

# **JOURNAL**

**IMPROVING THE VOCABULARY USING POP UP BOOK AT FIFTH GRADE OF MI  
DARUSSALAM CURAHMALANG SUMOBITO IN ACADEMIC YEAR**

**2015-2016**



**By**

**Ixe Rahmawati**

**NIM : 107.614**

**ENGLISH DEPARTMENT**

**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSATUAN  
GURU REPUBLIK INDONESIA**

**JOMBANG**

**2016**

# JOURNAL

**IMPROVING THE VOCABULARY USING POP UP BOOK AT FIFTH GRADE OF MI  
DARUSSALAM CURAHMALANG SUMOBITO IN ACADEMIC YEAR  
2015-2016**

By

IXE RAHMAWATI

NIM : 107.614

Approved on 13 February 2015

Approved By:

Reviewer,

M.Syaifuddin S., S.S, M.A.

# **“Improving The Vocabulary Using Pop Up Book At Fifth Grade of MI Darussalam Curahmalang Sumobito In Academic Year 2015-2016 ”.**

Ixe Rahmawati  
English Student Education Program of STKIP PGRI Jombang  
[rahmazaza4@gmail.com](mailto:rahmazaza4@gmail.com)

## **ABSTRACT**

Vocabulary is very important for the teacher to learn foreign language and also to improve their knowledge and skills. Teaching vocabulary especially Elementary school is a learning process by giving some new words that has its own meaning.

In this research, it was done the classroom action research on two cycles. In cycle had some steps which are designed to make the action research run well. In each cycle, the research made some planning and strategies to conduct the action research. The research made some planning and strategies of teaching in the classroom and its also important to pronounce, spelling vocabulary and pop up Book media. Students can think creatively and students can find a new words.

The result of first cycle is failed because of students interaction were less optimal. The research decided to second cycle using pop up book and the research as the teacher more communicative during in the class and to cycle 2 the score of the vocabulary test showed that 20 from 21 students researched the target class achieved 20 students in gain had been achieved. Dealing with the students interaction in teaching and learning process, data analysis of observation checklist showed positive result in that the students were enthusiastic and actively during in learning vocabulary. It can make the average of students reached score (80,48) higher than KKM (70).

**Keywords:** Improve, Vocabulary, Pop up Book

## **INTRODUCTION**

Vocabulary is important for the students to understand every single word written and spoken in their new foreign language. In fact, the students of Indonesia are still lack of English vocabulary and they still find difficulties to understand the materials in English given by the teacher. Media is really important in teaching learning process beside the teaching method. Those two parts of teaching (media and teaching method) are related each other. The students also need time and special task to improve this ability. Teachers must implement an effective learning process, namely how can pop up book improve the vocabulary in the Fifth grade of MI Darussalam. Pop up Book is one of media too help teachers and students in learning English, especially Elementary school.

The objectives of the study are to describe how pop up book can improve the vocabulary of fifth grade of MI Darussalam Curahmalang Jombang.

## REVIEW OF RELATED LITERATURE

Teaching English is process of studying about English, where involves teacher, students, media and also the method of learning. To reach the purpose of teaching a teacher should understand about their students. As Hadfield (2008:08) that learners are all very different. They differ in obvious way: age, gender, nationality, language level, and personality. So, characteristic, ability and the students condition have correlation with how the process of teaching. . According to scoot (1999:62) there are eight characteristics of young learners as follow:

1. Their basic concepts are formed, they have very decided view of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They able to make some decisions about their own learning.
6. They have definite views about what they like and don't doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
8. They are able to work with others and learn from other.

In Indonesia, English is foreign language, but it has been choose as the local subject in Elementary school. It caused by the importance of English in the word. When we study a language, especially English, vocabulary is the first material that we learn. We must remember many words before we can say anything in foreign language. needs to be tough in vocabulary : Pronunciation, Grammar, Aspect of meaning, word formation. There are many kinds of vocabulary :Audio media is kinds of media which kind only heard, usually it can be used in teaching listening and comprehension skill. The most common audio media found in Indonesia are radio, type recorder, and language laboratory. Visual media is are any teaching aids or devises by means of which the learning process may be encourage or carried through the sense of sight. Visual media are kind of media which can be seen and be touched, such as: picture, text books and real object.

