

**THE EFFECTIVENESS OF USING POP-UP BOOK ON STUDENTS'
MOTIVATION IN LEARNING ENGLISH SUBJECT AT
SEVENTH GRADE OF SMP N 6 BATHIN SOLAPAN**

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ABSTRACT

Learning English as a foreign language plays a crucial role in supporting students' academic development and global communication skills. However, many junior high school students still face low motivation in learning English, which hinders their ability to achieve optimal learning outcomes. Previous studies have shown that innovative media such as pop-up books can improve students' engagement, yet research focusing on their effectiveness in motivating students in rural schools remains limited. This study aims to investigate the effectiveness of using pop-up books on students' motivation in learning English at the seventh grade of SMP N 6 Bathin Solapan. This study was quantitative with survey research design. Measurement of the effectiveness of the using Pop-Up book on students' motivation in learning English subject is calculated through correlation analysis, hypothesis testing and effective testing. The findings revealed that the using Pop-Up book on students' motivation in learning English subject at seventh grade of SMP N 6 Bathin Solapan is effective. In conclusion, the use of pop-up books is proven to be effective in enhancing students' motivation in learning English. The study suggests that English teachers, particularly in junior high schools, should consider integrating pop-up books and similar interactive media as alternative teaching strategies to foster a more motivating and engaging learning environment.

Keywords: *Pop-Up Book, Motivation, Learning English*

INTRODUCTION

Nowadays Learning English is really important because it is considered as an international language. Statistics shows that almost 60 million people are fluent and competent in English (David Cristal, 1997) Every people realize that English language occupies a dominant position in all sphere of human field, whether it is business, medicine, transportation, technology, economic, etc.

In the learning process, a student needs motivation to be an

encouragement in learning. Based on the above assumptions, students who are motivated in learning are characterized by a change in energy within themselves, encouragement that arises from within a person turns into an energy that makes him worked or studied, seek and solve problems to completion. Motivated students also make reactions that direct themselves to achieving goals. Motivation is always seen as one of key aspects that lead to successful language learning. According to Brown (2001) Motivation is one of influential is a factor of high and low of the goal. So, motivation is one of the successful in learning process.

In the learning process to make students more motivated in learning, some media are needed to make it easier. There are many media that can be used to student motivation in learning English, one of them is Pop-Up book. Pop-Up book media is practical to use can increase student enthusiasm and make students more active (Pramesti, 2015).

Based on the researcher experienced at SMP N 6 Bathin Solapan and also asking the English teacher there, the researcher found some difficulties faced by student, where they are less motivated in learning in class, at SMP N 6 Bathin Solapan the teacher has tried to give lessons very well, by using a creative learning method but students motivation to learn is very less, marked by their less of knowledge of words or meanings in English. When learning English students were asked by the teacher to bring dictionaries, but no students bring it, during teaching and learning activities many students did not pay attention to the teacher who was explaining, and when the teacher asked questions, students did not know how to answer it. Because of the less of student motivation in learning, the teacher tries to be as creative as possible in giving lessons so that students can understand the material provided, for example, Pop-Up book. This pop-up book makes it easier for teachers to encourage students to concentrate with the help of images that appear in three-dimensional 3D form.

LITERATURE REVIEW

Pop-Up Book

The Definition of Pop-Up Book

According to Nancy & Rondha (in Atin Colidiyah 2018) Pop-Up book is a book that offers the potential for motion and interactive through the use of paper mechanisms such as fold, scrolls, slides, tab, or wheel. The definition of a Pop-Up book according to Dzuanda, (in Pramesti 2015) Pop-Up Book is a type of book that features movable parts or three-dimensional elements, offering a visually engaging way to tell a story. The illustrations often come to life—moving or popping up—as each page is turned, creating an interactive and captivating reading experience. At first glance, Pop-Up is almost the same as origami where both of these arts use paper folding techniques. However, origami focuses more on creating objects or objective, while Pop-Up are more inclined to make mechanical paper which can make images look more different, both from a perspective/dimensional perspective and shape change so that they can move as naturally as possible.

Techniques for Making Pop-Up Books

There are several Pop-Up techniques that can be used as a basis for making Pop-Up books. According to Sabuda (in Pramesti: 2015) the types of pop-up book techniques are as follows:

- 1) Transformations, namely display forms consisting of pop-up pieces arranged vertically.
- 2) Volvelles, namely display forms that use elements circles in the making.
- 3) Peepshow which is a display composed of a series of stacks of paper stacked together to create an illusion of depth and perspective.
- 4) Pull-tabs, which are sliding paper tabs or shapes that are pulled and pushed to show movement a new description,
- 5) Carousel, this technique is supported by ropes, ribbons or buttons which when opened and folded again form complex objects,
- 6) Box and cylinder, is the movement of a cube or tube that moves up

from the middle of the page when the page is opened. There are many different kinds of pop-up books, each with its own unique style and design.

