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## The Influence of *Pop-Up Book Media* on the Speaking Skills of Grade III MI Students

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article info	abstract
<p>Article history: Received: 23 05 2023 Accepted: 23 05 2025 Published: 30 04 2024</p> <p>Keywords: <i>Speaking Skills,</i> <i>Pop-Up Book Media,</i> <i>Indonesian Language Learning</i></p>	<p><i>This Study aims to determine the effect of pop-up book media on the speaking skills of class III MI student. This study used a quantitative approach, with a pre-eksperimental method and a research design using a one group pretest posttest design. The population in this study were all student of class III B and sample of this study consisted of 27 students, while the sampling used a saturated sample. Data collection techniques using observation and test observations are used to find out how learning uses pop-up book media while test are used to obtain speaking skills data using performance test where students are asked to tell stories data analysis techniques use normality test, homogeneity test, paired sample hypothesis testing test. The results of the application of pop-up book media using observation obtained a value of 96%, meaning that the teacher had used learning media according to the learning stages. and from the results of the posttest obtained an average value of 71.11. homogeneity obtained a sig value of <math>0.374 &gt; 0.05</math>, it was concluded that the variance of the data was homogeneous. From the results of the paired sample test, the sig value was obtained. <math>0.000 &lt; 0.05</math> then <math>H_0</math> is rejected and <math>H_a</math> is accepted, meaning that the pop-up book media has a significant effect on the speaking skills of class III MI students. So the implication of this research is that pop-up book media can effect the speaking skills of class III MI students.</i></p>

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i n f o a r t i k e l	a b s t r a k
<p>Riwayat artikel: Diterima untuk direview: 23 05 2023 Diterima: 23 05 2025 Diterbitkan: 30 04 2024</p> <p>Kata kunci: Keterampilan Berbicara, Media Pop-Up Book, Pembelajaran Bahasa Indonesia</p>	<p>Penelitian ini bertujuan untuk mengetahui pengaruh media <i>pop-up book</i> terhadap keterampilan berbicara siswa kelas III MI. Penelitian ini menggunakan pendekatan kuantitatif, dengan metode <i>pre-eksperimen</i> dan desain penelitian menggunakan <i>one group pretest posttest design</i>. Populasi dalam penelitian ini adalah seluruh siswa kelas III B dan sampel penelitian ini berjumlah 27 siswa, adapun untuk pengambilan samplingnya menggunakan sempel jenuh. Teknik pengumpulan data menggunakan observasi dan tes. Observasi digunakan untuk mengetahui bagaimana pembelajaran menggunakan media <i>pop-up book</i> sedangkan test digunakan untuk memperoleh data keterampilan berbicara dengan menggunakan tes <i>performance</i> dimana siswa diminta untuk bercerita. Teknik analisis data menggunakan uji normalitas, uji homogenitas, uji hipotesis <i>paired sampel test</i>. Hasil penelitian menunjukkan hasil penerapan media <i>pop-up book</i> menggunakan observasi mendapatkan nilai sebesar 96% artinya guru telah menggunakan media pembelajaran sesuai dengan tahapan pembelajarannya. Keterampilan berbicara siswa kelas III sebelum dan setelah menggunakan media <i>pop-up book</i> dari hasil <i>pretest</i> memperoleh nilai rata-rata 59,56 dan dari hasil <i>posttest</i> memperoleh nilai rata-rata 71,11. Berdasarkan uji normalitas menggunakan <i>Kolmogorov-Smirnov</i> nilai sig. <i>pretest</i> dan <i>posttest</i> <math>&gt;0,05</math> yaitu <math>0,068 &gt; 0,05</math> (<i>pretest</i>) dan <math>0,121 &gt; 0,05</math> (<i>posttest</i>), sehingga dapat dinyatakan data berdistribusi normal. Dari uji homogenitas diperoleh nilai sig. sebesar <math>0,374 &gt; 0,05</math> disimpulkan varians data homogen. Dari hasil uji <i>paired sampel test</i> diperoleh nilai sig. <math>0,000 &lt; 0,05</math> maka <math>H_0</math> ditolak dan <math>H_a</math> diterima, artinya berpengaruh signifikan media <i>pop-up book</i> terhadap keterampilan berbicara siswa kelas III MI. Maka implikasi penelitian ini adalah media <i>pop-up book</i> dapat berpengaruh terhadap keterampilan berbicara siswa kelas III MI.</p>

