



A Narrative Inquiry Study on Language Learning Through Pop-Up Book

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Abstract

This is a narrative inquiry research that focuses on students perceptions and experiences in language learning using a pop-up book. The aim of this study is to know the influence of pop-up book in learning language through students perception. The use of media in learning is considered very important so that researcher focused on language learning by using realia media in the form of pop-up books. Narrative inquiry research is a form of qualitative research in which researcher obtains data from documentation and student interviews. This research was conducted at MTs Muhammadiyah 13 Solokuro, at the 7th grade level with a total of 9 students. The study took place from March to May 2022. The results of this study indicate that students have a good perception of language learning using pop-up and of course they have new experiences with the methods applied in the learning. There have been many studies on the development and application of a method in learning, while this time the researcher choses to look for something different by looking at the stories, perceptions and experiences of students.

Keywords

Narrative Inquiry, Pop-up Book, Language Learning, students perception.

Abstrak

Penelitian ini adalah penelitian inquiri naratif yang berfokus pada persepsi dan pengalaman siswa dalam pembelajaran bahasa dengan menggunakan pop-up book. Tujuan dari pada dilakukannya penelitian ini untuk mengetahui seberapa berpengaruh media pop-up book dari persepsi siswa. Penggunaan media dalam pembelajaran dirasa sangat penting sehingga peneliti berfokus pada pembelajaran bahasa dengan menggunakan media realia berbentuk pop-up book. Penelitian inquiri naratif ini adalah bentuk penelitian kualitatif yang mana peneliti mendapatkan data dari dokumentasi dan juga interview siswa. Penelitian ini dilaksanakan di MTs Muhammadiyah 13 Solokuro, pada jenjang kelas 7 yang berjumlah 9 siswa. Penelitian berlangsung dari bulan Maret sampai Mei tahun 2022. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki persepsi yang baik terkait pembelajaran bahasa menggunakan pop-up dan tentu mereka memiliki pengalaman yang baru dengan metode yang diterapkan dalam pembelajaran tersebut. Sudah banyak dijumpai penelitian tentang pengembangan dan penerapan sebuah metode dalam pembelajaran, sedangkan kali ini peneliti memilih mencari hal yang berbeda dengan melihat dari cerita, persepsi, serta pengalaman siswa.

Kata Kunci

Inquiri naratif, buku pop-up, pembelajaran bahasa, persepsi siswa

Introduction

Teaching and learning process are always need suitable approach in which it can make those process enjoyable. How the material can be learnt and how the teacher can transfer the knowledge well. Research into language teaching which reports that project based learning supports facilitates, and improves a learning process (Tamin & Grant, 2013). In language learning there are several skills that must be mastered they are listening, speaking, reading and writing. To make the students acquisition the language, the teachers need to use a suitable technique and media to make the learning process to be effective. Shin (2006) suggested various techniques for the language teaching which included visuals, realia, and movement to supplementing activities to engage learners in making visuals and realia. (Shin, 2006) In this case, teacher can guide the learners to success in language learning by using various media such as using picture, book, and magazine. Language teaching is challenging how the students can enjoy our class and make them to be active. As stated before, that using various media can enhance the students language learning. Visual and realia media used by researcher in this study were pop-up books.

Pop-up book is a drawing book which has 3 dimensions concept that look like a real, and it can be used in any interesting learning and teaching. Because it is kind of drawing book, in every page there always be an image or picture. The image in pop-up book can show and describe like a real situation or original object. Illustration pictures of the object like people, animals, and plants can suddenly appear from behind a page or a background stand. This thing can trigger the students; abstraction and increase knowledge so it can also stimulate them. Pop-up book can also be used as an example to explain abstract concepts and requires concrete objects in some learning and has the ability to strengthen the message to be conveyed in a narrative. Rhonda (2012) said that pop-up book is a book that offers the potential for motion and interaction thought the use of paper mechanisms such as folds, scrolls, slides, tabs, or wheels. (Taylor, 2012)

Indonesian young learners may have the difficulties in enjoying a book, because some of them prefer their smartphone to book. So as teachers we have to find ways to make them to love reading and writing books. Nancy (2012) stated that pop-up book is one of interesting books for young readers. Pop-up book can be used for teaching to motivate students to learn English or other subjects and topics. Pop-up book is useful for teaching students to read books, stimulate the child imagination, develop creativity, and also increase their vocabularies. (Nancy, 2012)

In this term of the study, the researcher uses project-based learning that is students center learning method rather than teacher center, with this statement, it is hoped that learning by using pop up media will increase students creative thinking skill. In this case, students do not only see how the teacher explains with the media but students have to make their own pop-up books. With the learning output that has been determined, of course students will think not only about learning the language, but they have to go through various steps in this project-based learning. First, they have to determine the title of the book they will make with a predetermined topic, namely writing fable texts according to the curriculum in 7th grade of junior high school. After that they try to make and write interesting fable texts while still paying attention to the structure of the text and the applicable linguistic rules, then they will present their work. After a few steps, the researcher believes that this learning by using this pop-up book can not only improve language learning, it can also improve students creative thinking skills.