Pop up book is a three-dimensional design in a book that lifts up on the page when the book is opened to the specially-designed page, or a temporary retail store. Pop up book is the kinds of visual media .In this thesis the researcher use the pop up book media that has unique shape and colorful that make the students interest and be active in learning process, pop up book is the visual media because we can not hear sound on that media, we can see the cutting of picture that combine with several different colors in a book.

The first real pop-up books were produced by Ernest Nister and Lothar Meggendorfer. These books were popular in Germany and Britain during the 19th century.

The first true movable books published in any large quantity were those produced by Dean & Son, a publishing firm founded in London before 1800. By the 1860's the company claimed to be the "originator of childrens' movable books in which characters can be made to move and act in accordance with the incidents described in each story." From the mid-19th century Dean turned its attention to the production of movable books and between the 1860's and 1900 they produced about fifty titles.

There are previous studies that concern with the media. First thesis is entitled "Improving the vocabulary by using cross puzzle to the fifth ear student of SDN Jatiwates 2 tembelang Jombang." In his thesis, she used an puzzel. She used animals vocabulary. Second thesis is entitled, "improving the vocabulary by using picture card to fifth grade students of MI Bustanul Ulum Nglele Sumobito Jombang" by Intan Khoirun Nisa' (2008). In their thesis, she used picture card. This study aimed to know whether the picture card technique is effective in creasing students vocabulary mastery.

## **Research Method**

the researcher explained in the first chapter, the researcher did our research to resolve our problems in the teaching learning activity in our class. Classroom action research is the investigation process to find and resolve the learning problems in the class (Sa'dun, 2008:28). The researcher wanted to improve our teaching learning process through this research.

Besides conducting an action research collaboratively, an action research can also be initiated and coordinated by a single educator, for example, teachers can perform an action research in their own classrooms (Schmuck, 1997: 29). This study was conducted by the researcher who was at the same time acted as the English teacher of fifth grades who implemented the actions and the observer of students' progress. This was because the researcher who was the teacher himself was considered that the process of conducting stages in the action research and data collecting was enough complicated and difficult. So, it needed to be handled collaboratively. The actions or strategies in this study were applied to improve students' vocabulary.

The subject were fifth grade students Elementary school academic year 2013/2014. They studied English at school for 2 hours in a week with 35 minutes for each hour. English lesson is divided to be 2 meetings, every Saturday.

In this research, there are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. In the planning step, the researcher teaches in the class including the materials, the target of learning, the indicators of learning, the time allocation, the assessment used in which usually it is stated in the form of lesson plans. This step consists of four parts: teaching media, lesson plan, instrumentation (observation check list and test), and criteria of success (process and score). In the process, the research is successful the students can be able to reach activeness 70% in teaching learning process vocabulary by using pop up book, students can make pop up book in public place vocabulary and the students can reach 70% from KKM 70 at the fifth grade of MI Darussalam Curahmalang based on from implementation public place vocabulary using pop up book.

(Arikunto, 2010:284).

