THE INFLUENCE OF USING 3D POP UP BOOK TOWARD STUDENTS` SPEAKING ABILITY AT THE SEVENTH GRADE OF MTs. WATHONIYAH ISLAMIYAH TITIWANGI IN THE ACADEMIC YEAR OF 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By:

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Study Program : English Education

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TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

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ABSTRACK

THE INFLUENCE OF USING 3D POP UP BOOK MEDIA TOWARDS STUDENTS' SPEAKING ABILITY AT THE SEVENTH GRADE OF MTs. WATHONIYAH ISLAMIYAH TITIWANGI IN THE ACADEMIC YEAR OF 2021/2022

By:
Elvara Ariani

In English, there are four skills that should be mastered by students, such as: listening, speaking, reading and writing. From the four language subject, writing is the most difficult skill because it provides a very good means of foxing the vocabulary, spelling and sentences pattern. Most of the students in MTs. Wathoniyah Islamiyah Titiwangi especially in seventh grade were still have difficulties in speaking. From the data that were obtained from the teacher and students, it could be concluded that the media used to teach are less effective. Others media was offered for teaching the students speaking skill, namely 3D pop up book. The objective of the research was to know whether there was any significant in influence of using 3D pop up book media towards students' ability in speaking or not.

The method of the research was quasi experimental design. In this research, the population was at the seventh grade of MTs. Wathoniyah Islamiyah Titiwangi. The cluster random sampling was used as its sampling technique. The sample was two classes, class VII B as the experimental class that taught was by using 3D pop up book media and VII A as the control class that taught was by using textbook.

In collecting the data, the researcher used oral test for pre-test and post-test the topic was about describing person, animal, and thing. There were pre-test which was held before the researcher gave treatment to the experimental class and post-test which was held afterward. To make the data analysis, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that Sig= 0.023 and α= 0.050. It meant that the Ha was accepted and there was a significant influence of using 3D pop up book towards Students' Speaking Ability at the seventh Grade of MTs. Wathoniyah Islamiyah Titiwangi in the Academic Year of 2021/2022. The researcher hopes that this result will affect anyone who is involved in the education field especially for English teachers.

Keywords: Quasi Experimental Design, 3D pop up book, Speaking Ability

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A research proposal entitled: **The Influence Of Using 3D Pop up Book Towards Students' Speaking Skill at the Seventh Grade of MTs. Wathoniyah Islamiyah Titiwangi in the Academic Year of 2022/2022**, by: **Elvara Ariani, NPM: 1611040038** was tested and defended in the examination session held on: Friday, July 15th 2022.

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MOTTO

بِسْــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

وَلَوْ اَنَّ مَا فِى الْاَرْضِ مِنْ شَجَرَةٍ اَقْلَامٌ وَّالْبَحْرُ يَمُدُّهٗ مِنْۢ

بَعْدِهٖ سَبْعَةُ اَبْحُرٍ مَّا نَفِدَتْ كَلِمٰتُ اللهِ ۗاِنَّ اللهَ عَزِيْزٌ حَكِيْمٌ

And were every tree that is in the earth (made into) pens and the sea (to supply
it with ink), with seven more seas to increase it, the words of Allah would not
come to an end; surely Allah is Mighty, Wise.[1] (QS. Luqman: 27)
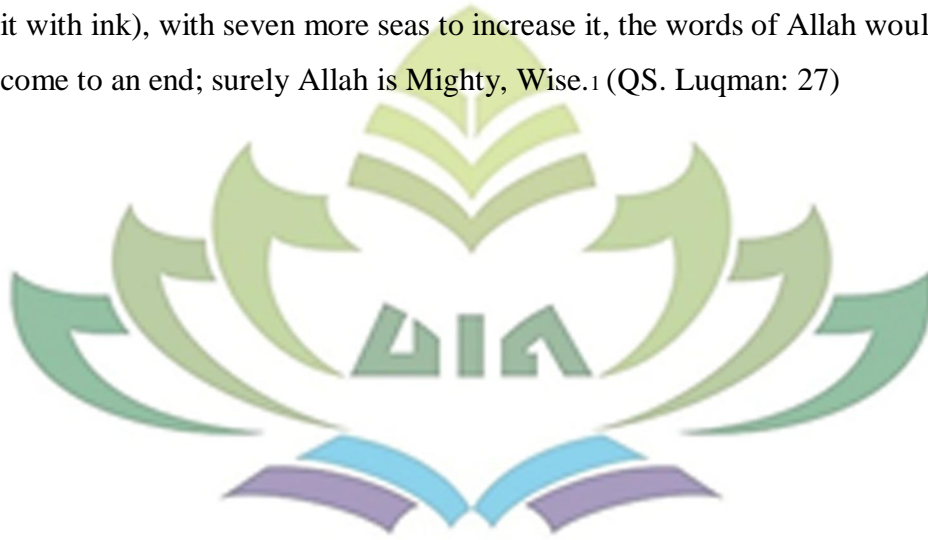
DECLARATION

I am a student with the following identity:

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    Thesis   : The Influence of Using 3D pop up Book Media Toward Students Speaking Ability at the Seventh Grade of MTs. Wathoniyah Islamiyah Titiwangi in the Academic Year of 2021/2022.

