

**THE INFLUENCE OF USING 3D POP-UP BOOK MEDIA
TOWARDS STUDENTS' READING COMPHREHENSION AT
THE SECOND SEMESTER OF THE EIGHT CLASS OF MTs N
2 BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

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LAMPUNG
2021/2022**

ABSTRACT

THE INFLUENCE OF USING 3D POP-UP BOOK MEDIA TOWARDS STUDENTS' READING COMPHREHENSION AT THE SECOND SEMESTER OF THE EIGHT CLASS OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

By: Septriliana Ayu Lestari

The 3D POP-UP Book Media was applied in this research. It is a media that was developed to help students reading a text. The objective of this research was to know whether there was a significant influence of using 3D POP-UP book media and the researcher implemented GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of MTs N 2 Bandar Lampung in the academic year of 2021/2022.

The quasi-experimental design was used in this research. The population was the eighth grade of MTsn 2 Bandar Lampung. The samples of this research were two classes consisting of 30 students for both the experimental and control class. In collecting the data, the instrument which was in the form of multiple-choice questions which had been tried out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test for both classes were given. The results of the pre-test and the post-test were analyzed using SPSS version 16 to compute the hypothetical testing.

From the data analysis computed by using SPSS version 16, it was obtained that the Sig. = 0.000 and the $\alpha = 0.05$. It means that the H_a is accepted because of the Sig. $< \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using GIST strategy towards students' reading comprehension of narrative text at the second semester of the eighth grade of MTs N 2 Bandar Lampung.

Keywords: 3D POP-UP Book Media, Descriptive text, Reading comprehension

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using 3D POP-UP Book Media Towards Students’ Reading Comprehension at The Second Semester Of The Eight Class Of MTs N 2 Bandar Lampung In The Academic Year of 2021/2022” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, May 08th 2018

Declared by,



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ADMISSION

**A thesis entitled : THE INFLUENCE OF USING 3D POP-UP
BOOK MEDIA TOWARD'S STUDENTS'
READING COMPHREHENSION AT THE
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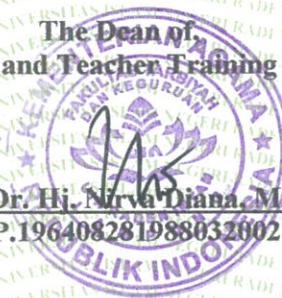
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

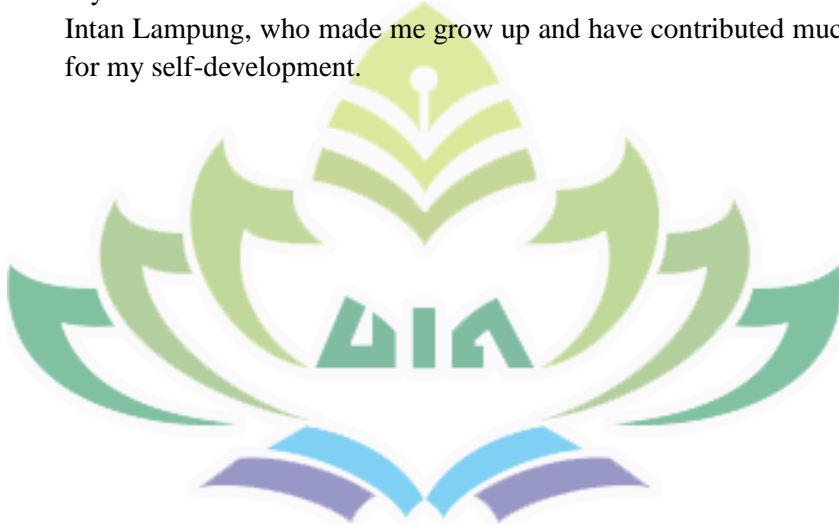
“Recite in the name of your Lord who created”. (Al-Alaq: 1)



DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep hearth and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life, my beloved father and mother, for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
2. My beloved friends Obi, Cece, Ayas, Afdal, Midel, Opeh, Dwi, Asi, Al and Kinan.
3. My beloved lecturers who teach me and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

Septiliana Ayu Lestari was born in Bandar Lampung on September 14th, 1998. She is the third children of Mr. Gering and Ms. Sopiati Oktarina. She has two older brothers, whose name are Fajar Putra Suryana, Noval Iszinar Putra Suryana.

He began his school to State Elementary SDN 1 Sukabumi Indah in 2004 and graduated in 2010. In the same year, she continued her study in SMPN 24 Bandar Lampung and graduated in 2013. After that, she continued his study in SMA Al-Azhar 3 Bandar Lampung and graduated in 2016. In 2016, he continued his study to UIN Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah SWT the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our Prophet Muhammad SAW, with his family and his followers. This thesis entitled “The Influence Of Using 3D POP-UP Book Media Towards Students’ Reading Comprehension At The Second Semester Of The Eight Class Of Mtsn 2 Bandar Lampung In The Academic Year Of 2021/2022” is submitted as the compulsory fulfillment of the requirement for S-1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides have been obtained. Therefore, thanks to:

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- 10.Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, April 10th, 2018

The Writer,

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TABLE OF CONTENTS

COVER.....	i
ABSTRACT.....	ii
DECLARATION.....	iii
APPROVAL	iv
ADMISSION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FOGURES.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER 1: INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	8
C. Limitation of the problem.....	8
D. Formulation of the problem.....	8
E. Objective of the Study.....	8
F. Significance of the Research	9
G. Scope of the research.....	10
CHAPTER II: REVIEW OF RELATED LITERATURE	
A.Theory	11
1. Concept of Reading.....	11
2. Concept of Reading Comprehension	13
3. Concept of Text.....	15
4. Concept of Descriptive Text.....	19
5. Concept of Media.....	21
6. Concept of 3D Pop up Book.....	23
B. Relevance Studies	32
C. Hypothesis.....	34

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	35
B. Variable of Research	35
C. Operational Definition of Variable	36
D. Population of Research	36
E. Sample of Research	37
F. Sampling Technique	37
G. Data Collecting Technique	38
H. Research Instrument	38
I. Research Procedure	41
J. Scoring System	42
K. Validity and Reliability	43
L. Data Analysis	45
1. Fulfillment of Assumption	45
3. Hypothetical Test	46

CHAPTER IV RESULT AND DISCUSSION

A. Description of The Treatment	47
1. Description of the First Treatment	47
2. Description of the Second Treatment	48
3. Description of the Third Treatment	49
B. Result of the Research	49
1. Result of the Pre-Test in the Experimental Class	49
2. Result of the Pre-Test in the Control Class	50
3. Result of the Post-Test in Experimental Class ..	51
4. Result of the Post-Test in the Control Class	52
C. Data Analysis	53
1. Fulfillment of the Assumption	53
a. The Result of the the Normality Test	54
b. The Result of the Homogeneity Test	54
c. The Result of the Hypothetical Test	55
D. Discussion	56

