THE EFFECTIVENESS OF POP-UP CARD FOR TEACHING SPEAKING RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 1 BABADAN PONOROGO IN THE ACADEMIC YEAR 2019/2020

THESIS



ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHING TRAINING STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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ABSTRACT

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Keywords: Pop Up Card, Recount Text, Speaking

Speaking is one of the most important and essential skills that must be practiced orally by the students. But, most of the students have a problem-related to the speaking skill. They had a low vocabulary, lack of English practice, poor selfconfidence, lecturing method, and the textbook media used by the teacher. By using pop-up card media, students are expected to get more interested in improving their speaking skill, and it also supports students to illustrate their experience in the past time, because Pop-up Card has moving parts and three-dimensional elements that provide a more interesting story visualization.

The purpose of this research was to examine whether there was a significant difference in speaking recount text achievement between students who are taught by using Pop-up Card and those who are not taught by using Pop-up Card at the eighth grade of SMPN 1 Babadan Ponorogo in the academic year 2019/2020

The researcher applied a quantitative approach and used a quasiexperimental design. The researcher used two classes as experimental and control classes. The experimental class was taught by using pop-up card media and control class was taught by using textbook media. The researcher used cluster random technique sampling to determine the sample. The population was 165 students of the eighth grade at SMPN 1 Babadan. The researcher took VIII B as the experimental class and VIII C as the control class, both of them consisted of 30 students. The total sample in this research was 60 students. The data was collected through the test. This research was conducted by applying the following procedures: giving the pre-test, applying the treatment, and giving a post-test. After getting the score of the test, the data was analyzed and processed by using the t_{test} formula in SPSS 23.

The result of this research showed Mean score in the experimental class was 74,50. Whereas the post-test Mean score in the control class who were not taught by using Pop-up Card was 52,00. It showed that the students who were taught by using pop-up card media got a better scores than the students who were taught by using textbook media. The significant standard 5% the value of t_{table} was 2,00. Then the value of the t_{test} was 9.033. It indicated that $t_{test} > t_{table}$. Thus, Ha (Alternative Hypothesis) was accepted, and Ho (Null Hypothesis) was rejected. So, from the

computation above it can be concluded that there was a significant difference in speaking recount text achievement between students who are taught by using pop-up cards and those who are not taught by using pop-up cards in the eighth grade of SMPN 1 Babadan Ponorogo. On the other words, the pop-up cards was an effective media for teaching speaking especially recount text to the eighth-grade students of SMPN 1 Babadan Ponorogo in the academic year 2019/ 2020.





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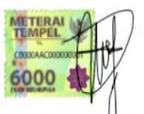
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CHAPTER 1

INTRODUCTION

This chapter deals with the general background of the study, the scope of limitations of the study, research problem, research objective, significances of the study, and organization of the study.

A. Background of the Study

2.

Language is an important means and tool of communication. In Linguistics, language is defined as the sequence of speech sounds produced by human speech organs that have meanings.¹ In the modern era, most people in the world learn English after their native language. learning English is very important because it is the language of international communication, media, and the internet. Most of the internet web sites are written in English. Many of the world's biggest news outlets, including TV, newspapers, magazines, and radio are produced in English. Therefore, English is taught for Indonesian students as a foreign language.

Teaching English in Indonesia is quite challenging. Teachers are really in need of creative efforts to make the process of teaching-learning fun and interesting. The general goal of the English teaching and learning process in Junior High School is to improve the students' English ability. It covers four language skills, those are listening, speaking, reading, and

¹ Dwi Setiyadi, *Linguistics. The general principles* (Semarang: Yayasan Lingua Poetica, 1991),

writing.² Among those four skills, speaking plays a very important role because it is very needed in daily communication.³ It is for such kinds of performances like speech, public speaking, public announcement, storytelling, and so on.⁴ Speaking is considered as one of the most important and essential skills that must be practiced orally.

Speaking and the human being cannot be separated from each other, it is so much a part of daily life that we take for granted. Bailey confirms that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁵ The average person produces tens of thousands of words a day, although some people, like auctioneer or politicians, may produce even more than that.⁶ It means that oral interaction skill is very important and needed by students to interact and communicate in their society.