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  = the mean

$\sum x$  = the sum of scores

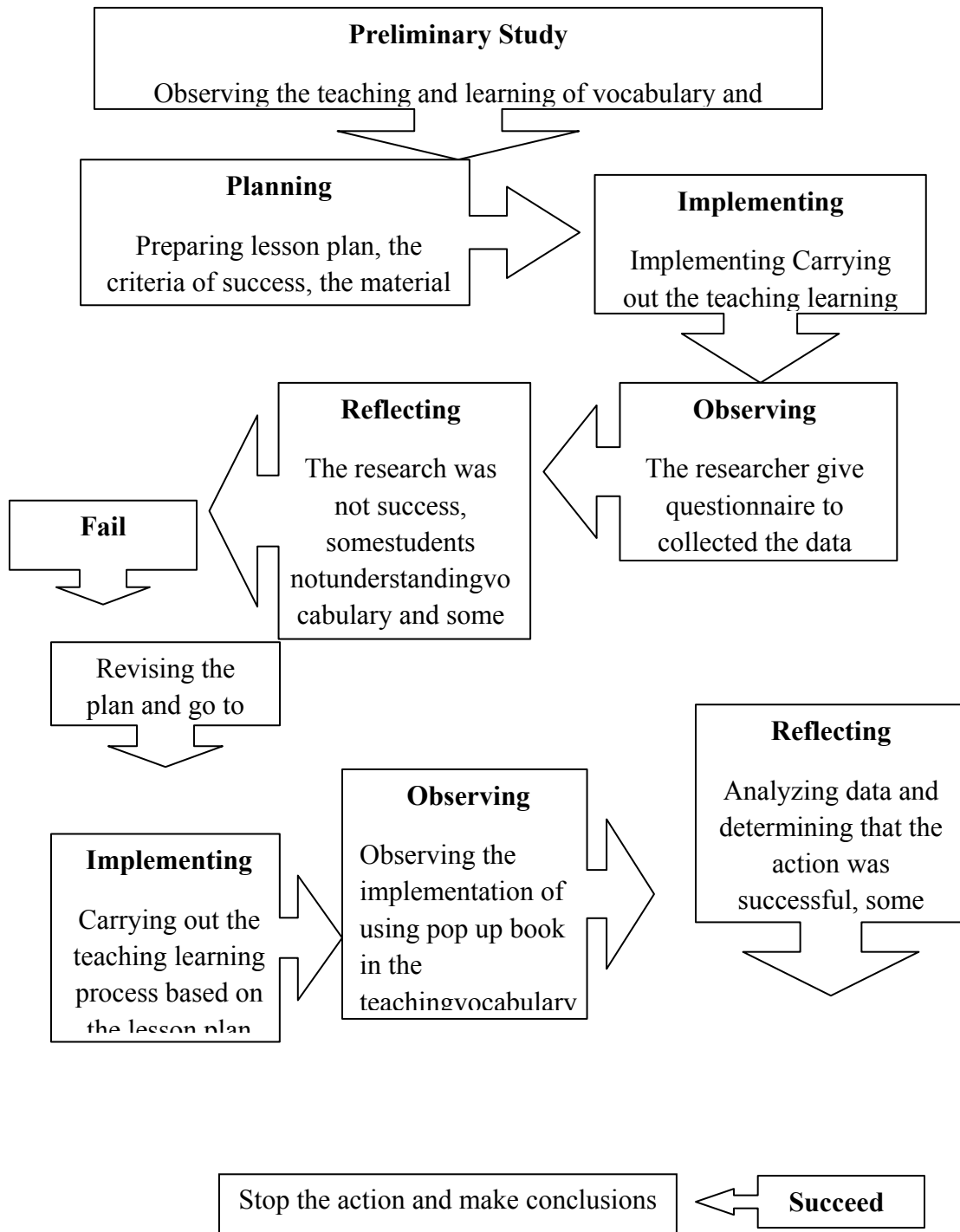
N = the number of the students

The procedure of classroom action research utilized in this study was a cyclical process adopted from the model proposed by Carr and Kemmis (1986) cited in Mc. Niff (1995:2) comprising four steps:

- 1) planning the action, 2) implementing the action, 3) observing the action, and 4) reflecting as illustrated in Figure 1.

**Figure 1: Diagram of the Classroom Action Research Procedure**

(Adapted from Carr and Kemmis (1986) cited in Mc. Niff (1995: 2),



## Findings and Discussions

The researcher found there were problems which these problem consists of students got low ability which it was from the score result of daily test related vocabulary. The researcher analyzed it and found some problems. From these problems, so the researcher prepared the teaching strategy, this strategy was pakem method, the research decided to choose this method because pakem was an effective method, easy to develop students' vocabulary and students can express their vocabulary through Pakem.

