The Effect of Pop-Up Book for Students on Vocabulary Mastery

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Abstract
This research was aimed to find out whether learning by using Pop-Up book significantly effects on students' vocabulary, or not. This research is quantitative method in pre-experimental method. This research used one group pre-test and post-test design. The instrument was used a test. According to the result of the test, it was found that the students' score before learning by using Pop-Up book in SMP Negeri 1 Ujung Batu was classified into enough. The students' score after learning by using Pop-Up book in SMP Negeri 1 Ujung Batu was classified as good. So, there was a significant effect of using Pop-Up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu.

Keywords: Pop-Up book, vocabulary mastery

Introduction

Vocabulary is the first thing to learn when learning English. Vocabulary defined as collection of words. (Hasibuan et al, 2014). Vocabulary is one of the most important parts in English. Vocabulary is the core component of listening, speaking, reading, and writing. (Syafrizal & Haerudin, 2018) This indicates that vocabulary development is crucial, particularly in high school.

Vocabulary is needed by students because before a person is able to produce language, they have to know the smallest meaningful device of language which is words or vocabulary. Furthermore, the importance of vocabulary learning towards improving and developing students' language skills causes language learning to be increasingly urgent to be carry out more seriously and urgently. (Suparsa & Mantra, 2020) This is because in learning English, especially when learning the four language skills due the students' low ability to master English vocabulary.

Vocabulary mastery greatly affects language skills. (Amal & Herlina, 2020) They were still confused about the meaning of those words. They often ask for words in a learning process. They have difficulties when the teacher asks them to make sentences using English to describe people. The problem the researcher found in the class was that they

were less enthusiastic about carrying out the learning process. They have difficulty understanding what they read and listen to however, that is students make mistakes in interpreting the meaning of words in the sentences. In the teaching vocabulary, the teacher must lead with the correct technique. The teacher can create a media that can be applied in the classroom.

Teacher often uses media in the classroom because they help students reduce stress and pressure during the learning process. Sometimes students feel stressed because they have to study very hard to master the target language. They are stressed because they feel like they have to deal with words, grammatical structures, unfamiliar. Students often feel uncomfortable, affecting their ability to learn. Learn with media can help them more enjoyable and make them want to learn more. So, Teacher can use pop-up book to teach. Pop-up book can make students more interested in learning English instead of emphazing unfamiliar grammatical structures that students need to learn.

Pop-Up book is a type of book which has interesting movable page form and it has been using for a long time. Pop-up is movable book which has many different movable pages types". (Hardiyanti et al., 2019)

Pop-up book has interesting 3D visualization with budging 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. Pop-up book produced for a large variety of audiences, from the youngest child to adults and for every subject area. Also any given pop-up book has multiple potential audiences, and increasingly publishers are aware of that fact. (Bluemel & Taylor, 2012)

Thornbury said that it is ideal to use picture in teaching Junior high school. Pictures can be used to explain the meanings or concept in a simple way. (Thornbury, 2014) Thornbury says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up book given. Therefore, the other researcher offered the types of pictures that were represented by using media namely Pop-up book.

Pop-up books, according to Hiebert, offer a thorough method of presenting lexical or vocabulary content because of its interactive and mechanical elements, which helps pupils comprehend and remember concepts. (Hiebert, 2014) Pop-up book can combine with various English materials, offering a novel and engaging way to present vocabulary. Pop-up book serve as creative media that stimulate students' imagination, increase their appreciation for books, and enhance their creative mindset, The article argues that introducing pop-up books as a medium for learning is essential for providing students with a shared perspective on words and preventing misinterpretations. (Susrianty et al., 2024)

The use of pop-up book is considered quite appropriate in reducing this problem. The presence of an interesting visual from of English learning teaching material will make students' attention focus on their learning through this media. So that material the teacher will convey will be well absorted by the students.

Methodology

This study is quantitative research with experimental research. The research was formed with a pre-experimental design one-group pre-test post-test design. One-Group Pre- test and Post-test Design in order to determine the significant impact of treatment on the class sample. There is a class as a sample of research. The class teach by using Pop-up book, a pre-test is carried out first before giving treatment. The population in this research all the seventh-grade students at SMPN 1 Ujung batu which consists of 1(one) class with 40 students. This research uses a population sample because the population of this study is small. So, the sample of this research is all the seventh-grade students at SMPN 1 Ujung batu which consists of 40 students. In analysing the data and to decide the hypothesis, this research used independent sample t-test.

