

**IMPROVING YOUNG LEARNERS' VOCABULARY
MASTERY THROUGH POP-UP BOOKS**

A Thesis

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

By:

**YULIANTIKA PRATIWI
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Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023 M /1445 H**

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Advisor : Prof. Dr. Moh. Muhassin, M.Hum.

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ABSTRACT

English scores in understanding and mastering the vocabulary of 3rd grade students at SD Muhammadiyah 1 Bandar Lampung, are still low, because there is still a lack of variety in teaching learning materials. Therefore a variety of learning media is need, namely demonstration tools to convey learning material more clearly in the learning process, one of which is by using learning media pop-up books in learning. The formulation of the problem obtain is : Can the application of pop-up books learning media improve the score of students' learning outcomes in mastering and understanding English vocabulary in 3rd Grade of Abu Sufyan at SD Muhammadiyah 1 Bandar Lampung?

The type of research used is classroom action research (CAR), this classroom action research uses the Kemmis and McTaggart model which uses a system of planning, action, observing, and reflecting. Data collection techniques were carried out by interviews, observation, and documentation. This study aims to determine the effect of applying pop-up books learning media in improve young students' mastery scores in understanding English vocabulary in 3rd SD Muhammadiyah 1 Bandar Lampung.

Based on the research results, it was found that the application of pop up book learning media could improve the learning outcomes scores of class III students at SD Muhammadiyah 1 Bandar Lampung. This is proven by the preliminary test scores obtained by students based on the students' mastery of English vocabulary regarding transportation. 11 of the 30 students got a passing score with a percentage of 36%. In cycle I there were 20 students who obtained a pass mark with a percentage of 66%, the percentage improved by 30%. In cycle II there were 27 students who obtained a pass mark with a percentage of 90%, the percentage improved by 24%.

Keywords: *Vocabulary, Media of Learning, Pop-up Book, Young Learners*

DECLARATION

The researcher's identity, the undersigned below:

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Mastery Through Pop-up Books**

There by declared that the thesis entitled "Improving Young Learners' Vocabulary Mastery Through Pop-up Books" is truly the researcher's own original work. The responsibility is fully for the publication of the thesis. The sources and structure of the writings in the research have complied with the profisions and ethical standards.

Bandar Lampung, July 2023

Declared by



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ADMISSION

The Following thesis entitled: **"Improving Young Learners' Vocabulary Mastery Through Pop-up Books"**, written by **YULIANTIKA PRATIWI, NPM : 1811040161**, Department: **English Education**, has been successfully defended as Thesis Defense of the Faculty Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on, **December 28, 2023**.

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MOTTO

﴿٢٠٠﴾ يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ^٤

“O believers! Patiently endure, persevere, stand on guard,
and be mindful of Allah, so you may be successful.:”

(*QS. Ali Imran:200*)¹

¹Agus Hidayatulloh, Lc., M.A., et. al., At-Thayyib Al-Qur'an transliterasi per kata dan terjemahan per kata, (Jawa Barat: Cipta Bagus Segara, 2011), 76.

DEDICATION

This graduating paper is dedicated to:

1. My parents, Mr. Teguh Seven Santoso and Ms. Eka Fitria for showing faith in me and giving me. Thank you for all the motivation and support.
2. My beloved little sister Nayla Dwi Arsanda and My beloved little brother Syauqi Keenan Alfatan for his selfless love, support and valuable prayers. Thank you for your kindness and togetherness.
3. And special thanks to my almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Yuliantika Pratiwi was born on July 10th, 2000 in Natar, Lampung Selatan. She famously called by her friends, Lian. Lian is the first daughter of Mr. Teguh Seven Santoso and Ms. Eka Fitria. She has two siblings named Nayla Dwi Arsanda and Syauqi Keenan Alfatan.

In academic background, Yuliantika accomplished her formal education at SDN 01 Natar in 2006 and she graduated in 2012. In the same year, she continued her study in SMPN 01 Natar and finished in 2015. Then she was accepted at SMAN 01 Natar and graduated in 2018. Then, in 2018, she continued her study at UIN RadenIntan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Bismillahirrahmanirrohim,

Assalamualaikum Warahmatullohi Wabarakatuh

In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, prophet Muhammad S.A.W., the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you address to:

1. Prof. Wan Jamaluddin Z, M. Ag., Ph.D. as Chancellor of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of Islamic State University Raden Intan Lampung.
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4. Prof. Dr. Moh. Muhassin, M. Hum., as my Advisor who has educated, supported, directed and given the researcher advices, suggestions and recommendation for this thesis from beginning to finish.
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12. My beloved best friends Caesar Izzatin Nafsi, S.Pd.,Vidia Ayu Wandira, S.I.Kom. and Insi Almiyah, S.Pd who helped to supported, criticism and suggestions in finished this thesis.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar lampung, 10 July 2023
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CHAPTER I

