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DEVELOPING POP-UP BOOK AS MEDIA TO TEACH 1ST GRADE STUDENTS' VOCABULARY IN SDIT AL-FIDAA

THESIS

Submitted to the School of Foreign Language – JIA as a partial fulfillment of requirements for the undergraduate degree in English Literature Programme

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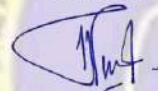**BEKASI**
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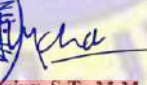NUPTK. 6658752653130072

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship will be ease

(QS. Al-Insyirah: 5)

DEDICATION:

This undergraduate thesis is dedicated to:

- My parents who always prayed for me

- Brother and sisters for their support whenever the writer needs.

- STBA JIA which has given me the opportunity to gain knowledge

DEVELOPING POP-UP BOOK AS MEDIA TO TEACH 1ST GRADE STUDENTS' VOCABULARY IN SDIT ALFIDAA

AGHNIYATUN NISA LAYYINAN

ABSTRACT

This research aims to: (1) to find a pop-up book design that is suitable for the criteria of grade 1 students of SDIT Al-Fidaa, (2) to find out how the pop-up book design can develop the English vocabulary of grade 1 students of SDIT Al Fidaa. The research used Branch's ADDIE model: analysis, design, development, implementation and evaluation as the theoretical basis. Instrument used were questionnaire, interview and observation. The results of the validation carried out by the expert, pop-up book is suitable to be a book with material aimed at learning first grade vocabulary, from the evaluation results stated that English teacher and first grade students of SDIT Al-Fidaa gave a positive response to pop-up book as a media for learning English vocabulary.

Keywords: ADDIE, pop-up book, vocabulary
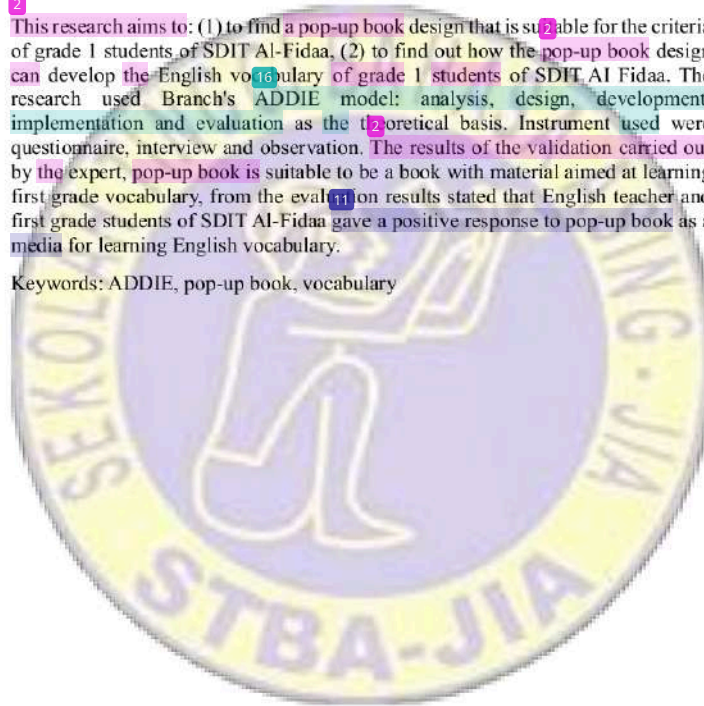
PENGEMBANGAN POP-UP BOOK SEBAGAI MEDIA UNTUK MENGAJARKAN KOSAKATA SISWA KELAS 1 DI SDIT AL-FIDAA

AGHNIYATUN NISA LAYYINAN

ABSTRAKSI

Penelitian ini bertujuan untuk: (1) menemukan desain buku pop-up yang sesuai dengan kriteria siswa kelas 1 SDIT Al-Fidaa, (2) untuk mengetahui bagaimana desain buku pop-up dapat mengembangkan kosakata bahasa Inggris siswa kelas 1 SDIT Al Fidaa. Menggunakan model ADDIE oleh Branch: analisis, desain, development, implementasi dan evaluasi sebagai landasan teori. Instrunment yang digunakan adalah kuesioner, wawancara dan observasi. Penelitian ini , pengembangan, implementasi dan evaluasi. Hasil validasi yang dilakukan oleh experi, pop-up book layak menjadi buku dengan materi yang ditujukan untuk belajar vocabulary kelas satu, dari hasil evaluasi menyatakan bahwa guru bahasa Inggris dan siswa kelas satu SDIT Al-Fidaa memberikan respon positif terhadap pop-up book sebagai media belajar vocabulary bahasa Inggris

Kata Kunci: ADDIE, pop-up book, vocabulary

ACKNOWLEDGEMENTS

Praise and gratitude to God Almighty for all its grace and gifts that have given health and opportunity to researchers so that this thesis can be completed properly. This thesis is intended to fulfill one of the requirements to obtain a Bachelor of Literature degree in the Department of English Literature, JIA College of Foreign Languages.

However, the researcher realizes that until the completion of writing this thesis, the researcher has received a lot of help with time, energy and thoughts from various parties. On this occasion, please allow the researcher to offer her profound gratitude to:

1. Ali Khamainy, ST., M.M, The Chairman of the School of Foreign Language JIA who has given the writer the chance and the opportunity to study in this campus.
2. Winda Lutfiyanti, M.Pd as the first advisor for her help, direction, guidance, time, and support in correcting and helping the researcher complete this thesis.
3. Ade Surista, M.Pd. as the second advisor that had given her the kindness, guidance, support, comments, and information to improve her writing
4. Her beloved parents, Mr. Sabarudin Hasan and Mrs. Enok Rohayani for their prayers, love, and support, especially during the thesis writing process.
5. Her beloved brother and sisters Aulia Dzaudhan, Ani Andriani, Nurfaridah, Nurlaela, Dewi Suci and Marzuki Hermaen for their support whenever the writer needs,
6. Her beloved nieces and nephews, Kaffin Syuhada, Kireina Najmi, Keiko Almeera, Karin Emiko, and Kalandra Ertugrul as mood boosters during the process of her thesis
7. STBA JIA lecturers and staff who cannot be mentioned one by one, who have inspired and motivated researcher from the beginning, middle to the end of the final project completion.
8. Teachers and first grade students of SDIT Al-Fidaa who have allowed and provided opportunities for researcher to conduct research at SDIT Al-Fidaa.
9. Tri Novie Ramadhanti as her thesis partner and vent partner during the process of writing this thesis.
10. The late Fathya Khoirunnisa, as her friend who gives the researcher's unforgettable moments and wonderful friendship
11. All friends from English Literature students' class of 2020 who have helped researcher in completing this final thesis.

Bekasi, August 19th 2024

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CHAPTER I

INTODUCTION

Introduction chapter consist of the background of the thesis title, Developing Pop-up Book as Media to Teach 1st Grade Students' Vocabulary in SDIT Al-Fidaa. Researcher defines the research question and scope objective and significance of the research. Including, explains the operational definitions and research systematics

A. Background of the Research

The primary media used in education and knowledge dissemination is language. English is one of the most extensively studied languages for international communication, as it makes interacting with individuals from different countries easier. Since elementary school, English has been taught as a second language (L2) in Indonesia as part of the *merdeka* curriculum, as is intended to suit the needs of all Indonesian students. The learning methods and materials used for young learners differ from those used for adults. Adults can learn and remember more vocabulary, while children can only learn basic vocabulary (Brown, 2001, p. 87).

To become proficient in any language, one must first acquire vocabulary. Pronunciation, spelling, and listening comprehension are all included in the process of building a vocabulary. Children with large vocabulary bases typically comprehend texts readily and write better.

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Children who acquire vocabulary in English are able to distinguish between the terms used in English and their mother tongue language.

The use of media in teaching vocabulary has become increasingly popular among English language learners due to its ability to keep learning enjoyable and stimulating while promoting daring and imaginative language use. According to Hidayati (2021, p. 28) a fun learning process (*joyful learning*) can eliminate fear and tension while learning, so they can more easily process and receive material. In addition, interactive and varied learning management using learning patterns and models, media, and relevant learning resources are able to generate student learning motivation.

Media is required in the learning process to help pupils grasp the concepts more easily. Books, tape recorders, cassettes, video cameras, slides, photos, televisions, and computers are examples of media that can be used. Learning materials can be divided into three categories auditory, visual, and audio-visual (Ramli, 2012, p. 17). The media are important to the learning process because it can boost student motivation. Moreover, teachers can use the media to convey learning materials. beneficial for providing educational resources to teachers. The right media can assist learning. The researcher design pop-up book media in this research. Pop-up books are books that are commonly used to describe books that have moving or three-dimensional elements. By using features such as three-dimensional graphics, moving images that appear when a page is opened, movable parts and lifelike textures, pop-up books can offer a more engaging way to

visualize stories. Pop-up books are a good learning tool for first grade elementary school students to learn and read, according to the standards. Therefore, the researcher made a pop-up book media to increase English vocabulary, to stimulate the interest of first grade students of SDIT Al-Fidaa in reading. According to Dzuanda (2011) pop-up book have the advantages and benefits of displaying more dimensional visuals, with images that can move when the page is opened or parts that can change shape, so that it can amaze children and provide comfort when reading stories, to encourage a love of reading, increase creativity and imagination. In addition, pop-up books can increase knowledge to create a representation of the shape of an object.

The average age of first grade students at SDIT Al-Fidaa is 6-7 years old, a very good age for them to optimize their potential and improve their educational abilities. Maximizing the potential that exists within oneself and using education to improve individual potential. At this level, they are referred to as young learners as they are between 5 to 9 years old (Harmer, 2010, p.14). Therefore, young learners are the ideal age to start learning basic English, as their physical and brain functions have started to develop. The research participants are 1st grade students at SDIT Al-Fidaa. The school used *merdeka* curriculum for English lessons. however, teachers are looking for effective and character-appropriate media to teach English cognition, researcher help in developing solutions because learning English is essential for future success

B. Questions and Scope of Research

1. Question of the research

   a. What criteria are needed to design a pop-up book for grade 1 students of SDIT Al-Fidaa to teach their English vocabulary?

   b. How is the design of pop-up Book to teach English vocabulary of Grade 1 students at SDIT Al-Fidaa?

2. Scope of the research

   Although there are many aspects of education, researcher will focus on the media used to acquire English vocabulary that has been adapted to the syllabus and has been discussed by SDIT Al-Fidaa teachers. Cards, power points, audio, and video are just a few examples of the several media types that can be employed. But the researcher decided to focus on pop-up Book. Moreover, researcher choosing the learning theme vegetable and playgrounds by applying the *ADDIE model: Analysis, Design, Development, Implementation and Evaluation*

C. Objective and Significance of Research

1. Objective of the Research

   a. To find out criteria of the design pop-up book for grade 1 students of SDIT Al-Fidaa to teach their English vocabulary

   b. To develop the design of Pop-Up Book to teach English vocabulary of Grade 1 students at SDIT Al Fidaa

2. Significance of the Research

   The researcher hopes that the people involved in this research will

benefit from the information that this research can provide.

a. Theoretically

The researcher hopes that the results of this research may be used as a guide for teachers to help introduce and learn English vocabulary, to provide learning information for grade 1 students, and to provide and add broader knowledge insights into the development of English language learning in schools and the educational system.

b. Practically

The researcher also hopes that this research can foster teacher creativity in delivering material and can help students to memorize basic vocabulary in English, increase interest in reading and being active in class and foster children's creativity including can help other researchers as a reference on similar topics.

D. Operational Definition

1. Pop-Up Book

Pop-up book is a kind of image display that appears when opened with a three-dimensional media presentation.

2. Vocabulary

Vocabulary is a list or set of terms for a given language or a list or set of words that may be used by each speaker of the language

3. Media

Media is several platforms and methods for communicating with the public and providing them with news, entertainment, education, and information.

E. Systematization of the Research

The systematization of the research in this research aims to clarify how the research is organized in a properly edited composition. The five chapters of this research are organized as follows:

Chapter I explains the background of the research. The researcher explains the reasons for choosing vocabulary, media, pop-up books, and data sources at SDIT Al-Fidaa. The researcher provides questions and the scope of the research to find out the media suitable for data sources. Object and significance of the research contains the goals and expectations of the researcher in this research. Operational definition briefly explains pop-up books, vocabulary, and media included in the research systematics.

Chapter II contains theoretical definitions of media which are divided into visual media, audio media and audio-visual media. In addition to explaining the meaning of vocabulary, pop-up books including ADDIE. Thereafter, describe the research relevant to this research

CHAPTER III Discusses the research methodology used, describes the time and location of the research, research procedures. Describes data

collection techniques including questionnaires. In this chapter the researcher describes the data analysis techniques, and the data sources used.

Chapters IV is discussion of data description, data analysis and data interpretation of research findings. The researcher focuses on responding to the research questions posed in chapter one in this chapter. Researcher focus on responding to research questions posed in chapter one in this chapter. After that, to mention the research that has been obtained

Chapter V is to explain the conclusions of the research results and contains suggestions for related parties. The researcher's analysis of the research findings will be presented in the last chapter. moreover, this research aims to provide advice to readers.
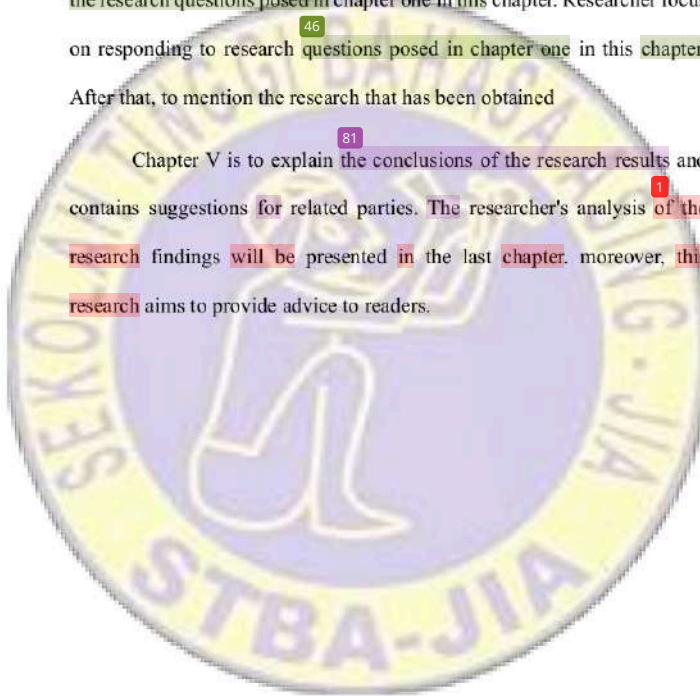
CHAPTER II

THEORETICAL DESCRIPTION

This chapter provides an explanation of pop-up book theory, media theory, and vocabulary theory that strengthens the results of the research. In addition, researcher provide an explanation of other relevant research on pop-up books and ADDIE.

A. Media

1. **Definition of Media**

Software and hardware are the two categories of learning media. Based on Pagarra et al. (2022, p. 11), software is the content found in educational materials, refers to the actual learning material's substance. Whereas hardware is a tool used to show information or data.

Media serves as a medium for delivering content or messages to an audience, whereas learning media is a tool used to deliver information or messages throughout the learning process. According to Sukmawati (2021, p. 4) learning media is crucial for assisting students in gaining new knowledge, abilities, and competencies. Based on Nurdyansyah (2019, p. 46), learning media can be defined as anything that can be utilized as learning materials, to increase students' attention, interest, thoughts, and feelings in learning activities and achieve learning goals. In order the use of media in classroom instruction is an absolute necessity that must be considered.

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2. **Categories of Media**

Learners can gain new ideas, competencies, and abilities with the aid of learning media. Ramli (2012) stated there are three categories of media

a. Media Visual

One method to present ideas or information is through visual media, including books, images, and animations. As stated by Brown and Abeywickrama (2019, p. 191) media visuals include pictures, photos, diagrams, and charts. Pagarra et al. (2022, P. 47) said that Verbal and nonverbal communications conveyed through media that can be seen by the sense of sight. The goals of visual media are to grab viewers' interest, hone storytelling abilities, and successfully deliver messages. Hence, visual media can aid pupils in expanding their vocabulary in English by creating an eye-catching display. Astini (2020) identified three aims for media utilization: obtaining information and knowledge, supporting learning activities, and motivating students to learn.

b. Media Audio

Ramli (2012, p. 76) suggests that the term "media audio" describes the use of sound across a variety of channels to inform or educate. This covers audiobooks, music recordings, podcasts, radio shows, sound effects in video games and films, and any other media that primarily uses sound to convey information to a listenership.

In education, audio media can be utilized to help impart knowledge. Harmer (2001, p. 79) stated that constant positive reinforcement can help language learners develop excellent habits.

c. Media Audio Visual

Media technology that combines visual or visual elements with audio, such as sound, to communicate information or messages is known as audiovisual media. Sukmawati (2021, p. 104) stated that the script or storyboard that an audiovisual medium uses to create the narration that will be given is a crucial component of audio-visual media. In the field of education, it is important to develop content that will pique students' interests and prevent exhaustion.