Results and Discussion

This research in order to find out the result about the effectiveness of the using of Pop-up book towards the students' vocabulary mastery, the data analyse by determined the means score and test the independent test to see how the significances. The data description will presented with mean and the following statistic to show how the difference between students' vocabulary mastery before learning using Pop-up book and students' vocabulary mastery after learning using Pop-up book. The data description presented as follows:

Table I Students' Scores of Pre-Test and Post-Test

No	Descriptive Statistic	Pre-Test Score	Post-Test Score
1	Mean	51.90	81.20
2	Standard Error	1.414	1.191
3	Median	56.00	80
4	Mode	60	80
5	Standard Deviation	8.944	7.535
6	Sample Variance	79.990	56.779
7	Range	32	24
8	Minimum	28	68
9	Maximum	60	92
10	Sum	2076	3248
11	Count	30	30

Based on the table above it can be seen that the difference between pre-test and post-test seem to be significant. The difference in this data description was showed by the mean score where the mean score in pre-test or before treated by using Pop-up book in learning

was lower than the mean score of the students' post-test or after learning using Pop-up book. The difference between those mean score was 29.30 gotten from the post-test minus pre-test score (81.20-51.90).

The further explanation about the comparison of the pre-test and post-test of the students vocabulary mastery presented in the table comparison below to see the criteria of the enhancement in the students score.

Table 2. The Comparison Score of Pre-test and Post-test

Pre Test	Post Test	Enhancement	Comparison Score
51.90	81.20	29.3	0.5

Based on the table above, the researcher found that the mean score in pre-test was 51.90 and mean score in post-test was 81.20. The Enhancement of pre-test and post-test was 29.3 and gain score was 0.5. Based on the criteria, the gain score of 0.5 is in the range of G intervals, which means that the gain that occurs in the pre-test and post-test is included in the high criteria.

For the whole view of the students result, the researcher showed it in the diagram. The comparison of pre-test and post-test showed in the diagram below:
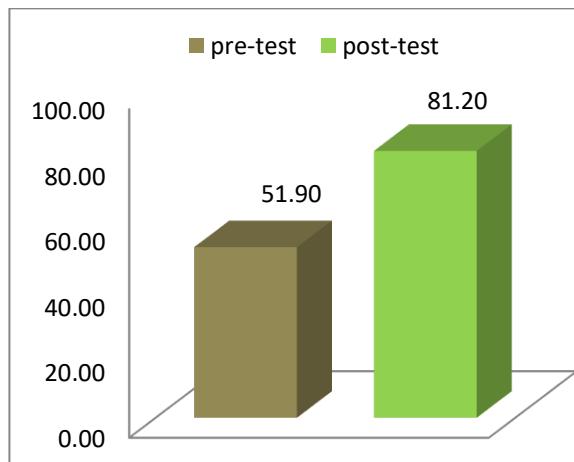

Figure I Histogram of Comparison Data of Vocabulary mastery

The diagram above showed the improvement of students′

After calculating the data of post-test, the researcher found that the result of pre-test and post-test was normal and homogenous. Based on the result, the researcher used statistical hypothesis to analyse the hypothesis. Alternative hypothesis (Ha) of the research was "There was a significant effect of Pop-up book on students' vocabulary mastery in SMP Negeri 1 Ujung batu". The result of t-test can be seen on the table below:

Table 3. The Result of t-test

t-count	t-table
8.199	1.685

The hypothesis was 2 criteria. They are if t-count < t-table means it was rejected and if t-count > t-table means it was accepted. Based on the calculation of the researcher in post-test, the researcher found that t-count higher than t-table with significance level $\alpha = 0.5$ and $df = n_1 - 1 = 29$. So it means that the hypothesis H_a was accepted and H_o was rejected. So, there was significant effect of using pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. Based on the explanation above, the researcher concluded that the hypothesis alternative (H_a) of this research was accepted where there was a significant effect of using Pop-up book on students' vocabulary mastery and the null hypothesis (H_o) of this research was rejected where there was no a significant effect of using Pop-up book on students' vocabulary mastery.