INTRODUCTION

A. Title Affirmation

Before further discussion first define the terminology of the paper. This is to avoid confusion with the title of the paper and to make it easier for readers to know about the content and to discuss the scope of the study. This paper therefore has a limitation on the meaning of the sentences. As the title of this research is **“Improving Young Learners’ Vocabulary Mastery Through Pop-up Books”** the terms contained in the title of this research are as follows :

1. Improving

Improve is the ability to get better or to make something better. Improvement is a process or effort to achieve a goal or method that is carried out and experiences a process of improvement or change for the better. In this research, it is continuous improvement the concept of improvement continuously, Continues Improvement as an effort to stabilize the quality of education which is very concerning¹ because the improvement will continue following the cycle path used in accordance with the CAR method by Kemmis and McTaggart.

2. Vocabulary

Vocabulary is several English words that are taught to students in the teaching and learning process which goes hand in hand with all four English skills². The dependent variable in this study is vocabulary. Mastery is expert skills or knowledge. It can be concluded that

¹Rusdi, R. (2018). Continues improvement sebagai upaya dalam meningkatkan mutu pendidikan pedesaan. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 2(2), 150-160.

²Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie?: a strategy of English Education students to improve english vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.

Vocabulary mastery is students understanding or knowledge of vocabulary. In this research, vocabulary mastery of students will improve the vocabulary of transportation.

3. Pop-up Book

The pop-up is an interactive book including the means to fold and unfold the foldable Surface and a means to entertain the reader³. but now pop-up books are starting to be modified a lot so that the types are starting to vary by means of different book interaction mechanisms. In this research, pop-up books act as learning media that will be applied in teaching and learning activities in grade 3 SD Muhammadiyah 1 Bandar Lampung as a learning tool to support students' English vocabulary learning.

4. Young Learners

Children roughly from the age of 3 up to 11 or 12 years old are generally viewed as young learners., In this research, the students to be studied are grade 3 elementary school with an average age of 8-9 years. students will be given learning media in learning activities to improve their scores in mastering English vocabulary.

To sum up, it confirms that this research entitled Improving young learners' vocabulary mastery through pop up book for young learners is the research which is conducted to develop or Improve vocabulary mastery skills using pop-up books for young learners in teaching and learning activity in class at SD Muhammadiyah 1 Bandar Lampung.

³Sari, N. E., & Suryana, D. (2019). Thematic pop-up book as a learning media for early childhood language development. *Jurnal Pendidikan Usia Dini*, 13(1), 43-57.

B. Background of The Problem

Vocabulary is an important element for humans in communicating. Since the beginning of humans can speak, vocabulary began to be mastered. Humans have vocabulary mastery that continues to improve with age. With a lot of vocabulary mastered, someone can speak or communicate well. Like wise mastering foreign language vocabulary, especially English vocabulary. English has been widely introduced or taught to children as early as possible. Because English began to be determined as a compulsory subject taught to students starting from the elementary school level. There are many ways that one can do to enrich English vocabulary or master English, starting from self-taught learning via the Internet, studying at school, and attending additional classes or English language courses. one's ability to master English vocabulary will continue to grow by learning and listening to new vocabulary heard and learning to pronounce it. Currently, many English language courses accept young learners, and there are even several schools in urban areas that use English as the language used as a means of communication in schools.

When entering elementary school students have studied English, especially knowing English vocabulary at school. This is the basic stage of someone mastering English vocabulary. Mastery of English vocabulary is very decisive for young learners to have knowledge of English and skills that will make it easier for students to communicate in English well in the future. English is a foreign language that is included in school subjects that must be studied. the ability of young learners to learn foreign languages, especially English, is a new thing and is considered difficult by students. However, the ability of young learners in mastering English vocabulary will increase optimally by implementing methods or media that can make it easier for teachers to teach and make it easier for students to understand lessons.

Learning methods and media used in teaching young learners must be appropriate to the age of the students. Globally, students can be called young learners at the age of 7-12 years. Therefore, it is necessary to choose learning methods and media that can be adjusted to the interests of children at their age. Usually children like things that are fun and interesting. So, in teaching learning to young learners, it is necessary to apply fun things so that students do not feel bored in learning. Learning media in teaching young learners is important to make it easier for students to understand learning. To explain the material in detail and clearly, the teacher needs to use learning media as a component in the education system that can assist in supporting the implementation of the teaching and learning process in class.

That means the role of a teacher is very necessary because it is the teacher who designs all learning tools so that students are able to master learning well. Teachers must apply methods and use media in learning that allow students to study well and understand what is learned. Building student motivation in learning also needs to be done so that students have curiosity in learning and are able to make students more active at school. Many cases occur in the teaching and learning process in class, students feel bored and do not pay attention to the material being explained so students do not get maximum knowledge. That is caused by the low motivation of student learning. then the role of a teacher is needed to create an appropriate learning environment for young learners who are able to improve student achievement abilities and motivation in learning.