B. Pop-Up Book

1. Definition of Pop-up Book

According to Blume and Taylor (2012, p. 1) pop-up book is one that uses paper mechanics including folds, scrolls, slides, tabs, or wheels to create the possibility of motion and interactivity. As explained by Ives (2009, p. 9) pop-ups generate amazing mechanics by using smart paper folds. When the page opens, the image's character folds will form. Mechanism created many folds based on imagination. Moreover, pop-up books can make image appear more realistic. Rahmatilah et al. (2017) found that pop-up books can be used as a communication tool by using visuals with interesting and unique three-dimensional components to deliver messages when the book is opened.

From some of the experts' statements, it can be concluded that a pop-up book can be an interesting book and can make people, especially children, interested in using the book. In addition, the three-dimensional design aspect makes pop-up books different from other books.

2. **Pop-up Book Mechanism**

Pop Up Books and normal books have differences in the making process. Pop-up book development begins with designing an idea for each page of the pop-up book, then determining the folds used in making the shapes in the pop up.

Hiner (1985) mentioned that Pop-up books typically have five to six pages and are equipped with paper engineering mechanisms that enable the creation of dynamically shifting visuals. Examples of these mechanisms are:

a. Multiple Layers

Each image is flat, by adding multiple layers to make the image appear more realistic. The process works by placing one image on a base as the first image, then layering another image as the second image. This technique is usually used on a 90° base both vertically and horizontally.

Figure 2.1

The Example of Multiple Layer Vertical
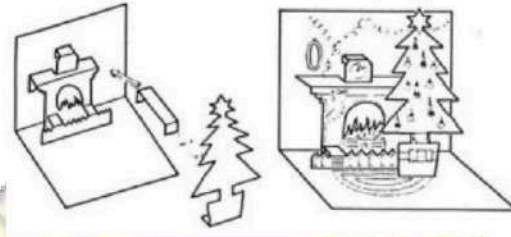
b. Floating Layers

The basic concept of this process is similar to multiple layers, but the distinction is in its application of a base. In the example of figure 2.2, this mechanism needs three extra paper folds. One of the papers is placed near the center of the base, the others two papers are placed between the center of the base. Furthermore, multiple layers require a 90° base, whereas floating layers have a flat base.

Figure 2.2

The Example of Floating Layer
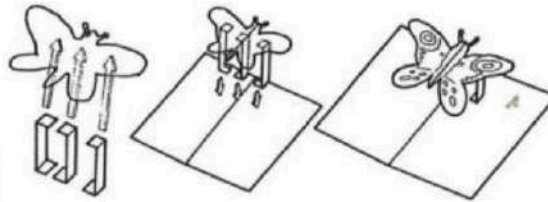
c. V-Fold

The mechanism's essence is that the image will be designed like the letter V. The image is placed near the top of the base, when closed, the conical part of the letter V will fold forward. If the V-fold is reversed, it will be shaped like the letter A, hence the name A-fold. The letter A should be at the bottom of the base. When closed, the conical part A will fold backward

Figure 2.3

The Example of V-fold
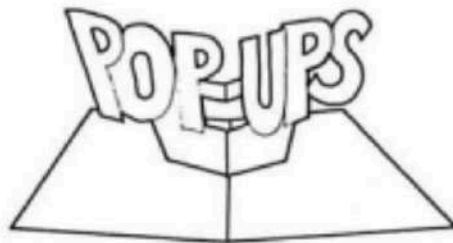
d. Magic Box

This technique creates a rectangular box. The image is perfectly mounted on the base, with both sides parallel to the center line. The advantage of this method is that the image appears three-dimensional. Figure 2.4 shows a basic box mechanism with longer sides and an additional roof. However, it is unable to connect the roof to the central support.

Figure 2.4

The Example of House Shape Magic Box
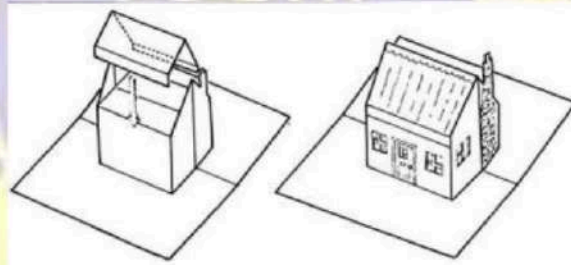
e. Moving Arm

The V-fold was developed into this mechanism. V-fold is designed to support the arm by becoming a pyramid shape. This component is glued to the centerline of the base. Furthermore, pyramid can facilitate arm movement. Figure 2.5 shows that the pyramid can be hidden by

folding half of the pyramid inward, then stacking the pyramid under another plane.

Figure 2.5

The Example of Hidden Pyramid Results
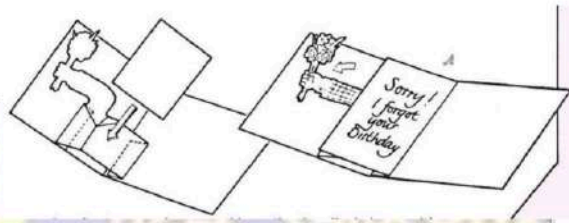
f. Rotating Disc

In order for the image to move precisely, it must be placed between two different types of shafts. The shaft is circular and divided into four equal-sized parts; two of these parts are attached to the cover, and the other two are attached to a different type of shaft, which in turn is attached to the base, the supporting part, and finally the image itself. This arrangement allows the image to rotate when the other part of the image is shifted.

Figure 2.6

The Example of Rotating Disc Manufacturing Process
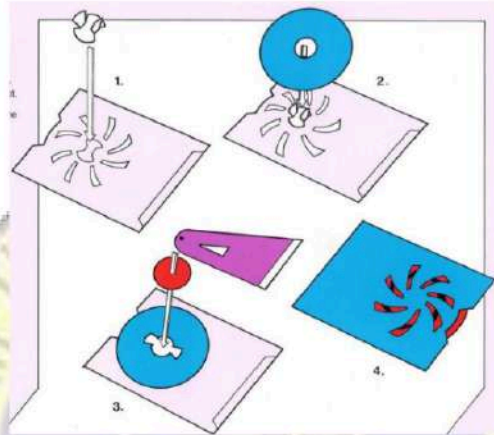
g. Pull-up Plane

An essential component of this process are pull tabs. Figure 2.7 shows a basic pull-up plane. Rectangular paper is needed for the mechanism's pull tab. This component shouldnot be fastened to the base. To create the base of the half-eggshell image on top of the cover, fold the pull tab slightly, giving the impression that the egg has hatched. The eggshell connected to the opposite portion of the pull tab will move and create a different image if the pull tab is pulled.

Figure 2.7

The Example of Basic Pull up Planes
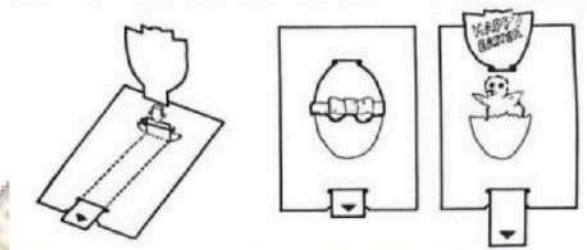
Mak (2010) added another type of folding element that resembles a tent and is shaped like a triangle. The base of the tent is glued between the two basic parts. The top of the tent should be parallel to the center line of the base fold. In order, for the tent portion to be easily seen when the base is opened to a 180° angle.

Figure 2.8

The Example of Tent fold
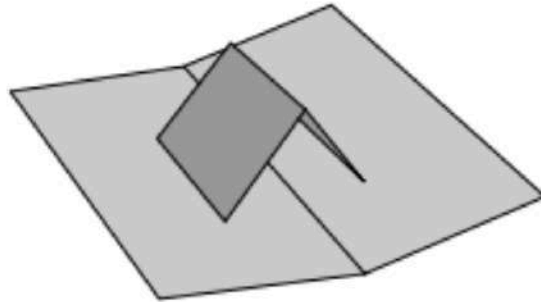
The researcher selected the v-fold and tent for this research based on the mechanical descriptions of the folds mentioned above. Furthermore, designs tent and v-fold have the perfect pop-up element. The picture appears to be popping out of the folded base. in order to make the display more appealing for children's English learning media.

3. **Design Principle of Pop-up Book**

Khaeriya and Kusumandyoko (2019) stated the unique design of pop-up books sets them apart and makes it possible to exhibit images interestingly. Pop-up books can be designed to visualize images in three dimensions. it can include moving parts and even features that change when the page is opened. Books with appealing visuals, colorful pictures, animations, or compelling stories can effectively stimulate the interest of children for reading.

The statement above emphasizes the importance of book design, particularly in the context of pop-up books. Sudarma (2015, p. 17) indicates six fundamental motivational principles that underlie book design.

a. Impression

This principle creates a positive impression of the learning media by giving a pleasant overview of the book's content, producing the idea that the lesson is simple to learn. Besides that, the researcher can use colors and images to increase student confidence.

b. Readability

The principle focuses on the size, type, numbering, spacing, and color of letters that are easy to read, as well as the use of simple words or phrases. Common words and simple sentences are included.

c. Clarity

The clarity of the image illustrations. The important aspect of clarity is giving the image a name and describing it to ensure the reader does not misinterpret it.

d. Layout

Text or graphic arrangement can make learning more enjoyable for students. Place page numbers, headers, and footers in consistent locations on each page. Further, the design includes margins, contrast, and harmony.

e. Attractiveness

provide images that can motivate students to learn. Include fascinating images, images that feature different elements, and images in color rather than just black and white.

f. Encouraging Interest

The most crucial aspect of book design is that it covers intriguing themes and gives attention to language style. The aim is to stimulate the children's curiosity in learning. Students are more likely to understand lessons when they are motivated to learn.

Blume and Taylor (2012, p. 1) argued that there are guidelines for evaluating the design and content of pop-up books. These characteristics include visual, informative, and effective.

a. Visual

Pop-up books should incorporate components that reinforce the text by putting the characters and/or location to life. Setting the ambiance of the book with colors like warm or chilly, bright, soft, or dark. Expanding the narrative by including visual aspects

b. Informational

To compare the content correctness of pop-up books and other reference media by matching the two books.

c. Effectiveness

To describe the quality of the paper and how the movable parts function and how well the movable parts function. Complexity,

including perfectly shaped and bendable folds. Relevance, including the selection of folds that complement the book design.

4. The Implementation of Pop-up Book in Teaching

Pop-up books are different from typical books by the presence of moving visuals, which may attract the interest of anybody who reads. Based on Dzuanda (2011), Pop-up books provide several educational benefits, starting from training children to trigger their imagination, increase understanding, and provide a picture of an object in object recognition material. As indicated by Masturah et al. (2018), students who prefer to study through visual media are most suited to utilize pop-up book media with appealing images.

From the above statement, it can be found that pop-up books have various benefits in teaching implementation, with pop-up books students can develop learning abilities and understanding.

C. Vocabulary

1. Definition of Vocabulary

Nunan (2003, p. 130) said that vocabulary is a combination of words that have meaning and significance. In a related statement, Scrivener (2005, p. 227) stated that vocabulary usually refers to single words including dog, green, and wash, as well as combinations of two or three related words. Acquiring vocabulary is a crucial aspect of learning English. Learning vocabulary can aid learners in understanding the fundamental meaning of a sentence. On the other hand, Ricard and

Renandya (2002, p. 255) stated that vocabulary is a key element of language proficiency, which is the foundation for language learners' success in speaking, listening, reading and writing. Allen (1983, p. 3) noted that people who do not master grammar and vocabulary will not be able to communicate using the language.

From the explanations of the experts above, it can be concluded that vocabulary is a combination or single word that is interconnected and used to communicate. In addition, mastering vocabulary is an important aspect of learning English. Learning vocabulary can help learners understand the meaning of a sentence.

2. **Type of vocabulary**

Hiebert and Kamil (2005, p. 3) stated Vocabulary is human knowledge of the meaning of words, each person has a unique language that they use for a specific purpose. There are two types of vocabulary that are often used

a. Oral and Print Vocabulary

The term "spoken" refers to a group of words that we use when speaking or reading aloud and know their meaning. Printed vocabulary are words that can be understood if we write or read silently

b. Receptive Vocabulary

Receptive vocabulary is a collection of words that can be understood by a person, in oral or written form. The words used can be words that are often used

3. **Teaching Vocabulary**

Learning and understanding vocabulary is very important. Children who have a large vocabulary are better at expressing their emotions, thinking critically, and communicating their ideas clearly. Harmer (2007, p. 38) describes the characteristics of young children in understanding vocabulary from others.

a. Respond. Children can respond rapidly even if they lack understanding of the words.

b. Learn indirectly by receiving information from many directions and paying attention to their environment.

c. May understand explanations based on hearing, seeing, feeling, and interacting.

d. Have strong curiosity.

e. Require teacher support in learning vocabulary.

f. Have a low attention span.

Based on those characteristics, it can be stated that children require special attention in learning English vocabulary; creative methods of conveying material can inspire enthusiasm for learning. In addition, the method used to deliver vocabulary material is needed. In addition, the

method used to deliver vocabulary material is needed. Scrivener (2011, p. 191) added a method of teaching vocabulary by means of presentations. the teacher first shows pictures or information about the topic being taught.

1. The teacher first demonstrates some signs, pictures, or information about a topic and afterward instructs the students to say it by themselves. At this point, students should be able to understand the words and their meanings.

2. Students and teachers can recall previously taught vocabulary by repeating the word and applying it in a dialog

3. **Micro-skill and Macro-skill**

   To develop vocabulary there are several skills that must be considered, namely listening, speaking, writing and reading. according to Brown (2004, p. 118) listening is the processing of the invisible meaning of the signals heard by the ear and then processed into the brain. Immediately following the successful absorption of a word, subsequent skill development occurs: speaking and listening. The act of speaking is the pronunciation of the word, while writing is the written representation of the message. These two abilities are the true outcomes of the listening process.

   Brown and Abeywickrama (2019) indicated that the skills mentioned above have micro and macro assessments that correspond to the aim of

each skill. Micro-skills focus on smaller chunks of language. Likewise, macro-skills focus on greater elements.

a. Micro-skill

   1) Recognize the various sounds of English.

   2) Recognize English stress patterns, including stressed and unstressed words, rhythmic structure, intonation contours, and their importance in conveying information.

   3) Identify word boundaries of words, and understand word order patterns and their relevance.

   4) Retain language chunks of varying lengths in short term memory.

   5) Recognize and understand word order patterns and their significance.

   6) Identify grammatical word classes and systems.

   7) Understand that a meaning can be represented in multiple grammatical forms.

b. Macro-skill

   1) Identify the communication functions of statements based on situation, participants, and goals.

   2) Apply real-world information to infer settings, participants, and goals.

   3) Analyze described events and concepts to predict outcomes, determine causes and consequences, and identify relationships

such as primary idea, supporting idea, flow of information, given information, generalization, and exemplification.

D. Research of Relevance

Furthermore, in the second study by Fitria Hidayat and Muhamad Nizar (2021) entitled "ADDIE (ANALYSIS, DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION) MODEL IN ISLAMIC EDUCATION LEARNING", The results of the research showed that ADDIE can be used as a reference for teachers to monitor good progress and learning because of the steps organized by ADDIE. The aim is to find learning design models for Islamic religious education using the ADDIE method. The research uses the same model as the researcher, ADDIE. The difference between Hidayat & Nizar's research with this research is that the above research is used to develop learning designs in Islamic religious education, while this research is used to develop vocabulary learning with the final result in the form of a pop-up book.

In Novi Engla Sari and Dadan Suryana's research (2019) entitled "THEMATIC POP-UP BOOK AS A LEARNING MEDIA FOR EARLY CHILHOOD LANGUAGE DEVELOP". According to the research that Pop-up books can be utilized as a tool to enhance children's cognitive abilities and reading interests. The purpose is to create a thematic pop-up book that can be used as a learning tool for early childhood language development. This goal is the same as researcher using pop up books as learning media, but what distinguishes it is the research above using the

research and development model, Putra (2011; as cited in Sari & Suryana et al., 2019) theorized that Research and Development (R&D) there are 4 components: define, design, development and dissemination while the researcher uses the ADDIE model as a research method

In the research by Sri Adelila Sari and Azzah Ulya (2017) titled "THE DEVELOPMENT OF POP-UP BOOKS ON THE ROLE OF BUFFER IN THE LIVING BODY" stated that the result of this research is pop-up book can be used as a learning medium in the material of the role of buffer solution in the body of living things. In addition, the aim of the research is to create a pop-up book for senior high school students about the function of buffer in the living body and to describe how students and teachers react to the developed pop-up book. However, the source of the above research data is high school students, where they can easily understand a context. In contrast to this research, the researcher took data sources from 1st grade students with the aim of finding out the media needed to teach vocabulary in school.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explains the methods that have been used, the procedure of the research, describes the techniques of data collection, explains the techniques of data analysis, including explaining primary and secondary data.

A. Method of the Research

    1. Time and Place of the Research

        The research has been conducted for six months, from January to June. This thesis will be prepared by the researcher as a graduation requirement in the final semester of STBA JIA. The location of this research is at SDIT Al-Fidaa, Jl. Damai No.08 Kp. Bulu RT.05 RW.23 Setia Mekar - Bekasi

    2. Kind of the Research

        The research was conducted using the research and development method. Based on the explanation above, the researcher used Branch's (2009) ADDIE. This method consists of analysis, design, development, implementation and evaluation. The purpose of this research is to find out the media that is suitable for 1st grade students in English learning materials by producing pop-up book as a result of research.

