

Application of Media Level Up Pop-Up Book in Improving the Initial Reading Ability of Grade 1 Elementary School Students

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Abstract

This study discusses the application of level-up pop-up book media in improving the beginning reading skills of 1st grade students. The research approach used is a qualitative approach with the case study method. In this study, researchers conducted observations, interviews, and analyzed documents. The result of this research is that the application of level up pop media. This up book can help improve the target students' initial reading skills. However, it is necessary to pay attention to several aspects in the application of this media in order to get maximum results.

Keywords: Application, Beginning Reading, Pop Up Book



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INTRODUCTION

One thing that is commonplace or commonly found in schools on the academic aspect is learning difficulties. It is not unusual when we meet students who experience learning difficulties, especially at the 1st grade level of elementary school. Where at this level students should get basic knowledge which they will later take to the next level. However, in reality, many students experience learning difficulties. One of the students' learning difficulties is in the aspect of reading. Based on the observations made, there are still many students who are not fluent in reading and some even do not know letters well. When viewed from all the learning activities carried out at school, reading is one of the essential skills that students need to master (Hasanah, 2021).

This is because the ability to read is closely related to other basic skills needed in the learning process. Students will have difficulty in writing when they are not good at reading. Learning that is carried out in schools seems unable to successfully overcome this problem (Rahma, 2021). Lack of teacher attention is one of the inhibiting factors for the successful handling of student learning difficulties. Teachers feel they do not have enough time to deal with students who are not yet fluent in reading. This is because the teachers also have to pursue the material. Coupled with learning in a shorter even semester. There is a visible difference in attitude between students who are able to read fluently and those who are not able to read is a concern for grade 1 elementary school teachers (Hapsari, 2019). In essence, reading is a complicated matter and involves many aspects such as visual activity, thinking, psycholinguistics, and metacognitive (Kurniaman, 2017).

As previously mentioned, beginning reading is one of the most common learning obstacles in elementary schools. Of all the learning activities that exist, especially at school, reading is a very important skill that must be mastered by students (Hasanah, 2021). Based on observations made in one of the schools, it was shown that in each class in grade 1 there were at least 2 students who were not fluent in reading. There are even students who have not memorized the letters and are often confused in the pronunciation of some letters. The data shows that there are around 85% of low grade students experiencing learning difficulties related to reading (Fauzi, 2018).

Learning to read in elementary schools in the early grades is beginning reading, while learning to read in higher grades is called advanced reading (Pramesti, 2018). Sudiarta (2017) states that reading ability is one of the main assets for students in continuing their education to a higher level. This is because future learning resources will be more in the form of books. Based on the results of the study, it was shown that the inhibiting factors in beginning reading included the intellectual factors of students which included the level of intelligence of children that was lower than other students. The second factor was family environment factors, most students when they were at home only played cellphones and did not practice reading. Then the third factor is the lack of motivation from parents to encourage their children to read. Finally, the lack of students' interest in reading makes it difficult for children to achieve success in reading (Pramesti, 2018).

Based on the results of observations it was also found that some students had difficulty reading some words that contained diphthongs, both vowel diphthongs and consonant diphthongs. The students were confused in reading words that contain diphthongs. Diphthongs are included in phonemes in Indonesian. Diphthongs are double sounds belonging to one syllable. Diphthongs recorded in Indonesian according to Indonesian spelling are /ai/, /oi/, /au/, and /ei/ (Kulsum, 2021). Chaer in Mayasari (2021) states that diphthongs occur because the position of the tongue when producing sounds at the beginning and at the end is not the same. Meanwhile, according to Lafamane () diphthongs are two vowels that stand together and when pronounced there is a change in quality. The cluster is a row of consonants that are found together in one syllable. The types of clusters are /kh/, /sy/, /ny/, and /ng/.