Cerify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers opinion or researchfinding included in the thesis are quoted or citied in accordance with ethical standards.

Bandar Lampung, March 31th 2022

The Researcher,
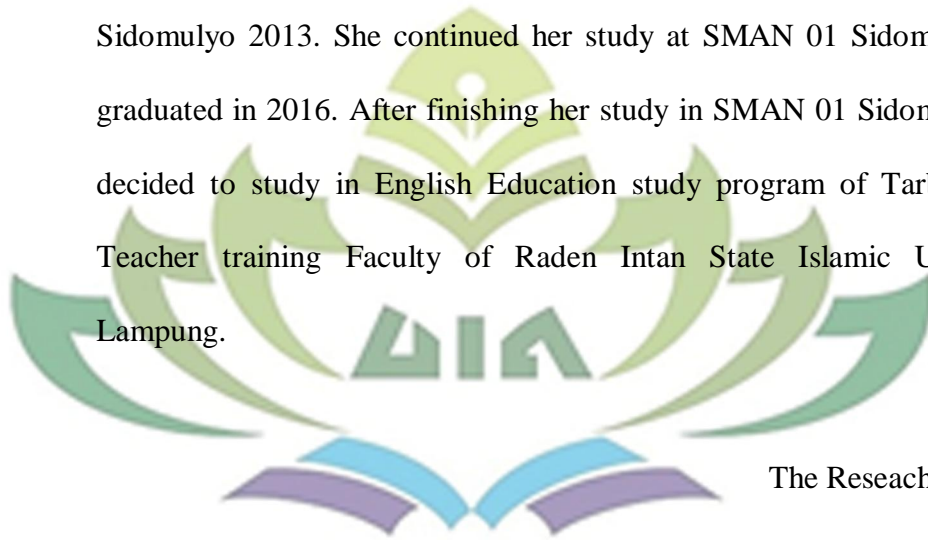
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DEDICATION

From the deepest of my heart, this thesis is dedicated to all beloved people. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everyday and everytime.

2. My beloved parents, Mr. Daliman and Mrs. Emi Sutanti as my strength who always give support, give their affection,and pray for me to be succesful in my study and my life.

3. My beloved grand father, Mr. Sugiono as my second strenght, who always supports, loves me and keep on praying for my life.

4. My beloved brother and sister, Muhammad Syahrul Fadhillah, Muhammad Khairul Azzam and Shaqueena Jasmine Sakhi who loves, care, support and cheer up me until the completion of this thesis.

5. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

Elvara Ariani was born on March 23, 1998. Elvara is the first child of Mr. Daliman and Mrs. Emi Sutanti. She has three siblings their name are Muhammad Syahrul Fadhillah, Muhammad Khairul Azzam and Shaqueena Jasmine Sakhi.

She accomplished her formal education at SDN 01 Sidomulyo and finished in 2010. After that, she cotinued her school at SMPN 01 Sidomulyo 2013. She continued her study at SMAN 01 Sidomulyo, and graduated in 2016. After finishing her study in SMAN 01 Sidomulyo, she decided to study in English Education study program of Tarbiyah and Teacher training Faculty of Raden Intan State Islamic University, Lampung.

The Reseacher

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ACKNOWLEDGMENT

Praise to Allah SWT, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to acomplish this thesis.

Peace and salutation is upon our prophet Muhammad SAW, with his family and his followers this thesis entitled " The Influence of Using 3D pop up Book Media at the Seventh Grade of MTs. Whatoniyah Islamiyah Titiwangi in the Academic Yearof 2021/2022" is submitted as a complulsory fulfillment of the requrements for S1 degree of English Education Srudy Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. In accomplish of this thesis, there were so many supports and assistance, aid, and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, with of all the staff, who have given the opportunity and great experience to the researcher when during the study until the end of this thesis composition.

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8. Thanks to Rani Dwi Aksari, Yuliana Sibarani, Fitria Eka Pratiwi, Arina Khuzaniar, Anis Rianurhasanah, Defa Diena Rahmah, Titin Tria, and Mery Elvina for all support, friendship, pray and happiness.

9. My fellow classmates in English Education'16 class A who have been my biggest support since 2016 until now.

Finally, nothing is perfect and neither in this thesis but it is expected that it will be useful not only for the research, but also for the readers. Hence, any suggestion and critics are welcomed.