B. Procedure of the Research

Researcher used the ADDIE model consisting of analysis, design, development, implementation, and evaluation as research methods. There are 5 steps from ADDIE, here are the explanation

Figure 3.1

The ADDIE Method
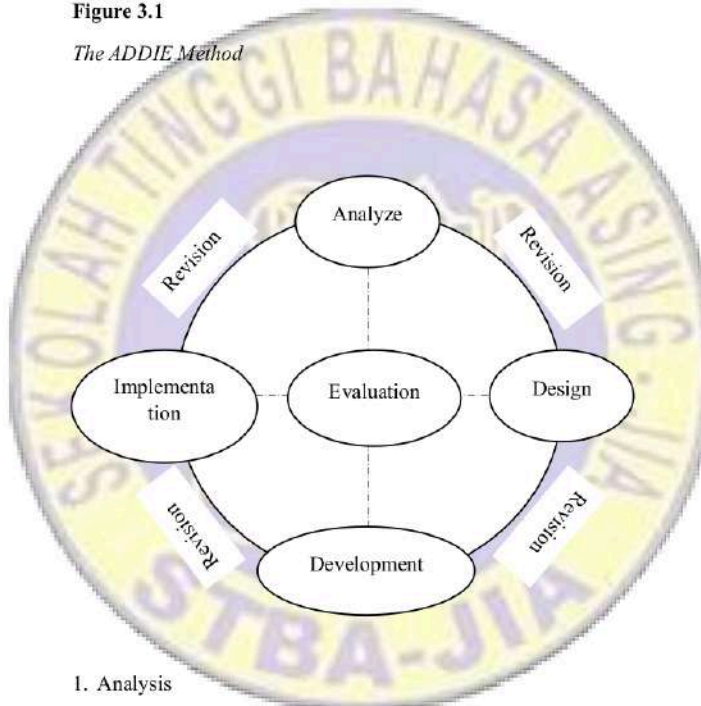
1. Analysis

At this stage, researcher analyzed the constraints, wants and present situations of students and teacher in the development of English vocabulary materials. in addition, researcher used the questionnaire method to obtain data from the student's point of view and interviews

from the teacher's point of view. The aim is to determine students' ability to learn and understand English vocabulary.

2. Design

Based on the results of previous research, the researcher has decided on the product design in the second stage. Researcher made a framework, target and topics of pop-up book. This research aims to provide engaging book products for children and assist in developing media that teacher can use to introduce English to first grade students in elementary school, particularly in terms of basic vocabulary.

3. Development

The third step is development. In this step, the researcher has developed the design that has been made. Each page of the pop-up book will be arranged completely and perfectly. Considering the pop-up folds can be shaped properly, the selection of thick paper so that it can be used for a long time. In addition, the completeness of the material has also been considered so that teachers and students can understand the book easily, including validation from experts to strengthen the assessment of the content and design of the entire pop-up book.

4. Implementation

At this stage, the pop-up book that had been validated by experts was implemented to first grade students. The English teacher used the pop-up as a medium in providing vocabulary material. the aim was to

determine the effectiveness of pop-up book in helping students develop English vocabulary.

5. Evaluation

At this stage, teacher interviews and student observations have been used by researchers to assess the results. To find out how students and teachers react to the product. Furthermore, to evaluate whether the product created and developed is in accordance with the current needs of students

C. Technique of the Data Collection

The next step is to collect data to support the results of the research. Researcher used two different techniques such as questionnaires and interviews, according to the information obtained. The explanation of this technique is as follows:

1. Questionnaire

Researcher used this technique to obtained data on the results of student's present situations, wants and constraints. Also, impression, readability, clarity, layout, attractiveness and encouraging interest regarding pop-up book. Sugiyono (2013, p. 142) defined the questionnaire as a method of gathering data in which participants are provided with a set of questions or written statements to complete. The questionnaire was distributed directly to 51 first grade students of SDIT Al-Fidaa with the aim of obtaining accurate data results.

a. Analysis

This questionnaire is in the form of multiple choices given to students to analyze the product needs. Included present situations and constraints of students from the pop-up book. moreover, some questions require more than one answer to analyze topics that suit their wants.

Table 3.1

Organization of Questionnaire for Product Needs (According to Lowe,2009)

No.	Aspect	Number of Questions	Purpose
1.	Present Situation Analysis	1-4	To find out the circumstances and characteristics of English learning in the first grade of SDIT Al-Fidaa.
2.	Wants Analysis	5	To identify the needs and wants of first grade students of SDIT Al-Fidaa in learning English vocabulary using pop-up books.
3.	Constraint Analysis	7	To identify obstacles and constraints in learning English vocabulary.

Additionally, some questions contained the impressions, readability, clarity, layout, attractiveness and encouraging interest of the pop-up book in accordance with the characteristics of students.

Table 3.2

Organization of Questionnaire for Product Setting (Sudarma et al, 2015)

No.	Aspect	Questions	Purpose
1.	Impression	8,9	To create a positive impression of the English vocabulary by using pop-up books.
2.	Readability	10,11	To identify the size, type, numbering, spacing, and color of letters, as well as the use of words or phrases, etc. that students want in the pop-up book.
3.	Clarity	12	To find out the illustrations of the images that they want from the pop-up book.
4.	Layout	13	To find out the pop-up book size, page numbers, headers, and footers, etc. they want.
5.	Attractiveness	14	To find out elements of images that can motivate vocabulary learning using pop-up books
6.	Encouraging Interest	15	To find out how much students like learning English

vocabulary by using pop-up books.

b. Validation

Validation was carried out by two experts Esterria Romauli, SS., M.Pd. and Wawan Setiawan, S.Pd., MA. At this stage the researcher used the theory from Bluemel and Taylor (2012). the aim is to get an assessment of the visual, informational and effectiveness of the pop-up book as a medium for learning English vocabulary.

Table 3.3

Organization of Validation for material expert (According Bluemel and Taylor, 2012)

No.	Aspect	Questions	Purpose
1.	Visual	1-7	To describe how pop-up book design relates to line, shape color, composition and texture
2.	Informational	8-10	To present content accuracy between pop-up book and other reference media
3.	Effectiveness	11-13	To describe the quality of the paper and how well the moveable part works

2. Interview

At this stage the researcher has conducted an interview with the English teacher of SDIT Al-Fidaa. According to Frey and Fontana (1994,

p. 345) interviews are communication between individuals that can be conducted face-to-face, via email, questionnaire or telephone with the aim of knowing and measuring individual or group perspectives.

a. Analysis

The interview method was selected to enable the researcher to acquire information about the present situations, wants, and constraints encountered in the process of teaching and learning English.

Table 3.4

Organization of Interview for Product Needs (According to Lowe,2009)

No.	Aspect	Questions	Purpose
1.	Present Situation Analysis	1-4, 6, 9,13	To find out the circumstances and characteristics of English learning in the first grade of SDIT Al-Fidaa.
2.	Wants Analysis	7, 11, 12	To identify the needs and wants of first grade students of SDIT Al-Fidaa in learning English vocabulary using pop-up books.
3.	Constraint Analysis	5, 8, 10	To identify obstacles and constraints in learning English vocabulary.

In addition, teacher can convey the impressions, readability, clarity, layout, attractiveness and encouraging interest of pop-up book in helping to innovate English vocabulary according to the characteristics of students by point of view the teacher.

Table 3.5

Organization of Interview for Product Setting (According to Sudarma et al, 2015)

No.	Aspect	Questions	Purpose
1.	Impression	14-17	To create a positive impression of the English vocabulary by using pop-up books.
2.	Readability	18, 19	To identify the size, type, numbering, spacing, and color of letters, as well as the use of words or phrases, etc. that teacher want in the pop-up book.
3.	Clarity	20, 21	To find out the illustrations of the images that teacher wants from the pop-up book.
4.	Layout	22-26	To find out the pop-up book size, page numbers, headers, and footers, etc. teacher want.
5.	Attractiveness	27	To find out elements of images that can motivate vocabulary learning using pop-up book

6.	Encouraging Interest	28, 29	To find out how much students like learning English vocabulary by using pop-up book from teacher opinion

b. Evaluation

The second interview was conducted to find out the teacher's response to the pop-up book product using the product setting. There are impressions, readability, clarity, layout, attractiveness and encouraging interest from Bluemel and Taylor (2015). In additional, this stage is to find out whether the results of the pop-up book can be used as a medium for learning English vocabulary

Table 3.6

Evaluation of Interview to the Teacher Setting (According to Sudarma et al, 2015)

No.	Aspect	Questions	Purpose
1.	Impression	1-3	To know a positive impression of the English vocabulary by using pop-up books.
2.	Readability	4, 5	To identify the size, type, numbering, spacing, and color of letters, as well as the use of words or phrases, etc. that

			students want in the pop-up book.
3.	Clarity	6,7	To find out the illustrations of the images that they want from the pop-up book.
4.	Layout	8,9	To find out the pop-up book size, page numbers, headers, and footers, etc. they want.
5.	Attractiveness	10	To find out elements of images that can motivate vocabulary learning using pop-up books
6.	Encouraging Interest	11	To find out teacher's response in learning English vocabulary by using pop-up books.

3. Observation

At this stage the researcher used observation technique. Sugiyono (2013 p, 145) stated that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. researcher observed the teaching and learning activities of English vocabulary using pop-up book in first grade students at SDIT Al-Fidaa to find out the physical setting, human setting, interactional setting and program setting

Table 3.7

Organization of Implementation (According to Cohen, 2007)

No	Aspects	Number of Questions	Purpose of the Question
1.	Physical Setting	1a,1b	To know the physical environment and its organization
2.	Human Setting	2a-2d	To know the organization of people, characteristics, etc.
3.	Interactional Setting	3a-3c	To find out the interactions that are taking place
4.	Program Setting	4a	To find out the resources and the organization

D. Technique of the Data Analysis

After obtaining research data, researcher conducted an analysis using quantitative and qualitative. Kurnia (2020) stated data in the form of numbers or can be numbered, statistical analysis is more appropriate to use descriptive statistics and inferential statistics.

The results of the assessment of the questionnaire analysis and validation have been calculated using the Likert scale percentage from Sugiyono (2013). The formula includes:

$$Percentages = \frac{\sum(correrct\ answer\ x\ weigh)}{N\ x\ highest\ weigh} \times 100\%$$

The data that has been calculated has resulted in a percentage value that is used to assess the quality and suitability of the product. the percentage's explanation consists of:

Table 3.8

The Guideline of Data Conversion Using 5 Scale

Interval (%)	Qualification	Categorization
90 – 100	Excellent	It does not need revision
75 – 89	Very good	Need a bit revision
65 – 74	Good	Need some revisions
55 – 64	Fair	There are a lot things need to revise
1 – 54	Poor	Make the product from the beginning

According to Kurnia (2020) qualitative is This analysis is inductive, namely an analysis based on the data obtained, then developed into a hypothesis. In this research, researcher used qualitative data to describe the results of interviews with English teacher and observation with first grade students of SDIT Al-Fidaa

E. **Data Source**

1. Primary

Primary data is important data in research, this research data is the results of interviews with SDIT Al-Fidaa English teacher Nindi Rista Rizaty Sani, S.Pd and the results of questionnaires that have been distributed to class 1B and 1C students from SDIT Al-Fidaa. Moreover, from results of product validation conducted by experts from STBA JIA.

2. Secondary

Researcher used secondary data to complement this research with extra information. Researcher searched another research related to ADDIE and pop-up book. Also finding information about vocabulary and method from books, articles, journals, and sites on the internet for support this research.

CHAPTER IV

ANALYSIS DATA

This chapter contains of method of the research including place, date and time when data was collected. The researcher described the data analysis that involves the data collection process and described the data that has been obtained. Also, researcher explained the interpretation of the research findings

A. **Data** Description

This research talked about teaching English vocabulary using pop-up book for first grade students in SDIT Al-Fidaa. The research used ADDIE method included analysis, design, development, implementation and evaluation. The objective of the research is to find out criteria of the design and identify the design of pop-up book for grade 1 students in SDIT Al-Fidaa. The researcher collected data from the result of interview to the teacher and questionnaire to first grade students.

B. Data Analysis

1. Analysis

In first step researcher provided 15 multiple choices for 51 first grade students and 29 questions of interview for the English teacher. All those questions related to the present situations, wants and constrains. Moreover impressions, readability, clarity, layout, attractiveness and encouraging interest are included to obtained valid data.

42

a. First Grade Students

   1) Product Needs

     a) Presents Situations

The researcher distributed questions by using paper to analyzed the circumstances and characteristics of English learning in the first-grade students. The respondents are from class 1B and 1C. Based on respondents' answer, researcher obtained answers:

Figure 4.1

The Answers of Questionnaire for Present Situation

Question 1: How much do you like learning English?

80,39%

17,65%

1,96%

0

Strongly Like   Neutral   Dislike

Question 2: Where do you learn English?

0,9	82,35%	
0,8		
0,7		
0,6		
0,5		
0,4		
0,3		
0,2	9,80%	7,84%
0,1		
0		
School	Home	Tutoring

Question 3: What English topics do you know? (you can choose more than one)

0,8	66,67%	
0,7		
0,6		
0,5	45,10%	
0,4		
0,3		
0,2		15,69%
0,1		
0		
Part of Body	Animals	Family

Question 4: What the English topic would you like to learn? (you can choose more than one)

0,7	64,71%	
0,6		
0,5		
0,4		33,33%
0,3	25,49%	
0,2		
0,1		
0		
Playground	Fruits	School Equipment

From question-and-answer number 1, 41 (80.39%) first grade students strongly like English so that researcher can continue this research at SDIT Al-Fidaa. In question 2, 42 (82.35%) students have chosen school as a place to learn English, most of students learn English at school, its mean that first grade students of SDIT Al-Fidaa develop more English skills at school, so researcher create learning media that can be used at school. Question 3 and 4, 34 (66.67%) students chose animals as the topic they knew and 33 (64,71) students chose fruit as the topic they wanted to learn.

From the results of answers number 3 and 4, it can be stated that the first-grade students of SDIT Al-Fidaa have the ability and curiosity in English vocabulary, hence the researcher took the fruits topic as a topic in the pop-up book because of the students' want to know another topic other than the topic they know.

b) Wants Analysis

Figure 4.2

The Answers of Questionnaire for Wants Analysis

Question 5: What media do you use for learn English? (you can choose more than one)
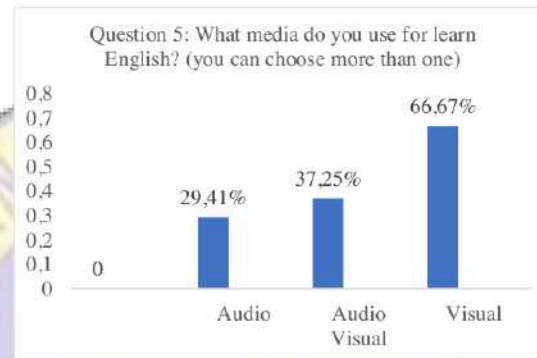
In the question wants analysis the researcher has asked questions related to the media usually used by first grade students of SDIT Al-Fidaa in learning and developing English language skills, the researcher has provided information to be able to choose more than one answer. The results showed that 34 (37,25%) students have chosen visual media including textbooks, storybooks or comics. It can be concluded that most of students used books for learning English. Thus, the researcher has offered pop-up book as one of the visual media that first grade students can use as a media in learning English vocabulary.

c) Constraints Analysis

Figure 4.3

The Answers of Questionnaire for Constraints Analysis

Question 6: How often do you feel difficulties when learning English?

Often 23,53% Sometimes 49,02% Never 27,45%

Question 7: How often do you feel bored when learning English?

Often 23,53% Sometimes 17,65% Never 58,82%
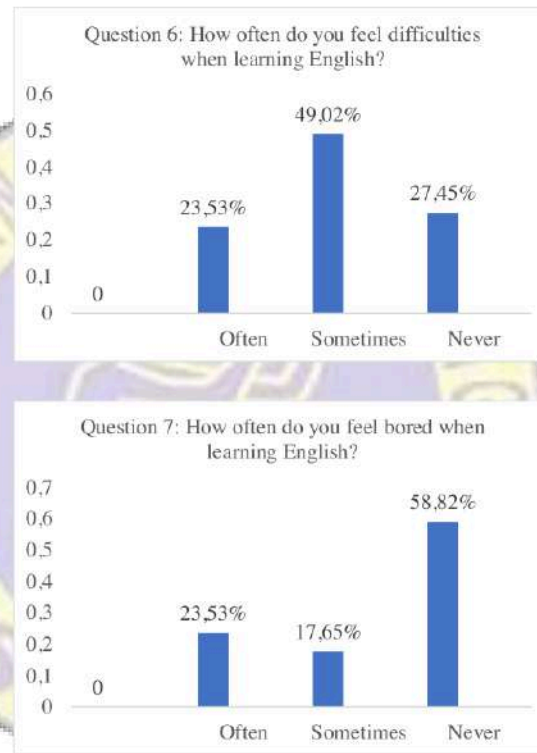
In question number 6 and 25 (49.02%) first graders answered that they sometimes had difficulties when learning English and in question number 7, 30 (58.82%) first graders answered that they never felt bored when learning English.

