

## **THE USE OF POP-UP CARD FOR JUNIOR HIGH SCHOOL STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT**

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### **Abstrak**

Ini adalah penelitian tindakan partisipatif (PAR) yang berfokus pada penerapan media sederhana seperti kartu pop-up dan untuk menggambarkan seberapa efektif kartu pop-up untuk mengajarkan keterampilan menulis siswa SMP dalam teks deskriptif. Subyek penelitian adalah siswa kelas VII B salah satu SMP di Surabaya tahun ajaran 2022/2023 yang berjumlah 29 siswa. Penelitian dilaksanakan pada tanggal 21 Maret 2023 sampai dengan 4 April 2023 di SMP Negeri 17 Surabaya. Hasil observasi menunjukkan bahwa kelas ini pasif selama pelajaran bahasa Inggris tetapi juga VII B mengalami kesulitan dalam belajar menulis karena kurangnya motivasi dan kosa kata dalam proses pembelajaran. Penelitian ini dilaksanakan dalam satu siklus yang terdiri dari dua kali pertemuan; pertemuan pertama fokus membangun pengetahuan tentang teks deskriptif, kemudian pertemuan kedua memfokuskan penggunaan pop-up card. Siklus tersebut meliputi empat tahapan yang meliputi perencanaan, tindakan, observasi, dan refleksi. Dalam penelitian ini digunakan observasi checklist, kuesioner dan pre-test post-test digunakan untuk mendapatkan data. Penelitian tindakan partisipatif (PAR) ini dilakukan secara kolaboratif dengan guru bahasa Inggris. Oleh karena itu, hasil penelitian menunjukkan bahwa kartu pop-up meningkatkan aspek kosa kata rata-rata (72%) (skor tertinggi) terkait penggunaan kartu pop-up guru menggunakan gambar dan kosa kata untuk memudahkan siswa dalam mendeskripsikan teks.

**Kata Kunci:** Alat peraga atau media pembelajaran, pop-up card, keterampilan menulis, teks deskripsi.

### **Abstract**

This is participatory action research (PAR) focuses on implementing simple media such as pop-up card and to describe how effective pop-up card is to teach junior high students' writing skills in descriptive text. The subject of the study was the students of VII B, of one of junior high schools in Surabaya in the academic year of 2022/2023, consisting of 29 students. The research was conducted from 21th March, 2023 to 4th April, 2023 at SMP Negeri 17 Surabaya. The results of the observation showed that this class was passive during the English lesson but also VII B had difficulties in learning writing because they lack of motivation and vocabulary in learning process. This research was carried out in one cycle that consisted of two meetings; the first meeting focus on building knowledge about descriptive text, then the second meeting focused the used of pop-up card. The cycle covered four stages that include planning, acting, observing, and reflecting. In this research used observation checklist, questionnaire and pre-test post-test were used to get the data. This Participatory action research (PAR) was done by collaboratively with English teacher. Hence, the results showed that the pop-up cards increased the aspects of vocabulary in average (72%) (highest score) related on the use of pop-up card the teacher using images and vocabulary to make students easier for describes the text.

**Keyword:** Teaching aids or instructional media, pop-up card, writing skills, descriptive text.

## **INTRODUCTION**

English is the main tool of international for communicating with individuals from around the countries (Kirkpatrick 2007). English has four skills namely listening, speaking, reading, and writing. Speaking and writing are active or productive skills, while listening and reading are passive or receptive skills (Rao 2019). One of the main productive skills that students studying English should develop is writing. According to (Yundayani, Susilawati, and Chairunnisa 2019) Writing is a productive skill, it can be seen as a mechanism for experiencing students' knowledge by developing and presenting their ideas. Students can express their various thoughts and opinions through writing. Therefore, in order to produce the written of students should be learn the steps of writing process including prewriting, drafting, revising, and editing.

