THE EFFECT OF POP-UP BOOKS TOWARD STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The research addressed the issue of insufficient vocabulary mastery among eighth-grade students at SMPN 1 Kubung during the 2022/2023 academic year. The students' limited proficiency in vocabulary was attributed to factors such as rote memorization and the lack of diverse instructional media. Consequently, pop-up books were selected as a teaching medium to investigate their impact on students' vocabulary mastery. The research employed a quasi-experimental design, and the population comprised 94 eighth-grade students at SMPN 1 Kubung for the 2022/2023 academic year. Cluster random sampling was utilized to select a sample of 63 students, with 31 assigned to the experimental group and 32 to the control group. The experimental and control groups were determined through a random draw. The pre-test score averaged 32.68, but it significantly increased to 70.41 after the intervention. Analysis using an independent samples T-test indicated that pop-up books had a more substantial impact compared to traditional pictures. The rejection of the null hypothesis (H0) suggested a significant positive effect of using pop-up books as a teaching medium on students' vocabulary mastery in the eighth grade at SMPN 1 Kubung for the 2022/2023 academic year. Based on the findings, it is recommended that teachers consider this research when exploring a broader range of teaching media to enhance student engagement in vocabulary learning. Furthermore, future researchers are encouraged to explore additional avenues for improvement and refinement based on the insights gained from this study.

Keyword : *Pop-up books, Vocabulary mastery, Media*

INTRODUCTION

Vocabulary holds a crucial position among the fundamental components of English language learning. According to Richard as cited in Saniyah (2021), mastery of vocabulary is imperative for the application of all English language skills. However, the extensive scope of vocabulary poses challenges for both students and teachers. Suardi (2019) emphasizes that teaching vocabulary is a challenging task, often relying on conventional methods such as textbooks and projector screens with pictures. This traditional approach, as indicated by Sari (2022), may lead to monotony in learning, with students listening passively and memorizing without a meaningful connection to the context.

A preliminary interview conducted on March 7th, 2023, with a teacher named Miss Siti revealed several issues. First, eighth-grade students exhibited unfamiliarity with English vocabulary. Second, students were required to master learning materials without recognizing vocabulary based on context. Lele (2018) suggests that large vocabulary development involves purposeful practice and context recognition. Third, the teaching of vocabulary lacked varied media.

To address these challenges, pop-up books were proposed as a creative and three-dimensional medium for teaching vocabulary. Hiebert (2014) contends that pop-up books, with their mechanical and interactive features, provide a comprehensive way to deliver vocabulary material, making it easier for students to understand and retain meanings. Pop-up books can be combined with various English materials, offering a novel and engaging way to present vocabulary.

Pop-up books serve as creative media that stimulate students' imagination, increase their appreciation for books, and enhance their creative mindset (Dzuanda in Lestari, 2022). 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.

Prior research, including studies by Oktaviana (2020), Cholidiyah (2018), and Novianti (2018), has explored the positive impact of pop-up books on various aspects of learning, such as problem-solving abilities, student activity, and vocabulary mastery. However, this study seeks to specifically investigate the significant effect of pop-up books on students' vocabulary mastery in the context of eighth-grade students at SMPN 1 Kubung during the 2022/2023 academic year.

The research questions formulated for this study are threefold. First, the study aims to evaluate students' vocabulary mastery at the eighth grade of SMPN 1 Kubung for the 2022/2023 academic year after being taught using pop-up books as a teaching medium. Second, it seeks to assess students' vocabulary mastery when taught using traditional pictures as a teaching medium. Finally, the study aims to determine whether pop-up books have a more significant effect than pictures on students' vocabulary mastery at the eighth grade of SMPN 1 Kubung for the 2022/2023 academic year.

This article is significant in its endeavor to evaluate the impact of teaching media on vocabulary learning, with the hope that innovative approaches, such as pop-up books, can enhance students' vocabulary mastery. The research methodology involves a comparison between the control and experimental classes to ascertain the effectiveness of pop-up books in improving students' vocabulary.

METHOD

Research Design

This research was conducted by using experiment. Sugiyono in Riandi (2019) states that experimental research aims to find causal relationships between variables in controlled states. Kind of experimental research that used is quasi experimental. According to Lodico et al. (2006), quasi experimental is experiment that involves the random assignment of entire groups to treatments. To equalize the value, it is necessary to apply the pre-test and post-test to both groups, the control and experimental class as shown in the following nonequvalent control group design:

Table 1: The Nonequivalent Control Group Design.

