



CHAPTER I INTRODUCTION

A. Background of the Study

In today's world, where communication across countries happens daily, and information spreads quickly, English has become a key skill—especially in fields like business, technology, and tourism. Because of this, students are encouraged to strengthen their reading, speaking, and writing abilities in English so they can confidently participate in global conversations.

In recent years, the Indonesian government has started to pay closer attention to English instruction at the elementary level, especially through the Kurikulum Merdeka. This shift is based on the understanding that younger children are more flexible and open when learning new languages. Starting English early helps kids feel more at ease when speaking up in class. It also makes it easier for them to get used to content that comes from outside Indonesia. Oktavia (2023) mentioned that kids in elementary school tend to pick up new languages more easily because their brains are still very flexible at that stage.

One of the most important skills in learning English is reading. Reading well can make a big difference in how students perform at school. Those who read easily tend to pick up new vocabulary faster, understand stories or texts more deeply, and think more critically about what they read. Reading is not just about decoding words—it also helps shape how students express themselves. For learners who are still getting used to English, being able to read fluently and follow more complex texts is especially helpful. Plus, reading often becomes the base for improving other skills like writing and speaking, essential for doing well in school and communicating with others.

However, many students struggle with reading for different reasons. Some are not that motivated, while others do not have access to fun or interesting books. In many classrooms, reading activities can feel repetitive or dull, which makes it harder for students to stay engaged. Because of that, their reading skills do not improve, and it starts to affect how well students do in school.

To address the challenges in reading, educators have started implementing more creative teaching strategies, one of which is the use of pop-up books. Inspired by one of the lecturers who introduced this medium, the researcher became interested in applying pop-up books in elementary school settings, as the concept appeared creative and engaging for young learners.

Pop-up books have parts that move or pop out when you flip the pages, making reading feel much more fun and less like something students have to do. The pictures accompanying the words make it easier to follow the story, especially if they



ling their reading confidence. It is not just about making the book look like the visuals help hold students' attention and make them want to keep reading what happens next. When used regularly, this book can make a real difference in how well students follow and enjoy stories. Pop-up books can help students improve their story comprehension and reading abilities when used consistently in the classroom.

Even though pop-up books show great promise in helping students improve their reading skills, they haven't been studied much in Indonesian elementary schools. This research examines how pop-up books might support reading development among fifth-grade students at SDN 271 Mario. By exploring their impact, this research aims to contribute to developing innovative teaching methods tailored to modern educational needs.

This school was chosen not just because it fits the research goals but also for personal reasons. Since it is located in the researcher's hometown, there is a strong motivation to give back and help improve the quality of education in the local community. By conducting this study, the researcher aims to support the development of students' reading skills through innovative learning media, hoping to have a positive and meaningful impact on the local education environment.

This research seeks to answer key questions regarding the effectiveness of using pop-up books, the challenges faced in their implementation, and their impact on students' reading skills. The results of this study are expected to provide practical recommendations for educators, especially at SDN 271 Mario, in implementing more engaging and effective learning methods to improve students' reading skills overall.

B. Identification of Problems

- a. Low reading skills in English
- b. Ineffective use of learning media relies too much on textbooks
- c. Lack of motivation and engagement due to teacher's lecture method
- d. Limited application of creative media

C. Scope of Problems

To ensure that this research remains focused and well-directed, the study will focus on the use of Pop-Up Books as a creative media to improve the low reading skills of Grade V students at SDN 271 Mario. It is limited to addressing issues related to the low reading skills in English and the limited use of creative media. This study does not cover other learning media besides Pop-Up Books and does not discuss aspects of English language learning beyond reading skills.



1 Questions

1. To what extent can Pop-Up Books improve low reading skills in English?

2. Is the use of creative media, such as Pop-Up Books, more effective in improving students' reading skills compared to conventional methods?

E. Objectives of the Research

Based on the problem formulation, the objectives of this study are categorized into theoretical and practical objectives, as follows:

- a. To determine the extent to which the use of Pop-Up Books can improve low reading skills in English.
- b. To examine how the use of creative media, such as Pop-Up Books, is more effective in improving students' reading skills compared to conventional teaching methods.

F. Significant of the Research

1. Theoretical Significance

This research contributes to the theoretical understanding of interactive learning media, particularly the role of pop-up books in enhancing reading skills. By exploring how 3D and visual elements can engage students, the study builds on previous research in multimodal learning and visual literacy. The insights gained are expected to serve as a foundation for further studies on integrating creative media into language learning and literacy development.