Bandar Lampung, March 31th 2022

The Researcher,

Elvara Ariani
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CHAPTER 1
INTRODUCTION

A. Background of the study

Speaking skill is an important skill for language learners. Many learners regard speaking ability as the measurement of understanding a language. The ability of speaking can measure the success of learning language.

Speaking is still the most difficult skill for the learner. It is supported by Richards and Renandya, speaking is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social instruction.[1] It means that, the ability of speaking english the students should be mastering the aspect of speaking such as grrammar, vocabulary, pronunciation etc.

Beside, According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[2] It means that, speaking is an interactive process that implies that people can listen and express information directly.

Another definition is given by Mackey, speaking is an oral expression that involves not only the use of right patters of rhythm and intonation but also right order to convey the right meaning.[3] This means that Speaking is an oral expression conveyed by a person to another which

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[1] Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 204

[2] DR. Muntahar Zyoud, *Theoritical Perspective On How To Develop Speaking Skill Among University Students* (Pune Research Scholar An International Inary Journal) ISSN. 2455-314X, Vol. 2 Issue 1. Februari 2016. Page. 2

[3] DR. Muntahar Zyoud , Op.cit. page.3

not only involves the use of rhythm and intonation but also uses sequences to convey a meaning

Kayi stated that there are several meanings of teaching in producing the english speech sounds and sounds patterns, choosing words sentence stress, intonation patterns and the rhythm of the second language. Kayi also mentions that selecting the right words and sentences in according to the proper social settings, audience, situation and subject matter, managing the students thought in a meaningful and logical sequence, using language as a ways of showing values and judgments and using the language responsively and fluently are also important matters in teaching speaking[4]. Its mean that the assesment of the teaching speaking is very important. such as choosing the words sentence stress, intonation, the rhytm and managing the sudents thought in a meaningful and logical sequence.

This means that speaking includes three important things, namely interactions, transactions and performance. Speaking as an interaction reflects the speaker's role and relationship in the social environment. Talking as a transaction is the role of speaking because transaction is to make someone understand the message we want to give him or her. Speaking as a show, the role of speaking as a performance is to convey information to the audience.

Based on the interview held on 6th february 2021 in MTs. Wathoniyah Islamiyah,the researcher got some data taken from the english

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[4].Putri Ramadhani, *Teacher Problem in Teaching Speaking Skill to young learners* (Research in English and Education) E-ISSN 2528-746X, Vol.2, No.1, februari 2017. Page. 29

teacher especially in speaking skill at the seventh grades by interview Miss Aprilia Aulia, she said about the students and their participation and also the media that use by the teacher in teaching speaking. She said that english is a difficult subject. Because english is not their mother tongue, and they can not speak it well and don't know the meaning. therefore they cannot enjoy the learning process In the classroom.

There are some problems in speaking. Miss April said that the problems in teaching speaking are lack of media.The teacher does not have the media to teach speaking related to the material in the classroom.The teacher only uses the book, then adjusts the material with the skills or the teacher provides conversation text in the book, then the students present it to the class.

Students have some problems when they learn speaking skill. Students in seventh grade of MTs. Wathoniyah Islamiyah said they are feeling difficult to speak. Then, the students can not pronounce the words correctly and it makes them feel embrrassed and it can increase their anxiety to speak because they are afraid of making mistake, lack of confidence in students is also the affects his speaking ability.[5] The students do not have adequate vocabulary. Hence, they can not express their ideas. They, did not get support and motivation from the surrounding environment to communicate using english, and students grammatical arror. As a result, they do not engage actively in learning

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[5] Students in Seventh Grade, questionnaire, MTs. Wathoniyah Islamiyah Titiwangi, 19 February 2020

process.Missing subject because they are not really concentration caused classes is noisy.

Based on the data of preliminary research, the researcher found some problems and some difficulties in teaching speaking. To make the students understand about the lesson easily, the teacher can use many media. There are many kinds of media that can use in teaching speaking. The one of them is using 3D pop up book media. To overcome this problems, the researcher will use 3D pop up book to help the students in learning speaking.

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 affects of these characteristics, if any are usually indirect.[6]

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

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[6]. Robert B.Kozma, *Learning With Media*, (journal of International Research) Vol. 2, No. 61, 179-212. P. 2

According to Nancy, Bluemel et.all mentioned that 3D pop up book is a book that offer the potential for motion and interaction thought the use of paper mecanisms such us folds, scroll, slide tabs or wheels.[7] Its mean that then 3D pop up book is a book that contains the potential motion and interaction thought. such as folds, scroll and so on. that can make the students interest and increase the couriosity of the students to learning.

