
DEVELOPMENT AND VALIDATION POP-UP BOOK BASED ON THEMATIC AS LEARNING MEDIA OF READING COMPREHENSION

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Abstract

Reading is one of the problems that has not been clearly resolved. As the research of PISA and UNESCO said that both reading interest and literacy culture are still low. Therefore, it is necessary to encourage from outside to increase reading interest which can affect the ability of reading comprehension, in this research is pop-up book. Pop-up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, or slide. The type of pop-up book that used in this research is lift the flap book. By using validity data and theory, this part of quasi experimental research, design to develop and factorially validate pop-up book based on tematik as learning media of reading comprehension. The instrument was face validated by learning media expert, Indonesian language expert, teacher class IV of primary school, and coleage. The results showed that pop-up book based on tematik can using in reading comprehension learning.

Keywords: pop-up-book based on tematik, learning media, reading comprehension.

INTRODUCTION

In 2012, UNESCO suggested that the percentage of reading interest in Indonesia is 0.001% which means that from 1,000 residents only one person has reading interest (in Baswedan, 2014). PISA shows that the average score of reading ability of Indonesians is still below average. Indonesia has an average of 397 out of a predetermined minimum average of 493 (PISA, 2015). Lack of reading interest and literacy culture of reading is one of the causes of the lack of reading comprehension ability of primary school students in Indonesia.

To overcome these problems, both researchers and educators need to give encouragement so that students first liked the book and more interested in reading books. Books can be an appropriate learning medium for students if the book has an appeal and is appropriate, both from content and presentation. The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and content of the lesson at that time. The use of learning media in learning activities can generate interest and new desire, generate motivation and stimulation of learning activities, even bringing psychological influences on students (Wiratmojo & Sasonohardji, 2014).

One of the most important media in reading learning is the book. Books are print media that can be modified to make it more interesting, for example

with images and stories that are more lively or interesting also communicative. In addition, books can also affect reading interest of children aged 6-12. Moreover, if the book has certain advantages that can make students interested to read (Ifadhah, Bahruddin, & Dewanto, 2015).

Sulastri (2016); Budiargo & Winanti (2017) have developed a very interesting learning media for students grade I and grade X. Researchers have successfully developed a pop-up book learning medium. In addition, pop-up book research has also been developed to improve narrative writing skills (Yulianti, 2016) and to improve speaking skills (Setyawan, Usada, & Mahfud, 2014). The results of the research indicate that the pop-up book the average value of students has shown an increase and exceeds the predetermined KKM.

Based on the results of the study, the pop-up book is one type of book that appeals to readers, ranging from children to teenagers. This is evidenced from the results of validation and its use in the class that explained that the average results stated very well. Because this research is part of quasi experimental research, this study aims to develop and review the results of pop-up book validation.

Along with the implementation of curriculum 2013 that requires materials to be taught by theme, this research is a study that develops pop-up books as a reading medium as a teaching material supporting thematic learning activities. Pop-up book content

is designed based on core competencies, basic competencies, and learning indicator curriculum 2013 grade IV primary school. Through stories and images that can be opened and closed, learning use pop-up books can make it easier for students to understand the material they want to convey.

According to Gough & Tunmer (Catts, Herrera, & Nielsen, 2015), reading comprehension is a product that readers gain from word recognition and language comprehension. Urquhart & Weir (Zhang, 2018: 36) defines reading comprehension as the process of receiving and interpreting information encoded in language through print media. Holakopour, et.al (2014: 1661) states that reading comprehension is the ability to understand text. Klein (Humairoh & Rahman, 2016: 11) defines reading comprehension as an ability to combine the reader's knowledge and information in the text to form meaning.

Reading comprehension is a person's ability to understand a text reading, in this research is to understand the story presented in the pop-up book. This study aims to develop and present the validation results of media experts and linguist, fourth grade primary school teachers, and colage responses who understand the language and media that can be used by teachers or parents as learning media in teaching reading comprehension, especially in the classroom IV primary school.