2. Practical Significance

Improving student learning outcomes in English language learning through the use of Pop-up Book media developed in this research is expected to contribute in the following ways:

- a. For students: This research aims to increase students' interest and motivation in reading by providing an engaging and interactive way to engage with stories. Pop-up books are particularly effective in improving story comprehension skills and cultivating an interest in reading.
- b. For teachers: This study offers a practical framework for helping teachers design more creative and engaging lessons while enhancing students' reading comprehension.
- c. For schools: The findings can help schools try creative methods like pop-up books to improve reading skills. This approach can also be applied in other schools to boost students' interest in reading..



Study

CHAPTER II

LITERATURE REVIEW

To build the foundation of this research, several previous studies have explored the use of Pop-Up Books and other forms of creative media in improving students' learning outcomes—especially in areas such as reading comprehension and learning motivation. While several studies have examined the use of pop-up books in education, certain aspects remain less explored.

Some researchers have examined how pop-up books and similar media can help students, especially regarding reading and motivation. Nevertheless, some areas haven't been fully explored. This research picks up from those earlier works and adds to the discussion by looking more closely at how Pop-Up Books might affect students' learning. The studies below have played an essential part in shaping how Pop-Up Books are understood in educational settings:

1. *Karumpa, Halimah, and Sulastri (2022), in their research titled "Effectiveness of Using Pop-Up Book and Big Book Media on Students' Ability to Understand Reading Content".*

Karumpa, Halimah, and Sulastri's study showed that Pop-Up Books and Big Books can effectively support students' reading comprehension. Their research used a Quasi-Experimental Design with two groups at SD Negeri Bontoramba to compare the two media. In this study, however, the focus is solely on using pop-up book media, applying a pre-experimental design to one experimental group at SD Negeri 271 Mario. Unlike the previous study that compared different media types, this research aims to look more closely at how Pop-Up Books alone can help improve reading skills and offer a clearer understanding of their potential as a learning tool.

2. *Yanzunka and Astuti (2022), in their research titled "The Effect of Using Pop-Up Book Media Based on Digital Literacy on Elementary School Students' Fairy Tale Reading Ability".*

Yanzunka and Astuti explored the use of digital Pop-Up Books to improve fairy tale reading skills among second-grade students through a Quasi-Experimental Design. On the other hand, this study focuses on printed Pop-Up Books and targets older students using a Pre-Experimental Design. Although their research highlighted the benefits of digital Pop-Up Books, it left questions about how printed versions might work, especially for older students. This research takes a different approach—both in terms of the medium and the student group involved—to provide fresh insights into how Pop-Up Books can support reading in the classroom.

3. *Pratiwi, Sugito, and Subandowo (2020), in their research "The Development of Pop-Up Books to Improve Children's Language Skills".*



ito, and Subandowo focused on developing Pop-Up Book media to students' retelling skills, using the ADDIE model as their framework. While it successfully showed that the media was effective for that purpose, it did not explore how Pop-Up Books affect students' reading skills, such as comprehension and text interpretation. Their work emphasized media design and validation rather than testing its use in classroom practice. This research takes a different direction by applying Pop-Up Books in a real teaching setting and measuring their impact on reading skills through a Pre-Experimental Design, aiming to give a clearer picture of how the media works in practice.

4. Ulfa and Nasryah (2020), in their research "The Development of Pop-Up Book Learning Media to Increase Learning Motivation for Fourth Grade Elementary School Students".

Ulfa and Nasryah's study showed that Pop-Up Book media can effectively increase students' learning motivation. Their research used a Research and Development (R&D) approach, with motivation as the primary focus. However, this study shifts attention to reading skills—particularly students' ability to comprehend and interpret texts—by using a Pre-Experimental Design to examine how Pop-Up Books function in actual classroom practice.

5. Aprilia (2023), in her thesis "Development of a Pop-Up Book as a Learning Media on Digestive System Material for Class XI High School Students".

Aprilia conducted a study to develop Pop-Up Book media for biology lessons, focusing on the digestive system, using the ADDIE model. The media was validated by experts and received positive responses from teachers and students, showing that it was interesting and suitable for use in the classroom. However, her study emphasized the development process rather than testing the media's impact through classroom application. In contrast, this research applies Pop-Up Book media in a reading context and uses a Pre-Experimental Design to evaluate its effectiveness in improving students' reading skills.