3D pop up book is a book that can display images with three dimensional effect arises when the book is opened and provide a unique effect when pulled on some parts.[8] its mean that pop up book is a book with the there demensional effect arises when the students opened and give the unique effect and can make the students interest.

Another definition is given by Dzuanda, there are 6 advantages of 3D pop up book media there are Teach the students to appreciate books and treat it better, 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), Develop the students creativity, Can be stimulate the students imaginations, Adding knowledge to give a depiction of an object

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[7]Atin 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.

[8]Sri Adelia Sari, *the Development of 3D Pop Up Book on the Role of Buffer in the living Body* (Europian Journal of Social ScienceEducation and Research) May-August 2017, Vol.4, issue.4, P.214

(object recognition),Can be used a medium for instill a love of student to read.[9]

In previous research, the researcher had an investigation and a research on 3D pop up book media in different material. According to Istianatus Sa'diyah in her thesis The Use of Pop Up Story Book to Improve Speaking Ability on Recount Text (at MTs Al-Asror Gunungpati Semarangin the Academic Year of 2015/2016) she used 3D pop up book in recount text and the result in speaking by using 3D pop up book, there is increasing while doing pre-test and post test. In pre-test and post-test the percentage are 74%.[10]

The second research was done by Nurasikin with the title isImproving Students Speaking Skill Through Pop-Up Book Media of the Tenth Grade at Man Palopo in the academic year of 2019/2020. He used 3D pop up book in Descriptive text and the result of the study showed significant improvementof the students' achievement in speaking descriptive text. It is proven by theaverage result in the pre-test 58.8 and post-test 82.13 It could beconcluded, using 3D pop up book as a learning media gives theimprovement to students' skill in speaking descriptive text.[11]

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[9]Nila 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

[10]Istianatus Sa'diyah, *The Use of Pop Up Story Book to Improve Speaking Ability on Recount Text (A Classroom Action Research with the Eighth Graders of MTs Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016)* Semarang: Walisongo State Islamic University.

[11]Febrina Octavia Harahap, (*Improving Students' Ability In Writing Descriptive Text By Using Pop Up Book At Smp Swasta Islam Nur Ihsan Tembun)*Medan: Department Of English Education Faculty Of Tarbiyah Science And Teachers' Trainingstate Islamic University.

The last was journal by Febrina with the title "Improving Students' Ability in Writing Descriptive Text By Using Pop up Book at Smp Swasta Islam Nur Ihsan Tembung" it can be seen fromcalculating of the result of hypothesis testing and average score ofexperimental class was higher than the control class. The average score ofexperimental class was 87.09 and the average score of control class was56.61. Therefore, 3D pop up book media was effective technique which canbe used by the teacher to improve students' speaking ability.[12]

Based on the result that had been found, it can be concluded that three researchers above stated the 3D pop up book media is available to improve the focus skill of the learner. But it is also back to how the teacher implements the procedure of 3D pop up book media as well as possible.

Based on the explanation and problem above, the researcher interest to conduct a research entitled The Influence of Using 3D Pop up Book Towards Students Speaking ability at the Seventh Grade of MTs. Wathoniyah islamiyah Titiwangi in the Academic Year Of 2021/2022.

B. Identification of the problem

From the background of the problem, it can be concluded that :

1. The teacher lack to find the media, especially in teaching speaking skill.

2. The students are afraid of making mistakes in speaking english andthe students can not pronounce the words correctly

3. The students lack of vocabularies

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[12]Nurasikin, (*Improving Students Speaking Skill Through Pop-Up Book Media Of The Tenth Grade At Man Palopo*)Palopo:State Islamic Institute

4. The students lack confidence.

C. Limitation of the problem

Based on the identification above, the researcher limited this research on The Influence Of Using 3D Pop Up Book Towards Students Speaking ability at the seventh Grade of MTs. Wathoniyah Islamiyah Titiwangi. Furthermore, this research focused on using monologue as learning activities and the material was descriptive text.

D. Formulation of the problem

Based on the background above, the problem that will come up in this research was formulated as follow:

Is there a significant influence of using 3D pop up book media towards student speaking ability at the seventh grade od MTs.Wathoniyah Islamiyah Titiwangi in the academic year 2021/2022?

E. Objectives of the study

The objective of the research is to find out whether there is a significant influence of 3D pop up book media towards students speaking ability at the seventh grade of MTs. Wathoniyah Islamiyah Titiwangi.

F. Significance of the reaserch

After doing research, the expectation of the result of this research will be:

1. Theoritically

   For theritically contributions, the results of the reaserch will be expects to support the previous studies and give information about influence by using 3D pop up book towards students speaking ability.

