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## THE DEVELOPMENT POP-UP BOOKS TO IMPROVE CHILDREN'S LANGUAGE SKILLS

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### Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan belajar bahasa dengan menggunakan buku *Pop-up* sebagai media pembelajaran. Pendidikan anak usia dini dilakukan oleh pendidik dan orang tua dalam proses pengasuhan dan pendidikan untuk anak-anak dengan menciptakan aura dan lingkungan di mana anak-anak dapat menggunakan pengalaman yang memberikan peluang untuk mengetahui dan memahami pengalaman belajar yang telah mereka peroleh dari lingkungan, dari cara, menggunakan dan bereksperimen yang berlangsung berulang kali dan mungkin untuk seluruh potensi dan kecerdasan anak. Media pembelajaran dikembangkan menggunakan model ADDIE dengan langkah pengembangan, yaitu analisis, pengembangan, implementasi, dan evaluasi. Instrumen yang digunakan dalam analisis data terdiri dari: validasi bahan, media, rekan dan hasil untuk berbagi dan hasil pengembangan media *Pop-up Book*. Hasil belajar siswa melalui teknik akademik yaitu skala pencapaian perkembangan harian menunjukkan bahwa perkembangan siswa sesuai dengan harapan dan keaktifan siswa sangat baik. Ini menunjukkan bahwa pengembangan produk media *Pop-up Book* layak sangat layak dan dapat menarik siswa dalam proses pembelajaran.

### Abstract

*This study aimed to determine the improvement of language learning ability by using a pop-up book as learning media. Early childhood education is carried out by educators and parents in the process of care and education for children by creating an aura and environment where children can use experiences that provide opportunities to know and understand learning experiences that they have gained from the environment, from the way, using and experimenting that goes on repeatedly and maybe for the whole potential and intelligence of the child. The learning media was prepared using the ADDIE model with the developmental steps, namely analysis, development, implementation, and evaluation. The instruments used in the data study consisted of: validation of material, media, peers and results for sharing and the results of developing Pop Up Book media. From the learning outcomes of students through academic techniques namely daily development achievement scale shows that the development of the students in accordance with the expectations and activeness of students is very good. This shows that the product development of the Pop Up Book media was proper and very feasible and could attract the students in the learning process.*

## INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to seven years of age which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Five to six years of age years is a sensitive period that is important for children to get education. The experience gained by children from the environment, including the stimulation given by adults will affect the lives of children in the future (Acar, 2013).. Therefore, efforts are needed that are able to facilitate children in their growth and development in the form of learning activities that are appropriate to the age, needs and interests of early childhood.

Development of learning programs is one of the efforts to optimize child development. Learning programs include planning, learning approaches and strategies, and systematically compiled assessments. Therefore the development of learning programs is an important part of the education process. The learning program is designed to develop the diverse potential of children in harmony with the child's growth and development while still paying attention to the nation's character through active, creative, effective and fun learning (Woodhead, 2014).

At this time children begin to be sensitive to receiving various stimulations and various educational efforts from the environment whether intentional or unintentional can also be called the golden age. Early childhood is a sensitive period where children begin to be sensitive to accept various efforts to develop their full potential. This period is a time to lay the first foundation in developing aspects of its development. Every educational process requires learning media that is used to achieve the desired goals in education itself. In the process of education the method has a very important position in the effort to achieve goals, because it becomes a means of understanding learning material arranged in the education curriculum and can be understood by students to be more understanding (The Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2019).

Language development as one of the basic abilities that must be owned by children, consists of several stages according to the age and characteristics of its development. Its development is a change that lasts a lifetime and is influenced by various interacting factors such as biological, cognitive, and socio-emotional. Language skills that develop after listening skills are the ability to speak, the use of children's language by interpreting when children speak what they are talking about and for how long. Early childhood is the fastest period in language development. Many children develop the ability to speak and hear without direct direction from adults. Children learn to speak from conversations that occur in the surrounding environment ((The Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2019).