Unfortunately, based on the researcher's observation conducted in SMPN 1 Babadan Ponorogo, it was found that the students of class eight had low achievement in speaking. There were some factors that caused students' difficulties in learning speaking: (1) Low a vocabulary mastery, (2) Lack of English practice in their daily activity, (3) Poor self-confidence, (4) the lecturing method applied by the teacher, (5) the textbook media used

² H. Douglas Brown, *Principles Of Language Learning And Teaching*, 4th (New York: Addison Wesley Longman, 2000), 232.

³ Jack C. Richard, 'Teaching Listening and Speaking' (2008), 19.

⁴ Jack C. Richard, '*Teaching Listening and Speaking*; from theory to practice (New York: Cambridge University Press, 2008), 21.

⁵ Kathleen M. Bailey and David Nunan, 'Practical English Language Teaching: Speaking', 2005, 2.

⁶ Scott Thornbury, *How to Teach Speaking* (Longman, 2005), 15.

by the teacher.⁷ Therefore, the researcher believed that it is was important to apply certain media in teaching speaking.

Media can create a more interesting atmosphere in the class. Making students more enthusiastic and excited in learning speaking is one of the goals in the teaching and learning process. There are kinds of media that often used in the language learning processes, such as songs, pictures, and videos. A picture is one of the visual aids that can be used in the teaching process. Harmer explains that pictures are clearly indispensable for the language teachers since they can be used in many ways.⁸

One of the media that has clear pictures is a Pop-up. Pop-up Card is a book/ card that has moving parts or has three-dimensional elements and provide a more interesting story visualization, ranging from display images that can move when the pages are opened.⁹ It can help students to illustrate their experience in the past time and tell their story of with interesting pictures.

The pop-up card has been proven significant in improving students' speaking skill. The research conducted by Ratih yulianti and Mohammad Adnan Latief *Puppet and Pop Up Pictures as The Story Telling Media to Build Students' Motivation in English Competitions* showed that puppet

 $^{^7}$ Observation at SMPN 1 Babadan Ponorogo and interview with English teachers on September, $27^{\rm th}\,2019$

⁸ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition* (Longman, 2001), 3.

⁹ Dzuanda, "Design Pop-Up Child Book Puppet Figure Series, Undergraduate Theses - ITS Institutional Repository", accessed 22 December 2019, http://digilib.its.ac.id/ITS-Undergraduate-3100009035043/5380.

and pop up cards improved the students' speaking skill in the storytelling contest and motivated them to join another one.¹⁰

The other research was conducted by Ami Firstyani, she wrote "Developing a Pop-up Book with Audio as Media for the Teaching of Listening to the Third Grade Students of SDN Adisucipto 2 Depok Sleman Yogyakarta". It showed that pop-up book was very good and feasible to use as media to teach, and also an effective media that make the students' attention span longer.¹¹

Finally, the research entitled "The Effectiveness of Pop-up Card for Teaching Speaking Recount Text at The Eighth Grade of SMPN 1 Babadan Ponorogo in The Academic Year 2019/2020" was conducted to improve the students' speaking ability.

B. Scope and Limitations of the Study

Based on the background of the study above, the researcher has limited the study on teaching speaking recount text at the eighth graders of SMPN 1 Babadan Ponorogo. The experimental class was taught by using a pop-up card and the control class was taught by using a textbook.

¹⁰ Ratih Yulianti and Mohammad Adnan Latief, 'Puppet and Pop Up Pictures As The Story Telling Media to Build Students' Motivation In English Competition', 2016.

¹¹ Ami Firstyani, 'Developing a Pop Up Book With Audio as Media for The Teaching of Listening to The Third Grade Students of Sd Negeri Adisucipto 2 Depok Sleman Yogyakarta. - Penelusuran Google', 2013.

C. Research Problem

Based on the limitation of the study above, the research problem has been formulated as follows: "Is there any significant difference in speaking recount text achievement between the students who are taught by using a pop-up cards and those who are not taught by using pop-up card ?"

D. Research Objective

Concerning the research problem, this research objective is to find out whether there is a significant difference in speaking achievement between the students who are taught by using pop-up cards and those who are not taught by using pop-up cards.

E. Significances of the Study

The researcher expected to give theoretically and practically significances in English teaching and learning process:

1. Theoretical Significance

This research is supposed to enrich knowledge and theory about the effectiveness of pop-up card as media in English teaching-learning

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process.