2. Practically

    a. Teacher

    The teacher will get an effective media to be used improve students speaking skill, especially with the use of 3D pop up book review media.

    b. Students

    By using 3D pop up book media, the students will know they strength and weakness in speaking and will encourage them to improve their speaking ability.

G. Scope of the research

1. Subject of the research

The subject of the research was students at seventh grade students of MTs. Wathoniyah Islamiyah Titiwangi in the academic year of 2021/2022.

2. Object of the research

The object of the research was students speaking ability and the influence of using 3D pop up book

3. Time of the reaserch

The reaserch conducted at the second semester of seventh grade of MTs. Wathoniyah Islamiyah in the academic year of 2021/2022.

4. Place of the research

The research conducted at MTs. Wathoniyah Islamiyah.

CHAPTER II

LITERATURE REVIEW

A. **Concept of Speaking**

1. **Definition of Speaking**

Speaking is one of the important in the process of learning language. Many language learners regard speaking ability as the measurement of understanding a language. The ability of speaking can measure the succes of learning process.

According to harmer speaking is the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussion, the purposes of speaking here may be to express opinions, to persuade someone about something or clarify information.[13] Its mean that speaking is a the ability to speak that process information spontanously which aims to express opinions or clarify information to listener.

Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners.[14] It is regarded as combining sounds systematically to form meaningful sentences.

Another definition is given by Burke stated that speaking the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context. Speaking is an activity involving two or more people in sending and receiving the information or

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[13]Jeremy Harmer, *The Practice of Language Teaching* . 2[sd]ed (England ; Person Education, 2007) P. 287

[14]Lai-Mei Leong, *An Analysis of Factors Influencing Learners Speaking Skill,* (international journal of research in english education) Vol. 2, ISSUE. 1 (03-2017). P. 35

the massage in oral form.[15] Its mean that, Speaking is a process of building and sharing meaning spontaneously and carried out by two or more people. with the variety of context. an the activity involve two or more people in convey and receiving the information in oral form.

Therefore it can be say that speaking is a process of communication between two people. Speaking is a way to express someone ideas. Essentially, speaking is used as a means of communication among people in society in order to keep the relationship going on well.

Teaching speaking to students should be oriented to enable the students to speak english in different situations and genres. There are four recomendations for teachers who are going to teach speaking skill. First, whatever the activity chosen, it shouls allow students to talk a lot. Tachers should select speaking activities that demand students to talk a lot. The activity should be able to improve all the students in the activity. It does not only better students who dominate the class. Besides that, the activity should be interesting to the students. The last one, the activity should be acceptable with the students proviciency level.[16] If it is to difficult or to eassy for them, it will motivate than to participate.

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[15]Putri Ramadhani, *opcit.* P.28.

[16]TEFLIN, "*The 51st Teflin International Conference*", (Bandung:TBA Yadari-Abab, 2003), p.4

2. Element of Speaking

To be a good speaker, the ability to produce utterances is not enough. There is much linguistics to be mastered by languages learners in order to be able to express their feelings and ideas appropriately. Harmer mentioned that the elements of speaking as a follow:

a. Connected speech is the sounds modifying in producing utterance when people speak. In which included modifying (assimilation), omitting (elision), adding (linking r), or weakening (through contraction and stress patterning).

b. Expressing devices is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

c. Grammar and lexis are described as people live in differents ways, places, and environments causing different mindset too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc, so when students have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.

d. Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.[17]

Those are some elements which arrange the language that english speaker must be expert. Perhaps, some language have difference in their pronunciation, lexeme, morpheme, and etc. But, gemerally they have the same elements in the same way because of the language function it is self.

Speaking is not simply expressing something orally. Brown and Abeywickrama stated that the classification of types of speaking assessment are related with the micro-skill and macro-skill that would be measured. Thus, using the same types of assessment by the lecturer is neglecting the function and specification of speaking assessment itself.[18] However, the students need to acquire some speaking aspect to have a good speaking skill.

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[17]Jeremy Harmer, "*The Practice of English Language Teaching*, 3rd Ed", (London: Pearson Education Limited, 2001), p. 269-270

[18]Jumatul Hidayah, *Speaking And Writing Assessment Applied By English Lecturers Of State College For Islamic Studies (Stain),* English Franca Vol 1 No 01 Tahun 2017, STAIN Curup Page 1 P-ISSN 2580-3670, E-ISSN 2580-3689.

3. Types of Speaking

Brown stated there are five types of speaking activities: imitative, intensive, responsive, interactive, and extensive(monologue).[19] Here are the explaination of those types:

a. Imitative

One of continum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. Drilling a legitimate part of communicative language classroom offer students an apportunity to listen and to orally repeat certain strings of language that many pose some linguistic difficulty, either the phonological or gramatical. They offer limited practice through repetition. They allow one to focus on one element of a language in controlled activity.

b. Intensive

Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

c. Responsive

Responsive means short replies to teacher or students initiated questions or comments. Responsive assessment tasks include interaction and the test of comprehension, but at somewhat limited level of very short conversation, standart greetings and small talk, simple request and comments.