Based on the analysis above, it stated that first grade students of SDIT Al-Fidaa had difficulties when learning English, but boredom was not the reason for these difficulties. Hence, the researcher conducted an interview with the English teacher to find out the reasons for the difficulties that first grade students of SDIT Al-Fidaa had when learning English.

2) Product Setting

a) Impression

Figure 4.4

The Answers of Questionnaire for Impression

Question 8: How much do you like reading picture books?

Question 9: How often do you see pop-up books?
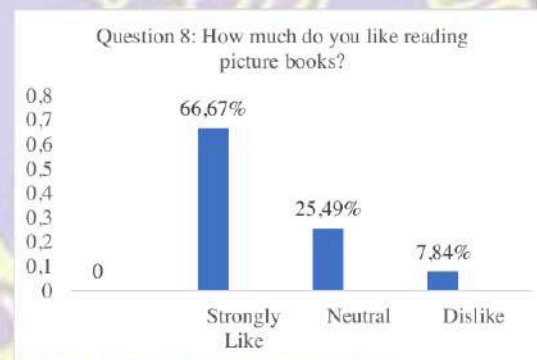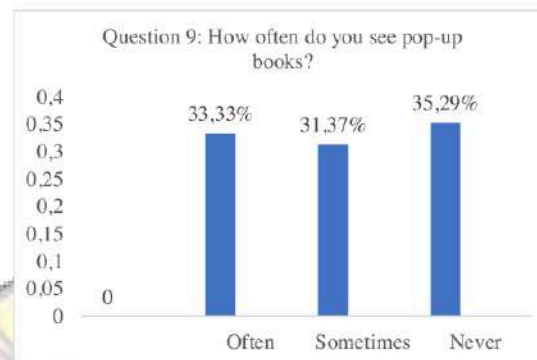
Regarding the results of question number 8, 34 (66.67%) students strongly like picture books or books with characters. This indicates that at the age of young learners, their interest in reading picture books is very increasing, so that is the reason for researcher to make book that have interesting pictures in order to motivate students to learn English. In question number 9, 18 (35,29%) students answered that they had never seen a pop-up book. Therefore, the researcher assumed that the first-grade students of SDIT Al-Fidaa could be introduced to pop-up book as books that have a different picture presentation from other books.

b) Readability

Figure 4.5

The Answers of Questionnaire for Readability

Question 10: What kind of fonts did you like?

Comic Sans MS: 41,18%
Verdana: 27,45%
Perpetua: 31,37%

Question 11: What font size did you like?

Big: 13,73%
Medium: 64,71%
Small: 21,57%
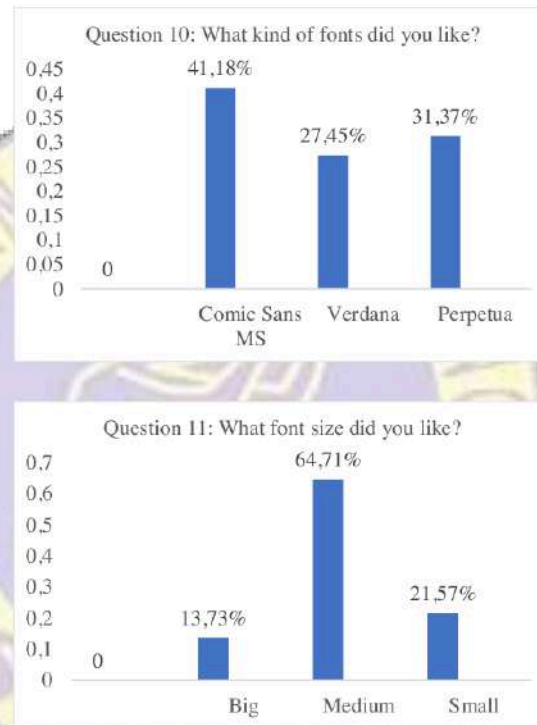
At number 10 has a question related to the type of font that was liked by grade 1 students of SDIT Al-Fidaa, 21 (41.18%) students have chosen Comic Sans MS, then this font is what the researcher has chosen in determining the type of font that first grade students of SDIT Al-Fidaa want.

However, in number 11, due to the researcher's mistake of not explaining that the pop-up book would be used together instead of individually, 33 (64.71%) students chose the medium font size. So, the researcher needs to analyze through interviews with English teacher to get answers from a teacher's point of view.

c) Clarity

Figure 4.6

The Answers of Questionnaire for Clarity

Question 12: What kind of image size did you like?

	Big	Medium	Small
	25,49%	60,78%	13,73%
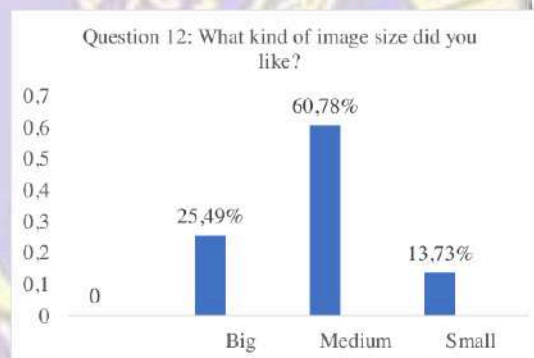
The question relating to the size of the picture had been asked in number 12. The researcher had given 3 examples of picture sizes, namely large, medium and small pictures. A total of 31 (60.78%) students chose the medium size because the researcher did not explain in detail the use of pop-up books so that students thought that pop-ups would be used individually.

The conclusion from the answers above is that most of the grade 1 students of SDIT Al-Fidaa like medium size pictures, however the researcher considered the answers given by the students after conducting an interview with the first grade English teacher.

d) Layout

Figure 4.7

The Answers of Questionnaire for Layout
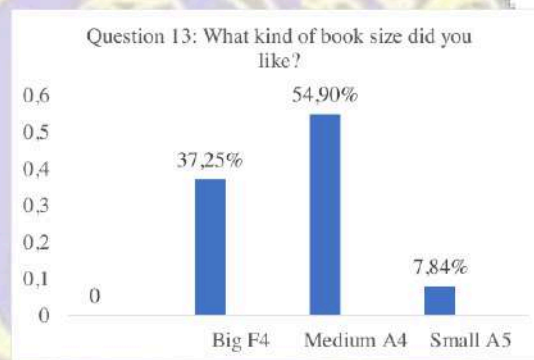
In question number 13 related to the size of the book that is suitable for the criteria of first grade students. 24 (54.90%) students chose A4 because the researcher did not explain in detail the use of pop-up book that make students assume that pop-up will be used individually, even though the book is used as a learning media that is used together. The results of these answers became the researcher's concern in determining the

size of the book on the English vocabulary pop-up. Based on the results of these answers, the researcher needs further analysis from the first grade English teacher of SDIT Al-Fidaa.

e) Attractiveness

Figure 4.8

The Answers of Questionnaire for Attractiveness

Question 14: What color of the book did you like?

Fullcolor: 80,39%
Black and White: 15,69%
No Color: 3,92%
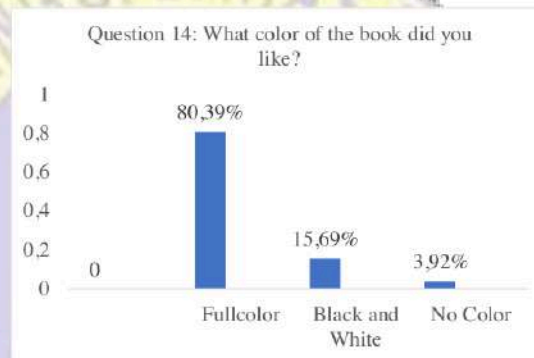
This question relates to the elements that can attract motivation for first grade students to learn English vocabulary using pop-up books. The total of 41 students chose full-color books. Most students like books with a variety of color displays, the conclusion of this question is that researcher include color elements in pop-ups according to the answers above.

f) Encouraging Interest

Figure 4.9

The Answers of Questionnaire for Encouraging Interest

Question 15: would you like to learn English using pop-up books?

80,39%

17,65%

1,96%

Yes   Normal   No
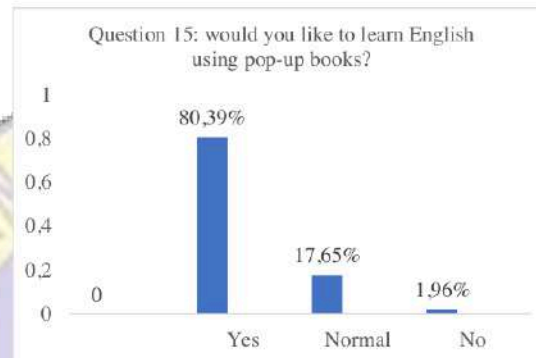
Question number 15 was related to students' willingness to learn vocabulary using pop-up book, the result was 41 students liked learning English vocabulary using pop-up book. The conclusion is that the positive response of the students motivated the researcher to create a pop-up book to help students develop English vocabulary.

b. The Teacher

1) Product Needs
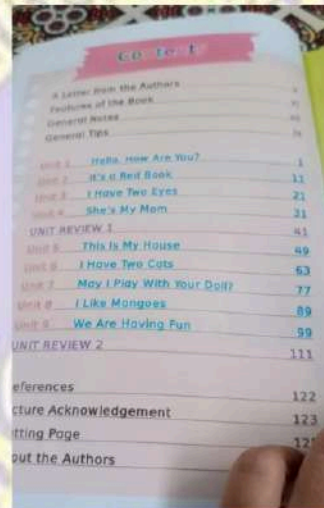
a) Present Situations

The results of interviews obtained by researcher with English teacher related to present situations are that teacher used singing methods to provide material, each material will

be made into a song so that students are very enthusiastic about learning English. The main language used in teaching English is Indonesian, this is one of the reasons for researcher to include Indonesian meaning in pop-up book.

Figure 4.10

The Book Grow with English 1

The book by Mukarto et. al entitled Grow with English 1 is a textbook that teacher used to teach English. This book has topics that have been adapted to the curriculum for grade one. In addition to the book, there are book provided by the government to support the learning process of English. Mrs. Nindi has been teaching first grade students English in four

different classes 1A, 1B, 1C and 1D. Each class has English lessons once a week with a duration of one hour.

At the mastery stage of spelling, pronunciation and meaning skills according to Mrs. Nindi, students can pronounce English vocabulary correctly by following the pronunciation of the vocabulary after the teacher said, students can already remember some meanings in English vocabulary. However, for spelling, the teacher teaches the spelling of letters in Indonesian, so students do not know the spelling in English. This is one of the reasons for researcher to help students develop English vocabulary using pop-up book.

The media that English teacher have used in teaching are books, card flash, YouTube, sticking pictures and projector as a tool to show YouTube in class, of the several media used, Mrs. Nindi mostly uses textbooks to explain the material. The results of these interview answers have become the reason for researcher to created pop-up book that can be used by teachers to help teach English vocabulary.

From the results of the interview, the teacher already knows pop-up book because some students personally have pop-up book and bring them to school, the pop-up book are generally children's story books such as prophet stories, but

Mrs. Nindi does not have and has never used pop-up book to teach English vocabulary.

b) Wants Analysis

The wants question was analyzed to identify the needs and wants of first grade students of SDIT Al-Fidaa in learning English vocabulary using pop-up book based on the perspective of English teacher. The interview results showed that the teacher hoped that students can memorize more vocabulary and its meanings that have been taught. Teacher revealed that the ideal media for learning English for first grade elementary school is media that can attract students in learning English, teachers also hoped that pop-up book can be an effective media to help students develop English vocabulary.

c) Constraints Analysis

In the interview constraint analysis to find out the obstacles and constraints in learning English vocabulary, the teacher revealed the answer that students lacked the enthusiasm to write and could not spell be using English. In addition, students still have difficulties and need a long time to understand some similar vocabulary such as father, mother, grandfather, etc. Several times the teacher also experienced difficulties when using media, especially

projector, so the teacher mostly used books. From the analysis above, the researcher has the aim to create a media that can develop students' vocabulary skills and is easy to use by the teacher.

2) Product Setting

a) Impression

In the interview results related to creating a positive impression of the English vocabulary by using pop-up books. The teacher argued that the application of pop-up book media is in accordance with the character of first grade students of SDIT Al-Fidaa because children at that age are happier and easier to understand by using picture books.
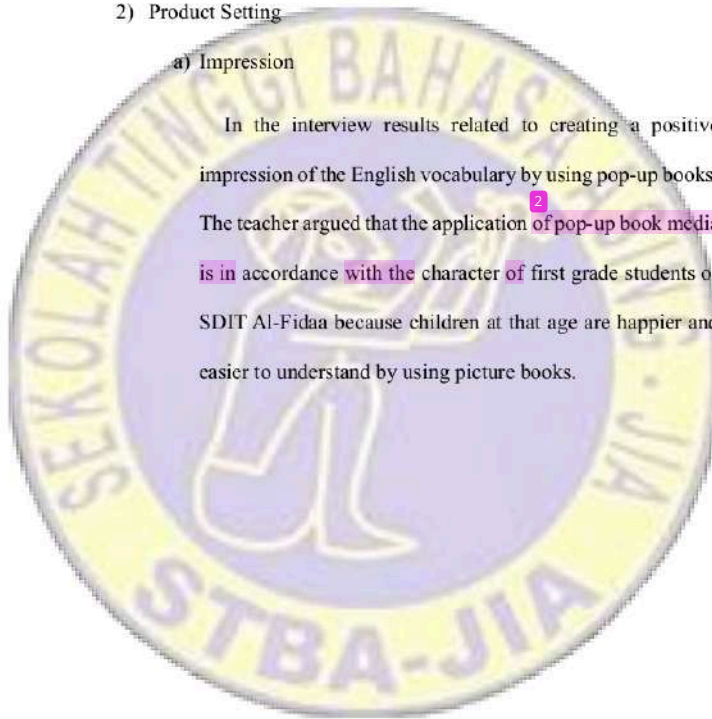
Figure 4.11

The Theme of Fruits

Figure 4.12

The Theme of Playground

According to Mrs. Nindi, the themes that are suitable for pop-up books are all themes, but of the many themes available, she chose fruits and playgrounds. Fruits will be interesting if they have pop-up pictures and playground is a theme that has not been taught in that semester, so She wants to use pop-up book when entering playground material. She also added to include vocabulary items according to the textbook from Mukarto et. al entitled Grow with English 1 that was being used.

From the results of interviews with English teacher also mentioned the need to include sentences in pop-up book to help students understand the context of vocabulary with 1 sentence containing 4 words. This has been taken into consideration by the researcher to include sentences and how many sentences are needed in the pop-up book.

English teacher also said that it is very necessary to include the meaning of Indonesian in every English vocabulary to make it easier for students to recognize English vocabulary as a second language.

b) Readability

The results of the interview answers on readability according to the first grade English teacher explained that the type of font that is suitable for pop-up book is comic sans

because this font has clear letters and is also attractive so it is suitable for children's books. As for the font size, Mrs. Nindi has chosen a large size so that when the pop-up book is used the vocabulary can be seen by students sitting at the back. This is different from the results of the analysis by students who have chosen a medium font size, so the answers from the English teacher have become the researchers' consideration in determining the font size used in the pop-up book.

c) Clarity

In the interview results of the clarity related to the picture illustrations that teacher want from pop-up book. The first grade English teacher wanted a cartoon as the type of picture in the pop-up book and chose a large picture size for easy viewing. From the statements of English teacher and students have differences in answering the size of the picture, so the researcher has chosen the answer of the English teacher in determining the size of the picture used in the pop-up book with the consideration of the teacher who uses the pop-up book and more understands the character of the students.

d) Layout

Figure 4.13

The Example of V-fold
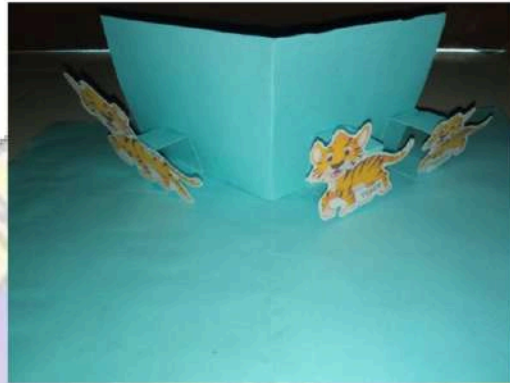
Figure 4.14

The Example of Tent
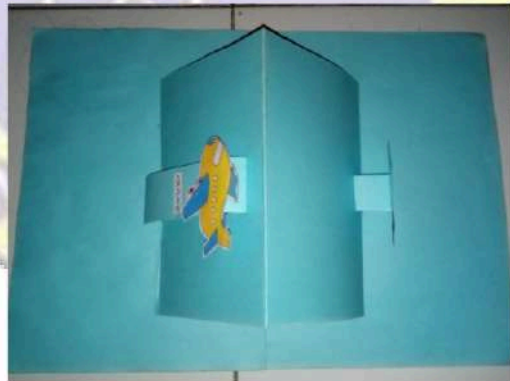
Researcher have presented some examples of pop-up shapes, there are v-fold and tent. The results of the interview with the English teacher chose two types of fold that were the same as the examples that had been given, v-fold and tent. For the size of the pop-up book, the teacher chose the size of F4, which is different from the answers that the students have given, they have chosen A4. For this reason, the researcher determined the size of the pop-up according to the teacher interview.