Ability is the power of individuals in mastering skills and is used to do various tasks in work, a capability, ability, knowledge, expertise, or intelligence that can be expressed through certain measurements. The ability of children to tell stories is the ability and skills that can be owned by every child because by telling stories, children can develop their language in expressing language through the images they see. Storytelling activities can also be interpreted as telling stories in a way that is to say or convey stories orally and can be inserted into good messages. Language development in children's storytelling is still far from perfect. However, its potential can be stimulated through active communication using good and right language. One indicator of the development of children's language skills is being able to listen and retell stories in a coherent manner. Through storytelling activities children can distinguish sounds, sounds, simple sentences and can listen. In addition, children can also think and understand about a teaching by telling it clearly again (UNICEF, 2018).

To have the ability to retell story content in children, children learn to understand the story's contents first through receptive activities. Receptive activities are like listening to stories so that simple

morphological and syntactic abilities are formed. Morphological development in terms of quantity and quality increases, while the development of children's syntax from simple sentences to long sentences, meaningful, easy to understand and more detailed, the better the memory power and analytical power of the contents of the story, the more coherent the more systematic the way of thinking. Retelling allows children to enter the lives of their characters, to express on their behalf, to relate their own experiences to the experiences of characters in the story, and to do the same, to understand what the character is doing and saying. Understanding why something happens in a story as well as retelling what happened is especially important in improving children's vocabulary and understanding. Retelling thus helps children.

Learning media is everything that people use to convey learning messages. Learning media must increase student motivation. In addition the media stimulates students to remember what they have learned, in addition to providing new learning stimuli that can channel messages, can stimulate students' thoughts, feelings, and wishes so that they can encourage the learning process in students. Learning includes the tools of teachers in teaching and the means of carrying messages from learning resources to the recipient of the message (students). As a presenter and conveyor of messages, learning media in certain cases can represent the teacher in presenting learning information to students (Anderson et al., 1999). Developing learning media is an effort to make changes in learning methods, namely a step of rational decisions that teachers can take to improve learning to run more interesting and varied as well as a social action to provide opportunities for students to be directly involved in learning and make students feel happy in learning process activities (Juwita & Tasu'ah, 2015).

There have been numerous studies on the media development to support children's language development. They include bead board letter for reading (Juwita & Tasu'ah, 2015), Microsoft Powerpoint for religious topics (Hasjiandito et.al., 2015), and mobile and multimedia learning (Drigas, et.al., 2015). There is simple media that can be applied to enhance children's reading skills. It is a pop-up book, which was covered in the present study.

A pop-up is a card or book that when opened can display three-dimensional or raised shapes. The development of pop-up books began with movable books in the 13th century. Pop-up books have been patented by Freedman and Gettler (1951) in the United States. The patent explains the construction of pop-up books. There are five basic techniques developed from patented simple pop-ups, namely v-folding, internal stand, rotary, mouth and parallel slide (Dewantari, 2014).

Pop-up book is a 3-dimensional drawing book that resembles real conditions and can be used for very interesting learning media that will be of interest to students, in particular in early childhood. The images in this book are used as good learning if the conditions are authentic, meaning that the picture can describe a situation like seeing the original object. Illustration pictures of people, animals, plants or objects can suddenly appear from behind a page or a building stands, things like this can trigger the child's abstraction and increase knowledge and stimulate the child's imagination. Pop up book can also be used as an example to explain abstract concepts and requires concrete objects in some learning and has the ability to strengthen the message to be conveyed in a narrative so that it can be felt more.

## **METHOD**

This research is a research that aims to develop the pop up book as learning media in improving children's language especially in retelling abilities. With the development of the media the students can more easily understand the learning materials. Developmental research is a process or steps to develop a new product or perfect an existing product that can be accounted for. Therefore the development model was referred to the development of the ADDIE (Analysis, Design, Development or Production, Implementation or Delivery and Evaluations) model..

In making the pop up bookas learning media product a validator was needed to find out the feasibility of the media product. The researchers to test the feasibility of the results of pop up book products that have been made through 2 experts (materials and design) and 1 colleague.

Young children are easier to accept learning by using attractive media according to their needs. Besides that it also supports students' creativity in using the Pop Up Book media that has been developed. So that the learning objectives of language development can be achieved in accordance with the standards of learning activities and assessments in the level of early childhood categories and can improve the ability to retell with the media that has been used. Development of the pop up book media uses the ADDIE development model that can support development in early childhood.

