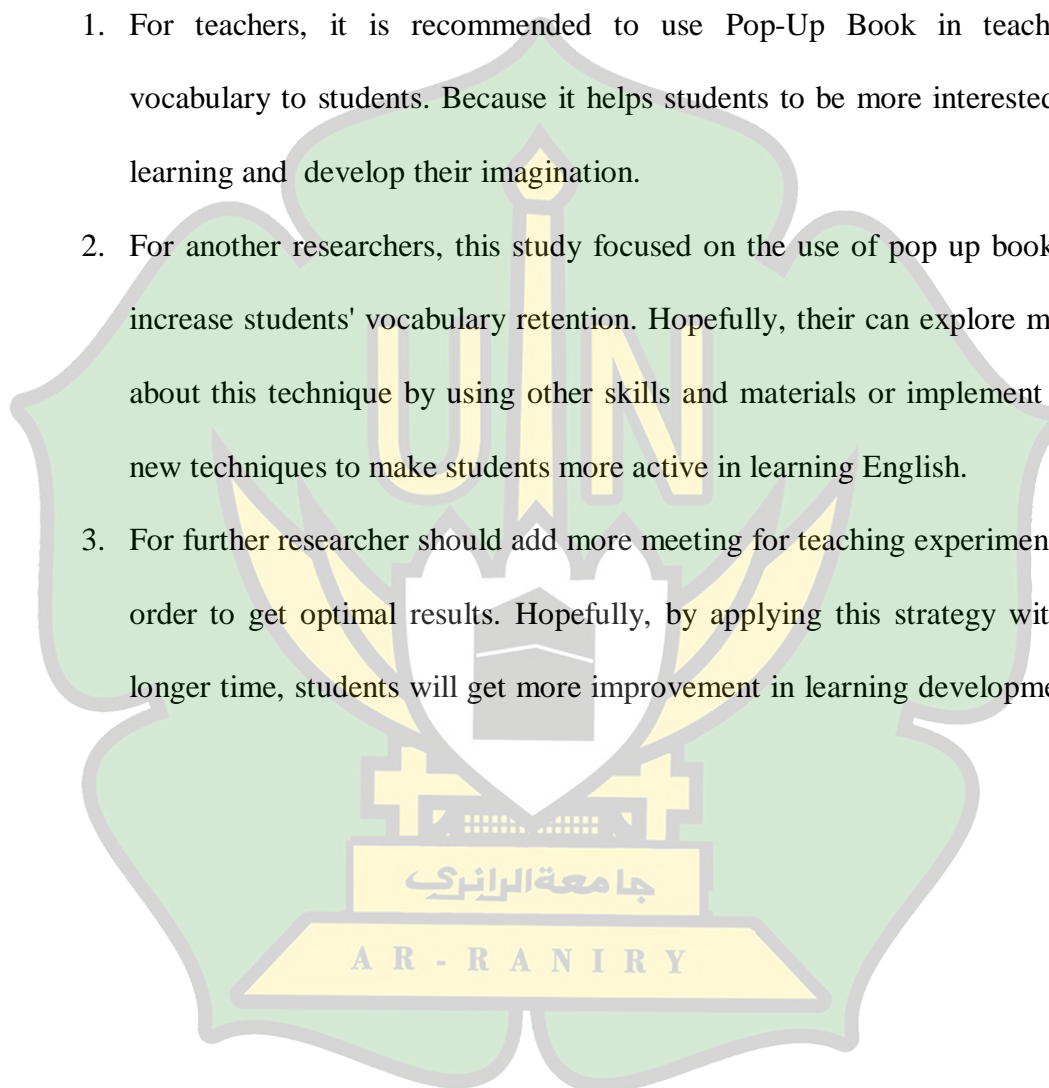
A. Conclusion

After describes all the data found in the previous chapter, the researcher made the conclusion of this study. Based on the data, the researcher concluded that the use of Pop-Up Book in increasing students vocabulary retention for X IPA 3 students at SMA 1 PEUDADA taught by using Pop-Up Book. It can be seen from the data the post-test scores higher than the pre-test and also the significant test value that served analyzed by using SPSS 23. The significant value Sig (2 tailed) was 0,000 that show there are impact of this strategy in increasing vocabulary. It is possible that if the use of this method is continued, students' abilities will be more significant.. In short, the application of Pop-Up Books in vocabulary teaching can develop students' vocabulary retention ability. In addition, using Pop-Up Books in teaching allows students to develop their imagination.

