THE IMPACT OF USING POP-UP CARD ON READING

COMPREHENSION PERFORMANCE OF INDONESIAN

EFL JUNIOR HIGH SCHOOL STUDENTS

UNDERGRADUATE THESIS

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THE IMPACT OF USING POP-UP CARD ON READING COMPREHENSION PERFORMANCE OF INDONESIAN EFL JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of the study was to find out the impact of using pop-up card on students' reading comprehension. The researcher employed a quantitative approach with a quasi-experimental design. The researcher chose VIII C as the experimental class and VIII D as the control class, both of them consisted of 30 students. In collecting the data, the researcher used instrument in the form of multiple choice question. Try out was conducted at the first step to get the data. Following the tryout, the researcher gave a pre-test to both classes. The researcher used a pop-up card to provide treatment in the experimental class and a textbook in the control class. Following the treatment, the researcher gave a post-test to both classes. The data was examined by the researcher using an independent t-test. Then the result of t test showed that the value of significant generated Sig. (P-value) was $0.023 < \alpha$ was 0.05. It means, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

Key words: *Pop-up card, reading comprehension, EFL*

CURRICULUM VITAE

The researcher's name is Annisa Putri Pramesti. She was born in Kebumen on August 24, 2001. Her mother is Sunarti. She finished her study at SDN Kalideres 13 Petang in 2013, SMPN 186 Jakarta in 2016, and SMAN 84 Jakarta in 2019.

The researcher continued her study in the same year at the University of Sultan Ageng Tirtayasa and took English Education Department as her major. The researcher dreams that one day, she can be graphic designer.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In order to successfully acquire English, junior high school students need to master four skills. The four abilities are speaking, reading, writing, and listening. Speaking and writing are referred to as productive skills because they involve language creation (Harmer 2001:246). Reading and listening are referred to as receptive skills because they involve students in getting the messages. Reading is a crucial skill because it allows students to access a variety of knowledge.

Reading is an ability that has an important role for students. According to McDonough *et.al* (2013), reading is an activity that students must learn in learning English as a foreign language (EFL). Through reading, students are expected to be able to find information from texts, identify main ideas, identify explicit or implicit texts, and understand the purpose of texts. In reading, not only read the text but also students must understand and comprehend the meaning of the text.

Reading comprehension is the ability to understand the entire content of a text that is read. The goal obtained from reading comprehension is to get information or messages from a text. According to Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful

while reading, monitoring the words and their meaning as reading progresses. Thus, students not only read but can also gain understanding and obtain information.

However, based on the researcher's pre-observation in SMPN 13 Kota Serang, the researcher found the fact that the students at eighth grade had difficulties in comprehending English text. Based on the data given by the teacher about the result of Mid-term in eighth grade, the students' average score of Mid-term test was under standard of Minimal Score Criteria for English lesson in that school which 72. The teacher also said that the students did not understand what they have read, lack of interest, and motivation. In addition, during the learning process, teacher use more media in the form of textbooks. Books that only contain writing in the form of paragraphs make students feel bored and lazy to read. The lack of visuals in the book makes it less interesting to study it. Therefore, the teacher needs media that have interesting visuals in them to attract students' attention. One of the media that fit these characteristics is the Pop-up card.

A pop-up card is a card with moving parts or three-dimensional elements that can move when the pages are opened to visualize the story in a more interesting way. (Dzuanda, 2019). It can help students to illustrate their experience in the past time and tell their story of with interesting pictures. By stimulating students' imaginations and creativity as well as their cognitive and visual faculties, pop-up card help to foster interactive learning and increase reading interest (Ma & Wei, 2015). The learning process with Pop-up card media will be much more fun because the media can increase

students' interest and attention in the learning process. According to Mayer in Marshall (2002, cited in Wardah, et. al, 2017:3) the pictures presented in the Pop Up make the learners' comprehension improved.

There have been several studies conducted that discuss the use of pop-up card in learning English. Arifin (2019) studied that by applying pop-up card media was effective in increasing students' reading comprehension. Another researcher, Dewani *et. al* (2020) even develop their pop-up card as learning media to improve the critical reading skills of grade IV students elementary school. Wibowo (2020) also said that pop-up card was an effective media of teaching speaking. From several previous studies, it can be concluded that the use of pop-up card can improve students' abilities in learning English.

Based on several studies above, further research needs to be carried out using different research locations, different skill, and different research designs to find out more about the impact of using pop-up card as learning media. Therefore, in this study, the researcher was focus on improving reading comprehension for eighth grade at SMPN 13 Kota Serang.

1.2 Identification of the Study

Based on the background above, some of the problems experienced by students in reading comprehension are:

a) The learning media used is still monotonous.

b) The majority of the students feel unenthusiastic when reading.

c) The majority of the students do not understand the meaning of the text they read.

1.3   The Limitation of the Study

In this study, the researcher limit the problems to be studied. The researcher will focus on the impact of using pop-up card on students' reading comprehension skill in grade 8 students at SMPN 13 Kota Serang.

1.4   The Problem of the Study

The researcher formulated the problem of the study as follow: "Is there any significant impact of using the pop-up card on the eighth grade students' reading comprehension at SMPN 13 Kota Serang?".

1.5   The Objective of the Study

Based on the research problem above, the objective of the study is as follows: "To know whether or not there is a significant impact of using the pop-up card on the eighth grade students' reading comprehension at SMPN 13 Kota Serang".

1.6   Significances of the Study

The results of this research are expected can be useful information, inspire and make a positive contribution to English teachers, especially in teaching reading comprehension using pop-up card media.

1.7   Operational Definitions

a) Pop-up card is a media in the form of card that is folded in half and when opened a three-dimensional character will appear from it.

b) Reading comprehension is the ability to understand a paragraph or text with the aim of getting information or messages including the main idea and the entire contents of the text.

1.8   Organization of the Study

The organization of the study are:

The first chapter is introduction. It consists of background of the study, identification of the study, the limitation of the study, the formulation of the study, the objective of the study, significances of the study, operational definitions, and organization of the study

The second chapter is literature review. The chapter contains theoretical framework, previous studies, and hypothesis.

The third chapter is research methodology. It consists of research design, population and sample, data collecting technique, data analysis technique and research procedure.

The fourth chapter is result and discussion. It consists of result findings and discussion.

The fifth chapter is conclusion and suggestion. It consists of the conclusion and suggestion.

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