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	59
B. Suuggestion	59

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 Pre and Posttest Design	38
Table 2 Population of the Students at the Eighth Grade of MTSN 2 Bandar Lampung	40
Table 3 Instrument of Try out for Pre Test and Post Test.....	42
Table 4 Result of the Normality Test in Experimental and Control Class.....	59
Table 5 Result of the Hypothetical Test	60



LIST OF FIGURES

Figure 1 Chart out of Result of the Pre-Test in Experimental
Class..... 54

Figure 2 Chart out of Result of the Pre-Test in Control Class 55

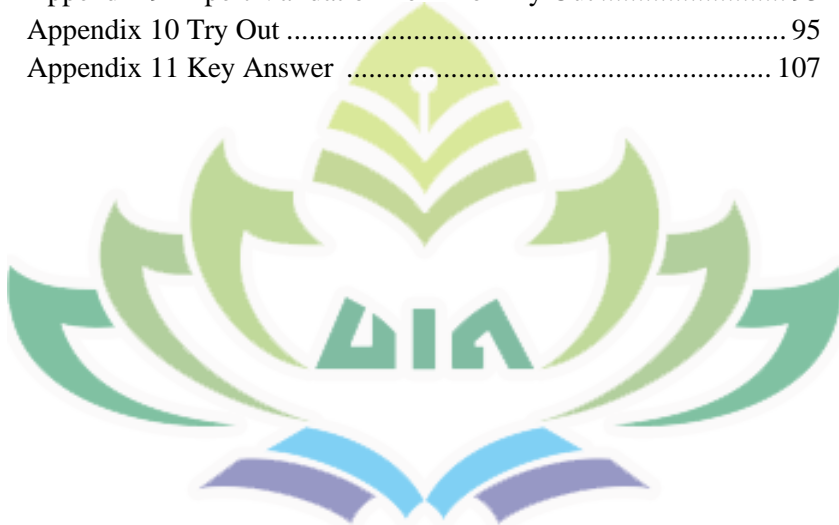
Figure 3 Chart of Result of the Post-Test in Experimental Class .56

Figure 4 Chart of Result of the Post-Test in Control Class..... 57



LIST OF APPENDICES

Appendix 1 Teacher's Interview Guideline In The Preliminary ...	67
Appendix 2 Result Of Interview With The Teacher	68
Appendix 3 The Questionnaire for the student in preliminary research	70
Appendix 4 Percentage of students' questionnaire	71
Appendix 5 Percentage of students' questionnaire	72
Appendix 6 Syllabus	73
Appendix 7 RPP Experimental Class	80
Appendix 8 Test Spesification.....	90
Appendix 9 Expert Validation Form for Try Out	93
Appendix 10 Try Out	95
Appendix 11 Key Answer	107



CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is very essential in learning English to get information that is written in English. In the reading activity, the reader should understand the meaning of the written text. Meaning, learning, and pleasure are the ultimate goals of learning to read. In the dictionary, define comprehension as the contraction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.¹Every activity has a goal based on the purpose as the reason why the subject does the activity. The purpose of the reading is to comprehend the content of the text. As a reader, we should try to understand what the researcher intention in their writing.

Clark *et. al.* support that reading comprehension is careful reading to understand the total meaning of the passage. At this level of comprehension, the reader can summarize the author's ideas but has not yet made a critical evaluation of those ideas.²As a good reader, we cannot judge the researcher's idea. The reader only tries to find what the researcher's thinking and comprehending the researcher's idea from the book.

Meanwhile, many students in Indonesia still have a low ability in comprehending reading text. It appropriate with the research of Elvira *et. al.*, who state that the students have difficulties answering the questions and retelling the information from the text.³Furthermore, According to The International Association for the Evaluation of Educational Achievement as cited in Riswanto *et. al.*, the reading score of Indonesian students

¹AS Horby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, London, 2007, Ed 6. P. 25

²Mark A. Clarke, And Friends, *Reader's Choice*, the University of Michigan Press Ann Arbor, p.17.

³ Elfira, Mochtar Marhum, Mashuri, *Improving Reading Comprehension of the Grade Viii Students Through Directed Reading Thinking Activity (Drta) Strategy*, (Palu: ELTS, vol 3, 2015), p.2.

in East Asia is still low. Indonesian students are just capable of mastering 30% of reading material and find difficulty in reading items that are in the form of commentary requiring cognitive process.⁴ It means that there are a lot of case in reading skills that cannot be enough to comprehend the text easily.

The students' problem is the task of all elements in the educational system that must be solved. The most problem that is faced by students is reading comprehension. The problem is might have been belong to the teacher (lack variation of the method, technique, or media) and the students having difficulties in finding implicit meaning. They have difficulty knowing vocabulary so that, they could not understand the meaning of the text and the others are not enthusiastic about reading (students' motivation).

Based on the preliminary research that was done by the researcher in MTs 2 Bandar Lampung on March, 10th 2021, especially in the eighth grade. The researcher found that students had difficulty in comprehend the reading text. They have difficulty understanding a text because they assume that a good read is a quick read completed. So they also have difficulty in determining the main idea in a text. Students also have difficulty in determining the generic structure and language features of a text.

When the researcher asked the condition of the English teacher Miss Husna Lutfiah, S.Pd. She said that the students had many problems in learning English. Besides, students' lack motivation in learning reading, the teacher also lacked a media to teach them. In this school, especially in the eighth grade, teachers never use 3D Pop-up Book in the process of learning to teach English for reading comprehension.⁵ The English teacher used textbook that provide by the school to teach especially for

⁴Riswanto, Risna Wati, Detti Lismayanti, The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement, (Bengkulu: International Journal of Humanities and Social Science, vol 4, 2014), p.225.

⁵ Husna Lutfiah, English teacher of MTs N 2 Bandar Lampung, March, 2021, (an interview),

descriptive text. The researcher obtains the data through interviews with English teachers and gives questionnaire to students. Teachers say that in reading skills students have difficulty in understanding the content of the text

Besides, the researcher also gave the questionnaire to the students of the eighth class of MTs 2 Bandar Lampung. They respond that reading was boring activity. It happens because the text was not interesting to read, the way English words were written is different from the way they are pronounced. Whereas English is rarely used by the students, they said that interesting techniques, or media maybe will make them interested in joining English class. Because in the teaching-learning process, they did not get supporting learning media yet.⁶

Below is the result of the reading test with the criteria of minimum mastery 70. The scores are displayed in the following table: Based on interviews conducted by the researcher to English teachers in the eighth grade, the teacher said that students have difficulty in reading; difficulty in understanding the content of the text, students have difficulty in determining the main idea of a text, students have difficulty in determining the generic structure as well as language features of a text. It happens because students assume that reading is difficult to learn, so they lack the motivation to read to understand an English reading text. Based on preliminary research, the researcher found some students have difficulties in reading ability.

