

**DEVELOPING A POP UP BOOK WITH AUDIO AS MEDIA FOR THE
TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF SD
NEGERI ADISUCIPTO 2 DEPOK SLEMAN YOGYAKARTA**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Education**



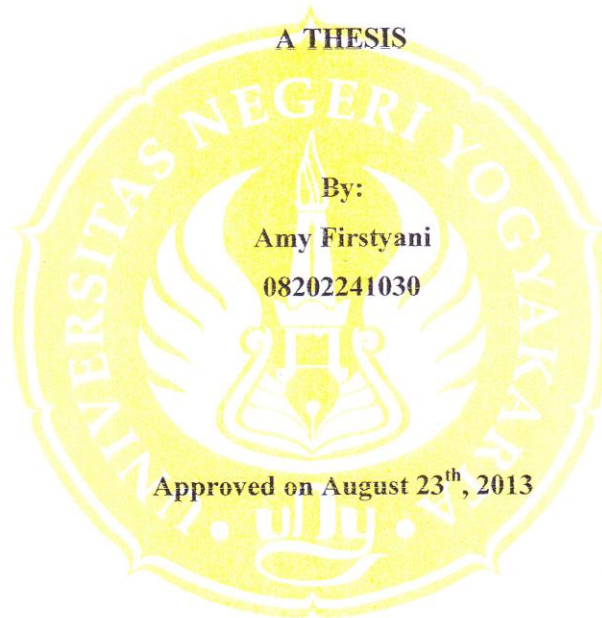
**By:
Amy Firstyani
08202241030**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

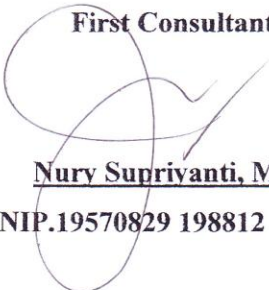
APPROVAL SHEET

**DEVELOPING A POP UP BOOK WITH AUDIO AS MEDIA FOR THE
TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF SD
NEGERI ADISUCIPTO 2 DEPOK SLEMAN YOGYAKARTA**


A THESIS



First Consultant


Nury Suprivanti, M.A.
NIP.19570829 198812 2 001

Second Consultant


Lusi Nurhavati, M. App. Ling
NIP. 19780430 200812 2 001

RATIFICATION SHEET

DEVELOPING A POP UP BOOK WITH AUDIO AS MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF SD NEGERI ADISUCIPTO 2 DEPOK SLEMAN YOGYAKARTA

A THESIS

By:

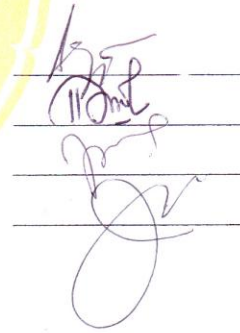
Amy Firstyani

08202241030

Accepted by the Board of Examiners of Faculty of Languages and Art,
State University of Yogyakarta on August 22rd, 2013 and declared to have fulfilled
the requirements for the attainment of a *Sarjana Pendidikan* degree in English
Language Education.

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.
Secretary : Lusi Nurhayati, M.App. Ling. (Tesol)
First Examiner : Jamilah, M.Pd.
Second Examiner : Dra. Nury Supriyanti, M.A.



Yogyakarta, August 23rd, 2013
Faculty of Languages and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd
NIP. 19550505 198011 1 001

PERNYATAAN

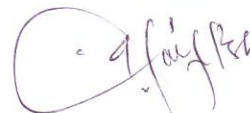
Yang bertanda tangan dibawah ini, saya:

nama : Amy Firstyani
NIM : 08202241030
program study : Pendidikan Bahasa Inggris
fakultas : Bahasa dan Seni
judul skripsi : Developing a *Pop Up* Book with Audio as Media for the Teaching of Listening to the Third Grade Students of SD Negeri Adisucipto 2 Depok Sleman Yogyakarta

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 30 Juli 2013

Penulis,



Amy Firstyani

MOTTOS

In every difficulty, there is the easiness.

~Al-Insyiroh: 5~

I can't understand why people are frightened by new ideas. I'm frightened by old ones.

~John Cage~

DEDICATIONS

This thesis is dedicated to:

me, myself,

Ibuk,

Ayah,

Aby,

Rayhan,

Adit,

Ibu Nury Supriyanti, M.A

ACKNOWLEDGEMENTS

Alhamdulillah, praise be to Allah the Almighty, for the blessing and leading me to complete this thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis.

First, I would like to express my deepest gratitude to my first advisor, Nury Supriyanti, M.A., for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me very much in all the time of the research and writing the thesis. I could not have imagined having a better advisor for my study. My gratitude is also conveyed to Lusi Nurhayati, M. App. Ling. as my second advisor who gave me comments, guidance, suggestions, and motivation for the improvement of my thesis.

My sincere thanks also go to Ani Setyaningsih, S.Pd., Ricky Sulistya, S.Pd., Agung Prastyo, S.Ds., Muhammad Tsabit, S.Kom., who have assessed and given some suggestions for the improvement of my thesis. I also would like to say thanks to Baim, Jury, Mutek, Anggik, Arin, Nila, Icak, and Je, for always being the greatest sisters and brothers ever. Then, I thank Sely, Alva, and all friends whose name could not be mentioned one by one.

My greatest appreciation goes to him, Adhitiya Rachman, who always gives a great support in all my struggles and frustrations in my new life in this city. Thank Adit for being a great reliable person to whom I could always talk about my problem. Thank him for all happiness created.

My special thank goes to my family: *Ibu* and *Ayah* for unconditional love, understanding, patience, and all prayers along my life, Rahmadian Magriby and Rayhan Firdauzy two boys who always ask me '*Kakak kapan wisuda?*', thanks for giving me that motivating question. Without whom I could not make it here.

I also thank Dita, *bunda* Wulan, mas Popo, *mba* Wulan, Isa Kadal, Isa Odong for attention and motivation given. In the end, I thank Jogja for being a great city for these five years. Thanks for teaching me a life.

Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xii
ABSTRACT	xiv
CHAPTER I. INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problems	4
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objectives of the Research	5
F. Significance of the Research	6
CHAPTER II. LITERATURE REVIEW	
A. Theoretical Review	
1. Teaching English as a Foreign Language in the Elementary School student	7
2. Developing Listening Skill to Elementary Schools Students	10
a. The Definitions of listening	10
b. The Process of Listening	11
c. Types of Classroom Listening Activities	12
d. Teaching Listening in Elementary School	14
e. Technique of Teaching Listening.....	22
f. Listening Task.....	26
g. Criteria of Effective Media for Teaching Listening.....	31
3. The Criteria of Elementary School Students	33
a. Pop Up media	37
b. Pop Up books as Instructional Media	37
4. Review of Relevance Studies.....	41

B. Conceptual Framework	42
CHAPTER III. RESEARCH METHOD	
A. Type of Research	45
B. Product	45
C. Subject	46
D. Setting	46
E. Research Instrument	46
F. Research Procedures	52
G. Data Collection.....	56
H. Data Analysis Technique	57
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings	60
1. The Result of the Need Analysis	60
2. The Course Grid	71
3. The format activities using the Pop Up book	74
4. Media Designing	81
5. Media Production	86
6. Product Testing.....	93
B. Data Collection Analysis	96
C. Product Revision.....	109
D. Discussion	112
CHAPTER V. CONCLUSIONS, SUSGGESTION, IMPLICATION	
A. Conclusions	118
B. Implication.....	121
C. Suggestions	122
REFERENCES	124
APPENDICES	

LIST OF TABLES

LIST OF TABLE	28
Table 2.1: While-Listening Activities	27
Table 3.1: The Outline of the First Questionnaire for Students' Needs Analysis.....	47
Table 3.2: The Outline of the Second Questionnaire for Evaluating the Content of Media.....	48
Table 3.3: The Outline of the Questionnaire for Evaluating the Media expert.....	49
Table 3.4: The Outline of the Fourth Questionnaire for Evaluating the Pop Up expert	50
Table 3.5: The Outline of the Fifth Questionnaire for Students' Evaluating.....	51
Table 3.6: Percentage of Feasibility Criteria.....	59
Table 4.1: Organization of the Needs Analysis Questionnaire	61
Table 4.2: The interview Guideline for English Teacher for Need Anaysis.....	62
Table 4.3: Data of the Grade Three Students of SD Adisucipto 2	63
Table 4.4: the Result of the Needs Analysis Questionnaire about the Students' attitude toward English Lesson	64
Table 4.5: The Result of the Needs Analysis Questionnaire about the Students' motivation in Learning Listening.....	65
Table 4.6: The Result of the Needs Analysis Questionnaire about Students' Attitude toward Listening.....	66
Table 4.7: The Result of the Needs Analysis Questionnaire about Teacher' Teaching Technique.....	67
Table 4.8: The Result of the Needs Analysis Questionnaire about Activities Students were Interested in	68
Table 4.9: The Table of Course Grid	71
Table 4.10: Evaluation before the English teacher and Experts Judgment.....	94
Table 4.11: Score of Material Aspect Evaluation	97
Table 4.12: Score of Instructional Aspect Evaluation	98
Table 4.13: Average Score of the Content Expert' Evaluation.....	99
Table 4.15: Score of Appearance Aspect Evaluation.....	100
Table 4.16: Score of Development Aspect Evaluation	100
Table 4.17: Average Score of the Media Expert's Evaluation.....	101
Table 4.18: Score of Appearance Aspect Evaluation.....	102
Table 4.19: Score Development Aspect Evaluation	103
Table 4.20: Average Score of the Pop Up expert's evaluation	104
Table 4.21: Score of Material Aspect Evaluation	104

Table 4.22: Score of the Instructional Aspect Evaluation.....	105
Table 4.23: Average Score of the English teacher Evaluation.....	106
Table 4.24: Score of Material Aspect from the Try Out.....	107
Table 4.25: Score of Instructional Aspect Evaluation	107
Table 4.26: Score of Instructional Aspect Evaluation	108
Table 4.27: Average Score of Content Expert's Evaluation	108
Table 4.28: Revision 1	109
Table 4.29: Revision II.....	110
Table 4.30: Revision III	111
Table 4.31: Revision VI.....	111
Table 5.1: Revision 1	119

LIST OF FIGURES

Figure 2.1 : The Conceptual Framework of the Study.....	44
Figure 4.1: Design of the Cover 85.....	83
Figure 4.2: Design of the Introduction Page86.....	84
Figure 4.3: Design of the Instruction Pages with a Picture86.....	85
Figure 4.4: Design of the Instruction Pages with Two Pictures 87.....	85
Figure 4.5: Design of the Exercise Pages 87	86
Figure 4.6: Cover before Revision 88	87
Figure 4.7: Cover after Revision 88.....	87
Figure 4.8: Introduction Page before Revision 89	87
Figure 4.9: introduction Page after Revision 89	88
Figure 4.10: Instruction Page 1 before Revision 90.....	88
Figure 4.11: Instruction Page 1 after Revision 90.....	88
Figure 4.12: Instruction Page II before Revision 91	89
Figure 4.13: Instruction Page II after Revision 91	89
Figure 4.14: Instruction Page III before Revision 91.....	89
Figure 4.15: Instruction Page III after Revision 91.....	89
Figure 4.16: Instruction Page IV before Revision 91	89
Figure 4.17: Instruction Page IV after Revision 91	89
Figure 4.18: Instruction Page V before Revision 92.....	90
Figure 4.19: Instruction Page V after Revision 92.....	90
Figure 4.20: Instruction Page VI before Revision 92	90
Figure 4.21: Instruction Page VI after Revision 92	90
Figure 4.22: Instruction Page VII before Revision 93	90
Figure 4.23: Instruction Page VII after Revision 93	90
Figure 4.24: Instruction Page VIII before Revision 93.....	91
Figure 4.25: Instruction Page VIII after Revision 93.....	91
Figure 4.26: Instruction Page IX before Revision 94	91
Figure 4.27: Instruction Page X after Revision 94.....	91
Figure 4.28: Instruction Page XI before Revision 94	91
Figure 4.29: Instruction Page XI after Revision 94	91
Figure 4.30: Instruction Page XII before Revision 95	92
Figure 4.31: Instruction Page XII after Revision 95	92
Figure 4.31: Exercise Page I before Revision 95	92
Figure 4.32: Exercise Page I after Revision 95.....	92
Figure 4.33: Exercise Page II before Revision 96.....	92

Figure 4.34: Exercise Page II after Revision 96 93

Figure 4.35: Exercise Page III before Revision 96 93

Figure 4.36: Exercise Page III After Revision 96 93

**DEVELOPING A POP UP BOOK WITH AUDIO AS MEDIA FOR THE
TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF SD
NEGERI ADISUCIPTO 2 DEPOK SLEMAN YOGYAKARTA**

**By:
Amy Firstyani
08202241030**

ABSTRACT

The study is aimed at producing a *Pop Up* book as to examine the development of it as a media in the teaching of listening for the third grade students of SDN Adisucipto 2. The thesis discusses the development of the *Pop Up* book for the teaching of listening.

Since the purpose of this study is to develop a product used for the teaching process, this research is classified into Research and Development (R&D). There were eight steps taken in this research. They were conducting a need analysis, writing the course grid, designing, producing, assessing, revising, implementing, and evaluating and revising the media, and producing the final media. The subjects of the research were 21 students in the third grade of SD Negeri Adisucipto 2 Depok Sleman Yogyakarta. The data of this study were quantitative obtained from the questionnaires and qualitative obtained from the observation and interview. The questionnaires were distributed to the content expert, media expert, *Pop Up* expert, English teacher, and students in order to assess the media. The quantitative data were analyzed with simple descriptive statistics while the qualitative data were analyzed in the narrative form.

The product of the research is a *Pop Up* book with the audio for the teaching of listening to the 3rd grade elementary school students. From the assessments and responses given by the content expert, media expert, *Pop Up* expert, English teacher and students, it is concluded that the *Pop Up* book as the product of this research is feasible to be used for the teaching of listening. The percentage score based on the assessment from the content expert is 75%. In addition, the percentage score given by the media expert is 86.25%. Furthermore, the percentage score based on the assessment from the *Pop Up* expert is 88.3%. The percentage score from the English teacher is 96.8%. The result means that the *Pop Up* book is very good and feasible to use as media to teach listening to the third grade elementary school students. Then, the percentage score based on the responses from the students is 89.7%. It means that the *Pop Up* book was very good and feasible to use as media to teach listening. It is supported by the observation and interview result after the implementation. The data indicate that the *Pop Up* book is effective media in making the students' attention span longer, providing constant repetition, providing the physical activity and helping the students comprehend the lesson better.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Since 1995, the government in Indonesia allows English to be introduced as a local content subject to elementary school students. As the key of an international language, English plays an important role in this global world. Therefore, the awareness of the importance of mastering English encourages more primary schools to teach it. According to the Law No. 22 of 1999 on Regional Government, it is stated that each region of the district level has a full autonomy to organize education for its people. One form of the implementations of this regulation is a decision to have English as an optional subject or as a compulsory subject in elementary schools in some regions.

It is believed that learning English earlier gives many advantages for young learners. Early learning can build their language skills effectively. Furthermore, young learners will acquire a new language faster than adults. Young learners also have a good capability in imitating what they hear, so that it helps them to learn language easier.

To teach English to young learners effectively, there are some qualifications required. A good teacher should provide interesting materials and activities which encourage students to learn English. The teacher also needs to develop a good

interaction with the students. Moreover, comfortable classroom and various media are needed to support the teaching learning processes.

To achieve successful language learning, young learners are required to master four language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building listening skills can contribute to the development of speaking.

As one of the receptive skills, listening is the first skill that children acquire before they learn to speak, read, and write. It can be said that listening is the important skill as it has a foundation for other skills. Nunan (2005: 25) argues that by listening, children are preparing to replicate the sounds when they speak. Moreover, by developing listening skills, children are able to match the sounds they hear with the corresponding symbols.

Unfortunately, many English teachers in elementary schools do not give attention to the teaching of listening. Based on the preliminary observation in the third grade students of SD N Adisucipto 2, the researcher noted that there were big portions for teaching reading, writing, and speaking but there was only a small portion for the teaching of listening. The interesting and appropriate activities to improve students' listening skills also were not provided. The media were rarely used

in the teaching learning processes. This condition made the students have a low level of achievement in listening. From the observation, it can be concluded that the third grade students' listening abilities were still below the expectation. The students felt difficult to understand what the teacher says. During the teaching learning process, the students often asked the teacher about what she said and they asked her to repeat it in Bahasa Indonesia. It shows that the students were not experienced in listening. If it runs for a long time, the students' level of achievement in listening will be lower and lower.

The third grade students of SD Negeri Adisucipto 2 need appropriate teaching materials for listening activities. They need the interactive materials which are suitable for them. Media such as pictures are good for teaching young learners. Visual aids, such as pictures, will attract children's attention (Pinter, 2006: 69). By using a picture, students' attention will be more focused. Pictures can create students' inspiration and motivation to know the content of the message of those pictures. In addition, by seeing the pictures the students will understand more about the topic being taught.

In conclusion, it can be said that the English learning materials used for the teaching of listening in SDN Adisucipto 2 Sleman still need to be developed. Therefore a research should be conducted to develop media which covers the English learning materials for the teaching of listening to the third grade students.

B. Identification of the Problems

From the classroom observation and the interview with the English teacher of SD N Adisucipto 2, the researcher discovered some problems of the students' low achievement in listening skills. During the interview with the English teacher, she admitted that there was no specific material for listening. The teacher only took some words from the textbook, read them to the students, and asked the students to write down what they heard in their book. The teacher said that it was difficult to get the appropriate materials such as recording or cassette that would be used in the listening lesson.

Dictation method was the only one method used in the class. The method was not effective because some students could not hear the voice clearly. Besides, this method was boring and not appropriate for the young learners.

Furthermore, there were no media for teaching listening displayed in the classroom to help the students understand the lesson. Some interesting media such as pictures, flashcard, or English story books were never used by the teacher in the teaching and learning processes. It made the lesson monotonous. Besides, the teacher said that she could not find the media which were simple and did not take much time for the preparation.

C. Limitation of the Problems

Due to the limitation of the time and space the researcher has, this study only focuses on developing media, especially developing a *Pop Up* book as a media for teaching listening to the third grade students of SDN Adisucipto 2.

D. Formulation of the Problems

Based on what have been discussed in the background of the problems, identification of the problems, and the limitation of the problems, the research questions are formulated. The research questions are stated as follows:

1. How can a *Pop Up* book be developed as media for the teaching of listening to the third grade students of SDN Adisucipto 2?
2. What are the appropriate characteristics of the *Pop Up* book which can be used as the media for the teaching of listening to the third grade students of SDN Adisucipto 2?

E. Objective of the Study

In line with the formulation of the problems above, this study is aimed at producing a *Pop Up* book to examine the development of it as media in the teaching of listening for the third grade students of SDN Adisucipto 2.

F. Significances of the Study

There are some advantages that can be obtained from the study, especially in the teaching of listening skills. Firstly, for the researcher, the result of the study is expected to give her more knowledge and experience in developing the effective media for the English teaching, especially for the teaching of listening. Secondly, for the students, the result of the study is expected to help them in learning English, especially in the learning of listening, so they can improve their ability in listening. Thirdly, for the teachers, the study is expected to provide them alternative media to teach listening and also to inspire and motivate them to be more innovative in developing an interesting and effective media to teach English. Lastly, for other researchers, the study is expected to be a reference for them in conducting another similar study, especially in the field of media development.

CHAPTER II

LITERATURE REVIEW

This chapter attempts to contextualize some related theories of the research problems. It consists of two major sections, namely (1) theoretical review, (2) conceptual framework.

A. Theoretical Review

The current literature on related themes in this section includes the review of the teaching and learning English as a foreign language in elementary school, developing listening skills to elementary school students, the characteristic of elementary school students, and developing *Pop Up* media.

1. Teaching and Learning English as a Foreign Language in the Elementary School

English is a foreign language which is being taught in Indonesia. It is not easy to learn a new foreign language. The learner might meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are strongly different from the native language (Ramelan, 1994: 4). A second or foreign language means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of the forms required by the system (Finocchiaro, 1974: 19). Foreign language learning also can be said as

acquiring the habits of the new language through the intensive and extensive practice a lot of examples.