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[19] H.D.Brown, Teaching by Principles : an interactive approach to language pedagogy 2nd edition.,(San Fransisco:Longman, 2001),p.271

d. Transactional (dialogue)

Brown states that "transactional language carried out for the purpose of conveying or exchanging specific information, is an extensive form of responsive language". It means transactional language happens when the speakers have a dialogue and exchange some information.

e. Interpersonal (dialogue)

Interpersonal dialogue is aimed to maintaining social relationship. It means the daily conversations are in this type.

f. Extensive (monologues)

This type includes oral reports, summaries, or short speech. These monologue can be planned or impromtu and also more formal and deliberative.

4. Component of Speaking

Harris states that there are five component in speaking:

a) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements ad principles that determine how sound vary and pattern in a language.

b) Grammar

Grammar is one of speaking abilities to support and help the students have a good communicating.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

d) Fluency

Fluency is the ability to speak or read easily, smoothly, and expressively. In other words, speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

e) Comprehension

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.[20]

From the explanation above, it can be concluded to be good speakers students should be mastering the component of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension.

B. Concept of Descriptive Text

1. Definition of Descriptive Text

Matthews stated that decsriptive text is a way to explain about events in or states of the world.[21] Schwegler adds that descriptive text is a text used

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[20] David P. Harris, Teaching Engllish as a Second Language(New Delhi: Mc.Graw Hill Publishing Company Ltd, 1986), P. 81

[21] Matthews, Peter. 1997. The Concise Oxford Dictionary Of Linguistics. Oxford: Oxford University Press. 27 Schewegler,

to expose the details about places, people, qualities, emotions, moods,etc.[22]

Wyrick explained that descriptive text which a writer tries to picture what he is describing. Description is used to be describe a particular thing, object, place or person. The descriptive text is the text that describes something.[23]

Based the statement above can conclude the descriptive is a kind of genre text that contains describing about people, place or thing. Descriptive text has it's own specification that is different from other.

2. Generic structure of Descriptive Text

Generic structure is divided into three element, they are:

a. Identification

Introduces to the subject of the description, contains the identification of matter/ a will be describe.

b. Description

Contain the explanation, description of the thing, person to mention a few properties. In this part gives details of the characteristic features of the subject. It may describes parts, qualities, chaacteristic, size, physical, ability, habit, daily live etc.

3. Language Feature of Descriptive Text

1. Specific Participant : Has a certain object, is not common and unique (only one)

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[22] Schewegler, Robert A.. 2010. Pattern Of Exposition 9th Ed. Boston: Pearson Education Inc.
[23] Wyrick, Jean.1987. Steps To Writing Well. New York: Rinehart And Winston Inc

2. The use of the adjective (an adjective) to clarify the noun

3. The use of simple Present Tense : the sentence pattern used is simple present because it tells the fact of the object described.

4. Action Verb : verbs that show an activity.[24]

C. Concept of Media

One of the important elements of the instructional system is the instructional media. Instructional media can improve the students involvment and attract to participate in the teaching and learning activities.

Haas mentioned 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 affects of these characteristics, if any are usually indirect.[25] Based on the definition by the expert, it can be understood that media is can be defined by their technology, their symbol systems and their processing capabilities. But the most characters is technology. On other hand, some cognitive affects of technology are more direct.

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[24] Departemen Pendidikan Nasional. 2003. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah.* Jakarta: Pusat Kurikulum Pusat Balitbang depdiknas.

[25] Robert B.Kozma, *op.cit,* P. 2

Dewney & Ride explained that media are means for transmitting or delivering content to the learners, to achieve effective instruction.[26] Its mean media is a means of conveying the material to students with the aim of achieving teaching affective.

Jonassen et al. In De Gruyter Mouton book, he believed that media are more than mere vehicles of learning and can be used more productively cognitive tasks and allowing them to focus more fully on the construction of knowledge.[27] That is, the media is a productive learning tool used by teachers for cognitive assignments and allows students to focus more fully on the intent of the material that has been conveyed by the teacher.

Locatis & Atkinson stated that every aplication of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional used of media programs are designed intentionally to make the teching-learning environment more interesting and effective.[28]its mean that every media is unique and in use must remain within the context in which these principles are used. and the media are deliberately used to make the learning process interesting and effective.