Learning English vocabulary helps young learners to get to know an object in English and will even be useful in the future for communicating in English. English really needs to be mastered because English is the language used as a means of international communication. English is useful in international relations and makes it easier for someone who

gets a scholarship to study abroad to communicate.

Elementary school-age children, especially grade III, already have basic English lessons at school. This can be seen from the syllabus of the 2013 English curriculum that has been set. Elementary school students have to learn English according to the provisions made by the government. With that, it can be concluded that English is mandatory to learn. English will continue to be studied up to a higher school level. Elementary schools are empowering the basic abilities of all children's abilities including the ability to master English vocabulary.

Based on pre-observation interviews as preliminary regarding the process of learning English at SD Muhammadiyah 1 Bandar Lampung, there are several obstacles both in learning English in class. The result is that students' English scores are still at an average grade or below.

Table 1.1 Preliminary Score

Class	<75	>75	Total
III Abu Sufyan	11 (36%)	19 (64%)	30

Learning that is applied in class can be said to be less varied, causing a lack of conduciveness in class during learning hours. The English learning method is carried out by singing because students are young learners aged 8-9 years who are interested in fun activities. Meanwhile, student activities in class learning are still not entirely focused on delivering material in class, students get bored easily in class and are not interested in learning. However, some students can focus on learning and respond to the teacher's delivery. In addition, the teacher does not use other learning media to support the teaching and learning process in class, only using the text book that has been determined.

This is certainly detrimental to the future of students because students' ability to master English vocabulary does not develop well in the school environment. Of course, if students are not accustomed to improving their English vocabulary mastery from an early age, this could cause difficulties for students to understand or even master English in adulthood. Based on the problems that have been described, this research will be conducted to overcome the problems that exist in SD Muhammadiyah 1 Bandar Lampung by using learning media in the form of pop-up books to improve vocabulary mastery in young learners by using the demonstration learning method.

This learning media will attract students' attention to focus on the learning media that is applied and students can be more active in learning in class, besides that students are able to focus on what is being explained by the teacher by using pop-up book learning media, with attractive visuals students will also be interested and able to remember what they see and understand. In implementing this pop-up book learning media, the role of the teacher as an educational facilitator is expected to provide fun, meaningful and integrated teaching.

In this regard, this research will be conducted to find out whether pop-up book learning media can overcome the problems that exist in SD Muhammadiyah 1 Bandar Lampung, namely increasing English vocabulary for young learners.

C. Focus of The Problem

Based on the background, the focus of this study is the use of pop-up books learning media through the question and answer method to teach and improve students' English vocabulary mastery score.

D. Limitation of The Problem

The focus of this research is limited to the application of pop-up book learning media to improve the score of students' English vocabulary mastery ability at SD Muhammadiyah 1 Bandar Lampung including: (a) Following/responding to simple instructions or questions in English and pronouncing simple vocabulary well, (b) Understand the meaning of the pictures contained in the book, (c) Respond verbally, visually, and/or in non-verbal communication to simple texts read or pictures drawn they see.

E. Formulation of The Problem

The following topic of the problem will be discuss about: How can pop-up book improve young learners's vocabulary mastery at SD Muhammadiyah 1 Bandar Lampung?

F. Objectives of The Research

Related to there search focus,there search objectives are stated as to find out how can pop-up book improve young learners's vocabulary mastery at SD Muhammadiyah 1 Bandar Lampung.

G. Significance of The Research

This research is expected to provide benefits for students, teachers, and schools in particular, and for education in general. Research benefits include theoretical benefits and practical benefits. The benefits of this research can be explained as follows:

1. Theoretical Significance
 - a. Gain knowledge about how to improve English vocabulary mastery in young learners with pop-up book learning media.
 - b. Provide broader in sights about the use of pop-up book learning media to improve student learning out comes.
 - c. The results of this study can be used as reference

material for relevant research.

2. Practical Significance

- a. This research will be useful for them as a learning resource in understanding the benefits of using certain media to master English vocabulary for young students.
- b. This research refers to a case study of English vocabulary mastery among young students in elementary schools.
- c. This research makes an academic contribution to assist teachers in identifying appropriate instructional media for teaching English, especially in vocabulary, and generating relevant and valid information for their classes to improve teaching in schools.

H. Relevance Studies

Previous studies that support the assumptions of this study, some of these studies as follows:

1. The research entitled "Improving Indonesian Vocabulary Mastery in Reading Skills through Crossword Puzzles" by Utami Dewi Pramesti, Padang State University (2015). In this study, the research method used was classroom action or Action Research with qualitative analysis data analysis and quantitative analysis applied to 36 fifth-grade elementary school students at SDN Surakarta 2, Cirebon in the 2009/2010 academic year.