The purpose of learning foreign language to children is different from the purpose of learning foreign language to adult. Foreign language learning to children aims at making the children able to communicate, respond to the teacher and master four skills of the target language well. The language learning in children usually aims at completing their academic needs. In line with the statement, Brewster and Ellis (2002: 27) state that at four, eight, or twelve, children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass English language examination. While for adults, the foreign language learning aims at making them easy to get jobs or to get chance to study further in the abroad.

It is believed that teaching English in elementary school students' ages can be very helpful in children language development. Cameron (2001: 11) argues that children learn a second language better than adults do. This fact supports the early introduction of foreign language teaching. Additionally, Cameron (2001: 13) also argues that one implication for teachers of a foreign language to young children is that children will come into foreign language learning at the earliest stages bringing them differently developed skills and learning abilities in their first language.

Furthermore, children language abilities usually develop better when they turn to have direct interactions to others. Vygotsky in Cameron (2001: 6), states that development and learning take place in a social context, i.e. in a world full of other people, who interact with the child from birth on words. The statement means that social interaction is going to help children understand language much more than learning their own. In other words, children can learn foreign language well by playing and talking things with adult. They also learn a language by hearing the language which is being spoken by adults to them. This statement is supported by Foster-Cohen (1999: 95) who say that children somehow pick the language up from hearing it and from being spoken to.

Like what has been stated before, the objective of foreign language teaching is to get the students being understood the language of a foreign country. In order to make the students understand in learning new language, the teachers are required to provide comprehensible and contextual input which is based on the curriculum applied. Deeper, Krashen and Nunan (2005: 13) explain that comprehensible input is input which is a little bit above the learners' language level but understandable.

Besides providing comprehensible and contextual input, in teaching foreign language to children, teachers also need to consider the children's needs. Actually, there are two kinds of children's needs; physical and psychological. Furthermore, language teaching should provide appropriate instruction in order to fulfill childrens needs. Nunan (2005: 2-3) proposes that in order to provide the best possible

instruction, teachers need to adjust educational experiences to meet the developmental stages of the individual child.

Teaching English to elementary schools are required to help the students develop their language skill. The teachers need to be creative in designing fun and comfortable atmosphere and interaction. Therefore, appropriate materials are also needed and the level of difficulties should be considered in order to develop children communicative competence so that they can express their ideas in English.

2. Developing Listening Skills to Elementary School Students

a. Definition of Listening

The term of listening used in language teaching refers to a complex process that allows learners to understand spoken language. Beside a skill area in language performance, listening is also a critical means of acquiring a second language. Rost (2002: 279) in Helgesen and Brown (2007: 3) states that listening is a mental process of constructing meaning from spoken input. In line with Rost, Vandergrift (199: 68) in McDonough and Shaw (2003: 117) also define listening comprehension as anything but a passive activity which is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation.

Furthermore, Rubin in Helgesen and Brown (2007: 3) define listening as an active process in which listeners select and interpret information which come from auditory and visual clues in order to define what is going on and what the speakers

are trying to express. Word ‘active’ means that listeners get information from visual and auditory clues and relate the information to what they already know. ‘Selects’ means that in the process of making sense of the input, the listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

Based on the theories above, it can be conclude that listening is the ability to understand the speakers’ sounds, vocabulary, grammatical structure, stress and intonation to get the conclusion of the speakers’ intentions accurately. Additionally, listening is a process of interpretation actively by matching what the listeners hear with what they already know. Listening plays an important role in the English language learning. It is the key element in the teaching and learning processes.

b. The Process of Listening

In listening, there is the way of processing what we hear. According to Helgesen and Brown (2007: 6), there are two processes involved in comprehending spoken English. Those are *bottom-up processing* which refer to a process of decoding a message that the listener hears through the analysis of sounds, words, and grammar, and *top-down processing* which refers to the use of background knowledge called schema to comprehend a message.

In bottom-up processing, the listeners pay close attention to every detail of language they hear. They try to understand the input from the incoming language data

of the input. While in the top-down processing, the listeners try to use their background knowledge which can be in the form of life experience and previous learner or knowledge of language and context used in a particular situation.

To be concluded that both bottom up and top-down processing are needed by the learners in learning listening. Therefore, in developing materials and lesson for listening, the material developers should focus on these two processes and teach the learner balanced.

c. Types of Classroom Listening Activities

There are six types of listening classroom activities related to Brown (2001: 225). Those are reactive, intensive, selective, extensive, and interactive. Here are the explanations for each activity.

1) Reactive

Reactive is a kind of listening performance that emphasizes students to listen to the surface structure of an utterance. Little meaningful processing is required for this activity. In this activity, the role of the students as a 'tape recorder' is very limited because the students are not generating meaning (Nunan, 1991: 18).

2) Intensive

This activity focuses on the components of discourse such as phonemes, words, intonation, discourse markers, etc. intensive activity requires the learners to pay close

attention to every detail of language in the message that is the combination of sounds, words, and grammars that creates meaning. Here are the examples of the intensive listening:

- a) The teachers repeat a word or a sentence several times to imprint in the students mind.
- b) Students listen for cues.
- c) The teachers ask the students to listen to a sentence or a longer stretch of discourse and to notice a specific element, such as intonation, stress, a contraction, and a grammatical structure.

3) Responsive

This is a listening activity aimed at eliciting students' immediate response. In this activity, the students process the teacher's talk immediately and provide an appropriate reply. The examples of this activity are:

- a) Asking question such as '*how are you today*'.
- b) Giving command such as '*take a sheet of paper*'.
- c) Seeking clarification such as '*what was that word you say?*'.
- d) Checking comprehension

4) Selective

In this activity, the students can listen to many kinds of texts such as narrative, recount, and procedure. The teachers should adjust the text and its difficulty with the

students' grade. The techniques promoted in this activity such as asking the students to listen to people's names, dates, certain facts or events, locations, situations, contexts, and main ideas or conclusions.

5) Extensive

The purpose of this activity is to develop a top-down, global understanding of spoken language. It can be done by asking the students to listen to a conversation, to listen to length lectures, or to derive comprehensive message or purpose. This activity may require the students to invoke other interactive skill such as note-taking and discussion. The examples of this activity are listening for the gist, listening for the main idea, and making inferences.

6) Interactive

The activity includes all five types as learners actively participate in discussion, debates, conversations, role-plays, and other pair and group work. This activity integrates with speaking skills and perhaps other skills in the authentic give and take of communicative interchange.

d. Teaching Listening in Elementary School

Listening plays a vital role in learning. Demirel (2012) says that listening skills are the most important outcomes of early language teaching. Scott and Ytreberg (1993: 21) also add that listening is the skill that children acquire first, especially if

they have not yet learnt to read. It means that the listening skill can be a foundation before establishing others skills including speaking, reading, and writing skills. This statement is supported by Linse (2005) who considers the teaching of listening skills as foundational to the development of other language skills.

Listening is a receptive skill which gives a way to the productive skills. Pinter (2006) argues that learning English should start with an emphasis on listening and then speaking, just as in mother tongue. Children need to have many listening practices and opportunities to listen to rich input. These will naturally lead the children to speaking tasks. In this way, listening and speaking are truly integrated.

Listening is the initial stage in the first and second language acquisition. Children spend much time listening to the teacher while playing simple games, singing songs, saying rhymes and listening to the stories and simple instructions. Children acquire a language by listening the rhythm and melody of a language. Then, they try to speak by imitating the words being spoken. Nunan (2005: 25) also proposes that by listening, children are preparing to replicate the sounds when they speak. He also adds another significance of teaching listening to children that there are specific listening skills which can lay the foundation for reading instruction because by developing good listening skills, children are able to match sounds with the corresponding symbols when they decode words.

Paul (2003: 72) argues that learning listening first is that listening does not demand very much of children or put pressure on them. It is because children have limited attention span. Therefore, teaching listening to children needs good strategies. A teacher needs think how to get children's attention so that they comprehend what they hear. The given activities should be challenging and interesting. If the listening activities are not challenging and interesting, children will get bored easily. Brewster and Ellis (2002: 98) state that the teacher will be able to support learners understanding more effectively if she directs her pupils' attention to the specific points that have to be listened to.

Since the children have the limited span in learning, Paul (2003: 72) argues that important to listen as much as English of an appropriate level as possible. It means that the listening activities given to the children should be appropriate to their level. The level should be easy for them so that they may not lose their confidence and motivation. In addition, listening is not a passive activity. Always asking children to simply listen and remember may make them feel anxious, places a great strain on their memory and tends not to develop listening skills (Brewster and Ellis 2002: 98).

In the classrooms, students always do more listening than speaking (Brown, 2001: 247). In means children who are not able to listen and follow the simple instructions are not ready to learn academic content. This statement is supported by Nunan (2005: 27) who says that being able to follow simple instructions is one of

foundations of the listening readiness skills that get children ready to develop other language skills.

Deeply, Brewster and Ellis (2002: 98-101) describe five specific guidelines to develop pupils' listening skills:

1) Giving the children's confidence

According to Brewster and Ellis (2002), there are some ways to make the children get their confidence. The teacher can use her gestures to help the students. Besides, tone of voice and visual aids also will help children feel confident about what is important to concentrate on.

2) Explaining why the children have to listen

In teaching listening to the children, the teacher needs to make sure that the learners clearly know why they are listening and what the purpose of the activity is. It guides them to which part of message they need to focus on and what they are going to do. Learners' confidence can be built up and anxiety can be reduced by doing so. Furthermore, there are different kinds of listening purposes:

- a) To physically settle pupils: to calm when they are too boisterous.
- b) To stir pupils: to stimulate or allow them to physically let off steam if they seem bored or tired.
- c) To improve the general listening attitude: listen for enjoyment, improve concentration span, or develop the memory.

- d) To develop aspects of language: listening to improve pronunciation, stress, rhythm, and intonation, as well as familiarity with new words and structures.
- e) To reinforce conceptual development: spoken texts can act as useful revision for reinforcing concepts such as number, size, or cause and effect.
- f) To interact with others: activities which encourage children to work with others require the learners to negotiate meaning by listening and asking questions, checking meaning, agreeing, and so on.
- g) To provide support for literacy: older children can be encourage to make connection between spoken and written English by picking out written words or statements which are part of a spoken message.

3) Help children develop specific strategies for listening.

There is an important strategy that should be taught by a teacher. That strategy is intelligent guess work. Children are used to drawing on their background knowledge to work out something they are not sure of. What a teacher should do is being aware of this so that she can ensure that she provides support and raise children's awareness about the benefits of doing this. Here are some important strategies in listening:

- a) Predicting: it is useful to encourage the learners to guess what they think they will be listening to before the learners come to the listening sections. It can be done by using pictures. Pictures can encourage them to guess the topic, the

language or some of the details. Yet, do not ask them, what they think might come next when they are in the middle of listening. This encourages learners to check whether their expectation matches the reality of they hear which helps to keep their motivation and confidence high.

- b) Working out the meaning from context: although the teacher might like to act out or translate new word before the learners listen to something, she also needs to encourage the learners to use pictures, their general knowledge or the message itself to work out the meaning of unfamiliar words.
- c) Recognizing discourse patterns and makers: there some words which are important as signals about what is coming next in the spoken text. Those are such as *first, then, finally, but, and, so*, etc. The teacher needs to introduce these to the learners.

4) Set a specific listening task

There are three parts in listening. Those are pre-, while-, and post-listening part. Each part has different activity. In order to make a listening an active, learning-focused process, the teacher needs to develop a repertoire of different pre- while- and post-activity types which fit different types of language.

5) Organize listening

Most listening is based on teachers' talk. However, if the teacher has a cassette of listening materials, this is useful to provide a good model of spoken English to the learners.

The teacher talk can be an effective way to practice listening in the class. This is a simple source of teaching listening since the teacher talk does not need electricity or recording equipment. However, since the application of the teacher talk needs to consider to some point such as the teacher needs to prepare students adequately, get the volume and speed right, make it interactive, and monitor the students' comprehension, it would be better if the teacher find another way to teach listening by not relaying only on teacher talk.

Deeper, there are some rules need to be followed in teaching listening to children. The teachers need to give attention to these rules to make the teaching of the listening succeed. Those rules are:

- 1) Although listening is a receptive skill, the students are not and should not be passive while listening; in other words, they should be engaged and/ or work in the listening task actively.
- 2) The students should be engaged with different listening tasks according to their age, learning style, listening capacity and phonological awareness.
- 3) The language teachers should train students to listen to the English sounds carefully.
- 4) The teachers should train the young learners to follow simple instructions to get them ready to develop other language skills.
- 5) Different listening tasks should be addressed in class:
 - Listen and do
 - Listen and draw
 - Listen and color

- Listen and mime
 - Listen and predict
 - Listen and respond
 - Listen and write (need literacy)
 - Listen and identify (may need literacy)
 - Listen and match (may need literacy)
 - Listen and complete (need literacy)
 - Listen and read (model for pronunciation)
- 6) The students should be given a different task each time they listen to the same text. (i.e.: first, listen to have a general idea; second listen to complete the blanks; third, to check your answers)
 - 7) Input through tapes, videos or teacher modeling should be provided; the audio tools should be in good quality.
 - 8) The teachers should be aware of the importance of familiarity (with the context, language, task, voice.....etc.), difficulty (what is expected as the output) and teacher's language (repeating, simplifying, and using gestures, intonation and formulaic expressions that help children to figure out the intended meaning).
 - 9) It is important to embed listening into stories, games, routines, rhymes, songs. They may not understand every word, but they can understand the meaning from the context, visuals, and gestures as in real life.
 - 10) Both bottom-up (requiring linguistic knowledge) and top-down (requiring world knowledge) listening should be addressed.

(Taken from:

http://ocw.metu.edu.tr/pluginfile.php/2501/mod_resource/content/0/WeekV_Listening_and_Speaking_in_Young_Learner_Classes.pdf)

Teaching listening makes the children move about and create noise. The teacher should create an interesting learning which can make the children up by giving interactive activities. The teacher also needs to build good interaction with the children using English to encounter their language comprehension.

Paul (2003: 73) states that the teachers can grade interaction with the children when the teachers use classroom languages, have natural exchanges, or when the teachers playing games with them. In the early stages, the pupils may spend much of

their time listening to the teacher while playing simple games, singing songs, saying rhymes, or listening to stories and simple instruction, as in TPR (Brewster and Ellis, 2003: 98). The teacher needs to think and develop an interactive teaching of the listening which will occur without ignoring children's needs.

e. Total Physical Response (TPR)

In the teaching listening to the children, the teachers need to choose the appropriate technique which is interesting and interactive for them. The teaching technique of listening should stimulate the pupils to respond physically and orally. The appropriate teaching technique is going to help the teachers in delivering the materials and help the children in learning a language effectively.

Paul (2003: 75) states that one technique which is often used in the EFL classroom is *Total Physical Response* (TPR). An example of TPR is teachers give instructions in English combined with actions, and then give the same instructions again without the actions. He claims that a common modification of TPR in the Asian classroom is for the children to say whatever they are doing. Asian children need as many opportunities as possible to speak.

Total Physical Response (TPR) was developed by James Asher. It consists basically of obeying commands given by the teacher that involve an overt physical response. For example, the teacher says 'stand up' and the class stands up. The commands become more complex as the class progresses.

TPR is suitable to apply in listening class because in its activity, TPR takes big part in listening. Asher, Kusudo, and De La Torre (1974) describe that in TPR class would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing.

According to Larsen-Freeman (200: 113), TPR was develop in order to reduce stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. Richard and Rodger (1986: 91) also add that the general objectives of TPR are to teach oral proficiency at a beginning level. TPR aims at producing learners who are capable of an uninhibited communication that is intelligible to a native speaker.

Before applying the TPR method for teaching listening, the teacher should understand its principles well so she will be able to use it properly in the teaching and learning processes. Furthermore, Asher (1977) lists the tree principles of TPR system:

- 1) Delay speech from students until understanding of spoken language has been internalized.
- 2) Achieve understanding of spoken language through utterances by the instructor in imperative.
- 3) Expect that at some point in the understanding of spoken language, students will indicate a readiness to talk.

(Retrieved from: http://www.sdkrashen.com/Principles_and_Practice.140.html)

In applying TPR, there are also some principles based on the teachers' behavior. Moreover, Larsen and Freeman (2000: 111) describe several principles in

teaching learning process by using TPR upon which is based on the teachers' behaviors. Those principles are as follow:

- 1) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- 2) The students' understanding of the target language should be developed before speaking.
- 3) Students can initially learn one part of the language rapidly by moving their bodies.
- 4) The imperative is powerful linguistic device through which the teacher can direct students' behavior.
- 5) Students can learn through observing actions as well as by performing the action themselves.
- 6) Feeling of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.

- 9) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.
- 12) Students will begin to speak when they are ready.
- 13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat

Nunan (2005: 29-30) draws upon techniques which are designed for native speakers and adapts them for the ESL and EFL classroom. He develops listening activities and task by using TPR songs, fingers plays, and storytelling. He adds that TPR has several positive aspects. First, it utilizes the auditory, visual, tactile learning channel. Second, it helps to teach children to follow directions and listen attentively. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and they choose when they feel comfortable to start speaking.

f. Listening Task

Listening is the initial stage in the first and second language acquisition. According to Sharpe in Sevik (2012: 11), the promotion of children's speaking and listening skills lies at the heart of effective learning in all subjects of the primary curriculum. Therefore, the teachers have to make the development of children's listening skills and equip them with the best strategies for effective listening.

One part of strategies of the teaching of listening placed in the task give. The teachers need to provide good task for the children. The listening task should encourage the learners to comprehend the language forms and contexts. The activities given are graded according to the level of difficulty although this depends on the kind of message, such as length, topic, linguistic complexity, and the number of ideas contained it (Brewster and Ellis, 2002:101).

Ur in Sevik (2012: 11) argues that a listening purpose should be provided in the definition of a pre-set task. The definition of a purpose enables the listener to listen selectively for significant information. When the teachers provide the students with some idea of what they are asked to do with it helps them to succeed in the task.

In designing the listening task for the children, the teachers need to think of listening in three stages. The teachers need to think of what pupils would do in preparation for the listening (pre-listening activity), while they listen so they remain active (while-listening activity), and after they have listened (post-listening activity). Teachers need to make listening an active by developing a repertoire of different pre-,

while, and post- activities types. Furthermore, Brewster and Ellis (2002: 102-105) arrange eleven while-listening activities.