There are many kinds of texts that should be mastered by students. One of them is comprehend the descriptive text. Descriptive text is a text that gives information about particular person, place, and thing. Gerot et alin Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of

⁶Students' questionnaire at the eighth grade student of MTs N 2 Bandar Lampung.

particular thing, animal, person, or others.⁷ It means that descriptive is a written English text in which describe the characteristic of something, it can be a person, a place or thing.

Knowing the problems above, the researcher realized that the students need to be trained with an appropriate media, game or technique to be applied in their effort to determine the meaning of unfamiliar words and comprehend the reading text. To make the students understand the lesson easily, the teacher can use many media. Many kinds of media can use in teaching speaking. One of them is using 3D pop-up book media. To overcome this problem, the researcher will use a 3D pop-up book to help the students comprehend the reading text.

Haas stated that media can be defined by their technology, their symbol systems, and their processing capabilities. The most obvious characteristic of a media is its technology, the mechanical and electronic aspects that determine its function, and to some extent its shape and other physical features. These are the characteristics that are commonly used to classify a medium as a television, a radio, and so on. The cognitive effects of these characteristics, if any are usually indirect.

Based on the definition by experts, it can be understood that media is can be defined by their technology, their symbol systems, and their processing capabilities. But most characters are technology. On other hand, some cognitive effects of technology are more direct. Development of learning media is necessary to do continually, follow the student's need and progress of the time.

According to Nancy, Bluemel *et.al*, mention a 3D pop-up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scroll, slide tabs, or wheels.⁸ It means that the 3D pop-up book is a book that contains the potential motion and interaction thought, such as

⁷M Mursyid PW, *English Learning Handout*, Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed on november 30th, 2020). p.4

⁸Atin Colidiyah, *The Used Pop up Book to Improve English Skill* (A journal of culture, English Laguage Teaching) PISSN. 2356-0401, Vol. 3, No. 01, 2018.

folds, scroll and so on. That can make the students interest and increase the curiosity of the students to learning.

3D pop-up book is a book that can display images with a three-dimensional effect that arises when the book is opened and provide a unique effect when pulled on some parts.⁹It means that a pop-up book is a book with their dimensional effect that arises when the students opened and give the unique effect and can make the students interest.

According to Dzuanda, there are 6 advantages of 3D pop-up book media there are Teach the students to appreciate books and treat them better, Bring children and parents because the pop-up book has a smooth section to provide an opportunity for parents to sit down with their children and enjoy the story (the closer relationship between parents and children), Develop the student's creativity, Can stimulate the student's imaginations, Adding knowledge to give a depiction of an object (object recognition), Can be used a medium for instilling a love of student to read.¹⁰

Because Media is can not stand alone, so the researcher will implement GIST (Generation Interaction between Schemata and Text) Strategy as a learning strategy and use 3D Pop up book media to improve students' reading comprehension.3D POP-UP Book Media is one of reading strategies which having a student summarize what a student has learned is an effective way to formatively assess a student's understanding of the content. Students need to learn an important skill in English learning, which use of reading. Basically reading activities already exist, with many variations of reading. However, reading skills will increase along with the times where humans are required to understand reading which will then be applied in everyday life.

⁹Sri Adelia Sari, *the Development of 3D Pop Up Book on the Role of Buffer in the living Body*(European Journal of Social Science Education and Research) May-August 2017, Vol.4, issue.4, P.214

¹⁰Nila Rahmawati, "Pengaruh MediaPop up Book Terhadap Penguasaan Kosakata Anak Usia 5-6 tahun di TK Putera Harapan Surabaya" (Vol. 3, No. 1, 2014) <http://ejournal.unesa.ac.id>, downloaded 16th april at 10.39 a.m, P. 4

Cunningham said that “GIST has been exploring a more intuitive strategy under the acronym "GIST" Generating Interactions between Schemata and Text . It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts. Brummer and Mecca stated that 3D POP-UP Book Media assists students to find the important information and main idea from the text . Students also can write their own words without omitting crucial information of its text. In reading activity, a reader has to have a prior knowledge to obtain a comprehension of text. Bean and Steenwyk in Richardson said that it has been found to improve students’ reading comprehension and summary writing .

There are several previous researches. The first is conducted by Syamsuardi entitled *The Influence of Using Pop Up Book Media on Children's Reading Ability in Kindergarten Insan Cita Kec. Masamba Kab. North Luwu*. According Syamsuardi, learning methods using pop up media has an influence on aspect of development especially aspek of language development.¹¹ By using this media the students can improve their comprehension about the content of the text and was help students is organizing information in the text easily

The second previous research was conducted by Istianatus Sa’diyah entitled *The use of Pop Up Story Book To Improve Speaking Ability on Recount Text*. This research was classroom action research with the eighth graders of MTs Al-Asror Gunung Pati Semarang. The result of this research showed that using pop-up story book learning media can improve students’ speaking ability on recount text..¹² This is proved by students’ test score that improved in every cycle. In the pre-research, the students’

¹¹Syamsuardi, “The Influence of Using Pop Up Book Media on Children's Reading Ability in Kindergarten Insan Cita Kec. Masamba Kab. North Luwu, Vol. 3, No. 2

¹²Istianatus Sa’diyah , undergraduate thesis entitled “The use of Pop Up Story Book To Improve Speaking Ability on Recount Text” (IAIN Walisongo, 2016)

average score was 55.83. In the first cycle, the students' average score was 69.38 and in the second cycle students got 74.

The third previous research have done by Atin Colidiyah Entitled "The Use of Pop-Up Book To Improve English Skill At Sd Negeri 2 Gading Kulon Dau".¹³ the result of this research was shown pop-up book can enhance students to be active and cooperative in the classroom. Therefore, pop-up book can improve students' English skill. It was proven by average score in cycle 1 was 70 and cycle 2 was 86. Thus, all the students achieved Minimum Mastery criterion (KKM).