B. Recommendation

Based on the result of this research, several suggestion and recommendations are offered by researcher, as follows:

1. For teachers, it is recommended to use Pop-Up Book in teaching vocabulary to students. Because it helps students to be more interested in learning and develop their imagination.
2. For another researchers, this study focused on the use of pop up book to increase students' vocabulary retention. Hopefully, their can explore more about this technique by using other skills and materials or implement the new techniques to make students more active in learning English.
3. For further researcher should add more meeting for teaching experiment in order to get optimal results. Hopefully, by applying this strategy within longer time, students will get more improvement in learning development.



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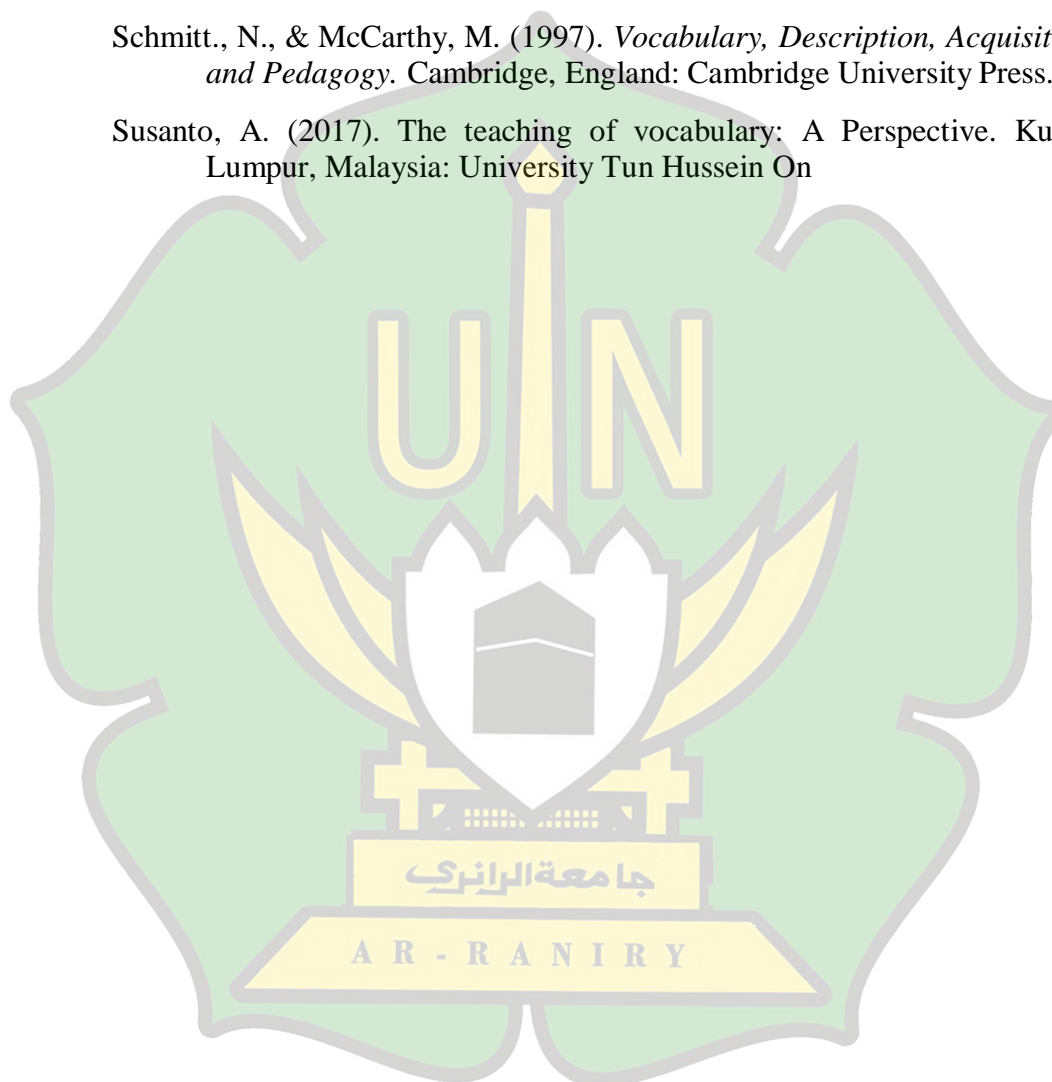
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APPENDICES