Table 2.I. While-Listening Activities

Activity types	Purposes	Materials
<p>1. Listen and repeat</p> <p>Example of this are found in game such as Chinese Whispers where on child whispers a message to another who then passes on the message to another child and so on. The last child repeats what they have heard and the class compares this message with the original. Other listen and repeat games ask the learners to repeat something only if it is true.</p>	<ul style="list-style-type: none"> • Listening for details to improve memory and concentration • Listening with enjoyment to improve listening attitude • Listening to physically ‘settle’ or calm pupils 	<p>Short, spoken message such as instructions, or statements containing no more than ten words</p>
<p>2. Listen and discriminate</p> <p>The listeners’ attention is often focused on pronunciation features such as listening for words which rhyme, or selecting phrases which have the same rhythmic pattern. This is especially useful when using songs and rhymes or stories which have rhyming sequences. Use Find the Pair or Odd-Man Out type activities.</p>	<ul style="list-style-type: none"> • Listening for detail to discriminate between sounds and rhythmic patterns • Providing ear-training to improve pronunciation • Listening to physically ‘settle’ or calm pupils • Listening to encourage mental activity and problem-solving 	<p>Sets of three words which contains matching pair</p> <p>Songs and rhymes</p> <p>Rhyming stories</p>

Continued

Continued

Activity types	Purposes	Materials
<p>3. Listen and perform actions/ follow instructions</p> <p>This kind of activity (TPR) is used with instructions (Being a Robot), action songs, rhymes, or games such as Blind Man's Buff or What's the Time Mr. Wolf? Asking learners to trace a route on a plan or map is quite difficult and should not be used if the children find this difficult in their mother tongue.</p>	<ul style="list-style-type: none"> • Listening for enjoyment • Listening to improve memory and concentration span • Listening to the use of prepositional phrases, e.g. on the left-right; or discourse markers, e.g. <i>first, then, next</i>; and action verb, e.g. <i>put, fold, turn</i> • Listening to 'stir' pupils make them more lively, relieve boredom, etc. 	<p>Action songs and rhymes</p> <p>Plans or maps</p> <p>instructions for games, e.g. origami (paper-folding)</p>
<p>4. Listen and draw/ color</p> <p>Picture dictation is often used to help children focus on key nouns and on adjectives used to describe their color, size, shape, and so on. The whole picture can be drawn, or a picture which has missing items can be added to as children listen</p>	<ul style="list-style-type: none"> • Listening to develop concentration on specific items, e.g. specific verbs/ actions • Listening to consolidate understanding of concepts and new vocabulary, e.g. round, square, large, small, blue, yellow • Listening to physically 'settle' or calm pupils. 	<p>Short, spoken descriptions which can be accomplished by drawing which pupils finish or color it</p>

Continued

Activity types	Purposes	Materials
<p>5. Listen and Predict</p> <p>This kind of activity has already been referred to and is particularly useful in drawing on pupils' previous learning.</p>	<ul style="list-style-type: none"> • Listening to increase motivation and concentration • Listening to activate schemata or previous knowledge • Knowing out which words or concepts pupils already know • Listening to encourage mental activity and problem-solving 	<p>Solving and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or a story</p> <p>Predict content or key words from a picture</p> <p>Draw a word or mind maps about a topic</p> <p>Complete a quiz to draw attention to what pupils already know</p>
<p>6. Listen and guess</p> <p>This kind of listening is often based on the description of something whose identity the children have to guess.</p>	<ul style="list-style-type: none"> • Listening for detail to pick out key vocabulary used to describe, e.g. parts of an animal's body • Listening to encourage mental activity and problem-solving 	<p>Short, spoken descriptions which can be accompanied by a selection of items for pupils to eliminate</p>
<p>7. Listen and label</p> <p>This activity is used with drawings, maps or diagrams where the learners are asked to listen to a description of an animal, person, or place in order to label key parts</p>	<ul style="list-style-type: none"> • Listening to develop reading and writing skills or to develop concepts • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving 	<p>Written labels provided for pupils or written words on the blackboard for pupils to copy</p>

Continued

Activity types	Purposes	Materials
<p>8. Listen and match</p> <p>This usually involves matching pictures to spoken words and is common in games such as Bingo. Older children can be involved in activities which ask them to match pictures or written statements to other written text, such as speech bubbles taken from dialogues or stories</p>	<ul style="list-style-type: none"> • Listening to consolidate new vocabulary and structures • Listening to encourage mental activity and problem-solving • Listening to settle pupils. 	<p>Bingo cards</p> <p>Worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures</p>
<p>9. Listen and sequence</p> <p>As described earlier, this activity is usually based on pictures or written phrases which are rearranged into the correct order while listening to a story or set of instructions</p>	<ul style="list-style-type: none"> • Listening to improve memory and concentration span • Listening to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving 	<p>Pictures or written statement</p> <p>Worksheets with boxes in which children number the order of details listened to</p>
<p>10. Listen and classify</p> <p>This activity is also usually based on pictures. The children listen carefully to descriptions, for example, different animals, which they then have to sort into different sets. This should be accompanied by some kind</p>	<ul style="list-style-type: none"> • Listening to improve concentration span and to consolidate new vocabulary and structures • Listening to physically settle pupils 	<p>Pictures</p> <p>Worksheets using written words on the appropriate blackboard which pupils copy into the appropriate column of a chart while listening</p> <p>Key visual, e.g. a</p>

Continued

fo key visual, e.g. a table, matrix, Wenn diagram etc.	<ul style="list-style-type: none"> Listening to encourage mental activity and problem-solving 	tickchart, Venn diagram, matrix or grid															
<p>11. Listen and transfer information</p> <p>This involves an exchange of information in pairs or groups. The pupils might be asked to carry out a survey or questionnaire where they ask each other questions and listen carefully for the answer, e.g. favorite sports, birthday etc. the responses are recorded on a key visual to help the children remember details and to consolidate their understanding.</p>	<ul style="list-style-type: none"> Listening to improve interactional skills Listening to encourage mental activity and problem-solving Listening to develop key study skills, i.e. using and interpreting charts, simple 'date handling' 	<p>Worksheet to carry out surveys and questionnaires with columns for pupils to complete. For example:</p> <table border="1"> <thead> <tr> <th colspan="3">About us</th></tr> <tr> <th></th><th>you</th><th>your partner</th></tr> </thead> <tbody> <tr> <td>Color of eyes</td><td></td><td></td></tr> <tr> <td>Shoe size</td><td></td><td></td></tr> <tr> <td>Best skill</td><td></td><td></td></tr> </tbody> </table>	About us				you	your partner	Color of eyes			Shoe size			Best skill		
About us																	
	you	your partner															
Color of eyes																	
Shoe size																	
Best skill																	

g. Criteria of effective Media for Teaching Listening

Media are the channel of communication (Newby et al, 2001: 100). It refers to any device that brings information between a source and a receiver. In the educational world, teaching media are known as teaching aid. Media are something a teacher use to make a lesson clearer or more interesting. The teachers are suggested to teach by using media to attract the students' attention and to make the teachers easier to deliver the lesson.

Ibrahim in Arsyad (1997: 16) states that teaching by using media brings happiness and joy to the students. They also renew students' motivation and help put the knowledge into the students' mind. Making the situation which is full of joy and happiness is important. When the students enjoy the lesson environment, they will feel happy to attend and listen to the lesson, they also would not object to some more lessons because they would expect that there will be the joy and happiness will also come in the next lesson.

There are many media which can be used in the listening classes. The teacher can exploit the facilities provided such as videotape and internet downloads of sound and video file. The teacher also can play their creativity to combine the picture and the sound together to make a unique media for the teaching listening. Work on teaching second-language listening suggests that visual support can aid language learners, especially for less proficient learners, and it particularly helpful with more difficult texts (Rubin in Buck, 2001: 47). Visual cues can give good accuracy than many verbal messages.

The teachers need to choose the media wisely for the listening classes. They should consider to the criteria of the effective media. Brown, Lewis, and Harclerod (1975) and Smaldino, Lowther, and Russel (2007: 323) mention some criteria that are often used to guide media selection. The criteria are content, purposes, appropriateness, cost, technical quality, circumstances of use, learner verification, and

validation. The expert above also list some generalized principles of media selection and use as follows:

- 1) Media should be consistent with the objective
- 2) Use visuals that are easy to prepare
- 3) Media must fit students capabilities and learning
- 4) Enable students to see actual objects
- 5) Allow several participants to respond simultaneously
- 6) Allow one to draw or write key words during the lesson
- 7) Are appropriate for a small group (under 25)
- 8) Can be used in a fully lit room
- 9) Media must be appropriate for the made of instruction

By having the explanation above, it is clear that Pop Up book which is combined with the audio can be one of the effective media for the teaching of listening. It is because the Pop Up book would be easy to prepare and it can help students to comprehend the text well by having audio and its visualization. It also can be used in the small class or large class.

3. The Characteristic of Elementary School Students

Elementary schools usually enroll students at the age of six up to twelve years old. Every student has the different characteristic. Elementary school students also have different motivation from the students in the higher level like Senior High School, Senior High School, and University. This condition makes the teaching of English to elementary school students different as the teaching English to adults. The teachers do not only need to think about how to improve the students' academic achievement, but they also need to improve the students' motivation in learning.

Based on “PsikologiPerkembangan” written by Tim Pengembangan MKDK IKIP Semarang (1989: 102), the characteristics of elementary school students are:

- 1) The elementary school students are the child between 7 to 12.
- 2) They are in the smart age. They often show what they know and are proud of it.
- 3) There is strong correlation between physical condition and school achievement.
- 4) They intend to praise themselves.
- 5) At the end of this phase, they begin to have an interest in special subject.
(IKIP Semarang Press, 1989: 103)

The elementary school students can learn something curiously but they still have a limitation to receive what they learn. They need activities which can support them physically and need exposures which make sense with their world knowledge. The more physical activity the children to need and more they need to make use of their senses (Brewster and Ellis, 2002: 35).

According to Scott and Ytreberg (1990: 2-4), the genaral characteristics of students in elementary school are as follows:

- 1) They are competence users of mother tongue.
- 2) They can tell the difference between the fact and the fiction.
- 3) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really worked
- 4) They are enthusiastic and positive.
- 5) They rely on the spoken word as well as the physical world to convey and understanding meaning.
- 6) They are able to work with others and learn from others.
- 7) Their own understanding comes through eyes, hands, and ears.
- 8) They have very short attention and concentration span.

Elementary school students have their own way on learning. They have specific characteristics that makes they are different to older learners. Talking about the way on how the elementary school students learn, Harmer (2001: 38) explains that young children learn differently from older children, adolescents, and adult in the following ways:

- 1) Young children respond to meaning even if they do not understand individual words.
- 2) Young children often learn indirectly rather than directly. They take in information from all sides and they learn from everything around them. Means they do not only focus on one topic they are being taught.
- 3) Young children's understanding also comes from what they hear and see, not only from the explanation.
- 4) Young children generally enthusiast in learning and they curious about the world around them
- 5) Young children need individual attention and approval from the teacher.
- 6) Young children keen to talk about themselves and they give a good respond in learning using the main topic of themselves and their own live.
- 7) Young children have a limited attention span. They often get bored and lose their interest easily.

From the lists above, it can be seen that the way of learning between young children and older learners are strongly different. Young children have their own way

to learn everything including in learning language. In their book, Brewster and Ellis (2002: 27) explain why young children have different ways in learning. According to them, those differences might be because:

- 1) Children have a lot physical energy and they often need to be physically active
- 2) Children have a wide range of the emotional needs
- 3) Children are emotionally excitable
- 4) Children are developing conceptually and they are also at an early stage of their schooling
- 5) Children are still developing literacy in their first language
- 6) Children learn more slowly and they forget things quickly
- 7) Children tend to be self-oriented and they preoccupied with they own world
- 8) Children easily get bored
- 9) Children are excellent mimics
- 10) Children can concentrate for a surprisingly long time if they are interested
- 11) Children can be easily distracted but also very enthusiastic

Young learners refer to the students of elementary school; in this case is the third graders. The third graders of elementary school are in the range age of eight to nine years old. They still love to play and learn through their hands, eyes, and ears. They also still need a specific guide from the teacher in order to follow the lesson well.

From the characteristics above, it implies that the teacher should design any kind of class activities which is appropriate to the children characteristics. The teacher also needs to examine classroom activities from the child's point of view in order to assess whether pupils will understand what to do or will be able to make sense of new language (Cameron, 2001: 19).

Based on the explanations above, it can be conclude that young learners love to play and learn best when they enjoy themselves. Young learners also often seem more undaunted than adults at talking in the new language. The third grade students of SD Adisucipto also have these characteristics. Unfortunately, they more quickly lose their interest and they more easily give up when they find difficulties. They also easily get bored during the class activities. Therefore, the teacher should find the best teaching method and provide the interesting learning experiences for them in order to get their enthusiasm and attention.

4. Developing Pop Up Media

a. Pop Up Media

The concept of Pop Up was led by Waldo Hunt and Bennett Cerf in 19th-century. Pop Up has been delighting and engaging readers and non-readers, young and old alike, for nearly 800 years (Dyk, 2011: 4). In making this product, the creators use inventive ways to fold paper and create movement and they transform the printed page from two to three dimensional forms.

Pop Up is an instructional medium which is one of the products of applied art. Pop Up is another name of *Kirigami*, a Japanese art (Hoover, 2001: 1). *Kirigami* comes from Japanese words '*kiru*' which means 'to cut' and '*kami*' which means 'paper'. It means that Pop Up is the art of cutting paper.

Pop Up is also well known as a movable book. It has mechanism such as flaps, pull tabs, and wheels that cause movement on the page surface. Pop Up also employs various folding device that cause figures to lift, pop up, rise and unfold, or unfold and

extend when a page is opened (Dyk, 2011: 4). In designing the Pop Up book, the creators should seek new and fun elements. The creators also should be careful on how the movable element are cut and then assembled.

There are some tools and materials needed in making a Pop Up book. To make this book, actually the materials and tools used depend on the creators' creativity. Generally, the tools and materials needed to make a Pop Up book are heavy paper for the pages and the movable elements of the book, hard cover in front and back, scissors or another cutting tool to cut the paper, glue for securing the cover, and glue for the attachment of the Pop Up elements. Various coloring tools may also be used as the addition.

Furthermore, related to the process of making a Pop Up book, there are various steps and technique. Nancy (2002: 2) mentions some steps usually used in making a Pop Up book. They are as follows:

- 1) The creator makes the movable element

In this first step, the creator needs to understand the design how the papers may be folded in order to make certain effect in the Pop p book

- 2) The creator makes a white dummy

By doing this step, the creator should put the movable parts of the Pop Up book together in an all white paper model referred to as a white dummy. This is to examine and revise the Pop Up book.

3) The creator creates the flat art in full color to make the illustration

In this step, the creator draws the picture for the background of every page to complete the movable elements in the Pop Up book.

4) The creator creates the text explaining the movable elements and the illustrations

In this step, the creator needs to make the text for explaining to the movable elements and the illustrations.

5) The creator creates a flat lay out

In this step, the creator creates a flat lay out to determine the relative positions of the text, the illustrations, and the Pop Up or movable elements.

6) The creator makes the covers of the Pop Up book

The creators need to make the covers of the Pop Up book and glue them well so they can facilitate the movable elements of the Pop Up book to work well.

Pop Up products can be combined with other arts. In other words, Pop Up products can be made in various forms, such as Pop Up book, and used for several purposes, including for the instructional media in teaching. There are some products of modern Pop Up. Snowflakes, pentagrams, and flowers are the examples of Pop Up product. Furthermore, Hoover (2001: 1) mentions some other products of modern Pop Up. They are:

- 1) crafters cut Pop Up designs to decorate handmade greeting cards,
- 2) Pop Up designs as embellishments for scrapbook pages, including Pop Up books,
- 3) incorporating Pop Up into framed artwork and other home décor project,
- 4) cut paper designs which can be used to decorate packages or to make handmade gift wrap.

Based on the explanation above, it can be conclude that Pop Up can be combined with many elements to create more attractive products, including provides the Pop Up book with the audio to be used as instructional media in the teaching process. Since there are a lot of ways in making Pop Up books, the result is based on the creativity of the creators in developing the product without leaving the basic principles in making Pop Up product.

b. Pop Up books as Instructional Media

One of the Pop Up product is the Pop Up book. Pop Up book contains Pop Up objects and texts. Based on classification of technology media for learning suggested by Seels and Glasgow (1990) in Arsyad (2006: 33), Pop Up books belong to the non-projected still visual media. As the instructional media, the Pop Up book teaches in clever ways. It makes the learning experience more effective, interactive, and memorable.

Some research studies support the Pop Up books as the instructional media including for the teaching of the listening. The pictures presented in the Pop Up make the learners' comprehension improved (Mayer in Marshall, 2002: 7). Dale in Marshall (2002: 7) says that increasing the modalities by which content is presented can increase retention rates. Furthermore, Wiman and Mierhenry in Marshall (2002: 7) extend Dale's concept. They conclude that people will generally remember:

- 1) 10 percent of what they read
- 2) 20 percent of what they hear

- 3) 30 percent of what they see
- 4) 50 percent of what they hear and see

Engaging the learners through text and visual has been proved an effective means to enhance retention. Harmer (2001: 202) suggests that picture of all kinds can be used in a multiplicity of ways such as drilling grammar items, understanding texts and predicting the content of the texts. Additionally, Brewster, Ellis and Girard (2002: 86) state that visual support is very important to help convey meaning and to help the students memorize new vocabulary. It means that visual media such as a Pop Up book is helpful for the teaching of listening.

From the explanation above, it can be concluded that Pop Up books are applicable to be used as media in listening instruction. The pictures and spoken text which will be designed in the Pop Up book facilitate the students' learning process.

5. Review of Relevant Studies

There were some previous researches which showed the development of the *Pop Up* book. First, it is a research done by Khafidoh (2011). The findings of the research showed that the use of the *Pop Up* book successfully attract the students attention. Students are more active and enthusiastic joining the class because product is interesting.

Second, it is a research done by Ulviana (2012). She suggested that the use of the pictures in teaching listening is beneficial in attracting students' attention. From the results of the research showed that the use of pictures helped the students to

understand better what the speakers say. Furthermore, she proposes that pictures make the students' attention longer.

In conclusion, relevant studies above show that visual media can be effective media for teaching listening. Thus, the studies support the idea to develop a *Pop Up* book as media for the teaching of listening.

B. Conceptual Framework

Listening is the ability to accurately receive messages in the communication process. Listening is the key to all effective communication, without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated. In the teaching of the listening, the teacher needs to work harder. The teacher is expected to be active and creative to provide interesting activities for the students.

In the processes of the teaching of listening, media can be used to help the teacher in explaining the context and situation. The interesting media can attract the students' attention. They also can imagine the real situation by looking at the media presented. It is believed that the collaboration of audio and visual will be helpful for the students in understanding the lesson.

A Pop Up book with the audio as media is the teaching aids which consist of pictures and sounds. The pictures presented will help the students to understand the function of instruction the speakers say. By using the Pop Up book with the audio, students can get better understanding in listening. Therefore, by learning using the

Pop Up book, the students will be more motivated because it is funny and colorful.

Furthermore, the conceptual framework is explained in this following diagram:

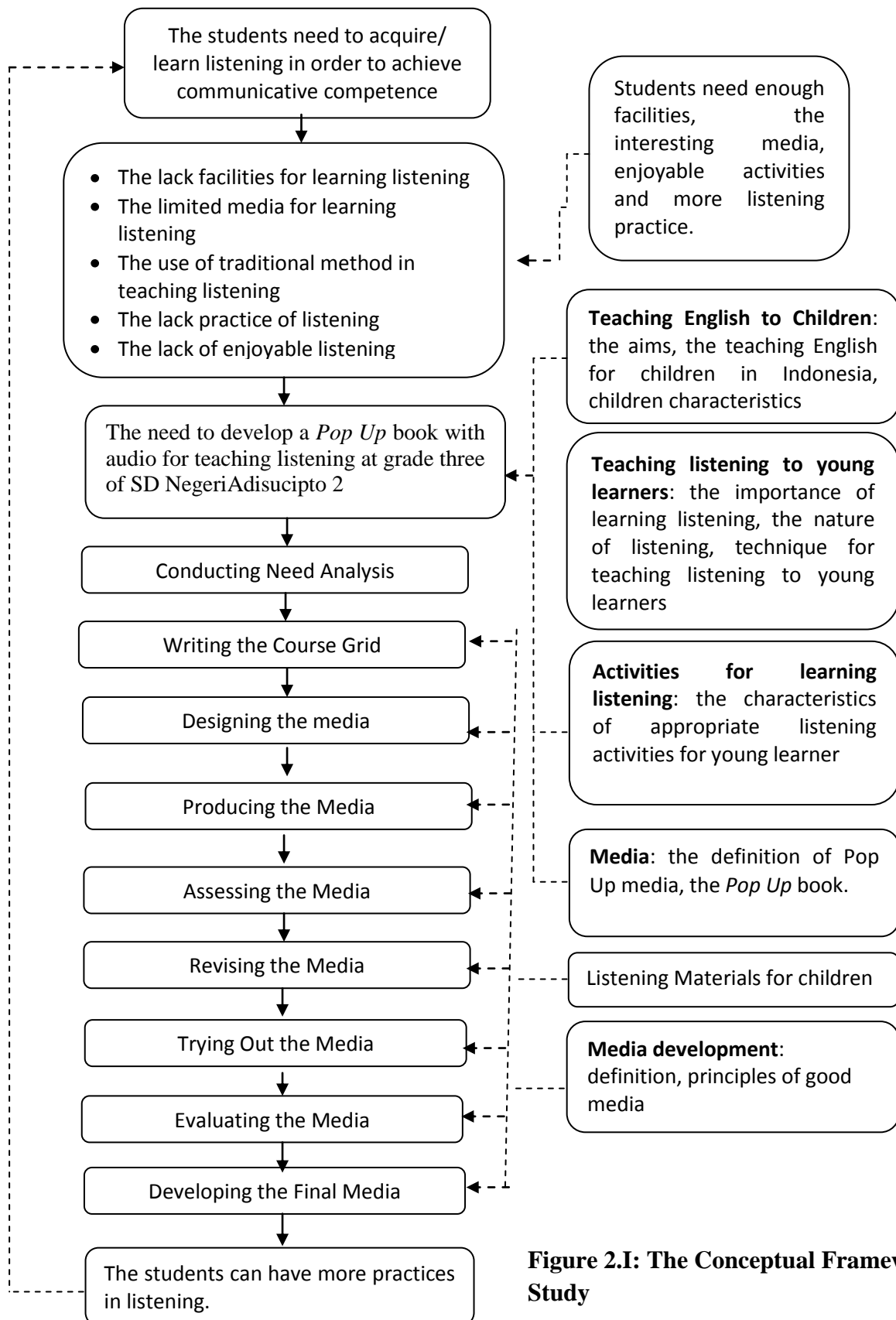


Figure 2.I: The Conceptual Framework of the Study

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This study is classified as a Research and Development (R&D) category on the basis that the purpose of this study is to develop a product that can be used is an educational program (Borg, 1983:772). In this study, the researcher developed and validated an instructional media used in the field by following the methodological steps in the Research and Development study. The methodological steps of R&D research are referred to the R&D cycle. This cycle consists of studying research findings related to the product to be developed, developing the product based on these findings, field testing it in the setting where it was used eventually, and revising it to correct the lacks found in the field-testing stage. This cycle was repeated until the field test data indicates that the product meets its behaviorally defined objectives (Borg and Gall, 1983: 775).