6. Hasanah (2019), in her thesis "The Influence of Pop-Up Book Media on Student Learning Outcomes in Class V Science Subjects at SD Negeri 99 Bengkulu City".

Hasanah's study showed that Pop-Up Book media significantly impacted students' learning outcomes in science. Her research used a Quasi-Experimental Design, while the present study applies a Pre-Experimental Design focused on reading skills..

Even though Pop-Up Books have been used to help students enjoy reading and stay engaged, there haven't been many studies about how they're used in English lessons at the elementary level. Because of that, this research looks at how Pop-Up Books influence students' reading comprehension, vocabulary, and



in a fifth-grade class at SDN 271 Mario. The aim is to support the development of more effective and engaging teaching strategies in the classroom.

Background

a. Definition of Reading

Reading is one of the basic skills that students need to help them follow the learning process at school. Through reading, they can understand lessons, instructions, and the meaning of texts in various subjects. If students have difficulties in reading, it can affect how they learn other materials. That's why reading is vital in helping students succeed in their studies.

Reading is one of the four main language skills—speaking, listening, and writing—and is vital in developing language ability. Students can improve their vocabulary, gain new knowledge, and strengthen their ability to understand and respond to various texts through regular reading activities. Reading also helps build reasoning skills and supports overall language growth.

Susanti (2022) states that reading is more than just recognizing words—it involves several mental processes working together. These include visual understanding, thinking, language knowledge, and awareness of text processing while reading. All of these help readers make sense of information and improve reading knowledge. Similarly, Grabe and Stoller (2013) describe reading as an interactive and cognitive activity in which readers make sense of written texts by linking reading with what is already known..

Reading is understood as a meaning-making process in which written language is interpreted by the reader (Tahmidaten & Krismanto, 2020). Although some researchers still consider reading passive, others point out that it also involves active mental effort. Gough and Tunmer (1986) developed the Simple View of Reading, which suggests that comprehension happens when two things come together: the ability to read the words (decoding) and the ability to understand what the words mean in context (language comprehension).

Sugiarsih (2017) explains that reading is a way to get meaning, knowledge, and experience through different written sources like books, magazines, and other reading materials. It is seen as an easy and low-cost way to learn, and it also helps people see things from different perspectives, think more clearly, and grow as individuals.

Kintsch (1998), through the Construction-Integration Theory, explains that understanding happens when the reader connects information in the text with knowledge that already exists in the mind. Reading involves more than recognizing words; it includes linking ideas and seeing how parts of the text relate.



In this point of view, reading is a language skill that requires recognizing words and making sense of the information they convey. It goes beyond translation by enabling a connection with the author's message, uncovering the text, and expanding understanding of the language as a whole..

b. Reading Skills in English Language Learning

Reading plays a central role in language learning by helping to access information and understand written content more clearly. Good reading skills make it possible to follow the structure of ideas, identify important details, and link new information with what has been learned before. Within the classroom context, the ability to read well contributes not only to a more precise understanding of lessons but also encourages more careful and logical ways of thinking..

Readers engage with texts for various purposes—whether to gather information, expand knowledge, seek entertainment, or deepen their understanding of a concept. Given these diverse objectives, mastering effective reading strategies is essential for a successful learning experience.

Several important skills are involved in reading within the context of English language learning. These include:

1. Understanding the Main Idea in a Text

Reading is not just about recognizing words; understanding how the ideas in a text fit together is also important (Snow, 2002). Identifying this central point makes each text part more transparent and connected (Grabe & Stoller, 2013). Emphasizing key ideas helps strengthen understanding, which supports better memory and easier recall of the information (Ratni & Apriadi, 2019). Through effective reading strategies, important information can be drawn from a text and related to previously acquired knowledge, resulting in more meaningful and lasting learning.

2. Recognizing Vocabulary in Context

Nation (2001) mentions that context can help students guess the meaning of words they don't know yet, which can grow their vocabulary. Siregar (2018) also points out that visual media helps students notice and learn new words while reading..

Ihwana (2016) also explains that reading does more than provide information; it supports the ongoing development of vocabulary. When strategies like context and visual aids are applied, new words become easier to notice and remember, and understanding of the text can improve simultaneously.