Appendix A : Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-4465/Un.08/FTK/Kp.07.6/06/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11943/Un.08/FTK/Kp.07.6/11/2023
KEDUA : Menunjuk Saudara :
Dr. Muhammad Nasir, M. Hum

Untuk membimbing Skripsi

Nama : Kausarina ramadhani
NIM : 190203132
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The use of Pop Up Book in Increasing Students' Vocabulary Retention

- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 04 Juni 2024
Dekan,

Safrul Muluk



Tembusan

- Seijen Kementerian Agama RI di Jakarta;
- Direj Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2156/Un.08/FTK.1/TL.00/2/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala SMAN 1 Peudada

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Kausarina ramadhani / 190203132**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Kajhu, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Pop up Book in Increasing Students Vocabulary Retention*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Februari 2024

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 28 Maret
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter for research field from the head of SMA Negeri 1 Peudada



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 PEUDADA**

Jln. Banda Aceh-Medan KM 209 Pulo Ara- Peudada Telp. 0644. 711433 Kode Pos. 24262
Email : sma1peudada1959@gmail.com

SURAT KETERANGAN IZIN PENELITIAN
Nomor :800 / 061/ 2024

Menindaklanjuti surat dari Universitas Islam Negeri Ar-Raniry pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan nomor : B-11662/Un.08/FTK.I/TL.00/11/2024.

Perihal : **Penelitian Ilmiah Mahasiswa**

Maka dengan ini Kepala SMA Negeri 1 Peudada, menerangkan bahwa :

Nama	: Kausarina Ramadhani
Nomor Induk Mahasiswa	: 190203132
Tempat Lahir	: Bireuen, 15 Desember 2000
Fakultas	: Tarbiyah dan Keguruan
Semester/Jurusan	: X/ Pendidikan Bahasa Inggris
Judul Skripsi	: The Use of Pop up Book in Increasing Students Vocabulary Retention.

Yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Peudada, pada tanggal 28 Februari s/d 08 Maret November 2024, Sebagai bahan penyusunan Tugas Akhir Tahun pada Program Sarjana UIN Ar-Raniry Banda Aceh.

Demikianlah surat Keterangan ini di buat, agar dapat di pergunakan seperlunya.

Peudada, 09 Maret 2024

Kepala Sekolah



YUSLINA, S.Pd., M.M
NIP. 19760921 199702 2 001

Appendix D : Questionnaire for Students

Students' Questioner of SMA Negeri 1 Peudada

Nama :

Kelas :

Petunjuk:

1. Berilah tanda (√) pada salah satu jawaban
2. Jawablah pertanyaan dengan jujur sesuai dengan keadaan sebenarnya

Ket: SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

NO	Pertanyaan	SS	TS	S	STS
1	Saya mengetahui apa itu Pop-Up Book				
2	Saya dengan mudah memahami kosakata dalam teks bahasa Inggris.				
3	Saya lebih senang melakukan pembelajaran bahasa Inggris secara kelompok				
4	Saya lebih senang belajar bahasa Inggris secara individu.				
5	Saya merasa senang belajar kosa kata bahasa Inggris menggunakan Pop-Up Book				
6	Saya merasa lebih mudah mengingat kosa kata bahasa Inggris dengan menggunakan Pop-Up Book				
7	Saya merasa PopUp Book dapat mengatasi kesulitan saya dalam mengingat kosa kata bahasa Inggris.				
8	Selama proses pembelajaran menggunakan Pop-Up Book saya sering berkomunikasi denga siswa lainnya.				
9	Selama proses pembelajaran menggunakan Pop-Up Book saya sering berkomunikasi dengan guru.				
10	Saya menggunakan Pop-Up Book untuk melatih ingatan kosa kata				

(Source: Khatimah, K., 2023; Widya, H., 2021)

Appendix E: Research Instrument (Pre-test and Post-test)

INSTRUMENT OF PRE-TEST

Please describe the pictures below!

