

CHAPTER I

INTRODUCTION

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.

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.