In this case, the background of researcher to find out how students perceptions of language learning by using pop-up book. Student perception is important in the learning process, there is always an impact in applying various learning media. Whether it will be a good impact or vice versa. By knowing students perceptions in learning, researchers do not only see from the point of view of educators but more importantly how their responses are related to something they like. As we know that learning does not only involve teachers but also students of course. Thus, the researcher used narrative inquiry to find out how they perceive the students experiences in language learning using this pop-up book. The stories they tell will be an important part of the study in this research. Researchers will conduct in-depth interviews in order to get a complete story about their perceptions.

The perceptions expressed by students can be influenced by their experiences, the environment or whatever they feel during the learning process. According to Koentjaraningrat, 2011 in Mulia et al (2020) argues that perception is the whole process of human reasoning that is conscious in describing the surrounding environment. (AS et al., 2020) Perception is also of what they get and receive and how they interpret these things. So, by using this narrative inquiry, researcher knows the learning outcomes of understanding and what students feel depends on the stories they tell rather than the grades or numbers they get.

Some researches conduct pop-up book for the learning methods, such as Atin Colidiyah did in her research about The use of Pop-up Book to improve English Skill at SDN 2 in 2018, it aims to know the use of this media which is pop-up to improve English Skill, and the result of the research was shown that it can enhance students to be active and creative and that was proven by the average score for the first cycle was 70 and the second cycle was 86. While this research also conducting the same thing which is pop-up book with different focus. This research focused in the students perception toward those learning methods. Hence, this study focused on the students perception and experience toward the uses of pop-up for language learning in MTs Muhammadiyah 13



by narrative inquiry to know their story. The characteristics of the pop-up book which has 3 dimensions, is expected to be able to stimulate students in learning languages to be more interesting.

Method

This research is narrative inquiry study to uncover the students perception and story in using pop-up book as tool for learning language. Connelly & Clandinin as cited in (Listiyanto & Fauzi, 2016) point out that narrative inquiry is a research describing the lives of individuals, collecting and telling stories about peoples lives, and writing narratives of individual experiences.

The data are collected through the interview and documentation, so this research is a narrative inquiry to know the students experience and perception toward the learning strategies that are used by their teacher and how their perceptions about it. Cahyono (2015) stated that narrative refers to a story based on someones experiences. While the word inquiry refers to an investigation, research and a study. In short, narrative inquiry study is an investigation of a personal story related to a particular aspect of someones experience. (Cahyono, 2015)

In Clandinin and Connelly (2000) as cited in (Chan, 2017) one of narrative inquiry strategy is storytelling in which was acknowledged as a suitable tool for reflection on what personal practical knowledge teachers have and how such knowledge is formulated. Furthermore, Lyons (2007) as cited in (Chan, 2017) states Narrative is more than telling and reading stories, and seemed especially useful to capture the situated complexities of teachers work and classroom practice. From those statements, the researcher applied this narrative inquiry study as a research design to make sense of understanding the students experiences of learning language by using pop-up book that was given by the researcher.

This study implemented in junior high school of MTs Muhammadiyah 13 in the 7th grade. There are 10 students in one class of MTs Muhammadiyah 13 that is located in Solokuro Lamongan East Java. This research was conducted during March to May 2022 in the second semester, academic year 2021/2022. Data analysis used is qualitative. Qualitative data in the form of illustrative information about implementation action using models Project Based Learning assisted by pop-up book, qualitative data in the form of observations of teacher activities and students during learning in accordance with aspects to be measured as contained on Project Based learning syntax Learning. The researcher together with the teacher taught the students about fable text by using pop-up book, then the researcher gives an interview related to the learning method to know their perceptions.

Findings And Discussion

The participants of this study are the students of the 7th grade in junior high school of Muhammadiyah 13. There are 9 students in this class. They studied languages such as Bahasa, Javanese, Arabic and English language since they have been in elementary school.

Finding

The researcher focused on the students stories related to learning language using pop-up book with the topic of fable. All of them are said that this is the first time they know what is pop-up book, and how to make it. This is the first time of my teacher showed me how we can learn through pop-up book, she also asked us to make our own pop-up book, and in the end of the class she told us to tell our story about fable in front of the class. Based on this statement, it shown that pop-up book can give impacts to the learners such as how they have to be creative in creating and writing the story in the pop-up book, also how to speak and tell others their story.