The similarities of the research above with the researcher's research is the media that will be applied, which called with Pop-Up Book Media. The varieties of pop-up book are very much, such as poster pop-up, augmented pop-up book, and an ordinary Pop up book, while in this research, the researcher will use an augmented pop-up book. Finally, the The differences of the previous research with the researcher's research are; (1) almost of previous research were applied pop-up book in elementary school, while the researcher will apply in junior high school, (2) the previous research use pop-up book media in any sector such as psychology, vocabulary, and etc., while researcher in this research will apply pop-up book media to observe students' reading comprehension. (3) The research design of the previous research above are qualitative research, while the researcher will apply quantitative research in this research.

Based on explanation above, the researcher will use 3D Pop Up Book collaborates between conventional descriptive text and picture which is used to help its readers to imagine the objects. This is interesting, when the readers find a new word and the picture of the story will be a very joyful help for understanding the meaning. Considering on the background above, the researcher focused the research on the influence of using 3D Pop up Book towards students' reading comprehension

¹³ Atin Colidiyah Entitled "The Use of Pop-Up Book To Improve English Skill At Sd Negeri 2 Gading Kulon Dau", (A Journal of Culture, English Language Teaching, Literature & Linguistics, Vol. 3 No 1 2018)

at the second semester of eighth class student of MTs 2 Bandar Lampung, in the academic year of 2020/2021.

B. Identification of the Problem

Based on the condition stated above, the researcher identified some problems as follows:

1. Students got difficulties in comprehend reading text.
2. Students have difficulty in understanding the text.
3. Students have difficulty in determining the main idea in a text.
4. Students have difficulty hatching the generic structure of a text.

C. Limitation of the problem

Based on the background and the identification of the problem, in this research the researcher focused on the influence of using 3D Pop Up Book towards students' Reading comprehension at the second semester of the eighth class of MTs 2 Bandar Lampung, in the academic year of 2020/2021.

D. Formulation of the problem

Based on the background of the problem, the researcher formulated the problem as follow: Is there any significant influence of using 3D Pop Up Book towards students' reading comprehension at the second semester of the eighth class of MTs 2 Bandar Lampung, in the academic year of 2021/2022?

E. Objective of the Study

The objective of the study is to find out whether there is a significant influence of 3D Pop up book media towards students' reading comprehension at the second semester of the eighth class of MTs 2 Bandar Lampung in the academic year of 2021/2022.

F. Significance of the Research

The significances of this research are expected to the theoretically and practically:

1. Theoretically

The results of this research are expected to enrich literature and information about teaching English especially in reading comprehension for teachers at MtsN 2 Bandar Lampung, and as input for students to be able to motivate in learning reading. The researcher also hoped that the research can contribute as a references for future reader or researcher with the similar problem of the reading comprehension, and useful a references for future the next study that will concentrate on students' reading comprehension.

2. Practically

a. For the students

The researcher hopes that students can enjoy learning English, especially in reading comprehension through 3D Pop Up Book, and hoped that this study will be used as the information concerning with the improvement of students' reading comprehension that are taught by using 3D Pop Up Book.

b. For the teachers

The results of this research are expected to be useful information for English teachers who are directly involved in the learning process to develop the ability of teachers in anticipating these problems in teaching, teachers will also get an effective and efficient way of teaching reading comprehension.

c. For the other researchers

The results of this research are expected to be useful and can attract the interest of other researchers to research reading comprehension. Then from this research, other researchers can propose to assume several media in

teaching reading, especially in reading comprehension. In addition, this research is a reference for other researchers.

G. Scope of the research

1. Subject of the research

The subject of the research is the students of the eighth class of MTs 2 Bandar Lampung in the academic year of 2020/2021.

2. Object of the research

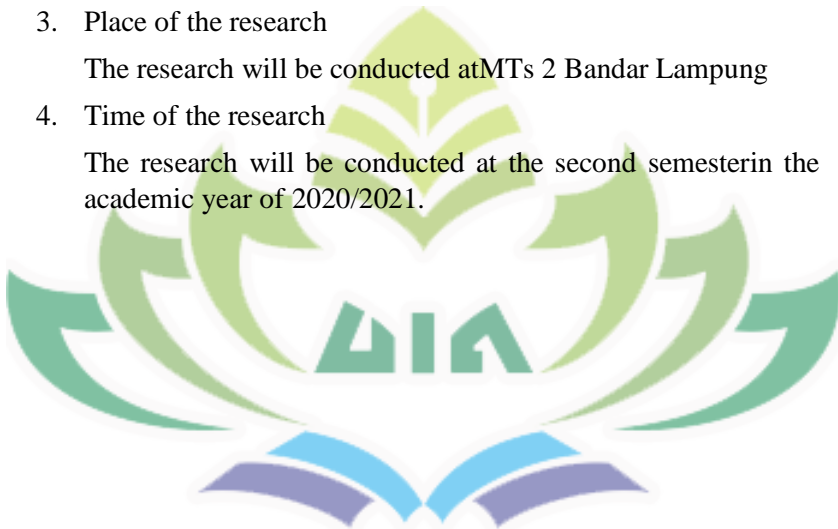
The objects of this research are using 3D Pop Up Book and students' Reading comprehension.

3. Place of the research

The research will be conducted at MTs 2 Bandar Lampung

4. Time of the research

The research will be conducted at the second semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Concept of Reading

a. Definition of Reading

Reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge.¹⁴ It means that reading is an important activity. By reading, students can get more information and know what the writers' mean from the text that they read. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding. So reading is a process to get information or knowledge from the text and to understand the content of the material being read.

Moreover, Scanlon states that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.¹⁵ It means that reading is a process to get an understanding of a text. The reader can understand information by interpreting source information from a text. Then, reading has a purpose to comprehend the text. Reading also is one of the ways to know information.

In addition, it is quoted from Muthia and Fitrawati journal. From their explanation, we can concluded reading is one of the language skills that should be learned and mastered in any level of education from elementary up to senior high school.¹⁶ From the reading, we can get information and education. Reading habits not only help the students to get knowledge and wisdom from the culture of heritage but are also very helpful in

¹⁴Kristin Lems, et al., *Teaching Reading to English Language Learners*, New York: Guilford Press, 2010 p.33.

¹⁵Donna M. Scanlon, et al., *Early Intervention for Reading Difficulties*, London: The Guilford Press, 2010 p.9.

¹⁶Muthia Ariansyah & Fitrawati, *Annotation Strategy for Teaching Reading Comprehension of Exposition Text*, Journal of English Language, Vol.1, No.2 Available on (<http://ejournal.unp.ac.id/index.php/jelt/article/view/1952/1667>)

passing for leisure period.¹⁷ Reading is the important activity in human life, specializing students.

Hedgcock in his book states that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top downskills* (for activating the background knowledge and prediction strategies of the reader).¹⁸ By reading, we are able to get a lot of information and knowledge based on what we require in our life. As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently.