The results of the research for two cycles showed an improve in the average score of mastery of Indonesian vocabulary through crossword puzzles. The results of the initial test (pretest) showed an average score of 45, the test at the end of the first cycle showed an average score of 61, and the test at the end of the second cycle the average score of the students reached 80.6. Based on the indicators of success, the average test score of students in the second cycle which reached 80.6 indicates that the use of word

games as an Indonesian language learning technique can improve Indonesian vocabulary instudents' reading skills⁴.

2. The research entitled "Improving children's English vocabulary skills through interactive learning methods in group A TK Pertiwi I Jirapan 2014/2015" by Wili Astuti, Ummu Habibah, Muhammadiyah University of Surakarta. This research is a classroom action research, which aims to improve children's English vocabulary skills through interactive learning methods, in group A children of TK Pertiwi I Jirapan. This classroom action research was carried out in three cycles, each cycle consisting of fourstages,namely action planning, action implementation, observation, reflection. The data analysis technique used is comparative descriptive, ie the data analyzed is carried out since learning and developed during there flection process until there port preparation process.

The data analysis technique consists of three activity lines, namely data reduction, data presentation and conclusion drawing. From the results of the study concluded that there was an improve in the mastery of English vocabulary in children through singing activities, namely 44.79% before the action, the first cycle improved to 60.83%, the second cycle reached 80.41%, and the third cycle reached 90.20 %. So the conclusion of this classroom action research is that through singing activities can improve English vocabulary mastery in group A children of TK Pertiwi I Jirapan in the 2012/2013 academic year. This also proves that the proposed hypothesis has been tested⁵.

⁴Utami Dewi Pramesti, "Peningkatan Penguasaan Kosakata Bahasa Indonesia dalam Keterampilan Membaca melalui Teka-teki Silang"(Tesis, Universitas Negeri Padang, 2015), 82.

⁵Wiliastuti, Ummi Habibah, "Peningkatan Kemampuan Kosakata Bahasa Inggris Anak melalui Metode Pembelajaran Interaktif dikelompok A TK Pertiwi I Jirapan 2014/2015", *PDF*, (PG PAUD FKIP Universitas Muhammadiyah Surakarta, 2015).

3. The research entitled “Improving Students’ Vocabulary Mastery by using Puzzles” by Ari Sulistyowati, Teguh Sarosa dan Martono, Universitas Sebelas Maret Surakarta (2012).). School Action Research is research carried out in two cycles from March 9 to March 30. The research subjects were 29 grade VI students consisting of 18 boys and 11 girls. The data used is qualitative and quantitative data. Qualitative data were collected by quantitative data were collected by test (pre test and posttest). The qualitative data are analyzed by using Burn method, analyzing action research data consisting of assembling, coding, comparing, building interpretation, and reporting the outcomes while quantitative data are analyzed by using descriptive statistic method. The mastery in four aspects and English class situation⁶.

4. There search entitled "Improving English Vocabulary with Snakes and Ladders Media for SD Antonius Semarang Students" by Maria T.P, Mike R. Dan Guido S.Y.H, STIKes St. Elisabeth Semarang (2020).This research was conducted because of problems in learning in schools that use textbooks more than using other more interesting learning methods so that this community service activity needs to be carried out at SD Antonius 2 Semarang. The purpose of this community service activity is to train elementary school students to communicate in English to develop vocabulary knowledge and skills using the snake and ladder media. The method of implementing the activity is the implementation of classroom action research. With the use of snakes and ladders media, Antonius 2 Semarang Elementary School students are increasingly trained to speak English and master a lot of

⁶Ari Sulistyowati, Teguh Sarosa dan Martono, “Improving Students’ Vocabulary Mastery by using Puzzles”, *PDF*, (English Education Program Universitas Sebelas Maret Surakarta, 2012)

English vocabulary that is around their environment⁷.

5. Research entitled "Improving English Vocabulary Skills Using Jumbled Letters Media for Class IIIB students of MI Islamiyah Geluran Taman Sidoarjo "by Tri Fariha Azizah, IAIN Sunan Ampel Surabaya (2012). In this study, the research method applied was classroom action by doing two cycles. Each cycle consists of planning, implementing actions, observing, and reflecting. The data collection techniques used are observation methods, observation sheets in groups, tests and documentation. The data analysis used in this research is qualitative data analysis.

In the first cycle the class average was quite good with a score of 66.36 and the pass percentage reached 48.48%, this percentage is already said to be good but it needs to be reviewed again, in order to obtain maximum data, we know the standard of learning achievement as described previously is up to 85%. In cycle II the average score of students improved to 80 or can be categorized as good, as well as the percentage of learning achievement reaching 96.96% and this figure is included in the very good category. Based on the results of the study, it can be concluded that the use of jumbled letters in English subjects at MI Islamiyah Geluran Taman Sidoarjo is very good when applied to third grade students and through jumbled letters media can improve vocabulary skills (vocabulary). English class III B students of MI Islamiyah Geluran Taman Sidoarjo⁸.