B. Product

In this study, the researcher produces an educational product as a contribution for the educational development. The product of this study is an English instructional media in the form of a *Pop Up* book for the teaching of listening to the 3rd grade students of SDN Adisucipto 2.

C. Subject

The subject of this study consisted of the third grade students of SDN Adisucipto 2 in the academic year of 2012/2013. There were 26 students in the third grade. 14 students were female and 12 students were male. The ages of the students varied from 8 to 9 years old. They have varied backgrounds. Those are civil servants, merchants, carpenters, and bricklayers.

D. Setting

The research study was conducted in SDN Adisucipto 2 Depok, Sleman in the class III. It is located at Jalan Janti, Maguwoharjo, Depok, Sleman DIY. It is situated in the Adisucipto housing complex. The school has a large area. There were six classrooms, a headmaster room, a teacher office, an IT room, and a school-yard.

E. Research Instruments

This study applied two types of instruments to collect the data. They were observation guide and questionnaires. There were five sets of questionnaires used in this study. The first questionnaire was aimed at obtaining the data of the needs analysis. The second questionnaires was aimed at obtaining the data of the English teacher's and content expert's opinion and suggestion about the media developed. The third questionnaire was aimed at obtaining the data of the media expert's opinion and suggestion about the developed media. The fourth questionnaire was aimed at obtaining the data of the *Pop Up* expert's opinion and suggestion about the media developed. The last questionnaire was used to get the data of students' opinion and

suggestion about the media developed. Meanwhile, the other instrument used in the research is an observation sheet as the guidance in doing the classroom observation.

1. First Questionnaire

The first questionnaire was aimed at obtaining the data for the needs analysis. The data gotten from this questionnaire were used as the consideration in developing the media. The outline of the first questionnaire is shown in the Table 3.1 below.

Table 3.1 : The Outline of the First Questionnaire for Students' Needs Analysis

The Purpose of the Questionnaire	The Component of the Questionnaire	References
To get information about students' profile.	<ul style="list-style-type: none"> • Name • Age • Sex 	-Tomlinson (1998: 240)
To get information about students' interest.	<ul style="list-style-type: none"> • Interest 	-Hutchinson and Waters (1987: 63)
To get information about students' background.	<ul style="list-style-type: none"> • Students' Previous Knowledge • Students' Attitude to English • Students' Motivation 	-Hutchinson and Waters (1987: 63) -Brown (2000: 162-166) -Harmer (2001: 51-52)
To get information about learning needs.	<ul style="list-style-type: none"> • Learning Styles • Learning Goals and Expectations • Learning Strategies • Type of Media 	-Tomlinson (1998) -Pinter (2006: 38) -Brown (2000: 113) -Brown (2000: 124) -Gerlach (1980)

2. Second Questionnaire

The second was for the content expert and the English teacher. This questionnaire covered the aspects of the materials and instructional. The data gotten from this questionnaire was used as the consideration in evaluating the content of media. The outline of the second questionnaire is shown in the Table 3.2 below.

Table 3.2 : The Outline of the Second Questionnaire for evaluating the content of media

Aspects	Indicators	References
Goal	<ul style="list-style-type: none"> • The development media fit the goals of English teaching and learning 	<ul style="list-style-type: none"> • Newby, at al (2000)
Material	<ul style="list-style-type: none"> • The inputs of the materials are related to the learners' characteristics • The materials are up-to date • The input materials are interesting • The effectiveness of the language use in explaining the materials • Quality of pictures in explaining the concepts • Quality of the speakers and sounds • Quality of the instructions • Quality of the examples • Quality of evaluation items • The balance between the materials and the evaluation items 	<ul style="list-style-type: none"> • Geisert&Futrell (1995) • Newby at all (2000) • Arsyad (2002) • Heinich in Newby (2000) • Arsyad (2022) • Newby at all (2000) • Geisert&Futrell (1995) • Geisert&Futrell (1995) • Geisert&Futrell (1995) • Geisert&Futrell (1995)

continued

Aspects	Indicators	Referece
Instructi-on	<ul style="list-style-type: none"> • The relevance of the instruction to the competency standard • The relevant of the instruction to the basic competency • The relevant of the instruction to the target learners • Media attraction • The ease of the using of media 	<ul style="list-style-type: none"> • Geisert&Futrell (1995) • Geisert&Futrell (1995) • Geisert&Futrell (1995) • Arsyad (2002) • Heinich, et al (1996)

3. Third Questionnaire

The third was for the media expert. This questionnaire covered the aspects of the appearance and the development of the media. The outline of the third questionnaire is shown in the Table 3.3 below.

Table 3.3 : The Outline of the Third Questionnaire for evaluating the media expert

Aspects	Indicators	References
appearance	<ul style="list-style-type: none"> • The quality of the illustration color • The quality of the text colors • The quality of the font type choices • The appropriateness of the picture choices • The quality of the picture • The quality of the sounds • The appropriateness the sounds with the illustration pictures 	<ul style="list-style-type: none"> • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002)
Development	<ul style="list-style-type: none"> • The ease of interaction of the media • The movable elements work well • The appropriateness of the picture choices • The appropriateness of the arrangement of the pictures 	<ul style="list-style-type: none"> • Heinich, et al (1996) • Heinich, et al (1996) • Arsyad (2002) • Heinich, et al (1996)

continued

<ul style="list-style-type: none"> • Splitting of the pictures 	<ul style="list-style-type: none"> • Heinich, et al (1996)
<ul style="list-style-type: none"> • The text efficiency and effectiveness 	<ul style="list-style-type: none"> • Heinich, et al (1996)

4. Fourth Questionnaire

The fourth was for the *PopUp* expert. This questionnaire also covered the aspects of the appearance and the development of the media. The outline of the fourth questionnaire is shown in the Table 3.4 below.

Table 3.4 The Outline of the Fourth Questionnaire for evaluating the *Pop Up* expert

Aspects	Indicators	References
appearance	<ul style="list-style-type: none"> • The quality of the illustration color • The quality of the text colors • The quality of the font type choices • The appropriateness of the picture choices • The quality of the picture 	<ul style="list-style-type: none"> • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002) • Arsyad (2002)
Development	<ul style="list-style-type: none"> • The movable elements work well • The appropriateness of the picture choices • The appropriateness of the arrangement of the pictures • The text efficiency and effectiveness 	<ul style="list-style-type: none"> • Heinich, et al (1996) • Heinich, et al (1996) • Heinich, et al (1996) • Heinich, et al (1996)

5. Fifth Questionnaire

The fifth questionnaire was for the students. This questionnaire covered there aspects. They are materials, the instruction and the media. The data gotten from this questionnaire was used as the consideration in developing the media based on the feedback gotten from the students. The outline of the fifth questionnaire is shown in the Table 3.5 below.

Table 3.5: The Outline of the Fifth Questionnaire for Students' evaluating

Aspects	Indicators	References
Materials	• The clarity of the material	• Heinich, et al (1996)
	• The ease of the material	
	• The appropriateness of language used	• Heinich in Newby (2000)
	• The appropriateness of the evaluation	• Geisert&Futrell (1995)
Instruction	• The sequence of the material	• Heinich, et al (1996)
	• The quality of the material presentation	• Newby at all (2000)
	• The quality of the examples in explaining the materials	• Geisert&Futrell (1995)
	• The quality of the instruction	• Sudjana and Rifai in Arsyad (2006)
	• The contribution of the media in motivating the students to learn	• Geisert&Futrell (1995)
Media	• The quality of the pictures	• Arsyad (2002)
	• The quality of the texts	• Arsyad (2002)
	• The quality of the sounds	• Newby at all (2000)
	• The attraction of the media	• Geisert&Futrell (1995)

F. Research Procedure

The procedure used in this research was adapted from the R&D model proposed by Dick and Carey in Gall, Gall and Borg (2003: 570). Thus, there were nine steps conducted to create a *Pop Up* book as the instructional media in this research. They are explained as follows.

1. Conducting Need Analysis

In this step, the researcher made effort to get some information related to the students and the teacher's needs in the listening instructional media. An interview with the teacher and a class observation were conducted for collecting the information. Besides, a questionnaire was also made to be given to the students. This step was necessary as the guidance in designing the appropriate instructional media for the teaching of listening. The analysis of the data was done in order to match the media developed with the teacher and students' needs.

2. Constructing Instructional Design

Here, the instructional design was formulated and it was involved the competency standards, the basic competencies, the specification of learning objectives, the indicators, the construction of the content materials, the identification of learning strategies, the determination of the teaching and learning activities, the selection of the media, and the construction of the evaluation. It was formulated based on the need analysis data obtained in the previous step. The syllabus was also made based on the instructional design. Furthermore, the lesson plan was made based on

the instructional design and the syllabus. Moreover, the materials were collected from some sources, such as from textbook and the internet. The collected materials were then selected and arranged in order to create the learning materials.

3. Designing the Media

In this step the design of the *Pop Up* book as the listening instructional media was made. There were two main parts of this step. They were designing the media and designing the work ways of the media.

a. Designing the media

In designing the media, there were some steps the researcher did. Those are explained as follows.

1) Transferring the idea

Here, the idea of how the *Pop Up* book will be was transferred. The topic and materials that will be presented in the *Pop Up* book were selected based on the course grid that has been made. An outline of scenario for presenting the materials interestingly in the *Pop Up* book was made. The outline of the materials was divided into two parts. The first part was materials for the spoken text which will be recorded and the other was the materials that will be printed in the *Pop Up* book in the form of pictures.

2) Making the illustration of the pictures

The next step was making the illustration. The details such as selecting the pictures and selecting the colors for every picture were included in this step. The illustration was designed using the Corel X3 program.

3) Making the final *nesting* and *die-line*

The next step in designing the media was making the final *nesting* and *die-line*. It was the last preparation before printing. Here, the researcher drawn up a *die-line*. The die-line is the cutter guide used to make the blades that will cut the printed sheets into the individual paper components. Then, the researcher created the nest of all the components of the book and matched or registered the pieces of artwork to the die-line.

b. Designing the work ways of the media

This step was intended to design the work ways of the media. There were some steps the researcher did here.

1) Making a storyboard of the media.

The storyboard explained the details of the pictures, the texts, and the material presented. In the storyboard there were some explanation related to how the media worked in every part, how the elements of the media worked, and how to manipulate the movable elements so the media functioned well.

2) Setting a set of sound

In this *Pop Up* book there was a set of speaker tubes. The researcher, helped by a student of electrical engineering UGM, assembled a set of speaker tubes which could be inserted in a *Pop Up* book. In this step, the sound will be set as it can work well when every page in the *Pop Up* book was opened.

4. Producing the Media

The next step was producing the media. The researcher used some materials to create the *Pop Up* book such as several kinds of papers, paint, glue, cutters, scissors, a ruler, etc. There some steps done in producing the media.

a. Printing

First step in producing the media was printing the final design of the *Pop Up* book. All the pieces and pages printed onto large sheets of paper. Next the sheets were transported to be *die-cut*. The printed sheets were then stamped with the die cutter so all the component pieces of the book were separated.

b. Assembling

The *Pop Up* book was assembled by hand. A printed sheet that has been cut was stick and left the glue to dry for a few minutes before adding it to a page. The activities were repeatedly done until the last sheet.

5. Assessing the Media

The *Pop Up* book was assessed by the English teacher at SDN Adisucipto 2, and an expert in media, an expert in *Pop Up* and an expert in content. Their assessment was necessary to revise the *Pop Up* book before it was tried out.

6. Revising the Media

In this step, the media was revised based on the analysis of the data gained in the previous step. The revision was done until the media reached the expected qualification.

7. Trying Out the media

After the media reviewed, the media was tried-out. This step was also implemented in order to get the evaluation of the media from the students.

8. Evaluating the Media

The evaluation of the media was based on the data from the questionnaires distributed to the students. After trying the *Pop Up* book out, the students were asked about the using of the media through the questionnaires.

9. Developing the Final Media

From students' opinions and suggestions, the final media was developed and produced which can be used for the teaching of listening.

G. Data Collection

There were two data collections gained from the questionnaires. The first data taken from the first questionnaire show the students' characteristics and needs in learning English. The second data are aimed at getting students', the English teacher's, the content expert's, the *Pop Up* expert, and the media expert's opinions and evaluation towards the media developed. The researcher used the second data to revise the media. The second data were collected through the second, third, fourth, fifth, and sixth questionnaires supported by the classroom observation in every meeting. The researcher used the *Likert Scale* in the first, second, third, fourth, and fifth questionnaires and the classroom observation sheet to collect the data. The students and the group of respondents were asked whether they *Strongly Agree*

(SA), *Agree*(A), *Disagree* (D), or *Strongly Disagree* (SD) with the statement in the questionnaire and the sheet.

H. Data Analysis Technique

The data and the information obtained were used to develop the media and to identify the feasibility of the media to be used as the instructional media. Both the qualitative and quantitative data were collected in this research.

a. The qualitative data

The qualitative data were obtained from the interview with the teacher based on the interview guide. The data from interview were about the classroom condition. The comments and suggestions from the experts and the English teacher were also described qualitatively.

b. The quantitative data

To determine the feasibility of the media through the quantitative data, the researcher used *Likert Scale* in analyzing the data. The researcher used the *Likert Scale* to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the second, third, fourth, and fifth questionnaires which were distributed to the content expert, media expert, *Pop Up* expert, English teacher and the students. Scoring of the data uses the following formula:

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

The data were analyzed by calculating the percentage by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

Note:

P= Percentage of the item

f= collected scores

N=Number of cases

After calculating the percentage, the researcher transformed those percentages into criteria of feasibility. This was very important to know whether the media should be revised or not. The criteria are as follow:

Table VI. Percentage of feasibility criteria (Purwanto, 2000:103)

Scores (%)	Category
81% - 100 %	very good
61 % - 80%	good
41 % - 60 %	fair
21% - 40%	poor
≤ 20%	very poor

The *Pop Up* book was called feasible to apply if it gets score more than 60%. The *Pop Up* book should be revised if the score is less than 60%.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings are discussed in two parts; (1) the findings on the early stage of the study, and (2) the findings on the implementation stage of the developed media. In relation to the former findings, there are two elements collected, i.e., the description of respondents and needs analysis. There are some essential findings in the early steps that are used in developing the media. The findings of those preliminary data were used in planning the next stage of the study.

This part also describes the developed media, the evaluation stage which shows the result of the second, third, and fourth questionnaires and the interview conducted during the implementation of the media, the revisions of the developed media and the characteristics of a good listening media.

1. Needs Analysis

a. Respondents' Description

In the early stage of this study, the information related to the sample of this study were collected. The sample were 21 grade 3 students of SDN Adisucipto 2 Sleman in the academic year of 2012/2013. In this class, there are 10 boys and 11 girls aged between 9-11 years old.

b. Needs Analysis

Before conducting the needs analysis, the instrument for needs analysis was developed. The study used the questionnaire and interview guideline as the instruments. The needs analysis questionnaires consisted of twenty questions and were developed based on the blue print that has been made before. The blue print can be seen in the table below.

Table 4.1 Organization of the Needs Analysis Questionnaire

The Purpose of the Question	Part	Question Number	Number of Items
To get information about students' profile	A		
To get information about students' attitude toward English lesson	B	1, 2,3,	3
To get information about students' motivation in learning listening	B	4,5,6	4
To get information about the students' attitude toward Listening	B	7,8,9,10,11,12	6
To get information about the teacher's teaching technique	B	13,14,15,16	4
To get information about the activities that the students interested in	B	17, 18,19,20	4
Total of items			20

The questions aimed at finding out the learners' need and the learning needs. There were 20 questions being asked to the students. The questionnaire was distributed on May 23rd 2013. The twenty questions aimed at finding out who the students are and to get information about the students' attitude toward English lesson,

the students' motivation in learning listening, the listening activities in the classroom, teacher's teaching technique, and the activities that the students are interested in.

The interview guideline for the teacher was also made based on the theory of developing needs analysis such as Hutchinson and waters and Nunan. The interview guideline can be seen in the table below.

Table 4.2 The interview guideline for English teacher for Need Analysis

The Purpose of the Question	Question Number
To get information about the students' characteristics	1,2
To get information about the students' attitude toward the English lesson	3,4
To get information about the students' listening activities in the classroom	5,6,7
To get information about the teacher's listening teaching technique	8,9
To get information about the activities that the students interested in	10,11,12
Total of items	12

After making the needs analysis questionnaire and interview guideline, the needs analysis were conducted in order to get the data about the learners' needs and the learning needs. It is conducted in English learning in SD NegeriAdisucipto 2. To get the data for the needs analysis, the questionnaire was distributed to the students. It was conducted on March 13rd; 2012. Besides, the data were also collected by interviewing the English teacher and observing the English teaching and learning process.

The interview process was done before the class observation and the distribution of the questionnaire. The teacher was asked some questions related to the children's characteristics, the students attitude toward English, their listening

activities, the technique used by the teacher while teaching, and kinds of activities which is interesting to the students. Besides, field note was made while observing the English teaching and learning processes.

1) The Results of the Needs Analysis

The results of the need analysis were explained in two parts. They are the description of the learners and the descriptions of learner needs and learning needs.

a) The Description of the Learners

In this stage, the information related to the sample of the study was collected. The sample was 21 students in grade 3 of SDN Adisucipto 2 Sleman in the academic year of 2012/2013. In this class, there were ten boys and eleven girls aged between nine to eleven years old. The data of the students can be seen in the table below.

Table 4.3 Data of the grade three students of SD NegeriAdisucipto 2

Students	Sex		Age
	Male	Female	
21	10	11	9-11

The students in this class have different characteristics. Most of them were talkative. Their English abilities also varied. Some were in the high level, some were in the middle and some were in the low level of proficiency. In their age, they still love to play, easily get bored and are very active. The students came from different social and economic background. Their parents worked as armies, teachers, employees, etc.

b) The Description of the Learners' Needs and Learning Needs

The results of the first questionnaire show the students' needs and the students' interest in the English teaching and learning processes especially in the learning listening. It describes the students' attitude toward English and listening class, their motivation in learning listening, and the kinds of activities they need to practice. The results were used as the basic consideration in developing *Pop Up* book at grade three of SD NegeriAdisucipto 2. The result of the students' attitude toward English lesson is presented in the table below.