3. Identifying Moral Messages in Stories

Bruner (1991) emphasizes that stories can help students think about moral values by showing situations where characters choose right and wrong.



rs and Temperly (as cited in Septiaji, 2019) note that reading can bring experiences that help readers relate moral values to everyday life. ts, mainly when supported by visual media, influence how students see to real-world situations involving right and wrong.

4. Understanding Details in a Text

Snow (2002) explains that recognizing details within a text enables readers to develop a deeper understanding of a story. Similarly, Tarigan (as cited in Pamuji, 2017) emphasizes that effective reading involves identifying key details and extracting factual information.

Ratni and Apriadi (2019) mention that using pictures or other visuals can help students pay attention to important parts of a text, making the message easier to understand. When important details stand out, it's easier to understand the text.

5. Predicting Content in Reading

Duke and Pearson (2002) point out that making predictions before or during reading can help focus attention and make it easier to follow the flow of the text. Supporting this idea, Putri et al (2024) highlights that illustrations in children's books, including Pop-Up Books, serve as visual cues that help students anticipate the storyline.

Furthermore, Ihwana (2016) explains that reading allows students to check whether earlier guesses match the actual content and to make changes if needed. Prediction, especially with help from visuals, can make it easier to stay focused and understand the text better.

6. Connecting Texts with Personal Experiences

According to Keene and Zimmerman (1997) explain that when students read something that feels close to their own lives, paying attention becomes easier, and the content stays longer in memory. Sunarti et al. (2023) also explain that using visual tools like Pop-Up Books can help because the stories feel more real and are easier to connect with everyday situations..

Rivers and Temperly (as cited in Septiaji, 2019) explain that reading can help readers see what others go through by showing different life experiences through stories. When reading feels personal—especially with help from visuals—students may find it easier to connect with the material and understand the text.s.

7. Analyzing Cause-and-Effect Relationships in Stories

Pearson and Gallagher (1983) explain that seeing how one event leads to another can help readers follow the flow of a story more logically.. Supporting this idea, Tarigan (as cited in Pamuji, 2017) emphasizes that reading is not just about



formation but also about critically analyzing the relationships between ext.

Developing the ability to identify cause-and-effect patterns—especially with the support of interactive media—students can enhance both their comprehension and critical thinking skills, allowing them to engage more deeply with the text.

Reading skills are not limited to recognizing words in a text but also encompass deeper comprehension, such as recognizing vocabulary in context, understanding the main idea, identifying moral messages, and analyzing cause-and-effect relationships in stories. Additionally, reading serves various purposes depending on the reader's needs and motivations. Therefore, it is essential for students to develop comprehensive reading skills to effectively understand and utilize texts.

c. The Role of Pop-Up Books in Enhancing Reading Skills

Pop-Up Books are innovative learning media that present stories in an interactive and visual format through three-dimensional elements. The use of Pop-Up Books in reading instruction can enhance students' comprehension, motivation, and engagement.

1. Pop-Up Book as an Interactive Learning Tool in Reading Instruction

Pictures and words in children's storybooks, including Pop-Up Books, work together to make reading feel clearer and more interesting. Moving parts and strong visuals in interactive books often help focus attention and make stories easier to follow and enjoy.

Nikolajeva and Scott (2006) explain that combining text with illustrations helps make the story easier to follow and understand. Interactive visuals, including features in Pop-Up Books, are also noted to make students more interested and active during reading. This idea is supported by findings from Sunarti et al. (2023), who found that Pop-Up Books worked better than ordinary picture-based media in helping elementary students read with more focus and better understanding.

2. Pop-Up Book in Enhancing Reading Comprehension and Vocabulary Retention

Pop-Up Books make stories easier to follow by showing pictures alongside the text in a way that draws attention. The 3D parts add a fun element that helps keep focus while reading. New words become easier to remember, and the meaning in each part of the story becomes clearer.

Ghosn (2013) explains that storybooks with strong visuals, including Pop-Up Books, help connect words and pictures in a way that supports better understanding. Visual parts in the book can also speed up the reading process and make new words



number. Supporting this idea, research by Rahmawati and Komalasari (2022) indicated that using Pop-Up Books had a clear effect on how well children aged 7-9 years learned new vocabulary.

Pop-Up Book in Fostering Students' Motivation and Engagement

Using Pop-Up Books can make reading feel more exciting for students. The 3D visuals, interactive parts, and surprising pop-up elements spark curiosity and help students focus while reading. A fun and lively reading atmosphere also makes students more interested in books and helps avoid the boredom that sometimes comes with regular printed texts.