In whilst activity, the teacher asked the students to say some words after the teacher with correct intonation, and students imitated well. Based on the explanation above, it can be stated that the implementation of using pop up book to increase the students vocabulary ability is not successfully yet. There was aspects influencing the students performance in doing memorize vocabulary task in first cycle. Students understand vocabulary and less knowledge concern names of public place. As a result the students memorize vocabulary was the translation from Indonesia language and student just translated the word with working at the context. This condition was caused by less vocabulary mastery.

In post activity, English teacher gave feedback in transportation vocabulary which from this feedback less students tired to mention public place vocabulary and English teacher closed the learning.

The second meeting on Saturday, August 22, 2015 (07:30-09.00) in pre activity, the teacher came to the class and gave greeting to the students greeting and then students answered them, after that English teacher checked the attendance from checking attended list students attend the class, after that English teacher gave leading question about the material would be thought to the students, where some students not respond about leading question.

In whilst activity, the English teacher began to reviewed public place vocabulary using Pakem to remembering the students in learning public place using pop up book last time, by asking the students, Then English teacher took the pictures with mini pop up book, and the students write the blank word in the mini pop up book and asks the group to come forward to memorize and arrange vocabularies of public place, and students respond what the teacher command then students rised their hand to could come forward to arranged Public Place and students imitated them softly.

In post activity, English teacher gave feedback in transportation vocabulary which from this feedback less students tired to mention public place vocabulary and English teacher closed the learning.

In observing the researcher did not forget to take the pop up book activities and from taking the pop up book activities the researcher. In observation (observation checklist), test and questionnaire. From 3 those instruments was explained as follow :



From the result of observation the researcher get the information about teaching activity in cycle one. The researcher conducted direct observation activity in the classroom through the English teacher's presentation.

The result of cycle to the student score had reached the criteria of success. It can be from students score on arrange Pakem and vocabulary mastery. The score of the students final arrange Pakem accomplished the score established as criteria of success. It was a sign that the teaching of vocabulary by using Pakem strategy in the second cycle had made a significant, improvement in terms of vocabulary.

In design lesson plan was made by researcher and the English teacher, this lesson plan still used standard competence, Basic competence, some indicator were changed and some teaching learning activities were changed to be fun activities.

In the second cycle there was 1 students of 21 students got less than the minimum passing standard the lowest score was 20 students and reached 100 highest score. Meanwhile the result of student final vocabulary achievement was 80,48% at average of 70 minimum score.

Based on the explanation above the research concluded that the action came to and good, because in cycle 2 the student had reached of criteria of success.

The finding of this study showed that the student ability in vocabulary had improved. In preliminary study the students average score was 40. At first cycle the result of student final vocabulary achievement was 68,10 at average of 70 minimum mastery standard determined as criteria of success. Then at the second cycle the student average score was greater 80,48.

The mean score for every cycle shows improvement. At the second cycle had criteria of success the stated can be stated as a successful research. Dealing with the student participation in the teaching learning process, and student interested of teaching vocabulary by using Pakem the result of the researcher observation obtained during the implementation of Pakem strategy in two cycles showed that the student participation on teaching learning process, improvement from the second cycle to the following cycle 1. At the first cycle most of student did not participation actively in the teaching and learning process, because it was individual was they felt that. It was must did by their self they could not meaningful contribution the revising their first to be a better. Therefore score was under the minimum of criteria of success, then their response toward the implementation Pakem strategy showed that almost of them interested by using this strategy.

Then in cycle 2 most of the student had been enthusiastic motivated and actively involved in joining all. The activities in corporate in the teaching and learning process using pop up book strategy, based on the result of observation checklist and questionnaire there was improvement of their response.

The implementation of pop up book to teach vocabulary in cycle 1 was done at 01 august 2015. In the implementation process of pop up book, the research focused on the activity for the student to draw, remember, and read aloud the vocabulary. In this media, the teacher let the students to be creative by memories about the picture that they thought from word that teacher

showed quickly. And another member had obligation to remember and think quickly about word about place from the picture clue that was drew by the group. After that the member also must read aloud the vocabulary. From the observation of students' activity in implementation process in cycle 1 the research got that 8 students reached the Minimum Criteria of Success.