Table 4.4 The results of the need analysis questionnaire about the students' attitude toward English lesson

Purpose	Statements	Results			
		Strongly Agree	Agree	Disagree	Strongly disagree
The students' attitude toward the English lesson	The students like learning English	95%	5%	0%	0%
	The students always wait for English class	71%	29%	0%	0%
	Learning English is interesting.	90%	10%	0%	0%

The first part of questionnaire aims at finding out the students' attitude toward English. The table above shows the percentage of the students' responses toward the media. It is clear from the table that 95% of the students like English very much. The second statement shows that all students always eager to begin the English class. It supports the result of the first statement where students always wait for English

lesson because they like English. While for the fourth statement, 90% students strongly agreed that learning English is interesting. Based on the result of the first to the fourth statements above, it is concluded that the students like learning English and they get interested in English. This result is very important to be noticed because this is what the teacher needs the most in teaching. The students need to love the lesson first before they learn it deeper.

Table 4.5 The results of the need analysis questionnaire about the students' motivation in learning listening

Purpose	Statements	Results			
		Strongly Agree	Agree	Disagree	Strongly disagree
The students' motivation in learning listening	The students are happy to answer the question delivered in English.	68%	32%	0%	0%
	The students learn English so they can understand what people say in English	95%	5%	0%	0%
	The students tend to memorize the new word they just hear.	76%	34%	0%	0%

The purpose of the second element was to investigate the students' motivation in learning listening. From the given statements, it can be stated that the students have high motivation in learning listening. This is based on the students' responses where 68% students were happy to answer the questions delivered in English. When they got the happiness in doing something, it would motivate them to do that thing.

Further, almost all students said that they wanted to learn English in order to be able to understand what people say in English. Besides, 76% students do like to memorize the new words they just heard. This shows that the students in this class have high motivation to learn.

Table 4.6 The results of the need analysis questionnaire about students' attitude toward listening

Purpose	Statements	Results			
		Strongly Agree	Agree	Disagree	Strongly disagree
The students' attitude toward Listening	The students enjoy listening to people who speaks in English	4%	48%	48%	0%
	The students enjoy watching cartoon movies that present some utterance in English such as <i>Dora the Explorer</i>	68%	32%	0%	0%
	The students enjoy watching to the persons talking in English in the television	4%	4%	92%-	0%
	The students tend to imitate the utterance uttered by cartoon movie characters they watch	76%	34%	0%	0%
	The students enjoy being asked to do something using English instruction	0%	8%	92%	0%
	The students enjoy being asked in English	0%	34%	76%	0%

The third part of questionnaire aims at getting the data about the students' attitude toward listening. Unfortunately, the result of the first statement tells that only 4% students like to listen to other person who speaks in English and a half of the students do not like it. Most of the students also do not like to be asked in English. After having a short interview, some students do not like to listen to people speaking in English and to be asked by using English because they do not understand what people say in English. It shows that the students were not experienced in listening so they were lack of confidence. It is unfortunate that the students have high motivation in listening (related to second part of questionnaire) but they are lack of confidence.

Table 4.7 The results of the need analysis questionnaire about teacher's teaching technique

Purpose	Statements	Results			
		Strongly Agree	Agree	Disagree	Strongly disagree
Teacher teaching techniques	The students expect the teacher to teach them using the interesting aids.	48%	48%	4%	0%
	The students enjoy doing listening exercises of which questions were dictated by the teacher.	0%	4%	68%	8%
	The students enjoy learning English songs with the teacher.	34%	58%	8%	0%
	The students enjoy the part where the teacher gives them examples of utterance in English	24%	76%	0%	0%

The fourteenth to sixteenth statements were aimed at getting information about the students' perception towards teachers' technique in teaching listening. The result shows that almost all students enjoy the teaching techniques given by teacher such as learning by songs, learning by aids, and getting examples of some utterance in English. Unfortunately, most of them do not enjoy the dictation method. It means that the use of dictation ought to be minimized in teaching listening to the third grader.

Table 4.8 The results of the needs analysis questionnaire about activities students were interested in

Purpose	Statements	Results			
		Strongly Agree	Agree	Disagree	Strongly disagree
Activities students were interested in	Students enjoy learning by using picture books	34%	66%	0%	0%
	The students enjoy learning listening by listening to the English songs	8%	68%	4%	0%
	The students enjoy learning by playing	38%	58%	4%	0%
	The students enjoy learning in group	24%	72%	4%	0%-

The last part of this questionnaire was aimed at getting information about what activities the students prefer to do in learning. Almost all of the students love to learn by songs, by playing, by seeing the pictures. They also enjoy learning in group. This

information is very useful as it is used to design the suitable activities for the students.

The next needs analysis data was from the observation. The researcher entered the class while observing the teaching and learning process. Here is the vignette of the observations:

Wednesday, May 23rd 2012

The teacher entered the class and greeted the students. Then, she asked her students to open Students' worksheet (LKS) on page 11. The lesson was about Simple Present Tense with My daily Routine as the theme. After all students open their LKS, she started to elicit the students by asking what time do the students get up, etc. The students' answers her questions and she wrote the students' answers on the whiteboard. After feeling enough, she asked the students to focus to the whiteboard. She together with the students translated the sentence she just wrote word by word using Simple Present Tense form. After that, she checked the students' understanding. The students answered that they had understood. Then, she asked the students to accomplish the exercise provided in the students' worksheet (LKS). After all students finished doing the exercise, she asked the students to collect the LKSs. Then, she asked the students to open their notebook. She explained to the students that she is going to say some words in English and the students were asked to write down the words she pronounced (dictation). She pronounced 10 words in English and the students listen to her and wrote down what they hear. Some students seemed confused. After that, she ended the lesson.

Field note 1

Based on the observation, the English teaching and learning process on that day was boring and monotonous. The teacher did not use any appropriate teaching aids or activities to teach students in grade three. It made them easily get bored in learning.

Moreover, these activities were not suitable for the 3rd grader. The students need more activities which can make them learning happily.

The next data for needs analysis were gained from the interview. The researcher interviewed the English teacher of SD NegeriAdisucipto 2. Based on the interview, it can be concluded that the students were taught by using the Students' worksheet (LKS) and text book for every meeting. She rarely used activities that cover listening skills. She used the exercises provided in students' worksheet (LKS) and text book. The information can be seen in the following interview result.

- | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R | : Ibu biasanya menggunakan alat bantuapa Bu? (<i>Do you use any media in the teaching learning process? What are they?</i>) |
| T | :Kadang-kadang saya menggunakan gambar. Yang sering saya gunakan buku dari penerbitdan LKS. (<i>I often use pictures. In the daily lesson, I usually use a book from the publisher and students' work sheet</i>) |
| R | :Kalau pembagian porsi untuk listening, speaking, reading, writingnya bagaimana bu? (<i>how about the portion of listening, speaking, reading, and writing?</i>) |
| T | :Saya lebih sering mengajarkan anak untuk reading dan writing diikuti speaking. Kalau listening yas eperti tadi, biasanya saya mendiktekan kata-kata dalam bahasaInggris kepada anak-anak. (<i>I give the big portion to teach reading, writing and speaking also. For listening, I use the dictation method as what I just did</i>) |
| R | : Berarti kalau listening jarangdiajarkan ya bu? (<i>It means that you rarely teach listening?</i>) |
| T | : Iya, soalnya saya tidak punya media yang praktis untuk mengajarkan listening. Sekolah punya LCD, laptop dan speaker, tapi kan persiapannya makan waktu lama. Saya masih cari-cari media yang praktis untuk mengajarkan listening, tapi sayabelum ketemu. (<i>Yes. It is because I do not have any media which practically use for teaching listening. The school has LCD, laptop and speaker, but it takes time for the preparation. I'm still looking for the practical one, but I haven't found that</i>) |

(Teacher's interview/ interview transcript 1)

2. The Course Grid

a. Developing the Course Grid

The course grid was developed based on the data from the needs analysis and the curriculum for elementary school students. The formulation of the course grid involved the competency standards, the basic competencies, and specification of learning objectives, the indicators, the construction of the content materials, the identification of learning strategies, the determination of the teaching and learning activities, the selection of media, and the evaluation. There were nine components of the course grid developed by the researcher. The components of the course grid can be seen below and the complete course grid was compiled in the appendix.

Table 4.9: The Table of the Course Grid

Standard of Competence	Basic Competence	Indicators	Learning Materials				Learning Activity based on TPR	The Pop Up book
			Grammars	Vocabulary	Functions	Sounds		

The course grid was designed based on the syllabus for third grade students given by the teacher in SD NegeriAdisucipto 2. In the standard competency, the students are expected to comprehend very simple instructions related to the class context by actions. It is explained in the standard of competence that the students are expected to respond to the instructions for class context by doing action.

Furthermore, the goal of the lesson was to make the students able to comprehend the simple instructions related to the class context by doing the actions. Then, the goals were put into details in two indicators. The indicators were used as the benchmark of the teaching success. On the other words, the indicators indicated the abilities that should be mastered by the students in the end of the lessons. The teaching process is successful if the students are able to do the action as instructed by the teacher and are able to respond to the instructions physically and verbally. These indicators were determined based on the curriculum for third grade students.

Learning materials were selected referring to the materials commonly used in the students' daily life. The grammar used in the form of '*instructions in simple present tense verb + Object*'. The language functions used in the media were also presented the purposes of learning English which was for communication in the real life. The instructions introduced were also commonly used in the students' daily life such as the instructions of *raise your hand* and *clap your hands*. The vocabulary which was used in *Pop Up* book was also one of the components of the course grid. The examples of the used vocabulary were '*stand up*', '*sit down*', '*open*', '*make*', '*raise*', and '*keep*'. Besides, another part of the course grid was sounds. The intonations were set based on the students' age. The learning activity used the *Total Physical Response (TPR)*. This activity was suitable for the third grader characteristics. So the rule of the lesson was when the *Pop Up* book was played, the students did the activities instructed. It helped them to comprehend the lesson faster.

By using the *Pop Up* book completed with the audio, the learning goal can be reached. Besides, it would give the new learning experience where the students can have fun and interesting learning.

b. The Description of the Course Grid of Using *Pop Up* Book

The listening lesson was set using the *Pop Up* book with audio as the media. The *Pop Up* book provided a topic for learning listening. It was about instructions. As what have been mentioned before, the theme of the *Pop Up* book is '*Let's Do It*'. The *Pop Up* book presented pictures and sounds related to the instructions which were introduced.

After getting the materials of instruction which was introduced by the *Pop Up* book, the students were expected to be able to respond to the instructions given by doing the actions. To measure their comprehension, there were some exercises provided in the *Pop Up* book.

The suitable activity was designed for the students. While the *Pop Up* book was being played, the students were asked to follow the instructions as what had been displayed by the characters in the *Pop Up* book. This activity was designed based on the *Total Physical Responds (TPR)*.

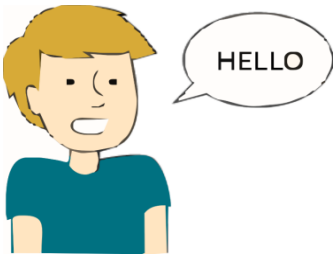
3. The Format of the activity using the *Pop Up* book

a. Course Grid and lesson plan

There were some developed instruments which were included to the steps of developing the *Pop Up* book with the audio. Those instruments were a course grid, lesson plans, worksheets, teaching media, and the teacher's guide. The course grid was a basis to develop the lesson plans. After developing the course grid, the lesson plan was developed. The lesson plan was consisted of some components. The components of identities of the school, time allocation, theme, sub-theme, the teaching and learning goal, indicators, teaching method, teaching approach, the teaching material, language functions and used vocabulary, activities, source, assessment, and the scoring rubric were included in the lesson plans. The activity was developed based on *Total Physical Respond (TPR)*. In the *TPR*, there were three stages done. Those stages were *review*, *new command*, and *role reversal* stage.


b. The Outline of Developed *Pop Up*Book

1. *Pop Up* I

Instruction	: <i>Speak in English</i>
Sound	: /spi:k/ /ɪn/ /'ɪŋ.ɡlɪʃ/
Picture	: 


In this page, the students are asked to follow the instruction by answering *hello*. The audio is repeated three times in order to make the students familiar to the instruction.

2. Pop Up II

Instruction	: <i>Open the door</i>
Sound	: /'əʊ.pə n/ðɪ:/dɔːr /
Picture	: 

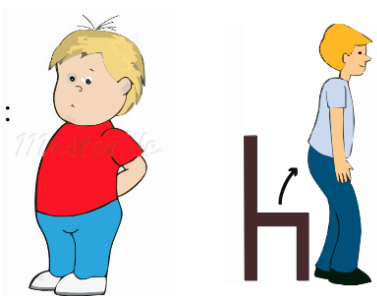
When practicing the activity of open the door, the students are asked to do the activity as if they open the door. The audio also plays three times.

3. Pop Up III

Instruction	: <i>Close the door</i>
Sound	: /kləʊz/ ðɪ:/dɔːr /
Picture	: 

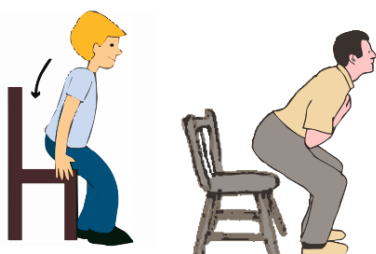
Similar to the door instruction, in this instruction the students are asked to do the activity as if they close the door.

4. *Pop Up IV*

Instruction	: <i>stand up</i>
Sound	: /'stænd.ʌp/
Pictures	: 

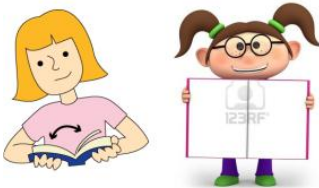
For this instruction, the students will stand up when the speaker instruct them to stand.

5. *Pop Up V*

Instruction	: <i>Sit down</i>
Sound	: /'sɪt.daʊn/
Pictures	: 

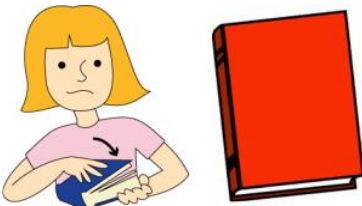
In this instruction, the students are asked to follow the instruction by sitting down after listening to the audio. After that, the teacher asks them to stand up then doing the instruction of sit down until three times.

6. *Pop Up VI*

Instruction	: <i>open your book</i>
Sound	: /'əʊ.pə n/jɔr//bʊk/
Pictures	: 


Before the lesson by using *Pop up* is started, the teacher asks the students to put a book on the table first, when they listen to the instruction of *open your book*, the students will open their book together.

7. *Pop Up VII*

Instruction	: <i>Close your book</i>
Sound	: /kləʊz/ jɔr//bʊk/
Pictures	: 


When the students open their book, then they are instructed to close their book. It is repeated for three times.

8. *Pop Up VIII*

Instruction	: <i>Read your book</i>
Sound	: /ri:d/ / jɒr / bʊk/
Picture	: 


For this instruction, the students are asked to follow the instruction by pretending they are reading a book.

9. *Pop Up IX*

Instruction	: <i>Raise your hand</i>
Sound	: /reiz/ / jɒr / hænd/
Pictures	: 


This instruction is commonly used in the class. The students are asked to raise their hand also three times based on the audio played.

10. Pop Up X


Instruction	: <i>Clap your hands</i>
Sound	: /klæp/ /jɔr/ /hænd/
Picture	: 

When the students listen to this instruction, they will clap their hand. The teacher needs to say *stop* before the audio is repeated.

11. Pop Up XI

Instruction	: <i>Keep silent</i>
Sound	: /ki:p/ /'saɪ.lənt/
Pictures	: 

12. *Pop Up XII*

Instruction	: <i>Make a line</i>
Sound	: /meɪk/ /eɪ/ /laɪn/
Picture	: 

This activity needed space, it is important to consider the so the seat arrangement is important to be noticed. The students are asked to make a line based on the picture they see and the audio they hear.

c. The Description of the Activity Using the *Pop UpBook*

The activity done used *Total Physical Respond (TPR)*. There were three stages in TPR. The first stage was *review*. In this stage the teacher gave the example of the physical movements and said the corresponding instruction. The students listened to the instruction and paid attention to the teacher's movement. After that, the students made a physical movement based on the commands given by the teacher. In the next stage, the teacher started to give the new commands using the *Pop Up* book. The teacher opened the *Pop Up* book and the teacher did the instruction mentioned by the *Pop Up* book's speaker. The students paid attention to the *Pop Up* book and followed the teacher's movements. The same instruction was repeated three times and the

students followed the instruction by doing action. After all students comprehend an instruction, the teacher opened the next page of the *Pop Up* book and did the same thing as before. The students were also asked to follow the new command given by the *Pop Up* book. When the students had comprehended those two instructions, the teachers stopped the *Pop Up* book and combined the instructions and asked the students to follow the instructions. After that, the teacher continued played the *Pop Up* book. The last stage was *role reversal*. In this stage, the students were asked to mention all instructions which had been learned. Then there were some volunteers coming from the students and they gave instructions to others alternately.

After doing the activity above, the students came into the evaluation section. The *Pop Up* book provided six pages for the evaluation. Each page consisted of 3 different pictures. The students were asked to answer true (T) or false (F) based on the suitability of the picture they saw and the instruction they heard.

4. Media Designing

After formulating the instructional design, the next stage was transferring the material to the *Pop Up* book design. There were some steps done in transferring the material to the *Pop Up* book, i.e. 1) selecting the appropriate character pictures, 2) recording the instructions, 3) designing the media placement.

a. Selecting the appropriate pictures

In order to make the *Pop Up* book interesting to students, every component of the *Pop Up* book needs to be appropriate with their age and interest. There were two categories of pictures used in this *Pop Up* book. The first one was those used as the background. The selection of the background pictures matched to the situations where the instructions were generally used. For example, the picture of a living room was selected for the instruction ‘*sit down*’. The second category of pictures used in this *Pop Up* book was the character pictures. The character pictures were selected based on what instruction would be introduced. For example, the character of a girl who is opening the door was chosen for the instruction of ‘*open the door*’. Further, all of pictures in this category were in the cartoon characters. The cartoon characters were chosen in order to attract the students’ attention. There were seven different background pictures and 12 different cartoon characters displayed in the *Pop Up* book. All background and character pictures were taken from the internet and edited by *Corel Draw X3*. The cover design was the combination from all character pictures used and also edited by *Corel Draw X3*.

b. Creating the Audio

The next stage was creating the audio. There were some steps in creating the audio. Those steps were making a list of instructions to be recorded, finding the phonetic transcripts, recording the sounds, and editing. The recorded sounds were taken by two speakers. They did not come from an English speaking country but they have good pronunciation. The recording process was done in a recording studio.

Before the recording process, the speakers had some practices in order to get good pronunciations and intonations in delivering the instructions. After the take process, the sounds were edited. The pitches of the sounds recorded were risen up in order to get the effect of voice cartoon characters. This sound effect was aimed at making the sound more attractive.

c. Designing the Media Placement

The next step is conceptualizing the set of every page in the *Pop Up* book. The detail concept is explained below.