Kind of Pop-Up book

There are many different kinds of pop-up books, each with its own unique style and design. Here are a few examples:

- 1) Storybook pop-up books: These books use pop-up elements to illustrate and enhance a story, often featuring characters from popular children's books.
- 2) Educational pop-up books: These books use pop-up mechanisms to teach children about a specific topic, such as animals, geography, or history.
- 3) Artistic pop-up books: These books are created by artists and designers who use pop-up elements to create intricate and visually stunning works of art.
- 4) DIY pop-up books: These books are designed to be created and assembled by the reader, often featuring pre-cut templates and instructions for building pop-up structures.
- 5) Interactive pop-up books: These books use pop-up elements in combination with other interactive features, such as sound effects or movable parts, to create an engaging and immersive experience for the reader.
- 6) Pop-up greeting cards: These are not exactly books but they use the same mechanisms as pop-up books and are often used to create unique and memorable greeting cards for special occasions like birthdays or holidays.

Benefit of Pop-Up Book

According to Dzuanda (in Pramesti 2015) media pop-up book has a wide range of benefits that are very useful, namely:

1. Teach children to better appreciate the books and treat it with better.
2. Bringing children closer to their parents, as Pop-Up Books provide an opportunity for parents to accompany and engage with their children while using them.
3. Developing children's creativity.
4. Stimulate children's imagination.

5. Enhances knowledge and introduces the shapes of objects.
6. Can be used as a medium to instill children's love of reading.

Definition of motivation

Motivation is the most important components of learning process for students. Without motivation, students will be difficult to achieve the success. Students need the motivation when they have to do something to succeed. Motivation plays a crucial role in influencing a student's decision-making process when it comes to transforming their energy into positive behaviors that align with their learning objectives (Indi Amelia, et.al :2024). The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

Motivation**Kind of Motivation**

In the teaching and learning process in schools, motivation is one thing urgent. little or much at least the students have the motivation to learn because activities will be successful if the child concerned has strong motivation. Kember & Santrock (2003) divides motivation into two types, namely intrinsic motivation and extrinsic motivation by defining the two types of motivation as follows the two types of motivation as follows: Intrinsic motivation is a form of learning motivation that comes from within a person and does not need to be stimulated from outside. stimulation from outside. Meanwhile, extrinsic motivation is the impetus for learning that comes from outside a person.

Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own. Internal motivation involves motivation to do something for its own desire. This motivation appeared from ourselves. The students who are have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves, they do activities because they have own desire and reward from themselves and do not depend on external reward.

According to Gardner (1985) intrinsic motivation is perceived to be composed of three elements. These are effort, desire, and attitude.

After knowing some definitions of intrinsic motivation then there are several factors that affect intrinsic motivation, including:

Self-Desire

Students may also rely on immediate interest or personal desire for motivation, and necessary in learning material that interest for them (Kember, 2015). For example, students learn because of their own will and the results will be better because they come from themselves.

Satisfaction

Satisfaction is the feeling when someone gets the result or achievement of an effort made. because based on intrinsic motivation, namely motivation that comes from within a person without any external encouragement. Pleasure and satisfaction in doing an activity or task when you only focus on the results of what you do. letting individuals participate in achieve goal can lead to greater satisfaction (Kember, 2015).

Extrinsic Motivation

According to Indi Amelia (2024) Conversely, extrinsic motivation is motives that are active and functioning because of stimulation, includes those rewards such as good grades and inducements external to students. Extrinsic

motivation is motivation which engages in an activity as a means to an end. Motivated student extrinsically works on activities because they believe that

participation will result in desirable outcomes such as reward, teacher's praises, and punishments. That extrinsic motivation is motivation that caused by outside factors of situation.

Actually, many other factors can influence students' extrinsic motivation in teaching learning process as follows:

a). Teacher

Teacher a factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate and support the students in learning activity (Kember, 2015)

b). Environment

Environment outside any classroom there are attitudes to language learning and the English language in particular (Harmer, 2015). The learning of English is important be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

Learning English

Definition of Learning English

Learning process is important role in the current generation because, through learning, we can prepare a better quality of life for the best future in our lives. English is an international language that is needed, learned, and used by people around the world. As a foreign language, English is taught at many levels of Indonesian education, beginning with elementary school, junior high school, high school, and college. Learning English is the development of a student's capacity to use English contextually in their lives in accordance with the student's settings and conditions, where the student must be proficient in the skills of reading, listening, writing, and speaking in English. (Indi Amelia:2024). In addition, Aminah & Nugraha (2021) stated that learning English is an absolute necessity in the era 4.0, as English is the dominant medium for international communication.

The Importance of Learning English

English today is used for many things. especially in the fields of education, business, politics, and technology. The importance of learning English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. It can be concluded that learning English is very important for us in adapting to the development of the existing language, especially in communicating. With the help of emerging technology, English has been playing the main part in several sectors including medicine, engineering, education, etc. (Nishanthi, R. 2018)

Learning English is important and people all over the world decide to study it as a second language. Many counties include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, aviation, computers, diplomacy and tourism. Knowing English increases your chances of getting a good job in a multinational company.