Writing is one of the most difficult skills to learn, especially for students who learn English foreign language (EFL) besides learning the writing process they also should be learn the components of writing. According to (Kellogg and Raulerson 2007) Students struggled extensively with grammar and coherence during the writing process while they also noted minor writing problems students had such as poor paragraph organization, poor diction, and misspelling words. Writing is the act or process of forming letters or symbols to express words and ideas (Vajda 2004). It is a system of graphic symbols that can be used to convey meaning. Writing can be used for many purposes, including literary or musical composition, and making language visible and permanent. Writing is also considered as a means of analyzing speech. The importance of writing cannot be overstated. It is the method of expression that makes language real and enduring. Writing is the primary form of communication most people use today, and it is more

To develop children's brains as well as possible, educators must be able to convey imaginative, creative, intelligent, and fun types of education (Sari and Suryana 2019). Teaching aids are thought of as a tool to educate or instruct students in order to make the idea of the instructional materials simple to understand (Ambarini, Setyaji, and Suneki 2018).

important than ever. However, besides teaching and learning process about writing students also develop ideas or topics, the teachers always give instructions through textbooks that make students not interested. In addition (Purnawarman, Susilawati, and Sundayana 2016) Technology is also to improve language learning such as the use of learning media because technology continues to develop, provide creativity and students attractive, allows them to apply knowledge, and allows teachers to assess students' abilities.

Based on an initial observation during teaching practicum (PLP) at SMPN 17 Surabaya, the most problem that students had was struggling with the boredom during English lessons because they only used an English textbook that made them boring and unmotivated during writing class. In the middle of the learning, the teacher only explained and wrote in the whiteboard and sometimes used PowerPoint (PPT). The conditions in the classroom were limited because there is no LCD to support the learning process. To solve this problem, the teacher had to use an alternative media.

Related to the alternative medias, there are many different media types that the teacher can use in the English teaching and learning process. The teacher should be careful when selecting the media, especially for the junior high school students. From implementing the media, it will enhance the students' learning experience, increase their attention, improve creativity then prepare them to receive the material to be taught (Munir, 2017). The use of media can encourage children's interest in learning, which in turn increases their attention to the lessons being taught. Teachers and students have a benefit from using media in the classroom. Learning objectives will be easily achieved using appropriate media and in accordance with learning needs.

The use of pop-up card media as a tool for teachers is to present the materials to students. It becomes an innovative media in the classroom because it can make students have a lot of motivation to gain knowledge essentially (Munir, 2017). Moreover, the benefit of pop-up card is it provides more visualization, story idea, and an illustrations or photos that could flow and can be deformed.

According to Way et al. (2013), pop-up cards are similar to pop-up books, but pop-up cards use a plain paper and apply additional object shapes to cut and fold patterns on the paper. From their unique and interactive designs, which provide the recipient an additional element of surprise and enjoyment, it makes them so popular cards.

## METHOD

This is participatory action research (PAR) which intended to elaborate on the use of Pop-up card as alternative teaching aids or instructional media that can enhance 7th-grade students' writing skills in descriptive text about public places. According to (Ozanne and Saatcioglu 2008) the participatory action research methodology uses different procedures from those used in research to assist people in their study. The researcher as participatory of action research and collaboratively with the English teacher to conduct this research of the use pop-up card as alternative teaching aids or instructional media to know creativity, students to use simple cards that can be created pop-up in descriptive text.

Related to action research refers to design by Kemmis and Taggart (1985). There were used four steps or cycles for doing action research in the classroom such as (1) planning, (2) acting, (3) observation, and (4) reflection. The four sequences were steps for using action research.