2. Empirical Significance

The result of this research is expected to be useful for:

a. Students

For the students, it is expected to improve their learning motivation and speaking ability. The implementation of the pop-up cards as learning media is hoped to be one of the ways to develop their communicative competence to face global communication.

b. Teachers

This research not only can give additional contribution to English teachers to develop language teaching, but also to improve the quality of teaching learning process by using an enjoyable media. The implementation of a pop-up cards in learning media is hoped to be continuously performed to create enjoyable atmosphere in the classroom and to provide appropriate models of English to learn to speak.

F. Organization of the Study

The researcher has reported this thesis in five chapters, the organization of the thesis are:

The first chapter discusses the background of the study that explains the reasons behind conducting this research and the basic pattern of the entire contents of the thesis. This chapter also discusses the limitations of the study, research questions, research objectives, significance of the study, and organization of the study.

The second chapter contains the previous related study, which is very important to support the theories and ideas about the pop-up card and speaking skill. The researcher also took theories from many experts as references to support this research. This chapter also discusses the conceptual framework and hypothesis.

The third chapter talks about the research method, design of research which was used by the researcher, and general data which consists of the information related to the data source such as population and sample. In addition, this chapter also discusses the research procedure, instrument, data collection technique, and data analysis technique.

The fourth chapter isn't less important than other chapters because this chapter explains the result of research findings and discussions which present the process of conducting the pre-test until the post-test. The researcher used SPSS 23 applications to calculate the students' scores.

The last chapter explains the conclusion and recommendation. This chapter answers the research objective that pop-up card is effective to improve students' speaking achievement.

CHAPTER II

PREVIOUS RELATED STUDY, LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

This chapter discusses previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Related Study

Many researchers have reported exposing the identification of student's achievement in learning English to make the teaching and learning process more effective. In this section, the researcher describes some previous studies which are relevant to this thesis.

First, it was the research conducted by Ami Firstyani, she wrote a research *Developing a Pop-up Book with Audio as Media for the Teaching of Listening to the Third Grade Students of SDN Adisucipto 2 Depok Sleman Yogyakarta*. The method used in this research was Research and Development (R&D). The percentage score based on the responses from the students was 89.7%.¹² It was concluded that pop-up book was very good and feasible to use as media to teach listening. It was an effective media that make the students' attention span longer, providing constant repetition, providing the physical activity, and helping the students comprehend the lesson better.

¹² Ami Firstyani, 'Developing a Pop Up Book With Audio as Media for The Teaching of Listening to The Third Grade Students of Sd Negeri Adisucipto 2 Depok Sleman Yogyakarta. - Penelusuran Google', 2013, https://www.google.com/search

The previous study conducted by Ami was different from this research. The previous research was about developing a pop-up book by using audio for teaching listening. On the other hand, this research used a pop-up card to enhance students' speaking skills in recount text. Besides, this research used Quantitative design, while the previous study used R&D design. In addition, this research was conducted at the eighth grade of SMPN 1 Babadan Ponorogo. Meanwhile, the previous researcher took the research in the third grade of SDN Adisucipto 2 Depok Sleman Yogyakarta. Both of this research has the similarities that the researcher used Pop-up card/book as the media in the teaching-learning process to improve students' skills.

The second research was conducted by I Putu Sukmantara, Bambang Suharijito, dan Sheila Wijayanti. They wrote research entitled *Using Popup Pictures to Improve the Eighth Grade Students' Vocabulary' in 2016.* The objective of this research was to analyse the media pop-up card that can improve students' speaking ability.

The research design was Classroom Action Research (CAR). The result of the research showed that using Pop-up pictures could increase students' vocabularies. The second previous research used CAR as the research design and focused on the students' vocabulary. On the other hand, this research used quantitative design and focused on students' speaking skills. The similarities between previous research and this research that the teacher took eighth grade as the sample to calculate the effectiveness of Popup Card media.

B. Literature Review

- 1. Speaking
 - a. Definition of Speaking

Speaking is considered as one of the most important and essential skills that must be practiced orally. By speaking, people are able to know what kinds of situations the world is. Nunan is informs that speaking is a part of the productive skill in English language teaching and it consists of producing systematic verbal utterance to convey meaning.¹³ As stated by Chaney which is quoted by Kayi, speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts.¹⁴ Thus, it can be concluded that speaking is an interactive process of constructing meaning that involves producing and receiving processing information.