1) Cover

The concept of the cover for the *Pop Up* book was simple. It shows all characters presented in the *Pop Up* book. It also shows the theme of the material. Here is the design of the cover:

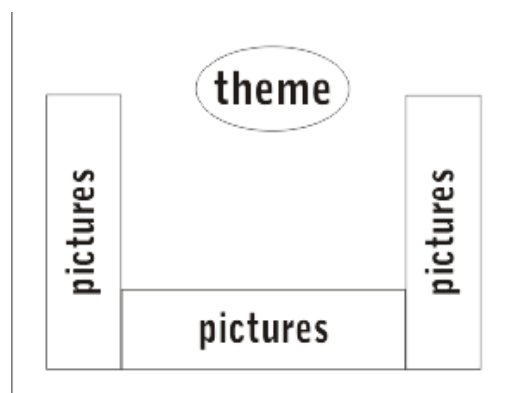


Figure 4.1 Design of the cover

2) The Introduction page

The introduction page contains all character pictures presented in the *Pop Up* form. This page also shows the theme of the *pop Up*book. Here is the detailed design of the introduction page:

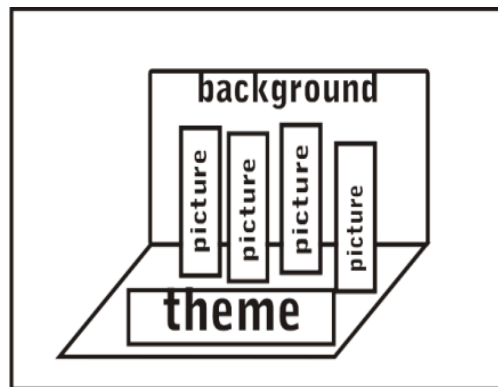


Figure 4.2 Design of the introduction page

3) The Instructions pages

This part contains twelve main pictures of the *Pop Up* book. The first page contains a picture of a boy who speaking in English. The second page presents a picture of a girl who is opening the door. Then, the third page contains a picture of a woman who is closing the door. The next page presents two pictures of men who are sitting down. The fifth page consists of two pictures of men who are standing up. The sixth page presents two pictures of girls who are opening the books. The seventh page presents two pictures of girls who are closing the books. The next page consists of a picture of a boy who is reading a book. The ninth page presents two pictures of a boy and a girl who are raising their hands up. The next page consists of a picture of children who are making a line. Then, the

eleventh page presents two pictures of cartoon characters who are asking others to keep silent with fingers in front of their lips. The last page presents a picture of a clapping-hand. Here are the designs of the instruction pages:

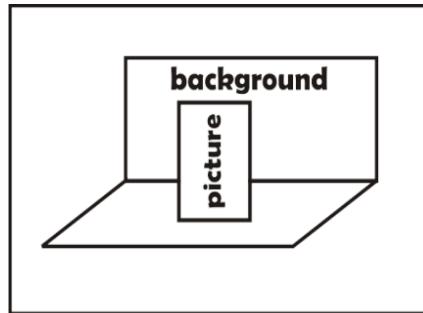


Figure 4.3 Design of the instruction page with a picture

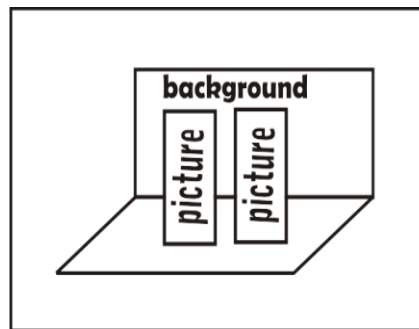


Figure 4.4 Design of the instruction page with two pictures

4) Exercise pages

The *Pop Up* book consists of six page of exercise. The exercise was in the form of *True or False* questions. The students were given an answer sheet. They need to give a tick on T/F. This exercise was completed with the answer key for the teacher. The design of exercise pages is as follow:

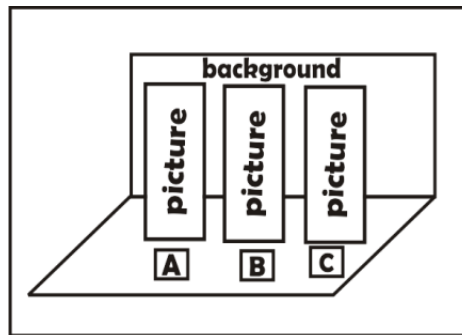


Figure 4.5 Design of the exercise page

4. Media Production

There were some preparations done in the development process. The details of which are explained as follow:

a. The cover

The cover is the first element of the *Pop Up* book. It informs the users of the *Pop Up* theme. It is designed by using *Corel Draw X3*, by combining all character pictures used in the *Pop Up*. The cover is an important element in the *Pop Up* book. It should be firm and everlasting. Thus, it is needed to choose the appropriate material for the cover. In this *Pop Up*, the cover was made from the hard carton and covered by the plastic. Here are the pictures of the cover:



Figure 4.6 cover before revision



Figure 4.7 cover after revision

b. The introduction page

The introduction page contains all characters in random sizes. The pictures were presented in the form of *Pop Up*. In this page, the up side was completed with a picture as the background. A hard carton was used for the basic of the *Pop Up*. The arrangement of the pictures for this page was quite hard because this page contains many pictures. Those pictures should be arranged one by one in order to make sure that the pictures have been perfectly fixed and the movable element works well. Furthermore, the audio starts playing from this page. Here are the parts of the introduction page:



Figure 4.8 Introduction page before revision

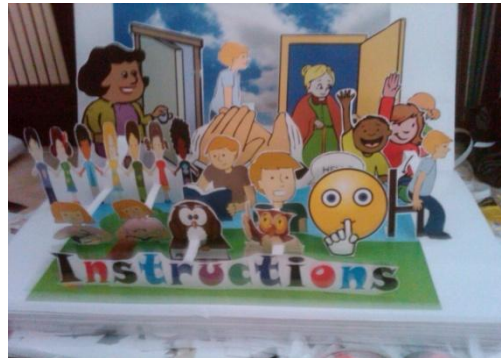


Figure 4.9 Introduction page after revision

c. The instructions pages

The main pictures and audio were presented in these pages. Each page consists of 1-2 pictures. Each page introduces an instruction. There are twelve instruction pages in this *Pop Up* book. In every page, the audio is played three times. The basic of these pages were made from hard cartons. Every page has different picture background based on the activity presented. For example, the character of a girl who is opening the door was chosen for instruction of *open the door*. Here are parts of the instruction pages:



Figure 4.10 Instruction page 1 before revision



Figure 4.11 Instruction page 1 after revision



**Figure 4.12. Instruction page II
before revision**



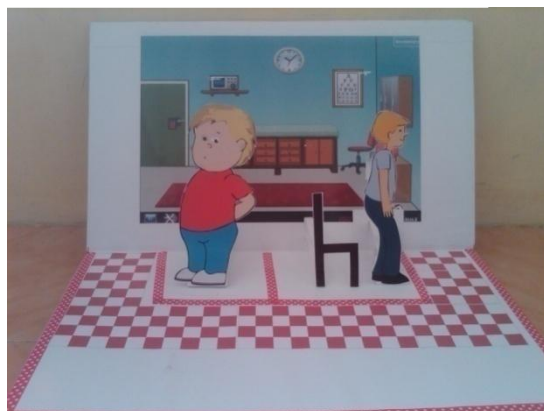
**Figure 4.13. Instruction page II
after revision**



**Figure 4.14 Instruction page III
before revision**



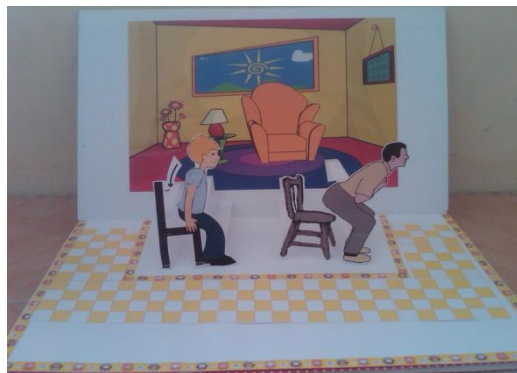
**Figure 4.15 Instruction page III
after revision**



**Figure 4.16 Instruction page IV
before revision**



**Figure 4.17 Instruction page IV
after revision**



**Figure 4.18 Instruction page IV
before revision**



**Figure 4.19 Instruction page IV
after revision**



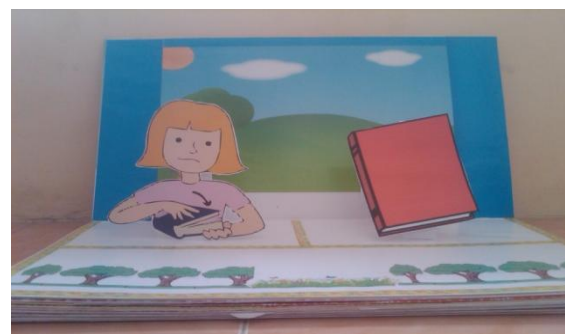
**Figure 4.20 Instruction page V
before revision**



**Figure 4.21 Instruction page V
after revision**



**Figure 4.22 Instruction page VI
before revision**



**Figure 4.23 Instruction page VI
after revision**



Figure 4.24 Instruction page VII
before revision



Figure 4.25 Instruction page VII
after revision



Figure 4.26 Instruction page
VIII before revision



Figure 4.27 Instruction page
VIII after revision



Figure 4.28 Instruction page IX
before revision



Figure 4.29 Instruction page IX
after revision

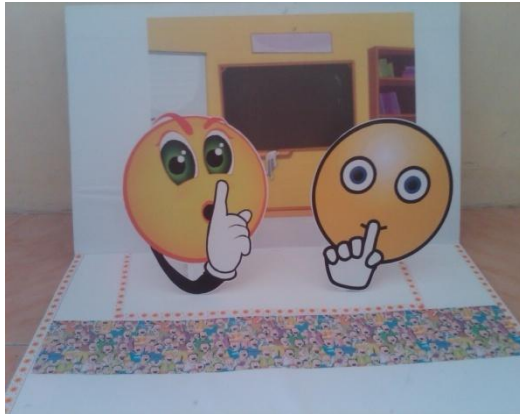


Figure 4.30 Instruction page X before revision



Figure 4.31 Instruction page X after revision

d. Exercise pages

The *Pop Up* book provided six pages for the evaluation. Each page consisted of 3 different pictures. The students were asked to answer true (T) or false (F) based on the suitability of the picture they see and the instruction they hear. Here are the parts of exercise pages:



Figure 4.32 exercise page I before revision



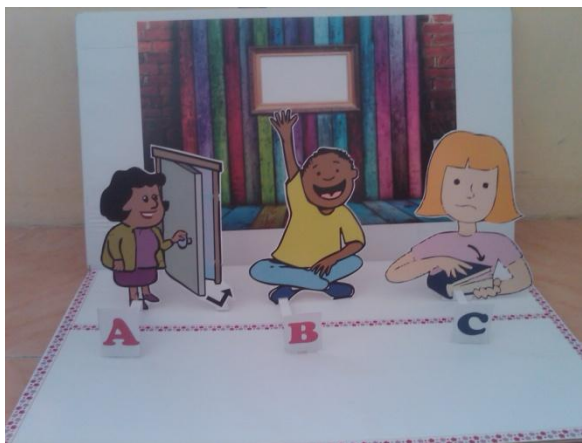
Figure 4.33 exercise page I after revision



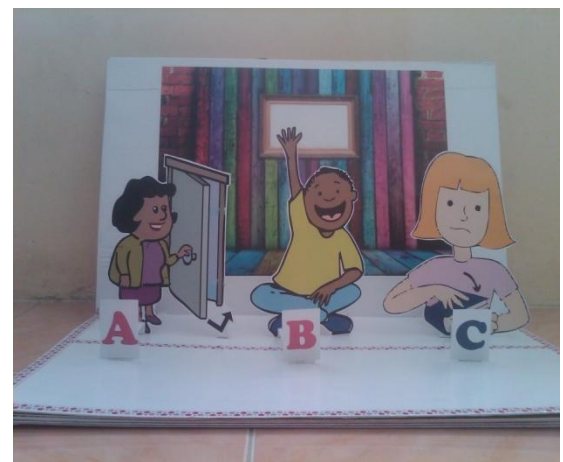
**Figure 4.34 exercise page II
before revision**



**Figure 4.35 exercise page II
before revision**



**Figure 4.36 exercise page III
before revision**



**Figure 4.37 exercise page III
before revision**

5. Product Testing

Before being evaluated by the expert, the product was tested first. The product testing was done by observing the use of media. The requirements of the media testing are as follows:

1. The function of the movable element

The movable elements are the important part of a *Pop Up* book. In the product testing, the movable elements should work well to show the pictures perfectly.

2. The function of audio

The second element of this *Pop Up* book is the audio. The audio should work properly in order to explain the pictures.

The product testing aims at checking the readiness of the *Pop Up* book. During the product testing process, a problem was found. Then, some revisions were done to solve the problem found. The problem was about the movable element which did not work perfectly. This problem has been solved by strengthening the board which functioned as the connector between the basic and the pictures. Here is the table of the evaluation after the revision.

Table 4.10 Evaluation before the English teacher and expert judgments

No.	Page	Designed Function	Testing Result	
			working	not working
1.	Introduction	Able to show the theme of the material.	√	
		Able to play the audio for introduction.	√	
2.	Instruction 1	Able to show the image of people who is speaking in English	√	
		Able to play the instruction of <i>speak in English</i> .	√	
3.	Instruction 2	Able to show the image of people who is opening the door	√	
		Able to play the instruction of <i>open the door</i> .	√	

continued

continued

No.	Page	Designed Function	Testing Result	
			working	not working
4.	Instruction 3	Able to show the image of people who is closing the door	√	
		Able to play the instruction of <i>close the door.</i>	√	
5.	Instruction 4	Able to show the image of people who is sitting down.	√	
		Able to play the instruction of <i>sit down.</i>	√	
6.	Instruction 5	Able to show the image of people who is standing up.	√	
		Able to play the instruction of <i>stand up.</i>	√	
7.	Instruction 6	Able to show the image of people who is opening a book	√	
		Able to play the instruction of <i>open your book.</i>	√	
8.	Instruction 7	Able to show the image of people who is closing a book	√	
		Able to play the instruction of <i>close your book.</i>	√	
9.	Instruction 8	Able to show the image of people who is reading a book	√	
		Able to play the instruction of <i>read your book.</i>	√	
10.	Instruction 9	Able to show the image of people who is raising hand	√	
		Able to play the instruction of <i>raise your hand.</i>	√	
11.	Instruction 10	Able to show the image of children who are making a line	√	
		Able to play the instruction of <i>make a line</i>	√	
12.	Instruction 11	Able to show the image of the people who is asking others to keep silent	√	
		Able to play the instruction of <i>keep silent.</i>	√	

continued

No.	Page	Designed Function	Testing Result	
			working	not working
13.	Instruction 12	Able to show the image of the clapped-hands	√	
		Able to play the instruction of <i>clap your hands</i> .	√	
14	Exercises	Able to show the images for exercises	√	
		Able to play the instructions for exercises.	√	

B. Data Collection and Analysis

After the media have passed the product testing process, the *Pop Up* book was evaluated in order to get the validation. It aimed at determining whether the media is ready to use or not. The *Pop Up* book was evaluated by the English teacher, content, media, and *Pop Up* experts. This process was done before the media was tried to be taught to the students. The evaluation process covered the content and also the media design. The result of the evaluation from the experts and the teacher are described below:

1. Evaluation from Content Expert

The content expert who evaluated this media has high capability related to the material. In this case, the content expert comes from the lecturer who masters the theory of teaching English to young learners both in terms materials and activities. The evaluation from the content expert comprised both material aspect and

instructional aspect. The result of the evaluation from the content expert is described below:

a. Material aspect

Table 4.11 Score of material aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Material coverage	3	4	75%
2.	The clarity of the material	3	4	75%
3.	The clarity of the language	3	4	75%
4.	The appropriateness of the pictures used.	3	4	75%
5.	The clarity of audio	3	4	75%
6.	The function of picture	3	4	75%
7.	The clarity of exercises	3	4	75%
8.	The balance of the materials and exercises	3	4	75%
Total		600%		
Average		75%		

Based on the data above, the percentage of the material aspect is 75%. It means the material aspect of this *Pop Up* book is good. This result shows that the materials presented in this *Pop Up* book is ready to use.

b. Instructional aspect

Table 4.12 Score of instructional aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The relevance of the materials to the Competency Standard	3	4	75%
2.	The relevance of the material to the Basic Competency	3	4	75%
3.	The relevance of indicators to the Basic Competency	3	4	75%
4.	The clarity of target learning	3	4	75%
5.	The material coverage	3	4	75%
6.	The clarity of the materials	3	4	75%
7.	The clarity of instructions	3	4	75%
8.	The relevance of the test items to the Standard Competency	3	4	75%
9.	The relevance of the test items to the Basic Competency	3	4	75%
10.	The attraction of media	3	4	75%
Total		750%		
Average		75%		

From the table above, the score for the instructional aspect is 75%, it means the instructional aspect presented in this *Pop Up* book is good.

The average score of the evaluation from the content expert is presented in the table below:

Table 4.13. Average score of the content expert's evaluation

Aspects	Score (%)
Materials	75%
Instructional	75%
Total	150%
Average	75%

Based on the result above, the overall score percentage of the evaluation from the content expert is 75%. This result informs that this *Pop Up* book is good and feasible to apply. There were some suggestions from the content expert. In order to respond the suggestion from the content expert, some revisions were done. The revisions of the *Pop Up* book will be discussed later.

2. Evaluation from Media Expert

Beside the content expert, this *Pop Up* was also evaluated by the media expert. The media expert who evaluated this *Pop Up* is a professional in the field of teaching aids. The media expert evaluated the design and the development of the *Pop Up* book. The evaluation comprised appearance and development quality. The result of the evaluation is described below:

a. Appearance aspect

Table 4.15 Score of appearance aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The quality of the illustration color	4	4	100%
2.	The quality of the text colors	3	4	75%
3.	The quality of the font type choice	3	4	75%
4.	The appropriateness of the picture choices	4	4	100%
5.	The quality of the picture	3	4	75%
6.	The quality of the sounds	4	4	100%
7.	The appropriateness the sounds with the illustration pictures	4	4	100%
Total		625%		
Average		89,2%		

From the table, it can be seen that the *Pop Up* book got 29 points or 89.2% for its appearance. This means that the appearance of the *Pop Up* book is very good.

b. Development Aspect

Table 4.16 Score of development aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The quality of interaction of the media	4	4	100%
2.	The quality of the movable elements	3	4	75%
3.	The appropriateness of the picture choices	4	4	100%
4.	The appropriateness of the pictures' arrangement	3	4	75%
5.	The quality of pictures splitting	3	4	75%

continued

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
6.	The text efficiency and effectiveness	3	4	75%
Total		500%		
Average		83,3%		

For the development aspect, this *Pop Up* book got score 20 or about 83,3% score percentage from the media expert. This result shows that the media development is very good.

Here is the total score of the appearance and the development of the *Pop Up* book from the media expert:

Table 4.17 Average score of the media expert's evaluation

Aspects	Score (%)
Appearance	89,2%
Development	83,3%
Total	172.5%
Average	86.25%

The total score from the media expert is 86.25%. It can be concluded that according to the media expert, the *Pop Up* book is very good and feasible to apply. The media expert also gave some suggestions related to the media appearance and its development. Some revisions also were done based on the media expert suggestion. The revision will be discussed later.

3. Evaluation from the *Pop Up* Expert

The next evaluation was done by the *Pop Up* expert. The *Pop Up* expert who evaluated this media is a professional in designing and creating the *Pop Up* media. The same as the media expert, the *Pop Up* expert also assessed the appearance and the development of the *Pop Up*. Here is the result of the evaluation from the *Pop Up* expert.

c. Appearance aspect

Table 4.18 Score of appearance aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The quality of the illustration color	4	4	100%
2.	The quality of the text colors	3	4	75%
3.	The quality of the font type choice	3	4	75%
4.	The appropriateness of the picture choices	4	4	100%
5.	The quality of the picture	3	4	75%
6.	The quality of the sounds	4	4	100%
7.	The appropriateness the sounds with the illustration pictures	4	4	100%
Total		625%		
Average		89,2%		

The same as the media expert, the *Pop Up* expert gave 29 point for the appearance aspect. It means that the *Pop Up* got 89,2% from the *Pop Up* expert for its appearance. This result tells that the *Pop Up* appearance aspect is very good.

d. Development Aspect

Table 4.19 Score of development aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The quality of the media interaction	4	4	100%
2.	The quality of the movable elements	3	4	75%
3.	The appropriateness of the picture choices	4	4	100%
4.	The appropriateness of the pictures' arrangement	4	4	100%
5.	The quality of pictures splitting	3	4	75%
6.	The text efficiency and effectiveness	3	4	75%
Total		525%		
Average		87,5%		

The *Pop Up* book expert gave the high score for the development of the media. It can be seen from Table 4.19, the percentage score for the development aspect is 87.5%. So, it can be concluded that according to the *Pop Up* book expert the media development is very good.

Further, here is the total score given by the *Pop Up* book expert:

Table 4.20 Average score of the *Pop Up* expert's evaluation

Aspects	Score (%)
Appearance	89.2%
Development	87.5%
Total	176.7%
Average	88.35%

The total score from the *Pop Up* expert is 88.35%. It means that according to the *Pop Up* expert this *Pop Up* book is very good and feasible to apply. In line with the content and the media expert, the *Pop Up* expert also gave some suggestions for the better *Pop Up* book. The revision will be discussed in the next part.