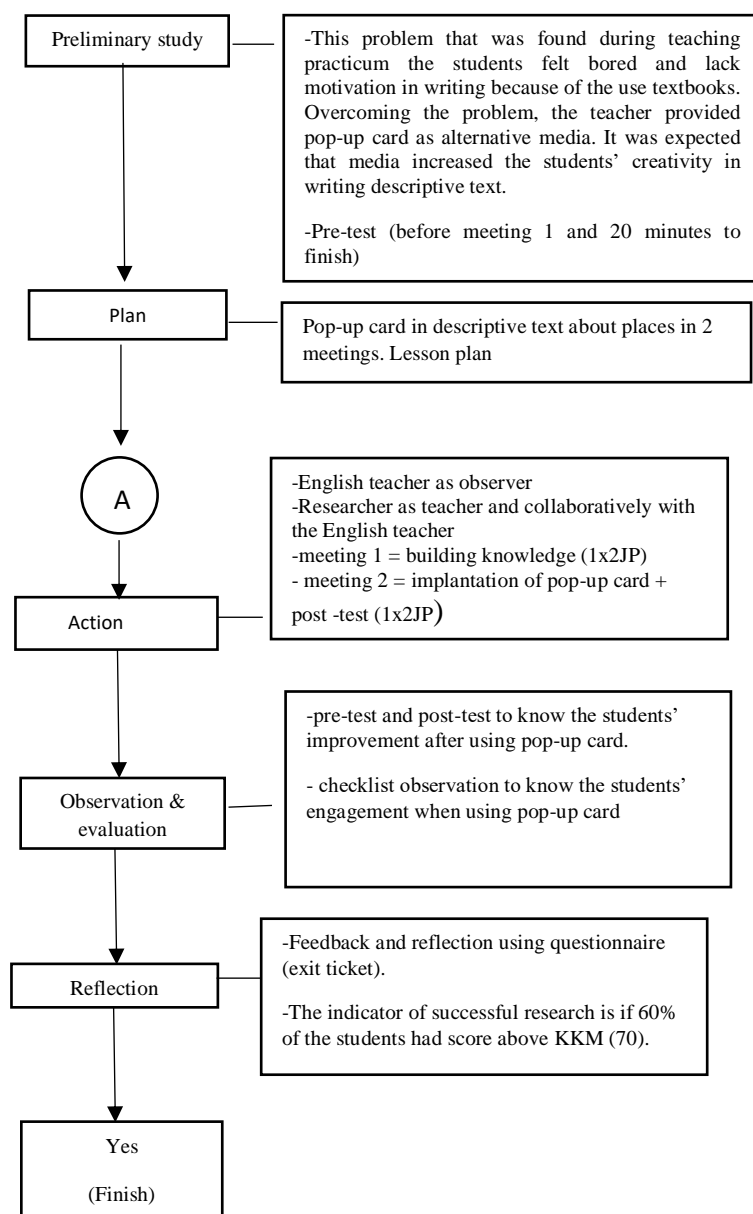


Figure 1. adapted proces action research by  
 Kemmis and Taggart (1985)

## RESULTS AND DISCUSSION

### A. Result

In this part, the researcher describes the result of the data analysis according to the effect of Pop-up Card for secondary students' writing skills in

descriptive text at SMP Negeri 17 Surabaya as follows:

### 1. The Implementation of Pop-up Card

In general, the researcher describes the data analysis according to the observation, test and reflection with the students and collaboration with English teacher about the use of pop-up card at SMP Negeri 17 Surabaya. The following are detail findings of the implementation of pop-up card is this lesson was conducted in 2 meetings and for the pop-up card was gave at the second meeting because the first meeting only focused on giving material descriptive text about public places. Furthermore, pop-up card was given by showed a property that had been made on colored buffalo paper by the teacher. Then in the contents of the pop-up card there are pictures and vocabulary about these public places. Students was giving a pop-up card in a group consisting of 4 students.

Table 1. The summary of Teaching Scenario

Meetings	Activities	Findings
Meetings 1	<ul style="list-style-type: none"> <li>-Focus for building knowledge</li> <li>-Explaining material about public places</li> <li>-Explaining social function</li> <li>-Explaining structure text</li> <li>-Explaining language feature</li> <li>-Drilling vocabularies and pronunciation</li> <li>-Modeling text about public places</li> <li>-Make a short descriptive text</li> </ul>	Students were still confused about structure and write a description about places
Meetings 2	<ul style="list-style-type: none"> <li>-Reviewing the previous materials</li> <li>-Introduces pop-up card media used in learning which contains pictures of places and vocabulary</li> <li>-Write description used pop-up cards according to the topic chosen</li> </ul>	<ul style="list-style-type: none"> <li>-The students were enthusiast about the pop-up card and interesting to view and pay attention to pop-up card as instructional media</li> <li>-Students felt that made them goteasier to describe a place used pop-up card</li> </ul>

Meetings	Activities	Findings
	<ul style="list-style-type: none"> <li>-Evaluation of learning</li> <li>-Distribute questionnaire (exit ticket)</li> </ul>	

Before having the teaching scenario of the implementation of pop-up card, the teacher had a quiz as a pre-test for to determine students' writing skills before and after being given treatments. After that, in meeting I the teacher focused on building knowledge including structure, vocabulary, and pronunciation. The teacher explained about the structure text, social function, and language features of descriptive text about places. Then, the students were giving the examples of modeling text about public places and make short descriptive text about places. Furthermore, the teacher gave homework to write a descriptive text on the topic the teacher had chosen.

