DEVELOPING A POP UP BOOK FOR TEACHING READING TO THE THIRD GRADE STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English Language Education

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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 iliah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Juli 2015

Penulis,

Dita Arintia

MOTTOS

Then which of the favors of your Lord will you deny?

Ar-Rahhman: 13

Often being at peace is better than being right - unknown

Seconds never wait for you who are too hesitate to take a step

~ KJI

DEDICATIONS

This thesis is dedicated to:

Ibu, Ibu, Ibu

Bapak

Tisha

Rafi

PBI D 2010 – My D, my precious and amazing friends

Myself

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IN THE ACADEMIC YEAR OF 2014/2015

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ABSTRACT

This study aims at developing a pop-up book as a medium for teaching reading comprehension to the third grade students of SD N 2 Mranti.

This study is classified as Research and Development (RnD) because the purpose of this study is to develop a medium used for teaching process. There were eight steps in this research. They were conducting needs analysis, constructing instructional design, designing, developing, trying out, evaluating, revising, and developing the final medium. The subjects of the research are 34 third grade students of SD N 2 Mranti Purworejo. The data of this study were in the form of qualitative and quantitative data. The qualitative data were obtained from the observation and interviews. The quantitative data were obtained from the questionnaires. The questionnaires were distributed to the English teacher, pre-service teachers of EFH and FEC, and the students in order to assess the medium. The quantitative data were analyzed by using descriptive statistics.

The product of the research is a pop-up book for teaching reading skill to the third grade students in elementary school. Based on the assessments and responses of the evaluators and the students, it can be concluded that the medium is feasible to be used for teaching reading. The score percentage shown by the evaluators is 87,39%. Meanwhile the students gave 91,18% as the final score. The results showed that the pop-up book is very good and feasible to be used as a medium to teach reading to the third grade students of elementary school. The statement is supported by students' opinions given on the interview after the implementation. The data indicate that the medium is successful in making the students enjoy the learning process, helping them comprehend the lesson better, and motivating them to learn English more, particularly reading.

Key words: *developing, A Pop-up Book, teaching, reading, third grade students*

CHAPTER I
INTRODUCTION

This chapter consists of basic information about why the researcher decided to conduct this research. It consist of six main points which are background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, and significances of the research findings.

A. Background of the Problem

As mentioned by Brewster et al. (2002: 1), young children in the primary level (7 to 12 years old) learn language better and more easily than older children. The same statement is also stated by Brown (2001: 87) and Harmer (2001: 37). Both of them believe that younger learners are faster in understanding a new language. They are well-known as super sponge that they can absorb much information and remember it well.

It is believed that learning English as a foreign language will be better if the children have learned their first language. Their first language becomes the base which could be transferred to the second language. After they can use their first language to communicate with others well, they may move to the second language. Similar to learning their first language, they ought to learn the receptive skills first before learning the productive ones.

Reading as one of the receptive skills serves as an input in developing language skill. One of the reasons why it should be learned in elementary school

is to build a good reading habit to the children. Once the children realize that reading is fun, they will continue to read to support their learning or even just for pleasure. One of the ways to stimulate reading habit in schools which will improve the students' interest toward reading is using media.

Actually the use of media in teaching reading in many public schools in Indonesia is very rare, because the teachers tend to use books and LKS (*Lembar Kerja Siswa)*. The use of media for teaching children is actually to facilitate them to be more focused on the lesson. The learning activities will go well if the teacher can capture the students' attention using the media. Nowadays, interesting media have become one of the alternatives to make reading more effective and efficient for the students.

Pictures and big books can help the students enjoy reading. As mentioned by Harmer (2001), one of the students' characteristics is that they remember better toward the real things around them than abstract ones. The use of pictures is to help the students to imagine the objects. Meanwhile, Big books are useful to develop their awareness towards reading itself. The size of the books can be suited depending on the needs of the students. One of the alternatives that combines pictures and texts in big books is a pop-up book.

In pop-up books, many pictures are given to stimulate the children's imagination and fantasy on abstract things. It also provides familiar words which children would easily understand. Well illustrated pop-up books can help the them to understand the content of the whole story. Children's characteristics will match well with this medium so they can enjoy reading pop-up books.

Compared to common storybooks, the appearance of pop-up books is more interesting since the output of pictures is (almost) in 3D. In Cambridge advanced learner's dictionary third edition, 3D is described as an object (film or picture) which looks real and solid instead of looking like a normal flat things. Three-dimensional object is appearing to have three dimensions (width, length, and height).

3D allows students to imagine the real things in more fun way because of the movements. The main pictures will get the main spotlight than the element around them, like backgrounds, when the page is being opened. However, when it is closed, it becomes flat again without any damage.

On the other hand, ordinary storybooks, even though they are completed with pictures, the output is 2D. The dimensions provide the height and length. There is no folding technique used to make storybooks.

Considering the lack of media sources used in SDN 2 Mranti, the researcher believed that the students need new interesting media and materials in learning English, particularly to develop the students' reading habit. The medium that is suitable with the students' needs is expected to meet the goals of attracting the students and make them learn well. They will automatically pay attention to the teaching and learning process if they are interested in the lesson, especially the medium.

Based on the reasons above, the researcher decided to develop a pop-up book to improve the reading skill of the learners particularly the third grade students of SDN 2 Mranti in the Academic Year of 2014/2015. This medium will

be a new teaching aid that can be used by the teacher. Furthermore, the pictures in the pop-up book can help the children understand the content of the story.

B. Identification of the Problem

Based on the background of the study, there are some problems that can be found. The researcher classifies them into three aspects:

1. Students

   Children think that English is difficult. In their perspective, it is a scary subject. It is too strict with many rules in it so that they could not enjoy the English learning process. In the questionnaire, the researcher found out that most of the students have a good attitude toward English and reading. They also have a great will to learn English more. Unfortunately, they do not know the easy and fun way to learn the language. The students cannot focus and pay attention to the lesson since they are too bored.

2. Teacher

   The English teacher only uses a traditional method and one book, which is LKS (*Lembar Kerja Siswa*) in a classroom. As a result, the students get bored and cannot focus on the materials given to them. The teacher uses the same materials from the same source. Based on the interview which was conducted with the teacher, it was found that he often used LKS (*Lembar Kerja Siswa*) to teach. Therefore the materials or stories which are used are always the same.

3. Media

   The media were not good enough to facilitate the children to learn reading. The teacher rarely used storybooks or other media. Although it is stated in many resources that interesting media can be one of the facilities that can motivate the children to learn. The need of more media became the main reason of this research.

Based on the identification of the problem, the improvement of the media can be one of the solutions to improve the reading skill of the children. From the problems above, innovations are needed in order to provide a solution. A good innovation of media is expected to help the teaching and learning activities be more effective and interesting, especially in reading.

C. Limitation of the Problem

In this research, the researcher focused on developing media, especially pop-up book to teach reading. In this case, the medium was meant to be the bridge between the students and the teacher to transfer the learning materials. Hopefully the media could be beneficial for both students and the teacher and might change the students' opinion and belief towards English. This work required the teacher to change his teaching strategy.

By developing such kind of media, students would be stimulated to optimize their reading skill. They would be interested in the media, and they could understand the story easily by looking at the pictures. The illustration of the story

which appeared in 3D in the pop-up book was expected to attract the students' attention and made them more interested in reading.

The research focused on the Third Grade students. The text type used in this research was descriptive, because in the early stage of reading, descriptive was not difficult. The tense that was used was simple present tense. Students were expected to understand the vocabulary that was used in the story with the help of the pictures in the pop-up book.

D. Formulations of the Problem

Based on the limitation of the problem, the formulations of the problem are as follows:

1. What are the learning needs of the third grade of elementary school students at SD N 2 Mranti?
2. How can a pop-up book be developed for teaching reading to the third grade of elementary school students at SD N 2 Mranti?
3. What are characteristics of a suitable pop-up book to teach reading for third grade students?

E. Objectives of the Research

In general, this research aimed at developing pop-up book for teaching English reading to the 3rd grade of elementary school students. In particular, the research was intended: 1) to find out the learning needs of the third grade of elementary school students at SD N 2 Mranti, 2) to develop the pop-up book

which was suitable for teaching reading students at the mentioned school, and 3) to find out the characteristics of a suitable pop-boo to teach reading for the third grade students.

F. Significance of the Research Findings

The results of this research are expected to give benefits to some parties.

1. Students

   This could make them have a good time while learning English and especially improve their reading habit. It also hopefully can improve their vocabulary and experiences in developing their reading.

2. English teacher

   This study hopefully could give the teacher another option and experience for using media to teach reading in class in a fun way and inspire him to be more creative to use and create media.

CHAPTER II
LITERATURE REVIEW

This chapter is divided into three major sections. The first one is theoretical review containing statements and information from the experts and also the opinion of the researcher. The second part is the relevant studies conducted by other researchers that became the foundation of this research. The last part is the conceptual framework which explains the connection between the concepts of the problem in finding the answer.

A. Theoretical Review

This section includes the review of English for young learners, teaching reading for young learners, media to teach young learners, and developing pop-up book as instructional media.

1. English for Young Learners

Learning a new language is easier if it is done in early ages. Younger learners are faster in understanding a new language than older learners. They are well-known as super sponge. They can absorb much information and remember it well. As mentioned in Brewster, Ellis, and Girard (2002: 1), young children learn language better and more easily than older children. The same statement is also mentioned by Brown (2001: 87) and Harmer (2001: 37). Furthermore, it is believed that it has something to do with the plasticity of children' brains.

Lenneberg (1967, in Schouten (2009)) mentioned about the Critical Period Hypothesis. CPH contends that the ability to learn language is limited to years

before puberty. The mentioned ability is believed to disappear as the result of maturity.

The aims of English teaching in elementary school are actually not to make students master the language. According to BOEN (1989, in Brewster, Ellis, and Girard, 2002: 5) it tended to prepare children linguistically, psychologically, and culturally for language learning. It can be explained that the aims of learning second language, in this case English, to raise awareness of the mother tongue and English, developg a positive attitude to language learning, discover and develop a positive attitude to culture, and leaning to communicate.

According to National Education Department of Indonesia (2008: 21) there are four principles of teaching English for Children. First, the material should be interesting and relevant with children' life. The teacher can choose some topics and activities which are directly connected with them. For example, the teacher talks about toys, school, friend, etc. The next point is in teaching English; teacher should give assignments which are challenging but not too hard to be done by the children. Next, the activities also have to be interactive and fun. Lastly, the students like to get involved in any activities while the teacher provides some colorful pictures to make them interested in it. The principles are made based on the children characteristics in general.

Brewster, Ellis, and Girard (2002: 27) mentions eleven aspects which differentiate young children from older learners. Children are actively moving since they are emotionally excitable, but they get bored easily. In contrast, they can concentrate for a long time if they are interested in something. People around

them definitely have to be careful too because they can be easily distracted. They have a wide range of emotional need. They are developing conceptually and still developing their literacy in their first language. They are very special because have their own world, self-oriented and they are excellent mimics. They learn slowly and forget things quickly, that is why repetitions are good for teaching children. The teachers have to consider those characteristics of the children to teach them. The teachers can use song, games, or story which are suitable with the situation.

In addition, Harmer (2002: 38) says that children learn differently from adults in these seven ways. Children respond to meaning even if they do not understand individual words, because they take information from all sides and not only focus on the topic. They learn real things easily since they are very enthusiastic and curious about the world around them. However, they pay less attention if they are not exciting enough. They need individual attention and approval from the teacher because they love to talk about themselves.

In relation to the third point mentioned by Harmer above, National Education Department of Indonesia (2008) also mentions that to learn English effectively, children should start with concrete things and then the method will be eventually developed to abstract things. The reason may lie on one of children characteristics that they remember well of what they see and touch. It is suggested to give children the real experience of learning.

From the characteristics of the children above, teachers can consider the suitable learning experience for them using good materials. It can be material

which is good for their language development and also making them attracted and focused. The materials must motivate them so they think that it is challenging, but also not too hard to be solved.

2. Teaching Reading to Young Learners

Even though learning second language at early ages is more beneficial, it is important to let the children master their L1 first. This is in line with Cummins (1979; in Harmer: 2002: 110) who states that the development of reading skill in a foreign language will be better and easier if children have developed a strong reading skill in their first language. The role of L1 here is as the basic knowledge which will be transfered to L2.

Brewster, Ellis, and Girard (2002) mention that there are three ways that teachers can do to support children in learning their second language. First, the teachers should use visual support wherever possible to help the learners. Children are excellent observers so they can grasp the meaning of L2 from variety sources, such as: body language, intonation, gesture, facial expression, and the social context as well as language itself.

Second, the teachers are suggested to provide repetitions. Repetitions have very a important role in children' learning activity. They have to be familiar with the sound of the language they utter. Children will stop repeating the new word when they think that they have learned the word. Third, teacher's role in providing support and providing challenge should be balance. The students will be demotivated if there are too many tasks which are difficult to them. If the teacher

over-guides the children, all of the works will be too easy to them and it means that the learning activity is less-challenging.

Harmer (2002) points out that children develop different kinds of awareness and knowledge when they successfully learn to read in their L1. First is awareness and knowledge about print. In this stage, they realized that print represents speech and is written in a certain direction. The next is graphophonic knowledge which makes them learn how certain sounds occur together. It includes phonological awareness which refers to syllables, onsets, and rimes. Lexical knowledge becomes the third awareness. It is developed by drilling the certain common words. The next knowledge is syntactic. It helps the children to 'chunk' phrases and to predict what might come next in a sentence or story. The last one is semantic knowledge. It is about the knowledge of the world and experience of life and culture which helps them to have expectations toward literacy events.

When children develop all of the knowledge and awareness, they will realize that they apply them in the new language, but in different ways. They do not have to start to learn from the very first part because they have the knowledge and awareness as the base to learn the second language. It will be easier for the children to learn and also for the teachers to teach. The teachers just have to facilitate the children with good and suitable media.

In addition, Scott and Ytreberg (1990: 49) state children who use Roman alphabet in their language will learn English more easily than children who use another kind of letters. They also compare the difference between German children and Japanese one. They explain that the German children are already

familiar with most of the technique of reading and the Roman alphabet. Meanwhile, Japanese children have to struggle more because they are not familiar with the Roman alphabet.

Considering those facts, the researcher believes that 'the more different the L2 with the students' L1, the more efforts are needed'. Bahasa Indonesia actually has many similarities with English. First, the letters used are the same, which is Roman alphabet, though they are different in how to pronounce it. Then, the composition of the sentences is also the same (*Subjek, Predikat, Objek, Keterangan* and Subject, Verb, Object, Adverb). Compared to other languages, such as Korean, Arabic, Spanish, etc, Bahasa Indonesia has more similarities with English which could help the learning process. Thus, Indonesian children can learn the letter fast and name the objects easily as long as they understand the meaning in their first language. At last, they just have to remember the meaning and the pronunciation.

Teaching reading for children is actually almost the same as that of listening. The children have to know the purpose of the activities. In reading, the children have to know either they have to understand all of the text or they have to find some detail information. The use of pictures is intended to make the children understand the story and guess unfamiliar words.

In daily life, children usually read for fun or to get information they need. At school, the teacher can do so many things to make the teaching learning activities fun. The examples of the fun activities are using pictures, giving some

questions related to the story, giving a task where the children have to find some detail information, giving the title of the story and discussing it, etc.

Teachers should have certain abilities to teach reading in the class. First, considering the children characteristics, teachers must have a good skill in understanding them and also deliver each material. Then, thinking that reading is an input skill which needs more focus to understand the material well, teachers have to make the students feel connected and attracted during the lesson. Teachers also have to make sure that the children' reading activities are meaningful and enjoyable rather than simply meaningless and repetitive activities.

In the early stage of pupils' learning, they can simply listen to the plot unfolds and the illustrations are shared with them. According to Brewster, Ellis, and Girard (2002:112), this can be easy if teachers can bring Big Books to the class, which are large versions of popular story and rhymes. It will be better if the teachers can make their own Big Books to pass on their own version of stories.

In the later stage of reading, pupils are starting to realize that they read to learn something from the texts. Pupils are often introduced to learn new vocabularies or even grammar through reading short texts in the form of dialogues, descriptions, instruction, or short stories.

Brewster, Ellis, and Girard (2002: 115) suggested activities, completed with the purposes and also the materials that can be used to teach reading. The examples can be seen in the following table:

Table 1: Activities to Develop Reading Skills at Primary Level

Activities type	Purpose	Materials
1. Sequencing letters, parts of words, whole words or sentences and sequencing them to make words phrases or sentences. The pupil read and sequence items	• Learning to read: building up letter and word, recognition, morphemic, and syntactic awareness. • Reading to learn: checking understanding at sentence level • Reading to physically 'settle' or calm pupils • Reading to encourage mental activity and problem-solving	Flashcards or worksheets with letters, prefixes, words. Movable cards are good for a kinesthetic learning style.
2. Matching or mapping pictures and words or two halves of a sentence so that they make sense. The pupils read and match the parts so that they make sense. The extracts can be on tape also to reinforce listening skills.	• Learning to read: developing syntactic awareness • Reading to learn: developing concepts of, e.g. cause and effect/problem and solution if these are the examples provided • Reading to physically 'settle' or calm pupils • Reading to encourage mental activity and problem-solving	Pictures and short texts, e.g. speech bubbles. Cards or worksheets with cut up sentence parts. Movable visuals and written cards are good for kinesthetic learning style.
3. Speaking using written prompt cards or language in graphic organizer. The pupils read the cue cards, tick chart, flow chart, etc. to remind themselves of words and sentence patterns and practice using them.	• Learning to read: developing syntactic awareness • Reading to learn: understanding how markers like <u>but</u>, or <u>first</u>, then next organize discourse. • Reading to 'stir' pupils • Reading to encourage mental activity and problem-solving.	Flashcards with words and/or pictures Graphic organizer such as a tick chart or flow chart to say, e.g. <u>I can swim but Maria can't.</u> or <u>First we wash the fruit, then we peel it, next we cut it,</u> etc.