On the other hand, the implementation of pop up book to teach vocabulary in cycle 2 was done at 08 August 2015. Most of the implementation of pop up book in cycle 2 was the same with cycle 1. But the researcher made some revision in cycle 2 based on the problem that was found after analyzing the observation checklist, filed note and also tests in cycle 1. The revision arranged especially in lesson plan such as : teacher rearranged the table class formation to make space in the class so the students could enjoy in the material with pop up book media, then teacher gave 4 mini pop up book make the teaching more conductive, were in the first cycle there was just one pop up book, and the last revision as teacher gave some surprised to the active team to make students more active in learning process. From the observation of students' activity in implementation process in cycle 2 the researcher got hat 20 students of reached the Minimum criteria of success.

Implementation process in teaching vocabulary by using pop up book in cycle 1 and cycle 2 had some differences. In cycle 1 the students was the first time study about English by using pop up book. So they try to understand about this material and some of the stole confused with the rule. And also there were some unpredictable problem was found in this implementation process. Finally, the condition of implementation in cycle 1 was enough noisy. On the other hand, it was not the same with the implementation process in teaching vocabulary by using pop up book in cycle 2. In this cycle, the implementation run currently after there were some revision from cycle 1 activity. The students were some revision from cycle 1 activity. The students were enjoyable and had spirit to follow the implementation of the implementation of teaching vocabulary by using pop up book. The improvement of the implementation process could be seen from the growing up of the students activity result( see figure 4.3 and 4.4). It showed the students that passed in cycle1 were only 08 students or 61,90% of students and in cycle 2 grew up to 20 students or 95,24 % of students.

After implementing plan and analyzing the result of cycle 2, the research also gave questionnaire to show the students responses about the use of pop up book in teaching process. In tabulation's of students questionnaire showed that all of the students (100%) had positive responses in the implementation of pop up book in teaching vocabulary. It means that the implementation of pop up book in teaching vocabulary was enjoyable to the students.

## CONCLUSIONS

After analyzing the data about teaching vocabulary by using pop up book, the researcher can be concluded as follows:

In cycle 1 pop up book could improve students' vocabulary in strategy(1) explain use of pop up book, (2) explain the function of Pop Up Book, (3) explain The meaning of those vocabularies (public place), (4) some students to come forward to memorize vocabulary of public place through pop up book, (5) ask the students to fill the blank to public place word, (6) discussion the result completely.

And result of implementing pop up book through the strategy of Pakem in the pop up book media which is improve the students vocabulary in cycle 1. The students could be active in expressing vocabulary and students could reach the activeness 68,10 % which criteria of success 70%, students could make pop up book through public place vocabulary between the low score 40 and 60 (some students) which criteria of the success students could make Pakem on public place vocabulary and students could reach 65% up to 70 as criteria of success in the test related public place vocabulary using pop up book which criteria of success 70%.

In cycle 2 pop up book can improve students' vocabulary by the step in strategy, (1) writing the problem in public place vocabulary, (2) asks the students for the students to wrote the blank word in mini pop up book, and the fourth side (simple group), (3) pronounce and spelling public place vocabulary and the students imitate them, (4) give the comparison from the concept is supplied Comparison between students' concept and teacher's concept.

Based on the result of the study, the writer give some suggestion to the English teacher who teach and the student who learn English and also future research.

- a. The teacher should use various method and media in teaching learning process to avoid the boring classroom activity. One of the media can be used is pop up book.
- b. The teacher should motivate the students in order to the students can be more active and enjoyable in their classroom activity.
- c. The teacher should give more chance to the students to practice the material, especially in memorizing many vocabularies.

The students' attempts will tell us a lot about their current knowledge. As a student might study hard and always progress our knowledge and dig hole the information what we gotten. We should try something phenomena which the newest in this world, in order make our intelligent are increase.