The English teacher also revealed to include 3 to 4 pictures on each page of the pop-up book. The number of pages adjusts to the number of vocabularies that has been determined. Mrs. Nindi said to put the English vocabulary at the bottom of the picture and the meaning at the bottom of the English. This has become the researcher's reference in putting vocabulary and its meaning in the pop-up book.

e) Attentiveness

The next question was related to the picture elements that can motivate vocabulary learning using pop-up books according to the first grade English teacher. With the question "what is the color of the pop-up book that you expect?" the result of the interview was that Mrs. Nindi answered that the pop-up book must have full color and

attractive colors, on the cover there is a school and a school bus. The answer from the English teacher became the reason for the researcher in determining the color and cover of the pop-up book.

f) Encouraging Interest

The result of the interview related to Encouraging Interest is that according to Mrs. Nindi, pop-up book can be used as a medium for learning English vocabulary because it has a funny and interesting book character. In addition, pop-up book can also help students in understanding English vocabulary. This has motivated the researcher to make a pop-up book that can be useful for students in developing English vocabulary.

2. Design

At this stage the researcher has collected data from the results of the analysis conducted on teacher and students. The result is the theme of fruits and playground vocabulary used in the pop-up book in accordance with the textbook of first grade students of SDIT Al-Fidaa, then the researcher prepared of the sentence related to the vocabulary theme. Below are the results of the framework that has been determined

Table 4.1

The Outline of Framework

NO	Word and Spelling; Pronunciation	Meaning	Sentence
1.	Mango /ˈmæŋgəʊ/	Mangga	I/you have a mango She/he has a mango
2.	Banana /bəˈnænə/	Pisang	I/you have a banana She/he has a banana
3.	Orange /ˈɔːrɪndʒ/	Jeruk	I/you have an orange She/he has an orange
4.	Papaya /pəˈpaɪə/	Papaya	I/you have a papaya She/he has a papaya
5.	Pear /peə(r)/	Pir	I/you have a pear She/he has a pear
6.	Watermelon /ˈwɔːtəmelən/	Melon	I/you have a watermelon

			She/he has a watermelon
7.	Pineapple /ˈpaɪnæpl/	Nanas	I/ you have a pineapple
			She/he has a pineapple
8.	Melon /ˈmelən/	Melon	I/you have a melon
			She/he has a melon
9.	See-saw /ˈsiː sɔː/	Jungkat-jungkit	I/you like playing on a see-saw
			She/he likes playing on a see-saw
10.	Tree /triː/	Pohon	I/you like sitting under the tree
			She/he likes sitting under the tree
11.	Slide /slaɪd/	Perosotan	I/you like playing on the slide

			She/he likes playing on the slide
12.	Swing /swɪŋ/	Ayunan	I/you like playing on a swing
			She/he likes playing on a swing
13.	Jungle Gym /ˈdʒʌŋgl dʒɪm/	Tiang Bergelantung	I/you like climbing on the jungle gym
			She/he likes climbing on the jungle gym
14.	Bike /baɪk/	Sepeda	I/you like riding a bike
			She/he likes riding a bike

The addition of meaning, phoneme and sentence to the vocabulary is the result of other references. Meaning is obtained from "Google Translate" and has been matched with "Kamus Besar Bahasa Indonesia Online". Researcher have added phoneme to make it easier for English

teacher and students to pronounce English vocabulary. In the phoneme section, researcher refer to the "Oxford Dictionary" website.

Furthermore, in the sentence section, the researcher refers to the book "Teacher's Book - My Next Words Grade I" published by the Center for Curriculum and Bookkeeping of the Research and Development and Bookkeeping Agency of the Ministry of Education, Culture, Research and Technology. The sentence section has been adapted to the vocabulary in the pop-up book.

In the next stage, the researcher has made a product plan. In determining the type of paper, the researcher chose based on the request of the English teacher, the paper that is not thick on the cover so that the pop-up book is not too heavy when lifted, for the cover the type of paper chosen is 260 gr laminated glossy carton. The reason the researcher chose this type of paper is because the paper is not thin and not too thick, besides that the lamination makes the cover look more attractive.

Carton 260 gr is also used in contents, folds and pictures. Researcher used this type of paper because the 260-gr carton is not too thick so it can still be shaped and this type of paper made folds looked upright. Unlike the cover, in this part researcher have chosen doff. Doff made the color details in the pictures bolder.

The students and English teacher agreed that Comic Sans MS was the font they wanted to have for the vocabulary lettering in the pop-up

book based on the analysis results. Therefore, the researcher used the font type Comic Sans MS in the lettering of the vocabulary and in the parts of the sentences. On the title and additional pages, the font type used is Komikax because it does not have an upright shape so it is interesting for students to read.

The next step was for the researcher to determine the fonts desired by the first-grade students and the first grade English teacher. From the results of the analysis that has been obtained, there are differences of opinion between first grade students and first grade English teachers due to the researcher's mistake did not explaining in detail the use of pop-up book so that students thought pop-up book is used for individuals, so students choose medium font. While the English teacher chose a large font size, thus the researcher took the answer from the teacher.

For font size, book size and pictures, there are differences in analysis results between students and English teacher. Where students choose medium and A4 size pictures because students thought that the book would be used individually. While the teacher chooses the font size and large images and book size F4. So, the researcher took the answer from the English teacher because the pop-up will be used together as a medium for learning English.

Furthermore, for the selection of folds in the pop-up book, according to the request of the English teacher through the interview, namely tent and V-fold.

3. Development

After the themes were prepared, the researcher held a discussion with Fajar Fathoni, S.Ds. as the graphic designer of the pop-up book animation. The discussion stage has lasted for 3 months. Starting on May 1st, 2024 the researcher met with the designer to provide the content of the topic that had been designed and develop the pop-up book design. The researcher gave 2 weeks to complete the pop-up book design. On May 14th, 2024 the design completed, to get perfect results the researcher submitted the design revision to the supervisor 1.

Figure 4.15

The Design of Front Cover Before and After Revision
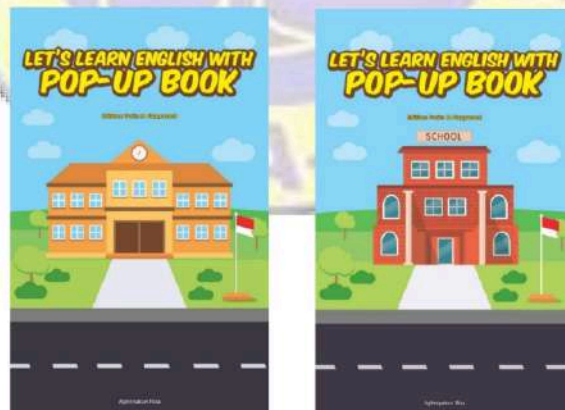
The title "Let's Learn English with Pop-up Books" is an invitation sentence, researcher invited students to learn English vocabulary using pop-up book. At the bottom of the title there is a description of the book edition as a notification of the topic in the pop-up book.

In the first design revision there was a revision on the front cover, there was a change in the school picture. The school picture in design 1 did not match with the design concept, so the researcher needed to make changes to the picture. The first design revision was carried out on May 15th, 2024 and the design was approved by supervisor 1 on May 17th, 2024. In addition to the front cover of the approved design, some of the part that received approval were:

Figure 4.16

The Design of Back Cover

In the overall concept on the cover of the pop-up book, the researcher included the theme of the environment at school. The picture of the school became the highlight and was supported by a picture of the road that connected to the back of the cover

Part of the back cover has the concept of a school bus parking at a bus stop near the school, the researcher has adapted this concept based on the request of the first grade English teacher of SDIT Al-Fidaa. The used of bright colors in the design is adjusted to the results of the analysis that has been done to students and first grade English teachers. pictures source is from the website Freepik.com

Figure 4.17

The Desing of Credit

On the first page of the pop-up book there is a "credit" page containing the name of the researcher as the creator of the idea and concept of the pop-up book, the designer as the creator of the pop-up book design, validators as the competent experts to validated the pop-up book. In addition, the English teacher who has given the researcher the opportunity to do this research.

Figure 4.18

The Design of Table of Content
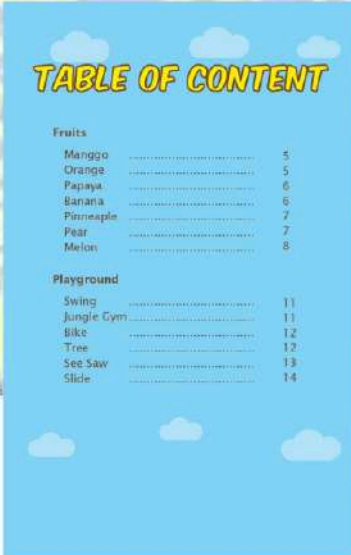
The table of content page contains vocabulary topics that can help first grade students of SDIT Al-Fidaa develop English language skills,

these topics have been compiled at the design stage, so the designer added them to the pop-up book design and arranged the page numbers.

Figure 4.19

The Design of Separation Page

This page is made to separate the table of content page and the content page. This page is also an opening page before entering the content page. The design of the page is brightly colored and the sentence "Let's learn", researcher want to invite students to learn English vocabulary with a fun mood.

Figure 4.20

The Closing Page Design

This is the separator page between the contents page and the reference page. This page is also the closing page in the pop-up book and a sign that the English vocabulary learning using pop-up book has been ended.

Figure 4.21

The Design of Reference Page

The reference page contains the sources from which the images in the pop-up book are taken, references to the folds in the pop-up book, and sources of vocabulary topics.

Figure 4.22

Creator Profile

The creator profile page contains a brief biography of the researcher, such as full name, date of birth and education that has been taken by the researcher. This page is also a sign of ownership of the pop-up book.

On May 20, 2024, the design entered the printing process, which took two days. After the design was printed, the researcher assembled the folded parts and glued them to each page of the pop-up book.

Figure 4.23

The Tent Fold Result
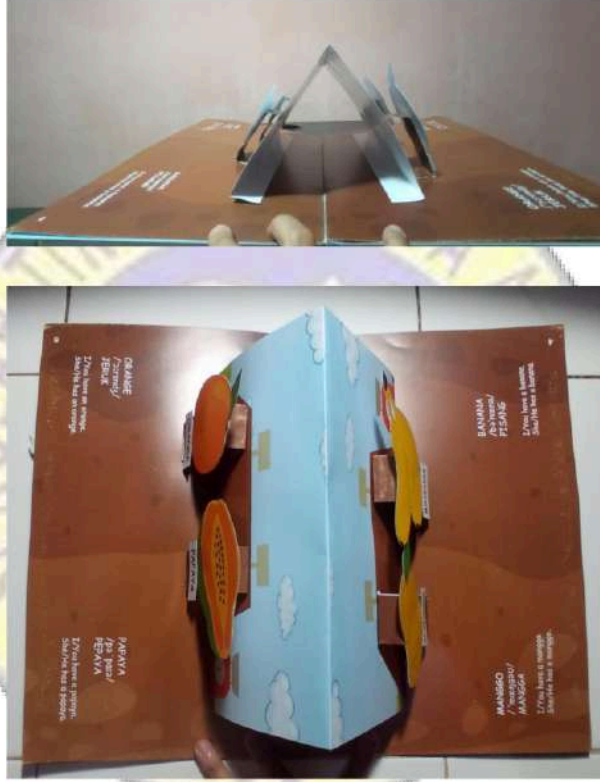
Visualization of the tent folds as they are shaped and glued to the book. The addition of folds to help the vocabulary pictures stick to the tent folds.

Figure 4.24

The V-Fold Result

The result of printed the parts of the v-fold that have been assembled will form like the letter V when the book is opened. Similar to tent fold, V-fold also needs an additional fold to stick the pictures on the V-fold.

Figure 4.25

The Inside Concept
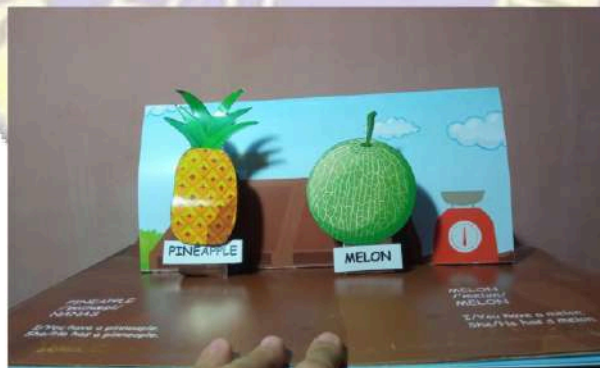
The fruit market concept page for vocabulary on the topic of fruits, characterized by baskets where fruit is attached and scales for weighing fruits. The playground pages has the concept of a playground in the middle of the city with a blue sky view. The base has a soil concept with a dark brown color, so that this part can be integrated with the fold concept.

Placement of pictures on the tent fold on each page is 2-2. In contrast to the v-fold pages, the placement of pictures on each page is 1-2. The placement of English vocabulary also pop-up following the picture to make it easier for students to see and understand the English of the vocabulary.

After the assembly process is complete, the pop-up book is shown to the validator to validate the visual, informational and effectiveness of the pop-up book. The validation process was carried out on May 27, 2024 by two experts who are English lecturers at JIA namely Esterria Romauli, S.S., M.Pd. and Wawan Setiawan, S.Pd, M.A.

$$Percentages = \frac{121}{130} x\ 100\%$$
$$= 0.93\ x\ 100\%$$
$$= 93\%$$

Table 4.2

The Result from Validators

No	Aspect	Score	Qualification	Categories
1	Visual	93%	Excellent	It does not need revision
2	Informational	93%	Excellent	It does not need revision
3	Effectiveness	93%	Excellent	It does not need revision

The validation results from validator 2 obtained each gained a presentation rate above 93%, it shown that the pop-up book is included in the excellent qualification and does not need revision, therefore the pop-up book can be used as a first grade English vocabulary learning media at SDIT Al-Fidaa.

4. Implementation

Figure 4.26

Implementation Pop-up Book in Class

In implementation stage, the researcher observed students in class 1C, which contained 27 students, on May 31, 2024. Nindi Rista Rizaty Sani, S.Pd as the first grade English teacher at SDIT Al-Fidaa used pop-up book as a vocabulary learning media. Student chairs are formed letter "u", with the aim that all students can see the pop-up book images, especially those sitting at the back. Before starting the learning, Mrs. Nindi conveyed information on the topic to be learned that day, there are fruits and vegetables.

The pop-up book can be opened and formed perfectly. The teacher mentioned one by one the English vocabulary with the meaning and the students followed after that. In addition, the teacher reads the sentences available in the pop-up book. Some students asked about the meaning of the vocabulary they just learned such as sliding, see-saw, jungle gym, climbing, riding and sitting, etc.

5. Evaluation

At this stage, the researcher used an interview with 11 questions addressed to the first-grade English teacher to find out students and the teacher's response to the pop-up book.

a. Impression

Based on the impression results, the theme of the pop-up book is good with phoneme added and in accordance with the textbook used by first grade students of SDIT Al-Fidaa. The English teacher argued that the pop-up book is in accordance with the character of students

with a unique and colorful visual and good printing results. In addition, the sentences and meanings in the vocabulary in the pop-up book can be understood by English teacher and first grade students of SDIT Al-Fidaa.

b. Readability

To find out the readability of the pop-up, the researcher asked about "can the vocabulary in the pop-up book be read clearly?" and the English teacher answered that if the pop-up book is read independently by the students, the vocabulary can be read clearly but if the students sit behind it may not be so visible.

Also, the English teacher stated that the size and type of font in the pop-up book are in accordance with the character of first grade students of SDIT Al-Fidaa because comic sans ms has a clear letterform and is not too upright.

c. Clarity

In this point, the English teacher argued that the type and size of the pictures in the pop-up book are in accordance with the character of students at SDIT Al-Fidaa. The English teacher also added that the layout of the pictures and words was as expected.

d. Layout

From the results of the interview by the first grade English teacher, the layout of pictures and words is in accordance with what the English teacher expected and the researcher could optionally add 4-4

on each page. In the shape, size, number of pages and number of pictures on each page are also in accordance with what the English teacher expected.

e. Attractiveness

In the attractiveness part, the first grade English teacher said that pop-up books can attract students' interest in learning English, besides that pop-up books can also attract first grade students to like reading.

f. Encouraging Interest

In the last question related to encouraging interest, according to the first grade English teacher, pop-up book can help students in mastering English vocabulary because first grade students can be motivated by the visuals of the pop-up book design.

Based on the suggestions given by the validators and the results of the interview with the first grade English teacher regarding the pop-up book, the researcher has revised several parts:

Figure 4.27

Credit After Revision

On the credit page, there is a change in the validator part due to researcher error so that in the previous pop-up book design the validator's name was Winda Lutfiyanti, M.Pd. and Ade Surista, M.Pd. After the changes were made, the validators' names became Esterria Romauli, S.S., M.Pd. and Wawan Setiawan, S.Pd, M.A. This is the final result of the pop-up book design in the credit part.