In the meeting II the teacher focused on the implementation of pop-up card as instructional media the teacher focused on the review the previous material descriptive text about places. Then, the teacher introduces pop-up card media used in learning which contains pictures of places and vocabulary that makes it easier for students to describe a place. The students are enthusiast about pop-up cards and are interested in seeing and paying attention to pop-up cards as alternative instructional media. After that, this activity ended with an evaluation by the researchers of the work of each group. Furthermore, the researcher also gave a student response questionnaire to find out student responses to the use of pop-up cards.

### 2. Student Engagement

In general, the classroom activities were observed by using checklist observation covering pre-teaching, whilst-teaching, post-teaching. In terms of scoring were formed by using Likert scale 1-4 (1 corresponds very low/bad, while 4 corresponds very good) for detail instrument. The following are detail findings of the use of pop-up card only in 2 meeting.

Overall, in the first meeting focused on providing material descriptive text about places. Material was given before, such as structure, pronunciation, vocabularies, and the example of the short text descriptive about places to help build knowledge and

understanding the concept and material during learning. The situation in the class is very good because the students have an enthusiasm for receiving the material provided by the teacher. While the teacher gave the task of describing a place, students did their work, but the score were good because there were students who did not turn in their assignments. Then, students an active asking and answering of questions during the learning process is good because some students do not listen to learning process, they talk to themselves outside of the material presented.

Then at the second meeting, the teacher focuses on the review of the material from last week, asking about the difficulty of descriptive text. The students were enthusiastic about learning after being given pop-up card media, which is very good. The students had enthusiasm, and the teacher was enthusiastic about giving and delivering material to students, which is very good. Then students are active during learning, that is, they actively ask questions regarding the creation and purpose of using pop-ups. Furthermore, the teacher gave questions to the students, but some students could not answer them, because the class situation is not conducive because some students talk to themselves and do not discuss today's material is good.

## B. Discussion

### 1. Students' Improvement

This is the result of students' improvement of using pop-up card was carried out through writing test.  $T_0$  means no treatment then  $T_1$  is treatment on the use of pop-up card and the results are increasing. This has been done using 1 treatment.

Table 2. The Results of Writing Test  
Related to The Student's Improvement

No	Name	T0		T1		Growth (%)
		Total	Status	Total	Status	
1	SS1	29	FAIL	64	FAIL	122.9%
2	SS2	47	FAIL	75	PASS	59.4%
3	SS3	37.4	FAIL	66	FAIL	75.4%
4	SS4	47	FAIL	81.8	PASS	74.1%
5	SS5	55	FAIL	86.4	PASS	56.7%
6	SS6	59	FAIL	84.8	PASS	43.5%
7	SS7	53	FAIL	78.6	PASS	50.1%
8	SS8	52	FAIL	80.8	PASS	54.6%
9	SS9	57	FAIL	80.4	PASS	43.5%

No	Name	T0		T1		Growth (%)
		Total	Status	Total	Status	
10	SS10	57	FAIL	82.4	PASS	44.4%
11	SS11	56.6	FAIL	82.2	PASS	49.9%
12	SS12	39	FAIL	76.4	PASS	99.2%
13	SS13	36	FAIL	64	FAIL	76.9%
14	SS14	59.6	FAIL	84.8	PASS	42.3%
15	SS15	55.6	FAIL	81.8	PASS	48.9%
16	SS16	38.6	FAIL	74.4	PASS	94.5%
17	SS17	82.4	PASS	93.8	PASS	12.7%
18	SS18	58	FAIL	82.6	PASS	45.2%
19	SS19	56	FAIL	80.4	PASS	45.2%
20	SS20	38	FAIL	72.8	PASS	90.8%
21	SS21	36	FAIL	64	FAIL	80.3%
22	SS22	34.8	FAIL	64	FAIL	87.7%
23	SS23	34	FAIL	62.8	FAIL	88.3%
24	SS24	38.4	FAIL	82.2	PASS	115.7%
25	SS25	45	FAIL	84.6	PASS	85.6%
26	SS26	39	FAIL	68	FAIL	73.8%
27	SS27	60	FAIL	87.2	PASS	45.4%
28	SS28	55	FAIL	86.2	PASS	55.7%
29	SS29	39	FAIL	67.2	FAIL	73.5%

