

## **The Utilization of Learning Media: Comparison of Pop-Up Book and Flip Book Media in Improving Elementary School Students' Reading Comprehension Skills**

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### **Abstract**

This study was conducted in class VI SDN Pasirhalang 2, Sukabumi Regency with the aim of knowing the differences between pop-up book and flip book media on elementary school students' reading comprehension skills. This study is an experimental research with a one-shot case study design. In this design, the researcher only conducted one treatment which was estimated to have an effect. This design was used to examine the process and achievement of student learning outcomes during the learning given to class A using pop-up book media while class B used flip book media. In this study, there were two groups, namely randomly selected. This research design used one class A and one class B. After being given media to one of the sample groups (experiment), it was continued with the provision of the two sample groups (control) used. The data obtained were student learning outcome data collected from two classes, namely 30 class VI SDN Pasirhalang 2 (class B) and 30 class IV SDN Pasirhalang 2 (class A) with a total of 60 students. The average value in the experimental class is 66.5 with a minimum value of 40 and a maximum value of 90. While the average value in the control class is 61.59 with a minimum value of 40 and a maximum value of 87.5. Based on the results of data processing using the hypothesis test (F one way anova test) obtained a significance value (Asymp sig (2-tailed) 0.03 < 0.05, it can be stated that  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that there is a significant difference when using pop up book and flip book media.

**Keywords:** Pop Up Book Media, Flip Book Media, Reading Comprehension.

### **ARTICLE INFO**

*Article history:*  
Received  
August 10, 2024  
Revised  
November 13,  
2024  
Accepted  
December 22,  
2024

Published by

ISSN

Website

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2774-4299

<https://attractivejournal.com/index.php/bsand/>

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### **INTRODUCTION**

The very rapid development of science and technology today, accompanied by fierce competition, emphasizes the need for people to learn efficiently in order to keep up with these developments. Without it, the risk of being left behind and losing in various fields becomes real. Improving reading and speaking skills with the help of natural science and technology can be a fairly effective first step. Furthermore, high literacy skills can drive the progress of science and technology to a higher level. Therefore, currently, people who have an interest and passion for continuing to learn are very much needed.

Literacy skills have a major impact on a person's success. Good literacy skills will help individuals understand various information both verbally and in writing

(Rizqi et al., 2024; Buaja et al., 2024; Sugiarto & Suhono, 2023; Anggaira, 2023). In everyday life, literacy skills play an important role in supporting various competencies that a person has. These skills complement and support each other, especially if individuals are able to master literacy and are able to filter relevant information to support their life success. In elementary school, literacy skills that are manifested in the form of reading are fundamental. This is because reading is a skill that underlies other literacy skills (Basuki, 2011). In other words, to find out information in writing requires reading skills. Reading can also improve thinking insight and expand knowledge because reading materials are a means of communication for cultured people and play an important role in social life. The more you read, the more information you will have because reading is a complex activity that involves various aspects of other skills.

One way to create an effective and meaningful learning process can be done through reading activities. Reading is an activity of seeing and understanding something contained in the reading. According to Maman and Rajab (in Riani et al., 2021) think about reading namely "*Reading is a language activity as the second receptive skill after listening*" (Reading is a language activity as the second receptive skill after listening). Learning to read is an effort that is done continuously or it can be said that learning to read will never end. Therefore, reading is one of the important aspects in the world of education. Menurut Cahyani & Chodijah (in Johan et al., 2018) Language is a tool for communication and becomes a bridge in socializing with other people in society. The language process is a unique and complex activity, considering that in its implementation the language process involves four language skills possessed by students (Andriani, & Zuniati, 2024; Wulandari et al., 2023; Hasyim et al., 2023). This is in line with the following statement, namely "In relation to the use of language, there are four language skills, namely listening (listening), speaking, reading, and writing"

Reviewing the four aspects of language skills, there is one language skill that is considered to have a very big influence on students' readiness to face the modern era, namely reading skills. If this skill can be mastered well by students, then the means or bridges in obtaining information will be more open. Reading has a very big influence on students in taking them to the wider world (Johan et al., 2018). Reading is an important skill as part of learning. The importance of learning to read is stated in Law No. 19 of 2005 concerning National Education Standards, article 6 paragraph 5, which reads, "The curriculum and syllabus of SD/MI/SDLB/Package A or other equivalent forms emphasize the importance of reading and writing skills and interests, numeracy skills, and communication skills."