4. Completing details/ taking notes in graphic organizer. The pupils read a text, e.g. simple description, set of instruction of a story and transfer information to a chart with clear headings.	• Learning to read: developing syntactic awareness • Reading to learn: practicing study skills when using graphic organizers • Reading to physically 'settle' or calm the pupils • Reading to encourage mental activity and problem-solving	Graphic organizers, some with partial notes to provide support though example, others can be left blank to provide differentiated activities.
5. Reading and using a graphic or organizer to make statements or ask questions. The pupils refer to a flow chart, a life-cycle chart, etc. to practice describing something or asking questions.	• Learning to read: developing syntactic awareness • Reading to learn: practicing study skills when using graphic organizers • Reading to physically 'settle' or calm the pupils • Reading to encourage mental activity and problem-solving	Graphic organizers, examples of statements or questions as a model
6. Classifying words to make lists or sets of various kinds. The pupils read lists of words which belong to 4 different sets and sort them into group under headings. Classifying mixed up detail from 2 stories. The pupils read sentences from two stories which have been jumbled up. They write them out separately	• Learning to read: practicing understanding the meanings of words and sense relations (inclusion). • Reading to learn: practicing comprehension; using simple discourse markers to understand text • Reading to physically 'settle' or calm the pupils • Reading to encourage mental activity and problem-solving	Lists of words. Categories or story 1, story 2, etc.

7. Checking written statements. The pupils read sentences or short texts which have deliberate mistakes in them to do with language, the ideas, the layouts, the organization, and so on. The pupils correct mistakes. Good for faster pupils.	• Reading to learn: consolidating spelling, comprehension • Reading to physically 'settle' or calm the pupils • Reading to encourage mental activity and problem-solving	Sentences or texts with deliberate mistakes
8. Understanding genre or text types. The pupils learn words for different kinds of text, e.g. manual, TV guide, menu, brochure and match text type to their label and purpose, e.g. this is a kind of sign it gives us a warning.	• Reading to learn: to develop awareness of text types, their layout, purposes, etc. • Reading to encourage mental activity and problem-solving	Different examples of text type + 2 sets of card, one with the text type name on, other with the purpose which pupils match

3. Media to Teach Reading for Young Learners

The development of knowledge and technology provides media which help the teaching and learning process. Teachers as the facilitators have to know how to use the media to help the students understand the material. Teachers are also demanded to be able to develop their own media in order to create a good teaching and learning process.

According to Gerlach and Ely (1971) the term medium refers to human, material or event which builds a good condition for students to learn. Meanwhile Arsyad (2006) says that media in teaching learning process can be in the form of graphic tools, photographic, or electronic to catch, process, and arrange the visual or verbal information. Hamalik (1994: 6) says that medium is a communication

tool to make the teaching and learning process more effective. In conclusion, medium is a tool (technology) to hands over or delivers the message of teaching. Instructional media become one of important elements in teaching and learning process.

The main function of media is as the teaching aids which influence the learning condition created by the teachers. Levie and Lentz (1982) suggest four functions of instructional media, especially visual media. The first function is attention function. Media are aimed to attract and direct the students' attention to focus on the lesson. The second is affective function. The affective function of visual media can be seen from the comfort level when students learn (or read) the text with pictures. Pictures or visual symbols can build the students' emotion and attitude toward the whole content of the story. The next is cognitive function. Cognitive function of visual media can be seen from the findings of research which revealed that a visual symbol or picture expedites the achievement of the goal to understand and remember the information or messages contained in the pictures. The last is compensatory function. Compensatory function media teaching is seen from the results of research that visual media provide a visual context to understand the text to help students who are weak in reading to organize information in text and remember it again.

Meanwhile, Arsyad (2006: 26-27) reveals four practical benefits from the use of teaching media in the teaching-learning process. First, instructional media can clarify the presentation of message and information so that it can accelerate and improve the learning process and results. Second, instructional media can

improve and direct children's attention so that it can build learning motivation and more direct interaction between students and the environment. Next, instructional media can overcome the limit of senses, space and time. Last, instructional media can give the same experience to the students about the events in their environment.

From the explanation above, it can be concluded that there are six important points of the function of instructional media. First, instructional media can clarify the presentation of message and information so that it can improve the learning process and results. Next, it can increase and direct children's attention so that it can build learning motivation of the students. Third, it can overcome the limits of senses, space and time. Fourth, it can also present similar experience toward the students. Next, instructional media can make learning more interesting. At last, the teaching and learning activity becomes more interactive.

Arsyad (2006) divides instructional media into 4 groups. They are (1) printed, (2) audio-visual, (3) computer-based, (4) combination between printed and computer –based. In this thesis, the researcher focused on printed media. Printed media came from mechanic oriented process or photographic to produce or deliver materials, such as books and static visual materials.

In this case, pop-up book is one kind of printed media. The characteristics of printed media are; 1) the texts are read linearly and the visuals are observed based on space, 2) both texts and visuals show one way communication and tend to be receptive, 3) texts and visuals are shown statically, 4) the development of the

media depends on the language principals and visual perception, 5) Both texts and visuals are students-oriented, and 6) Information can be rearranged by the users.

In relation to this, Kemp and Dayton (1985) mention 4 strengths of printed media. They are; 1) students can learn and make a progression based on their own ability, 2) students can follow the ideas arrangement logically, 3) the combination between texts and pictures can build the students' interest and facilitate the process of understanding information, both visually and verbally, to be easier, and 4) the students will participate actively in the activities since they have to respond and answer some questions related to the material. Picture is one of visual aspects in printed media.

Teachers usually use pictures or graphics to facilitate learning. Teachers' creativity determines the functions of the pictures. A creative teacher can use pictures to teach all skills. According to Harmer (2002: 134), pictures can be used in many ways, for example, drills, (communication) games, understanding, ornamentation, prediction, and discussion.

Understanding ornamentation and prediction can be involved effectively in reading activity. In understanding, the role of the pictures is to present and check the meaning. Ornamentation means pictures can make the medium more interesting. For example, course books contain many colored pictures that aim to attract the children to learn more. In prediction, pictures are useful for getting students to predict what is coming in a lesson. It makes them expect something from the lesson and they can also decide the similarities between the upcoming lessons with their background knowledge.

Harmer (2002: 136) mentions that the choice of pictures is a sensitive thing which has to be done nicely. It needs to be appropriate not only in hand, but also for the class. Then, don't make it too childish because children may not like it. Lastly, it also has to be culturally appropriate. The points above have to be reconsidered as a teacher uses pictures as media.

In pop-up books, visualization of messages, information, or concepts which want to be conveyed to the student can be developed in various forms, such as photographs, drawings / illustrations, sketch / drawing lines, graphs, charts, charts, and a combination of two or more forms.

The success of visual-based media is determined by the quality and effectiveness of visual materials and graphs. Arrangement of elements in the media should be able to show the visual display which are understandable, bright / readable, and can attract attention so that it is able to convey the message the users wants.

In the arrangement process, developers should pay attention to certain design principles including the principle of simplicity, coherence, emphasis, and balance. Other elements to consider are the shape, line, space, texture, and color. Simplicity refers to the number of elements in a visual. The fewer elements, the easier the students understand and grasp the message presented by the visual. Similarly, the text that accompanies the visual material should be limited (between 15-20 words). Words must wear a simple letter font style that is easy to read.

Coherence refers to the relationship found between visual elements which when observed will function together. The elements must be interrelated and integrated as a whole so that visually it is a holistic form which can be known and may help the understanding of the message and the information it contains. The emphasizing means the concepts presented require suppression of one of the elements that will be the center of attention of students. Emphasis is given to the most important element. The balance explains that the selected shape or pattern should occupy the space of views that give the perception of balance though not entirely symmetrical.

Furthermore, the principle of shape suggests the teacher to use strange and foreign shapes to develop an interest and attention for students. Line is used to connect the elements to guide the attention of students to learn specific sequences. Texture created a rough or smooth impression. It is used for the suppression of an element as well as color. Color is an important visual element which has to be used carefully to obtain a good impact. It is used to give the impression of separation or suppression, and to build integration. Color can deepen the level of realism of the objects or situations described, point the similarities and differences, and create a certain emotional response.

4. Pop-up Book

For young learners who learn reading, it may be difficult to pay attention when the printed words are found on an ordinary medium. However, there is one print format that can attract them, that is, pop-up books. Movable and pop-up

books provide new perspectives and enhance the readers' experience of everyday activities and surroundings.

A pop-up book is a book that offers the potentials for motion and interaction through the use of paper mechanisms such as fold, scrolls, slides, tabs, or wheels (Bluemel and Taylor, 2012). This kind of book is sometimes called 'movable book' or 'interactive books'. It can be used effectively to promote a story, to motivate reading, and to stimulate interest in the subject at hand.

According to Dyk (2011), pop-up and movable books have been delighting readers for nearly 800 years. Pop up artists and paper engineers are using inventive ways to fold paper and create movement in order to transform the printed pages from two-dimensional forms to three-dimensional experiences.

Dyk (2011) also states that moving from a static printed page to a three-dimensional mechanical book changes the dynamic between reader, words, and illustrations. The relationship becomes more interactive, more tactile, and more dynamic.

The strength of pop-up book based on Dyk (2011) is that it combines hand and eyes, action and reaction, discovery and wonder. Furthermore, it is not only making the learning experience more effective and interactive, but also memorable.

Teachers have standards for selecting books to use with students. Bluemel and Taylor (2012) suggests three main criteria for evaluating picture books and informational books. They also add criteria for some features specific to the pop

up format. First, movable books should do more than amaze the reader by movement. It should be added to the story or information given in the book in one or more ways. Thus, the art in pop-up books should: reinforce the text by making the characters and or the setting come to life, establish the mood of the story through the use of color such as warm or cool, bright, soft, or dark, and extend the story by the addition of visual details not described in the text.

Second, if it is categorized as an informational book, it must be evaluated by the same criteria as all other nonfiction books, and then you should ask about the truth of the information, the current information (unless the book is of a historical nature), the possibilities of stimulation interest for further exploration of the topic.

The last, pop-up books must also be judged on their effectiveness as movable art. Criteria that should be considered include quality of the paper engineering (how well do the movable part work?), complexity of the engineering (is there intricacy, delicacy, ingenuity?), relevance of the engineering (does it extend the text rather than just embellish it?).

If people believe that the main purpose of literature is to create readers by making reading a fun activity, to inform, and to inspire a curiosity to learn more, then pop-up books certainly deserve the designation of literature. Bluemel and Taylor (2012) state that pop-up books are worthy to be included in children and young adult literature and to be considered a distinctive contribution to the field.

The use of pop-up book in an educational setting is very beneficial for both teachers and students. Movable books are full of surprises. Children' reactions while watching this kind of book are so priceless when they turn the pages. Bluemel and Taylor (2012) have no doubt that even with those pop-ups where the plot and characterization may be minimal and the factual information may be basic, the reader of these books exhibits an enthusiasm that is not often seen in the perusal of an ordinary book. Furthermore, they also said that pop-up books appeal to a cross- section of students, from eager learners to those who have a history of being turned off by reading, to those for whom learning is difficult, to those who are grappling with a language other than first one. That enthusiasm can be channeled into positive experiences for students at every level.

Bluemel and Taylor (2012) suggest that teacher should try to use pop-up books with young children to make them love books and reading. Pop-up books will help learners to fill the gap between real-life situations and symbolic representation. For reluctant readers or children with learning disabilities, this kind of medium can help them to grasp meaning through exciting visual representation. Even for older, gifted, and talented students, this medium can help them to develop critical thinking skills and develop creativity.

B. Relevant Studies

Previously, there were some studies about developing pop-up books as media to teach English for children. This study is intended to make another pop-up media to facilitate reading activity. The first is a study conducted by Khafidhoh (2011). The findings of the research showed that the use of the pop-up book

successfully attracted the students attention. She reported that students were more active and enthusiastic joining the class when they studied using the product.

The second is a study conducted by Firtstyani (2013). She focused on designing a pop-up book for teaching listening skill for grade three students in elementary school. The finding of her research showed that the students found the pop-Up book interesting and engaging. The children even asked her to teach them in that school so they could experience more interesting things.

The last one is a study done by Trisnandari (2013). In her research, she developed a pop-up book for English for Holiday students for teaching all skills (speaking, reading, listening, and writing. The content and the appearance of the medium are very interesting and it captured the students' attention when they learned using the medium.

In conclusion, relevant studies above showed that visual media can be effective media for teaching English for children. The studies support the idea to develop a pop-up book as media for the teaching English in any skills. The previous researchers recommend other researchers to develop pop-up books to teach other English skills for other students.

However the three studies above had some lacks which had to be developed. In the first study, the researcher only made the medium and tasks. There were no other elements which supported the whole learning activity. In the second study done by Firstyani, the task was only one. It only covered the small parts of the whole lesson. Lastly, in Trisnandari's study, the medium was used for particular audience, so it couldn't be used for common schools.

In this research, the researcher planned to add another innovation to make the pop-up book more beneficial. The researcher provided a full course grid used for two meetings and also adds the tasks and activities. The pop-up book itself also consists of one more part which can be used to teach reading and get students' attention. The medium is in the form of sticky pictures. It is used to give an example to the students to make sentences.

C. Conceptual Framework

Reading is one of receptive skills which is better to be nurtured since young age. Reading activities is expected to build a good reading habit which makes children spend their leisure time positively. Reading skill will help them to understand texts they read. To support children develop their reading habit and skill, teachers and media developers should be more creative in making media and activities related to reading at school.

In teaching reading, media can be used to help teachers explain the content of texts. Moreover, media are also beneficial for students as they can focus on the lesson better. They can capture the meaning and message of the text they read easily by imagining the real things presented by the pictures on the media.

A pop-up book as media for teaching reading shows the illustration of the text by providing pictures as supports. The pictures allow students to remember and understand the content easier. This medium will also motivate the students to read more because it is enjoyable. The conceptual framework of this study is explained in the following diagram.

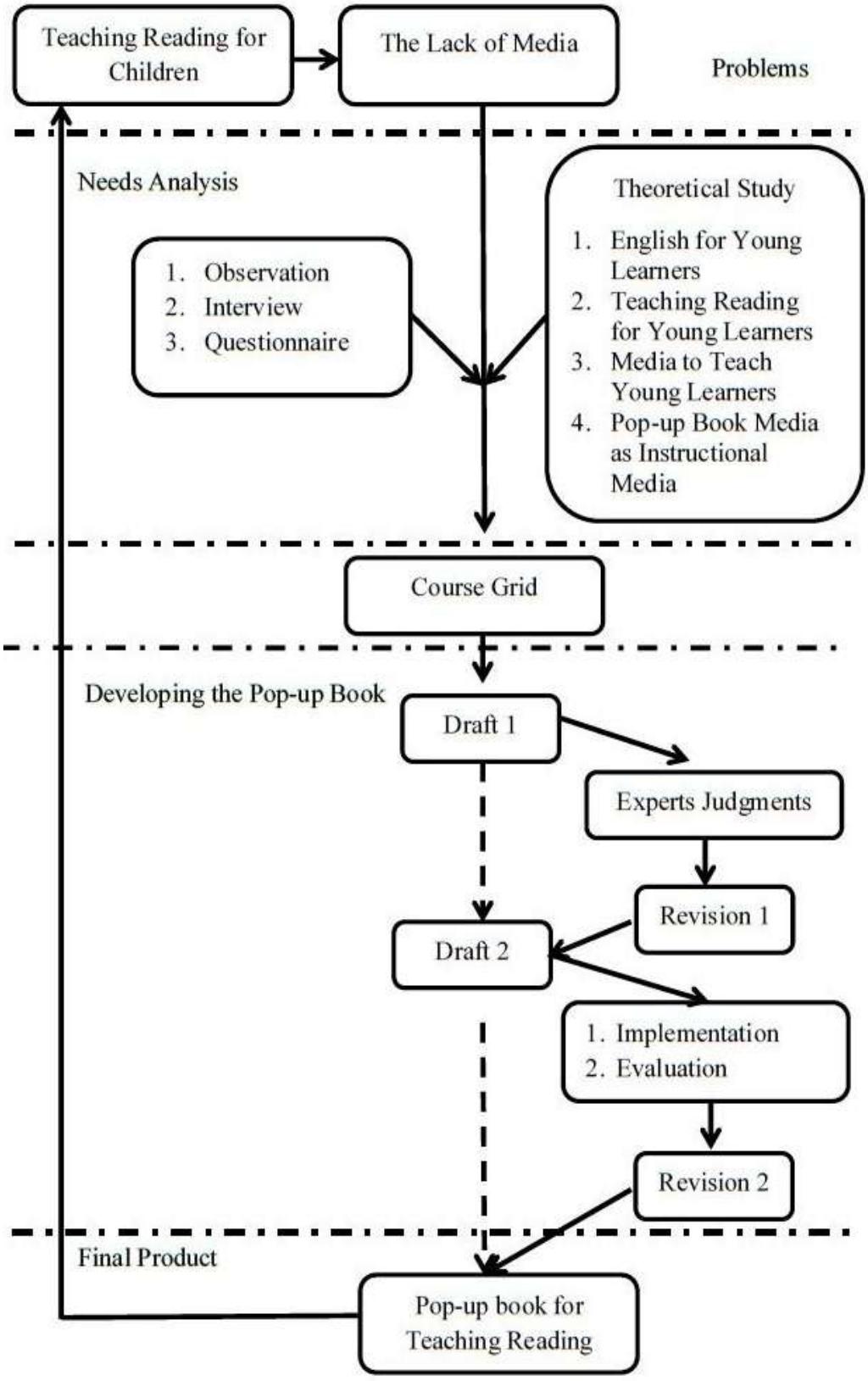


Figure 1: The Conceptual Framework of the Studies

CHAPTER III
RESEARCH METHOD

This chapter explains the method or the procedure of the research. It consists of type of study, subject of the research, setting of the research, instrument to collect the data, data collection technique, data analysis, and research procedure.