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¹³ Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (Singapore: McGraw Hill Companies, 2004), 2.

¹⁴ Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada, 2006), retrieved on February 10, 2020 from http://iteslj.org/Articles/Kayi-TeachingSpeakig.html

Speaking is a crucial part of the second language learning and teaching. Teaching speaking is that teachers should provide something for learners to talk.¹⁵ What is meant by teaching speaking is to teach EFL learners in six cases. Firstly, to produce the English speech sounds and sound patterns. Secondly, to use word and sentence stress, intonation patterns, and the rhythm of the second language. Thirdly, to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Fourthly, to organize their thought in a meaningful and logical sequence. Next, to use language as a means of expressing values and judgments. The last, to use the language quickly and confidently with new unnatural pauses, which is called fluency.¹⁶

b. Micro and Macro Skills of Speaking

The micro-skills of speaking refer to producing the smaller chunks of language such as phoneme, morphemes, word, collection, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion,

¹⁵ Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada, 2006), retrieved on 10 February 2020 from http://iteslj.org/Articles/Kayi- Teaching-Speakig.html

¹⁶ Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada, 2006), retrieved on 12 February 2020 from http://iteslj.org/Articles/Kayi- Teaching-Speakig.html

nonverbal, communication, and strategic options. The following presents the micro and macro skills of oral production.¹⁷

There are eleven micro-skills in oral production. Firstly, it produce differences among English phonemes and allophonic variants. Secondly, produce chunks of language different length. Thirdly, produce English stress patterns, the word in stressed and unstressed position, rhythmic structure, and intonation contours. Fourthly, produce reduced forms of words and phrases. Fifthly, use an adequate number of lexical units (words) to accomplish pragmatic purposes. Sixthly, produce fluent speech at different rates of delivery. Seventhly, monitor one's own oral production and use various strategies, devices self-confident, pause, fillers, backtracking to enhance the clarity of the message. Eighthly, use grammatical word classes (noun, verb, etc), systems (e.g., tense, agreement, pluralization), word order patterns, rules, and elliptical, The next, produce speech in natural constituent: forms. inappropriate phrase, pause groups, breath groups, and sentence constituents. Tenthly, express a particular meaning in different grammatical forms. The last, cohesive devices in spoken discourse.

¹⁷ Brown H. Douglas, 'Language Assessment Principles and Classroom Practice' (NY: Pearson Education), 2004, 142.

There are five macro skills in oral production. Firstly, appropriately accomplish communicative functions according to situations, participants, and goals. Secondly, use appropriate styles, implicature, redundancies, pragmatic register. conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face interactions. Thirdly, convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information, generalization, and exemplification. Fourthly, convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. The last, develop, and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how will your interlocutor is understanding you.

From the definition above, it can be concluded that speaking is one of the productive skills in which it is used to communicate with others. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information, and ideas.

c. Elements of Speaking

To be a good speaker, the ability to produce utterance (utterances) is not enough. The following are elements of speaking according to Harmer, which contain 4 points.¹⁸

Firstly, connected Speech is the sound modifying in producing utterance when people speak, which includes modifying (assimilation), omitting (elision), adding (linking r), or weakening (through Contraction and stress patterning).

Secondly, the expressive device is the stress and pitch variation in producing utterance in order to convey the true 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.

Thirdly, grammar, and lexis are described as people live in different ways, places, and environments causing different mindsets too. Therefore, teachers need to supply their students with various phrases for different functions in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when students have an occasion which

¹⁸ Jeremy Harmer, "*The Practice of English Language Teaching, 3rd Ed*", (London: Pearson Education Limited, 2001), p. 269-270

demands them to use that expression in a different stage of interaction, they know what expression they have to use appropriately.

The last, negotiation language is speech clarification. It is the use of the language of how to clarify and to show off what a speaker means. Sometimes, people do not hear or understand what other people saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.