Based on theories above, reading is actually a short conversation between the researcher and the reader. The original or exact message the author means to communicate is really only known by the author. While the reader reacts and interprets print from his own knowledge base there is the opportunity to verify what the author actually says or means.

b. Types of Reading

Patel stated reading is divided into several types, namely as follows:¹⁹

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. The learner reads books to acquire knowledge is the kind of intensive reading.

¹⁷M.F Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise, 2013 p.114

¹⁸John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context*, New York, Routledge, 2009, p, 49

¹⁹M. F. Patel & Praveen M. Jain, *English Language Teaching...* pp.117-123

Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

2) Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3) Aloud Reading

Reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at the primary level because it is the base of word pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. A teacher has to make them read silently as and when they can read without any difficulties.

2. Concept of Reading Comprehension

The main point of reading is how the readers comprehend the content of text. Talk about Comprehension, “it is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.”²⁰ Sometime we can understand

²⁰ Frank Smith, *Understanding Reading*, London, Lawrence Erlbaum associates, 2004, p, 12.

easily to get the main point of the text what we read. But, as a reader we should also know a technique or scientific approach to comprehend a text that hard to understand the meaning.

According to Clark *et.al* reading comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author's ideas but has not yet made a critical evaluation of those ideas.²¹ As a good reader, we cannot judge the researcher's idea. The reader only try finding what the researcher's thinking and comprehending the researcher's idea from the book.

Reading comprehension involves much more than readers' responses to a text. According to Klinger, Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest intext, understanding of text types).²² It is a complex activity when we try to comprehend a text. Comprehend a text is not only getting a new information from a text, but also related with our previous knowledge and strategy that it helps us as a reader to take the exactly message from a text what we read. One of the strategies is by reading a book that we are interested in reading it.

Reading comprehension means that a reader acquires from reading. It is highly related to the conceptual background of the reader. According to Snow who states "we define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which

²¹ Mark A. Clarke, And Friends, *Lock. Cit.* p.17.

²²Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York, Guilford Press, 2007, p, 7.

comprehension is a part.²³ It can be understood that reading needs comprehension. Reading comprehension is careful reading in order to understand the total meaning of the passage.

There are some criteria that are commonly used in measuring students' reading comprehension. They are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (instated detail)
6. Supporting idea (s)
7. Vocabulary in context.²⁴

It can be inferred that reading comprehension is a process that the reader must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of the text, but it is about comprehending the idea of the text itself. In the process of comprehension the students need skills and media related to the purpose of reading and consider the questions to concentrate on the important points.

3. Concept of Text

The text is a communication system that is organized as a cohesive unit. A text is every communication action that is completed such as speech between friends on the street, television advertisements, novels, or films, and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²⁵

Learning the English text is learning to communicate in the culture of the English text if they want to communicate

²³Catherine E Snow, *Reading for Understanding*, RAND, Pittsburgh, 2009, p, 11

²⁴H. Douglas, Brown, *Language Assessment Principles and Classroom Practices*, San Francisco, Pearson Education Longman, 2004, p, 206

²⁵Peter Knap & Megan Watkins, *Genre, Text, Grammar...* p.29

successfully in the English Language. A text can be any linguistic unit, It can be a word, it can also be a sentence, besides, it can also be a paragraph, further, it can also be a text which is bigger than a paragraph. Language is always produced, exchanged, or received as text: that is, language as a system of communication is organized as cohesive units we call texts.²⁶ So text is the language process we use to construct a product. It means that a text is a meaningful linguistic unit that can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

Text in English can be classified into several genres, they are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recounts

The recount is a text to retell events to inform or entertaining.

3. Reports

The report is a text to describe the way things are concerning a range of natural, manmade and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News Item is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Descriptive

A descriptive is a text to amuse, entertain, and deal with the actual or vicarious experience in different ways.

²⁶*Ibid.* p.29

8. Procedure

The procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory Explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

12. Discussion

A discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an artwork or event for a public audience.²⁷

Furthermore, to understanding types of text according to Muhzin, text can be classified into several types. These types of text are:

1. Analytical exposition

Exposition is a text that elaborates the researcher's idea about the phenomenon surrounding it. Its social function is to persuade the reader that the idea is important matter.

²⁷Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar*, Used by Berti Nurul Khajati, Bekasi: STKIP PancaSakti, 2012 pp.152-174

2. Descriptive

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

3. Descriptive

The descriptive text is a text focusing on specific participants. Its social function is to tell stories of past events and entertain the readers.

4. Procedure

Procedure text is text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

5. News item

A news item is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social texts.

7. Explanation

An explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation text is to say why and how of the forming of the phenomena. It is often found in science, geography, and history textbooks.

8. Hortatory exposition

Hortatory exposition is a text which presents the attempt of the researcher to have the addressee do something or act in a certain way.

9. Report

A report is a text which presents information about something, as it is. It is a result of systematic observation and analysis.

10. Recount

The recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the descriptive.

11. Review

Review is one of the text genres. This classification of text types is commonly based on the structure which used by the researcher to compose his text. Each text type will have different from the generic structure.

Based on the above definitions, it can be inferred, there are many types of text, each of which has different characteristics and objectives. In this case, the researchers will be focused only on Descriptive Text. Because in the second semester of eighth grade only descriptive text can be used to teach reading.

4. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The descriptive text describes a particular person, place, or thing. The description is a written English text in which the researcher describes an object. In this text, the object can be concrete or abstract object. It can be a personalized, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive text is a text that should be given a piece of specific information. Descriptive reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of unit time, days. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

Based on the statement above, the researcher concludes that descriptive is a kind of text with a purpose to give information. Descriptive is a kind of text which describes the character of something, someone, or somewhere.

Descriptive text can tell an object is alive or dead. The purpose of this text is to providing information about certain with specific explanations. The context of this kind of text is the description of particular things, animal, person, or other.

2. Generic Structure of Descriptive

The descriptive text has its linguistic structure. This is what distinguishes descriptive text differently from other types of text in English. Here is the linguistic structure of the descriptive text:

a. Identification

Identification is the first part of descriptive text located in the first paragraph. The function of Identification is to introduce things or objects that we want to describe to listeners or readers. Another function of Identification is telling listeners or readers that the object or thing we are describing is a special thing and different from the others. Identification is a paragraph that contains a little explanation about the object or thing we want to describe before we mention the properties or characteristics of the object or thing in the next paragraph.

b. Description

The description is the next part of the descriptive text. This section is usually written in the second and subsequent paragraphs. The contents of the Description section are the properties or characteristics of the objects or things that we describe and are the continuation of the first part (Identification). The properties or characteristics of objects or things are special characteristics that are inherent in the objects or things that we describe and are not common things that can be found in every object similar to what we describe.

