DEVELOPMENT OF POP-UP BOOK AS A MEDIUM OF LEARNING GERMAN READING SKILLS

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Abstract

When learning German, there are four skills that must be mastered, namely reading (Lesen), writing (Schreiben), listening (Hören), and speaking (Sprechen). Reading (Lesen) is one of the skills that students must master, but there are still many obstacles in learning reading skills. One of them is students' interest in reading which tends to be low. Therefore, the researcher developed Pop-Up book media to deal with the problem. The purpose of this research is to produce Pop-Up books. Pop-Up books are books that have three-dimensional shapes and images that appear when the page is opened. Pop-Up book development can be done with the Research and Development (R&D) research method. This research involved teachers and students from SMA Negeri 8 Pandeglang. The result of this research is Pop-Up book media with Wohnen In Deutschland material. Pop-Up book media has been validated by material and media experts and assessed by teachers. Pop-Up book media is assessed using a questionnaire with a Likert scale. Material experts gave a score of 80% (Good), media experts gave a score of 85.33% (Very Good), German teachers gave a score of 94.66% (Very Good), and students gave an average score of 92.33% (Very Good). Based on the results of the study it can be concluded that; (1) Pop-Up book media can be developed using the Research and Development (R&D) method, (2) Pop-Up book media can be implemented in learning German reading skills, (3) Pop-Up book media get excellent ratings and responses from teachers and students. Therefore, Pop-Up books can be used as an alternative choice for learning media for German reading skills.

Keywords: Pop-Up book, media, development.

1. INTRODUCTION

Foreign language skills are important nowadays. The development of time, advances in science and technology, of course, indirectly require us to adapt to these things. In the world of work, the ability to speak a foreign language is a plus for every applicant. Mastering a foreign

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language will be an advantage. Germany, as one of the developed countries, is very persistent in spreading its language learning to foreign countries. Germany provides many scholarships for students from abroad who are interested in learning its language because it considers it a form of long-term investment for the country.

When learning German, there are four skills that must be mastered, namely reading (*Lesen*), writing (*Schreiben*), listening (*Hören*), and speaking (*Sprechen*). One of the important skills to be mastered in learning German, especially for beginner levels, is reading (*Lesen*) because this skill can be said to be the first skill in the foreign language learning process that must be mastered before proceeding to the learning stage and other skills. However, there are still many obstacles in the process of learning reading skills, one of which is caused by the difficulty of students to focus when reading, especially reading in the form of text. This is in line with the statement of Mrs. Siti Asmunah as a German teacher at SMA Negeri 8 Pandeglang, she said that students are often difficult to focus when learning German, especially when asked to read, besides that students also tend to be passive, and have low motivation and interest in learning.

This phenomenon certainly often occurs in the classroom and certainly needs to be addressed. After being studied, one of the causes of students' attention problem, passivity, and low motivation and interest in learning is the influence of the lack of learning media used. Considering that the core of the problem in learning reading skills is the difficulty to focus, be passive, and have low motivation and interest in learning to read, appropriate and effective visual forms of learning media are needed. This is because reading has the purpose of creating a connection between the knowledge that the reader already has and the information contained in the text. To understand the content of the text to achieve this goal requires strong interest from the reader. This means that an interesting reading form is needed to improve students' learning to read.

2. LITERATURE REVIEW

The Association of Education Communication Technology (AECT) defines learning media as all forms and channels used in the process of delivering messages (Januszewski and Molenda, 2008). This is in line with the literal definition of media which means intermediary or introducer. Learning activities as a communication process certainly require an intermediary in conveying the message. Therefore, a medium is needed to facilitate this communication (Sanjaya, 2011, p. 204). Then, according to the National Education Association (NEA) 'learning media is a device that can be manipulated, heard, seen, read along with instruments that are used properly in teaching and learning activities, and can affect the effectiveness of instructional programs' (Hamid, Ramadhani, Juliana, Safitri, Jamaludin, & Simarmata, 2020, p. 4). Based on the explanations above, it can be concluded that learning media are all forms of tools and devices that are used as intermediaries for conveying messages in learning activities that can facilitate the learning process so as to achieve learning objectives.