⁷Maria Theresia Priyastuti, Mike Resanti, Guido Shyantica Yoga, "Peningkatan Kosakata Bahasa Inggris dengan Media Ular Tangga bagi Siswa SD Antonius 2 Semarang", *Abdimasku*, Vol.3, No.2, Mei (2020): 72-78.

⁸Tri Fariha Azizah, "Peningkatan Kemampuan Vocabulary Bahasa Inggris menggunakan Media Jumbled Letters Siswa Kelas IIIB MI Islamiyah Geluran Taman Sidoarjo", (Skripsi, UIN Sunan Ampel Surabaya, 2012).

I. Systematic Discussion

The systematic discussion the steps in the research process are as follows:

Following are the steps for systematic discussion in the research process:

CHAPTER I

INTRODUCTION

This chapter presents a description of the affirmation of the title, the background of the problem, identification and problem definition, problem formulation, research objectives, research benefits, research relevance, and research systematics, review discussion.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review of some theories and references which form the basis to support the research of this study. The theories used in this study are the vocabulary acquisition theory and the concept of youth learning media.

CHAPTER III

RESEARCH METHOD

This chapter presents the time and place of research, approach, and type of research, population, sample, sampling techniques and research instrument.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the Description of the place of research, description of the research result

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter presents what can be concluded from the research results and provides suggestions regarding conclusions

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

In general, vocabulary is the most important part of a language. Vocabulary mastery is the most important and fundamental role in communicating. The definition of vocabulary has been put forward by many experts. Vocabulary is all the words contained in a language. Based on this definition it can be described that vocabulary is a basic aspect of a language that is diverse. A collection of vocabulary can form a sentence that is used to communicate. According to Hornby in Nurmeliya, vocabulary is:

- a. All the words that a person knows or uses.
- b. All the words in a particular language.
- c. The words that people use when they are talking about particular subject.
- d. A list of words with their meaning, especially in a book for learning foreign language⁹.

Based on the two definitions above, it can be summarized that vocabulary is a collection of words that people usually use in everyday communication in a particular language which can be arranged into sentences that have meaning.

Vocabulary begins to be known by someone from an early age when someone starts to be able to speak. This applies to the mother tongue or first language that is mastered from birth through interactions around speakers of that language such as family and the surrounding

⁹Nurmeliya Siti. B, "THE TEACHING OF ENGLISH VOCABULARY (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta):", (Skripsi : UIN Syarif Hidayatullah Jakarta, 2016), 11.

community. This mother tongue or first language will then further develop. As times develop, they become more modern and more people learn foreign languages. The foreign languages that are often studied are English, Arabic, Mandarin, Japanese, French, German and many more. However, the foreign language that is required to be mastered is English. According to Muhassin and Sulisty, English is generally communicated as a second language, English language in Indonesia seemingly tends to be instructed and learned as a foreign language, the so-called English as a Foreign Language (EFL)¹⁰. English has become a mandatory subject from elementary school to university because English is an international language that needs to be mastered as a means of communicating a country's international relations. English is a global language. The meaning of a global language is that English is used as a means of communication by all speakers in the world. Therefore, learning and mastering English is an important process for developing thinking and gaining knowledge internationally.

At the beginning of learning English, someone will learn the vocabulary first. In mastering English, there are 4 skills that must be mastered, namely speaking, reading, writing and listening. All of these aspects require mastery of vocabulary. As we know, English lessons are applied to elementary school to university students. At the beginning of learning in elementary school, students will learn basic lessons, such as studying vocabulary. Students in elementary school will study basic English vocabulary that is commonly spoken or commonly heard in daily activity. According to Hurlock in Putraga, children learn 2 types of vocabulary, there are general vocabulary and special

¹⁰ Muhassin, M., Hidayah, R., Hidayati, D. A., & Pradana, S. A. (2020). Investigating Spelling Errors among Indonesian EFL Secondary School Students. *English Education: Jurnal Tadris Bahasa Inggris*, 13(2), 1-24.

vocabulary¹¹. General Vocabulary consists of verbs, nouns, adjectives, and so on then Special vocabulary is vocabulary that is more specific than general vocabulary. that means young learners learn these 2 types of vocabulary at school which are included in the basic vocabulary. Vocabulary has a very important role for young learners because vocabulary mastery greatly influences a person's language skills so that they are more skilled in speaking. Vocabulary needs to be continuously expanded and mastered, young learners need to expand their vocabulary gradually and need to improve their vocabulary in their language.

Teaching foreign languages, especially English, to young children is certainly different from teaching English to older students. According to Scottand Ytreberg increasing vocabulary in early childhood can use media in the form of images consisting of a collection of vocabulary¹². Based on the previous understanding, young learners can use pictorial media as a learning tool with the aim of making students interested in the material being explained, enthusiastic and focused on learning. Learning media that shows pictures are often used by teachers as learning media for young learners, such as story magazines, *flashcards*, coloring pictures, and many more.