A. Type of 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 in an educational program (Borg and Gall, 1983:772). In this study, the researcher developed an instructional medium, which is a pop-up book, and got it evaluated. The steps of the research are modified from the Research and Development cycle, they were needs analysis, constructing instructional design, designing the media, developing the media, implementing the media, evaluating the media, revising the media, and developing the final media.

B. Subjects of the Research

The data of the research were taken from the third grade students of SD N 2 Mranti in the academic year of 2014/2015. The researcher only used a group of the third grade students. They learn English as a foreign language. There were 34 students in this grade. The age of the students varied from 8 to 9 years old.

C. Setting of the Research

The research was conducted at SD N 2 Mranti, Purworejo in the third grade. It is located on Jl. Let Jend Suprapto no. 143. The school has a large area. There are six classrooms, a headmaster room, a teacher office, an UKS, two school yards, a mosque, and a library.

D. Data Collection Techniques

The first technique used to collect the data was observations. The researcher came to the school and observed the situation. It was reported in the form of observation sheet.

The second technique was conducting an interview. In the interview, the researcher asked several questions to the teacher related to the class to know the main problem of the class. It was recorded and transcribed.

The last technique was giving questionnaires. There were three types of questionnaire. The first questionnaire was distributed to identify the needs analysis. In this case, the students answered some questions which were needed to complete the needs analysis. Four options were given toward the students whether they were Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The second questionnaire was intended for assessing the content of the medium and the tasks. It aimed to get suggestions and opinions in order to determine whether the medium is feasible to use or not. The last questionnaire was aimed to get feedbacks from the students about their experience in learning English using the developed media.

E. Instruments to collect the data

In collecting the data, the researcher used observation guide, interview guide and questionnaires. Observation guide and interview guide were made to get important information about the setting and the problem. There were three sets of questionnaires used in this study. The first one which was distributed in the beginning of the research was made to know the learning habit and needs of the students. The other two questionnaires which were distributed in the middle of the process aimed to obtain the data of the evaluators' opinions and suggestions about the medium developed. The last questionnaire was used to get the data of opinions and suggestions about the medium developed from the students.

F. Data Analysis

There are two kinds of data in this research, namely qualitative data and quantitative data.

a. The qualitative data

The qualitative data were obtained from the interview with the teacher based on the interview guide and the observation. The data from interview and observation were about the classroom condition, the learning teaching process, the problem faced by the teacher, and the expected solutions. The comments and suggestions from the English teachers 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 and third questionnaires which were distributed to the English teachers and the students. The scoring of the data used 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:

$$\mathbf{P} = \frac{f}{N} \boldsymbol{x}\ \mathbf{100}\%$$

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 2: 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 considered as feasible to apply if the score is more than 60%. The pop-up book should be revised if the score is less than 60%.

G. Research Procedure

The procedure used in this research was adapted from the R&D model proposed by Dick and Carey in Gall and Borg (2003: 570). Some modifications were made. Thus, there were eight steps conducted to create a pop-up book as a kind of instructional media in this research. They are explained as follows.

1. Conducting Need Analysis

In this step, the researcher got some information related to the students and the teacher's needs to facilitate the reading activity. The researcher conducted an interview and class observation, and distributed questionnaire to the students to collect the information. These steps were necessary as the guidance in designing the appropriate media for the teaching of reading. The analysis of the data was done in order to match the media developed with the teacher and students' needs.

2. Constructing Instructional Design

In this step, the researcher formulated the instructional design of the media. Some important aspect, such as competency standards, basic competencies, specification of learning objectives, indicators, construction of the content materials, identification of learning strategies, determination of the teaching and learning activities, the selection of the media, and the construction of the evaluation were considered. The design was formulated based on the needs analysis obtained in the first step and also theories. 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. The output from this step was a course grid.

3. Designing the Media

In this step, the draft of the pop-up book as the media was made. There were two main parts of this step. They were designing the media and designing the instruction on how to use the media.

a. Designing the media

In designing the media, the researcher did two steps. They are transferring the idea and editing the illustration of the pictures. In transferring the idea, the topic and materials that would be presented in the pop-up book were selected based on the course grid that has been made. The next step was editing the illustration. The choices of pictures, colors, backgrounds were included in this step. The illustration was chosen and edited using the Corel X3, Photoshop, and PhotoScape programs.

b. Designing the storyboard

In this step, the storyboard of the media was made by the researcher. It explained the details of the pictures, the texts, and the material presented. The storyboard also explained how the media worked in every part, how the elements worked, and how to manipulate the movable elements to make them work well.

4. Developing the Media

In 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. Printing and assembling are the steps done in producing the media.

Printing the design of the pop-up book was the first step in producing the media. The elements were printed into A3+ ivory 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. Next, the elements of the pop-up book were assembled by hands. They were stuck in each page based on the story until the last page.

5. Implementing the Media

After developing the medium, the researcher implemented the medium in the class. This step was also aimed to get students opinion about the media.

6. Evaluating the Media

The evaluation of the media was based on the data from the questionnaires distributed to the students, the teacher, and the teacher of FEC and EFH. After implementing the pop-up book, the researcher asked the students and the teachers to give score through questionnaires.

7. Revising the Media

The data which were gained from the previous step became the base of the revision. The weaknesses of the media were improved so it reached the expected qualification.

8. Developing the Final Media

The final medium was developed and produced based on the students' and teachers' opinions and suggestions. It can be used for the teaching of reading.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, there are two main parts; they are research findings and discussion. The first part describes the findings that the researcher found during the research. Meanwhile, in the second part, the described findings were discussed in more detail.

A. Research Findings

The findings are discussed in three main parts: the learning needs, the process of developing the pop-up book, and characteristics of a pop-up book to teach reading for children. The first part explains about the description of the respondents and the findings related to the needs analysis. The second part is related to the development of the medium, starting from conducting the instructional design, developing, implementing, until evaluating the medium. The last part is the conclusion from the research about the characteristics of a pop-up medium to teach reading for children.

1. Learning Needs

a. Respondents' Description

In the first stage of this study, the information related to the subject respondents of this study was collected. The subjects were 34 students of grade 3 of SD N 2 Mranti, Purworejo in the academic year of 2014/2015. The age of the students varied from 8 to 9 years old.

b. Needs Analysis

The instrument of needs analysis was developed before the researcher conducted the needs analysis. This study used a questionnaire sheet for the students as the instrument. The questionnaire was created based on the observation and the interview conducted before.

The questionnaire sheet consisted of ten questions that were developed based on the blue print which has been made before. The blue print is presented in the following table.

Table 3: Organization of the Needs Analysis Questionnaire

The Purpose of the Question	Part	Question Number	Number of Items
To get information about the students' profile	**A**		
To get information about the students' attitude toward English lesson	**B**	**1, 2,**	2
To get information about the students' motivation in learning reading	**B**	**3,4**	2
To get information about the students' attitude toward reading	**B**	**5,6**	2
To get information about the activities that the students are interested in	**B**	**7,8,9,10**	4
Total of items			10

The questions were aimed to find out the learners' needs and the learning needs. The content of the questionnaire sheet aimed at finding out the students' profile, the students' attitude toward English, the students' motivation in learning English (especially reading) and the activities and topic that the students are interested in.

After making the questionnaire sheet, the researcher conducted the needs analysis. The questionnaire was distributed on November 26th 2014. In the same day, information related to the English teaching and learning process, the students, and the school was also collected. The information was used to complete the needs analysis and make field notes.

The explanations below are the results of the needs analysis.

a) The Description of the Learner

In this step, the information related to the study was collected. The learners were 34 students of grade 3 of SD N 2 Mranti, Purworejo in the academic year of 2014/2015. The data of the students are presented in the table below.

Table 4: Data of the Grade Three Students of SD Negeri 2 Mranti

Students	**Sex**		**Age**
	Male	**Female**	
34	12	22	8-9

The students in this class had their own unique characteristics. Most of them were talkative. Some of them were so quite but willing to listen to each instruction well. Their English abilities were almost at the same level. Most of them were in the low level of proficiency. At their age, it is common that they are very active, love to play more, and get bored easily. The students came from different social and economic background.

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

The questionnaire shows the students' needs and their interest toward English. It points out the students' attitude toward English, their motivation in learning English (especially reading skill), the topics that they like when they are

learning English, and the kinds of activities they like to do during the lesson. Those results were used as the main base in developing a pop-up book at grade three of SD N 2 Mranti. The result of the students' attitude toward English lesson is presented in the following table.

Table 5: The Results of the Needs Analysis Questionnaire about the Students' Attitude toward English Lesson

Purpose	Statements	Results			
		Strongly Agree	Agree	Dis agree	Strongly disagree
The students' attitude toward the English lesson	The students like learning English	59,4%	31,2%	9.4%	0%
	The students want to learn English more	75%	25%	0%	0%

It was mentioned before that the aim of the first part above is to find out the students' attitude toward English. It can be seen clearly from the table that all of the students want to learn English more and 90,6% of them like to learn English. The table also shows that 25% of students have lesser desire to learn English more and 31,2% of them get lesser joy in learning English. The teacher actually has to know more why the remaining students dislike English. The students need to be interested to the lesson before they learn deeper about it.

Next is the result about the students' motivation in learning reading. The data is presented in the following table.

Table 6: The Results of the Needs Analysis Questionnaire about the Students' Motivation in Learning Reading

Purpose	Statements	Results			
		Strongly Agree	**Agree**	**Dis agree**	**Strongly disagree**
The students' motivation in learning reading	The students want to be able to read English texts	84,4%	15,6%	0%	0%
	The students want to understand English texts	93,7%	6,3%	0%	0%

This part was aimed to know the students motivation in learning reading. From the percentages presented above, it can be concluded that all of the students have high motivation in learning reading. The percentage of the students who really want to be able to read English text is 84,4%. In the next statement, 97, 3% of the students said that they have more willingness to understand English texts.

The following table explains the result of the needs analysis related to the students' attitude towards reading.

Table 7: The Results of the Needs Analysis Questionnaire about the Students' Attitude towards Reading

Purpose	Statements	Results			
		Strongly Agree	**Agree**	**Dis agree**	**Strongly disagree**
The students' attitude towards reading	The students like to remember the English words they have learned	56,3%	43,7%	0%	0%
	The students like to hear the teacher reads them English stories	68,7%	28,2%	3,1%	0%

The table shows that 100% of the students like to learn new words from reading and 96,9% of them also like it when the teacher tells those English stories.

It shows that they are interested in written text and the reading activity itself, even though only 56,3% of them who really like to remember new words and 68,7% like to hear English stories. There must be some reasons of the 3,1% of the students why they do not like it when the teacher tell them stories.

The next table shows the result of the needs analysis about activities that students are interested in.

Table 8: The Results of the Need Analysis Questionnaire about Activities that the Students are Interested In

Purpose	**Statements**	**Results**			
		Strongly Agree	**Agree**	**Dis agree**	**Strongly disagree**
Activities students were interested in	I like stories about animal	84, 4%	12,5%	3,1%	0%
	I like to learn English from pictorial book	90,6%	9,4%	0%	0%
	I like to learn English while playing	71,9%	15,6%	12,5%	0%
	I like to learn English in group	90,6%	9,4%	0%	0%

The last part of this questionnaire was aimed at getting information about what activities the students prefer to do in learning English. The percentage shows that 96,9% of the students like stories about animal. They also enjoy learning from pictorial books. They like to learn while playing and learn in group, even though 12,5% of them do not like to learn English while playing. This information is very useful to design the suitable medium and activities for the students.

The next needs analysis data were taken from the observation. The researcher observed the class activity after collecting the distributed questionnaire.

The situation in the class was not very condusive. Some of the students from the class had another activity outside. They came in and out the class calmly without any thought that they were disturbing their friends' concentration.

Wednesday, November 26th 2014

The teacher asked the students to open their worksheet (LKS). He wanted the students to listen and read the text while he read it out loud. After that, the teacher asked them to repeat some words and told them the meaning. The time was not enough, so the teacher gave the students some exercises to do at home as their homework

Field Note 1

From the field note above, it can be seen that the English teaching and learning process on that day was conducted without any interesting media except *LKS*. The use of the students' worksheet was not enough to attract the students' attention. Based on the interview, it can also be concluded that the teacher rarely used interesting media such as storybooks to teach the students to provide them interesting reading sources. The teacher only used the exercises from the students' worksheet to give examples or even homework.

2. Developing Pop-up Book

Learning needs and theories became the framework of the development of the medium. This part explains the steps of developing the pop-up book. It starts from constructing instructional design, designing the medium, developing the media, trying out the medium, evaluating the medium, revising the medium, until developing the final medium.

a. Constructing Instructional Design

Instructional aspect which was developed in this part is mainly about course grid. The other aspects, competency standards and learning objectives were presented in the teacher's guide book.

The course grid was developed based on the data from needs analysis and the curriculum for elementary school. It also matched with the theory about instructional aspects mentioned by National Education Department of Indonesia (2008:53). The formulation of the course grid involved the basic competencies, the indicators, and the construction of the learning materials, the steps of activities, the selection of media, and the displayed media. There were seven main components developed by the researcher in the course grid. The components can be seen in the following table whereas the complete course grid was attached in the appendix.

Table 9: The Table of the Course Grid

Indicators	Learning Materials			Steps of Activities	Media	Page of Pop-up displayed
	Grammar	Vocabulary	Descriptive Text			

The course grid was designed based on the theme that the researcher chose. It adjusted the status of English in elementary school which was a local content, not the main lesson. It also considered the change of the curriculum itself. If the lesson is based on certain theme, it can be used in any kind of curriculum since it doesn't have to be matched with the basic competency and standard competence.

The learning materials were chosen by considering commonly used materials which were close to students' daily life. The grammar used was in the

form of *'Simple present tense'* since the main story was descriptive. The story presented in the pop-up book was about animals in the farm. In the story, the vocabularies were mostly about animals and the sounds of them. The examples of the used vocabulary were *'sheep', 'chicken', 'dog', 'woof-woof', 'baa-baa'* and many others.

The learning activity in the course grid used the Genre-based approach. This method allows the students to build awareness towards the theme or topic in the first stage, which is BKOF (Building Knowledge of the Field). Next, the MOT (Modeling of Text) allows the students to see the example of the text used in the lesson. It will be easier for them to understand since they have already known a little about the topic talked in the previous step. In the JCOT (Joining Construction of the Text), the students do some activities to let them produce something related to the text presented before with guidance from the teacher. In the last step, ICOT (Independent Construction of the Text) the students have to be more confident and creative to produce something by themselves.

By using the developed pop-up book that is completed with the course grid and the teacher's guide book, the learning goal can be reached. It is expected to give a new experience for the students in learning English in fun and interesting way.

b. Designing the Medium

In this part, the pictures used were selected as needed. The editing process was also done to make the pictures look more appropriate. The placement of the pictures was also designed to know how the medium would work.

1) Selecting the Appropriate Pictures

Pictures were chosen as the important part of the medium. The chosen pictures were considered as good components. They were suitable with the story and had good quality. They were expected to match well with the students' taste. There were two categories of pictures used in this pop-up book. The first one was pictures used as the backgrounds. The backgrounds were selected based on the sentences presented. For example, in the first page the sentence was, 'There are many animals in my uncle's farm', so the background used was the view of farm with many animals on it.

The second category of the pictures used was the cartoon pictures. The cartoon pictures were selected based on the animal mentioned in the sentences. For example, in the sentence, it was written 'There are some cats. They go meow-meow', then the pictures were some cats. The pictures were in the form of cartoon in order to attract the students' attention and keep their focus on the pictures.

The backgrounds and cartoon pictures were taken from internet and edited by using *Corel Draw X3, Adobe Photoshop,* and *PhotoScape.* The cover design was also edited using the same applications.

The outline of each page of the developed pop-up book was presented below:

1) Pop-up Book: Cover

Sentence : Uncle Jerry's Farm

Picture :

In this page, the students are introduced to the title of the story. The teacher read the title and the students can repeat after him.

2) Pop-up Book: Page 1

Sentence : There are many animals in my uncle's farm

Picture :

The opening of the story is the topic sentence of the whole story. In this page, the teacher also acts as the uncle and introduces himself.

3) Pop-up Book: Page 2

Sentence : There are some cats. They go meow-meow.

Picture :

Here, the presented animal is a cat. The students repeat the sound of a cat after the teacher shows it as the example. The activities for the following pages are the same with this one.

4) Pop-up Book: Page 3

Sentence : There are some dogs. They go woof-woof.

Picture :

5) Pop-up Book: Page 4

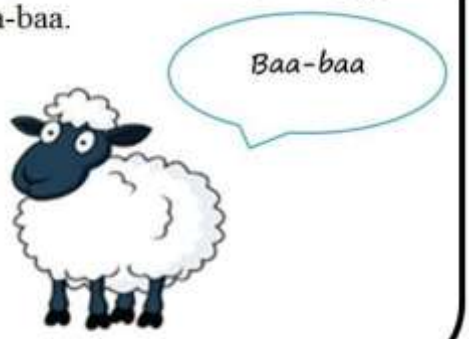
Sentence : There are some pigs. They go oink-oink.

Picture :

6) Pop-up Book: Page 5

Sentence : There are some sheep. They go baa-baa.

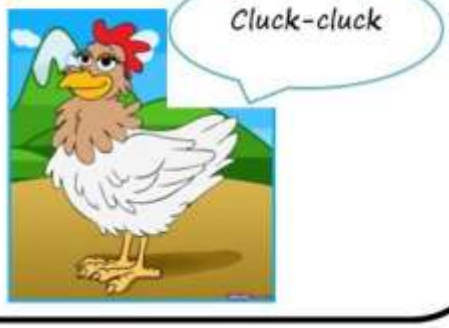
Picture :



7) Pop-up Book: Page 6

Sentence : There are some chickens. They go cluck-cluc'

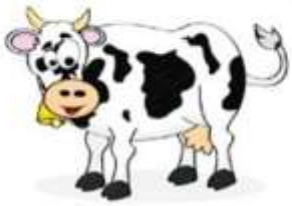
Picture :



8) Pop-up Book: Page 7

Sentence : There are some cows. They go moo-moo.