4. Evaluation from the English Teacher

The last evaluation was done by the English teacher. In this case, the English teacher who assessed this *Pop Up* book was a teacher who teaches English in SD NegeriAdisucipto 2. The English teacher also evaluated the media in material and instructional aspects. Here is the result of the evaluation from the English teacher:

a. Material aspect

Table 4.21 Score of material aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Material coverage	4	4	100%
2.	The clarity of the material	4	4	100%
3.	The clarity of the language	4	4	100%
4.	The appropriateness of the pictures used with learning concept.	3	4	75%
5.	The clarity of audio	4	4	100%
6.	The function of picture	4	4	100%
7.	The clarity of exercises	4	4	100%
8.	The balance of the materials and exercises	4	4	100%
Total		775%		
Average		99.9%		

Based on the data above, the percentage score for the material given by the English teacher is 99.9% score percentage. It means that the material aspect of this *Pop Up* book is very good. This result shows that the materials presented in this *Pop Up* book is ready to be used.

b. Instructional aspect

Table 4.22 Score of instructional aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The relevance of the materials to the Competency Standard	3	4	75%
2.	The relevance of the material to the Basic Competency	4	4	100%
3.	The relevance of indicators to the Basic Competency	4	4	100%
4.	The clarity of target learning	4	4	100%
5.	The material coverage	4	4	100%
6.	The clarity of the materials	3	4	75%
7.	The clarity of instructions	3	4	75%
8.	The relevance of the test items to the Standard Competency	4	4	100%
9.	The relevance of the test items to the Basic Competency	4	4	100%
10.	The relevance of the test items to the indicators	4	4	100%
11.	The attraction of media	4	4	100%
12.	The quality of media used	4	4	100%
Total		1125%		
Average		93.75%		

From the table above, the percentage score for the instructional aspect given by the English teacher is 93.75%. It means that the instructional aspect presented in this *Pop Up* book is very good according to the English teacher.

The average score of the evaluation from English teacher is presented in the table below:

Table 4.23 Average score of the English teacher evaluation

Aspects	Score (%)
Materials	99.9%
Instructional	93.75
Total	193.65%
Average	96.8%

Based on the result above, the overall score percentage of the evaluation from the English teacher is 96.8%. This result informs that this *Pop Up* book is very good and feasible to be applied. The English teacher also gave a suggestion related to the picture selection. The revision was also done based on this suggestion. The revision of the media will be discussed in the next part.

5. Implementation (Try Out)

The *Pop Up* was tried out to the third grade students of SD NegeriAdisucipto 2. There were 14 students who joined the try out. The instruction in using the *Pop Up* book took about 60 minutes. Then, questionnaires were distributed to the students in order to get the information about their opinions toward the *Pop Up* book. The questionnaire comprised the material aspect, the instructional aspect and the media aspect. In the end of the try out, the questionnaires were distributed to obtain the data which are described below:

a. Material aspect

Table 4.24 Score of material aspect from the try out

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The clarity of the material	49	56	87.5%
2.	The quality of the material	48	56	85.7%
3.	The clarity of the language	50	56	89%
4.	The appropriateness of the test items	48	56	85.7%
Total		347.9%		
Average		87%		

Based on the data from Table 4.24, the percentage of the material aspect is 87%. It means that according to the students the material aspect of this *Pop Up* book is very good. This result shows that the materials presented in this *Pop Up* book is ready to be used.

b. Instructional aspect

Table 4.25 Score of instructional aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The quality of the material	50	56	89%
2.	The clarity of the instructions	49	56	87.5%
3.	The contribution of the media in motivating students	56	56	100%
Total		276.5%		
Average		92%		

From Table 4.25, the percentage of the instructional aspect is 92%. It means that according to the students the instructional aspect of this *Pop Up* book is very good.

c. Media aspect

Table 4.26 Score of instructional aspect evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The clarity of the pictures	50	56	89%
2.	The clarity of the audio	48	56	86%
3.	The quality of the media	49	56	87.5%
4.	The attraction of the media	55	56	98%
Total		360.5%		
Average		90%		

From the table above, the score for the media aspect is 90%. It means that the instructional aspect presented in this *Pop Up* book is very good.

The average score of the evaluation from the students is presented in the table below:

Table 4.27 Average score of the content expert's evaluation

Aspects	Score (%)
Materials	87%
Instructional	92%
Media	90%
Total	269%
Average	89.7%

Based on Table 4.27, the overall score from the students is 89.7%. This result informs that according the students, this *Pop Up* book is very good.

C. Product Revision

Some revisions were done in order to improve the quality of the product. The revisions of this *Pop Up* book were done based on the comments and suggestions from the English teacher, the content expert, media expert, and *Pop Up* expert. The detail of the product revision is described below:

1. Revision I

The first revision was done based on the comments and suggestions from the content expert. The revision was in terms of the layout of the exercise pages. She focused on the some layouts in the exercise page. Their sizes were too big and made the page crowded. The revision was done based on her comment. The pictures were changed into the smaller one. Here is the description of revision I.

Table 4.28 Revision I

Revision Target	Comment	Action Taken
Layout	Layout of the <i>Pop Up</i> in the exercise part is crowded.	Making the picture smaller and re-arranging the <i>Pop Up</i> in the exercise pages

2. Revision II

The second revision was done based on the comments and suggestions from the media expert. The revision was in terms of the background color and the cover.

First, he commented on the color of the background. Before the revision, the basic color of the background was white. The revision was done by changing the color of background into the colored one. The second revision was done in term of the cover. He suggested collating the layers so the researcher made a revision by collating the layers. The last comment from him was about the pictures resources. In the first draft, there is no picture resources displayed. Based on the suggestion from the media expert, the researcher put the pictures resources in every page of *Pop Up* book. Here is the description of revision II.

Table 4.29. Revision II

Revision Target	Comment	Actions Taken
Color of the background	The color of backgrounds should match the picture background.	The color of the background was changed into the colored one
Cover	The first and second layer of cover is not neat.	The layers were collated so the cover just has a layer.
Picture sources	The sources of the pictures should be attached.	The sources of the pictures were attached in every page of <i>Pop Up</i> book.

3. Revision III

The third revision was done based on the comments and suggestions from the *Pop Up* expert. The revision was in terms of the strength of movable elements and quality of background picture. He commented on the movable elements which were not stuck perfectly. In order to respond his comment, the movable elements were re-stuck with the high quality glue. He also commented on two background pictures

which have a bad resolution. The revision was made by increasing the resolution of which. Here is the description of revision III.

Table 4.30. Revision III

Revision Target	Comment	Actions Taken
The movable elements	Some movable elements are not stuck perfectly.	The movable elements were re-stuck with the high quality glue.
Background picture	There are two background pictures which have bad resolution.	The background picture resolution was zoomed.

4. Revision IV

The fourth revision was done based on the comments and suggestions from the English teacher. The revision was in terms of the picture selection. She suggested that it is better to not use the bird pictures for instruction ‘*open your book*’ and ‘*close your book*’. The revision was made by changing the pictures into the human characters. Here is the description of revision IV.

Table 4.31 Revision IV

Revision Target	Comment	Actions Taken
Bird picture	The picture of a bird that opens a book and a bird that closes a book are inappropriate.	The pictures were changed into a picture of a girl who opens the book and a picture of a boy who closes the book

D. Discussion

In this part, the research findings are discussed. They explain about the appropriateness of the developed *Pop Up* book to be used for the teaching of listening to the third graders. Moreover, the discussion is related to the children's and the teacher's responses to the questionnaires, interview results, and the observations. Based on the interview results and the questionnaires, some characteristics of the appropriate *Pop Up* book are concluded. The *Pop Up* book is appropriate for the students if they have these following characteristics:

1. Making the attention span longer

Considering that children have short attention spans, it is quite useful for the teacher to make the lessons become interesting, lively, and fun. Therefore, the learning activity using the *Pop Up* book is designed to capture children's interest. Here is the discussion of how the *Pop Up* book works on solving the attention span problem:

..... The teacher and the researcher entered the class. Almost all students looked amazed at the *Pop Up* book which the researcher brought. They seem impatient to wait for the teacher starting the lesson. They only focused on the *Pop Up* book the research brought. They whispered to each others. "*What is that?.. It's so big....*" "*wow, the book is big*", they commented. The teacher started the class by greeting them. They answered the teacher's greeting enthusiastically.

(Field note 2)

From the excerpt of the field note above, it can be seen that the *Pop Up* book has successfully attracted the students' attention at the first time they saw the product.

The size and the cover of the *Pop Up* book make them curious. They have not seen a book as big as the researcher brought before. The cover is animated. It presents some interesting and colored pictures. This made the students impatient to wait for what lesson they were going to get.

Furthermore, maintaining the students' attention and focus is not easy. Since the young learners have short attention span, it is needed much efforts to maintain their attention and focus. In fact, the *Pop Up* book has a power in solving this problem. The researcher took a note related to the way the *Pop Up* worked on maintaining the students' attention and focus.

..... The teacher asked the researcher to introduce the *Pop Up* book to the students. The researcher started introducing the *Pop Up* book by explaining the rules of the lesson. The students were enthusiastic. She opened the first page of the *Pop Up* book, then, she did some movements in order to follow the instruction given by the *Pop Up* book. The students followed her. They gave attention to the *Pop Up* book and some of them imitated the instruction mentioned from the audio. She opened the second page of the *Pop Up* book and the students were still enthusiastic in follow the instruction. Sometime they laughed when they saw the funny voices or pictures. The activity was continued until we came to the exercise part.....

(Field note 2)

From the excerpt of the field note above, it can be seen that the students followed the lesson enthusiastically. It also describes the learning processes that run well. All students stayed focusing on the learning activity. The *Pop Up* book helps the students to maintain their attention longer. The pictures which are presented in the *Pop Up* forms make the students amazed. They always wait for what pictures will be

presented in the next pages. The field note also indicates that the students get enthusiastic about the audio. The voices of the cartoon characters amuse them very much. Therefore, these *Pop Up* pictures and the funny audio are very helpful in maintaining the students' attention and focus. The product elicits the children's natural curiosity.

Further, the field note indicates that all students still followed the lesson until the exercise. It means that the *Pop Up* book has succeeded in making the students' attention spans longer. Moreover, the *Pop Up* book still attracted the students' attention until the class ended. This can be seen from the excerpt of the field note below which states that when the class ended, some students asked the researcher about the *Pop Up* book. The *Pop Up* book was really amazing for them.

.....The class ended. The researcher closed the *Pop Up* book. Some students were in the class. They asked the researcher about where they could buy the *Pop Up* book, or how the researcher can make this product. Some of them still imitated the speakers' voices while laughing.....

(Field note 2)

2. Providing constant repetitions

Since the children have a characteristic of enjoying imitating and skillful in learning accurately and mimicking what they have heard, the *Pop Up* book is appropriate for this characteristic. The *Pop Up* book provides a certain patterns, examples, and repetitions. The concept of the *Pop Up* book is to introduce the simple instructions to the students. The audio presents the instructions. Then, the pictures

show the examples of the activity students should do in order to respond to the given instructions. The audio repeats the same instruction in three times. This repetition is important in order to make the students familiar to the instructions. In fact, the data from the field note above, it shows that this aspect works. There were some students who still imitated the instructions mentioned from the audio even though the class has ended. They did a little joke by imitating the speakers' voices.

3. Providing the physical activity

The third aspect is about the sensory input given by the *Pop Up* book. Since young learners are very active, the *Pop Up* book is completed with the physical activities, hands-on activity, and non-verbal language. The *Total Physical Response* (TPR) is selected as the teaching method. The role is when the audio is played, the students should do some movements based on the example given by the *Pop Up* picture. In this activity, the students were not required to speak. This was based on the steps of the TPR (the full explanation of this activity is provided in the appendix). This activity was suitable to be applied in the listening class. By doing some movements, the students enjoyed the lesson. The listening class became more attractive and not monotonous. It was very helpful for the students to comprehend the given material quickly and easily.

4. Helping the students to comprehend the lesson easier

The young learners are also imaginative. The use of the media such as pictures or realia is very helpful to teach them the theme related to concrete meanings. Since the English teacher has limited media to teach listening, the *Pop Up* book has been an alternative. Here is the interview result between the researcher and the English teacher:

- R : Ibu, bagaimana pendapat Ibu mengenai media ini?
(Miss, what do you think about this media?)
- T :Media ini sangat menarik. Saya sangat takjub *mba*. Siswa sangat tertarik dengan media ini, mereka jadi lebih bersemangat dalam belajar *listening*. Maklumlah, media seperti ini jarang sekali mereka temui. Media ini juga praktis, tidak membutuhkan banyak waktu untuk mempersiapkannya.Menggunakannya juga gampang.Yang terpenting, media ini sangat sesuai dengan anak.-anak.
(In my opinion, this media is very interesting. I'm amazed. The students were interested on this media. They also got more enthusiastic. It's known that this media is rarely found. This media is practical and does not take much time for the preparation. It is easy to use. The most important thing is this media is very appropriate to the young learners.

(Interview transcript 2)

From the interview result, the teacher argues that this product is very effective, practical, and easy to use. She said that the *Pop Up* book does not take much time for the preparation. In the other words, the *Pop Up* book can facilitate the students and the teacher in the teaching and learning process. The *Pop Up* book helps the students to comprehend the lesson easily.

From the explanation above, it can be concluded that the *Pop Up* book is appropriate to be used as the media to teach listening to the young learners.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The conclusion of the study consists of three aspects. They are the product, the result, and the research problem. Each aspect is explained as follow:

1. The Steps in Developing a *Pop Up* book

This study aims at developing a *Pop Up* book to be used as media in the teaching listening to the 3rd grade elementary school students. The development of this *Pop Up* book is based on the R&D theory by Walter Dick and Lou Caregin Gall, Gall and Borg (2003:570). The development consists of eight steps i.e. conducting a need analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating media.

2. Product

Since the objective of the study is to develop a *Pop Up* book to be used as the media in the teaching listening to the 3rd grade elementary school students, the product of the research is the *Pop Up* book with audio. There are two different sizes *Pop Up*books resulted from this study. The big one, 95x50 centimeters, is for class use. The medium one, 50x30 centimeters, is for the group use. The elements of each *Pop Up* book are the same, they are:

a. The cover

The cover of the *Pop Up* book is made from a hard material and wrapped by the plastic in order to keep the *Pop Up* book durable.

b. The main pages

The *Pop Up* book contains 18 pages. The pages are divided into two parts; the instruction part and exercise part. There are 12 pages of the instruction part. Each page of which consists of 1-2 *Pop Up* pictures. The *Pop Up* book also consists of 6 pages of exercises part. Each page of which has 3 *Pop Up* pictures.

c. The audio

The *Pop Up* book has the audio with cartoon characters' voices. The length of which is 10.31 minutes. There are two speakers giving the instructions in turn.

3. Result

a. Expert judgment results

From the assessments of the experts, it is concluded that the media are very good and feasible to be used in the listening class. Here is the recapitulation of the average score given by each expert:

Table 5.1. Recapitulation of the average score given by each expert

Experts	Average Score	Category
Content Expert	75%	Good
Media Expert	86.25%	Very good
<i>Pop Up</i> expert	88.35%	Very good
English teacher	96.8%	Very good

b. Implementation result

In the implementation stage, the students give 89.7% as the average score for the *Pop Up* book. The students' responses indicate that the *Pop Up* book is good and helps them in comprehending the lesson. It is supported with the data resulted from the observation and interview after the implementation. The data indicate that the *Pop Up* book has strength as the media to assist the teaching of listening. The strength are:

1. Making the students' attention span longer

The learning activity using the *Pop Up* book is designed to capture children's interest. The *Pop Up* pictures and the funny audio are very helpful in maintaining the students' attention and focus. As the result, their attention span is getting longer

2. Providing constant repetition

The *Pop Up* book provides a certain patterns, examples, and repetitions. As the result, the most of the students still imitate the instructions from the audio even when the class has ended. It seemed that they enjoyed imitating the speakers' voices.

3. Providing the physical activity

The *Total Physical Response* (TPR) is chosen as the teaching method. By doing some movements, the students enjoy the lesson. As the result, the listening class becomes more attractive and not monotonous.

4. Helping the students to comprehend the lesson easier

Since the *Pop Up* book is practical, it can be used anytime. It makes the students motivated. When they are motivated and have no difficulties in listening, the teaching and learning process will automatically run well. The condition makes students comprehend the lesson easier.

4. Research Problems

In developing the product, there is a problem. It is in the selecting the picture stage. Since the researcher cannot draw well, the pictures used in the *Pop Up* book are taken from the internet. It is quite difficult to find the appropriate pictures with a good resolution quality. As the solution, many links which provide the related pictures had been tried to be found.

B. Implication

Based on the result of the study, it implies that the *Pop Up* book is one of the good media to teach listening to the third grade students. The implications of the *Pop Up* book in the teaching and learning process of listening are presented below.

1. Since the *Pop Up* book can make the students' attention span longer, it implies that the product can be used to teach listening in a long section. The product helps the teachers in maintaining the student focus and interesting.
2. The *Pop Up* book provides constant repetitions for the students so the product facilitates the students to practice listening. It also helps the students to be familiar with the new language.

3. The *Pop Up* book also facilitates the students who are very active because it provides activities which are suitable for them physically, mentally and socially.
4. The product is very appropriate to be use as the media to teach listening because it helps the students to comprehend the lesson easier.

C. Suggestions

Based on the conclusion and the implication that have been previously explained, some suggestion can be directed toward the English teachers and the other researchers. The suggestions are as follow:

1. Suggestions for the English teachers of Elementary Schools

Since the *Pop Up* book is very appropriate for the teaching of listening, it is advisable for the English teachers particularly the English teacher in SD NegeriAdisucipto 2 to teach listening by using the product. Furthermore, the teacher should understand how to use the media before using them. Then, it is expected that the media can stimulate the English teachers' innovation in creating and developing the instructional media.

2. Suggestion for other researchers

The instructional media should be improved continually in order to motivate the students to learn. The *Pop Up* book with the audio is the new innovation in instructional media design. Since it is very beneficial, it is expected to other researchers to develop the same product for the other various techniques, and to the other schools. Moreover, the product testing is important to identify the effectiveness of the media.

3. Material Developers

In view of the need for developing the appropriate activities and materials, developing of the *Pop Up* book is highly recommended. The product gives positive effect on young learners so it can be an alternative media for the teaching of listening. The material developers are expected to develop the product by the other various techniques, and to the other schools.

4. The English Department

Since the *Pop Up* book with audio is appropriate for teaching listening, it is suggested to the English Department supervision to give attention on the development of the product. The English Department supervision is expected to promote the product so it can be familiar for all.

5. Book Authors

It is advisable for the book authors to write and publish books about the *Pop Up* book with the audio since the product is still new and very beneficial to be used in the educational world. Those books are expected to inspire the readers and help them to develop the same products.

REFERENCES

- Arsyad, Azhar. 2002. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada
- Borg, W.R. & Gall, M.G. 1983. *Educational Research: An Introduction*. 4th Ed. New York: Longman Inc.
- Brewster, Jean. And Ellis. 2002. *The Primary English Teacher's Guide*. New edition. London: Penguin English.
- Brinton, Donna M. 2001. *The Use of Media in Language Teaching in Marrienne Celce (Eds.). Teaching English as a Second of Foreign Language (Third Ed.)*. Boston, MA: Heinse & Heinle.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Cameron, Lynne. 2001. *Teaching English to Young Learners*. UK: Cambridge University Press.
- Ellis, R. 1997. *Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Geisert, P.G and Fatrell, M.K. 1995. *Teachers, Computers and Curriculum: Micro Computers in the Classroom*. Michigan: Allyn and Bacon.
- Gerlach, S. 1980. *Teaching and Media*. New Jersey: Prentice Hall.
- Gerlach, S. 1980. *Teaching and Media: A Systematic Approach*. New Jersey: Prentice Hall.
- Heinich, R. et al. 1996. *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall Inc.
- Hoover-Dempsey, K.V., Battiato, A.C., Walker, J.M., Reed, R.P., DeJong, J., & Jones, K.P. (2001). Parental involvement in homework. *Educational Psychologist*, 36(3), 195-209.