Class	Pre-test	Treatment	Post-test
Control	O_1		O_2
Experiment	O_1	X	O_2

Creswel in Isnawan (2020) states that nonequivalent control group design is quasi experimental research design involving two different classes, namely the experimental and control classes, where the experimental class is given treatment, while the control class is not given treatment or only through direct or conventional learning, however, both classes were still given a pre-test at the beginning and post-test at the end of data collection. The experimental class received learning treatment using pop-up books, while the control class received conventional learning as usually taught by teacher. Teacher usually taught vocabulary by pictures, therefore, the pictures is conventional learning.

Population and Sample

Ary (2018) states that population is all members of well-defined class of people, events or objects. The population was selected based on observation where the school had not implemented pop-up books as a teaching media toward students' vocabulary mastery. So, in this research, the population was the eighth grade students of SMPN 1 Kubung in 2022/2023 academic year, because this school teachers had not used various media in teaching vocabulary. There were 94 students of eighth grade.

This research used cluster random sampling to specify the samples. According to Ary (2018), cluster random sampling is the process of selecting a sample based on chosen unit which is not an individual but a group of individuals who are naturally together randomly. In this research, two among three classes were chosen randomly by using a draw. After that, the two selected classes were drawn again to determine the control and experimental class, while

the unselected class did try-out of the pre-test and post-test instruments. This technique was chosen because the instrument was tested on two classes, the control and the experimental class, so that to choose those classes and facilitate data collection, cluster random sampling was more appropriate.

Instrumentation

Sugiyono in Muldyagin (2018) states that research instruments are measuring tools used to collect data in a study. This research used vocabulary test which was focused on parts of speech as instrumentation. It was tested to evaluate students' vocabulary mastery. The test was tested twice, before and after treatment, in two classes namely the experimental and the control class. To check its validity and reliability, the class that was not selected to be the experimental and control class carried out a try-out of pre-test first.

There were two types of item test used, namely multiple choice and filling gap. These item tests were tested to get the data of students' vocabulary mastery. The topics and sub topics for the indicators were obtained from material in the eighth grade syllabus for the 2013 curriculum, so that the topics tested were the same as what students were learning. The reason why the topics above were chosen was because the eighth grade students learned the vocabulary based on topic, not independently.

Technique of Data Collection

To collect the data, the test was tested to VIII.3 students who have tried out the instruments, pre-test and post-test, first. The data was selected by doing four treatments. For the first stage, both classes were tested to process their values and become the initial data. The students were asked to answer the vocabulary questions. For the second stage, after doing the treatment, the same action was done as the first stage, both classes were tested with different but equal test to process their values and become the final data. Finally, the data was collected to compare and analyze students' vocabulary mastery.

Technique of Data Analysis

After collecting the data, it was analyzed statistically. The data was analyzed as follows:
1. Normality Testing

Sujianto (2009) states that the normal distribution test is test to measure whether the data is normally distributed or not. This measurement was used to specify the normality the vocabulary test score between the groups of sample. Normality testing was measured

by using SPSS 16.0. The results of the normality test are one of the conditions for determining how to do a hypothesis test, whether to use parametric or non-parametric tests.

To see whether the data is normally distributed or not, a series of stages were carried out for testing. The test used to test normality in this research was the Kolmogrov Smirnov test. The basis for decision making for the normality test used is:

    a. If Sig. (Significance) or probability value < 0.05, then the data is not normally distributed.

    b. If Sig. (Significance) or probability value > 0.05, then the data is normally distributed.

2. Homogeneity Testing

Another requirement needed to determine the type of hypothesis test to be used is the homogeneity test is to find out whether several population variants are the same or not. The homogeneity test was measured by using SPSS 16.0, using Levene test. This test was carried out on both dependent (mean score of pre-test and post-test) and independent (mean score of experimental and control classes) variables. The basis for decision making for the homogeneity test used is:

    a. If the Based on Mean Sig. (Significance) value is > 0.05, then the variance of the data is homogeneous.

    b. If the Based on Mean Sig. (Significance) value is < 0.05, then the variance of the data is not homogeneous.