Dance (in Johan et al., 2018) state that "The main purpose of reading is to seek and obtain information, including content, understanding the reading". So with good mastery of reading skills, students are able to obtain various information clearly and can understand the content and meaning of the reading they have read. Reading comprehension is very much needed as a provision and key to student success in undergoing the education process. Most of the information acquisition is done by students through reading activities. The information obtained by students is not only obtained from the learning process at school, but also through reading activities in daily activities (Johan et al., 2018).

Based on field observations related to students' reading comprehension, it shows that students have not been able to master reading comprehension learning well. This problem is caused by the lack of interest, motivation, and seriousness of

students towards reading activities. This can be seen when learning to read comprehension, many students do not concentrate, many do not read, students prefer to talk to their deskmates. Students consider this language skill difficult to master and requires a long process. And the reading materials used by teachers are less interesting so that they do not foster student interest in learning to read. The use of learning models used by teachers is less effective, does not arouse student interest and does not motivate students optimally. Teachers more often use lecture methods, so that students become passive in learning. Effective and creative learning should be able to involve students to interact in learning. In addition, the use of media can affect student learning outcomes. According to Hamalik (in Sapriyah, 2019) stated that the use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students. Therefore, the involvement of learning models and media can motivate students to be active in learning.

In relation to these problems, it is necessary to strive for a form of learning that not only enables students to master the learning material, but also provides learning experiences to students. The selection of learning media is one way that can be used to increase students' motivation and creativity in learning. Innovative, creative, and fun learning media can help students in learning, as well as help teachers in teaching activities. The selection of appropriate learning media can develop and explore students' knowledge concretely and independently. The application of learning media is one effort that is assumed to be able to improve problems in learning reading comprehension skills. This learning media is chosen as an effort to improve problems in learning in the classroom. Teachers are expected to be able to identify student problems in the classroom and find solutions through action using appropriate learning models and learning media. One of the learning media that is assumed to be able to improve students' skills in reading comprehension is *mediapop up book dan flip book*.

In line with research conducted by Aco Karumpa, Andi Halimah, and Sulastri conducted research in 2022 entitled "Effectiveness of using *mediapop up book Andbig book* on students' ability to understand the contents of the reading". Survey data shows that students who use *pop up book* had an average reading score of 80.25, while students who used *hadbig book* The average reading score was 75.76. Inferential data analysis using SPSS 24 showed rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_1$ ), indicating a significant difference in reading comprehension between media users. *pop up book Andbig book* in Class V of Bontoramba State Elementary School. It can be concluded that the use of *bookpop up Andbig book* can improve students' reading comprehension skills. These results can be a consideration for teachers in designing *pop up book Andbig book* as a learning medium to improve students' ability to understand the contents of the reading. Based on the problems in above, then the researcher intends to apply the *mediapop up book And flip book* on the reading comprehension skills of elementary school students.