Based on definition above, that can be understood that media is intermediary used to send material from teacher to students, and that can

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[26]Dr. Ashan Akhtar Naz, Use *of Media for Effective Instruction its Importance : some Consideration.* (Journal Of Elementary Education a Publication of Deptt) Vol. 18 (1-2).No. 35-40) P. 35

[27]De Gruyter Mouton, *Media in Foreign Language Teaching and Learning*, Germany: Hubert & Co GmbH & Co.KG, Gottingen, 2011), P. 9.

[28]Ibid, P. 36

arouse the thoughts, feelings, and attract the students in learning. Media it can help the teacher in learning process. For example, media helps teachers to make it esier to deliver learning material and mdia can make it easier for studrnts to receive the material that has been delivered by the teacher.

In learning, there are many kinds or types of media. Such as megazine, overhead transparencie charts, audiotape, slides, filmtrips and etc. The Researcher interest to used print media that is 3D pop up book media to improve speaking skill of the students.

D. Concept of 3D Pop Up Book

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

 Bluemel stated that 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.[29] Its mean that then 3D pop up book is a book that contains the potential motion and interaction thought. such as folds, scroll and so on. that can make the students interest and increase the couriosity of the students to learning.

Ruiz mentioned that paper pop-up or movable books are of three dimensions that contain paper pieces that pop out or move when the book

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

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. [30] It can be say that pop up or book is movable 3 dimensional book that has that contains the piece of paper 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 effect arises when the book is opened and provide a unique effect when pulled on some parts.[31] its mean that 3D pop up book is a book with the there demensional effect arises when sthe 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 a thing like its real appearance. Its picture 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 may be minimal and the factual information may be basic, the reader of these books exhibits an enthusiasm that is not often seen in the perusal of an ordinary book. Interest generestes 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,

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[30]Khoirunnisa 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

[31]Sri Adelia Sari, *op.cit* P.214

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.[32]

The pop-up book is able to increase students' interest in studying the material in it. If students have studied the material on an ongoing basis with fun and high enthusiasm, the results of the assessment of learning will increase. Students can easily understand the content of the material being studied because two and three-dimensional images cause interest in learning, and increase students' ability to understand the material.

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 mentioned some steps usually used to make a Pop Up book. They are as follows.

a. 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.

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[32]Bluemel, Taylor, *Op.cit. P.4*

b. 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.

c. 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.

d. 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.
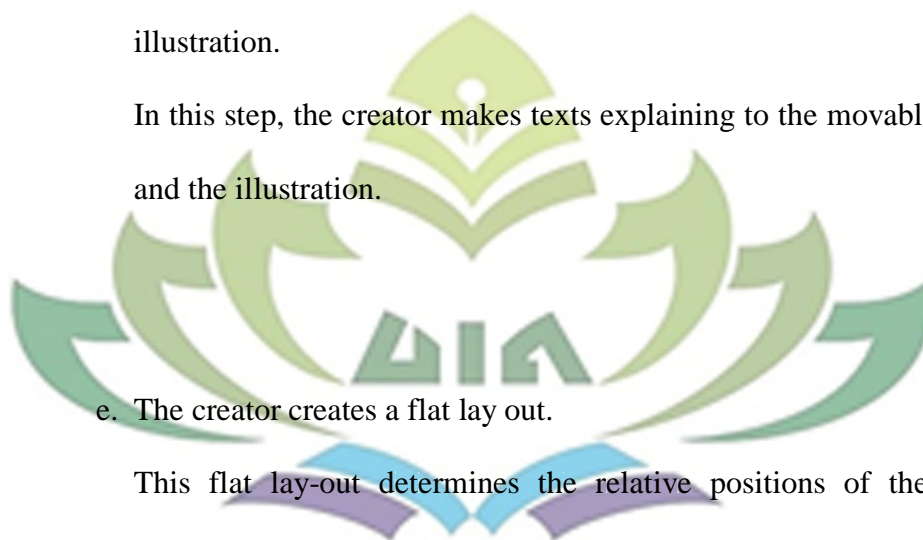
e. The creator creates a flat lay out.

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

f. 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 towork well.[33]

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.

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[33]Atin Colidiyah, *Op.Cit.*P.

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.

2. The Procedure of 3D Pop up book

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 media to improve speaking ability on descriptive text.

There are the steps to use the media:

a. Teacher divided the students into 4 groups.

b. Teacher gave each group a pop-up book

c. Teacher asked to the students of each groups to discussed the picture that illustrated by pop-up book media.

d. After discussed, teacher asked some question related to the picture.

e. To get an accountability of students, the teacher asked them to describe with their own word orally.