Based on some of the opinions, pop-up book is not only suitable for lower-class students, but also appropriate for applied to fourth graders of primary school as a medium of reading comprehension reading. The contents of a pop-up book story that has been adapted to the learning objectives of curriculum 2013. Therefore, this book is called a pop-up book based on thematic.

RESEARCH METHOD

This article is part of a quasi-experimental study that discusses the development and validation results of expert opinion on pop-up book learning media as a reading media that can help students understand the material. Validation of products is done by presenting some experts who have experience to assess new products designed (Sugiyono, 2009: 414).

Pop-up books are validated by media experts, linguists, fourth grade primary school teachers, and colleague. The validation sheet given in terms of three aspects, (1) the suitability of the language used with the fourth grade of primary school, (2) the appropriateness of the story content with the learning indicators of curriculum 2013, and (3) the appropriateness of books with the characteristics of learning media. The validation sheet is based on the appropriate theory. The results of the review

and some comments provided by the validator are described more fully in the next discussion. Top of FormBottom of Form

RESULT AND DISCUSSION

According to Bluemel & Taylor (2012: 1) pop-up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, or slide. The movement is obtained from paper folds, paper rolls, paper shifts, tabs, or paper that can be rotated like a wheel. In line with USAID (2015: 123), a pop up book is a book that offers interaction from movements that use paper folded, rotated, or shifted. According to Dzuanda (Pramessti, 2015: 5) a pop-up book is a book that has a moving part or has a 3-dimensional element and provides an interesting visualization of the story from a moving image view.

Pop-up book consists of several types. Each type has different ways of creating and using. USAID (Abidin, 2015: 267) describes that in terms of type, pop-up books can be divided into three types, namely movable book, parallel slide, and the flap book lift. In this study, the type to be used is the flap book lift. The flap book elevator is a book that contains paper that can be folded and moved by opening and closing. Therefore, in Indonesia this book is also called a 'buku berjendela'. The most important thing in lift the flap book elevator is that the paper can be moved by the reader by opening or closing. In addition, because making lift the flap book quite easy, anyone can make it, including primary school students.

Pop-up books have several functions such as increasing the interest of students in reading, students who previously did not like reading is likely to love reading after getting to know the pop-up book. For low-grade students, the activities of opening and closing the windows contained in the book can train the child's motor. This is in accordance with the opinion of Bluemel (USAID, 2015: 124) which describes the benefits of pop-up books: (1) stimulate the interest of children on the topic being discussed, thus making students motivated to read; (2) to develop student's love / pleasure in the book; (3) to reduce the difference between actual events through the symbols / images presented; and (4) attract students to develop their writing skills.

According to Van Dyk (Setyawan, et al., 2014), pop-up books can make readers enjoy learning and reading, readers can move their hands and eyes simultaneously, can lead to action and reaction, and readers can also discover new things and has its own charm. This book should not always pop up the most important is the paper can move.

In accordance with that opinion, the pop-up book presents a story text that can be used as a transmitter of meaning and information. Since the story in the pop-up book has been tested for readability, the story must have met the criteria for a proper reading book for grade 4 primary school students. The presentation of a very interesting pop-up book makes reading activity a very inspiring, fun and exciting activity that may be very new for students. Because the text presented in the form of stories, this text of course can also bring the students' imagination on an interesting storyline. Ultimately, students' skills in both new knowledge, vocabulary, and comprehension will develop.

More than just an interesting picture, the pop-up book also has windows that contain surprises. The windows can certainly be opened and closed. Thus, students can not only train their eyes at the time of reading alone, but they can also train the motor through the activities of opening and closing windows. The interesting shape is likely to make students' reading interest grow. Therefore, the pop-up book in this study is very appropriate if used in reading learning, especially reading the understanding of grade 4 primary school students.