Picture :



9) Pop-up Book: Page 8

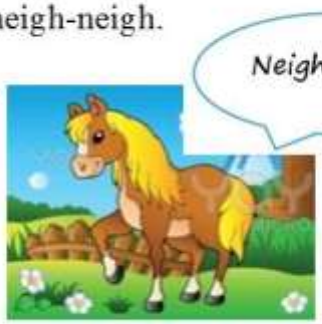
Sentence : There are some ducks. They go quack-quack.

Picture :

10) Pop-up Book: Page 9

Sentence : There are some horses. They go neigh-neigh.

Picture :



2) Designing the storyboard

In designing the medium there were some concepts in placing the elements. The concepts are explained in detail as follows.

1) Cover

The cover of this pop-up book was very simple. It showed the common view of a quiet and beautiful farm with a big title on it. Here is the design of the cover:

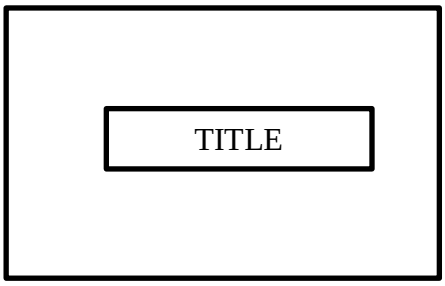


Figure 2: Design of the cover

2) Page 1

This page was presented as the introduction of the whole story. This page showed the owner of the farm, Uncle Jerry, in the pop-Up form. The detailed design of this page is shown below:

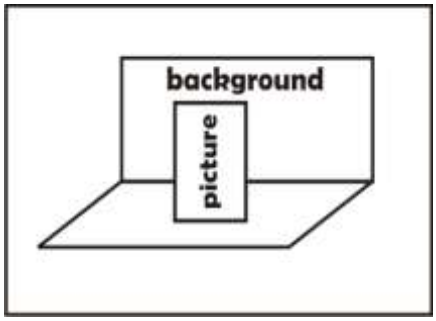


Figure 3: Design of Page 1

3) Page 2-9

The remaining pages contained the whole story about the animals in the farm and how they sounded. In each page, there were cartoon pictures according to the animal mentioned in the sentence there.

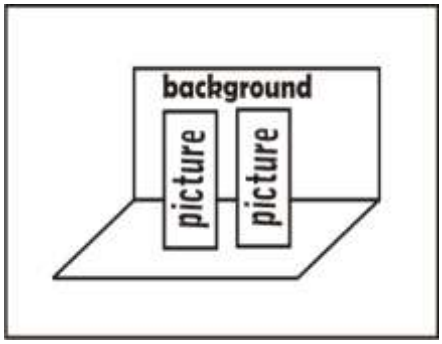


Figure 4: Design of Page 2-9

After the design was made, the supervisors gave some suggestions and comments to make the medium better before being produced. Revisions were done for some aspects, the selection of the pictures and the placement.

c. Developing the medium

There were many preparations done in the development process. The test for the product was also done before the try out and evaluation. The details were explained as follow:

1) The Cover

The cover is the first element of the pop-up book which can be seen by the users. It informs the title of the story and gives stimulus to them to recall any information related to it. The picture is edited by using *PhotoScape* and *Corel Draw X3*. The cover should be firm and long lasting, that is why choosing the

appropriate materials became a big task here. The cover is made from double hard carton covered by picture printed with *ivory paper*.

2) Page 1

In this page, the first sentence is aimed to be the topic sentence of the story. There are two kinds of pictures here. They are the background picture and the cartoon picture. The cartoon picture is in the form of pop-up. Hard carton is also used as the basic to make the pop-up book firmer.

3) Page 2-9

The main pictures of the animals are presented in these pages. The sentences shown are also matched with the sentences in the background. For example, the sentence is ‘There are some dogs. They go woof-woof.”, so the pop-up pictures are dogs completed with the balloon which shows how the dogs sound. The base of these pages are also made from hard carton and layered with *ivory paper*.

4) Product Testing

This stage is aimed to test the pop-up book before the try out and evaluation section. The product testing was done by observing the use of media. The checking activity is focused on the movements of the elements.

The point of pop-up book is the movable elements, so it is better to make sure that they work well in showing the pictures. The hardest part is to make the pictures folded well when the pages are being flipped.

During this process, a problem was found so revisions were done to solve them. The problem was about the folded pictures when the user flipped the pages. This problem has been solved by changing the length of the attached paper between the pop-up pictures and the background. Here is the table of evaluation after the revision:

Table 10: Product Testing before the Evaluation

No.	Page	Designed Function	Testing Result	
			working	not working
1.	Cover	Able to show the title of the story.	√	
2.	Page 1	Able to show the sentence and the standing uncle.	√	
3.	Page 2	Able to show the sentence and the pictures of the cats.	√	
4.	Page 3	Able to show the sentence and the pictures of the dogs.	√	
5.	Page 4	Able to show the sentence and the pictures of the pigs.	√	
6.	Page 5	Able to show the sentence and the pictures of the sheep.	√	
7.	Page 6	Able to show the sentence and the pictures of the chickens.	√	
8.	Page 7	Able to show the sentence and the pictures of the cows.	√	
9.	Page 8	Able to show the sentence and the pictures of the ducks.	√	
10.	Page 9	Able to show the sentence and the pictures of the horses.	√	

d. Implementing the medium

After the product was done and tested, the researcher tried out the media in the class, including some activities mentioned in the course grid. This activity also aimed to get the evaluation from the students.

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The class was opened by the homeroom teacher. He informed the students about the activities and asked them to listen and cooperate well with the researcher.

As the opening, the researcher did the greeting as usual and then told the students about the plan for the next 45 minutes.

The students looked so amazed when they saw the cover of the medium. They wanted the researcher to open the book immediately. The researcher asked the students about farms and animals around them first as the activities for BKOF. They answered well and even shouted to take a chance to answer.

The students responded well when the pop-up book was being opened. The presentation was quite slow. The researcher even asked the students to repeat after her to make it more interactive and asked them related to the animal presented.

For checking the students' comprehension toward the story, the guessing game was done. Almost all of the students raised their hands to be chosen to play. At last, all of them join the game.

The researcher closed the class after the game. They were allowed to ask question related to the activities and the story. One of the students named Sasi asked a very good question about the letter 's' in the title. It was written 'Uncle Jerry's Farm'. Then the researcher explained that it was about an ownership. The owner of the farm was Uncle Jerry. Then the researcher gave them other examples about ownership. They answered well.

At the closing, the students asked when the researcher would come back and teach them new things. It was amazing that they grew interest toward the new medium and even expected more.

Field Note 2

The whole activity took about 45 minutes. It included the time for distributing and filling the questionnaire for the students. From the result of the questionnaire, the researcher got information about the students' opinion about the developed medium. The obtained data were described as the following.

a. Material aspect

Table 11: Score of Material Aspect from the Implementation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The materials are clear	121	136	88,97%
2.	The materials are easy to understand	124	136	91,17%
Total			180,14%	
Average			90,07%	

The first table shows the score from the implementation of the material aspect. It implies that 90,07% of the students think that the materials taught in the lesson were clear enough and easy to understand.

b. Instructional aspect

Table 12: Score of Instructional Aspect from the Implementation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The language is clear	122	136	89,70%
2.	The activities match with the materials	121	136	88,97%
Total			178,67%	
Average			89,34%	

The table above concludes the score of instructional aspect from the implementation. It shows that 89,34% of the students said that the language used was clear and the activities matched with the materials.

c. Media aspect

Table 13: Score of Media Aspect from the Implementation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The pictures are clear	128	136	94,12%
2.	Pop-up book helps to understand the materials	128	136	94,12%
3.	Pop-up book boost the enthusiasm to learn English	126	136	92,65%
4.	Pop-up is good	126	136	92,65%
5.	Pop-up is interesting	132	136	97,06%
Total			470,60%	
Average			94,12%	

In the table of media aspect above, the students gave a big score for the clearness of the pictures and the benefits of the pop-up book. The score for the media aspect is 94,12%.

The average score of the implementation done by the students is presented in the following table.

Table 14: Average Score of the Implementation

Aspects	Score (%)
Materials	90,07%
Instructional	89,34%
Media	94,12%
Total	273,53%
Average	91,18%

The table above shows clearly that the score from the students is 91,18% in average. From the score, it means that the students think that this pop-up book is very good.

e. Evaluating the medium

The evaluation was done after the implementation. The evaluators are the English teacher of SD N 2 Mranti and nine pre-service teachers of FEC and EFH.

FEC and EFH are English programs held by English Education Department on State University of Yogyakarta every year. Those programs are mainly for children. The teachers are not only simply teaching the students, but also designing the program and the material themselves. Thus, the researcher assumed that the teachers have enough experienced to evaluate the developed medium.

The following tables show the result of the evaluation:

a. Material aspect

Table 15: Score of Material Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The material is clear	38	40	95%
2.	The material is easy to be learned	38	40	95%
3.	The language used is easy to be understood	39	40	97,5%
4.	The picture used to explain the material match well with the learning concept for 3 grade students	37	40	92,5%
5.	The activities done match well with the learning concept for 3 grade students	33	40	82,5%

6.	The tasks are clear and suitable for the children	32	40	80%
7.	The tasks match well with the material	31	40	77,5%
Total			620%	
Average			88,57%	

The first table shows the score of material aspect given by the evaluators. They gave 88,57% for the materials aspects.

b. Instructional aspect

Table 16: Score of Instructional Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The learning activities match well with the standard competence and basic of competence	32	40	80%
2.	The indicators match with the basic of competence	32	40	80%
3.	The objective of the learning is clear	32	40	80%
4.	The material is complete	32	40	80%
5.	The instructions are clear	32	40	80%
6.	The tasks match with the standard competence and basic of competence	33	40	82,5%
7.	The tasks match with the indicators	32	40	80%
Total			562.5%	
Average			80,36 %	

The table above is about the instructional aspects. It shows that the evaluator gave 80,36% for this aspect.

c. Media aspect

Table 17: Score of Media Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The medium is interesting	38	40	95%
2.	The medium is easy to be used	38	40	95%
3.	The medium is easy to be brought and moved	38	40	95%
4.	The sections which can be opened are working well	34	40	85%
5.	The pictures are well selected	35	40	87,5%
6.	The arrangement of the picture is good	37	40	92,5%
7.	The presented material match with the learning activities	36	40	90%
8.	The text used is effective enough as an input	34	40	85%
Total			725%	
Average			90,62%	

The next aspect's score showed in the table is the media. It shows that 90,62% of the evaluators think that the media is good.

d. Appearance aspect

Table 18: Score of Appearance Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The composition of the illustrations' color is attractive	38	40	95%
2.	The text's color is attractive	32	40	80%

3.	The choice of the font and the font size are interesting	32	40	80%
4.	The choose of the pictures is good	39	40	97,5%
5.	The quality of the pictures are good	39	40	97,5%
Total			450%	
Average			90%	

The last score showed in the table above is the appearance aspect. The score is 97,5%. It implies that the aspects of the appearance, such as colors, the font, and the quality of the pictures are good enough.

The average score of the evaluation from the evaluators is presented in the table below.

Table 19: Average Score

Aspects	Score (%)
Materials	88,57%
Instructional	80,36%
Media	90,62%
Appearance	90%
Total	349,55%
Average	87,39%

It can be seen clearly from the table above that the overall score percentage of the evaluation from the evaluators is 87,39%. This result means that the pop-up book is very good and it can be used as an instructional medium. However, all of the evaluators concluded that revisions are needed in some aspects in order to make the medium more useful. There were some suggestions given by the evaluators who wanted some revision in the medium. To respond to them, some revisions were done.

f. Revising the medium

Some revisions were done in order to make the medium more appropriate to be used by teachers. The revisions were based on the comments and suggestions from the evaluators. The product revisions are explained in detail below:

1. Revision I

The first revision is about the medium. The evaluators suggested a brilliant idea to improve the quality of the medium. The sticky words in the last page of the medium were quite fragile. Previously, the researcher used candle glue to stick the words, but it was not strong enough. The evaluators said that it would be better to use thick double tape. The revision is described in the table below:

Table 20: Revision I

Revision Target	Comment and Suggestion	Action Taken
Sticky words	Comment: the materials is so fragile Suggestion: use another kind of glue or thick tape	Changing the candle glue to thick double tape to stick the words.

2. Revision II

The next revision is about the teacher's guide book. The evaluators suggested some changes in the teacher's guide book, including the placement of each part and also the content of the book itself. The evaluators suggested the key answer should be placed together with the appendix. About the content, the evaluators said that each activities should be explained more detail and named individually.

Table 21: Revision 2

Revision Target	Comment and Suggestion	Action Taken
Teacher's Guide Book	Comment: - the placement of the key answer - the explanation should be more detail - name each activity	 - moving the key answer together with the appendix - adding some details to the explanations - giving name to each activity

g. Developing the final medium

After the minor revisions, the final medium which is ready to use is completely done. The pictures of the final product are presented in the following figures:

Figure 5: Cover

Figure 6: Page 1

Figure 7: Page 2

Figure 8: Page 3

Figure 9: Page 4

Figure 10: Page 5

Figure 11: Page 6

Figure 12: Page 7

Figure 13: Page 8

Figure 14: Page 9

3. The Characteristics of a Suitable Pop-Up Book as a Media to Teach Reading for Children

Teaching reading for children is not an easy task. Their unique characteristics insist teachers to be more creative to attract the children attention

during the lesson. To accomplish this task, media are used to transfer the materials from the teacher to the students.

The media used for reading are usually a printed media supported by pictures as the visualization of the materials. For a visual media, there are four functions as suggested by Leviz and Lentz (1982), namely attention function, affective function, cognitive function, and compensatory function.

In addition, Kemmp and Dayton (1985) mention four strengths of printed media. First, printed media let the students learn and make their own progression based on their ability. Next, students can follow the ideas arrangement logically. Third, the combination between texts and pictures can build students' interest and facilitate the process of understanding information easier. The last, printed media allow students to participate actively in the activities since they have to answer questions related to the material later. The explanations can be concluded that one of a suitable medium to teach reading for children is a pop-up book.

A pop-up book which is usually called movable book or interactive book is a book that offers the potential motion and interaction through the use of paper mechanism. This kind of book combines hand and eyes, action and reaction, discovery and wonder, and especially it is memorable for the children. A pop-up book has its own characteristics to be considered as a suitable pop-up book. It depends on the skills which are going to be taught.

The characteristics of a pop-up book to teach reading for children that are combined from the theories, the findings and the evaluations are explained in four main aspects below.

1. Materials aspects

This aspect covers the materials which are going to be delivered on the lesson. The characteristics are shown in the following list:

a. The materials are clear enough to be understood by the students. There will be no many questions caused by misinterpretation.
b. The material is easy to be learned. It means that the materials are matched with the students' proficiency level. It should not be too hard or to easy so the students will feel challenged to solve the tasks or problems.
c. The language used is easy to be understood so the vocabularies mastered by the students will increase eventually. The use of repetitions will also help the students to easily remember the meaning.
d. The pictures used to explain the material match well with the learning concept. The pictures should express the aim of the content of the materials well. The visualization is used to help the children imagine the real things since they cannot relate words to abstract things well yet.

2. Instructional aspects

In instructional aspects, the points stated have to be matched with the academic aspects which are explained in the following points.

a. The materials presented are in sync with the standard of competence, basic competence, and indicators. The objectives of the lesson also can be reached perfectly by the students though the materials presented in the pop-up book.

b. It has to be culturally appropriate since each region has its own norms that should be followed. Media developer has to consider the target learners so it will not break the rules established around them.

3. Media aspects

Media aspects cover the good points of the concept of the medium itself. Some of the characteristics are:

a. The pop-up book is interesting so it boosts the enthusiasm of the children. Children easily get bored and cannot concentrate for a long time, but a pop-up book shows them different sides in each page which make the students expect something new from each flip.

b. The pop-up is easy to be used. It should be easy for the teachers but interesting for the children. It is like reading stories normally.

c. The pop-up book is easy to be brought and moved. It is like a normal book, just bigger in size since it is used in a big class.

d. The sections of each page are working well. This is complicated but some tricks should be used to make the elements folded well without ruining them.

e. The pictures inside are matched with the concept of the content. The pictures used to represent the content have to be in sync to create the whole meaning and deliver the materials well.

f. The pictures are arranged proportionally. The size of each elements is proportional enough compared with the other elements and the background.

g. The texts are effective enough as inputs. The texts should deliver the message of the presented materials well. They should be matched with the presentation of the pop-up book to describe materials.

4. Appearance aspect

This aspect is more about the physic or visual of the pop-up book. A good pop-up book must have these following characteristics:

a. The colors of the pictures and texts are attractive but not too much. Too many colors will distract the focus of the users, especially children.
b. The font of the text and the size of the pictures fit the medium well. The font should not be normal fonts but has to be eye-catching enough to attract students to get some fun when they read.
c. The quality of the pictures should be in high resolution so it won't be blurred. High quality pictures are more flexible to be stretched without any side effect. Resizing is commonly done in making this kind of medium. The good quality of pictures used will create a good quality presentation in the pop-up book.

B. Discussion

The result of this research is a pop-up book and a teacher's guide book for grade three students of elementary school. The long process in developing the medium has finally done. The medium has also been evaluated by the English teachers for children as appropriate medium for students in grade three. Each part of the steps is discussed in the following paragraphs.

1. Learning Needs

A need analysis was conducted on November 26th, 2014 as the first step of the research to collect information about the learning needs of the students. The questionnaire was in the form of multiple choice questions.

Based on the needs analysis, the students are mostly interested in English and they want to learn English more. They like to hear or read English sentences in term of stories. Their young age pictured well when they said that they like stories about animal and prefer to read a story with many picture on the pages.