Figure 4.28

Before the Vocabulary of Watermelon is Added

Furthermore, the addition of vocabulary. In the previous design, the researcher did not include watermelon vocabulary in the pop-up book design, resulting a lot of empty space in the pear vocabulary part. This was also the evaluation from the English teacher and validator. Furthermore, the addition of vocabulary. In the previous design, the researcher did not include the watermelon vocabulary in the pop-up book design, resulting in a lot of empty space in the pear vocabulary page. This is also an evaluation from the English teacher and validator. So, the researcher has revised and added watermelon vocabulary to the pop-up book.

Figure 4.29

After the Vocabulary of Watermelon is Added

The researcher also corrected the incorrect writing of "manggo" to "mango" and added 1 cm width to the tent fold.

C. Interpretation of the Research Finding

This research used the ADDIE method by Branch (2009). In the analysis stage, the researcher used questionnaires for first grade students and interview for first grade English teacher. The results of this research showed that pop-up book can be used as a media for learning English, especially vocabulary development. In addition, pop-up book can also help students to improve their skills' spelling, listening, reading and pronunciation.

At the design stage, researcher founded that the design of a product is very important to determine the target, in this case the pop-up has a target of first grade students who are 6-8 years old, at that age children like picture

books that are different from other books. So that researcher has made a pop-up book to stimulate the enthusiasm and curiosity of first grade students of SDIT Al-Fidaa in the process of learning English vocabulary.

In the development stage, the researcher has developed the results of the analysis into a pop-up concept design in collaboration with a graphic designer. During the design process, the researcher has routinely controlled the development of the pop-up book design such as checking the placement of images, letters, colors and typos with the aim that the final result of the pop-up book can be in accordance with the character of SDIT Al-Fidaa first grade students.

In addition, this stage is needed by experts to validate the pop-up book. The finished pop-up book requires an assessment of the illustrations, the suitability of the information to the curriculum used and the effectiveness of the pop-up as a learning media. In this research, all aspects of the assessment have met the standards, so the pop-up book can be used not only once but also in the future.

In the implementation process, the researcher has analyzed the classroom situation during English lessons. From the data, the researcher founded that the response of first grade students of SDIT Al-Fidaa to the pop-up book was very enthusiastic, marked by actively asking questions. Evaluation data was collected at the evaluation stage by interviewing the English teacher of SDIT Al-Fidaa to get a teacher's assessment from the

school concerned. In this case, the researcher found that there is a need for in-depth research on fold and vocabulary themes so that pop-up books can be used effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusions and suggestions from the research. The suggestions given are aimed for students, teachers, and researchers are interested in conducting research on the same topic.

A. Conclusion

Based on the results of the research, it can be determined that using the ADDIE model: analysis, design, development, implementation and evaluation can create a pop-up book.

1. Pop-up book that are in accordance with the criteria of first grade students need has been identified through present situation analysis, wants analysis and constraints analysis. The conclusion of the present situation analysis indicated that first grade students strongly like learning English at school. When explaining the material at school, teacher mostly used book media as a tool in delivering the material.

2. Wants analysis showed that first grade students of SDIT Al-Fidaa more often used visual media in learning English. Therefore, the English teacher hoped that pop-up book could help students in developing English language skills.

3. The constraint analysis found that students have difficulty in English learning where they have not been able to spell vocabulary in English. So, the researcher offered a media product of a pop-up book that has a colorful design, pictures that can be

90

pop-up when the book is opened and is complemented with spelling pronunciations, which can motivate students to learn more actively.

4. The design, folds and materials contained in the pop-ups are the result of the researcher's analysis of the needs of students and teacher. With the form of paper that is not too thick, that makes it easier for teacher to used pop-up book as a media for learning English.

5. The large size of the book, large pictures and large letters make it easier for students to see and understand vocabulary clearly and correctly. The topics contained in the pop-up book have been adjusted to the textbooks used at school, specifically 8 fruit topics and 6 playground topics. Each page includes pictures, English vocabulary, spelling, meaning, and example sentences.

6. The developed product has been validated by experts regarding visual, information and effectiveness, thus the pop-up book can be used as English learning media. From the results of the observation analysis, it was concluded that the pop-up book received a positive response from the English teacher and first grade students of SDIT Al-Fidaa, marked by the number of students who enthusiastically asked questions about the vocabulary in the pop-up book. So, that pop-up book can be accepted by English teacher and first grade students of SDIT Al-Fidaa as a media that is used together in developing English vocabulary.

B. Suggestion

1. For Teachers

Teachers who provide English materials must be creative and able to attract students' interest so that students can participate in the learning process. The media used can also affect students' learning motivation. Pop-up book is one type of media that can be used because it is visually appealing to students and can help teachers in presenting English vocabulary material.

2. For Students

By using pop-up books, researcher hope that students can understand English vocabulary. In addition, pop-up book can foster students' interest in reading and help students practice spelling, pronunciation and listening.

3. For Researchers

For researchers, researchers hope that the results of this research are able to contribute to further research. This research still has weaknesses, researcher also hope that in future research can be carried out a more detailed analysis of product needs and product settings.

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APPENDICES

Appendix 1 The result of Questionnaire

PREFACE

A. The Objective

The objective of the distribution to obtain detailed data regarding SDIT Al-Fidaa students' needs for developing their English vocabulary and to identify the media to be used.

B. Respondent Data

1. Name : Ar....

2. Sex   : 1. Boy ☑   2. Girl ☐

3. Age   : ___ y.o

C. Direction

1. The test should be fulfilled by student class 1B and 1C

2. Please read the question instructions that have been given.

3. Each answer must have one correct or most correct answer.

1. Seberapa suka kamu belajar bahasa Inggris?

   a. Sangat suka

   b. Biasa saja

   c. Tidak suka

2. Dimana kamu belajar bahasa Inggris?

   a. Sekolah

   b. Rumah

   c. Tempat les

3. Topik bahasa inggris apa yang kamu ketahui? (boleh pilih lebih dari satu)

   a. Bagian - bagian tubuh

   b. Binatang

   c. keluarga

4. Topik bahasa Inggris apa yang ingin kamu pelajari? (boleh pilih lebih dari satu)

   a. Taman bermain

   b. Buah - buahan

   c. peralatan sekolah

5. Media apa yang kamu gunakan untuk belajar bahasa Inggris? (boleh pilih lebih dari satu)

   a. Lagu, rekaman (audio)

   b. Youtube, tv, film (audio visual)

   c. Buku Pelajaran, komik, buku cerita (visual)

6. Seberapa sering kamu mengalami kesulitan saat belajar bahasa Inggris?

    a. Sering

    b. Kadang-kadang

    ✗ Tidak pernah

7. Seberapa sering kamu merasa bosan ketika belajar bahasa Inggris?

    a. Sering

    b. Kadang-kadang

    ✗ Tidak pernah

8. Seberapa suka kamu membaca buku bergambar?

    a. Sangat suka

    b. Suka

    ✗ Tidak suka

9. Seberapa sering kamu melihat pop-up book?

    a. Sering

    b. Kadang-kadang

    ✗ Tidak pernah

10. Jenis huruf seperti apa yang kamu suka?

    ✗ COMIC SANS MS

    b. VERDANA

    c. PERPETUA

11. Ukuran huruf seperti apa yang kamu suka?

     a. Besar

     ✗ Sedang

     ✗ Kecil

12. Ukuran gambar seperti apa yang kamu suka?

     a. Besar

     ✗ Sedang

     c. Kecil

13. Ukuran buku seperti apa yang kamu suka? (peneliti menunjukkan contoh

ukuran buku)

     a. Besar F4

     ✗ Sedang A4

     c. Kecil A5

14. Warna buku apa yang kamu suka?

     ✗ Berwarna

     b. Hitam putih

     c. Tidak berwarna

15. Seberapa ingin kamu belajar bahasa Inggris menggunakan pop-up book?

     a. Sangat ingin

     ✗ Biasa saja

     c. Tidak

PREFACE

A. The Objective

The objective of the distribution to obtain detailed data regarding SDIT Al-Fidaa students' needs for developing their English vocabulary and to identify the media to be used.

B. Respondent Data

1. Name : Lo t H F 1C

2. Sex : 1. Boy ☑   2. Girl ☐

3. Age : 7 y.o

C. Direction

1. The test should be fulfilled by student class 1B and 1C

2. Please read the question instructions that have been given.

3. Each answer must have one correct or most correct answer.

1. Seberapa suka kamu belajar bahasa Inggris?

    X Sangat suka

    b. Biasa saja

    c. Tidak suka

2. Dimana kamu belajar bahasa Inggris?

    X Sekolah

    b. Rumah

    c. Tempat les

3. Topik bahasa inggris apa yang kamu ketahui? (boleh pilih lebih dari satu)

    a. . Bagian - bagian tubuh

    X . Binatang

    c. . keluarga

4. Topik bahasa Inggris apa yang ingin kamu pelajari? (boleh pilih lebih dari satu)

    a. . Taman bermain

    X . Buah-buahan

    c. . peralatan Sekolah

5. Media apa yang kamu gunakan untuk belajar bahasa Inggris? (boleh pilih lebih dari satu)

    a. Lagu, rekaman (audio)

    b. Youtube, tv, film (audio visual)

    X Buku Pelajaran, komik, buku cerita (visual)

6. Seberapa sering kamu mengalami kesulitan saat belajar bahasa Inggris?

    a. Sering

    b. Kadang-kadang

    ~~c.~~ Tidak pernah

7. Seberapa sering kamu merasa bosan ketika belajar bahasa Inggris?

    ~~a.~~ Sering

    b. Kadang-kadang

    c. Tidak pernah

8. Seberapa suka kamu membaca buku bergambar?

    ~~a.~~ Sangat suka

    b. Suka

    c. Tidak suka

9. Seberapa sering kamu melihat pop-up book?

    ~~a.~~ Sering

    b. Kadang-kadang

    c. Tidak pernah

10. Jenis huruf seperti apa yang kamu suka?

    ~~a.~~ COMIC SANS MS

    b. VERDANA

    c. PERPETUA

11. Ukuran huruf seperti apa yang kamu suka?

     a. Besar

     ~~b.~~ Sedang

     c. Kecil

12. Ukuran gambar seperti apa yang kamu suka?

     a. Besar

     ~~b.~~ Sedang

     c. Kecil

13. Ukuran buku seperti apa yang kamu suka? (peneliti menunjukkan contoh ukuran buku)

     a. Besar F4

     ~~b.~~ Sedang A4

     c. Kecil A5

14. Warna buku apa yang kamu suka?

     ~~a.~~ Berwarna

     b. Hitam putih

     c. Tidak berwarna

15. Seberapa ingin kamu belajar bahasa Inggris menggunakan pop-up book?

     a. Sangat ingin

     ~~b.~~ Biasa saja

     c. Tidak

Appendix 2 The Result of Interview (Nindi Rista Rizaty Sani, S.Pd)

PREFACE

A. The Objective

The objective of the distribution to obtain detailed data regarding SDIT Al-Fidaa English teacher's needs for developing 1st grade students' English vocabulary and to identify the media to be used.

B. Respondent Data

1. Name : Nindi Rista Rizaty Sani, S.Pd.
2. position: Guru Bid. Studi

C. Direction

1. The test should be fulfilled by grade 1 English teacher
2. Please read the question instructions that have been given.

No.	Questions	answer
1.	Apakah siswa-siswa selalu antusias pada saat belajar bahasa Inggris?	selalu antusias, karena menerangkan materi menggunakan lagu.
2.	Dalam mengajar bahasa Inggris, bahasa apa yang digunakan sebagai bahasa pengantar?	bahasa Indonesia
3.	Buku apa saja yang digunakan saat mengajar bahasa Inggris?	– Buku dari pemerintah – Buku terbitan Erlangga
4.	Dalam satu minggu, berapakali siswa kelas 1 belajar bahasa Inggris?	seminggu 1 x
5.	Kendala apa yang ibu hadapi Ketika mengajar bahasa Inggris?	malas menulis, belum bisa mengeja dalam bahasa Inggris
6.	Bagaimana kemampuan/ penguasaan kosakata siswa? (spelling, pronouciation, meaning)	anak-anak sudah tau artinya dan pengucapannya

7.	Kemampuan kosakata seperti apa yang diharapkan oleh ibu? (spelling, pronunciation, meaning)	ø hafal vocabulary, hafal artinya
8.	Materi apa yang sulit dimengerti atau membutuhkan waktu yang lama dipahami oleh siswa?	topik "keluarga". anak-anak sedikit kesulitan karena beberapa vocabulary mirip, seperti father, mother, grandmother, grandfather
9.	Media apa saja yang digunakan saat mengajar bahasa Inggris?	lebih banyak menggunakan buku, cardflash, youtube, gambar dan menempel, Infocus (ketika menonton)
10.	Apa kendala yg dihadapi dalam penggunaan media saat mengajar bahasa inggris?	ketika menggunakan Infocus, laptop tidak dapat tersambung. Jadi lebih banyak menggunakan buku
11.	Penggunaan media seperti apa yang ideal menurut ibu?	yang menarik minat siswa
12.	Media seperti apa yang ibu harapkan?	pop-up book
13.	Apakah ibu mengetahui pop-up book?	tahu, tetapi tidak pernah menggunakannya

14.	Menurut ibu, apakah karakter siswa sesuai dengan penerapan media pop-up book?	sesuai. anak-anak suka buku yg ada gambarnya
15.	Tema apa yang menurut ibu sesuai untuk dimasukkan kedalam pop-up book?	- buah-buahan - playground
16.	Menurut ibu, seberapa perlu kalimat dimasukkan ke dalam pop-up book untuk membantu siswa memahami konteks kata?	1 kalimat berisi 4 kata
17.	Jika pop-up book menjadi media belajar bahaasa Inggris, apakah perlu memasukkan artinya (bahasa Indonesia) ke dalam pop-up book?	Iya sangat perlu
18.	Menurut ibu, apa jenis font sesuai untuk digunakan dalam pop-up book?	comic sans
19.	Menurut ibu, apa ukuran font sesuai untuk digunakan dalam pop-up book?	yang besar

20.	Jenis gambar pop-up book seperti apa yang diharapkan oleh ibu?	kartun
21.	Ukuran gambar pop-up book seperti apa yang diharapkan oleh ibu?	yang besar supaya gampang dilihat
22.	Bagaimana bentuk pop-up book yang ibu harapkan?	V-fold dan tend
23.	Berapa ukuran pop-up book yang ibu harapkan?	F4
24.	Dalam satu halaman berapa gambar yang ibu harapkan?	3-4 gambar
25.	Berapa halaman pop-up book yang ibu harapkan?	menyesuaikan jumlah vocabulary
26.	Apabila dalam buku pop-up terdapat arti kata (Bahasa Indonesia), menurut ibu sebaiknya di mana kata tersebut diletakkan?	- bahasa Inggris dibawah gambar - bahasa Indonesia dibawah bahasa Inggris

27.	Bagaimana warna pop-up book yang ibu harapkan?	warna cerah, cover ada gambar sekolah dan bus sekolah
28.	Menurut ibu, apakah pop-up book bisa dijadikan media belajar vocabulary bahasa Inggris?	bisa karena lucu dan menarik
29.	Apakah menurut ibu pop-up book dapat membantu siswa memahami kosakata bahasa Inggris?	bisa

Tambun, 30 April 2024

(Nindi Rista Rizaty Sani, S.Pd)

Appendix 3 The Design of Pop-up Book

TABLE OF CONTENT

Fruits

Playground

LET'S LEARN

MANGO
/ˈmæŋgəʊ/
MANGGA

I/You have a mango.
She/He has a mango.

4

BANANA
/bəˈnɑːnə/
PISANG

I/You have a banana.
She/He has a banana.

PAPAYA
/pəˈpaɪə/
PEPAYA

I/You have a papaya.
She/He has a papaya.

ORANGE
/ˈɒrɪndʒ/
JERUK

I/You have an orange.
She/He has an orange.

5

PEAR
/peə(r)/
PIR

I/You have a pear.
She/He has a pear.

MELON
/ˈmelən/
MELON

I/You have a melon.
She/He has a melon.

WATERMELON
/ˈwɔːtəmelən/
SEMANGKA

I/You have a watermelon.
She/He has a watermelon.

6

PINEAPPLE
/ˈpaɪnæpl/
NANAS

I/You have a pineapple.
She/He has a pineapple.

7

SEE-SAW
/ˈsiː sɔː/
JUNGKAT-JUNGKIT

I/You like playing on a seesaw.
She/He likes playing on a seesaw.

8

SLIDE
/slaɪd/
PEROSOTAN

I/You like playing on the slide.
She/He likes playing on the slide.

TREE
/triː/
POHON

I/You like sitting under the tree.
She/He likes sitting under the tree.

9

SWING
/swɪŋ/
AYUNAN

I/You like playing on a swing.
She/He likes playing on a swing.

JUNGLE GYM
/ˈdʒʌŋɡl dʒɪm/
TIANG BERGELANTUNG

I/You like climbing on the jungle gym.
She/He likes climbing on the jungle gym.