## INTRODUCTION

Speaking skills are one of the four aspects of language skills that are as important as other skills, because in learning speaking skills can also determine whether students are successful in learning, able to express things related to learning. In addition, speaking skills are also a support for students in mastering other language skills. Speaking skills are one of the language skills that must be quasi-well and important for students to achieve in practicing languages.(Magdalena et al., 2021).

There are several activities for habituation of speaking skills including, lectures/speeches, discussions, dialogues and storytelling (Haryadi & Zamzami, 1997). Storytelling is the basis or initial stage for students to hone their speaking skills, by telling stories students can express their thoughts, feelings, and information clearly, and speak according to the intonation of the content of the story.

One of the problems faced by students in the learning process is that when students are asked to come forward, they are brave, but when they are told to resubmit material or tell stories, students feel difficult as if they cannot imagine what they want to convey. Therefore, media is needed to help students practice speaking skills that can concretize something abstract so that students are easier to receive the material or in the storytelling activities that are conveyed and can improve speaking skills.

The relationship between speaking skills and the media *pop-up book* i.e., the media *pop-up book* involve students in developing a story orally based on the knowledge they already have. Therefore, it makes it easier for students to convey an event that has been seen and experienced, or heard by applying the media *pop-up book* on learning (Murniati & Anitra, 2019).

Learning activities by applying learning media are able to support the effectiveness, smoothness and achievement of learning. Among the media that can be applied are *pop-up book*. Because it is able to provide a direct experience for students and the phenomena shown seem real, making it easier for students to understand stories, or express opinions and train students to be skilled in speaking. According to Alviolita & Huda (2019) stated that the application of learning media can simplify students in learning something that has not yet been clearly seen to be concrete. By utilizing learning media as a means of conveying information creatively.

Media *pop-up book* has several advantages so that it can be used as a learning medium. submitted by; Dzuanda (2011), media excellence *pop-up book* Able to present an interesting visualization of the story because the appearance has an image dimension that can move, and change shape. Then display an interesting surprise every time the page is opened and can strengthen the impression to be conveyed. *Pop-up book* It also has advantages compared to other types of book media, namely, 1) Materials *pop-up book* using thick paper so that it looks sturdy 2) each part *pop-up book* There are unique pictures, 3) make students more enthusiastic when learning (Eri Karisma et al., 2020).

The following research is in line with this research, namely by, (Jannah & Sukidi, 2018), revealed that the skills of writing student description paragraphs in the experimental class by applying the media *pop-up book* in learning better than the control class students. While research by (Hikmah, 2021), obtained the results that the development of *pop-up book* can make it easier for students to read stories aloud. From this media, it can be seen that it is very valid and practical for learning to read stories aloud. Likewise, research by (Loliyana et al., 2022) obtaining positive results, namely the influence of media use *pop-up book* In reading and writing skills, there is also a difference between experimental classes that are given media use actions *pop-up book* with a control class that is not given an action.

Previous research with current research has a difference. *First*, previous research applied *pop-up books* to writing skills, reading, either writing descriptions or reading aloud stories while this study focused on *pop-up book* media on speaking skills. *Second*, previous research from fable stories while this study uses parable stories that are closer to students' daily lives.

On this basis, research on *pop-up book* media on students' speaking skills is important to be carried out so that students have good speaking skills.

## RESEARCH METHODS

The approach of this research is quantitative with the *Pre-experimentation*. As for the research design *one group pretest posttest design*. This research was conducted at MI Al Washliyah Perbutulan. The sample used was class III B which amounted to 27 students using the saturated sample technique. The saturated sample technique is a method of collecting samples if all members of the population are used as samples (Scott, 2015).