Those are some elements which arrange the language that English speaker must be expert. Perhaps, some languages have a difference in their pronunciation, lexeme, morpheme, and etc. But generally, they have the same elements in the same way because of the language function itself.

d. Aspect of Speaking

In presenting language, the speaker cannot speak as he likes. Speakers should consider to the listener and some aspect of speaking.¹⁹ The first is pronunciation including the segmental features vowels and consonants, the stress, and intonation patterns. Secondly is grammar as the result for forming words and making

¹⁹ Alfi Hafizoh, 'The Implementation of inside Outside Circle Technique to Improve Students' Speaking Skill (a Classroom Action Research at 11 Grade of SMA Negeri 1 Bandar Batang in the Academic Year of 2014/2015)' (PhD Thesis, UIN Walisongo, 2014), 14–15.

sentences. Grammar is not only about forming word to sentences, but grammar also tells that a word can be a sentence in a certain situations. Thirdly, vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use. Speaker needs to use understandable words and pronounce them well. The last is fluency, the ease, and speed of the flow of speech. Indeed, the term fluency is not only talking about the speed of speech, but fluency also talks about the pause of speech. A fluent one not only talks quickly but also pause the speech appropriately.

Based on the explanation above, it can be concluded that speaking skill consists of four aspects there are pronunciation, grammar, vocabulary, and fluency. All of those aspects can improve students speaking to be better and also the teacher can know the students' level of speaking through four aspect assessment.

2. Recount Text

a. Definition of Recount Text

Recount text is a text telling the reader about a story, an action, or an activity. Its goal is to entertain or inform readers. To tell an event in the past time chronologically. The generic structure of recount text consists of (1) "orientation" telling who was involved, (2) "events" telling what happened, and in what sequence the story was told, (3) "reorientation" consisting of optional-closure

of events/ending.²⁰ As told in the above essay, the story can be mapped in the table as follows:²¹

| Table 2.1 Generic Structure and Language Features of Recount |
|--|
| Text |

| No | Structure of Text | Generic Structure | Language Features | |
|----|-------------------|-------------------|---------------------|--|
| 1. | Introductory | Orientation | Dominant Language | |
| | A LA | | Features: | |
| 2. | Body/Content | Events | 1. Using Past Tense | |
| | 172 | 1 ASEN | 2. Using Action | |
| _ | | | Verb | |
| 3. | Conclusion | Reorientation | 3. Using Adjectives | |
| | NEW | A MAL | | |

3. Media

a. Definition of Media

Media in education is becoming more important in the process of teacher training.²² Besides, Materials from the media are excellent for developing the skills of reporting.²³ Instructional media for the teaching-learning process provide of the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communications.²⁴

Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media give some

²⁰ Dolar Yuwono, A Guide To Genre-Based Writing For Indonesian Students: From Theory to Practice (Yogyakarta: Magnum Pustaka Utama, 2016), 19.

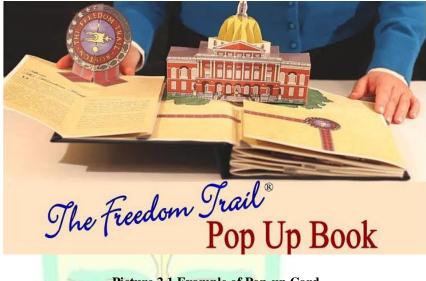
²¹ Dolar Yuwono, *Writing From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 23-24.

²² Divina Frau-Meigs, Media Education. A Kit for Teachers, Students, Parents and Professionals. (Unesco, 2007), 9.

²³ Geoffrey Broughton et al., *Teaching English as a Foreign Language*. (Routledge, Taylor and Francis e-Library, 2003), 86.

²⁴ Ahsan Akhtar Naz and Rafaqat Ali Akbar, 'Use of Media for Effective Instruction Its Importance: Some Consideration', Journal of Elementary Education 18, no. 1–2 (2008): 35.

resourceful teaching aids that help both teachers and students in the material.



b. Pop-up Card Media

Picture 2.1 Example of Pop-up Card

Pop-up is an illustration which when activated by the opening of a page, pulling a tab, or lifting a flap rises above the level of the page. A three-dimensional illustration.²⁵ Considering the above matter, Dzuanda explained the mean of the pop-up book is a book that has moving parts or has a three-dimensional elements and provides a more interesting story visualization, ranging from display images that can move when the page opened.²⁶

Based on the explanation above, the pop-up storybook is a story book that has three-dimensional elements which can move

²⁵Alit Ayu, Pop-up, Lift the Flap, Dan Movable Book, 2014, https://scholar.google.co.id

²⁶ Dzuanda, 'Design Pop-Up Child Book Puppet Figure Series, Undergraduate Theses - ITS Institutional Repository'.