This research included some steps, the first is showing the students what is pop-up book and what is the function of it, secondly, students make their own pop-up books, thirdly they tell stories they have made in the form of pop-up books, fourthly, evaluations and interviews with each student related to learning using pop-up media.

Discussion

Students Perception toward Using Pop-up Book

The researcher interviewed all the students related to their perception on the uses of pop-up book in language learning through some questions. The first question for knowing their story during learning is What was your impression of making a pop-up book as a learning tool?

Table 1

| Questions | Participants | Answers |
|--|--------------|--|
| What was your impression of making a pop up book as a learning tool? | Syafa | Pop-up can be used as a learning medium; we can also be creative by making the pop-up book |
| | Ryan | Its hard to make our own pop-up book |
| | Avi | A little hassle in making a pop-up book because it takes a creative imagination |
| | Atikah | If you have to make a manual from the start, the step-by-step pop-up book is very long, so we feel like its a hassle |
| | Fikri | A little difficult but fun, in the end I loved it because I feel the togetherness with my friends |
| | Bintang | At the beginning of course I had difficulties but as time went on, I got used to it and in the end, I found it easy, everyone needs to get used to it |
| | Amel | Making pop ups with a certain theme has its own challenges, besides we have to make a good pop-up book, we have to be imaginative and also have to find a story that fits in the picture. there must be mutual continuity between the story and the picture. |
| | Aninda | Because this is my first time, and Ive never made and seen a pop-up book before, so this is my first experience, of course Im having a hard time. |
| | Izzah | Im glad that this pop-up book learning media provides inspiration for children because of its 3-dimensional nature as if it were real, not an image. |

Based on the table above, there are two points of view in making their own pop-up book, most of them were got difficulties in creating it. As stated by Aninda *Because this is my first time, and Ive never made and seen a pop-up book before, so this is my first experience, of course Im having a hard time*. She felt that it is very difficult thing to do because it was something new for her. While Fikri stated that even its difficult but he loved it because its fun. Unfortunately, some of them thought that its a good thing to do. Izzah said that *Im glad that this pop-up book learning media provides inspiration for children because of its 3-dimensional nature as if it were real, not an image*. Syafa also added that besides making fun pop-up, we can also be creative.

In short, by applying this media for students it can engage their language leraning and creative thinking skill. in line with the story of Amel *Making pop ups with a certain theme has its own challenges, besides we have to make a good pop-up book, we have to be imaginative and also have to find a story that fits in the picture. there must be mutual continuity between the story and the picture*.

The second question for knowing their story during language learning by using pop-up book is Whats so great about pop up books?

Table 2

| Question | Participants | Answers |
|------------------------------------|--------------|---|
| Whats so great about pop up books? | Syafa | We can make our own, be creative without buying |
| | Ryan | Because there are good views and there are animals |
| | Avi | The pictures in the pop-up book make it very interesting, so it can bring up its own imagination |
| | Atikah | Pictures and stories in it |
| | Fikri | The picture, because it seems as if the picture is alive and seems real. Moreover, this pop-up book is an image in 3 dimensions |
| | Bintang | It has a 3-dimensional shape and the picture makes you not bored when we read a story |
| | Amel | The picture and the story |
| | Aninda | The picture in it looks funny, because the pop-up book has a support so the animal can stand up |
| | Izzah | 3D image |



Based on their answers on table above, it can be concluded that the great thing about pop-up book is because it has pictures in it with 3D image. The previous study relates to the development of pop-up books to improve language skill by Pratiwi et al (2020) said that pop-up book is a 3-dimensional drawing book that looks alike the real conditions and can be used for very interesting learning media for young learners. The authentic image in pop-up book can give a good impact for students.

The third question for knowing their story during language learning by using pop-up book is Do you think that pop-up book can be suitable media for learning language?

Table 3

| Questions | Participants | Answers |
|--|--------------|--|
| Do you think that pop-up book can be suitable media for learning language? | Syafa | Yes |
| | Ryan | Yes |
| | Avi | Yes, because with this media what is conveyed is easier to imagine, so it is not boring and interesting |
| | Atikah | Yes |
| | Fikri | Yes, it can be, because learning using a pop-up book is easy to understand and very interesting |
| | Bintang | It could be, because in the pop-up book there are not only pictures but information from the available images, if this is a fable story, then in the story we can read the story in full so we know the characters, plots and various kinds of intrinsic elements in it. |
| | Amel | Yes, because it fits the theme being discussed. Namely, a fable story, so it is appropriate to use a pop-up book to display a story that is full of meaning |
| | Aninda | You cant because you only tell pictures, not important information like in a book |
| | Izzah | Yes, because it is easier for us to imagine by looking at the pictures displayed in the pop-up book with the fable themed. |

From their answers related to the third question there is one student that think that pop-up book is not suitable media for learning the language, because she thought that pop-up book has to carry all the information related to the topic. While 8 other students thought that pop-up books were the right media for language learning, especially when learning about animals.