The example of descriptive text:

Taylor Swift

Identification:

Her full name is Taylor Alison Swift. Her nickname is swift or sometimes Taylor. She is American. She was born on 13 December 1989 in Pennsylvania, USA. She is an American singer – songresearcher.

Description:

Taylor swift is 165 cm tall. She has oval face, long and blonde hair, and white skin. Her face looks friendly and beautiful. She always smiles whenever she sings. Taylor's hobby is playing guitar.

3. Social Purpose of Descriptive Text

Seen from the understanding of the description text above, we can know that the purpose of the text description is to describe something, such a person, animal, thing, or place, which is what we describe and have they were not even seen it before. So that the readers or listeners can understand what we are describing andalso can imagine the things we describe even though the readers or listeners have never seen the objects or things we describe.

4. Language Features of Descriptioive Text

Descriptive Text has several linguistic features or Language Feature as follows:

- a) Using Simple Present Tense
- b) Using Adjectives
- c) Using Conjunctions

5. Concept of Media

The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and nonlinguistic such as the students, the

teacher, the methods, material and media or aids used. One of the components that should be prepared by the teachers in learning is media. By using media, it can help the delivery of source information from the teacher to the student.

To know what media that is suitable with the material, the first thing that we have to know is the definition of what the media is. Based on Smaldino and friends who state that a medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors.²⁸ The purpose of media is to facilitate communication and learning.

Another definition by Azhar who states in his book that the word *media* comes from the Latin’s *medius*, which literally means the ‘middle’, ‘intermediate’ or ‘introduction’. In Arabic “*wasala*”, the media is an “intermediate” or introductory message from the sender to the receiver of the message.²⁹ Gerlach and Ely says that if the media is understood broadly human, material, or events that establish the conditions that enable the child to acquire the knowledge, skills, or attitudes. In this sense, teachers, textbooks, and school environment is the media.³⁰ More specifically, the notion of media in teaching and learning tends to be interpreted as graphical tools, photographic, or electronically to capture, process, and reconstruct visual or verbal information.

It can be concluded that the definition of media is something that is delivering the message and can stimulate thoughts, feelings, and willingness audience (students) so as to encourage the learning process in itself. Creative use of media will allow the audience (students) to learn better and improve the performance of them in accordance with the objectives to be achieved.

²⁸Sharon E. Smaldino, *Instructional technology and media for learning*, Pearson, Ohio, 2005, p.9

²⁹Azhar Arsyad, *Media Pembelajaran*, Rajagrafindo, Jakarta, 2005, p. 3

³⁰Ibid, p. 3

Based on Smaldino, they divide six basic types of media used in learning. The most commonly used medium is text, audio, visual, motion media, manipulative object, and people.³¹

1. Text

Text is alphanumeric characters that may be displayed in a format-book, poster, chalk-board, computer screen, and so on.

2. Audio

Audio includes anything you can hear-a person's voice, music, mechanical sound (running car engine), noise, and so on.

3. Visual

Visual are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphic in a book, cartoons, and so on.

4. Motion media

Other types of media are motion media. These are media that show motion, including videotape, animation, and so on.

5. Manipulative Object

Manipulatives are three dimensional and can be touched and handled by students.

6. People

The final category is people. These may be teachers, students, or matters experts. People are critical to learning. Student learn from teacher, other students, and other adults.

6. Concept of 3D Pop up Book

a. Definition of 3D Pop up Book

3D Pop up Book is a type of book which has interesting movable page form and it has been using for a long time. Additionally, Pop Up books facilitate the students'

³¹Sharon E. Smaldino, *Op, Cit*, p, 10

imagination since it includes moving object that can stimulate the students to explore their imagination.

According to Bluemel, Taylor, et.al a Pop up book is a book that offer the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs or wheels.³² Its mean that 3D Pop up book is a book that contains the potential motion and interaction thoughtsuch as folds, scroll and so on. That can make the students interest and increase the curiosity of the students to learning.

Ruiz et al. (2014) claim that paper pop-up or movable books are of three dimensions that contain paper pieces that pop out or move when the book is opened and fold completely flat when the book is closed. Pop-up can grab students' attention to the lesson, excite their interest in it, and boost the good atmosphere during the lesson.³³ It can be say that pop up or book is movable 3 dimensional book that has that contains the piece of paper rupa so designed to attract attention students and raise interest student learning and atmosphere make learning to be fun.

3D Pop up book is a book that can display images with three dimensional effects arises when the book are opened and provide a unique effect when pulled on some parts.³⁴ it mean that 3D Pop up book is a book with the threedimensional effect arises when the students opened and give the unique effect and can make the students interest.

Based on the definition by the expert it can be conclude that Pop up book has interesting 3D visualization with budging picture when the user opens the page of the book. Then, the nice arrangement pictures form can illustrate

³²Bluemel, Taylor, *Pop up books a guide for teachers librarians* (librarians unlimited, 2012) annotated Ed. P. 1

³³Khoirunnisa Safitri, *Developing a Pop Up Book Supportive to Narrative-Texts Teaching*, Journal of English Language Teaching Innovations and Materials (JELTIM) Volume 1 (2), October 2019, P. 66

³⁴Sri Adelia Sari, *op.cit* P.214

a thing like its real appearance. Its pictures are used to help students to illustrate the real object.

There is no doubt that even with those pop up where the plot and characterization that are minimal and the factual information are basic, the reader of these books exhibits an enthusiasm that is not often seen in the perusal of an ordinary book. Interest generates motivation, and no literature instantly captures the interest of children of all ages (adult included) like pop up. They appeal to a cross-section of students, from eager learners to those who have a history of being turned off by reading, to those for whom learning is difficult, to those who are grappling with a language other than their first one.³⁵ That enthusiasm can be channeled into positive experiences for students at every level.

However, developing Pop Up books as the instructional media should consider some elements as mentioned in the literature review. Some steps should be followed in order to result the effective Pop Up books for teaching. The Pop Up book design should adopt the learning theories so that it can meet the students' needs and learning styles. Moreover, the instructional media should also be tested and evaluated. There are also some steps that should be followed to evaluate the instructional media.

Next, related to the process of making a Pop Up book, there are also various steps and techniques. Nancy mentions some steps usually used to make a Pop Up book. They are as follows.

1. The creator makes the movable elements.

In this step, the creator should understand design how paper may be folded in order to make certain effects.

³⁵Bluemel, Taylor, *Op.cit.* P.4

2. The creator makes a white dummy.

In this step, the moveable parts of the Pop Up book are put together in an all-white paper model referred to as a white dummy to examine and revise the Pop Up book.