1. Please describe the picture below based on the following criteria

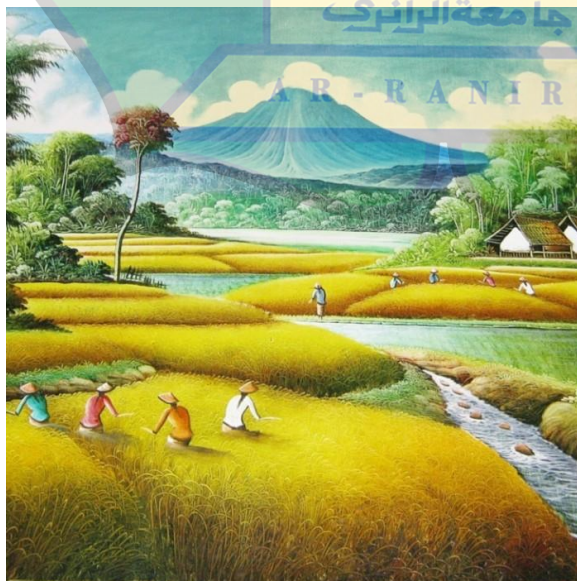
- a. Identification: The introduction of a person, place, animal, or object to be described.
- b. Description: A description of something, such as an animal, object, place, or person.

2. Choose one of the pictures below to describe!

a.



b.



INSTRUMENT OF POST-TEST

Please describe the pictures below!

1. Please describe the picture below based on the following criteria

- a. Identification: The introduction of a person, place, animal, or object to be described.
- b. Description: A description of something, such as an animal, object, place, or person.

2. Choose one of the pictures below to describe.

a.



b.



Appendix F:**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 1 Peudada
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester: X / Genap
 Materi : Teks Deskripsi
 Waktu : 2 x 40 Menit (3 Pertemuan)

A. Kompetensi Inti (KI)

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan

dengan konteks penggunaannya	<p>sederhana, sesuai dengan penggunaannya.</p> <p>3.4.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan penggunaannya.</p>
4.4 Teks <i>deskriptif</i>	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.3 Mempresentasikan teks deskriptif yang sudah dibuat</p>

C. Tujuan Pembelajaran

Teks deskripsi merupakan salah satu bentuk tulisan yang bertujuan untuk menggambarkan secara rinci tentang suatu objek, tempat, orang, atau situasi.

D. Penguatan Pendidikan Karakter (PPK)

1. Membiasakan siswa berdoa untuk diri sendiri agar mendapat ridha Allah SWT selama proses pembelajaran berlangsung; dan berdoa untuk orang lain (teman-teman) yang sakit/mendapat musibah.
2. Membiasakan siswa bersikap disiplin, peduli, jujur, kerjasama, percaya diri, santun, ramah, dan bertanggungjawab

E. Materi Pembelajaran

Teks deskripsi merupakan salah satu bentuk tulisan yang bertujuan untuk menggambarkan secara rinci tentang suatu objek, tempat, orang, atau situasi

Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur Teks

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

Unsur kebahasaan

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti quite, very, extremely, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

F. Pendekatan/Model/Metode Pembelajaran

Pendekatan : Scientific

Model pembelajaran : Project Based Learning

Metode : Diskusi, tanya jawab, penugasan dan praktik

G. Media

Media : Buka Pop-Up, LKPD

Alat : White board, spidol

H. Sumber Belajar

- Buku Bahasa Inggris SMK Kelas X

- Interet

I. Langkah-Langkah Pembelajaran**Pertemuan ke-1**

3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan penggunaannya.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

Kegiatan	Deskripsi	Waktu
Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan membaca doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar; kerapian dan kebersihan ruang kelas presensi, menyiapkan media dan alat serta buku yang diperlukan. 	10 menit
Apersepsi	<ul style="list-style-type: none"> Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	