Izzah said that *learning language by using pop-up book is easier for us to imagine by looking at the pictures displayed in the pop-up book with the fable themed*. In language learning both teacher and students have to deal with the fun thing that not make the learning is boring. Avi told us that the pop-up book is one of the media that can be very interesting, he said *because with this media what is conveyed is easier to imagine, so it is not boring and interesting*. In short, most of the students are agree that this pop-up book can be suitable for language learning that is interesting and fun through the 3-dimension picture in each page.

The fourth question for knowing their perceptions toward pop-up book during language learning is What can be learned from language learning using pop up books?

Table 4

| Question | Participants | Answers |
|--|--------------|--|
| What can be learned from language learning using pop up books? | Syafa | It turns out that pop up books can be a learning medium, while so far, we dont know about it |
| | Ryan | Telling a story |
| | Avi | We think that pop up books are more effective in language learning, especially this time the discussion or topic is about fable stories |
| | Atikah | Telling a story |
| | Fikri | With pop-up, its easier for me to understand a lesson especially during learning, the topic is about animals, so that pop-up media can be applied according to the indicators. |
| | Bintang | Telling a story |
| | Amel | Telling a story |
| | Aninda | Telling a story |
| | Izzah | Can tell stories using pictures from pop-up book media |

All of the students of the seventh grade of MTs Muhammadiyah 13 stated that this was their first time knowing that using pop-up book for language learning media is really fun, especially the topic of the lesson is

about animal or fable. As Fikri told *With pop-up, its easier for me to understand a lesson especially during learning, the topic is about animals, so that pop-up media can be applied according to the indicators.*

As it can be seen that pop-up books are very friendly for children with pictures that seem real and colourful are very relevant things to increase their stimulus in learning. In making, reading, observing or seeing directly the stories in pop-up will increase their creativity and understanding. This is in line with what has been stated by Bluemel (2012) stated that pop-up book is one of interesting books for young readers. Pop-up book can be used for teaching to motivate students to learn English or other subjects and topics. Pop-up book is useful for teaching students to read books, stimulate the child imagination, develop creativity, and also increase their vocabularies. Based on Avis story also told that this media is more effective in language learning.

Hence, it can be concluded that pop-up book is the right media for motivating the students in engaging their language learning. It is known based on the previous studies also from the perspectives of the students in this research, what they feel and think are clearly stated in the answers of the questions given by the researcher.

The Effectiveness of Using Pop-up Book

The importance after all in this research is how the students perception toward pop-up book as the media for language learning. Knowing their perception from their story that are told to the researcher. Then, do the pop-up book really effective for language learning or do the teachers need other media? Through their stories, it can be shown that all the participants agree if pop-up book can be very effective media for learning language in many aspects of skill; writing, reading, listening and telling a story, of course it rich the vocabularies of the students, somehow, they knew a new vocabulary. This statement is supported by (Pratiwi & Subandowo, 2020) said that because pop-up book is kind of 3-dimension drawing book that represented real conditions so that students are really interested in learning the materials. Especially when the condition of the topic is authentic, then the students feel that they see the real or original object. In this study, the topic of their learning is fable, the illustration of the animal can suddenly appear from behind a page or a building stand, this thing can trigger the childs abstraction and increase their knowledge also stimulate their imagination. Thus, they assume that pop-up books are media that can make learning interesting and exciting.

Conclusion

Teaching and learning are two activities that the students and teachers always meet every day. It is quite difficult to make the situation and condition of teaching and learning become fun and interesting to engage the students learning participation. Teachers are required to create interesting learning with a variety of strategies and interactive learning media. The purpose of language learning is varied in addition to making students understand the material presented, of course the teacher hopes that students will think more critically and creatively. So that in the future teachers find their students can solve every problem they have.

This research is seen from the students perspective regarding language learning by using pop up books. According to the students stories, this is the first time they have seen and used a pop-up book as a medium for learning, especially in language learning. How they tried to make a pop-up book and write a fable in it. Then telling the fable story in class with all friends listening to it is a new experience. They are also proud that they can create a pop-up book that is very beautiful and certainly has a selling point. Experience in the classroom will definitely have an impact on the mindset and comprehension of students. So that a pop up that has a 3-dimensional shape will definitely give a good impression in language learning, especially the storybook in the form of realia is very colorful.

The use of narrative inquiry in this study is also considered very appropriate, because researchers understand much more what is being studied from the perspective of students through the stories they tell. Therefore, this research will be very useful for researchers and teachers in language learning in the future. Especially in the use of pop-up book media as a consideration in addition to technology media which is currently mushrooming among the public.



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