Harmer (2007) points out that interest plays a big part in how well students learn a language. Learning tools that can grab attention often help improve the results. In this context, Pop-Up Books offer a way to build interest from within, especially during reading.

A study by Yulia et al. (2022) explored how Pop-Up Book media was used in a discovery learning model. The results showed that this kind of media helped make learning more lively and kept students more involved during activities like discussions and asking questions. Surprising features on each page also played a role in keeping students interested and focused while learning.

d. Advantages and Disadvantages of Using Pop-Up Books

The use of Pop-Up Books in education offers both advantages and disadvantages that can influence their effectiveness as a teaching tool. Below is an exploration of these aspects:

Table 2. 1 Advantages and Disadvantages of Using Pop-Up Books

Aspect	Author & Year	Findings
Advantages	Setiyaningrum (2020); Umurohmi et all (2022)	Pop-Up Books attract students' attention through visually engaging displays.
	Sunarti (2023); Kelly (2025)	Significantly increases student motivation to read.
	Liu (2019)	Facilitates understanding of the story's content through the combination of text and illustrations.



	Author & Year	Findings
	Hidayati (2023); Sitorus (2024)	Builds anticipation and interaction during reading.
	Munawwarah et all (2023); Putri et all (2024)	Enhances message delivery and reinforces the moral of the story.
	Sari & Ulya (2017)	Simplifies the interpretation of illustrations in reading materials.
	Suryani (2017); Rochmania et all (2024)	Presents factual information more effectively and concretely.
	Muslimin et all (2023); Putri et all (2024)	Enhances the presentation and interpretation of learning materials.
Disadvantages	Kamila & Sukartono (2023); Wulan & Astutik (2023)	The physical elements of Pop-Up Books are prone to damage if not well maintained.
	Ningsih et all (2021)	The availability of Pop-Up Books is limited due to high production costs and limited resources and infrastructure.
	Elkhuizen (2023)	Difficult to copy or reproduce digitally due to its physical elements.
	Maghfiroh & Wahyuni (2023)	Not all students are attracted to visual media, depending on their learning style.
	Yohana (2022)	Requires effective usage strategies in teaching.



	Author & Year	Findings
	Gusmada (2022)	The creation process is time-consuming, requires specific skills
		Involves higher production costs compared to regular books.
		Small size and not suitable for large groups.

C. Conceptual Framework

This research focuses on the use of Pop-Up Book media as a tool to improve the reading skills of fifth-grade students at SD Negeri 271 Mario, who have low reading proficiency. The independent variable under investigation is the use of Pop-Up Book media, which incorporates interactive and visual elements designed to enrich students' reading experiences. This media aims to support students in comprehending key and detailed information, learning new vocabulary, and recognizing moral messages embedded in the stories.

The dependent variable in this study is the enhancement of students' reading skills, which is measured by their ability to identify key information, understand vocabulary, and extract moral lessons from the Pop-Up Book stories. The learning process includes a series of meetings, consisting of pre-test and post-test assessments (using multiple-choice and essay formats) to measure student understanding, along with direct observation to assess student engagement. By combining the visual and interactive features of the Pop-Up Book, the study aims to help students better understand and retain information, as reflected in improved pre-test and post-test scores. This research seeks to contribute to a deeper understanding of the effectiveness of creative media in English education, particularly in improving reading skills among students with low proficiency.

D. Research Hypothesis

This study aims to investigate the impact of using Pop-Up Book media on the reading skills of Grade V students in the English subject at SD Negeri 271 Mario, Wajo Regency. Based on the background, literature review, and conceptual framework, the hypotheses for this research are formulated as follows:



Hypothesis (H0): The use of Pop-Up Book media does not significantly affect the reading skills of Grade V students in the English subject at SD Negeri 271 Mario, Wajo Regency.

Alternative Hypothesis (Ha): The use of Pop-Up Book media significantly enhances the reading skills of Grade V students in the English subject at SD Negeri 271 Mario, Wajo Regency.

Additionally, this study hypothesizes that students who are taught using Pop-Up Book media will demonstrate a statistically significant improvement in their post-test reading scores compared to their pre-test scores. This improvement is expected to provide evidence of the effectiveness of Pop-Up Book media in making learning more engaging, interactive, and conducive to the development of reading skills.