RESEARCH METHOD

This study employed a quantitative with survey research design to explore the relationship between the use of pop-up books and students' motivation in learning English. The research was conducted at SMP N 6 Bathin Solapan during the 2022/2023 academic year. The target population consisted of 113 seventh-grade students, and a cluster random sampling technique was used to select a representative sample of 30 students.

The collecting data used by descriptive Statistic were used to summarize responses, while inferential statistic statistics, including normality testing, correlation analysis, and effectiveness measurement, were applied to test the hypotheses.

The primary instrument for data collection was questionnaire.

Two types of questionnaires were developed:

1. Motivation Questionnaire: This instrument measured students' intrinsic and

extrinsic motivation levels. It included 20 items rated on a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree."

2. Pop-Up Book Questionnaire: This measured students' perceptions of the use of pop-up books in their learning. It included 20 items focusing on aspects such as engagement, comprehension, and overall satisfaction.

Both instruments were calculated by validity and reliability testing. The validity was assessed using Pearson product-moment correlation, and reliability was measured using Cronbach's alpha coefficient. The motivation questionnaire achieved a reliability score of 0.924, while the Pop-Up book questionnaire scored 0.892, indicating high internal consistency. The normality test employed the Kolmogorov-Smirnov method, and the effectiveness of the pop-up book was calculated using percentage analysis. All the collected data were analyzed using SPSS version 22.

FINDINGS AND DISCUSSION

The results of the validity tests showed that all items in both questionnaires were valid, with r-values exceeding the critical value of

0.361. Reliability testing further confirmed the consistency of the instruments, as indicated by high Cronbach's alpha coefficients for both the motivation (0.924) and pop-up book (0.892) questionnaires.

Table 1: Reliability Statistic Motivation

Cronbach's Alpha	N of items
0,924	17

From the table above, it can be seen the instrument used was reliable. From 17 items that were declared valid, the reliability test was then carried out using Cronbach's alpha technique.

Table 2: Reliability Pup up Book

Cronbach's Alpha	N of items
0,892	20

Source:SPSS22

From the table above, all the items (20) was reliable.

Table 3 : Correlation Coefficient Test**Correlations**

		MOTIVATION	POP UP BOOK
MOTIVATION	Pearson Correlation	1	,606**
	Sig. (2-tailed)		,000
	N	30	30
POP UP BOOK	Pearson Correlation	,606**	1
	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between the use of pop-up books and students' motivation was found to be 0.606. This indicates a moderately strong positive correlation, suggesting that students who used pop-up books were more motivated to learn English. The positive relationship highlights the potential of pop-up books to enhance learning experience by making lessons more interactive and visually appealing.

The effectiveness of using pop-up books was calculated by averaging the responses and converting the results into a percentage. The effectiveness score was 78.63%, placing it in the "effective" category based on the established criteria. This finding demonstrates that pop-up books are a valuable tool for increasing student motivation. The result as follow:

Table 4: Interpretation of Correlation Coefficient Value

Value Coefficient	Explanation
+0.70-up	Very strong positive relationship

Value Coefficient	Explanation
+0.50- +0.69	Strong positive relationship
+0.30- +0.49	Medium positive relationship
+0.10 - +0.29	Meaningless positive relationship
0.0	No relationship
-0.01 -0.09	The negative relationship does not mean
-0.10-0.29	Low negative relationship
0.30-0.49	Moderate negative relationship
-0.50 -0.59	Strong negative relationship
-0.70-down	Very strong negative relationship

(Bungin, 2005)

The average of measurement:

$$= \frac{78,63}{20}$$

$$= 3,9315$$

The percentage of effectiveness Pop-Up book

$$= \frac{3,9315 \times 100\%}{5}$$

$$= 78,63$$

Based on the data above, it can be concluded as follow:

1. There is the correlation between using Pop-Up book and students' motivation as can be seen from the correlation coefficient test. This research was used the Pearson product moment, correlation coefficient from SPSS 22, it showed that be correlation coefficient of Pop-Up book and students' motivation was 0,606. It can be concluded that there is a correlation significant.
2. There is significant effectiveness using Pop-Up book media to students'

motivation in learning English subject at seventh grade of SMP N 6 Bathin Solapan. The effectiveness percentage was 78,63 and the categories are effective.

CONCLUSION

Based on the result explanation above, the researcher can conclude that there is a correlation with the use of the Pop-Up book media to student's motivation in learning English subject. In addition, the Pop-Up book media is effective motivation in learning English subject especially in Seventh grade of SMP N 6 Bathin Solapan. By using the Pop-Up book media, students are more confident, enthusiastic and more active in learning English subject.

The researcher would like to suggest the teacher advised to be more creative and innovative choosing teaching strategies to deliver material. They can find good learning media to attract their students' interest in learning English subject. Teacher can apply to learn using several different media and methods to attract students' attention in learning English subject.

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