3. Hypothesis Testing

Sugiyono in Satrianto (2021) explains that hypothesis testing is needed to test whether null hypothesis is accepted or rejected. This research used parametric test, namely the independent samples t-test and paired samples t-test that measured using SPSS 16.0. Independent Samples T-Test was used to test the hypothesis for independent variables. In this case, it was to see how the results of the students' vocabulary tests in the control and experimental class. As the basis for desicion making on the Independent Samples T-Test is if probability > significance level ($\alpha = 0.05$), then H_0 is accepted or fails to reject H_0. Conversely, if the probability < the significance level ($\alpha = 0.05$), then H_0 is rejected.

In contrast, the Paired Samples T-Test was used to test two dependent variables. This test was used to see whether there is a significant difference between the results of the pre-test and post-test of students in both classes or not. As the basis for desicion making

on the Paired Samples T-Test is if probability > significance level (α = 0.05), then H_0 is accepted or fails to reject H_0. Conversely, if the probability < the significance level (α = 0.05), then H_0 is rejected.

FINDINGS AND DISCUSSION

Findings

Description of the Data

Before the treatment, pre-test was done to both classes to know the basic knowledge of students' vocabulary mastery and to determine the sample that have same mastery in vocabulary and are homogenous. The data of pre-test could be seen on table 2:

Table 2: The Data of Students' Pre-Test Score

Class	(n)	$\bar{x}$	X_{max}	X_{min}
Experimental	31	33.10	80.00	17,00
Control	27	28.56	40.00	17,00

Based on the table above, in the experimental class with 31 students who took part in the pre-test, an average score of 33.10 was obtained, and the highest score achieved was 80.00 while the lowest score was 17.00. Control class with 27 students who took the pre-test, the average score obtained was 28.56, with the highest score was 40.00 and the lowest was 17.00. Result of students' pre-test shows that experimental class' average score was almost the same as control class. In conclusion, both classes had same ability and homogeneous.

According to the result to the post-test, mean score and variances of the data were analyzed. The data of students post-test could be seen on the following table:

Table 3: The Data of Students' Post-Test Score

Class	(n)	$\bar{x}$	X_{max}	X_{min}
Experimental	26	70.62	80.00	57.00
Control	21	54.40	73.00	30.00

According to the data above, after doing post-test in the experimental class with 26 students, an average score of 70.62 was obtained, and the highest score achieved was 80.00 while the lowest score was 57.00. in the post-test of control class with 21 students, the average score obtained was 54.40, with the highest score was 73.00 and the lowest was 30.00. The mean score of experimental class that was taught by using pop-up book was higher than the control class that was taught by using pictures.

Data Analysis

In order to get the result of this research, Independent Samples T-Test and Paired Samples T-Test statistical analysis were used. SPSS 16.0 was used to analyze the data in order to get the normality and homogeneity.

a. Normality Testing

In order to analyze the normality students' vocabulary data on experimental and control classes, the data was gotten from two classes. The normality testing can be seen on following table:

Table 4: The Result of Normality Testing of the Sample

Vocabulary Test	Class	Number of Students (n)	(α)	Significance	Distribution
Pre-test	VIII.1 (Experiment)	22		0.087	Normal
	VIII.2 (Control)	22		0.075	Normal
Post-test	VIII.1 (Experiment)	19	0.05	0.186	Normal
	VIII.2 (Control)	19		0.200	Normal

Based on this result, sig. in experimental pre-test and post-test, control pre-test and post-test were > 0.05, therefore the data was normally distributed. In conclusion, since the results were normal, the next stage was doing parametrical test (Independent Samples T-Test and Paired Samples T-Test).

b. Homogeneity Testing

In order to analyze the variance of the data of students' vocabulary mastery in experimental and control classes, test of homogeneity was used. It can be seen on following table:

Table 5: The Result of Homogeneity Testing of Pre-Test

Class	(n)	(α)	Based on Mean	Variances
Experimental	22			
Control	19	0.05	0.621	Homogeneous

Based on the table above, there were 22 students in experimental class who did the pre-test. In control class, there were 19 students who took the pre-test. After testing, the value obtained, namely sig. value in based on mean was 0.621 > 0.05. Therefore, both experimental and control classes had the same variance.

Table 6: The Result of Homogeneity Testing of Pre-Test and Post-Test of Experimental Class

Class	Stage	(n)	(α)	Based on Mean	Variances
Experimental	Pre-test	22	0.05	0.352	Homogeneous
	Post-test				

Based on the table above, of the 31 students in the experimental class, it was found that only 22 students did the pre-test and post-test. After testing, sig. value in based on mean is 0.352 > 0.05 was obtained. Therefore, both pre-test and post-test in experimental class had the same variance.