Based on the data analysis that had found by the researcher, it shown that there was significant effect of using Pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu, where the result in pre-test higher than in post-test. In the pre-test, the mean score was 57.6. Meanwhile, in the post test the mean score was 74.3. It means there was significantly effect, because pop-up book is the media that can make students more interested in teaching learning was significant to this research. In other words, there was a significant effect of pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. This was proved the theory from Thornbury that said it is ideal to use picture in teaching Junior high school. Pictures can be used to explain the meanings or concept in a simple way. Thornbury says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students to learn English easily including vocabulary.

There are some discussions or previous study about the effect of using Pop-up book on vocabulary mastery such as: The first is conducted by Susrianty et. al, where the statement related with this research. it could be concluded that pop-up books gave significance effect on students' vocabulary mastery. Using pop-up books can also attract students' focus during teaching and learning process.(Susrianty et al., 2024) Pop-up books gave students a new experience to discover the words and interacted with media.

The second is conducted by Riswalastika et. al, where the statement in the second list is about the level of education where pop-up books are a unique and engaging form of media that can be used to deliver information and promote learning in a fun and interactive way. (Riswalastika et al., 2023) They are suitable for both children and adults and can be enjoyed independently or in a group setting.

The third is conducted by Yusroh, his statement about pop-up book as media related to this research, "vocabulary is the key to acquire the language in learning English. Teacher has to expand students' vocabulary as much as possible by using certain media and also strategies". (Yusroh, 2019)

The fourth is by Rinny Rorimpandey it can be seen concluded that pop-up book visual media is a suitable tool for teaching vocabulary because the use of pop-up book visual media can influence students' vocabulary development in English. (Rorimpandey, 2023)

The last is conducted by Aba and Pontoh, the use of appropriate and varied media namely pop-up book plays a very important role in increasing vocabulary mastery. Students are more enthusiastic and motivated to express words and sentences. (Aba & Pontoh, 2022) The use of data hand media can also improve vocabulary Mystery. And high school teachers should be able to use teaching media according to age and environment situation, as well as materials or themes in the curriculum. Vocabulary is a very important part and vocabulary is also a science to study communication.

All of the discussion above is the statements that support (pro) to this research, where they have in common that pop-up book have significant effect on students' vocabulary mastery, on the other hand there are several discussion that do not support (con) to this research, The contra discusses about the weakness of using pop-up book in learning.

One of weakness conducted by Rorimpandey the weakness of the Visual Media Pop-up Book because some reasons, they are:
1. Processing time tends to be long
2. Demand accuracy
3. The costs incurred are more expensive than books in general.
4. Limited expertise in making the learning media. (Rorimpandey, 2023)
   Kamal et al stated the weakness of pop-up book as follow:
1. Costs tend to be higher
2. The manufacturing process is difficult
3. Requires quite large capital investment
4. Takes more time in making it. (Kamal et al., 2024)

Based on the discussion above, it can be concluded that the significant effect of using Pop-up book was bigger than the weakness of using Pop-up book on students' vocabulary mastery. It also can be seen from the students' score in the pre-test and the post-test. Above all the increasing and the improvement showed by the several research and also this research, the weakness may appears to this used of Pop-up book into learning. But those weakness seems to be solved by the appropriate used and the appropriate management of the learning and procurement of the learning materials and equipments.

CONCLUSION
The effectiveness of using Pop-up book into learning which precisely in matters of it is effect to the students' vocabulary mastery, was proved as the significant effect in this research. This research showed the mean score result of the students' vocabulary mastery after treated using Pop-up book in learning was increased in the high criteria. The mean score of students before treatment or pre-test was 51.90 and the mean score of post-test was 81.20 that the enhancement gotten was 29.3. The result of the t-test also showed the result that the hypothesis was accepted where t-count > t-table (8.199 > 1.685). So, the conclusion comes to the decision that the using of Pop-up book in learning has the significant effect on students' vocabulary mastery.

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