3. The creator creates the flat art in full color to make the illustration.

In this step, the creator can draw the background pictures in every page to complete the movable elements in the Pop Up book.

4. The creator creates the text explaining the movable elements and the illustration.

In this step, the creator makes texts explaining to the movable elements and the illustration.

5. The creator creates a flat lay out.

This flat lay-out determines the relative positions of the text, the illustrations and the pop up or movable elements.

6. The last, the creator makes the covers of the Pop Up book.

The creator should make the covers of the Pop Up book and glue them well so that they can facilitate the movable elements of the Pop Up book to work well.³⁶

Based on the explanation above, it can be concluded that by doing some steps, Pop Up art can be combined with Collage art to create more attractive products such as Pop Up books to be used as instructional media. Since there are a lot of ways in making Pop Up books, the result is based on the creator's creativity in developing the product without leaving the basic principles in making Pop Up products.

b. Definition 3D POP-UP Book Media

The core strategy is one of the reading strategies in which students make a summary of the text and then develop it into one sentence that is inserted 20 words or less. the teacher uses this 3D

³⁶Atin Colidiyah, *Op.Cit.P.*

POP-UP Book Media to help students find the main idea of each paragraph in the passage. Finding the main idea while the reader is reading is a key concept of text which is an important aspect of reading. Automatically will be able to know about the contents of the text. They find it easier to identify key concepts or main ideas and summarize them in sentences of text. The explanation above, one of the goals of teaching reading is teaching reading strategies.

GIST is an acronym that stands for: Generating Interactions between Schemata and Texts is one of reading strategies which having a student summarize what a student has learned is an effective way to formatively assess a student's understanding of the content. It takes a series of efforts to overcome, this one effort that can be done is to introduce various strategies of learning to read the capable shape reading behavior as well as being able to develop³⁷. This research is intended to find out whether Generating Interactions between Schemata and Text (GIST) strategy can influence the students' reading comprehension. Based on preview research, it was found that there are focuses on increasing students' grades using this strategy. 3D POP-UP Book Media is an activity which helps the students and the teachers to identify key concept. It means that automatically the students can understand and will be able comprehend the meaning of content in the text, after they analyze key concept and then finding main idea.

1.) Procedure of 3D POP-UP Book Media

In the teaching and learning process, teachers must have procedures so that the learning process occurs properly and effectively. Based on this theory, the researcher provides treatment to students by understanding learning to read Descriptive text through Get the 3D POP-UP Book Media by using descriptive text material. The procedure is as follows:

³⁷Nirmaulana,& Eman Wahyudi K.. Jurnal Lingue: Bahasa, Budaya, dan Sastra. Vol.2, No. (2020) P. 61-71

a) Pre reading activity

Pre-activity means for students to compile their schemata before entering into the subject matter. According to Markstein and Hirasawa, if the teacher spends more time in introducing the text, the results will be better. Careful reading preparation is helpful for intermediate students which gives them the benefit of being more receptive to content. In general, pre-reading activities carried out in class are as follows: brainstorming, showing text, and asking questions according to the topic.

- 1) Apperception: Greetings, the teacher has checked the attendance list of students.
- 2) Brainstorming Ideas: questions and answers related to the theme they have just heard.
- 3) Motivation: Explains the importance of the material and the competencies that students have.

b) Whilst activity

- 1) First, the teacher explains the 3D POP-UP Book Media in reading descriptive text.
- 2) Then, the teacher asks students to make groups and give each group a short descriptive text.
- 3) Next, the teacher is asked to read the text and students must make a list of new vocabulary from the text.
- 4) Overview of how to use the 3D POP-UP Book Media, consisting of; identify who or what is most important in the passage, identify the most important information about who or what, write short complete sentences containing the most important information.
- 5) The teacher gives texts to students to practice the Core Strategy where each student writes a reading summary.

- 6) After that, the teacher asks some questions about the text that has been studied (about the main ideas, specific information, and conclusions from the text).

c) Post reading activity

- 1) The teacher provides feedback to students about whether the student has something that is not understood.
- 2) Closing the activity by providing motivation and homework to students.
- 3) Finally, the teacher closes the class by greeting.

Based on the theories that have been described, it can be assumed that the 3D POP-UP Book Media on reading comprehension can increase student motivation, help students understand text information, and will also bring students interesting and fun situations. So that students more easily understand the meaning and know the essence of the text. In other words, the strategies applied are tailored to the students' abilities. Students' understanding, which is still low, feels bored when the delivery of material and the learning system is monotonous.

That is, the learning strategy must be in accordance with the needs and level of students' ability in reading comprehension, especially in descriptive texts. GIST is a strategy that teachers can use in the process of learning to read. GIST is a strategy to make students less passive and show the active role of readers. Based on the above statement, it is assumed that GIST (Generating Interaction between Schemata and Text) is suitable for learning to read in descriptive texts because students will be more active and the learning process will be fun. GIST will make it easier for students to understand the reading text.

c. **Teaching Reading Comprehension by Using 3D Pop-up Book and 3D POP-UP Book Media**

The success or failure of the teaching learning process is depend on several factors, one of them is media that used by teacher. If the teacher used a good media and students gave good respond, teaching learning process will run well. Therefore the researcher used pop-up book story media to improve speaking ability on descriptive text.

Procedure of teaching English by using 3D Pop up book

1. **Pre reading activity**

- a) Warm up, brainstorming, the researcher opens the class, motivate, and give some questions to the students about their knowledge of 3D Pop up book. E.g. (*what is your hobby, do you like reading book, do you like reading story book, what kind of book do you like, anyone knows about 3D Pop up book*). While asking and answering activity, the researcher responses some students' answer and write it in the white board.
- b) After the students seems familiar with the definition of 3D Pop up book, the researcher shows the 3D Pop up book to the students. The researcher previews the content of the book like the picture, the story, and Etc, to make students easily understand.

2. **While reading activity**

- a) In this activity, the researcher divided the students into 2 groups.
- b) Teacher gave each group a pop-up story book.
- c) Next, the teacher is asked to read the text and students must make a list of new vocabulary from the text based on 3D pop-up book that given by the teacher.
- d) Teacher asked each group to identify who or what is most important in the passage, identify the most important

information about who or what, write short complete sentences containing the most important information..

- e) Teacher asked the students to practice the Core Strategy where each student writes a reading summary from the text.
- f) After that, the teacher asks some questions about the text that has been studied (about the main ideas, specific information, and conclusions from the text).
- g) Next step, teacher provide feedback to the students about whether the student has something that is not understood. There is text and 3D image in the 3D Pop up book that make student easy understanding and analyzing the main idea (topic), and also inference (implied detail).