This research is carried out through several stages, the first is *preparation*, which includes the preparation of research instruments and the creation of *pop-up book* media that will be used in learning. **The second stage** is *implementation*, including the provision of *pretests*, the implementation of learning using *pop-up book* media, and the provision of *posttests* to determine the improvement of students' speaking skills. **The third stage** is *data analysis*, which is carried out through normality, homogeneity, and *paired sample t-test* tests to determine the difference in learning outcomes before and after treatment.

The data collection technique uses observation and tests. Observation is used to find out what learning is like using *pop-up book* media while the test is used to measure speaking skills using a *performance test* where students are asked to tell stories. This research instrument is a

speaking skill assessment rubric that has been validated by *expert judgement* and declared suitable for use.

The speech skill assessment indicators used according to (Maidar G. Arsjad, 1993) which has been adapted to the character of grade III students of MI Al Washliyah Perbutulan, namely: 1) pronunciation; 2) intonation; 3) collapse; 4) courage; 5) Smoothness.

This study uses data analysis techniques with statistical tests through prerequisite tests, namely normality, homogeneity and mean difference through *paired sample tests*.

## RESULTS AND DISCUSSION

### Application of *Pop-Up Book Media* in Class III MI

Based on the results of these observations, the researcher used an observation sheet that listed several aspects observed. From the observation results, an average of 96% was obtained, which was included in the very good category. Thus, teachers have used learning media according to their learning stages.

In the application of this *pop-up book media*, the teacher's initial activity is to prepare classes, media and teaching materials. Then the teacher gives an apperception and relates it to the subject matter. After that, the teacher conveys the learning objectives to be achieved. Furthermore, the main activity, the teacher asks students to read the text first, after which the students are divided into several groups. Then the teacher explains how to tell a good story in accordance with linguistic and non-linguistic aspects. After that, the teacher showed and told about the "energy change" by applying the *pop-up book media* and occasionally holding questions and answers. Then the teacher gives time for each group to observe the stories contained in the *pop-up book media*. After that, invite students to sing while learning by playing *talking sticks*, the stick is rotated if the teacher says stop, the student who carries the stick must reconvey the story to the class, and so on, then the teacher holds an evaluation. In the final activity, together conclude the learning material and the teacher provides motivation, then end the learning by praying.

### Speaking Skills of Grade III MI Students Through Pop-Up Book Media

The speaking skills of grade III MI students use performance test assessment guidelines. The assessment was carried out twice, namely the assessment of speaking skills before applying the *pop-up book media* (*Pretest*) which aims to see the initial state of the student's speaking skills, and the assessment of speaking skills after applying the *pop-up book media* (*Posttest*) aims to find out the effect after being given treatment by applying the *pop-up book media* to improve the speaking skills of grade III MI students. The following are the average scores of *pretest* and *posttest* using the calculation of SPSS version 21 for windows:

Table 1 Average, Minimum, Maximum *Pretest* and *Posttest* Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Hours of deviation
nilai_pretest	27	46	73	59,56	9,525
nilai_Posttest	27	60	87	71,11	8,252
Valid N (listwise)	27				

Based on the *descriptive statistical table* above, the *pretest* got a mean value of 59.56, a minimum value of 46, and a maximum value of 73. Meanwhile, the *posttest* obtained a mean score of 71.11, a minimum score of 60, and a maximum score of 87.

Based on this percentage, it shows that the results of speaking skills increase after applying the media *pop-up book*. This means that it can be seen that applying learning media can make it easier for students to understand abstract things into concrete. The existence of learning media is a means of conveying information creatively (Alviolita & Huda, 2019). Likewise with the

media *pop-up book* can be applied in the field of linguistics such as improving basic language skills (Dhamayanti, 2019)

The achievement of the students' speech skills indicators before the action (*pretest*) and after being given action (*posttest*) is then analyzed and the indicators that improve the most are known, as follows:

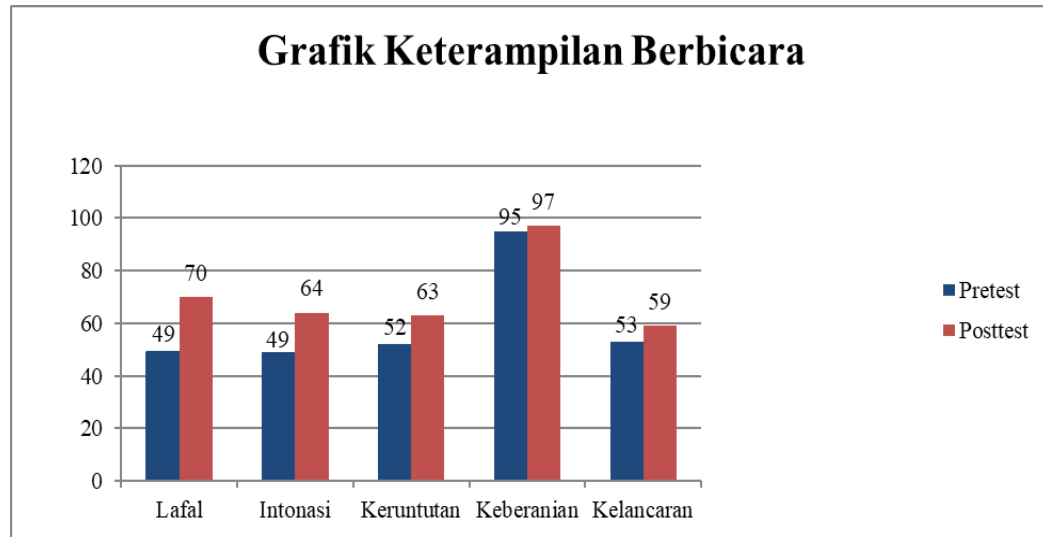


Figure 1. Speaking Skill Indicator Bar Chart

Based on the graph above, it can be seen that the most improved indicators, namely in the pronunciation aspect, a *pretest* score of 49 and a *posttest* score of 70 were obtained, therefore the increase in the pronunciation aspect was 20% and the indicator that increased the least, namely in the fluency aspect, a *pretest* score of 53 and a *posttest* score were obtained 59 So the increase in the fluency aspect is only 6%, this is because in improving the fluency aspect, it is necessary to have a habit to practice speaking skills.

The next step to determine students' speaking skills is to conduct a normality test, homogeneity test and *paired sample test* as follows:

Table 2 Normality Test

	Kolmogorov-Smirnova		
	Statistic	df	Itself.
nilai_pretest	,162	27	,068
nilai_Posttest	,150	27	,121

Based on the table above, the results of the normality test using *Kolmogrov-Smirnov* are known that the value of sig. *Pretest* 0.068 and GIS value. *Posttest* 0.121 > 0.05. So it can be concluded that the value is distributed normally.

Table 3. Test of Homogeneity of Variances

Nilai_pretest_postes			
Levene Statistic	df1	df2	Itself.
,803	1	52	,374

Based on the results of the homogeneity test, it is known that the value of sig. 0.374 > 0.05 can be concluded, so it can be concluded that the variance of student speaking skills data in the *pretest* and *posttest* activities is homogeneous.

Table 4. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest_Keterampilan Speaking - Posttest_Keterampilan Speaking	-11,556	3,826	,736	-13,069	-10,042	-15,692	26	,000

Based on the table of *paired test results of the t-test sample* above, it is known that the sig value is known. (2-tailed) is  $0.000 < 0.05$  therefore in line with decision-making which means  $H_0$  is rejected and  $H_a$  is accepted. For this reason, it was concluded that *pop-up book media* is influential in improving the speaking skills of third grade students of MI Al Washliyah Perbutulan.

Based on the presentation of the results of the calculations that have been carried out, it can be seen that there is an influence in the use of media *pop-up book* on students' speaking skills. According to Murniati & Anitra (2019) *pop-up book* Load the image that is assembled so that it looks three-dimensional, *pop-up book* It can also be applied to language skills, one of which is speaking skills. Meanwhile, according to Sylvia & Hariani Sri, (2015), *pop-up book* It is a book with a different form from a regular book and gives a surprise when the pages are opened. So *pop up book* Namely a book that has a three-dimensional characteristic when the page is opened, displaying real visuals so that it can help students understand the subject matter.