when the pages of books opened. A pop-up book has a beautiful image display and can be enforced. The pop-up book gives many advantages for the process of teaching-learning.

c. Pop-up Card as a Learning Media

The use of pop-up card stems from the 13th century, at the first pop-up book was used to teach anatomy, mathematics, astronomy makes an estimate, a book like this was only used to help the scientific work. Until the 18th century, this technique began to be applied to books designed as entertainment especially geared to children.²⁷

Pop-up books can provide a visualization of a more interesting story. Starting from the image display look more dimensions, an image can be moved when the page opened or shifted, the moveable part when deformed, has a texture as the original object, there are some that can emit sound. Some experts claim that the students liked bright colors, cast of characters that are a simple and intriguing story.

Pop-up storybook has the ability to reinforce the impression to be conveyed in a story so that it can be felt. Dimensional visual display makes the stories truer, coupled with a surprise given on

²⁷ Ellen GK Rubin, '*Pop-up and Movable Books in the Context of History*', New Paltz: State University of New York, 2005.

every page. Images or pictures can suddenly appear from behind a yard, or a building can stand majestically in the middle of the page by this visualization, so the impression you want to display can be delivered.²⁸

Kind of the story told in the pop-up book can be very diverse, ranging from the knowledge such as the introduction of animals, state geographic, cultural, historical, religious activities, to the imaginary stories such as fairy tales, fables, folktales, myths, legends. Besides, pop-up books also have a deficiency, the pop-up book has displays that can move, rises, or appear and dimension. So, a teacher requires skill, patience, time, and also cost more than from other media.

C. Conceptual Framework

The theoretical framework is a concept in the thesis about how theorist can be related to the factors which are identified as important problems. This research has two variables, independent and dependent. X and Y as symbols are used to distinguish between two variables, symbol X is used for independent and Y is used to dependent, such as:

- X : Pop-up Card
- Y : Speaking on Recount Text

²⁸ Muhammad Mursyid, 'Storybook Series: Media Visualisasi 3-D' (PhD Thesis, Universitas Negeri Semarang, 2013).

The Researcher assumed that the eighth-grade students' speaking ability of SMPN 1 Babadan Ponorogo could be better after being taught by using a pop-up card.

D. Hypothesis

Hypothesis in his research can be stated based on the theoretical analysis and theoretical framework. The hypothesis is:

NORO

0

Alternative Hypothesis (Ha) :

Null Hypothesis (H0)

There is a significant difference in speaking recount text achievement between students who are taught by using Pop-up Card and those who are not taught by using Pop-up Card.

There is no significant difference in speaking recount text achievement between students who are taught by using Pop-up Card and those who are not taught by using Pop-up Card.

CHAPTER III

RESEARCH METHODS

The existence of the research method has a goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique

A. Research Design

There are various designs of research. In this study, the researcher used a quantitative research approach. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using a mathematically based method in the particular statistics.²⁹ It means that to analyze the data, the researcher used statistical calculation.

In this research, the researcher applied experimental research. Experimental is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variables or variable for variation concomitant to the manipulation of independent variables.³⁰ According to Cook and Campbell, experimental research is all experiments involve at least a

³⁰ Ibid., 26.

²⁹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: Sage Publication Ltd, 2004), 1

treatment, an outcome measure, units of assignment, and some comparison from which change can be interfered with and hopefully attribute to the treatment.³¹

For this research, the researcher used quasi-experimental research. The procedures in quasi-experimental research. Firstly, it defined the accessible population of the research (all eighth grade students of SMPN 1 Babadan Ponorogo). Secondly, select two classes out of all the existing classes which were of equivalent level eighth B and C class. Thirdly, randomly selected one of the classes into the experimental group and the other one into the control group (eighth B as the experimental and eighth C as the control class). Fourthly, given the treatment pop-up card media for eighth B, and eighth C textbook as media in teaching speaking recount text. Fifthly, assessed the result of the treatments of both groups. The last, calculated the difference between the average score of the eighth B and eighth C class.

The researcher employed quasi experimental research with one group as an experimental class and one group as a control class. The research was designed as follows:³²

³¹ Dale T. Griffe, An Introduction to Second Language Research Methods: Design and Data (America, 2012), 71.