3. Post reading activity

- a) In post reading activity, the researcher asks the students some questions related to the material without looking at the text to check the result of the student in understanding the materials.
- b) After that, the researcher and student review the story, determine the figure, main idea, implied detail of the text and also mention the moral value of the text.
- c) The researcher and students together conclude the material that is already faced by the students, then close the meeting.³⁸

d. Advantages and Disadvantages of Using 3D Pop up book

1. Advantages of using 3D Pop up book in teaching reading.

According to Dzuanda, 3D Pop up book media has some benefit there are:

- a) Teach the students to appreciate books and treat it better

³⁸James Bellanca, *Graphic Organizers for Helping Students Organize and Process Content for Deeper Learning*, (USA: Corwin Press, 2007), p.2

- b) Bring children and parents because of the pop-up book has a smooth section so as to provide an opportunity for parents to sit down with their children and enjoy the story (closer relationship between parents and children)
- c) Develop the students creativity
- d) Can be stimulate the students imaginations
- e) Adding knowledge to give a depiction of an object (object recognition)

Can be used a medium for instill a love of student to read.³⁹

2. Disadvantages of using 3D Pop up book in teaching reading.

Weaknesses of the Pop-Up Book in addition to various advantages, the Pop-Up Book also has weaknesses, including: the processing time tends to be longer because it requires more extra accuracy so that the mechanics can work well in a long time and also to maintain durability. In addition, the use of more quality book materials also makes this book more expensive in the market.⁴⁰

B. Relevance Studies

Relevance study is as previous research that has been researchers and as a supporter of further research. Some of the previous research that supports 3D Pop Up Book, as follows. The first is conducted by Syamsuardi entitled *The Influence of Using Pop Up Book Media on Children's Reading Ability in Kindergarten Insan Cita Kec. Masamba Kab. North Luwu*. According Syamsuardi, learning methods using pop up media has an influence on aspect of development especially aspek of language development. By using this media the students can

³⁹Nila Rahmawati, “*Pengaruh Media Pop up Book Terhadap Penguasaan Kosakata Anak Usia 5-6 tahun di TK Putera Harapan Surabaya*” (Vol. 3, No. 1, 2014) <http://ejournal.unesa.ac.id>, downloaded 16th april at 10.39 a.m, P. 4

⁴⁰*Ibid.*, p.5

improve their comprehension about the content of the text and was help students is organizing information in the text easily.⁴¹

The second previous research was conducted by Istianatus Sa'diyah entitled *The use of Pop Up Story Book To Improve Speaking Ability on Recount Text*. This research was classroom action research with the eighth graders of MTs Al-Asror Gunung Pati Semarang. The result of this research showed that using pop-up story book learning media can improve students' speaking ability on recount text. This is proved by students' test score that improved in every cycle. In the pre-research, the students' average score was 55.83. In the first cycle, the students' average score was 69.38 and in the second cycle students got 74.⁴²

The third previous research have done by Atin Colidiyah Entitled "*The Use of Pop-Up Book To Improve English Skill At Sd Negeri 2 Gading Kulon Dau*".⁴³ the result of this research was shown pop-up book can enhance students to be active and cooperative in the classroom. Therefore, pop-up book can improve students' English skill. It was proven by average score in cycle 1 was 70 and cycle 2 was 86. Thus, all the students achieved Minimum Mastery criterion (KKM).

The similarities of the research above with the researcher's research is the media that will be applied, which called with Pop-Up Book Media. The varities of pop-up book are very much, such as poster pop-up, augmented pop-up book, and an ordinary Pop up book, while in this research, the researcher will use an augmented pop-up book. Finally, the The differences of the previous research with the researcher's research are; (1) almost of previous research were applied pop-up book in elementary school, while the researcher will apply in junior high

⁴¹ Syamsuardi, "The Influence of Using Pop Up Book Media on Children's Reading Ability in Kindergarten Insan Cita Kec. Masamba Kab. North Luwu, Vol. 3, No. 2

⁴² Istianatus Sa'diyah, undergraduate thesis entitled "*The use of Pop Up Story Book To Improve Speaking Ability on Recount Text*" (IAIN Walisongo, 2016)

⁴³ Atin Colidiyah Entitled "*The Use of Pop-Up Book To Improve English Skill At Sd Negeri 2 Gading Kulon Dau*", (A Journal of Culture, English Language Teaching, Literature & Linguistics, Vol. 3 No 1 2018)

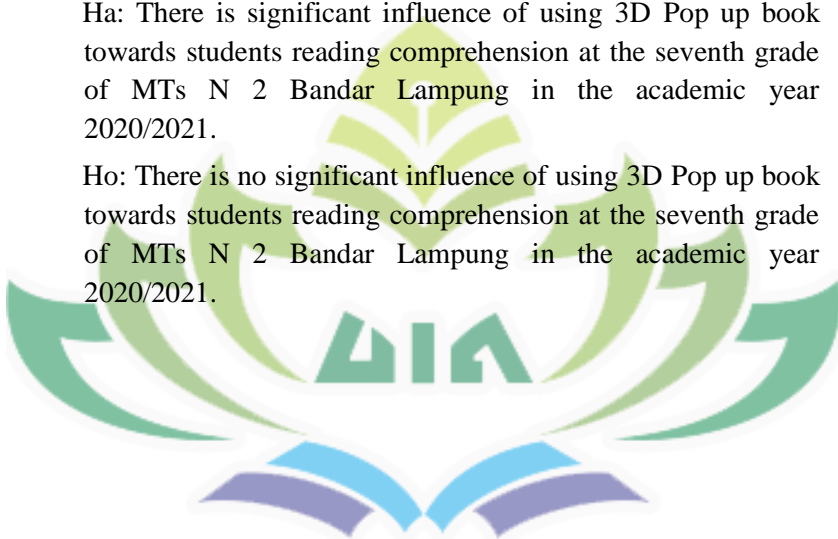
school, (2) the previous research use pop-up book media in any sector such as psychology, vocabulary, and etc., while researcher in this research will apply pop-up book media to observe students' reading comprehension. (3) The research design of the previous research above are qualitative research, while the researcher will apply quantitative research in this research.

C. Hypothesis

Based on the formulation of the problem above, the hypothesis of this study can be formulated as follows:

Ha: There is significant influence of using 3D Pop up book towards students reading comprehension at the seventh grade of MTs N 2 Bandar Lampung in the academic year 2020/2021.

Ho: There is no significant influence of using 3D Pop up book towards students reading comprehension at the seventh grade of MTs N 2 Bandar Lampung in the academic year 2020/2021.



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