Motivasi	<ul style="list-style-type: none"> • Memotivasi peserta didik untuk lebih fokus dan semangat dalam mengikuti pembelajaran serta menanamkan rasa cinta tanah air • Memberikan gambaran tentang manfaat mempelajari pelajaran dalam kehidupan sehari-hari. 	
Orientasi peserta didik pada masalah	<ul style="list-style-type: none"> • Peserta didik mendengar penjelasan materi oleh guru tentang teks deskriptif dan juga pop up book 	
Mengorganisasi peserta didik untuk belajar	<ul style="list-style-type: none"> • Siswa mempertanyakan hal-hal umum terkait teks deskriptif dan Pop-Up Book berdasarkan penjelasan yang dijelaskan oleh guru • Siswa diminta untuk menyebutkan kosa kata pada Pop-Up Book. • Siswa diberikan contoh teks deskriptif oleh guru berdasarkan gambar yang ada pada popup book 	55 menit
Membimbing penyelidikan individual dan kelompok	<ul style="list-style-type: none"> • Peserta didik diminta untuk memberikan contoh teks deskriptif sederhana secara lisan berdasarkan gambar pada pop up book yang diberikan oleh guru. 	
Penutup	<ul style="list-style-type: none"> • Guru membantu peserta didik melakukan refleksi terhadap kegiatan yang telah mereka lakukan. • Guru serta peserta didik mengakhiri pembelajaran dengan membacakan doa 	15 menit

	Penutu Majelis sebagai wujud rasasyukur kepada Allah SWT bahwa pertemuan kaliini telah berlangsung dengan baik dan lancar.	
--	--	--

Pertemuan ke-2

3.4.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan penggunaannya.

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Kegiatan	Deskripsi	Waktu
Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan membaca doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar; kerapian dan kebersihan ruang kelas presensi, menyiapkan media dan alat serta buku yang diperlukan 	10 menit
Apersepsi	<ul style="list-style-type: none"> Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	
Motivasi	<ul style="list-style-type: none"> Memotivasi peserta didik untuk lebih fokus dan semangat dalam mengikuti pembelajaran serta menanamkan rasa cinta tanah air Memberikan gambaran tentang 	

	manfaat mempelajari pelajaran dalam kehidupan sehari-hari.	
Orientasi peserta didik pada masalah	<ul style="list-style-type: none"> • Peserta didik mendengar penjelasan materi oleh guru tentang teks deskriptif menggunakan Pop-Up Book 	
Mengorganisasi peserta didik untuk belajar	<ul style="list-style-type: none"> • Peserta didik diminta untuk menyusun teks deskriptif secara berkelompok berdasarkan gambar dari Pop-Up Book. • Siswa diminta untuk menulis kosa kata sulit atau yang belum mereka ketahui berdasarkan gambar dari Pop-Up Book 	55 menit
Membimbing penyelidikan individual dan kelompok	<ul style="list-style-type: none"> • Guru memberikan informasi kepada siswa tentang teks deskriptif • Guru memberikan siswa kesempatan untuk menyusun teks deskripsi dengan bekerja sama, bertanggung jawab dan tanpa rasa takut 	
Penutup	<ul style="list-style-type: none"> • Guru membantu peserta didik melakukan refleksi terhadap kegiatan yang telah mereka lakukan. • Guru serta peserta didik mengakhiri pembelajaran dengan membacakan doa Penutu Majelis sebagai wujud rasasyukur kepada Allah SWT bahwa pertemuan kaliini telah berlangsung dengan baik dan lancar. 	15 menit

Pertemuan ke-3

4.4.3 Mempresentasikan teks deskriptif yang sudah dibuat.

Kegiatan	Deskripsi	Waktu
Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan membaca doa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar; kerapian dan kebersihan ruang kelas presensi, menyiapkan media dan alat serta buku yang diperlukan 	10 menit
Apersepsi	<ul style="list-style-type: none"> Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	
Motivasi	<ul style="list-style-type: none"> Memotivasi peserta didik untuk lebih fokus dan semangat dalam mengikuti pembelajaran serta menanamkan rasa cinta tanah air Memberikan gambaran tentang manfaat mempelajari pelajaran dalam kehidupan sehari-hari. 	
Orientasi peserta didik pada masalah	<ul style="list-style-type: none"> Peserta didik mendengar penjelasan materi oleh guru tentang teks deskriptif menggunakan Pop-Up Book 	
Mengorganisasi peserta didik untuk belajar	<ul style="list-style-type: none"> Siswa mempresentasikan teks deskriptif hasil kerja kelompok mereka 	55 menit

Membimbing penyelidikan individual dan kelompok	<ul style="list-style-type: none"> • Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik tentang materi pelajaran. • Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding 	
Penutup	<ul style="list-style-type: none"> • Guru membantu peserta didik melakukan refleksi terhadap kegiatan yang telah mereka lakukan. • Guru serta peserta didik mengakhiri pembelajaran dengan membacakan doa Penutu Majelis sebagai wujud rasasyukur kepada Allah SWT bahwa pertemuan kaliini telah berlangsung dengan baik dan lancar. 	15 menit

J. Penilaian

1. Penilaian Sikap

Penilaian sikap terhadap peserta didik dapat dilakukan dengan pengamatan selama proses pembelajaran berlangsung.