Table 7: The Result of Homogeneity Testing of Pre-Test and Post-Test of Control Class

Class	Stage	(n)	(α)	Based on Mean	Variances
Control	Pre-test	19	0.05	0.001	Not homogeneous
	Post-test				

Based on the data above, out of a total of the 32 students in the control class, it was found that only 19 students did the pre-test and post-test. After testing, the result sig. value in based on mean is 0.001 < 0.05 was found. In conclusion, the data was not homogeneous.

Table 8: The Result of Homogeneity Testing of Post-Test

Class	(n)	(α)	Based on Mean	Variances
Experimental	22	0.05	0.000	Not homogeneous
Control	19			

Based on the data above, there were 22 students in experimental class who did the post-test, there were only 19 students who took the post-test. Based on this result, sig. value in based on mean is 0.000 < 0.05, so the data was not homogeneous. Therefore, both experimental and control classes had different variance.

Based on the analysis above, various results were found. Pre-test in both classes and variance in experimental class was homogeneous. In contrast, for post-test and variance in control class was heterogeneous. Since the data is homogeneous, parametic testing was used, namely Independent Samples T-Test and Paired Samples T-Test.

c. Hypothesis Testing

In order to know whether there was any significances of students' vocabulary mastery in experimental and control class or not, Independent Samples T-Test and Paired Samples T-Test were done. The results can be seen in the following table:

Table 9: Result of Independent Samples T-Test on Pre-Test

Class	(n)	(α)	$\overline{X}$	Asymp. Sig.	Reference
Experimental	22	0.05	32.68	0.155	H_0 was received and H_1 was rejected.
Control	19		29.21		

Based on the table above, it can be seen from the number of 22 students in the experimental class obtained a mean score of 32.68. In the control class with 19 students, the average score obtained was 29.21. The data was gotten from pre-test score at experimental and control classes at significance level $\alpha = 0,05$. The result is $0.155 > 0.05$, in conclusion, H_0 was received and H_1 was rejected.

Table 10: Result of Paired Samples T-Test Pre-Test and Post-Test of Experimental Class

Class	Stage	(n)	(α)	$\overline{X}$	Asymp. Sig.	Reference
Experimental	Pre-test	22	0.05	32.68	0.000	H_0 was rejected and H_1 was received.
	Post-test			70.41		

Based on the data above, the average value obtained by students during the pre-test was 32.68. However, after the post-test was carried out, the average value increased to 70.41. The data was gotten from pre-test and post-test score at experimental class at significance level $\alpha = 0,05$. The result is $0.000 < 0.05$, so, H_0 was rejected and H_1 was received.

Table 11: Result of Paired Samples T-Test Pre-Test and Post-Test of Control Class

Class	Stage	(n)	(α)	$\overline{X}$	Asymp. Sig.	Reference
Control	Pre-test	9	0.05	29.21	0.000	H_0 was rejected and H_1 was received.
	Post-test			54.16		

Based on the data above, the average score obtained in the pre-test was 29.21. Meanwhile, after conducting the post-test, the average value rose to 54.16. The data was gotten from pre-test and post-test score at control class at significance level $\alpha = 0,05$. The result is $0.000 < 0.05$, in conclusion H_0 was rejected and H_1 was received.

Table 12: Result of Independent Samples T-Test on Post-Test

Class	(n)	(α)	X̄	Asymp. Sig.	Reference
Experimental	22	0.05	70.41	0.000	H_0 was rejected and H_1 was received.
Control	19		54.16		

Based on the table above, it can be seen from the number of 22 students in the experimental class obtained a mean value of 70.41. In the control class with 19 students, the average score obtained was 54.16. The data was gotten from post-test score at experimental and control classes at significance level α = 0,05. The result is 0.000 < 0.05, so H_0 was rejected and H_1 was received.

From the analysis above, it can be concluded, on the pre-test of both classes H_0 was received, while apart from that, all test results are H_0 was rejected and H_1 was received. This means the use of media that had not been varied affects students' vocabulary mastery, because the increase in the significance of the experimental class is higher than control class, with the difference in the average score being 16,25.