Based on the data obtained above, it shows that there is an improvement in speaking skills in students after learning activities are carried out by applying *pop-up book media*. The biggest improvement was seen in the pronunciation aspect. Likewise, other aspects such as intonation, collapse, and courage have also experienced a considerable increase and a slight improvement in the fluency aspect. It can be broken down as follows:

In this aspect, there was an increase in the number of *pretest* results from 49 to 70 during *the posttest*. In the initial *pretest* test, many students are not clear in pronouncing words or sentences. This is because many students make mistakes in pronouncing words or sentences. However, after applying *pop-up book media*, students' skills in pronouncing words or sentences increased by 21%.

Intonation in this aspect there was an increase from the *pretest* result of 49 to 64 during *the posttest*. In the initial *pretest* test, because the researcher only presented material or stories in the form of reading texts, many students were less interested. Therefore, when students retell the story, students still feel shy. However, by applying *pop-up book media*, the intonation aspect increased by 15%. This is because students are interested in *pop-up book media*.

The collapse in this aspect increased from the *pretest* results of 52 to 63 at the *time of the posttest*. This is because during the *pretest*, students have not been stunned by what they want to convey, but when using *pop-up book media*, students are easy to tell stories. In terms of collapse, there was an increase of 11%.

Courage in this aspect obtained a *pretest* result of 95 and a *posttest* result of 97. In the aspect of courage in the initial *pretest* test, good results have been obtained, because when students are

asked to come forward, they have dared to come forward to appear confident and only a few are still embarrassed.

The smoothness in this aspect has increased slightly from the *pretest* results of 53 to 59 at the *posttest*. This is because in the initial test of the students' ability to remember stories is only presented in the form of reading texts. However, after the *treatment* was carried out by applying *pop-up book media*, students' memory increased slightly by 6% because in the fluency aspect, it is necessary to have a habit to practice speaking skills.

It can be concluded that the speech skill indicator that experienced the highest increase in the pronunciation aspect from a *pretest* score of 49 to 70 at the time of the *posttest*. therefore it has increased by 21%. Meanwhile, the indicator of speaking skills that is less improved in the fluency aspect, namely from a *pretest* score of 53 to 59 at the time of the *posttest* which has increased by only 6%.

This research is supported by (Ningsih et al., 2021), *pop-up book* provide a hands-on experience for learners and the objects shown look real. Applying media *pop-up book* can make it easier for students to understand a story or material so that students can retell it orally. According to (Yusron et al., 2020) *pop-up book* included in the media of images. Therefore, *pop-up book* classified as visual-based media. *Pop-up book* As a learning medium, it has the advantage of being able to simplify complicated images, being able to describe concepts that are not clear to be real and giving a different, interesting impression, and the lessons contained in the media *pop-up book* become easy to understand. Also in line with research (Jannah & Sukidi, 2018) media *pop-up book* It is an option to be applied when the learning process is very beneficial for students, can relieve students' boredom in learning activities, and is more enthusiastic when participating in the learning process.

## CONCLUSION

Based on the results of the study, it can be concluded that the application of *pop-up book media* during the learning process is good, which shows that 96% apply *pop-up book media*. The speaking skills of third grade students of MI Al Washliyah Sequential based on the results (*pretest*) have an average score of 59.56 and a score (*posttest*) obtained on average of 71.11. Based on the results of the hypothesis test using the *Paired Samples Test*, it is known that the sig. value is 0.000. Because the value of sig.  $0.000 < 0.05$ , then it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that *pop-up book media* is influential in improving the speaking skills of third grade students of MI Al Washliyah Perbutulan.

Applying *pop-up book media* in learning is an option for improving students' speaking skills, because *pop-up book media* has three-dimensional elements and displays creative and interesting visualizations. This *pop-up book media* can be developed and researched more widely about speaking skills or other language skills. Because the *pop-up book media* can be applied to improve basic language skills, namely in the field of language.

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