2. Penilaian Pengetahuan

Penilaian pengetahuan dilakukan dengan mengumpulkan hasil kerja peserta didik.

3. Penilaian Keterampilan

Penilaian keterampilan dilakukan guru dengan melihat kemampuan peserta didik dalam mengkomunikasikan hasil kerjanya baik secara lisan maupun tulisan.

4. Program Remedial

Kegiatan remedial diberikan kepada peserta didik yang belum menguasai materi pelajaran dan belum mencapai kompetensi yang telah ditentukan. Bentuk yang dilakukan antara lain peserta didik secara terencana mempelajari buku teks pelajaran Bahasa Inggris pada

bagian tertentu yang belum dikuasainya. Guru menyediakan soal-soal latihan atau pertanyaan yang merujuk pada pemecahan masalah materi teks deskriptif.

5. Program Pengayaan

Kegiatan pengayaan diberikan kepada peserta didik yang telah menguasai materi pelajaran sesuai dengan indikator yang telah ditentukan. Bentuk yang dilakukan antara lain peserta didik diminta untuk mencari informasi materi relevan yang tingkat kompetensinya lebih tinggi dari kompetensi yang diharapkan. Selain itu, peserta didik tersebut diminta menyampaikan atau mengumpulkan hasil informasi yang ditemukan.

Mengetahui:
Guru Bahasa Inggris
SMA N 1 Peudada

Peneliti

Nurlina S.Pd

Kausarina Ramadhani

Lampiran I: Rubrik Penilaian

1. Penilaian sikap

No	Nama Siswa	Kerja sama	Jujur	Disiplin	Komunikatif	Keterangan

Kolom aspek perilaku diisi angka sesuai dengan kriteria berikut:

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Keterangan Akhir Diisi:

A (Sangat Baik) = 13-16

B (Baik) = 9-12

C (Cukup) = 5-8

D (Kurang) = 1-4

2. Penilaian Pengetahuan

Kriteria	Deskripsi	skor	Bobot
Contents	Excellent, the information presented with clearly and well-chosen details	4	3x
	Good; the information presented with details in parts of paragraph	3	
	The information presented with some detail	2	
	Poor, the information presented	1	
Organization (identification and description)	Excellent, Incredibly, the main idea of the text is reinforced by identification and details of the description	4	
	Good; the main points of text are supported by identification and description, yet the details of the content rather less relevant	3	
	Average; identification and description support the main points, but the details of content are less relevant.	2	
	Poor; the main points of the text are supported by irrelevant General classification and description	1	
	Excellent; the paragraph shows that the usage of words such as personal nouns, linking verbs, and adjectives are used appropriately.	4	
	Good; occasional errors of words form such as	3	

Vocabulary (Noun, Verb, Adjective)	personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured		
	Average; frequent errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	2	
	Poor; the paragraph does not show that the writer understands the usage of words such as personal noun, linking verb, and adjectives.	1	
	Excellent; the paragraph contains complete sentences and correct use of simple present tense.	4	
Grammar (Simple Present Tense)	Good; Several errors in simple present tense	3	
	Average; few complete sentences, frequent errors in of simple present tense	2	
	Poor; the writer does not master the grammar or not enough to be evaluated in of simple present tense	1	
	Excellent; spelling, punctuation and capitalization are correct	4	
Mechanics (Spelling,Punctuation, Capitalization)	Good; occasional errors of spelling, punctuation and capitalization in a paragraph.	3	
	Average; frequent errors of spelling, punctuation and capitalization in a paragraph.	2	

	Poor; no mastery of convention, dominated by errors of spelling, punctuation and capitalization	1	
--	---	----------	--

$$\text{Total Score: } \frac{3C+2O+1,5V+G2+M1,5}{40} \times 100$$

3. Penilaian keterampilan

No	Nama Siswa	Konsep	Jawaban	Kreativitas	Waktu	Hasil	Jumlah

Kolom aspek perilaku diisi angka sesuai dengan kriteria berikut:

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Jumlah Akhir Diisi:

A (Sangat Baik) = 13-16

B (Baik) = 9-12

C (Cukup) = 5-8

D (Kurang) = 1-4

A R - R A N I R Y

Lampiran II: WORKSHEET I

Please describe the pictures
choose one of the topics below:



WPRKSHEET II

Work in group!