10

BIKE
/baɪk/
SEPEDA

I/You like riding a bike.
She/He likes riding a bike.

11

THE END

REFERENCE

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Mukarto, Sujatmiko, Josephine, S. M., & Widya, W. (2022) Grow with English 1. Erlangga

CREATOR PROFILE

Aghniyatun Nisa Layyinan was born on October 3th 1995 in Bekasi. She started formal education at SDIT Al-Fidaa for six years, then continued to SMPN 3 Tambun Selatan from 2008 to 2011 and finished high school at SMAN 2 Tambun Selatan from 2011 to 2014. In 2020, the creator resumed her education at the JIA College of Foreign Languages Faculty of English Literature.

SCHOOL BUS
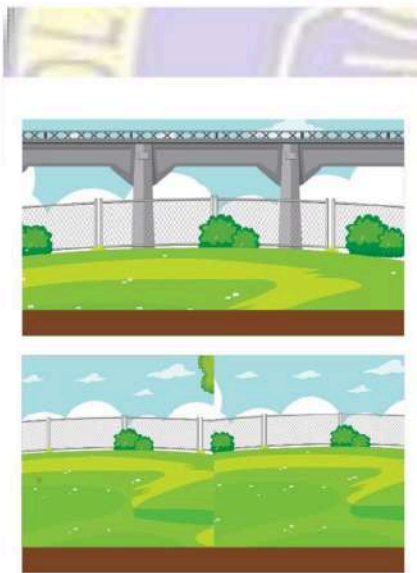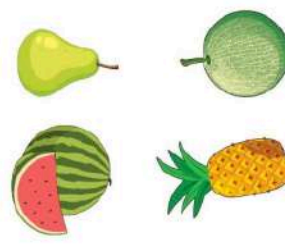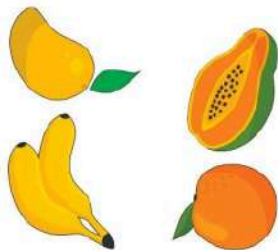
MANGO	PEAR	TREE	SEE - SAW	
PAPAYA	PINEAPPLE	SWING	SLIDE	WATERMELON
BANANA	ORANGE	MELON	BIKE	JUNGLE GYM

Appendix 4 Pop-up Book After Revision
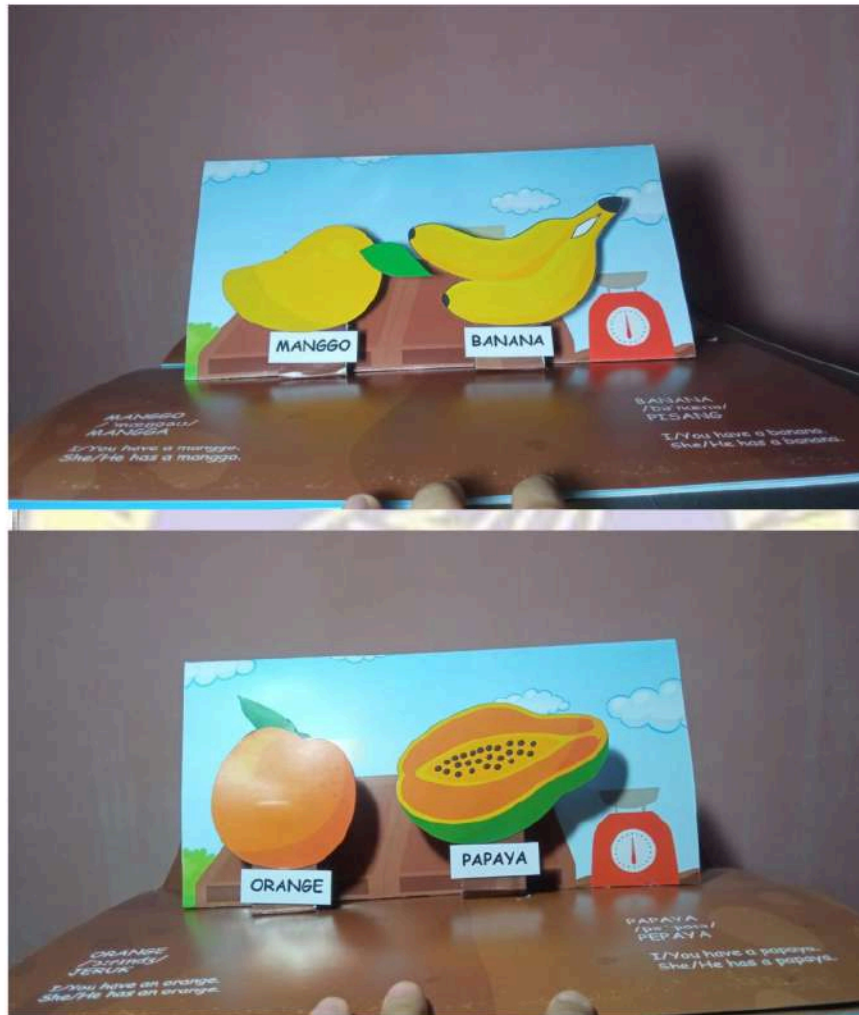
Appendix 5 The result of validation (Esterria Romauli, S.S., M.Pd.)

The instrument validation

Introduction:

This questionnaire is an instrument to validate pop-up book designed and developed to improved English vocabulary for grade one students. The model validated based on the theory of Bluemel and Taylor (2012)

Instruction:

Put a checkmark (✓) in one of the columns below!

| No	Description	Indicator	Score scale				
			SA	A	N	D	SD
Visual: to describe how pop-up book design relates to line, shape, colour, composition, and texture.							
1.	The size of the image is clearly visible	The reinforce of the characters	✓				
2	The size and shape of the folds chosen can attract students' interest	Extended of the story	✓				
3	Images on each page are arranged proportionately and have a similar style	The reinforce of the characters	✓				
4	Type, size, and colour of the chosen text are readable.	The reinforce of the characters	✓				
5	The size and type of paper chosen in the pop-up book does not inconvenience the teacher when used as learning media.	Extended of the story	✓				
6	Colour of the chosen images may attract learning interest	The establish of mood	✓				
7	The colour and design of the pop-up book cover can attract student's interest.	The establish of mood	✓				
Informational: to present content accuracy between pop-up books and other reference media							
8	Topics chosen in the pop-up book is in accordance with the topic in the SDIT Al-Fidaa textbook.	The accuracy of information	✓				
9	topics chosen are related to the Ministry of Education, Culture, Research and Technology's *merdeka* curriculum for English lessons for grade one.	The currency of information	✓				
10	The selected topics can help first grade students develop comprehensive skills, such as: spelling, pronunciation, meaning and sentences.	Presentation of the information		✓			
Effectiveness: to describe the quality of the paper and how well the movable part works							
11	When the book is opened, the folds open well and effectively	Quality of paper engineering		✓			
12	When the book is closed, the folds are	Complexity of			✓		

	closed well and neatly	the engineering				
13	The shape of the fold is in accordance with the design concept of the pop-up book	Relevance of the engineering		✓		

Bekasi, 27 Mei 2024

Ester Ria Romauli, SS., M.Pd

Appendix 6 The result of validation (Wawan Setiawan, S.Pd, M.A.)

The instrument validation

Introduction:

This questionnaire is an instrument to validate pop-up book designed and developed to improved English vocabulary for grade one students. The model validated based on the theory of Bluemel and Taylor (2012)

Instruction:

Put a checkmark (✓) in one of the columns below!

No	Description	Indicator	SA	A	N	D	SD
Visual: to describe how pop-up book design relates to line, shape, colour, composition, and texture.							
1.	The size of the image is clearly visible	The reinforce of the characters	✓				
2	The size and shape of the folds chosen can attract students' interest	Extended of the story	✓				
3	Images on each page are arranged proportionately and have a similar style	The reinforce of the characters	✓				
4	Type, size, and colour of the chosen text are readable.	The reinforce of the characters	✓				
5	The size and type of paper chosen in the pop-up book does not inconvenience the teacher when used as learning media.	Extended of the story	✓				
6	Colour of the chosen images may attract learning interest	The establish of mood	✓				
7	The colour and design of the pop-up book cover can attract student's interest.	The establish of mood	✓				
Informational: to present content accuracy between pop-up books and other reference media							
8	Topics chosen in the pop-up book is in accordance with the topic in the SDIT Al-Fidaa textbook.	The accuracy of information	✓				
9	topics chosen are related to the Ministry of Education, Culture, Research and Technology's *merdeka* curriculum for English lessons for grade one.	The currency of information	✓				
10	The selected topics can help first grade students develop comprehensive skills, such as: spelling, pronunciation, meaning and sentences.	Presentation of the information		✓			
Effectiveness: to describe the quality of the paper and how well the movable part works							
11	When the book is opened, the folds open well and effectively	Quality of paper engineering		✓			
12	When the book is closed, the folds are	Complexity of		✓			

	closed well and neatly	the engineering						
13	The shape of the fold is in accordance with the design concept of the pop-up book	Relevance of the engineering	✓					

Bekasi, 27 Mei 2024

Wawan Setiawan, S.Pd., MA

Appendix 7 Observation Students

OBSERVATION SHEET
(Pedoman mengenai Tindakan siswa selama uji coba model)

Sekolah : SDIT Al-Fidaa
Alamat Sekolah :
Kelas :
Mata Pelajara : B. Inggris
Hari/Tanggal : Jum'at 31 Mei 2024
Masalah : Uji coba model
Instruksi : Tandai (✓) pada salah satu kolom skala yang tersedia

No	Komponen	Pernyataan	Skala					Catatan
			1	2	3	4	5	
1.	Physical setting	a. Jumlah siswa yang hadir				✓		a. 27 siswa 99 hadir
		b. Jumlah kursi kelas yang tersedia				✓		b. 28 kursi
		c. Media pendukung proses belajar mengajar (papan tulis, buku, komputer/laptop)			✓			c. papan tulis 1, buku erlangga, lembar soal, Proyektor 1
2.	Human setting	a. Guru memberikan informasi terkait materi yang akan diajarkan				✓		
		b. Guru menggunakan				✓		

		pop-up book dengan mudah				
		c. Siswa memperhatikan penjelasan guru			✓	
		d. Pop-up book membantu siswa untuk fokus belajar vocabulary		●	✓	d. tidak semua fokus
3.	Interactional setting	a. Guru memberikan pertanyaan terkait materi vocabulary fuits and playground			✓	
		b. Siswa aktif memberikan pertanyaan kepada guru			✓	
		c. Guru menanggapi siswa yang bertanya			✓	c. guru menjawab dan membantu siswa mengerjakan soal
4.	Programme setting	a. Metode yang guru gunakan untuk menyampaikan materi fruits and playground. (menyanyikan lagu, ceramah)			✓	a. menyanyikan lagu, ceramah

Bekasi, 31 Mei 2024

(Nindi Risto Rizaty Sani)

Appendix 8 Lesson Plan

MODUL AJAR KURIKULUM MERDEKA 2022 (PROTOTIPE)
BAHASA INGGRIS SD KELAS 1

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Nindi Rista Rizaty Sani, S.Pd
Instansi	: SDIT AL FIDAA
Tahun Penyusunan	: Tahun 2023
Jenjang Sekolah	: SD
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: I (Satu) / II (Genap)
Alokasi Waktu	: 6 Minggu (2 X 35 Menit)
Unit /Tema	: 12 / She has some fruits

B. KOMPETENSI AWAL

- Anak mampu mengidentifikasi berbagai jenis buah-buahan.
- Anak dapat menggunakan have dan has to talk tentang jenis buah-buahan.

C. PROFIL PELAJAR PANCASILA

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
- Kebhinekaan global
- Mandiri
- Bergotong royong
- Kreatif

D. SARANA DAN PRASARANA

- Alat Pembelajaran: Komputer / laptop, jaringan internet, proyektor
- Sumber Belajar (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 Buku Panduan Guru dan Buku Siswa, Bahasa Inggris untuk SD Kelas 1 Penulis: Lala Intan Gemala, dkk).
- Lampu ruang kelas yang memadai
- Ruang kelas yang cukup luas

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal

F. JUMLAH PESERTA DIDIK

- Minimum 15 Peserta didik, Maksimum 25 Peserta didik

G. MODEL PEMBELAJARAN

- Tatap Muka

KOMPNEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Capaian Pembelajaran (Fase A) :
Menyimak – Berbicara

- Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal.
- Peserta didik merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana.
- Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosa kata sederhana.
- Peserta didik menggunakan alat bantu visual untuk membantu mereka berkomunikasi.

Tujuan Pembelajaran Unit 12 :

- Peserta didik mampu memperkenalkan diri kepada teman dengan percaya diri dan dapat menyebutkan nama teman dengan ramah.

B. PEMAHAMAN BERMAKNA

- Anak mampu mengidentifikasi berbagai jenis buah-buahan.
- Anak dapat menggunakan have dan has to talk tentang jenis buah-buahan.

C. PERTANYAAN PEMANTIK

- Arti kata She has some fruits dalam bahasa Indonesia ?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembukaan:
- Mengucapkan salam
- Berdoa menurut keyakinan masing-masing
- Mengecek kehadiran
- Mengkondisikan/ mengatur ruang kelas disertai pembiasaan nilai disiplin, agar pelajar tertib mengikuti proses pembelajaran

Kegiatan Inti
Prosedur Kegiatan:

Telaah

1. **Draw a line**
   - Guru memberitahukan bahwa peserta didik akan mencocokkan gambar dengan menarik garis pada kalimat yang tepat
   - Peserta didik diminta membuka halaman 106
   - Peserta didik memperhatikan gambar dan kalimat yang ada pada halaman tersebut
   - Guru menunjuk pada satu gambar dalam buku dan memberi pertanyaan
     What fruit does father brings?
     Draw lines to match the pictures and the sentences.

Prosedur Kegiatan:

Eksplorasi

2. **Complete and say**
   - Guru menyampaikan bahwa peserta didik akan melengkapi nama buah dan jumlahnya
   - Peserta didik diminta membuka buku halaman 108
   - Guru menunjuk dan menyebutkan gambar no. 1 sebagai contoh dan peserta didik menirukan yang diucapkan guru.
   - Peserta didik melengkapi jawaban sesuai gambar.
     Guru: *Students... look at the picture, Made has fruits. It is mangoes.*
     Let's count. Made has five mangoes.

Prosedur Kegiatan:

Rumuskan

3. **Listen and draw**
   - Guru menyampaikan bahwa peserta didik akan mendengarkan apa yang disebutkan guru tentang nama-nama buah dan jumlahnya.
   - Peserta didik menggambar buah-buah yang disebutkan guru.
   - Contoh instruksi guru:
     "Listen to me carefully. Draw 2 manggoes, one apple and five grapes."
     (pada saat instruksi disebutkan guru mengilustrasikan dengan gerakan)

Prosedur Kegiatan:

Presentasikan

4. **Look and say**
   Kegiatan ini guru bisa menyiapkan gambar-gambar buah-buahan yang dipelajari peserta didik. Gambar buah-buahan tersebut memiliki jumlah yang berbeda.
   Contoh: gambar 6 apel, 10 mangga dll.
   - Guru menyampaikan pada peserta didik bahwa hari ini belajar bermain peran dengan menanyakan banyak buah
   - Guru mengajak peserta didik membuka buku halaman 111
   - Sambil melihat buku paket, guru memberi contoh kalimat dengan memberikan gambar buah kepada salah satu peserta didik.
     Guru: *What fruits do you have?*
     Peserta didik: *I have six apples*
   - Guru menginstruksikan peserta didik untuk do in pairs (berpasangan) dalam mempraktekan tanya jawab sesuai gambar yang akan diberikan guru.
   - Guru memberikan 1 gambar buah kepada masing-masing kelompok peserta didik dan menginstruksikan peserta didik untuk bertanya kepada teman/ pasangannya sesuai contoh yang diberikan guru dan meresponya.

Prosedur Kegiatan:
5. **Listen and put a tick (√)**
   - Guru memberitahu aktivitas hari ini adalah mencentang gambar sesuai instruksi guru.
   - Guru meminta peserta didik membuka hal. 112
   - Instruksi guru: *Listen to your teacher and put a tick in the right box.*
     - *Seven apples • Ten strawberries*
     - *Four mangoes • Eight watermelons*
     - *Five oranges*

Prosedur Kegiatan:
6. **Listen and draw**
   - Guru memberitahu aktivitas hari ini adalah menggambar buah kesukaan keluarga
   - Sebelum menggambar guru bisa bertanya terlebih dahulu buah kesukaan keluarganya
   - Guru meminta peserta didik membuka hal. 113
   - Instruksi guru: *Draw your familie's favorite fruits.*

Prosedur Kegiatan:

Aplikasikan

7. **Let's write**
   - Guru memberitahukan bahwa peserta didik akan menulis huruf untuk melengkapi nama buah.
   - Guru menyebutkan beberapa nama buah yang telah dipelajari oleh peserta didik.
   - Peserta didik menirukan ucapan guru.
   - Peserta didik menulis huruf untuk melengkapi nama buah yang telah dipelajarinya, pada latihan di hal. 114.
   - Bersama guru, peserta didik mengucapkan kembali nama buah yang telah diselesaikan bersama-sama.