One of the media that can be used to help students overcome reading difficulties is a pop-up book. Pop-up book media can be used practically and can be interesting for students so that students' learning interest will increase due to three-dimensional visualization (Masturah et al., 2018). A pop-up book is defined as a card made of paper which, when opened at a certain angle, namely 90⁰ and 180⁰, an image display appears that appears Pinky (D & Ardiansyah, 2019). Pop-up books provide visualizations that can attract students' attention on each page. This is because in pop-up books there are unpredictable pages that make readers feel amazed (Arip, 2021). This shows the attractiveness of pop-up books for students to learn to read. Based on the explanation above, this initial reading problem needs to get the best solution. Therefore researchers are interested in conducting research with the title Application of Media Level up Pop-Up Books in Improving the Ability of Class 1 Elementary School Students. The purpose of this research was to see changes in students' initial reading ability after the application of the media.

RESEARCH METHODS

This type of research is a research with a qualitative approach. The research method used is the case study method. Case study research is research using a qualitative approach with the aim of exploring real life (Pratiwi, 2017). In this study, researchers conducted observations, interviews, and analyzed documents to see the effect of applying level-up pop-up book media in improving beginning reading skills. This research was conducted in a school in Cibiru. The participants of this study were two grade 1 elementary school students. The two students experienced difficulty in reading, specifically the two students were not fluent in reading. observation of students who have not read fluently. Identification of students who have difficulty reading is based on the results of observations for two weeks and also information obtained from the homeroom teacher. Data from this study were collected through observation. Observation is a process of seeing, observing, observing, and recording behavior systematically to obtain data so that the data can be used to provide a conclusion or

diagnosis (Suharsaputra, 2014). In this observation, the researcher's role is to observe and record the phenomenon being studied.

RESEARCH RESULTS AND DISCUSSION

Level Up Pop-Up Book is a pop-up book that focuses on using diphthongs in words. This book was specially made by researchers based on the results of observations in class and information obtained from the homeroom teacher. This book focuses on the use of diphthongs and clusters in words. This is based on the results of observations of target students who are not yet fluent in reading words that contain difongs and clusters. The book has four levels which are equipped with interesting pictures. At the first level, various types of diphthongs are displayed, namely /au/, /ai/, /oi/, and /ei/. Then the /ng/, /ny/, /kh/, and /sy/ clusters are displayed. At this level students are asked to identify the types of diphthongs and clusters. It is intended that students recognize the combination of letters that they will find in words and how to read them.

Then for level two it contains words that contain diphthongs and clusters. At this level various words are displayed on a colored background accompanied by relevant pictures. At level three, simple sentences containing words with diphthongs are displayed. The last level, namely level four, contains short stories as a reference material for measuring students' reading fluency. There are several other short stories that are given to students to increase students' reading skills.

Based on research conducted on two target students who were not yet fluent in reading, it appears that the application of the level up pop-up book media was welcomed by the two students. The application of the level up pop-up book media is carried out in habituation activities in the morning before entering class. Held on Tuesday, Wednesday and Thursday from 07.20 to 07.55. At the first meeting the two students responded well and grew curious about the book. This is because the book has a surprise on every page. At this first meeting the target students were still confused about reading a few words at level two, so they needed to be exemplified and read several times. Then during the next 2 meetings the target students repeat the reading at level 2. At the fourth meeting, the target students begin to move to level three, namely reading sentences that contain words with diphthongs. At this fourth meeting the target students began to read fluently but still needed repetition of several sentences. In subsequent meetings, repeat level three to facilitate the target students' reading skills.

At the next meeting the target students began to move to level four, namely reading short stories. When reading the short stories shown, the target students have experienced an increase in reading even though sometimes there are some words that need to be repeated. To avoid students' boredom, the researcher prepared other short stories that are still relevant to the purpose of implementing the level up pop-up book. The application of this media continued for approximately 10 meetings. The obstacles encountered during the implementation of the level up pop-up book media include the little time during implementation so that the results obtained are less than optimal. In addition, the target students were not present during the implementation so that the media could not be used. Based on these constraints, the application of the level up pop-up book media is not maximized, but it is enough to help the target students in improving their initial reading skills.

CONCLUSION

Based on the explanation above, it can be concluded that the application of level-up pop-up book media is enough to help the two target students improve their reading skills. But there are several obstacles such as the absence of target students and the little time for implementation so that the application of this media produces less than optimal results. It

needs to be redesigned regarding the application of this media in order to get maximum results.

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