Discussion

After conducting this research, it was found that the use of media that had not been varied affects students' vocabulary mastery. The result can be seen from the data analysis where the mean score of the students who were taught by using pop-up books is higher than using pictures. It can be described by the average value of the control class which only rose from 29,21 to 54,16, while the experimental class rose from 32,68 to 70,41.

These findings align with prior research conducted by Suharni (2016), which also concluded that pop-up books significantly improved students' vocabulary mastery. The clear increase in scores from pre-test to post-test in the experimental class provides robust evidence supporting the effectiveness of pop-up books in enhancing vocabulary acquisition. This suggests that pop-up books are more effective in influencing students' vocabulary mastery compared to conventional pictures.

Moreover, judging from the difference in the average scores of post-test of the control and experimental classes, pop-up books give better results than pictures, because the experimental class showed higher results than the control class. This was proven from the rejected H_0. This is in line with Diwa (2019) who states that pop-up books give better effect than pictures toward students' vocabulary mastery. Since the pop-up books as teaching media

can be said to be new media used in the teaching and learning process, especially at SMPN 1 Kubung, the results of students' mastery of vocabulary in the experimental class showed a better effect than the control class students who were taught using pictures.

The finding is based on whether using pop-up books give better effect than using pictures toward students' vocabulary mastery or not. Both media helped students in mastering vocabulary. However, students' attention is more focused on learning when using pop-up books. This is similar with Bluemel in Cholidiyah (2018) who explains that pop-up books are able to attract students' attention. Students tend to have a curious nature and a high interest in new things that have never been experienced before, as well as in terms of learning. Therefore, using media that they think is unique can attract their attention more than conventional learning flows.

Furthermore, using pop-up books offer students a fun alternative media to discover the words when students was taught. Pop-up books gave a new impression in learning vocabulary for students. Students became more active in teaching learning process and were filled with curiousity. This can be corroborated by Bluemel in Cholidiyah (2018) that claims one of the books that attracts students' attention and could be alternative media is pop-up book. To overcome the problem of boredom due to the use of media that is not yet varied, pop-up books can be used as a solution to the problem as an alternative teaching media so that students can better master the material and lighten the teacher's task in teaching.

The result of data analysis which showed the average of the students' scores in vocabulary test indicated that the use of pop-up books could improve the students' vocabulary mastery. It was proven by students' average score. The result of the data found that the use of pop-up books gave significance effect and could improve students' English vocabulary mastery. This is in line with Novianti (2018) who shows the result of the research that pop-up books could improve students' vocabulary learning outcomes. Pop-up books as a teaching media have been used several times by previous researchers to prove whether there is significant effect or not, and to improve students' vocabulary learning outcomes. It is hoped that the results obtained can be applied by teachers as another update in the English vocabulary teaching and learning process.

Furthermore, the process of teaching and learning by using pop-up books made the students becomes active in learning. The important things why pop-up books could give contribution toward students' vocabulary mastery was because in learning vocabulary by using pop-up books, the teacher gave the students chances to interact by using the media in fun activities. It is supported by Bluemel and Taylor in Santi (2020) who mention that pop-up

books offer the potential for thought-movement and interaction. As an interactive teaching media, pop-up books involve activities that can enliven the learning atmosphere into activities that are fun and liked by students.

In conclusion, pop-up books provided significance effect toward students' vocabulary mastery. Moreover, pop-up books can improve students' vocabulary mastery better than pictures. Pop-up books can also be used as an alternative teaching media to overcome the monotonous media problem in learning vocabulary.

CONCLUSION AND SUGGESTION

Based on the result of the 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. Pop-up books gave students a new experience to discover the words and interacted with media. Finally, the main findings of this research could be concluded as there was significant effect of the students' vocabulary mastery after taught by using pop-up books and pop-up books gave better effect than pictures toward students' vocabulary mastery at the eighth grade of SMPN 1 Kubung 2022/2023 academic year. Based on the result of this research, there are some suggestions which could be presented; 1) the English teachers are suggested to use pop-up books as alternative media in teaching vocabulary, in order to avoid monotonous teaching and learning activity, 2) the students of SMPN 1 Kubung are expected would be more interested in learning English by using pop-up books and creating fun atmosphere of teaching and learning process, 3) the next researchers are hoped would continue the development of this research in the future. It is suggested to other researchers to carry out further studies about the use of pop-up books to other aspects of teaching and other media in increasing students' vocabulary mastery.

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