2. Developing A Pop-up Book

This part discusses the steps in developing the medium, started from constructing the instructional design until the revision. The instructional design is the course grid. The course grid was developed by following the basic competences and standard competences for the third grade students and also considering the children characteristics in general. The course grid consist of learning materials, which are broken down into grammars, vocabulary, and theme, steps of activity, media, and the page of pop-up displayed.

After the course grid was developed, the medium was designed. The first thing to do was transferring the idea based on the course grid. Then the researcher chose the pictures with good quality and colors before editing them. In this step, the storyboard was made including the texts, details of the pictures, and the material presented. It was also explained how the medium and the elements work and how to manipulate the movable elements to make them work well.

Next is developing the media, which is like solving a puzzle. It was about printing and assembling the elements of the pop-up book. Some tools were used to help the work, such as; several kinds of papers, glue, cutters, scissors, ruler, etc.

The next step was the implementation of the developed medium. The medium was presented in front of the class, including the activities from the course grid. The feedback from the students was also collected after the try out by filling a questionnaire.

The next step is evaluating the media. The questionnaires were distributed to the English teacher from SD N 2 Mranti and also the teachers from FEC/EFH. The responds were great. They gave some suggestions to revise the medium to make it better. The final score for the whole evaluation is 87,39% and it is considered as "Very Good"

The last is revising the medium, including the teacher's guide book. Some changes were made for the medium and also the guide book as needed. The final product was considered as the final draft and it can be seen in the appendix.

3. Characteristics of A Suitable Pop-up Book to Teach Reading for Children

After finishing all of the steps above, the researcher concluded the characteristics of a suitable pop-up book to teach reading for third grade students. The data were collected from the learning needs, the theories, the developing process, and the evaluation, including the implementation and the suggestions from the evaluators.

The characteristics are explained in four main aspects, which are materials, instructional, media, and appearance. In term of material aspects, the

characteristics are: materials are clear, they have to be easy to learn, the language is easily understood, and the pictures used are matched well with the content.

Instructional aspects deal with the academic matter. The materials should be in sync with the standard of competence, basic competence, indicators, and objectives. It also has to be culturally appropriate.

Media aspect explained about the medium itself. It should be interesting, easy to be used, easy to be brought and moved. The sections of each page should work well. The pictures are matched with the concept of the content and should be arranged proportionally. The texts used are effective enough as inputs.

Appearance aspects are all about the visual or the physical of the pop-up book. The colors should be attractive but not too much. The font and the size of the pictures should fit the medium. It is important to choose high quality pictures to be used in the medium to prevent it from fading or blurring.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

There are five aspects concluded this chapter. They are the learning needs, the steps in developing a Pop-up book, the product, the result, and the research problem. Each aspect is explained as follow:

1. The Learning Needs

The respondents were 34 students of grade 3 of SD N 2 Mranti Purworejo in the academic year of 2014/2015. The age of the students varied from 8 to 9 years old. From the questionnaire and field note that were collected before, it can be concluded that the teaching and learning process in the class was monotonous. The teacher rarely used interesting media during classroom practice. The teacher only used *LKS* to deliver the materials, give exercises, and even homework.

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

This study is aimed at developing Pop-up book as a medium to teach reading to the third grade elementary school students. The development of this Pop-up book basically comes from the R&D theory by Gall and Borg (2003: 570). Based on the theory, the development consists of eight steps i.e. conducting a needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating media. However in the process, the researcher modified the steps to make it more suitable for the medium development. The steps were conducting needs analysis, constructing instructional

design, designing, developing, trying out, evaluating, revising, and developing the final media.

3. Product

The size of the Pop-book is quite big. It is 48x30 centimeters since the developed medium is used as an input for a big number of students. The elements of each page of the Pop-up book are the same. For the cover and the pages, thick ivory papers are used. To make them stronger, between two papers, there is a very thick carton paper. The hardest part is to link the pages as one to be a big book, because any kind of glue wouldn't work. In the end, spiral wire became the only good option for it.

4. Result

a. Implementation result

Implementation was done before the evaluation. The students' respond was really great. They scored the pop-up book 91,18%. The score indicates that the Pop-up book is very good. It is supported with the interview after the implementation. The data show that the Pop-up book has some good points which can be broken into two points in the following explanation:

1. Interesting

The Pop-up book is designed to attract students' attention and make them enjoy the learning activities. The popping part of the medium were completely captured the students' heart. They always anticipated the next page excitedly. As a result, they pay attention to the lesson until the very end.

2. Easy to understand

The story in the Pop-up book is very easy to understand. The text type used in the medium is descriptive. The story basically shows the animal sounds. The *Pop Up* book provides a certain repetitions in the sentences to introduce the animal and their sounds. The pictures also help the students to understand the content better. In the end, the students can understand and remember the main point of the lesson easily.

b. Evaluators results

From the result of the evaluation, it is concluded that the medium is very good and feasible to be used as an instructional medium to teach reading for third grade elementary school students. The recapitulation of the average score given by the evaluators is shown below:

Table 22: Recapitulation of the Average Score Given by the Evaluators

Aspects	Score (%)
Materials	88,57%
Instructional	80,36%
Media	90,62%
Appearance	90%
Total	349,55%
Average	87,39%

5. Research Problems

In the process of developing the Pop-up book, the only problem happened was how to make it become a book. Any kind of glue was not strong enough to add the pages together. In the end the spiral wire was chosen, since it is very strong. Even though the price is somehow unreasonable, seeing the medium now, it is worth it.

B. Suggestions

After explaining the conclusion in the previous part, the researcher gave some suggestions to the English teachers and other researchers. The suggestions are as follow:

1. Suggestions for the English teachers of Elementary Schools

A pop-up book could be one good option for teaching aids used for teaching reading to elementary school students. Therefore, English teachers, particularly the English teacher in SD Negeri 2 Mranti are suggested to use the product to teach reading. However, it is important to note that the teacher should understand how to use the media before using them by reading the teacher's guide book. Further development or modification is needed particularly to make a suitable medium for students.

2. Suggestions for other researchers

A pop-up book has many benefits to teach the students. Developments for this kind of medium are needed to improve the medium itself to be a good instructional medium. Since Pop-up book is a big help to motivate the students in learning English, it is suggested that other researchers develop similar media for teaching reading or other skills to young learners. This developed medium is not perfect so hopefully the other researchers can develop better media.

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APPENDICES

A. FIELD NOTES

B. INTERVIEW TRANSCRIPTS

C. COURSE GRID

D. TEACHER'S GUIDE BOOK

E. QUESTIONNAIRES

F. PERMIT LETTERS

Field Note 1

Wednesday, November 26th 2014

The teacher asked the students to open their worksheet (LKS). He wanted the students to listen and read the text while he read it out loud. After that, the teacher asked them to repeat some words and told them the meaning. The time was not enough, so the teacher gave the students some exercises to do at home as their homework

Field Note 2

Wednesday, April 1st 2015

The class was opened by the homeroom teacher. He informed the students about the activities and asked them to listen and cooperate well with the researcher.

In the opening, the researcher greeted the students as usual and then told them about the plan for the next 45 minutes.

The students looked so amazed when they saw the cover of the medium. They wanted the researcher to open the book immediately. The researcher asked the students about farms and animals around them first as the activities for BKOF. They answered well and even shouted to take a chance to answer.

The students were enthusiastic when the pop-up book was being opened. The presentation was quite slow. The researcher even asked the students to repeat after her to make it more interactive and asked them about the animal presented.

For checking the students' comprehension toward the story, the guessing game was done. Almost all of the students raised their hands to be chosen to play. At last, all of them join the game.

The researcher closed the class after the game. They were allowed to ask question related to the activities and the story. One of the students named Sasi asked a very good question about the letter 's' in the title. It was written 'Uncle Jerry's Farm'. Then the researcher explained that it was about an ownership. The owner of the farm was Uncle Jerry. Then the researcher gave them other examples about ownership. They answered well.

In the closing, the students asked when the researcher would come back and teach them new things. It was amazing that they grew interest toward the new medium and even expected more.

Interview Transcript 1

R: Pak, pertama-tama terimakasih sudah menyempatkan waktunya. Saya Dita dari UNY ingin bertanya tanya tentang kegiatan belajar mengajar terutama bahasa inggris yang berhubungan dengan reading dan penggunaan media. Yang pertama, masalah apa yang Bapak temukan ketika siswa mempelajari ketrampilan membaca atau reading?

First I would like to say thank you for your time. I am Dita from State University of Yogyakarta. I want to ask you about the teaching learning process, especially English which is related to reading and the use of media. First, what kind of problem did you find when the students learn reading?

T: untuk masalah yang dihadapi, biasanya anak tidak bisa mengucapkan dengan fasih, atau pronunciation nya kurang. Itu maaslah yang biasa dihadapi anak SD itu. Misalnya mengucapkan kosa kata 'cat [kaet] jadi [cat]. Itu suatu permasalahan itu mungkin terpengaruh oleh bahasa ibu. Itu yang sering dihadapi siswa SD.

For the problem I found, usually children are not able to pronounce the words correctly. That's a common problem for elementary students. For example, instead of saying [kaet] they said [cat]. That is probably influenced by their mother tongue.

R: berarti untuk cara mengetahui permasalahannya lebih ke 'read aloud' gitu ya pak?

So, to know the problem, you ask them to 'read aloud', Sir?

T: ya untuk mengetahui permasalahannya biasanya anak disuruh membaca teks. Misalnya teks bacaan atau konteks kalimat gitu.

Yes, to indentify the problem, I usually asked the students to read a text, for example, texts and sentences.

R: itu kan berkaitan dengan siswanya, kalau Bapak sendiri mengalami masalah apa untuk pengajaran?

That was related to the students, how about you? what kind of problem did you find for the teaching activities?

T: masalah untuk pengajaran anak SD ya itu, sumber bukunya masih kurang terus jam pelajarannya juga terbatas. Untuk kelas satu itu masih satu jam.

Dan yang dihadapi sekarang yaitu kurikulum 2013 itu tidak ada bahasa inggris untuk matapelajaran SD untuk kelas satu sampai kelas 6. Eh yang ada cuma kelas 3 sama kelas 6.

For elementary school, we have limited sources of book and time.. For first grade students, the time allocation is an hour (35 minutes). And the problem we face now is the new curriculum. There is no English for elementary school students. So, for now English is only taught for the third and sixth grade students.

R: Terus kira-kira factor apa saja yang mempengaruhi timbulnya masalah tersebut?

So, what factors which cause the problems?

T: Ya masalah media nya juga mungkin karena buku pendampingnya kurang hanya menggunakan LKS saja jadi, apa itu, siswa kurang dapat mempelajari lebih banyak lagi. Mungkin kalau referensi bukunya lebih banyak mungkin dari misalnya buku-buku cerita yang berbahasa inggris atau lain-lainnya mungkin anak-anak lebih bisa mempelajari lebih banyak.

I think it was the media, limited book source; we only use LKS, so the students cannot learn more. Maybe if the references are more varied, for example English story books or others maybe the students can learn more.

R: Berarti kalau untuk dampaknya sendiri Pak yang diakibatkan dari permasalahan tadi itu, apa saja Pak?

What are the effects of the problems?

T: mungkin vocabulary nya kurang, cara membacanya yang tidak pas, atau miss. Membuat banyak kesalahan, membacanya jadi tidak bagus.

They have poor vocabulary and they mispronounce words. They make a lot of mistake so their reading skill is not good enough.

R: cara bapak untuk mengadapi atau menyelesaikan masalah-masalah tadi, bagaimana Pak?

What kind of solution that you have to solve the problems?

T: untuk mengahadapi masalah ini biasanya saya mengajarkan vocabulary nya dengan pronounce yang benar terus membaca konteks kalimat atau cerita-cerita dalam LKS terus diartikan, terus diajarkan dengan grammarnya juga diajarkan.

To solve this problem usually I teach them vocabularies with the correct pronunciation, they read sentences or stories in the LKS, and then I tell them the meaning. And I also teach them the grammar.

R: terus harapan bapak sendiri untuk masalah tadi, apa Pak?

Do you have another expectation to solve the problems?

T: Harapan saya ya anak peserta didik itu bisa mempelajari bahasa inggris dengan baik dan benar itu yang pertama. Yang kedua, siswa dapat menerapkan dalam kehidupan sehari-hari, misalnya percakapan dengan lingkungan sekitarnya. Untuk harapan saya yang terakhir, pemerintah seharusnya menerapkan bahasa inggris sejak dini jadi anak-anak untuk persaingan globalnya lebih bisa, untuk menghadapi persaingan global itu bisa lebih bagus lagi lah jadi bisa bersaing dengan bangsa lain, tidak malah mengalami kemunduran tidak ada bahasa inggrisnya dari dasar.

I hope the students can learn English well and right, that's the first. Second, the students can use English in their daily life, for example having conversation with people around them. Lastly, the government should allow students to learn English since they are young, so they can compete globally. This is a kind of decrease; there is no English in elementary school.

R: Baik, terimakasih ya Pak

Sure, thank you, Sir.

Interview Transcript 2

R: Hallo, namanya siapa? *(Hello, what's your name?)*

S: Sintia (Sintia)

R: Tadi masih ingat pelajaran bahasa inggrisnya? *(Do you still remember the lesson?)*

S: Masih. Paling inget bunyinya domba. *(Yes, of course. I remember the sound of the sheep the most)*

R: Oh ya? Gimana bunyinya? *(Really? How does it sound?)*

S: Baa baa *(Baa baa)*

R: Masih inget tadi game nya? *(Do you still remember the game?)*

S: Masih inget *(Yes)*

R: Bantu buat belajar nggak game nya? *(Do you think that the game helps you to learn?)*

S: Iya, aku jadi gampang nginget-inget binatangnya. Asik. *(Yes, I can remember the animal easily. It's fun.)*

R: Jadi gimana kalo belajar bahasa inggris lebih banyak lagi? Pengen nggak? *(So, do you want to learn English more?)*

S: Iya, mau. Asik soalnya *(Yes, it's fun)*

R: Oke, makasih ya Sintia. *(OK, thanks Sintia)*

Interview Transcript 3

R: Hai, namanya? *(Hi, what's your name?)*

S: Sasi (Sasi)

R: Gimana tadi pelajarannya? *(How was the lesson?)*

S: Asik *(It's fun)*

R: Yang paling diinget apa? *(what do you remember the most?)*

S: Yang paling diinget suaranya babi. *(The sound of pig)*

R: Gimana suaranya babi tadi? *(How does it sound?)*

S: Oink oink *(Oink oink)*

R: Asik ya? *(Is it fun?)*

S: Asik. Jadi pengen bisa baca dan tau bahasa inggris. Soalnya suka baca cerita *(Yes. I want to be able to read and learn more about English.I like to read stories)*

R: Wah, keren. Belajar yang banyak ya Sasi, makasih. *(That's great. Learn more, Sasi. Thanks.*

Interview Transcript 4

R: Namanya sapa? *(What's your name?)*

S: Fawaza (Fawaza)

R: Gimana pelajarannya? *(How was the lesson?)*

S: Aku suka games nya. *(I like the game)*

R: Tadi main apa sih? *(What did you play?)*

S: Tebak-tebakan *(Guess the sounds)*

R: Bukunya masih inget? *(Do you remember the book?)*

S: Masih, asik tu. Pengen pak guru pake buku kayak gitu. *(Yes, I still remember it. It will be great if my teacher uses that kind of book)*

R: Bagus kan? Pelajarannya inget juga kan? *(Interesting, right? You remember the lesson?)*

S: Inget kok *(Yes)*

R: Terus kesannya sama bahasa inggris gimana sekarang? *(So, what do you think about English now?)*

S: Asik, pengen belajar lagi. *(It's fun, I want to learn more)*

R: Thanks fawaz *(Thanks fawaz)*

S: Sama-sama *(You're welcome)*

DEVELOPING A POP-UP BOOK FOR TEACHING READING TO THE THIRD GRADE STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015

Basic competency: 3.1 comprehend very simple sentences and pictured descriptive text

Indicators	Learning Materials			Steps of Activities	Media	Page of Pop Up displayed
	Grammars	Vocabulary	Descriptive text			
- Identify the concept of' *Animal in the Farm'* - Respond the story of *"Uncle Jerry's Farm"* - Respond the song of *"animals and sounds'* - Identify the different between singular and plural things - Identify the name of animal based on its sound	Simple present tense S + Vs/es S + to be Singular – Plural are is	Verb: - are - go Noun: - uncle - farm - animal - pigs - horse - dog - cat - cow - chicken - duck - sheep	The sound of animal: - meow-meow - woof-woof - oink-oink - baa-baa - cluck-cluck - moo-moo - quack-quack - neigh-neigh Simple sentence - *There are many animals in my uncle farm* - *There are some….* - *They go…*	**Pre teaching** - Greeting - Say a prayer - Checking students' attendance - Introducing the topic **While teaching** BKOF: - The students and the teacher discuss about animals in the farm on the pictures - The students tell about the farm around them and mention the name of the animal.	Picture of the farm.	POB Cover My Uncle's Farm POB page 1 There are many animals in my uncle farm. POB page 2 There are some cats. They go 'meow-meow' POB page 3 There are some dogs. They go 'woof-woof'

				MOT: - The students listen to the story - The students repeat the pronunciations of the sounds and animals - The students listen and pay attention to the video. JCOT: - The students sing together - The students choose whether it is singular of plural based on the noun in the sentences. ICOT: - The students color the cards. - The students mention the sounds of animals which are shown in the	Pop Up book Pop Up book Video of 'animals and sounds' Video of 'animals and sounds' Worksheet Animal card Animal card	 POB page 4 There are some pigs. They go 'oink-oink'. POB page 5 There are some sheep. They go 'baa-baa' POB page 6 There are some chicken. They go 'cluck-cluck'

				pictures **Post teaching** - Reviewing the lesson. - Let the students ask about the material they did not understand - Say a prayer - Greeting		 POB page 7 There are some cows. They go ‘moo-moo’ POB page 8 There are some ducks. They go ‘quack-quack’ POB page 9 There are some horses. They go ‘neigh-neigh’

DEVELOPING A POP-UP BOOK FOR TEACHING READING TO THE THIRD GRADE STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015

Basic competency: 3.1 comprehend very simple sentences and pictured descriptive text

Indicators	Learning Materials					Page of Sticky Storybook displayed
	Grammars	Vocabulary	Descriptive text	Steps of activities	Media	
- Describe the favourite animal in the farm	Simple present tense S + like+s/es S + to be	Verb: - eat - stay - is - likes Noun: - Animal - Farm - Fish - Tree - Grass - Bone - Worm - Mud - Name Adjective: favorite Pronoun: - my - he - she	Simple sentence: - *My favorite animal in the farm is this….* - *Her/his name is….* - *He/she likes to eat….* - *He/she likes to stay….*	**Pre teaching** - Greeting - Say a prayer - Checking students' attendance - Introducing the topic **While teaching** BKOF: - The students tell the teacher their favorite animal in the farm MOT: - The students watch the teacher choosing her favorite animal and sticking the picture in the	Sticky book	My favorite animal in the farm is this ____. Her/his name is_____. He/she likes to eat _____. He/she likes to stay _____.

				sticky book. - The students listen to the complete story JCOT: - The students complete their own sentences based on the example presented by the teacher. - The students read his/her story in front of the class ICOT: - The students complete the worksheet and present their works in front of the class. **Post teaching** - Reviewing the lesson. - Let the students ask about the material they	Sticky book Sticky book Sticky book Worksheet	

				did not understand - Say a prayer - Greeting		

Uncle Jerry's Farm

Teacher's Guide Book

(Buku Pegangan Guru)

Standar Kompetensi : Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar : Memahami kalimat dan pesan tertulis sangat sederhana.