2. Vocabulary Mastery

Vocabulary mastery is important because it is one of the elements related to four skills such as reading, listening, writing, and speaking. Without vocabulary, a sentence cannot be formed which will fulfill the four elements of English skills. The ability to master English vocabulary

¹¹Fauzan Putraga A.Sukses Berbahasa Inggr is bagi Pemula Komputer, Banda Aceh: Lembaga KITA, 2020, 28.

¹²L. Ikmala Yunita, "Upaya Peningkatan Penguasaan Kosakata Bahasa Inggris Anak Melalui Media Kartu Gambar (*FlashCard*) Pada Kelompok B di RA Barokah Klodran Karanganyar Tahun Pelajaran 2011/2012" (Skripsi, Universitas MuhammadiyahSurakarta,2012).13.

needs to be mastered by students so that the student's vocabulary is increasing and developing. According to Jamaris, the ability to master vocabulary is divided into 2 types:

- a. Receptive vocabulary is words that the learner recognizes and understands when used in context, but cannot produce them. Vocabulary obtained in reading texts but not used in speaking and writing.
- b. Productive vocabulary is words that are understood and can be pronounced correctly and used constructively in speaking and writing. This involves what is needed for are captive vocabulary plus the ability to speak or write. Therefore, productive vocabulary can be said to be an active process.

3. Vocabulary for Young Learners

In learning English ,mastering vocabulary is the most important thing. Mastering vocabulary is the basis for someone to be able to communicate in a language. However, most people find memorizing English vocabulary boring and prefer not to learn it. This happens because someone has not got a way of learning that suits their individual learning style.

Learning English as a foreign language requires sufficient vocabulary to fulfill the 4 aspects of English skills. To learn to master vocabulary According to Brown and Payne, namely: 1) having sources to find new words, 2) obtaining clear images that can be seen (visual) or audible (auditory), or both, 3) learning the meaning that word, 4) make a strong construction between the form and meaning of that word, 5) use that vocabulary¹³. In mastering English vocabulary in Young Learners, what is done is not just memorizing but trying to apply the

¹³Suparmin, "Pentingnya Kosakata pada Keterampilan Bahasa Inggris", *Widyasari Press*, Vol.1.No.5, Oktober 2017.

vocabulary in communicating. Teachers can use some English vocabulary in Indonesian sentences to help Young Learners master vocabulary.

Elementary school students are classified as young students because the average age of elementary school students is 6-12 years. Meaning that elementary school students have been introduced to English for young students at school. Because English is a compulsory subject in school. In the process of learning English vocabulary, the teacher plays a very important role in efforts to improve students' abilities. The teacher must create a pleasant learning atmosphere, which can attract students' interest and attention to learning, especially Young Learners like things that are interesting and fun. Therefore teachers must adjust the method or media according to the age of the student to be used as a learning tool to make it easier for teachers or students to convey and understand the learning material.

B. Learning Media

1. Definition of Learning Media

According to Davoudi & Yousefi, The activity of teaching-learning English takes place mainly in classrooms, not in everyday communication¹⁴. So, Teachers need to maximize teaching English to students with the help of learning media or interesting teaching methods. Media of Learning is a teaching aid used by teachers in teaching related material so that it can be easily understood by students. Learning media can make it easier for teachers to explain learning materials. According to Hamka in Nurfadhillah, Learning media can be defined as a tool in the form of physical or non-physical which is deliberately used as an intermediary between educators and students in

¹⁴ Muhassin, M., Annisa, J., & Hidayati, D. A. (2021). The Impact of Fix up Strategy on Indonesian EFL Learners' Reading Comprehension. *International Journal of Instruction*, 14(2), 253-270.

understanding learning materials to be more effective and efficient¹⁵. According to Mustofa Abi Hamid, Media is the main element that can contribute to the success of the learning process. The use of media has the potential to arouse students' interest in ongoing learning.¹⁶

It can be concluded that learning media is an intermediary for teachers in conveying material to students in order to make it easier for teachers to explain so that students can more easily understand the material presented. According to Djamarah in Magdalena, classifying the types of learning media into 3, namely: a) Auditive Media, Media that only emits sound. This learning media is usually in the form of a tape record or radio; b) Visual Media, Media that uses sight because it only displays an image or object without sound. Usually, the media used is in the form of photos, drawings, or paintings; c) Audio visual media, media that displays 2 elements at once, namely sound and visuals, The media commonly used is film. This media has good advantages¹⁷.

2. Learning Media to Young Learners

As it is known that learning media is a tool in for conveying material so that it is more easily understood by students. According Briggs in Pagarra, Media is any physical device that can provide information messages and stimulate students to learn¹⁸. However, it is necessary to pay attention to the type of media used with the age of the student. For young learners, according to the age of 6-12

¹⁵Nurfadhillah Septy, 4A Pendidikan Guru Sekolah Dasar, Media Pembelajaran, Universitas Muhammadiyah Tangerang, Tangerang: CV Jejak, 2021, 13.