## **METHOD**

This is experimental research with *pre-experimental* design with a plan *one shot case study*. Plan *one shot case study*. According to Arikunto (2007), with this design, researchers only carry out treatment once which is estimated to have an

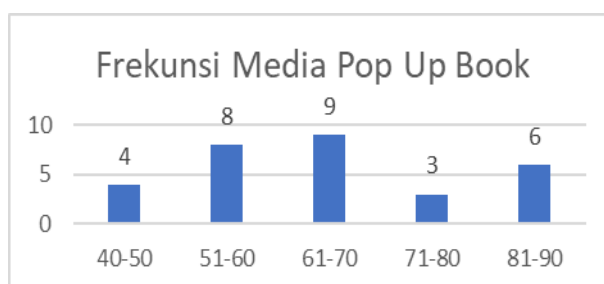
effect, then a second treatment is carried out *post-test*. This design is used to examine the process and achievement of student learning outcomes during learning. According to Sugiyono (2017), the results of pre-experimental research are dependent variables, not solely influenced by independent variables. This can occur because there are no control variables. Researchers chose to use a design *pre-experimental* in this study because we wanted to find differences in media *pop up book* and media *flip book* on the reading comprehension skills of elementary school students. The sampling technique in this study used the design technique *non probability type sampling purposive*. Technique *sampling purposive* is a sampling technique based on the researcher's or evaluator's considerations about which sample is the most useful and representative (Adnyana, 2021). Sometimes the sample to be taken is determined based on knowledge of a population, its members and the purpose of the study. This type of sample is very good if used for exploratory studies (initial studies for research or evaluation), which are then followed by further research whose samples are taken randomly.

The research instruments used in this study were essay test questions related to reading comprehension and interview sheets related to teacher activities in implementing learning. Data analysis conducted in this study is prerequisite testing and hypothesis testing. Prerequisite testing is conducted with normality testing and homogeneity testing. While the hypothesis testing conducted is analysis testing. F one way anova. This study aims to determine the differences between media *pop up book* And *flip book* on the reading comprehension skills of elementary school students.

## RESULT AND DISCUSSION

Based on the research results obtained in class A and class B showed significant results. This can be seen from the data obtained from class A by being given media *pop up book*, while class B is given media *flip book*. The following are the results of reading comprehension skills using media *pop up book*.

Graph of Reading Comprehension Skills Results for Class A

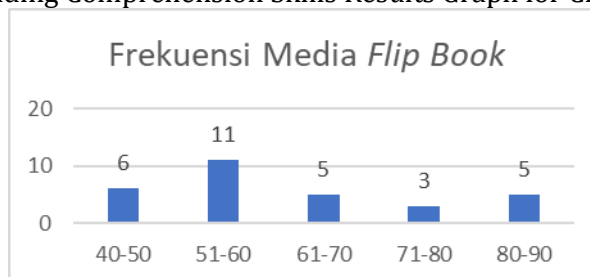


Based on the frequency distribution graph above, there are student scores between categories. 40-50 that is 4 students with percentage 13,33%, category 51-60 namely 8 students with a percentage 26,67%, category 61-70 that is 9 students with percentage 30%, 71-80, namely 3 students with a percentage of 10% and the 80-90 category, namely 6 students with percentage 20%. to find out the frequency distribution table of skills mreading comprehension class A, then it can be seen in the table below belowas follows.

**Table**  
**Frequency of Reading Comprehension Skills Class A**

Mark	Frequency	Presentation
40-50	4	13,33%
51-60	8	26,67%
61-70	9	30%
71-80	3	10%
81-90	6	20%
Amount	30	100%

Reading Comprehension Skills Results Graph for Class B



Based on the graph there are student scores between categories 40-50 that is 6 students with percentage 20%, category 51-60 namely 11 students with a percentage of 36,66%, category 61-70 that is 5 students with percentage 16,66%, 71-80, namely 3 students with a percentage of 10% and category 81-90, namely 5 students with percentage 16,66%. to find out the frequency distribution table of skills mreading comprehension class B, then it can be seen in the table below as follows.