The growth for each student in their improvement among writing aspects was analyzed. According the results showed that the mean growth for each aspect is: content (67.1%), organizations (64.9%), grammar (61.2%), vocabulary (72%), and mechanics (65.7%). Then the total mean growth of improvement in the students writing skills is 66.7%. Hence, the results showed that the pop-up cards increased the aspects of vocabulary in average (72%) (highest score) related on the use of pop-up card the teacher using images and vocabulary to make students easier for describes the text. Based on the table above in the  $T_1$  results, it was found that 21 students with a percentage of 72.42% of students in the class had scores above the KKM, and 8 students with a percentage of 27.58% did not get scores above the KKM, where the KKM score was 70.

### 2. Students' Perception

This is the result of student's perception of the use pop-up card. The data were collected by distributing a questionnaire containing 6 items classified into learning experience, motivation, and utilization.

Table 3. The Result of Questionnaire Related to The Student's Perception

No	Statements	Objective s	Score			
			1 (Strongly disagree)	2 (Disagree)	3 (Agree)	4 (Strongly disagree)
1.	Using Pop-Up Card media in learning is something new for me	Learning experience	0	0	8 (27.6 %)	21 (72.4 %)
2.	Learning with pop-up card media makes me comfortable in class		0	0	10 (34.5 %)	19 (65.5 %)
3.	Learning by using pop-up cards is interesting and fun for me.	Motivation	0	0	12 (41.4 %)	17 (58.6 %)
4.	Learning to use pop-up card media motivates me to writing skills in descriptive text		0	1 (3.4 %)	14 (48.3 %)	14 (48.3 %)
5.	The material provided in the Media Pop-Up Card is in	Utilization	0	0	10 (34.5 %)	19 (65.5 %)

No	Statements	Objective s	Score			
			1 (Strongly disagree)	2 (Disagree)	3 (Agree)	4 (Strongly disagree)
	accordance with the material being taught					
6.	I like the Pop-Up Card media used in learning descriptive text about places		0	1	12 (41.4 %)	16 (55.2 %)

There were 29 students with 6 questions gave positives perception towards of pop-up cards as teaching aids in their class. In terms of learning experience stated in questions 1 and 2 showed 99% strongly agree, then in terms of motivation stated in questions 3 and 4 showed 99% strongly agree. Furthermore, in terms of utilization stated in questions 5 and 6 shows 99% strongly agree.

On the other hand, there were two aspects that 1 of the students chose to disagree with the result in terms of motivation 3.4 % on the question number 4. Hence, 1 student choose disagree with the result of utilization in 3.4% on the question number 6.

## CONCLUSION

In conclusion, based on the research's findings and discussion:

1. The use of pop-up card is this lesson was conducted in 2 meetings. For the first meeting focused on giving material to building knowledge of descriptive text about public places. The second meeting pop-up card was given by showing properties that have been made on colored buffalo paper by the teacher. Then in the contents of the pop-up card there are pictures and vocabulary about these public places.

2. The results of  $T_0$  show a fail score but there is only one student who has got the highest score in one class. Then at  $T_1$  there is an increase in several aspects and several students so that the results get higher success or pass. From those results was analyzed the improvement from  $T_0$  to  $T_1$  that conclude to  $\Delta T$ . According the results showed that the mean growth for each aspect is: content (67.1%), organizations (64.9%), grammar (61.2%), vocabulary (72%), and mechanics (65.7%). Then the total mean growth of improvement in the students writing skills is 66.7%. Hence, the results showed that the pop-up cards increased the aspects of vocabulary in average (72%) (highest score) related on the use of pop-up card the teacher using images and vocabulary to make students easier for describes the text.

3. Students' perception are 29 students with 6 questions gave positives perception towards of pop-up cards as teaching aids in their class. In terms of learning experience, motivation, and utilization on the use of pop-up card.

## SUGGESTION

The researcher would like to give suggestions to the following parties:

### 1. For the teacher

The researcher hopes that the teacher is expected to provide input to EFL teachers to immediately implement pop-up card as alternative teaching aids or instructional media in the classroom because it can make students active and creative to improve their writing skills. The role of teacher as an educator in EFL class should use instructional media more often because it can make it easier for students to understand the material to be delivered.

### 2. For the future researcher

The researcher hopes that this research can help and become a reference for future researchers in making the same topic.

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