The word Pop-Up comes from English, the definition of Pop-Up according to Cambridge Dictionary is "to move quickly and suddenly from a closed or flat position to a vertical one" which means fast and sudden movement from a closed or flat position to a vertical position, then Pop-Up books can be defined as books that have three-dimensional images that will appear when the page is opened. Ellen G. Kreiger Rubin who is an observer and professional in the field of paper engineering defines a Pop-Up book as an illustration that when the page is opened, pulled, or lifted,

a level with a three-dimensional illustration will appear (Febrianto, Setiadarma, & Aryanto, 2014). Ann Montanaro defines a Pop-Up book as a book that has moving parts and is three-dimensional and gives a sensation of surprise every time she opens the page. Montanaro also explains that Pop-Up books have similarities with origami because both rely on paper folding techniques (Dzuanda, 2009). Based on the definitions described, it can be concluded that Pop-Up book media is a book that has a three-dimensional shape and image that appears when the page is opened. According to Dyk & Hewitt (2011), the selection and use of Pop-Up books as learning media in education is a smart way because with the use of Pop-Up book media, teachers can provide a more effective, memorable, and interactive learning experience.

We all certainly agree that reading skills are very important both in academic activities such as schooling and in daily activities. Reading is a thinking process by understanding, telling, interpreting the meaning of written symbols by involving vision, eye movements, inner speech, and memory (Harianto, 2020). Thorndike stated that reading is a process of thinking or reasoning (reading as thinking or reading as reasoning).

Based on these descriptions, it can be concluded that reading is the process of absorbing and understanding information from a reading/text that is done by looking, analyzing/thinking so that the information received can become knowledge. The main result of the reading process is the understanding of something, this understanding will later become knowledge which will then be remembered by each individual. Ehlers (1992) defines reading as: *Lesen ist eine Verstehenstätigkeit, die darauf zielt, sinnvolle Zusammenhänge zu bilden* (He or she is guided by the text and its structure and by the reader, who has his or her own knowledge, skills, and interest in the text).

Based on the quotation mentioned, Ehlers defines reading as an understanding activity that aims to connect the meaning between the text and the reading theme as well as the knowledge, experience, and tastes of the reader. This is in line with Wahrig's (1978) opinion that reading is the process of capturing meaning from writing or pronouncing written text (Khoerudin, 2013). In learning German, there are four skills that must be mastered, namely listening (*Hören*), reading (*Lesen*), speaking (*Sprechen*), and writing (*Schreiben*). Based on GER (*Der Gemeinsame Europäische Referenzrahmen*) or European Language Competency Standards, German is divided into six learning levels namely A1, A2, B1, B2, C1, and C2. GER (*Der Gemeinsame Europäische Referenzrahmen*) is a system that describes language learning and teaching as well as the assessment

3. METHODOLOGY

This research will be conducted using the research and development method or better known as Research and Development (R&D). The Research and Development (R&D) method is a research method used to produce a product and test the effectiveness of the product. Borg and Gall explained that research and development is "a process used to develop and validate educational products" which means efforts to develop and validate products used in the field of education.

In developing a product, of course there are steps that must be taken, as well as the development of a learning media. The following are the steps in developing a product according to Borg and Gall which have been modified:

1. Research and information collection, which is collecting information by conducting a literature study to prepare the formulation of the research framework.
2. Planning, namely preparing a research plan that includes the formulation of skills and expertise, objectives to be achieved, design, and research steps.
3. Develop preliminary form of product, which is the development of the initial form of the product by preparing the required components and other supporting tools.
4. Product testing, which is testing the product by using it in learning activities.
5. Main product revision, which is making improvements to the initial product that has been tested. This improvement can be done many times until it is ready to be tested more widely (Haryati, 2012).