¹⁶Zulkifli, colleagues, Media Pembelajaran Pendidikan Agama Islam, PT. Global eksklusif teknologi, 2022, 19.

¹⁷Magdalena Ina, Tulisan Bersama Tentang Media Pembelajaran SD, Jawa Barat: CV Jejak, 2021, 99.

¹⁸Pagarra Hamzah, The colleagues, Media Pembelajaran, Makassar : Badan Penerbit UNM, 2022, 5.

years, the appropriate media is fun learning media that can build student enthusiasm for learning. In elementary school students, the learning media that is widely used is Visual Media or which shows an image. Warsono and Haryanto in Satrianawati Classifying the use of media for young learners or elementary school students:

- a. Grades 1-2 students can use media elements of software such as books, student worksheets, and others. Of course with an attractive appearance such as the colors of books that are interconnected, or colors that are not too flashy.
- b. Grade 3 students can already be introduced to hardware element media, namely media that displays an animation to make it easier for students to understand the material.
- c. Grades 4-6 students can use media from both elements, software, and hardware, which are well collaborated and appropriate. Such as showing video tutorials or other learning¹⁹.

For now, many elementary schools use appropriate learning media, however, the media used tend to be monotonous or only use that media. Teachers are required to be more creative in determining various learning media.

C. Pop-up Book

Pop-up according to Nancy and Rondha, A book that offers the potential for motion and interactive through the use of paper mechanisms such as folding, scrolls, slides, tabs, or wheels²⁰. The pop-up is almost the same as origami because there is a paper folding technique. However, origami only

¹⁹Satrianawati, *Media dan Sumber Belajar*, Yogyakarta: Deepublish, 2018, 11.

²⁰Aulia Azmi Masna, "Pengembangan Bahan Ajar *Pop-up* Mata Pelajaran IPA untuk Anak Tunarungu kelas IV SDLB B di Yogyakarta", (Skripsi: Universitas Negeri Yogyakarta, 2015) 11.

focuses on the shape of the folded paper, while the pop-up displays the movement of the appearance of the image as naturally as possible. The following are several types of views and pop-up book mechanisms:

1. V-fold mechanism

Pop up books with a v-fold mechanism are the most common pop up books. This type of pop up book is also easy to make. This panel is glued on the back of the card so it's not visible from the outside

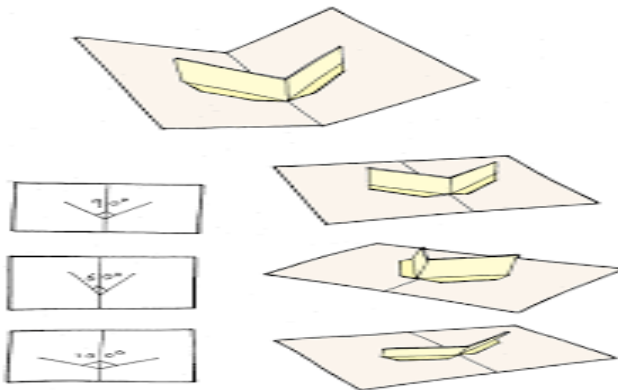


Figure 2.1 V-fold mechanism

Different angles produce different results. If using a 90 degree angle, the panel will stand vertically if the card is opened. If using a 60 degree angle the panel will lean back when the card is opened, and if using a 100 degree angle the panel will lean forward when the card is opened.

2. Internal stand mechanism

Pop-ups can also be created by making two cuts in the card, then fold it inward so that the inside can stand up as shown below.

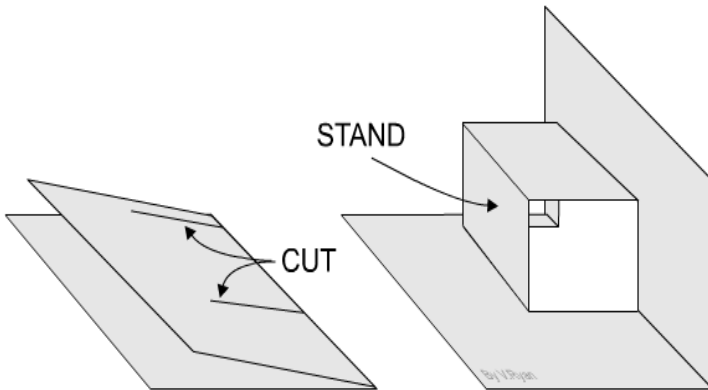


Figure 2.2 Internal stand mechanism

3. Rotary mechanism

The rotation technique in this pop up book can be used in an interesting way. This technique is made by making two parts which will later be joined by a shaft in the middle. The first part is the part that is rotated, while the second part is the base or background which has holes in its surface which have been arranged in such a way that the image located on the rotated part is visible from the front as shown in the image below.