You have learned about descriptive text. Now, please describe the picture in the Pop-Up Book given.



جامعة الرانري

A R - R A N I R Y

Appendix G: Documentation





Students' Questioner of SMA N 1 PEUDADA

Nama : Rafaelia Nandita

Kelas :

Petunjuk:

1. Berilah tanda (✓) pada salah satu jawaban
2. Jawablah pertanyaan dengan jujur sesuai dengan keadaan sebenarnya

Ket: SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

NO	Pertanyaan	SS	TS	S	STS
1	Saya mengetahui apa itu Pop-Up Book			✓	
2	Saya dengan mudah memahami kosakata dalam teks bahasa Inggris.			✓	
3	Saya lebih senang melakukan pembelajaran bahasa Inggris secara kelompok	✓		✓	
4	Saya lebih senang belajar bahasa Inggris secara individu.		✓		
5	Saya merasa senang belajar bahasa Inggris menggunakan Pop-Up Book			✓	
6	Saya merasa lebih mudah mengingat kosa kata bahasa Inggris dengan menggunakan Pop-Up Book			✓	
7	Saya merasa Pop-Up Book dapat mengatasi kesulitan saya dalam mengingat kosa kata bahasa Inggris.			✓	
8	Selama proses pembelajaran menggunakan Pop-Up Book saya sering berkomunikasi dengan siswa lainya.		✓		
9	Selama proses pembelajaran menggunakan Pop-Up Book saya sering berkomunikasi dengan guru.			✓	
10	Saya menggunakan Pop-Up Book untuk melatih ingatan kosa kata			✓	

Nama : Mur Kartika

Pre-test

Please describe the pictures below!

1. Please describe the picture below based on the following criteria
 - a. Identification: The introduction of a person, place, animal, or object to be described.
 - b. Description: A description of something, such as an animal, object, place, or person.
2. Choose one of the pictures below to describe.

a. Garden



The garden is so beautiful. In the garden many flowers and birds are the tree. The garden is interesting and clean. All people like visiting because the look view is so beautiful.

b. Nature



INSTRUMENT OF POST-TEST

Please describe the pictures below!

1. Please describe the picture below based on the following criteria
 - a. Identification: The introduction of a person, place, animal, or object to be described.
 - b. Description: A description of something, such as an animal, object, place, or person.
2. Choose one of the pictures below to describe.

a.



The zoo features several distinct animal enclosures and a variety of visitors enjoying the attractions. In the lower-left corner, there's an enclosure with two elephants, including an adult and a baby. In the middle, two giraffes are observed by visitors. To the upper right, there's a lion enclosure. A lion rests on a rock in the background. The paths are busy with visitors, some at a picnic table, some at a picnic table, some at a picnic table.

b.



Appendi H: Autobiography

Name : Kausarina Ramadhani
 Student Number : 190203132
 Place/Date of Birth : Bireuen, 15 December 2000
 Gender : Female
 Religion : Islam
 Status : Single
 Occupation : Student
 Nationally : Indonesia
 Address : Kajhu, Aceh Besar
 Email : 190203132@student.ar-raniry.ac.id
 Phone Number : 082277279699

Parents

Name of Father : M. Nur S.Pd.
 Name of Mother : Saumiati S.Pd.
 Father's Occupation : Headmaster
 Mother's Occupation : Teacher
 Address : Dusun Tgk Lampuuk, simpang 3, no 26 Desa
 Blang Dalam kec, Jeumpa, Bireuen.

Education

Elementary : SD Negeri 21 Bireuen (2007-2013)
 Junior High School : SMP Islam YPUI Darul Ulum Banda Aceh (2013-2016)
 Senior High School : SMA Negeri 2 Banda Aceh (2016-2019)
 University : UIN Ar-Raniry Banda Aceh (2019-2024)