3. Advantages and disadvantages of 3D pop up media

a. The advantages of the pop up book media

Based on Dzuanda, 3D pop up book media has some benefit there are :

1) Teach the students to appreciate books and treat it better

2) Develop the students creativity

3) Can be stimulate the students imaginations

4) Adding knowledge to give a depiction of an object (object recognition)

5) Can be used a media to increase a love of student to read.[34]

Meanwhile, Bluemel mentioned severalthe use of Pop-Up Book media, namely:

1) To develop young people's love for books and reading

2) Can be useful for critical thinking and developing creativity,

3) Can understand meaning through representationattractive image and to bring the desire and motivation to read.[35]

b. Disadvantages of the pop-up book media

1) The processing time tends to be longer because it requires extra precision.

2) There are no media selling pop-up book contains the local culture, as most media pop-up book that sold contain about folklore, fairy tales, fables, and contains encyclopedic knowledge

3) Requires a lot of money to make it.[36]

E. Frame of Thinking

Speaking skill is the one of skill that be mastered in learning english. Speaking is one of the most important skills to be developed and enchanced as means of effective communication. In learning speaking, the teacher needs media to make it easier for students to

[34]Nila 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

[35]Handaruni Dewanti1 , Anselmus J E Toenlioe, *Pengembangan Media Pop-Up Book* (Vol. 1 No.3, 2018) P. 222.

[36]Nanang Khoirul Umam , Afakhrul Masub Bakhtiar*Pengembangan pop up book media* (Jurnal Pendidikan Dasar) p-ISSN 2685-7642 e-ISSN 2685-8207 Vol.1 No.2 Desember 2019 P. 5

learn. 3D pop up book is a media that can be used to teach speaking. 3D pop up book media can be provide advantages in teaching speaking. Because this media helps the teachers teach speaking.

3D 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 a thing like its real appearance. Its picture are used to help students to illustrate the real object.

The advantages of using 3D pop up book in teaching speaking skill are there are can be developing students creativity, can stimulate the students imaginations,and increase knowledge to provide a description of an object. Thus the students can increase their speaking skill.

The process of teaching using 3D pop up book is the researcher give a pop up book in a group. Teacher asked to the students of each groups to discussed the picture that illustrated by pop up book media. After discussed, teacher asked some question related the picture. To get an accountability of students, the teacher asked them to describe the picture with their own word orally. Then the students giving their opinion about the picture and the last are make conclusion about the materials.

In this case, the teacher is going to teach the students by using 3D pop up book in teaching speaking skill. By using 3D pop up book, the students can speak up with their ideas, their imaginations and more active in the class.

From the explanation above, the researcher concluded that the speaking understanding process through 3D pop up media could be used to develop

students' ideas or opinions in developing topics. This media can make it easier for teachers to deliver material and can make students interested in learning English, especially in speaking skills.

F. Hypothesis

Based on the theories and explanation above, the research makes the hypothesis as follow :

Ha : There is significant influence of using 3D pop up book towards students speaking ability at the seventh grade of MTs. Wathoniyah Islamiyah Titiwangi in the academic year 2021/2022.

Ho : There is not significant influence of using 3D pop up book towards students speaking ability at the seventh grade of MTs. Wathoniyah Islamiyah Titiwangi in the academic year 2021/2022.
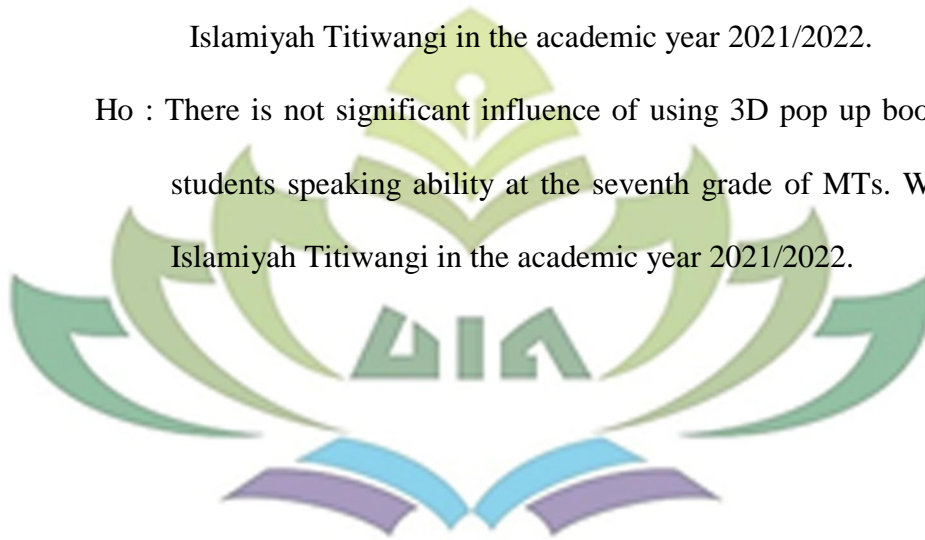
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