The use of pop-up book in this research is also based on the opinion of the researchers. According to researchers who have done research on pop-up books, they agree that the pop-up book is one book that has met these criteria. In the pop-up book there are illustrations that include literary intrinsic elements such as grooves, good structure, good character, style changes. Stewing (in Ifadhah, Bahruddin, & Dewanto, 2015) adds, illustration books have the advantage of being able to develop written and spoken languages productively following the image.

Pop-up book based on thematic is a fictional story book whose content has been adapted to KI, KD, and learning indicators of curriculum 2013. Therefore, to know the book worthiness, validation is necessary. This article discusses the three validation results of expert judgment based on the suitability of the content, the gaps, and the media.

The validation of the story content is needed to review the suitability of the contents of the pop-up book with the learning indicators of the 2013 curriculum theme 8 subthemes 3 learning 2 with the material of fiction, style and motion, as well as three-dimensional objects. Prior to being validated by an expert, the story content has been tested for its legibility using the fry graph. The results show that the number of sentences per 100 words is 9.66 and the number of syllables per 100 words is 133.8. Since the meeting point is in the 4th grade area, this reading is suitable for grade 4.



Picture 1.1. Pop-Up Book Cover

In the next stage, the researcher gives the validation sheet to the colleague. Some inputs are taken into consideration for improving pop-up books. The advice given is from the aspect: (1) the indicators used; (2) the material emphasis in the story; (3) further explore the dialogue; and (4) the clarity of the folklore origin described. After making improvements, the validation sheet is given to expert judgment and practitioners.

Validation results indicate that the contents of the pop-up book story have been fully aligned with the indicator. The indicators used refers to the KI and KD curriculum 2013: (1) determine the character and character of the characters in the story; (2) determine the nature of the character visually; (3) discovering the forms of three-dimensional objects; (4) find objects that can be poured in three-dimensional images; (5) understanding the meaning of three-dimensional artwork; and (6) identify the relationship between force and motion in various events.

Validation of the suitability of reading book criteria in grade IV primary school is also conducted to strengthen the feasibility of the book to be used. The aspects used are based on the criteria of class IV primary level (USAID, 2015: 80) : (1) book language level covering vocabulary aspect, organizational text, language style, and estimated text content. The first aspect is divided into 13 indicators which are the further explanation of things to be assessed; and (2) the level of cultural conformity or at least a known culture. After repairing, validation results obtained with percentage of 90.47% which means that the pop-up book is appropriate and meets the criteria of grade IV of primary school.

The last validation is the suitability of pop-up books with the criteria of learning media. Based on the theory of Bluemel and Taylor (2012: 3); Fountas and Pinnell; Hadaway and Young (in USAID, 2015), some important notes, namely (1) font size used size 14 and the font type more interesting; (2) more illustrations; (3) image clarity, and some other things. After performing improvements, the results of media expert opinion validation showed that from 18 questions with choice score 3 to 1, the result was obtained with percentage of 94.23% which means that the pop-up book has been in accordance with the criteria of learning media, especially as a reading media.

CONCLUSION AND SUGGESTION

Based on the results of the legibility test using the fry graph, the story is appropriate for grade 4. The validation results show that pop-up book based on thematic is worthy to be used as a learning medium in reading learning with the following explanation:

1. The contents of the pop-up book stories are fully consistent with the 2013 curriculum learning indicators of the theme 8 subthemes 3 lesson 2 with fictional story material, style and motion, as well as three-dimensional objects.
2. The percentage of suitability of pop-up book based on thematic with the criterion of reading book in grade IV of SD is 90.47% which means that the pop-up book is appropriate and meets the criteria of reading book in grade 4 of primary school.
3. Pop-up book based on thematic are in accordance with the criteria of learning media, especially as reading media with percentage of 94.23%.

The above validation results indicate that pop-up book based on thematic is worthy of use in reading comprehension learning in fourth grade primary school on theme 8 subthemes 3 learning 2.

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