**Tabel 1. Criteria for Feasibility and Product Revision**

Achievement rate	Categories	Description
76% - 100%	Very feasible	No need to revise
51% - 75%	Feasible	Some necessary revision
25% - 50%	Fairly feasible	Many revisions
0% - 24%	Less feasible	Major revision

## RESULTS AND DISCUSSION

The product development of this research is pop up bookas learning media which refers to language skills especially in the ability to retell the story content that has been conveyed by the teacher so that students can more easily understand and record what is in the story. Based on observations made by researchers, the development of children's language through the development of pop up bookas media products. In the product development report there is a section that describes the design of making pop up book. The design phase describes the making of storyboard and story material in the pop up book, the determination of the feasibility and quality of product development which is carried out based on the expertsof content learning materials, learning media design experts, peers through the individual trials, small group trials and field trials. If there is a discussion of the feasibility and quality of the results of the development of learning media products, it can be through a review and peers as follows.

The quality of the media from the aspect of learning content is the percentage level of achievement of expert content/material results showing the results of a score of 119 with a of 99%, in the category of very good/very decent. The quality of learning design shows

The quality obtained from peers The results of peer validation showed the results of a total score of 119 with a of 99%, with the category very good/very decent. The results of improving children's language skills have a percentage of the level of achievement that is criticized by Very Good Developing. From these criteria it can be concluded that the improvement of children's story skills has been in a very good assessment.

The results of the assessment of the language development of retelling skills experienced an increase of 17 students with an achievement level of 76% - 100% categorized as very good criteria and 3 students with achievement levels of 51% - 75% who had good criteria. This improvement in development indicated that the students became more creative and the learning materials were easily understood by early childhood.

This media development has been carried out by other researchers with different contexts and materials. As developed by Dewanti et al., (2018) in elementary schools for environmental learning, responses from media experts and material are appropriate for use by obtaining positive responses from students. Experimental studies reveal that pop-up book media can significantly improve verbal-linguistic intelligence in early childhood (Hanifah, 2014). Other studies reveal that there is an influence

on the use of pop-up books on the mastery of early childhood vocabulary (Rahmawati, 2014). These studies strengthen the development that has been done in order to improve language skills in early childhood.

These results are in accordance with Piaget's theory (1936) suggesting that children at the age of 2-7 years are at the preoperational stage. This has key feature development using the symbol language and intuitive concepts, illustrations, models, pictures, and other activities. Therefore, giving a child the concept of academic knowledge and skills in kindergarten will be more appropriate, including the introduction of the concept of reading.

The results are also consistent with the study results of Juwita & Tasu'ah (2015) which indicated that attractive games and activities, such as alphabet beads board was effective to introduce a reading concept for children age 5-6 years old.

The study by Hasjiandito et.al. (2015) showed the similar results to this study that the powerpoints are not only valid but also effective in the learning activities, it can be seen from the improvement in learning outcomes for students, especially in kindergarten level B.

At this time children begin to be sensitive to receiving various stimulations and various educational efforts from the environment whether intentional or unintentional can also be called the golden age. Early childhood is a sensitive period where children begin to be sensitive to accept various efforts to develop their full potential. This period is a time to lay the first foundation in developing aspects of its development. Every educational process requires learning media that is used to achieve the desired goals in education itself. In the process of education the method has a very important position in the effort to achieve goals, because it becomes a means of understanding learning material arranged in the education curriculum and can be understood by students to be more understanding (The Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2019).

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## CONCLUSION

This developmental research produces products that can be used to improve the quality of learning and the students' abilities to retell. This study aimed to produce pop up book as learning media that have gone through the whole in the stages of feasibility assessment namely material expert validation, media expert validation, teacher or peer assessment both in terms of learning aspects with "very eligible/very valid" assessment qualifications and has fulfilled terms used in learning. And the ability of early childhood in increasing the learning outcomes of the learning outcomes obtained from the results of the Very Good Developing assessment with a score of 4 which has a very good assessment category.

Based on the results of research and development that have been described in the previous section, researchers' suggestions can be submitted: (1) For educators or teachers as users of pop up book before using this media in learning, it should be explained first so that students will understand it more easily. (2) As material for researchers to develop the pop up book media on the development of language learning, especially in the ability of children's stories.

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