Prosedur Kegiatan:
8. **Let's sing**
   - Guru memberitahukan bahwa peserta didik akan bernyanyi bersama-sama
   - Guru memberikan contoh cara menyayikan lagu *"fruits"* dengan gembira. (Lagu ini bisa dibawakan dengan inovasi guru masing- masing)
   - Guru mengajak peserta didik bernyanyi halaman 115, dengan intonasi yang benar dan tepat

Prosedur Kegiatan:
9. **My new words**
   Pada tahapan ini guru mengajak peserta didik untuk menyebutkan kembali semua kosa kata yang telah dipelajari dengan benar dan tepat.

Kegiatan Penutup

Duniawi

   - Siswa menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut. Pertanyaan : *Menyebutkan macam-macam buah?*
   - Guru meminta peserta didik untuk membawa LKPD hasil Belajar ke rumah masing-masing, dan meminta peserta didik untuk menunjukkan kepada orang tua/keluarga (penguatan refleksi pemikiran dan proses berfikir).
   - Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
   - Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah

Ukhrowi

   - Guru memberikan penjelasan tentang berhitung dalam Al- Qur'an
   - Siswa bersyukur atas nikmat Allah SWT.
   - Guru mengakhiri pembelajaran dengan mengucapkan hamdallah serta do'a kafaratul majelis.
   - Kemudian bersama dengan guru saling mengucapkan salam.

E. ASESMEN / PENILAIAN

Indikator: Menyebutkan anggota keluarga.

No	Nama	Aspek									Rata-rata
		Kelancaran			Ketuntasan			Pelafalan			
		1	2	3	1	2	3	1	2	3	
1.	Halwa										
2.	Haidar										

Kelancaran:
1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:
1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:
1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

F. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan

- Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan dilakukan memilih satu satu kegiatan tesebut :
    1. Kegiatan pengamatan aktifitas yang sesuai dengan *He Has ... She Has .... You Have ...., Apples, Oranges, Watermelons, Bananas, Strawberries, Mangoes.*
    2. Kegiatan pendampingan dengan peserta didik lain yang belum menguasai penerapan *He Has .... She Has .... You Have ...., Apples, Oranges, Watermelons, Bananas, Strawberries, Mangoes*

Remedial

- Remedial : Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan:
    1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan *Children are able to identify family members. Father, Mother, Brother, Sister, Grandmother, Grandfather*
    2. Peserta didik setelah itu melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran

Mengetahui,   Bekasi,   Mei 2023
Kepala SDIT Al Fidaa   Guru Mata Pelajaran

Dadan Hamdani, M.E.I.   Nindi Rista Rizaty Sani, S.Pd
NIK.10.0026

Appendix 9 Evalution from Teacher (Nindi Rista Rizaty Sani, S.Pd)

No	Questions	Product Setting	Answers
1.	Menurut ibu, apakah tema yang ada di pop-up sudah sesuai dengan buku Pelajaran yang digunakan di SDIT Al-Fidaa?	Kesan	Sudah Sesuai, bagus ado cara baconyo
2.	Menurut ibu, apakah pop-up book sudah sesuai dengan karakter siswa SDIT Al-Fidaa?	Kesan	sudah sesuai karena unik & berwarna, Hasil print sudah bagus
3.	Menurut ibu, kalimat dan arti kosakata pop-up book dapat dipahami oleh siswa SDIT Al-Fidaa?	Kesan	Bisa dipahami
4.	Menurut ibu, apakah kosakata di pop-up book dapat dibaca dengan jelas?	Keterbacaan	Jika dipegang masing-masing bisa dibaca, Tetapi bila dibelakang kurang kelihatan
5.	Apakah ukuran dan jenis jenis font sudah	Keterbacaan	sudah bagus, bentuk huruf Jelas/tidak terlalu tegak

	sesuai dengan karakter siswa SDIT Al-Fidaa?		
6.	Apakah jenis dan ukuran gambar dapat dilihat dengan jelas?	Kejelasan	sesuai dan dapat dilihat dengan jelas
7.	Apakah jenis gambar pop-up book sudah sesuai dengan karakter siswa SDIT Al-Fidaa?	Kejelasan	sudah bagus
8.	Bagaimana dengan tataletak gambar gambar dan kata. Apakah sudah sesuai dengan yang ibu harapkan?	Tata letak	sudah sesuai. (opsional) biso ditambah jadi 4 gambar dibagian buah
9.	Bagaimana dengan bentuk, ukuran, jumlah halaman, dan jumlah gambar setiap halaman. Apakah sudah sesuai dengan yang ibu harapkan?	Tata letak	sudah sesuai

10.	Apakah warna pop-up book dapat menarik minat siswa untuk belajar bahasa Inggris?	Menarik	Menarik. bisa, karena bisa sering membaca
11.	Apakah pop-up book dapat membantu siswa dalam menguasai vocabulary bahasa Ingris?	Mendorong Minat	bisa. Insya allah karena sudah termotivasi, karena visual lebih di utamakan untuk kelas 1

Tambun, ...31 Mei...........2024

(..Hendi Rista Roalty Sani , S-Pd

Appendix 10 Pop-up Book After Evaluation

CREDIT

Creator:
Aghniyatun Nisa L

Designer:
Fajar Fathoni, S.Ds

Validator:
Ester Ria Romauli, SS., M.Pd
Wawan Setiawan, S.Pd., MA.

Teacher:
Nindi Rista Rizaty Sani, S.Pd

It is designed as a result of thesis
at STBA JIA
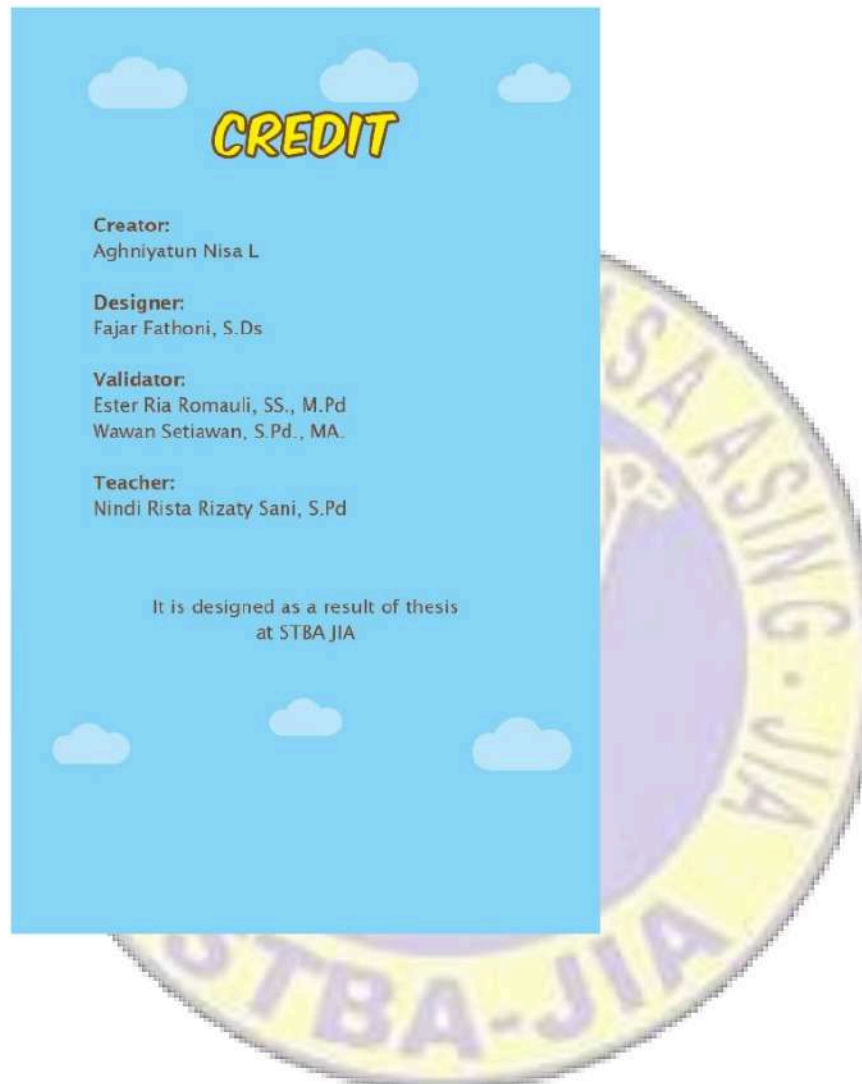
Appendix 11 1st advisor Thesis Mentoring Card (Winda Lutfiyanti, M.Pd.)

SEKOLAH TINGGI BAHASA ASING JIA

Jalan Cut Muthia Raya No. 30 No.Telp/Fax : (021) 8822727

KOTAMADYA BEKASI

KARTU BIMBINGAN SKRIPSI

NAMA MAHASISWA	: Aghniyatun Nisa Layyinan
NIM/NPM	: 4313151020222
PROGRAM STUDI	: S1 sastra Inggris
JUDUL SKRIPSI	: Developing Pop-up Book as Media to Improve 1st Grade Students' Vocabulary in SDIT Al-Fidaa
NAMA PEMBIMBING I	: Winda Lutfiyanti, M.Pd

| NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	20 Maret 2024	Bimbingan Bab I & Konsultasi Instrumen	
2	28 Maret 2024	Bimbingan Instrumen	
3	25 April 2024	Revisi Instrumen	
4	06 Mei 2024	Analisis Data & Design	
5	14 Mei 2024	Revisi Design	
6	17 Mei 2024	Revisi Validasi & Acc Design	
7	22 Mei 2024	Acc Revisi Bab I	
8	6 Juni 2024	Acc Bab I	
9	29 Juni 2024	Revisi Bab II	
10	3 Juni 2024	Acc Bab II	
11	10 Juni 2024	Revisi Bab III	
12	24 Juli 2024	Acc Bab III	
13	12 Agustus 2024	Revisi Bab IV	
14	22 Agustus 2024	Acc Bab IV, V & Pelengkap	
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
Appendix 12 2nd advisor Thesis Mentoring Card (Ade Surista, M.Pd.)

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KOTAMADYA BEKASI

KARTU BIMBINGAN SKRIPSI

NAMA MAHASISWA : Aghniyatun Nisa Layyinan

NIM/NPM : 431315102 0002

PROGRAM STUDI : S1 Sastra Inggris

JUDUL SKRIPSI : Developing Pop-up Book as Media to Improve 1st Grade Students' Vocabulary in SDIT Al-Fida

NAMA PEMBIMBING II : Ade Surista, M.Pd

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
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2	16/5 2024	Instrument (1)	
3	20/6 2024	acc Bab 1	
4	23/7 2024	revisi bab 2	
5	15/8 2024	Bab 3 & Bab 2 acc	
6	16/8 2024	Bab IV	
7	15/8 2024	Revisi Bab IV	
8	20/8 2024	Bab V	
9	20/8 2024	Revisi bab V	
10	23/8 2024	check all	
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Appendix 13 Research Permission Letter

SEKOLAH TINGGI BAHASA ASING - JIA
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KOTAMADYA BEKASI

Nomor : 088/STBA JIA/III/2024
Hal : Permohonan Riset dan Penelitian

Kepada Yth.
Bapak/Ibu Kepala Sekolah
SDIT AL-FIDAA
Jl. Damai No.08 Kp. Bulu RT.05 RW.23 Setia Mekar, Bekasi
di
tempat

Dengan hormat,

Dalam rangka melengkapi penyelesaian studi mahasiswa Program Strata Satu (S1) pada Sekolah Tinggi Bahasa Asing JIA, mahasiswa/i diwajibkan melakukan tugas dan penelitian untuk penyelesaian Tugas Akhir Skripsi. Waktu pelaksanaan riset dan penelitian, serta lamanya riset dan penelitian kami serahkan kepada kebijaksanaan Bapak / Ibu.

Maksud dari pelaksanaan riset dan penelitian tersebut ialah agar mahasiswa/i dapat memahami secara lebih nyata kegiatan – kegiatan dunia kerja, sehingga diharapkan dapat menambah keterampilan dan wawasan yang dimiliki mahasiswa/i.

Berkaitan dengan hal tersebut diatas, maka dengan ini kami mohon perkenan kiranya pada mahasiswa/i STBA JIA dapat diberikan kesempatan melaksanakan riset dan penelitian pada sekolah yang Bapak/Ibu pimpin.

Sebagai bahan pertimbangan, mahasiswa/i yang akan melaksanakan riset dan penelitian adalah sebagai berikut :

Nama : Aghniyatun Nisa Layyinan
NPM : 43131510200002
Jurusan : Sastra Inggris
Program : Strata Satu (S1)

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

25 Maret 2024
Ketua,

Khamainy, ST, MM
NIDN. 0407108201

Tembusan:
Ketua STBA JIA
Kaprodi Sastra Inggris
Arsip

YAYASAN ISLAM AL FIDAA CENDIKIA
SEKOLAH DASAR ISLAM TERPADU (SDIT) "AL FIDAA"
IZIN KAKANWIL DEPDIKNAS PROPINSI JAWA BARAT
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TERAKREDITASI "A"
Sekretariat : Jl. Damai No. 08, Setia Mekar - Tambun Selatan Bekasi 17510 Telp. (021) 88359905

<u>SURAT KETERANGAN MELAKSANAKAN PENELITIAN</u>
No :026/B/SDIT Al Fidaa/VIII/2024

Yang bertanda tangan di bawah ini :

Nama	: Dadan Hamdani, M.E.I
NIP	: -
Kepala Sekolah	: Kepala Sekolah
Unit Kerja	: Sekolah Dasar Islam Terpadu Al Fidaa

Menyatakan dengan sesungguhnya bahwa :

Nama	: Aghniyatun Nisa Layyinan
NIM	: 43131510200002
Universitas	: Sekolah Tinggi Bahasa Asing JIA
Program Studi	: Sastra Inggris
Jenjang	: Sarjana

Telah melaksanakan penelitian di Sekolah Dasar Islam Terpadu Al Fidaa Tambun Bekasi dalam rangka penyusunan skripsi yang berjudul "Developing Pop-up Book as Media to Improve 1st Grade Student's Vocabulary in SDIT Al-Fidaa".

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bekasi, 19 Agustus 2024
Kepala SDIT Al Fidaa

Dadan Hamdani, M.E.I
NIK: 10.0026

BIOGRAPHY

Aghniyatun Nisa Layyinan, born in Bekasi, October 3, 1995. The fourth of four siblings. The daughter of Mr. Sabarudin Hasan and Mrs. Enok Ro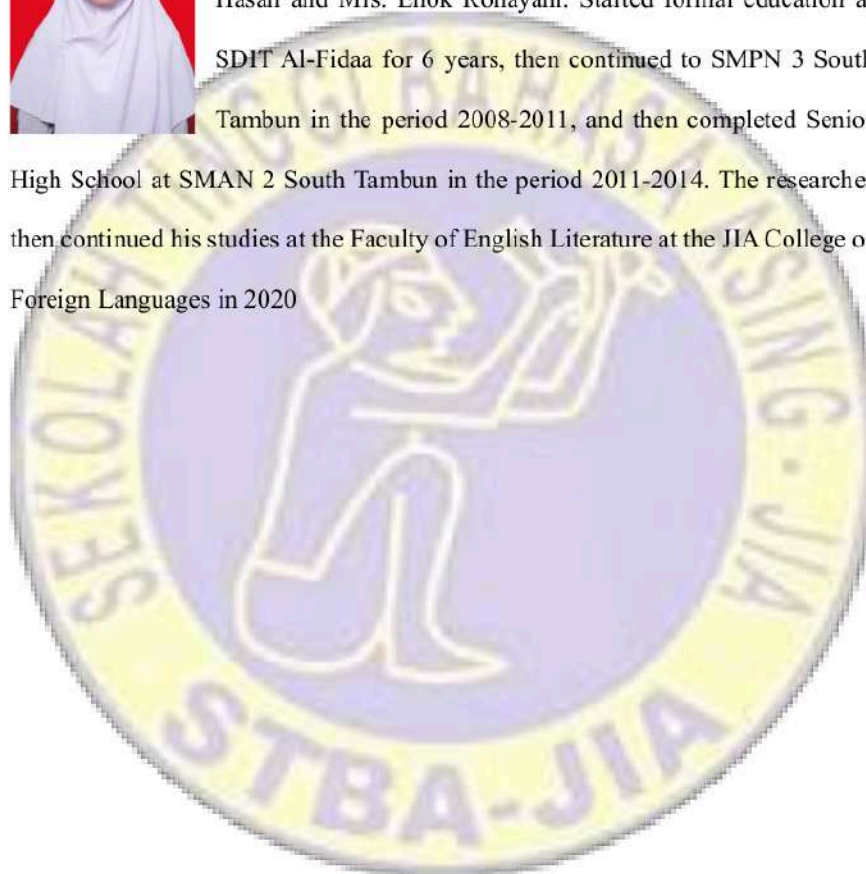hayani. Started formal education at SDIT Al-Fidaa for 6 years, then continued to SMPN 3 South Tambun in the period 2008-2011, and then completed Senior High School at SMAN 2 South Tambun in the period 2011-2014. The researcher then continued his studies at the Faculty of English Literature at the JIA College of Foreign Languages in 2020

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