For the other researchers that held a research in the same field, we hope they can continue the research in using pop up book to overcome one problem that is still found.

## REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka Cipta, Asdi Mahasatya
- Akbar, Sa'dun. 2008. *Penelitian tindakan kelas (filosofi, methodology, dan implementasinya)*. Malang: Surya penagemilang.
- Abrahamson, Richard F. "Movable books - a new golden age," *Language arts*, v.5 (April 1982), p. 342.
- Fahrurrazy. 2011. *Teaching English as a Foreign Language for Teacher in Indonesia*
- Hackman, sue. 2008. *Teaching Effective Vocabulary*. England : Department For Children, School, And Families
- Harmer, Jeremy. 2007. *How to Teach English*. England: Addison Wesley Longman Limited.
- Harmer, Jeremy. 2003. *The practice of English Language Teaching*. Third Edition. Longman: England
- Hamelik, Omar. 1990. *Psikologi belajarmengajar*. Bandung : Cv Sinarbaru
- Hornby, 2006. *Oxford Advanced Learner's Dictionary*. New York : Oxford University Press
- Kemmis, Stephen and Taggart, Mc.Robin. 1998. *The action Research Planner, Third Edition*. Victoria : Deakin University.
- Latif, Adnan, Muhammad. 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*. Malang: Universitas Negeri Malang Press
- Paul, David 2003. *Teaching English to Children in Asia*. Longman : Person Education Asia Limited
- Richard, Jack And Rodgers, Theodore. 1986. *Approaches And Method in Language Teaching*. United States of America : Cambridge University Press

Richard, And Renandya, willy. 2002. *Methodology in Language Teaching*. United States of America: Cambridge University press

Reksoatmodjo, Tedjo .2006 .*Statistika untuk psikologi dan pendidikan*. Bandung : PT RefikaAditama.

Shcmitt. 2000. *Technique in Teaching Vocabulary at the Beginners Level*. Unpublished.

Scot, Wendy A. And Lisbeth H. Ytrberg. 2004. *Teaching English to Children*. Pearson Education limited. New York.

Susilo Hermwati. Chotimah husul & Sari Dwita Yuyun. 2009. *Peelitian Tindakan kelas :sebagai sarana pengembangan keprofesian guru dan calon guru*. Bayumedia. Malang

Sukrdi.2003. *Metodology Penelitian Pedidikan Kompetensi dan Praktek*. Jakarta: PT. BumiAksara.

Sugiarti, Titik. 2014. *Improving the vocabulary using picture set technique of MI Pojok Kleteh Plandaan*. Jombang : STKIP PGRI Jombang.

Zumroh, Ima. 2013. *Improving the vocabulary by using cross puzzle to the fifth ear student of SDN Jatiwates 2 tembelang Jombang*. Jombang : STKIP PGRI Jombang.

**SCORE OF MAKING POP UP BOOK  
IN CYCLE 1 AND 2**

KKM : 70

No	Nama	Nilai	
		siklus 1	siklus2
1	Ananda Saputra	40	60
2	Ayu Rosida	60	70
3	Bagus Risky Wicaksono	50	70
4	Dwi Adivtya	90	100
5	Eka Putri Aulia Agustin	80	90
6	Ifa Karima	80	90
7	Ifah Syahla	60	70
8	Khalimatun Nabila	80	90
9	Khalimatus Sakdiyah	90	100
10	Laili Zakiyah	50	70
11	Muhammad Agus Fatoni	50	70
12	Muhammad Nizar Firdaus	70	80
13	Muhammad Nur Afrian	70	80
14	Nafisah Syarifah Khadijah	70	80
15	Nova Fitria Ningsih	50	70
16	Shahinaz Adina Aina Maharani	70	80
17	Wulan Purnama Sari	80	90
18	Zahwa Salsabila	60	70
19	Zulkifli Bagus Permadani	90	100
20	Meisya Cinta Amelia	70	80
21	Wela Pamela Sari	70	80