- Harmer, J. 2001. *The Practice of English Language Teaching*. Third Edition. Essex: Longman.
- Harmer, Jeremy. 2002. *English Language Teaching*. Cambridge: Longman
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Krashen, S. 2009. *Principles and ¹¹³ ice in Second Language Acquisition*. California: Pergamon Press Inc.
- Long, M.H. 1985. *A Role for Instruction in Second Language Acquisition: Task Based Language Training*. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition*. Clevedon Avon: Multimedia Matters.
- Newby, T. et al. 2000. *Instructional Technology for Teaching and Learning Designing Instruction, Integrating Computers, and Using Media*. New Jersey: Pearson Prentice Hall.
- Newby, Timothy J. 2000. *Instructional Technology for Teaching and Learning Integrating Computers, and Using Media*. NJ: Prentice Hall Inc.
- Nunan, D. 1989 *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Paul, David. 2003. *Teaching English to Children in Asia*. Hongkong: Longman
- Richards, J. C. and Rodgers, T. S. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Ramelan, Prof. Dr. 1994. *English Phonetics*. Semarang: UPT UNNES Press.
- Richards, J.C. 1996. *Teacher Learning in Language Teaching*. New York: Cambridge University Press.

- Richards, J.C. 2001. *Curriculum Development in Language Education*. Cambridge: Cambridge University Press.
- Richards, J.C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J.C. and Rodgers, T. 1986. *Approaches and Methods Language Teaching*. New York: Cambridge University Press.
- Richards, J.C. and Rodgers, T. 2001. (2nd edition) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Robinson, P.C. 1991. *ESP Today: A Practitioner's Guide*. Hemel Hempstead: Phoenix.
- Smaldino, Sharon E, et all. 2008. *Instructional Technology and Media for Learning*. 9th Edition. New Jersey: Pearson Prentice Hall.
- Sudijono, A 2003. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.
- Sudjana, Nana and Ahmad Rifai. 2009. *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. 2003. *Developing Materials for Language Teaching*. London: Cromwell Press.
- Van Dyk, Stephen, Elizabeth Broman, Ellen G. K. Rubin, Ann Montanaro and Elizabeth Periale. 2010. *Paper Engineering: Fold, Pull, Pop and Turn*. Brochure. The Smithsonian Libraries Exhibition Gallery, National Museum of American History. Washington, DC.
- Wright, T. 1987. *Roles of Teachers and Learners*. Oxford: Oxford University Press.

DEVELOPING A POP UP BOOK WITH AUDIO AS MEDIA FOR TEACHING LISTENING

TO THE 3rd GRADE STUDENTS OF SD N ADISUCIPTO 2

COURSE GRID OF USING THE *POP UP*


Class/ Semester : 3rd/ 1st semester


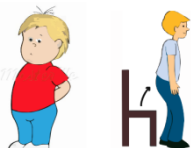


Academic years : 2012/2013





School : SD Negeri Adisucipto 2



Skill : Listening

Standard Competency: 1. Comprehend very simple instructions related to the class context by actions

Basic Competency	Indicators	Learning Material				Learning Activity based on TPR		Page of <i>Pop Up</i> displayed
		Grammars	Vocabulary	Functions	Sounds	Teaching	Learning	
1.1 Responding to the instructions for class context by doing action	<ul style="list-style-type: none"> - Students are able to do the action given by the teacher - Students are able to respond to instructions 	Instructions in simple present tense Verb + Object	<ul style="list-style-type: none"> - Verb: stand up sit down raise keep open close claps make - Noun: hand book door 	Teacher: <ul style="list-style-type: none"> - Speak in English - Open the door - Close the door - Sit down - Stand Up - Clap your hand - Open your 	Speak in English /spi:k/ /ɪn/ /'ɪŋ.ɡlɪʃ/ open the door /'əʊ.pə n/ði:/dɔ: r / close the door /kləʊz/	1. Review <ul style="list-style-type: none"> - The teacher gives example of physical movements and says the corresponding instruction. - The teacher gives the students a fast-moving warm-up with commands 	1. Review <ul style="list-style-type: none"> - The students listen to the instructions and pay attention to the teacher's movement. - The students make physical movements based on the 	 <p>Speak in English Pop Up I</p> <p>Open the door Pop Up II</p>

	physically and verbally.		<p>a line pen</p> <p>- Adj: silent</p>	<p>book</p> <ul style="list-style-type: none"> - Close your book - Read your book - Raise your hands - Make a line - Keep silent <p>Students:</p> <ul style="list-style-type: none"> - Yes Sir - Yes ma'am - Thank you 	<p>ði:/dɔ: r /</p> <p>sit down /'sɪt.daʊn/</p> <p>stand up /'stænd.ʌp/</p> <p>clap your hands /klæp/ /jʊr/ /hænds/</p> <p>open your book /'əʊ.p ə n/jʊr//bʊk/</p> <p>close your book /kləʊz/ jʊr//bʊk/</p> <p>Read your book /rɪd/ / jʊr / bʊk/</p> <p>raise your hand /reɪz/ /jʊr/</p>	<p>2. New Commands</p> <p>The teacher opens the Pop Up book and play the Pop Up book.</p> <p>The teacher does an instruction mentioned by the Pop Up book's speaker</p> <p>The teacher replays the Pop Up book and the students are asked to follow an instruction mentioned by the Pop Up book's speaker.</p> <p>The teacher introduces new instruction after the students have mastered the instruction by opening and playing another page of Pop Up book</p> <p>The teacher</p>	<p>commands given by the teacher.</p> <p>2.New Commands</p> <ul style="list-style-type: none"> - The students pay attention to the <i>Pop Up</i> book - The students follow the teacher's movement - The students follow the instructions mentioned by the speakers - The students 	 <p>Close the door Pop Up III</p>  <p>Stand Up Pop Up IV</p>  <p>Sit down Pop Up V</p>  <p>Open your book Pop Up VI</p>
--	--------------------------	--	----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>/hænd/ make a line /meɪk/ /eɪ/ /laɪn/</p> <p>keep silent /ki:p/ /'saɪ.lənt/</p> <p>Yes Sir /jes/ /sɜ:r /</p> <p>Yes Ma'am /jes/ /mɑ:m/</p> <p>thank you /θæŋk/ /ju: /</p>	<p>combines the instructions and asks the students to follow her.</p> <p>3. Role Reversal</p> <ul style="list-style-type: none"> - The teacher asks the students to mention the instructions that have been already learnt. - The teacher drills the students with the instructions while acting them out. - The teacher asks the students to volunteer themselves giving commands to others 	<p>pay attention to the Pop Up book</p> <ul style="list-style-type: none"> - The students do the instruction the teacher's mention <p>3. Role Reversal</p> <ul style="list-style-type: none"> - The students mention the instructions together with the teacher. - The students act out the instructions and pronounce the words. - The students who are ready 	 <p>Close your book Pop Up VII</p>  <p>Read Your book Pop Up VIII</p>  <p>Raise your hand Pop Up IX</p>  <p>Clap your hands Pop Up X</p>
--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

							<p>volunteer themselves to give instructions to the others.</p>	<div><p><i>Keep silent please</i> Pop Up XI</p><div><p>Make a line Pop Up XII</p></div></div>
--	--	--	--	--	--	--	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Nama : _____
Jenis Kelamin : _____
Umur : _____
Kelas : _____



ANGKET ANALISIS KEBUTUHAN SISWA KELAS 3 SDN ADISUCIPTO 2

Hi adik-adik,

Kakak mohon bantuan adik-adik ya untuk mengisi angket ini. Adik-adik diminta untuk mengisi pertanyaan-pertanyaan di bawah ini sesuai dengan keadaan adik-adik. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum adik-adik mengerti, silahkan tanya kepada kakak. 😊

Petunjuk pengisian:

Pilihlah jawaban yang menurut adik-adik paling benar dengan cara memberi tanda silang (X) pada huruf a,b,c, atau d.

Contoh pengisian:

Aku suka pelajaran bahasa Inggris.

- a. Sangat benar*
- b. Benar*
- c. Salah*
- d. Sangat salah*



1. Aku menyukai pelajaran bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



2. Aku selalu menunggu-nunggu jam pelajaran bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



3. Aku senang mendengarkan orang yang pandai berbicara dalam bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



4. Aku senang jika bisa menggunakan ucapan bahasa Inggris bersama teman-teman.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



5. Aku senang jika bisa menjawab pertanyaan dalam bahasa Inggris dengan benar.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



6. Aku belajar bahasa Inggris agar aku bisa mengerti saat mendengarkan orang lain berbicara bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



7. Aku senang mengingat kata-kata bahasa Inggris yang baru aku dengar.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



8. Aku suka menonton film kartun yang ada ucapan bahasa Inggrisnya seperti film kartun *Dora the Explorer*.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



9. Aku senang mendengarkan percakapan bahasa Inggris di tivi.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



10. Aku senang menirukan ucapan bahasa Inggris yang diucapkan oleh guru atau tokoh-tokoh dalam film yang aku tonton.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



11. Aku senang jika guru menyuruh saya melakukan sesuatu menggunakan bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



12. Aku senang jika ada yang bertanya kepada saya menggunakan bahasa Inggris

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



13. Aku senang jika guru menjelaskan pelajaran menggunakan benda-benda menarik.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



14. Aku senang saat guru mendikte kata-kata dalam bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



15. Aku senang jika diajarkan lagu-lagu dalam bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



16. Aku senang jika guru memberikan contoh percakapan bahasa Inggris dengan benar.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



17. Aku senang belajar bahasa Inggris melalui buku-buku bergambar.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



18. Aku senang belajar bahasa Inggris melalui lagu-lagu bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



19. Aku senang belajar bahasa Inggris sambil bermain.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



20. Aku senang jika belajar bahasa Inggris secara berkelompok dengan teman-temanku.

- a. Sangat benar
- b. Benar
- c. Salah
- d. Sangat salah



Nama : _____
Jenis Kelamin : _____
Umur : _____
Kelas : _____



Instrument for Media Assessment for Students

Jawablah pertanyaan berikut dengan cara memberikan tanda silang (X) pada jawaban A, B, C, atau D yang adik-adik rasa paling benar. Jawaban adik-adik tidak akan berpengaruh dengan nilai adik-adik di sekolah.

1. Materi yang diajarkan oleh Pop Up book jelas.
a. Sangat benar b. Benar c. Salah d. Sangat Salah
2. Materi yang diajarkan oleh Pop Up book mudah dimengerti
a. Sangat benar b. Benar c. Salah d. Sangat Salah
3. Bahasa yang digunakan jelas.
a. Sangat benar b. Benar c. Salah d. Sangat Salah
4. Soal latihan yang ada pada Pop Up book sesuai dengan materi yang diajarkan.
a. Sangat benar b. Benar c. Salah d. Sangat Salah
5. Suara yang diperdengarkan jelas.
a. Sangat benar b. Benar c. Salah d. Sangat Salah



6. Gambar yang digunakan untuk menjelaskan pelajaran jelas.

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

7. Pop Up book membantu aku dalam memahami pelajaran Bahasa Inggris.

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

8. Pop Up book membuatku bersemangat dalam belajar Bahasa Inggris.

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

9. Suara yang diperdengarkan gampang diingat-ingat.

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

10. Menurutku Pop Up book bagus.

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

11. Menurutku Pop Up book menarik

- a. Sangat benar b. Benar c. Salah d. Sangat Salah

Instrument for Media Assessment for *Pop Up* Expert

Nama :

Profesi :

Institusi :

Cara pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu
2. Berilah tanda centang (✓) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran Listening untuk siswa kelas 3 SD.

1	2	3	4
Sangat Kurang (<i>very poor</i>)	Kurang (<i>poor</i>)	Baik (good)	Sangat Baik (<i>very good</i>)

Selamat mengisi lembar penilaian ini dan terimakasih.

Give tick (✓) in the appropriate box

I. Appearance Aspects (Aspek Tampilan)

No.	Statements	1	2	3	4
1	Komposisi warna ilustrasi sesuai.				
2.	Komposisi warna text sesuai .				
3	Pemilihan jenis dan ukuran huruf sesuai.				
4.	Pemilihan gambar sesuai.				
5.	Kualitas gambar baik				
6.	Kualitas suara baik				
7.	Suara sesuai dengan gambar yang ditampilkan				

Nilai Total
Nilai Rata-rata (X)

II. Development Aspect (Aspect Pengembangan)

No.	Statements	1	2	4	5
1	Siswa mudah berinteraksi dengan media pembelajaran				
2.	Bagian yang dapat dibuka bekerja dengan baik				
3	Gambar dipilih dengan tepat.				
4.	Susunan gambar sesuai.				
5.	Penyajian materi sesuai dengan pembelajaran.				
6.	Teks yang digunakan efektif				
Nilai Total					
Nilai Rata-rata (X)					

Komentar dan saran untuk revisi (comments and suggestions for revision).

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			
4.			

5.			

Kesimpulan (Conclusion):

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*)circle one of the statement

Instrument for Media Assessment for Media Expert

Nama :

Profesi :

Institusi :

Cara pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu
2. Berilah tanda centang (✓) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran Listening untuk siswa kelas 3 SD.

1	2	3	4
Sangat Kurang (<i>very poor</i>)	Kurang (<i>poor</i>)	Baik (good)	Sangat Baik (<i>very good</i>)

Selamat mengisi lembar penilaian ini dan terimakasih.

Give tick (✓) in the appropriate box

I. Appearance Aspects (Aspek Tampilan)

No.	Statements	1	2	3	4
1	Komposisi warna ilustrasi sesuai.				
2.	Komposisi warna text sesuai .				
3	Pemilihan jenis dan ukuran huruf sesuai.				
4.	Pemilihan gambar sesuai.				
5.	Kualitas gambar baik				
6.	Kualitas suara baik				
7.	Suara sesuai dengan gambar yang ditampilkan				

Nilai Total
Nilai Rata-rata (X)

II. Development Aspect (Aspect Pengembangan)

No.	Statements	1	2	4	5
1	Siswa mudah berinteraksi dengan media pembelajaran				
2.	Bagian yang dapat dibuka bekerja dengan baik				
3	Gambar dipilih dengan tepat.				
4.	Susunan gambar sesuai.				
5.	Penyajian materi sesuai dengan pembelajaran.				
6.	Teks yang digunakan efektif				
Nilai Total					
Nilai Rata-rata (X)					

Komentar dan saran untuk revisi (comments and suggestions for revision).

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			
4.			

5.			

Kesimpulan (Conclusion):

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*)circle one of the statement

Instrument for Media Assessment for English Teacher

Nama :

Profesi :

Institusi :

Cara pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu
2. Berilah tanda centang (√) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran Listening untuk siswa kelas 3 SD.

1	2	3	4
Sangat Kurang (<i>very poor</i>)	Kurang (<i>poor</i>)	Baik (good)	Sangat Baik (<i>very good</i>)

Selamat mengisi lembar penilaian ini dan terimakasih.

Give tick (√) in the appropriate box

I. Material Aspect (Aspek Materi)

No.	Statements	1	2	3	4
1	Materi yang diajarkan jelas. (The materials taught are clear.)				
2.	Materi mudah untuk dipelajari. (The materials are easy to be comprehended.)				
3	Bahasa yang digunakan jelas. (The language use is clear.)				
4.	Gambar yang digunakan untuk menjelaskan pelajaran				

	sesuai dengan konsep pembelajaran. (The pictures used to present the instruction are appropriate to the instruction concept.)				
5.	Audio yang diperdengarkan jelas. (The audio is clear.)				
6.	Gambar yang diperlihatkan membantu siswa dalam memahami audio yang diperdengarkan. (Pictures presented help the students in comprehend the audio to be listened.)				
7.	Soal-soal latihan yang diberikan jelas. (The test items are clear.)				
8.	Materi dan soal seimbang. (the materials and the test items are balance.)				
Nilai Total					
Nilai Rata-rata (X)					

II. Instructional Aspect (Aspect Pembelajaran)

No.	Statements	1	2	4	5
1	Pembelajaran sesuai dengan standar Kompetensi. (The instruction is relevant to the Competency Standard.)				
2.	Pembelajaran sesuai dengan Kompetensi Dasar. (The instruction is relevant to the Basic Competency.)				
3	Indikator sesuai dengan Kompetensi Dasar. (The indicators are appropriate to the Basic Competency.)				
4.	Sasaran pembelajaran jelas. (The target audiences of the instruction are clear.)				
5.	Materi yang diajarkan lengkap.				

	(The materials taught are complete.)				
7.	Materi yang diajarkan jelas. (The materials taught are clear.)				
8.	Petunjuk yang digunakan jelas (The instruction used are clear.)				
9.	Soal yang diberikan sesuai dengan Kompetensi Standar. (The test items are appropriate to the Basic Competency.)				
10.	Soal sesuai dengan Kompetensi Standard. (The test items are appropriate to the Standard Competency)				
11.	Soal sesuai dengan indikator. (The test items are appropriate to the indicators)				
12.	Media yang digunakan menarik. (The media used are attractive)				
13.	Media mudah digunakan (The media is easy to use)				
Nilai Total					
Nilai Rata-rata (X)					

Komentar dan saran untuk revisi (comments and suggestions for revision).

No.	Revision Target	Description	Suggestion
1.			
2.			

3.			
4.			
5.			

Kesimpulan (Conclusion):

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*)circle one of the statement

Instrument for Media Assessment for Content Expert

Nama :

Profesi :

Institusi :

Cara pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu
2. Berilah tanda centang (√) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran Listening untuk siswa kelas 3 SD.

1	2	3	4
Sangat Kurang (<i>very poor</i>)	Kurang (<i>poor</i>)	Baik (good)	Sangat Baik (<i>very good</i>)

Selamat mengisi lembar penilaian ini dan terimakasih.

Give tick (√) in the appropriate box

I. Material Aspect (Aspek Materi)

No.	Statements	1	2	3	4
1	Materi yang diajarkan jelas. (The materials taught are clear.)				
2.	Materi mudah untuk dipelajari. (The materials are easy to be comprehended.)				
3	Bahasa yang digunakan jelas. (The language use is clear.)				
4.	Gambar yang digunakan untuk menjelaskan pelajaran				

	sesuai dengan konsep pembelajaran. (The pictures used to present the instruction are appropriate to the instruction concept.)				
5.	Audio yang diperdengarkan jelas. (The audio is clear.)				
6.	Gambar yang diperlihatkan membantu siswa dalam memahami audio yang diperdengarkan. (Pictures presented help the students in comprehend the audio to be listened.)				
7.	Soal-soal latihan yang diberikan jelas. (The test items are clear.)				
8.	Materi dan soal seimbang. (the materials and the test items are balance.)				
Nilai Total					
Nilai Rata-rata (X)					

II. Instructional Aspect (Aspect Pembelajaran)

No.	Statements	1	2	4	5
1	Pembelajaran sesuai dengan standar Kompetensi. (The instruction is relevant to the Competency Standard.)				
2.	Pembelajaran sesuai dengan Kompetensi Dasar. (The instruction is relevant to the Basic Competency.)				
3	Indikator sesuai dengan Kompetensi Dasar. (The indicators are appropriate to the Basic Competency.)				
4.	Sasaran pembelajaran jelas. (The target audiences of the instruction are clear.)				
5.	Materi yang diajarkan lengkap.				

	(The materials taught are complete.)				
7.	Materi yang diajarkan jelas. (The materials taught are clear.)				
8.	Petunjuk yang digunakan jelas (The instruction used are clear.)				
9.	Soal yang diberikan sesuai dengan Kompetensi Standar. (The test items are appropriate to the Basic Competency.)				
10.	Soal sesuai dengan Kompetensi Standard. (The test items are appropriate to the Standard Competency)				
11.	Soal sesuai dengan indicator. (The test items are appropriate to the indicators)				
12.	Media yang digunakan menarik. (The media used are attractive)				
Nilai Total					
Nilai Rata-rata (X)					

Komentar dan saran untuk revisi (comments and suggestions for revision).

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			

4.			
5.			

Kesimpulan (Conclusion):

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*)circle one of the statement