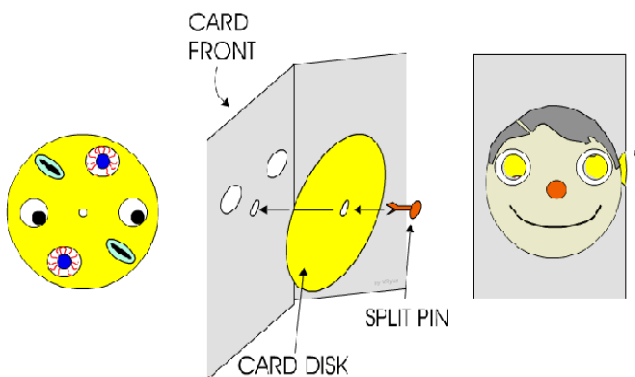


Figure 3.3 Rotary mechanism

4. Mouth mechanism

This type uses a mechanism that is made to make a mouth shape like a cartoon character and the like. The way to make it is very easy, namely by making a perpendicular cut in the middle of the card, then folding the sides in the opposite direction at a certain angle. The resulting fold is opened and folded again towards the inside of the card as shown in the example below.

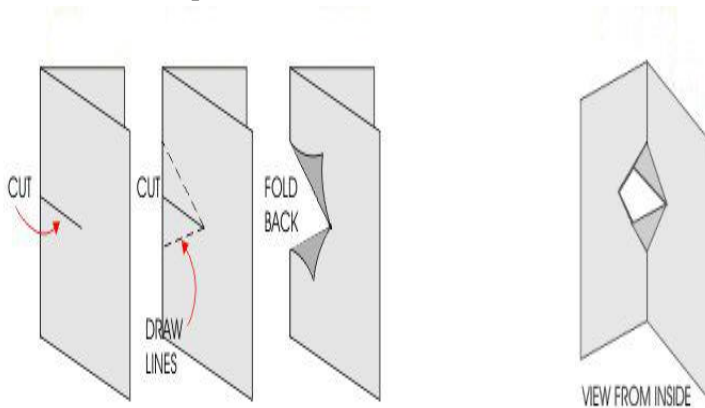


Figure 2.4 Mouth mechanism

5. Parallel slide mechanism

This type of pop up book uses a mechanism that makes parallel movements according to the pattern made. The way to make it is to make a horizontal hole on the front of the card as a track. Then paste the images, cards and panels in the image-card-panel positions sequentially, so that the images can move according to the trajectory made as shown in the image below.

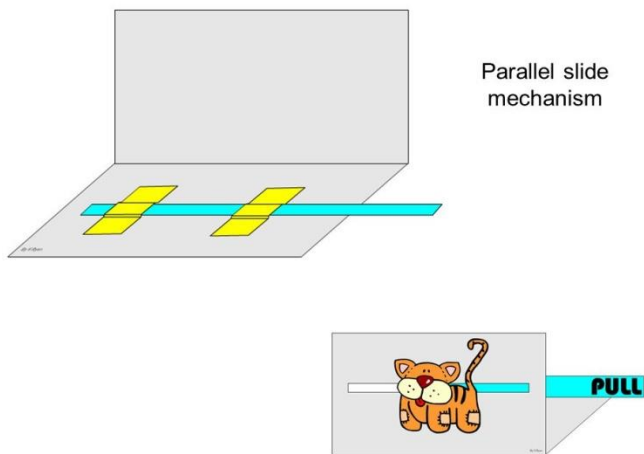


Figure 2.5 Parallel slide mechanism

Pop-up books are books that are designed with an attractive appearance. from the cover to the contents of each book sheet. Dzuanda mentioned the advantages of pop-up book learning media for students, namely: (1) teaches children to respect books and care for them properly, (2) develops children's creativity, (3) stimulates children's imagination, (4) provides knowledge and recognition of shapes objects, (5) can be used as a media to foster motivation to read in children.

Based on this explanation, it can be concluded that the Pop-Up Book media is a three-book that has 3-dimensional elements that can move or appear on the surface of the book sheet when the page is opened, and provides a more attractive visualization and appearance to improve student focus and understanding of the material and build students' curiosity in the classroom. According to Dzuanda in Septiyaningrum, Pop-Up Book media has many very useful benefits, namely:

- a. Teach students to have a sense in the form of appreciating a book by caring for and maintaining the book properly when using it.
- b. Providing opportunities for students to get closer to teachers or parents, this is because the pop-up book has a section that gives students the opportunity to discuss the contents presented in the pop-up book. (bringing the relationship between parents and children closer).
- c. Improve student creativity.
- d. Growing student imagination.
- e. Improve students' knowledge and provide a description of an object form²¹.

²¹ Rahma Setyanigrum. *Penggunaan Media Pop Up Book untuk Menghadapi Pembelajaran Era Pascapandemi Covid-19*. Prosiding Seminar Nasional Pascasarjana UNNES. 2019. 217.

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