4. RESULTS AND DISCUSSION

In the research and information collection stage, information was collected by conducting observations and interviews with German language teachers and students at SMA Negeri 8 Pandeglang, as well as literature studies to prepare the formulation of the research framework. Furthermore, students' needs were analyzed to determine the media to be developed by considering the needs and characters of students and adjusted to the school situation. It was finally determined that the media to be developed was a Pop-Up book. In the planning stage, the formulation of skills and expertise, the objectives to be achieved, the Pop-Up book media design, and the research steps are carried out.

This research focuses on developing Pop-Up book media with *Wohnen in Deutschland* material intended for German reading skills. In the preliminary form of product development stage, the initial form of the product is developed by preparing the required components and other supporting tools. The Pop-Up book is made in line with the design and mechanism of use that has been designed and still brings out its characteristics. The design of the Pop-Up book and what has been designed, then printed by the printing press. While the text is printed and then laminated.

In the process of product trials, first, the Pop-Up book media was validated by material experts. The material expert gave 12 scores out of 15 maximum scores. Furthermore, from the score that has been obtained, the percentage value is sought and gets a result of 80% which falls into the "Good" category. The material expert concluded that the Pop-Up book media was "Suitable for use with revisions according to suggestions". Furthermore, Pop-Up book media is validated by media experts and gets 64 scores out of 75 maximum scores. Then the value is percented and gets a result of 85.33% which is included in the "Very Good" category.

The media expert concluded that the Pop-Up book media was "Suitable for use with revisions according to suggestions". After being validated by both experts, Pop-Up books are assessed by teachers, then implemented and assessed by students. The German teacher of SMA Negeri 8 Pandeglang gave 71 scores out of 75 maximum scores then the value was percented and got a result of 94.66% which fell into the "Very Good" category based on the assessment percentage table. The German teacher also concluded that the Pop-Up book media was "Suitable for use without revision".

When Pop-Up books are used in learning, students tend to focus and be enthusiastic when reading the text and looking at the Pop-Up pictures. This shows that Pop-Up books can be used as an alternative media in learning reading skills. However, variations in the use of other media and

methods are still needed so that teaching and learning activities are not monotonous. The score obtained from the students' assessment is 1,385 scores out of 1,500 maximum scores and after being percented obtained a score of 92.33% which falls into the "Very Good" category based on the assessment percentage table.

At the main product revision stage, there were improvements to the text that had writing errors and the addition of instructions for use in the Pop-Up book. Then, there were also errors in the writing of the text, the selection of *Wohnen* photos that were not suitable, and suggestions that the text should not be presented separately. After the text was corrected and reprinted and the instructions for use were added, the Pop-Up book was ready to be used again. When implemented in learning activities, the use of Pop-Up book media received a very positive response from both teachers and students. Seeing this appreciation and enthusiasm, Pop-Up books can be used as an alternative learning media in learning German reading skills. Based on the assessment of teachers and students, Pop-Up books get a score in the "Very Good" category so that Pop-Up books can be used as learning media in learning German reading skills.

5. CONCLUSION

Based on the results of the development of Pop-Up books as a medium for learning German reading skills that have been carried out, it can be concluded that the development of Pop-Up book media can be done using the research and development method (R&D method). Pop-Up book media is one of the learning media that is interactive and can be used as an alternative choice in choosing learning media for reading skills. When Pop-Up books are implemented in learning activities, students respond well and look enthusiastic when using Pop-Up books.

The response and assessment of teachers and students in SMA Negeri 8 Pandeglang towards the Pop-Up book is very good. When implemented in learning activities, the use of Pop-Up book media gets an excellent response, both from teachers and students. Teachers and students' assessment of Pop-Up books obtained a score in the "Very Good" category, therefore Pop-Up books can be used as learning media in learning German reading skills.

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