**Table**  
**Frequency of Reading Comprehension Skills Class B**

Mark	Frequency	Percentage
40-50	6	20%
51-60	11	36,66%
61-70	5	16,66%
71-80	3	10%
81-90	5	16,66%,
Amount	30	100%

In this study, before data analysis was carried out, iji requirements that is normality test and homogeneity test. Normality test in class A with media *pop up book* on reading comprehension skills obtained a significance value of  $0.3 > 0.05$  group the data is normally distributed. While in class B with media *flip book* reading comprehension skills obtained a significance value of  $0.1 > 0.05$ , the data group was distributed normally. As for the homogeneity test between class A and class B shows that the sig value  $> 0.05$ , it can be concluded that the data is homogeneous.

After the data requirement test is carried out and the results of the data are normal and homogeneous, the next step in the data analysis test is to conduct the F one way anova test. This study aims to determine the differences between media *pop up book* and *flip book* on the reading comprehension skills of elementary school students. The analysis shows that the F value (F count) = 4.709 and Sig. (significance) = 0.03  $< 0.05$ , it can be interpreted that there is a significant difference

between students' reading skills using pop-up book and flip book media. So it can be concluded that there is a difference between pop-up book and flip book media. see the SPSS 25 application. The following is a table of the results of the data analysis test for classes A and B.

**Table**  
**F one way media pop up book and flip book test results**

F	Say.	Decision
4.709	0.003	There is Significance

Based on the table in atas, hasil One Way Anova (Uji F) on the reading comprehension skills of elementary school students. Athere is a significant comparison in increasing reading comprehension skills by using learning mediapop up book And flip book towards reading comprehension skills with the following indicators:maccording to the accuracy of the organization of the text content, the accuracy of diction, the accuracy of sentence structure, spelling and writing style, meaning that the spelling used uses enhanced spelling (EYD), including the use of punctuation marks, periods and commas, as well as the use of capital letters and the meaning of understanding.

With this media, it can make it easier for students to learn and can provide students with enthusiasm for learning so that it is more conducive. It was stated that the mediapop up bookin improving elementary school students' reading comprehension skills, it has an effect on students' reading comprehension skills (Nurbaya, 2018). In line with what was stated by Blumer dan Taylor (in Ramirez, 2021) menyebutkan kegunaan dari media pop up book, namely: (1) increasing children's love for books and reading activities, (2) training critical thinking skills and fostering students' creativity, (3) being able to bring out meaning through an interesting picture and fostering the desire and motivation to read.

By using mediapop up book, students can understand what they read from the story section stage by telling what they understand. This is also supported by research.Aco Karumpa & Muhammad Dahlan (in Hosna, 2020 ) with the title of the research"Effectiveness of media usepop up book Andbig book on students' ability to understand the contents of the reading" that from this research the use of mediapop up bookcan improve students' reading comprehension skills. These results can be a consideration for teachers in designing pop up book as a learning medium to improve students' ability to understand the contents of the reading. In line with research conducted in the field, the media pop up book can improve students' understanding.

## CONCLUSION

The conclusion from the research results and discussion in class A and class B in elementary school in seeking a comparison of mediapop up bookand mediaflip bookon students' reading comprehension skills. Of course, this application has a very good impact on students in terms of class activity and learning becomes more optimal compared to learning before using this media in general. Judging from the hypothesis test, this study has good differences in terms of the SPSS test and also by calculating the average value of students in both class A or class B. Based on the results of the hypothesis test using the F Test, a significant value of  $0.03 < 0.05$  was obtained. This test was used to determine whether the observation media used had

differences in reading comprehension skills in Indonesian language subjects. And this test aims to test the hypothesis that we use is accepted or rejected. In this test, it can be seen that if the significance value (Asymp sig (2-tailed) is less than 0.05, the hypothesis is accepted. While the value obtained from this test is the calculated F value of 4.709 Sig. (significance) = 0.03, it can be stated that  $H_0$  is rejected and  $H_1$  is accepted. Based on the data above, using a hypothesis test (f test) to compare media, it can be interpreted that there is a significant difference between the media *pop up book* And *flip book* on reading comprehension skills. This can be seen from the average score of the results using media *pop up book* by 66.5 and media *flip book* as much as 61,59.

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