Uncle Jerry's Farm

Teacher's Guide Book

Buku Pegangan Guru

Contents

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4. Activities.....12

5. Appendixes.....15

A. Pendahuluan

Kegiatan membaca *(reading activities)* di dalam kelas termasuk kegiatan yang sering dilakukan untuk siswa – siswi tingkat sekolah dasar. Namun, tidak berarti bahwa kegitan yang dilakukan sudah cukup efektif untuk memenuhi kebutuhan membaca siswa. Salah satu kendala yang dihadapi guru bahasa Inggris adalah kurangnya media untuk pengajaran *Reading*. Beberapa media yang sudah ada dipercaya kurang menarik dan tidak sesuai dengan karakteristik dari siswa sekolah dasar itu sendiri.

Dengan adanya *Pop-up book* ini, diharapkan dapat menciptakan suasana belajar mengajar dalam kelas, terutama *Reading* yang lebih efektif dan menyenangkan. Karena *Pop-up book* ini berbentuk buku biasa dengan ukuran yang lebih besar, media ini sangat mudah disimpan dan digunakan

B. Untuk Siapa?

''Uncle Jerry's Farm' – Teacher Guide's Book digunakan sebagai buku pegangan atau pengantar bagi guru bahasa Inggris dalam menggunakan *Pop-up book* sebagai media pembelajaran di kelas. Dengan buku pegangan ini, diharapkan guru bahasa Inggris tidak merasa kesulitan saat mengoperasikan atau menggunakan alat peraga di dalam kelas.

C. Apa saja isinya?

"Uncle Jerry's Farm" – Teacher Guide's Book dilengkapi dengan:

1. Course Grid
2. How to Use the Pop-Up book (petunjuk penggunaan)
3. Activities (rancangan kegiatan)
4. Appendix

Keempat hal tersebut akan dijelaskan pada bab selanjutnya.

D. Catatan

Media ini lebih baik digunakan untuk mengajar *reading skill* (kemampuan membaca) pada kelas kecil antara 20-30 siswa. Harus diperhatikan pula bahwa seluruh siswa diharapkan dapat melihat dan membaca dengan jelas tulisan yang ditampilkan di buku. Selain itu, untuk menyiasati kelas besar, guru dapat meminta siswa-siswi untuk duduk melingkar dalam satu kelompok besar. Kemudian, guru dapat bercerita sambil menghadap ke arah siswa-siswi. Hal ini dapat dilakukan di ruangan dengan alas atau tikar agar seluruh siswa dapat duduk di lantai dengan nyaman.

Media ini dikembangakan dengan *Theme-based* (tematik) sehingga dapat digunakan pada semua kurikulum yang sedang berlaku. Kelebihan dari penggunaan *Pop-up book* ini adalah dapat digunakan

untuk mengajarkan kosakata baru *(vocabulary)*, tata bahasa *(grammar)*, dan teks deskriptif *(descriptive text)*.

Dengan banyaknya materi yang dapat diajarkan melalui alat peraga ini, diharapkan kegiatan belajar mengajar kemampuan membaca di dalam kelas dapat berjalan dengan lancar dan menyenangkan.

Perawatan *Pop-up book* ini agar tahan lama sangatlah mudah. Karena bahan terbuat dari kertas, maka jauhkan dari air agar tidak basah. Sebaiknya pop-up book disimpan di tempat yang kering (tidak lembab) agar tidak berjamur.

Standar Kompensi dan Kompetensi Dasar yang digunakan diadopsi dari standar kompetensi dan kompetensi dasar kelas 4 yang tertulis di Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar, buku yang ditulis oleh Departemen Pendidikan Nasional pada tahun 2008. Perubahan SK dan KD dilakukan dalam penyesuaian isi materi dengan cara menurunkan tingkat kesulitan yang disesuaikan dengan siswa kelas 3. Standar kompetensi, kompetensi dasar, dan indikator dapat dilihat di bawah ini:

Standar kompetensi:

Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi dasar:

Memahami kalimat dan pesan tertulis sangat sederhana.

Indikator:

a. Mengidentifikasi konsep dari *'Animal in the Farm'*
b. Merespons cerita *"Uncle Jerry's Farm"*
c. Merespons lagu *"animals and sounds'*
d. Mengidentifikasi perbedaan benda tunggal dan jamak
e. Mengidentifikasi nama binatang sesuai dengan suaranya
f. Mendeskripsikan binatang kesukaan di dalam peternakan

Di bawah ini merupakan *Course Grid* yang bisa digunakan sebagai dasar pengajaran. Namun, guru diharapkan untuk lebih kreatif dalam pengembangan kegiatan di dalam kelas.

DEVELOPING A POP-UP BOOK FOR TEACHING READING TO THE THIRD GRADE STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015

Basic competency: 3.1 comprehend very simple sentences and pictured descriptive text

Indicators	Learning Materials			Steps of Activities	Media	Page of Pop Up displayed
	Grammars	Vocabulary	Descriptive text			
- Identify the concept of' *Animal in the Farm'* - Respond the story of *"Uncle Jerry's Farm"* - Respond the song of *"animals and sounds'* - Identify the different between singular and plural things - Identify the name of animal based on its sound	Simple present tense S + Vs/es S + to be Singular – Plural are is	Verb: - are - go Noun: - uncle - farm - animal - pigs - horse - dog - cat - cow - chicken - duck - sheep	The sound of animal: - meow-meow - woof-woof - oink-oink - baa-baa - cluck-cluck - moo-moo - quack-quack - neigh-neigh Simple sentence - *There are many animals in my uncle farm* - *There are some….* - *They go…*	**Pre teaching** - Greeting - Say a prayer - Checking students' attendance - Introducing the topic **While teaching** BKOF: - The students and the teacher discuss about animals in the farm on the pictures - The students tell about the farm around them and mention the name of the animal.	Picture of the farm.	POB Cover My Uncle's Farm POB page 1 There are many animals in my uncle farm. POB page 2 There are some cats. They go 'meow-meow' POB page 3 There are some dogs. They go 'woof-woof'

				MOT: - The students listen to the story - The students repeat the pronunciations of the sounds and animals - The students listen and pay attention to the video. JCOT: - The students sing together - The students choose whether it is singular of plural based on the noun in the sentences. ICOT: - The students color the cards. - The students mention the sounds of animals which are shown in the	Pop Up book Pop Up book Video of 'animals and sounds' Video of 'animals and sounds' Worksheet Animal card Animal card	 POB page 4 There are some pigs. They go 'oink-oink'. POB page 5 There are some sheep. They go 'baa-baa' POB page 6 There are some chicken. They go 'cluck-cluck'

				pictures **Post teaching** - Reviewing the lesson. - Let the students ask about the material they did not understand - Say a prayer - Greeting		 POB page 7 There are some cows. They go 'moo-moo' POB page 8 There are some ducks. They go 'quack-quack' POB page 9 There are some horses. They go 'neigh-neigh'

DEVELOPING A POP-UP BOOK FOR TEACHING READING TO THE THIRD GRADE STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015

Basic competency: 3.1 comprehend very simple sentences and pictured descriptive text

Indicators	Learning Materials					Page of Sticky Storybook displayed
	Grammars	Vocabulary	Descriptive text	Steps of activities	Media	
- Describe the favourite animal in the farm	Simple present tense S + like+s/es S + to be	Verb: - eat - stay - is - likes Noun: - Animal - Farm - Fish - Tree - Grass - Bone - Worm - Mud - Name Adjective: favorite Pronoun: - my - he - she	Simple sentence: - *My favorite animal in the farm is this….* - *Her/his name is….* - *He/she likes to eat….* - *He/she likes to stay….*	**Pre teaching** - Greeting - Say a prayer - Checking students' attendance - Introducing the topic **While teaching** BKOF: - The students tell the teacher their favorite animal in the farm MOT: - The students watch the teacher choosing her favorite animal and sticking the picture in the	Sticky book	My favorite animal in the farm is this ____. Her/his name is_____. He/she likes to eat _____. He/she likes to stay _____.

				sticky book. - The students listen to the complete story JCOT: - The students complete their own sentences based on the example presented by the teacher. - The students read his/her story in front of the class ICOT: - The students complete the worksheet and present their works in front of the class. **Post teaching** - Reviewing the lesson. - Let the students ask about the material they	Sticky book Sticky book Sticky book Worksheet	

				did not understand - Say a prayer - Greeting		

Cara penggunaan *Pop-up book* di dalam kelas

1. Pengkondisian kelas

   Sebelum mulai menggunakan *Pop-up book*, posisikan seluruh siswa dengan rapi. Atur tempat duduk dan jarak siswa dengan media agar kegiatan belajar mengajar berjalan dengan lancar.

   Catatan: Guru diharapkan dapat menggunakan bahasa Inggris yang kemudian diterjemahkan dalam bahasa Indonesia (*bilingual*) selama mengajar. Hal ini dimaksudkan agar siswa terbiasa dengan penggunaan bahasa Inggris di dalam kelas. Dalam prosesnya, guru juga diharapkan untuk lebih kreatif dan interaktif terhadap siswa dengan memperbanyak tanya jawab tentang apa yang siswa pikirkan saat guru menjelaskan. Diharapkan bahwa siswa dapat tetap fokus saat menerima materi dan juga tidak bosan selama pelajaran.

2. Penempatan *Pop-up book*

   Tempatkan *Pop-up book* di tempat yang agak tinggi sehingga semua siswa-siswi di dalam kelas dapat melihat *Pop-up book* dengan jelas tanpa terhalang siswa atau siswi yang ada di depannya. Namun, penempatan *Pop-up book* juga harus sesuai dengan kenyamanan guru bahasa Inggris dalam mengoperasikannya.

3. Pengenalan judul

   Memperkenalkan judul dari cerita yaitu *"Uncle Jerry's Farm"* dengan cara menunjukkan bagian depan media.

4. Presentasi cerita

   Guru membaca kalimat yang ada di alas buku, sementara pastikan siswa bisa membaca kalimat yang ada di *background* buku dengan jelas. Selama bercerita guru menunjukkan *body language, mime,* dan *movement.* Perhatikan juga posisi *pop-up,* beri sedikit pembenaran jika pop up agak terlipat.

Rancangan Kegiatan

1. Kegiatan 1 *(Activity 1)*

   "What is it?"

   Kegiatan pertama ini bertujuan untuk memberitahu siswa tentang apa yang akan mereka pelajari. Guru memperlihatkan sampul dari *Pop-up book* untuk membangun ketertarikan dan imajinasi siswa. Setelah memperkenalkan judul, guru bertanya pada siswa tentang pemahaman atau opini mereka tentang topik yang bersangkutan. Contohnya, guru bertanya pada siswa tentang binatang apa yang biasa mereka temukan di peternakan dan seperti apa suara mereka.

2. Kegiatan 2 *(Activity 2)*

   "Uncle Jerry's Farm"

   Kegiatan ini merupakan input utama dari keseluruhan pembelajaran. Guru mempresentasikan cerita dari *Pop-up book.* Beri kesempatan siswa untuk membaca kalimat yang tertulis setelah mendengar contoh dari guru. Selama kegiatan ini, guru diharapkan banyak memancing siswa untuk berbicara agar siswa juga aktif berpikir. Misalnya guru dapat menyuruh siswa menirukan suara hewan yang ditunjukkan.

3. Kegiatan 3 *(Activity 3)*

   "It's Old McDonald"

   Kegiatan ini akan dengan cepat menaikan suasana hati siswa setelah membaca cerita di kegiatan sebelumnya. Guru memutar video *"Old McDonald has a farm"* yang disertai lirik. Ajak siswa untuk bernyanyi bersama setelah beberapa kali mengulang video.

4. Kegiatan 4 *(Activity 4)*

"One or more?"

Guru menjelaskan konsep tentang *"Singular or Plural"* menggunakan contoh kata (nama hewan) dari cerita sebelumnya. Misalnya: *cows* dan *cow*, *cats* dan *cat*, dll. Kemudian guru memberikan tugas pertama untuk siswa (telampir di *appendix*). Setelah selesai, cek pekerjaan mereka secara bersamaan dan lihat apakah mereka benar-benar mengerti konsep dari pelajaran yang baru saja dijelaskan.

5. Kegiatan 5 *(Activity 5)*

"Make it colourful!"

Tujuan utama dari aktivitas ini adalah untuk menghibur siswa sekaligus mempersiapkan media untuk kegiatan selanjutnya. Bagi siswa dalam kelompok yang berisi maksimal delapan kemudian beri sepaket kartu binatang. Biarkan siswa bereksplorasi untuk memberi warna pada binatang di kartu mereka. Beritahu mereka untuk memberi nama pada binatang mereka untuk membangun rasa kepemilikan mereka pada kartu masing-masing.

6. Kegiatan 6 *(Activity 6)*

"Guess the sound"

Kegiatan ini bertujuan untuk memeriksa pengetahuan siswa tentang materi yang baru saja dipelajari (*animal and sound*). Siswa maju ke depan kelas sesuai dengan kelompok mewarnai sebelumnya untuk bermain game *"Guess the sound"*. Salah satu dari siswa akan menebak suara hewan yang akan diucapkan oleh teman sekelompoknya secara bergantian. Guru memegang kartu binatang mereka di belakang si penebak. Tunjukkan kartu pada siswa yang lain dan juga teman kelompok yang akan menirukan suara hewan

tersebut. Kelompok yang paling banyak menjawab dengan benar akan menjadi pemenang.

7. Kegiatan 7 (Activity 7)

   "This is mine!"

   Dalam kegiatan ini, siswa akan belajar bagaimana untuk melengkapi kalimat sehingga menjadi cerita yang baik sesuai yang mereka inginkan. Guru memberi contoh bagaimana menggunakan *sticky book* dan mempresentasikan hasil akhirnya sebagai hewan kesukaannya. Ajak siswa untuk ikut serta dalam pemilihan kata-kata. Beri contoh 3 sampai 4 kali dengan mengajak siswa secara bergantian maju ke depan untuk memilih hewan kesukaan mereka.

8. Kegiatan 8 (Activity 8)

   "My favourite"

   Sebagai kegiatan akhir, siswa diharapkan dapat melengkapi kalimat sendiri tanpa bantuan dari guru. Beri mereka halaman latihan dan perintahkan untuk melengkapi kalimat rumpang di halaman tersebut. Biarkan siswa memilih hewan kesukaan mereka yang ada di peternakan dan memberinya nama. Pada akhir kelas, siswa maju kedepan dan membacakan hasil akhir dari pekerjaan mereka.

Name :

Number:

Task 1

Choose the appropriate to be for each sentence.

(Pilihlah 'to be' yang tepat untuk masing-masing.)

1. There (are / is) two cats.
2. There (are / is) a cow.
3. There (are / is) four ducks.
4. There (are / is) a horse.
5. There (are / is) two sheep.
6. There (are / is) three pigs.
7. There (are / is) a chicken.
8. There (are / is) two dogs

Name :

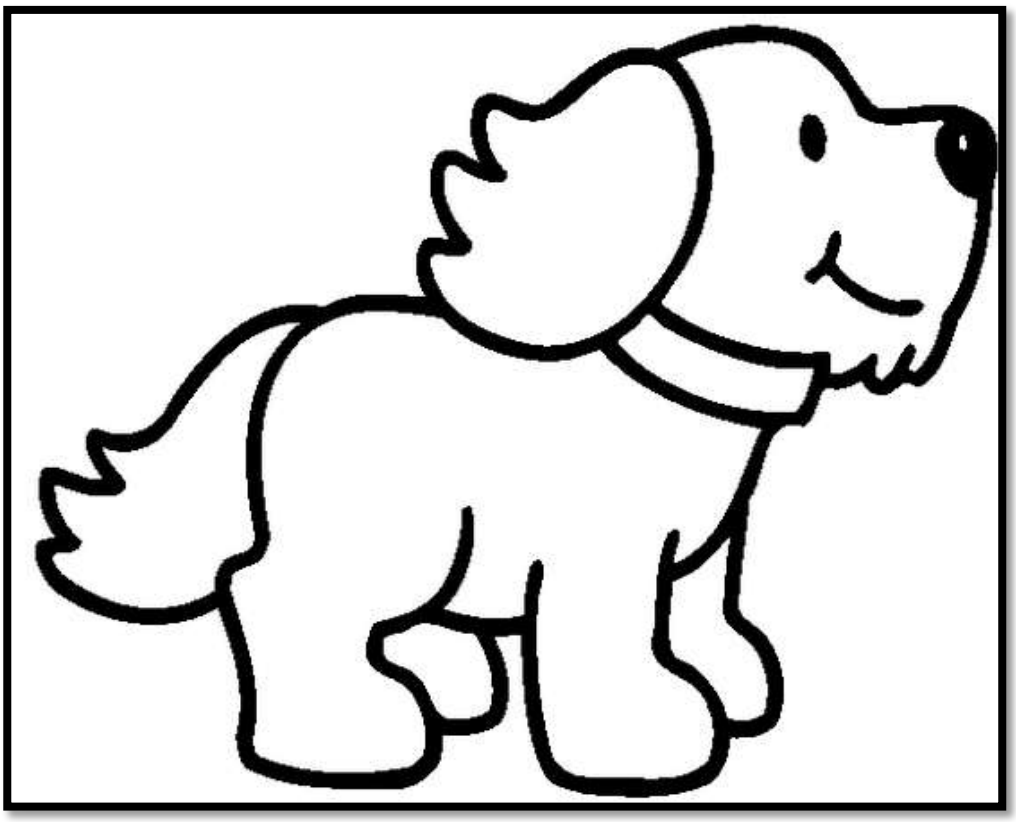
Number:

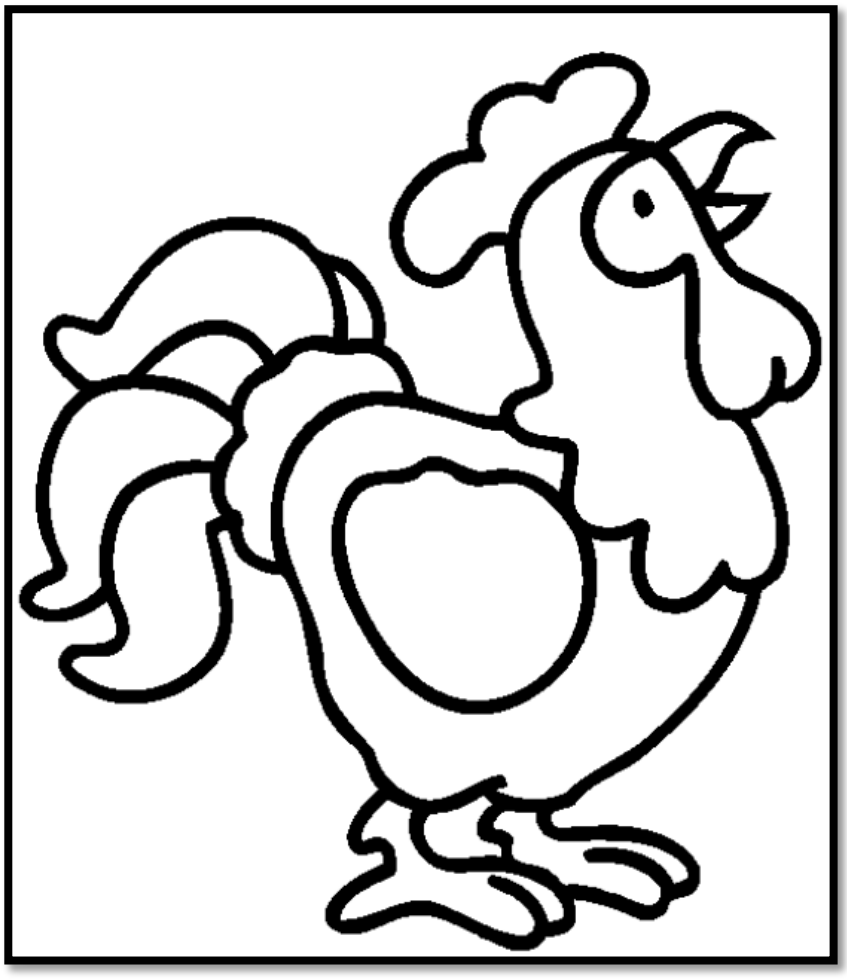
Task 1

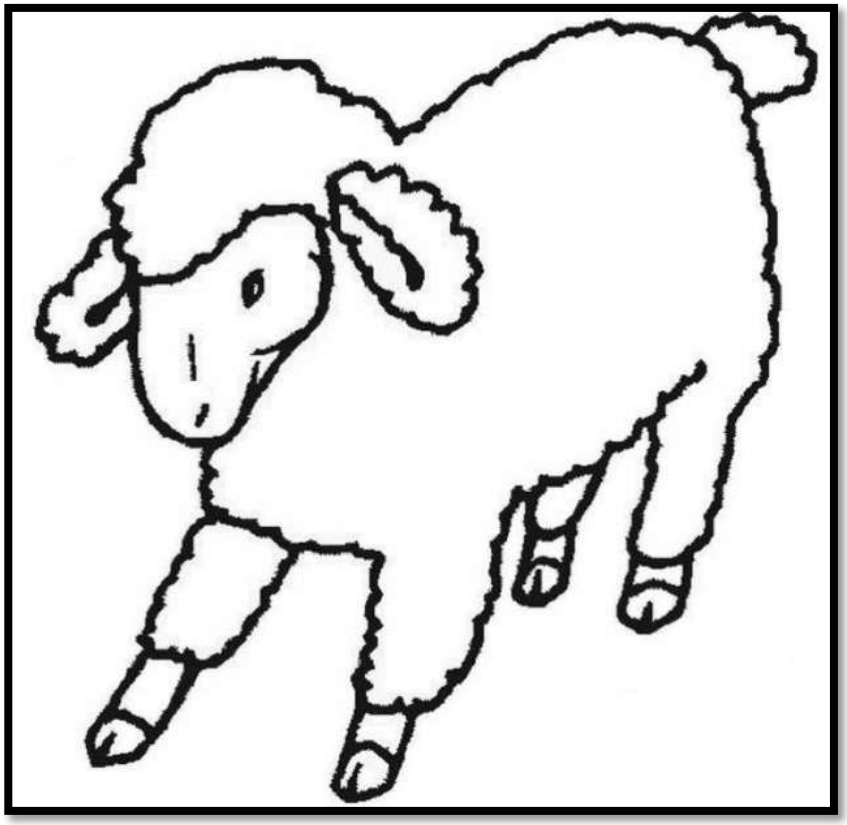
Choose the appropriate to be for each sentence.

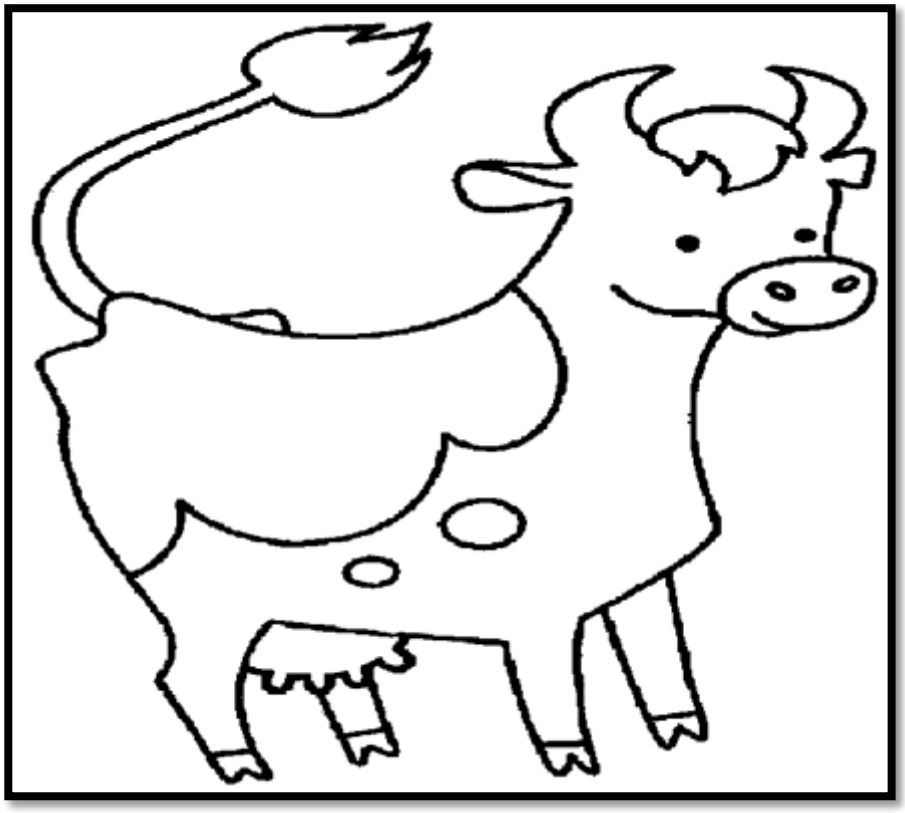
(Pilihlah 'to be' yang tepat untuk masing-masing.)

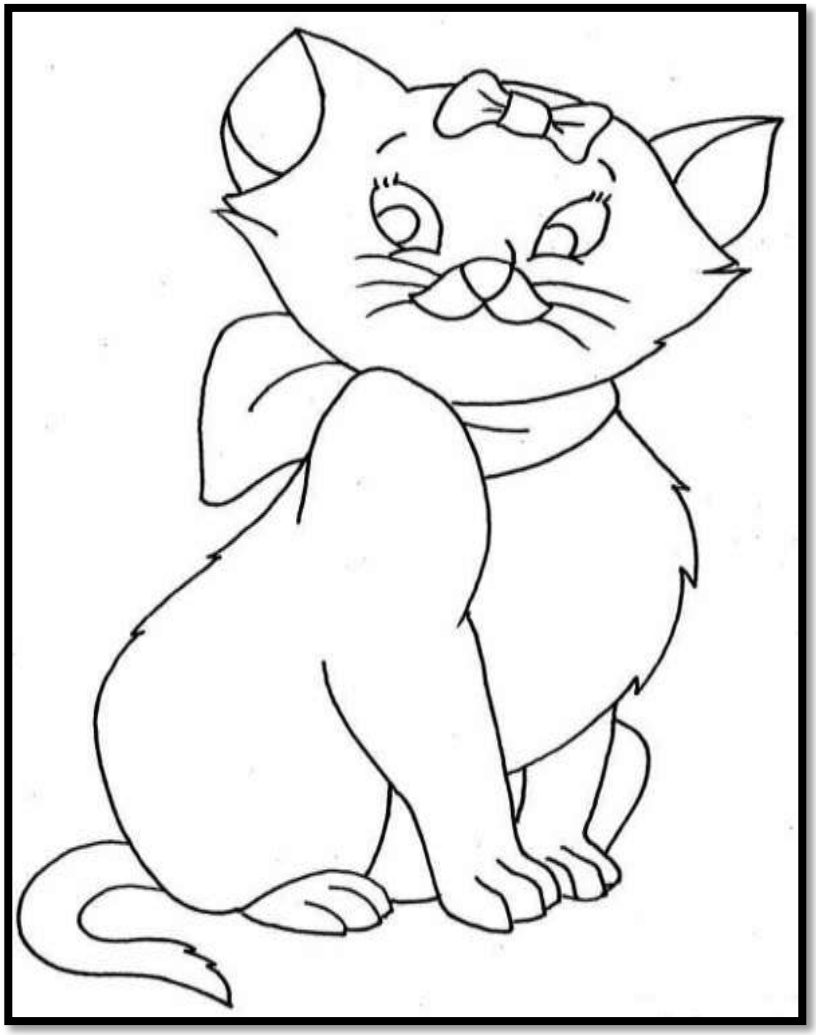
1. There (are / is) two cats.
2. There (are / is) a cow.
3. There (are / is) four ducks.
4. There (are / is) a horse.
5. There (are / is) two sheep.
6. There (are / is) three pigs.
7. There (are / is) a chicken.
8. There (are / is) two dogs

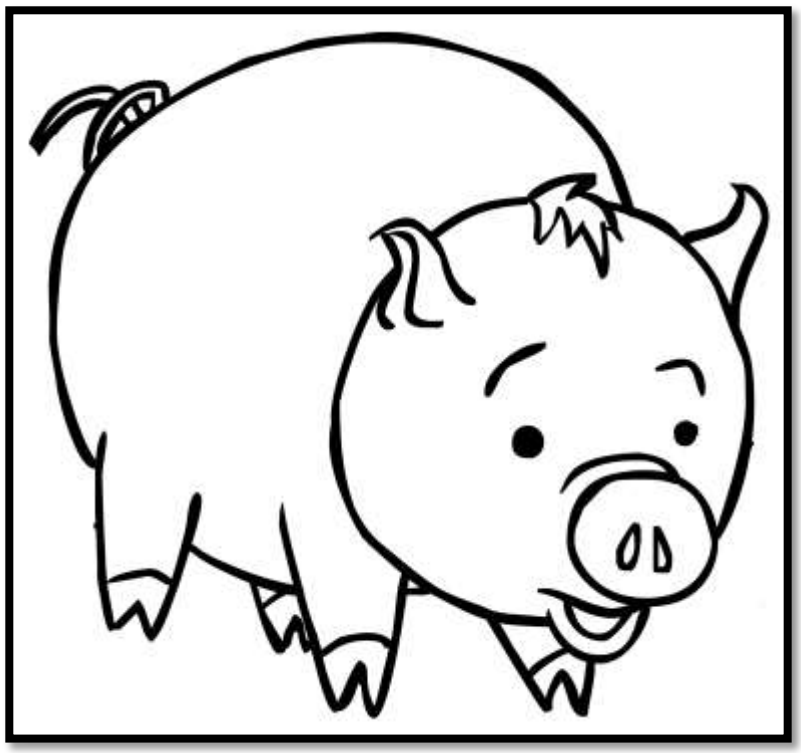


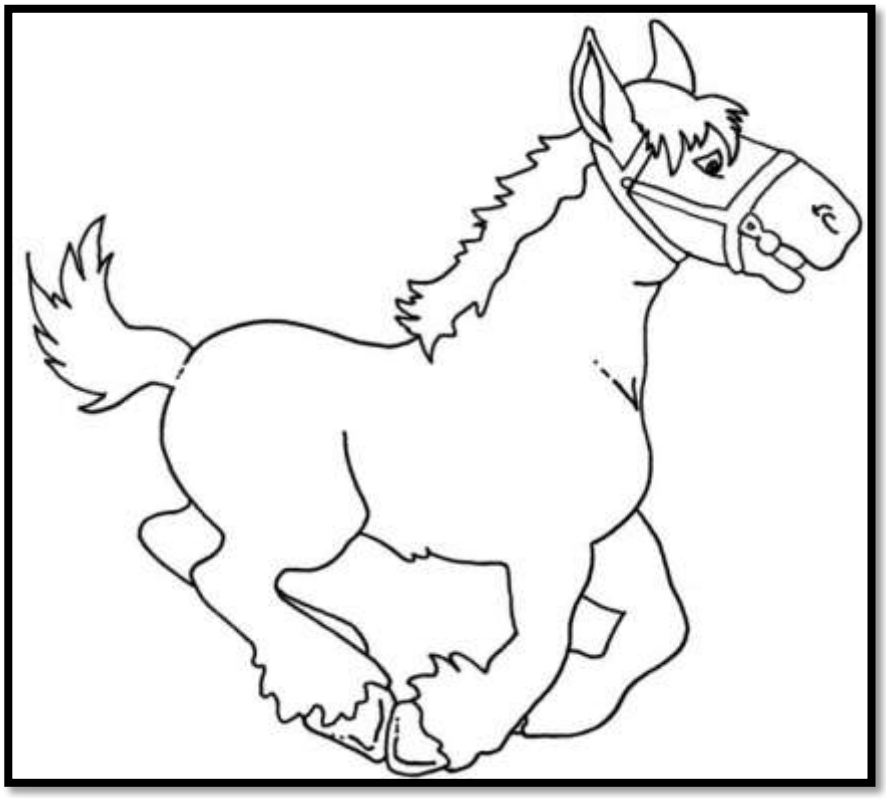


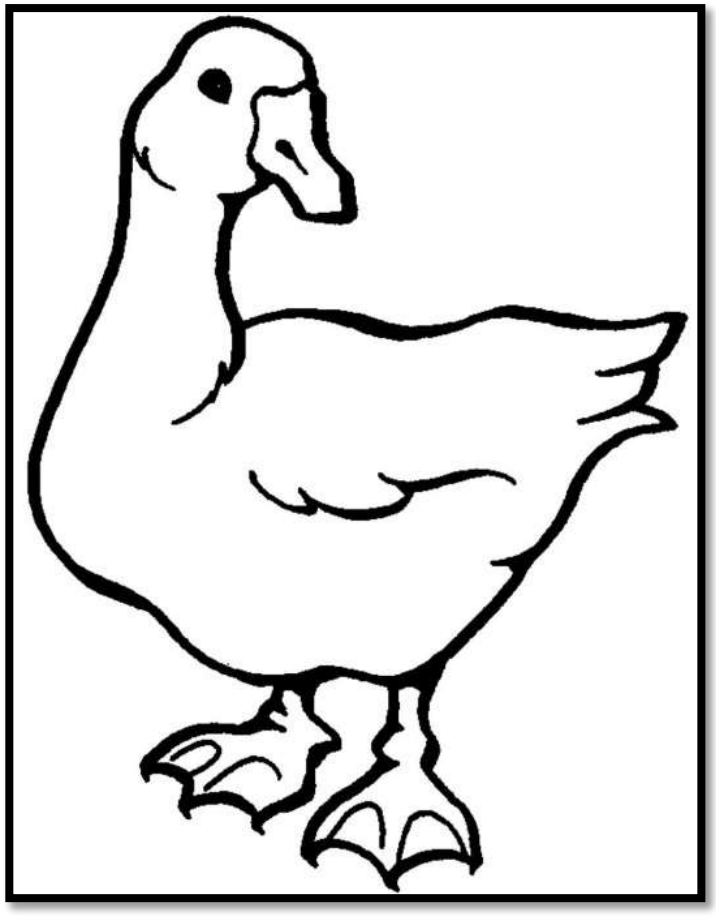












Task 2

Decide your own favorite animal in the farm.

Ceritakan binatang kesukaanmu di peternakan.

Name:

No :

My favorite animal in the farm

is this .

name is .

likes to eat .

likes to stay .

Nama :_____

Kelas :_____

Umur :_____

ANGKET ANALISIS KEBUTUHAN SISWA KELAS 3

SD N 2 MRANTI

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 suka
b. Suka
c. Tidak suka
d. Sangat tidak suka

1. Aku menyukai pelajaran bahasa Inggris.
   a. Sangat suka
   b. Suka
   c. Tidak suka
   d. Sangat tidak suka

2. Aku ingin belajar bahasa Inggris lebih banyak.

   a. Sangat ingin
   b. Ingin
   c. Tidak ingin
   d. Sangat tidak ingin

3. Aku ingin bisa membaca bacaan dalam bahasa Inggris.

   a. Sangat ingin
   b. Ingin
   c. Tidak ingin
   d. Sangat tidak ingin

4. Aku ingin bisa mengerti bacaan dalam bahasa Inggris.

   a. Sangat ingin
   b. Ingin
   c. Tidak ingin
   d. Sangat tidak ingin

5. Aku senang mengingat kata-kata bahasa Inggris yang baru aku baca.

   a. Sangat senang
   b. Senang
   c. Tidak senang
   d. Sangat tidak senang

6. Aku senang jika guru bercerita dalam bahasa Inggris.

   a. Sangat senang
   b. Senang
   c. Tidak senang
   d. Sangat tidak senang

7. Aku suka cerita tentang hewan.

a. Sangat suka
b. Suka
c. Tidak suka
d. Sangat tidak suka

8. Aku senang belajar bahasa Inggris melalui buku buku bergambar.

a. Sangat senang
b. Senang
c. Tidak senang
d. Sangat tidak senang

9. Aku senang belajar bahasa Inggris sambil bermain.

a. Sangat senang
b. Senang
c. Tidak senang
d. Sangat tidak senang

10. Aku senang jika belajar bahasa Inggris secara berkelompok

a. Sangat senang
b. Senang
c. Tidak senang
d. Sangat tidak senang

THANK YOU

Analysis of the Needs Analysis Questionnaire

No	Statement	Options	Number of Students	Precentage
1.	Aku menyukai pelajaran bahasa inggris (I like English)	Sangat suka	19	59.375%
		Suka	10	31.25%
		Tidak suka	3	9.375%
		Sangat tidak suka	0	
2.	Aku ingin belajar bahasa inggris lebih banyak (I want to learn English more)	Sangat ingin	24	75%
		Ingin	8	25%
		Tidak ingin	0	
		Sangat tidak ingin	0	
3.	Aku ingin bisa membaca bacaan dalam bahasa inggris (I want to able to read in English)	Sangat ingin	27	84.375%
		Ingin	5	15.625%
		Tidak ingin	0	
		Sangat tidak ingin	0	
4.	Aku ingin bisa mengerti bacaan dalam bahasa inggris (I want to able to understand English texts)	Sangat ingin	30	93.75%
		Ingin	2	6.25%
		Tidak ingin	0	
		Sangat tidak ingin	0	
5.	Aku senang mengingat kata bahasa inggris yang baru aku baca (I like to remember new English words that I have just learned)	Sangat senang	18	56.25%
		Senang	14	43.75%
		Tidak senang	0	
		Sangat tidak senang	0	
6.	Aku senang juka guru bercerita dalam bahasa inggris (I like it when my teacher tell me a story in English)	Sangat senang	22	68.75%
		Senang	9	28.125%
		Tidak senang	1	3.125%
		Sangat tidak senang	0	
7.	Aku suka cerita tentang hewan (I like stories about animal)	Sangat suka	27	84.375%
		Suka	4	12.5%
		Tidak suka	1	3.125%
		Sangat tidak suka	0	
8.	Aku senang belajar bahasa inggris melalui buku bergambar (I like to learn English from pictorial books)	Sangat senang	29	90.625%
		Senang	3	9.375%
		Tidak senang	0	
		Sangat tidak senang	0	

No	Statement	Options	Number of Students	Precentage
9.	Aku senang belajar bahasa inggris sambil bermain (I like to learn English while playing)	Sangat senang	23	71.875 %
		Senang	5	15.625 %
		Tidak senang	4	12.5 %
		Sangat tidak senang	0	
10.	Aku senang jika belajar bahasa inggris secara berkelompok (I like to learn English in group)	Sangat senang	29	90.625 %
		Senang	3	9.375 %
		Tidak senang	0	
		Sangat tidak senang	0	

Instrument for Media Assessment for Students

Jawablah bertanyaan 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 dalam Pop-up book jelas.
   a. Sangat jelas
   b. Jelas
   c. Tidak jelas
   d. Sangat tidak jelas
2. Materi yang diajarkan dalam Pop-up book mudah dimengerti
   a. Sangat mudah
   b. Mudah
   c. Sulit
   d. Sangat sulit

3. Bahasa yang digunakan jelas.
   a. Sangat jelas
   b. Jelas
   c. Tidak jelas
   d. Sangat tidak jelas
4. Soal latihan yang ada pada Pop-up book sesuai dengan materi yang diajarkan.
   a. Sangat sesuai
   b. Sesuai
   c. Tidak sesuai
   d. Sangat tidak sesuai

5. Gambar yang digunakan untuk menjelaskan pelajaran jelas.
   a. Sangat jelas
   b. Jelas
   c. Tidak jelas
   d. Sangat tidak jelas
6. Pop-up book membantu aku dalam memahami pelajaran Bahasa Inggris.
   a. Sangat membantu
   b. Membantu
   c. Tidak membantu
   d. angat tidak membantu
7. Pop-up book membuatku bersemangat dalam belajar Bahasa Inggris.
   a. Sangat benar
   b. Benar
   c. Salah
   d. Sangat Salah
8. Menurutku Pop-up book bagus.
   a. Sangat bagus
   b. Bagus
   c. Tidak bagus
   d. Sangat tidak bagus

9. Menurutku Pop-up book menarik.
   a. Sangat menarik
   b. Menarik
   c. Tidak menarik
   d. Sangat tidak menarik

STUDENTS' EVALUATION

1. Material Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The materials are clear	121	136	88,97%
2.	The materials are easy to understand	124	136	91,17%
Total			180,14%	
Average			90,07%	

2. Instructional Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The language is clear	122	136	89,70%
2.	The activities match with the materials	121	136	88,97%
Total			178,67%	
Average			89,34%	

3. Media Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The pictures are clear	128	136	94,12%
2.	Pop-up book helps to understand the materials	128	136	94,12%
3.	Pop-up book boost the enthusiasm to learn English	126	136	92,65%
4.	Pop-up is good	126	136	92,65%
5.	Pop-up is interesting	132	136	97,06%
Total			470,60%	
Average			94,12%	

4. Avarage Score

Aspects	Score (%)
Materials	90,07%
Instructional	89,34%
Media	94,12%
Total	273,53%
Average	91,18%

Instrument for Media Assessment for English Teacher

Nama :

Profesi :

Institusi :

Berilah tanda centang (√) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran Reading untuk siswa kelas 3 SD.

1	2	3	4
Sangat Kurang (*very poor*)	Kurang (*poor*)	Baik (good)	Sangat Baik (very good)

Give tick (√) in the appropriate box

I. Material Aspect (Aspek Materi)

No.	Statements	1	2	3	4
1	Materi yang diajarkan jelas.				
2.	Materi mudah untuk dipelajari.				
3	Bahasa yang digunakan mudah dipahami.				
4.	Gambar yang digunakan untuk menjelaskan pelajaran sesuai dengan konsep pembelajaran untuk siswa kelas 3 SD.				
5.	Aktivitas yang dilakukan sesuai dengan konsep pembelajaran untuk siswa kelas 3 SD.				
6.	Soal-soal latihan yang diberikan jelas dan sesuai dengan kemampuan peserta didik				
7.	Soal sesuai dengan materi yang diajarkan.				
Nilai Total					
Nilai Rata-rata (X)					

II. Instructional Aspect (Aspect Pembelajaran)

No.	Statements	1	2	3	4
1	Pembelajaran sesuai dengan Standar Kompetensi dan Kompetensi Dasar untuk siswa kelas 3 SD.				
2.	Indikator sesuai dengan Kompetensi Dasar.				
3	Tujuan pembelajaran jelas				
4.	Materi yang diajarkan lengkap.				
5.	Petunjuk yang digunakan jelas				
6.	Soal yang diberikan sesuai dengan Standar Kompetensi dan Kompetensi Dasar untuk siswa kelas 3 SD.				
7.	Soal sesuai dengan indikator.				
Nilai Total					
Nilai Rata-rata (X)					

III. Media Aspect (Aspect Media)

No.	Statements	1	2	3	4
1.	Media yang digunakan menarik.				
2.	Media mudah digunakan				
3.	Media mudah dibawa dan dipindah				
4.	Bagian yang dapat dibuka bekerja dengan baik				
5.	Gambar dipilih dengan tepat.				
6.	Susunan gambar sesuai.				
7.	Penyajian materi sesuai dengan pembelajaran.				
8.	Teks yang digunakan efektif sebagai input.				

IV. Appearance Acpect (Aspek Tampilan)

No.	Statements	1	2	3	4
1	Komposisi warna ilustrasi menarik.				
2.	Komposisi warna text menarik.				
3	Pemilihan jenis dan ukuran huruf menarik.				
4.	Pemilihan gambar sesuai.				
5.	Kualitas gambar baik				
Nilai Total					
Nilai Rata-rata (X)					

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

Komentar (Comments):

Saran (Suggestions):

Kesimpulan (Conclusion):

Media ini dapat disimpulkan bahwa (This media is considered to be)

1. dapat digunakan tanpa perbaikan (feasible to apply without revision).
2. dapat digunakan dengan perbaikan yang diusulkan (feasible to apply with suggested revision).
3. kurang dapat digunakan (less feasible to apply).

EVALUATORS' SCORE

1. Material Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The material is clear	38	40	95%
2.	The material is easy to be learned	38	40	95%
3.	The language used is easy to be understood	39	40	97,5%
4.	The picture used to explain the material match well with the learning concept for 3 grade students	37	40	92,5%
5.	The activities done match well with the learning concept for 3 grade students	33	40	82,5%
6.	The tasks are clear and suitable for the children	32	40	80%
7.	The tasks match well with the material	31	40	77,5%
Total			620%	
Average			88,57%	

2. Instructional Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The learning activities match well with the standard competence and basic of competence	32	40	80%
2.	The indicators match with the basic of competence	32	40	80%
3.	The objective of the learning is clear	32	40	80%
4.	The material is complete	32	40	80%
5.	The instructions are clear	32	40	80%

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
6.	The tasks match with the standard competence and basic of competence	33	40	82,5%
7.	The tasks match with the indicators	32	40	80%
Total			562.5%	
Average			80,36 %	

3. Media Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The medium is interesting	38	40	95%
2.	The medium is easy to be used	38	40	95%
3.	The medium is easy to be brought and moved	38	40	95%
4.	The sections which can be opened are working well	34	40	85%
5.	The pictures are selected well	35	40	87,5%
6.	The arrangement of the picture is good	37	40	92,5%
7.	The presented material match with the learning activities	36	40	90%
8.	The text used is effective enough as an input	34	40	85%
Total			725%	
Average			90,62%	

4. Appearance Aspect

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The composition of the illustrations' color is attractive	38	40	95%

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
2.	The text's color is attractive	32	40	80%
3.	The choose of the font and the font size are interesting	32	40	80%
4.	The choose of the pictures is good	39	40	97,5%
5.	The quality of the pictures are good	39	40	97,5%
Total			450%	
Average			90%	

5. Average Score

Aspects	Score (%)
Materials	88,57%
Instructional	80,36%
Media	90,62%
Appearance	90%
Total	349,55%
Average	87,39%

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 966/UN.34.12/DT/VIII/2014 20 Agustus 2014
Lampiran : -
Hal : **Permohonan Izin Observasi**

Kepada Yth.
Kepala SD N 2 Mranti Purworejo

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Pop Up Media for Teaching English Reading Comprehension to the 3rd Grade of Elementary School Students

Mahasiswa dimaksud adalah :

Nama	: DITA ARINTIA
NIM	: 10202241064
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Agustus 2014
Lokasi Observasi	: SD N 2 Mranti Purworejo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
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http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 271o/UN.34.12/DT/III/2015
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Yogyakarta, 3 Maret 2015

Kepada Yth.
Bupati Purworejo
c q. Kepala Kantor Penanaman Modal dan
Perizinan Terpadu Kab. Purworejo
Jl. Urip Sumoharjo No. 6 Telp (0275) 325202
Purworejo 54111

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING POP UP MEDIA FOR TEACHING ENGLISH READING COMPREHENSION TO THE 3RD GRADE OF ELEMENTARY SCHOOL STUDENTS AT SDN 2 MRANTI IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama	: DITA ARINTIA
NIM	: 10202241064
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: November 2014
Lokasi Penelitian	: SDN 2 Mranti Purworejo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SDN 2 Mranti Purworejo

PEMERINTAH KABUPATEN PURWOREJO
KANTOR PENANAMAN MODAL DAN PERIZINAN TERPADU
Jl. Urip Sumoharjo No. 6 Purworejo Kode Pos 54111
Telp. (0275) 325202 Fax. (0275) 325202 Email : kpmpt@purworejokab.go.id

IZIN RISET / SURVEY / PKL

NOMOR : 072/118/2015

I. Dasar : Peraturan Daerah Kabupaten Purworejo Nomor 14 Tahun 2008 tentang Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Purworejo (Lembaran Daerah Kabupaten Purworejo Tahun 2008 Nomor 11).

II. Menunjuk : Izin penelitian Dari Dekan Fak Bahasa dan Seni UNY No. 271o/UN.34.12/DT/III/2015 Tanggal 3 Maret 2015

III. Bupati Purworejo memberi Izin untuk melaksanakan Riset/ Survey/ PKL dalam Wilayah Kabupaten Purworejo kepada :

❖ N a m a	:	Dita Arintia
❖ Pekerjaan	:	Mahasiswa
❖ NIM/NIP/KTP/ dll.	:	10202241064
❖ Instansi / Univ/ Perg. Tinggi	:	Universitas Negeri Yogyakarta
❖ Jurusan	:	Pendidikan Bahasa Inggris
❖ Program Studi	:	Pendidikan Bahasa Inggris
❖ Alamat	:	Mranti, Rt.01/Rw.02, Kec.Purworejo, Kab.Purworejo
❖ No. Telp.	:	087839841382
❖ Penanggung Jawab	:	Siti Sudartini, S.Pd.M.A
❖ Maksud / Tujuan	:	Penelitian
❖ Judul	:	Developing Pop Up Media For Teaching English Reading Comprehension To The 3rd Grade Of Elementary School Students at SD N 2 Mranti In The Academic Year Of 2013/2014
❖ Lokasi	:	SD N Mranti
❖ Lama Penelitian	:	1 bulan
❖ Jumlah Peserta	:	-

Dengan ketentuan - ketentuan sebagai berikut :

a. Pelaksanaan tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas daerah.
b. Sebelum langsung kepada responden maka terlebih dahulu melapor kepada :
   1. Kepala Kantor Kesbangpol Kabupaten Purworejo
   2. Kepala Pemerintahan setempat (Camat, Kades / Lurah)
c. Sesudah selesai mengadakan Penelitian supaya melaporkan hasilnya Kepada Yth. Bupati Purworejo Cq. Kepala KPMPT, dengan tembusan BAPPEDA Kab. Purworejo

Surat Ijin ini berlaku tanggal 11 Maret 2015 sampai dengan tanggal 11 April 2015.

Tembusan , dikirim kepada Yth :
1. Ka. Bappeda Kab. Purworejo;
2. Ka. Kantor Kesbangpol Kab. Purworejo;
3. Ka. Dindikbudpora Kab.Purworejo;
4. Ka. SD N Mranti;
5. Dekan Fak.Bahasa dan Seni UNY.

Dikeluarkan : Purworejo
Pada Tanggal : 11 Maret 2015

a.n. BUPATI PURWOREJO
KEPALA KANTOR
PENANAMAN MODAL DAN PERIZINAN TERPADU
KABUPATEN PURWOREJO

TJATUR PRIYO UTOMO, S.Sos
Pembina Tk. I
NIP. 19640724 198611 1 001

PEMERINTAH KABUPATEN PURWOREJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT PENDIDIKAN DAN KEBUDAYAAN PURWOREJO
SD NEGERI 2 MRANTI
Alamat : Jl. Letjend Suprapto 143 Telepon (0275)-325328 Purworejo 54112

SURAT KETERANGAN

Nomor: 422.1/040/2015

Dasar: Kepala KPPT (Kantor Penanaman Modal PerzinanTerpadu) Kabupaten Purworejo nomor 072/118/2015, tertanggal 11 Maret 2015

Kepala SD Negeri 2 Mranti menerangkan bahwa mahasiswa dibawah ini:

Nama	: DitaArintia
NIM	: 10202241064
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Universitas Negeri Yogyakarta
JudulPenelitian	: **DEVELOPING A POP UP BOOK FOR TEACHING READING COMPREHENSION TO THE THIRD GRADE OF ELEMENTARY SCHOOL STUDENTS AT SD N 2 MRANTI IN THE ACADEMIC YEAR OF 2014/2015**

Telah melaksanakan penelitian dengan baik di SD Negeri 2 Mranti.
Demikian surat keterangan ini dibuat untuk dapat diperguankan seperlunya.

Ditetapkan di: Purworejo
Pada tanggal : 6 Juni 2015

Kepala SD Negeri 2 Mranti

SRI GIRI HANDAYANI, S.Pd.
NIP 19601014 19674911 2 004