³² William R. Shadish, Thomas D. Cook, and Donald T. Campbell, '*Experimental and Quasi-Experimental Designs for Generalized Causal Inference*', 2002, 136.

Table 3.1 Design of the study

| Sample Group | Pre-test | Treatment | Post-test |
|--------------|------------|-----------|-----------------------|
| В | 0 1 | Х | 0 ₂ |
| C | 0 1 | - | 0 ₂ |
| | | | |

Note :

- $0_1 = Pre-test$
- $O_2 = Post-test$
- B = Experiment sample
- C = Controlling sample

In the experimental class, the researcher taught the students by using pop-up card media. The learning process is done in a set of the learning process involved in this study pre-test, first treatment, second treatment, and post-test. In the control class, the researcher taught the students by using textbook media and lecturing methods.

Before giving the treatment in each class, the researcher gave the pre-test for both classes to know the students' abilities in each class. The form of a pre-test was a spoken test. The students were asked to tell their experience by using their own sentences

After conducting the treatment, the researcher held a post-test for both experimental and control classes. It was aimed to know students' achievement after giving treatment. For both classes, the researcher gave the same Item of the test. That was an oral test which asked students to retell the story about their holiday. The researcher took students' scores from 4 aspects covering pronunciation, grammar, vocabulary, and fluency.

B. Population and Sample

1. Population

Before conducting the observation, the researcher needed to determine the population. According to Kerliger, the population is defined as all members of any well-defined class people, event, or object.³³ A population is a group of individuals who has the same character. For example, all teachers would make the population of teachers, and high school administration in a school district would comprise the population of administrators.³⁴ From those statements, the population is all of the students who were observed by the researcher. The population of this research was taken from the eighthgrade students of SMPN 1 Babadan Ponorogo. The eighth-grade students of SMPN 1 Babadan Ponorogo consists of 6 classes:



³³ John W. Creswell, *Research Design Qualitative, Quantitative, Direct Methods Approach*, (United Kingdom: Sage Publication, 2009), 160.

³⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Addison Wesley, 2011), 4th Ed., 142

Table 3.2 Eighth Grade Students of SMPN 1 Babadan

| Class | Total Students |
|--------|----------------|
| VIII A | 30 Students |
| VIII B | 30 Students |
| VIII C | 30 Students |
| VIII D | 26 Students |
| VIII E | 24 Students |
| VIII F | 25 Students |

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Students eighth A until C class consist of 30 students in each class, meanwhile D class consist of 26 students, the eighth E at least consist of 24 students, and the eighth F consist of 25 students in the class. So, total students of the eighth-grade of SMPN 1 Babadan ponorogo

2. Sample

The smaller number of the accessible population is called the sample.³⁵ In this research, the samples were two classes, the eighth B class, and the eighth C class. The eighth B class was as an experimental class and the eighth C class was a control class. The eighth B class consist of 30 students and the eighth C class consist of 30 students. There were 60 students of SMPN 1 Babadan Ponorogo taken as the sample in this research.

In this research, the researcher used randomization as a technique sampling. Randomization is a technique of sampling in

³⁵ Latief, Research Method on Language Learning, 181.

which each individual of the population has an equal chance or probability of selection of the individuals for constituting a sample.³⁶

The sampling technique applied in this research was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.³⁷ The researcher chose this sampling technique because cluster random sampling was easier and manageable than the other techniques. There were steps of randomizing sample like preparing of pieces of papers, writing the class code on the papers which is prepared, rolling the paper well, putting the rolled papers in the box, shaking in several times, and taking two rolled papers to be the samples

C. Research Instrument

An instrument is a tool used by the researcher in collecting the data in order that he or she works easily; the result is better, accurate, complete, and systemic so that the data are easy to be processed.

1. Test

In this research, the instrument of data collection was tested.

The data in this research was the result of the test and taken from

³⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 84.

³⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 148.

an oral test. The assessment of the speaking test was adapted from the rubric for speaking. An analytic rubric provides information in four categories. They were grammar, vocabulary, pronunciation, and fluency. Before the instrument used in this research, the researcher tested the instrument with two tests, the first was a validity test and the second was a reliability test.

a. Validity Test

To calculate the validity, the researcher used SPSS program or use the formula as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X) (\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2 (N\Sigma Y)^2 - (\Sigma X)^2)^2}}$$

 r_{xy} = Digit of index Product Moment Correlation

 $\Sigma x =$ The total score X

 Σ y = The total score Y

 Σ_{xy} = The total of result multiplication between X and Y **N** = Total of respondent

In this research, the researcher used SPSS to measure the validity and the researcher used the formula of Product-Moment Karl-Pearson. The analysis was to find out the r_{xy} with r_{table} with a 5% significance table for product moment that used DF or DB was n-r. It means 30-2 = 28 and the index of the table is 0, 361. If

the value of r_{xy} is higher than r_{table} it means the item is valid but if the value of r_{xy} is lower than the r_{table} it means that the item is invalid.

To test the validity and reliability of the item, the researcher took 30 samples and gave 1 question to retell the story by using their own sentences with the speaking scoring rubric; Pronunciation, Grammar, Vocabulary, and Fluency. So the researcher calculated the validity test from four scoring rubrics of speaking. The result of all items was valid. The calculation of validity as follows:

Table 3.3 Recapitulation Test Item of Validity

| Item | r-calculated | r-table | Explanation |
|---------------|--------------|---------|-------------|
| Pronunciation | 0,599 | 0,361 | Valid |
| Grammar | 0,627 | 0,361 | Valid |
| Vocabulary | 0,607 | 0,361 | Valid |
| Fluency | 0,770 | 0,361 | Valid |

From the above table it can concluded that all of item was valid. Pronunciation got 0,599 > 0,361 = valid, Grammar got the higher score than $r_{table} 0,627 > 0,361 =$ valid, Vocabulary got 0,607 > 0,361 = valid, and also Fluency got the valid item that score was 0,770 > 0,361.

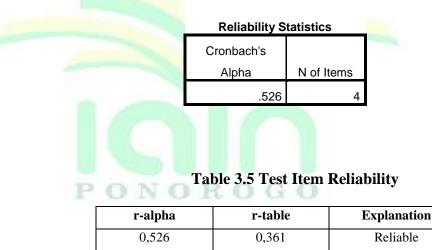
b. Reliability Test

Reliability is defined as the extent to which the results can be considered consistent or stable.³⁸ It means if the test is tested to different students in two different times, it gave the table result or similar result. The researcher used the formula Cronbach Alpha coefficient to check the reliability of the test.

Table 3.4 Reliability Test

| S | Case Processing Summary | | | | | | | | | |
|---|-------------------------|-----------------------|----|-------|--|--|--|--|--|--|
| X | N % | | | | | | | | | |
| 6 | Cases | Valid | 28 | 100.0 | | | | | | |
| | | Excluded ^a | 0 | .0 | | | | | | |
| | | Total | 28 | 100.0 | | | | | | |

a. Listwise deletion based on all variables in the procedure.



³⁸ Brown, *Testing in Language Programs* (United States of America: Prentice Hall Regents, 1996), 185.

The sample in the reliability test is VIII A (n), n = 28 and the significance of the table in 5% was 0,361. Based on the calculation, the reliability of students' instruments were 0,524. It means the $r_{count} > r_{table} = 0,526 > 0,361$ so the test was reliable.

2. Table Scoring Rubric of speaking

| Aspects | Score | Criteria | | | | | |
|---------------|---|--|--|--|--|--|--|
| Pronunciation | 1 | Pronunciation problems so severe as to ma speech virtually unintelligible. | | | | | |
| | 2 | Very hard to understand because pronunciations problems. Must frequent repeat in order to make him or herse understood. | | | | | |
| | 3 | Pronunciation problems necessita concentrations on the part of listeners ar occasionally lead to misunderstanding | | | | | |
| | 4 | Always intelligible, although the listeners a conscious of a definite accent and occasion inappropriate intonation patterns. | | | | | |
| | 5 | Pronunciation and intonation approximate th of a native speakers. | | | | | |
| Grammar | 01 | Error in grammar and word order so severe to make speech virtually unintelligible. | | | | | |
| | Grammar and word order errors mail comprehension difficult. Must often rephra and/or restrict him/herself to basic patterns | | | | | | |
| | 3 | Make frequent errors of grammar and we order that occasionally obscure meaning. | | | | | |
| | 4 | Occasionally makes grammatical and/or word orders errors that do not obscure meaning. | | | | | |

Assessment by Caroline T. Lins:³⁹

Table 3.6 Analytical Oral

³⁹Caroline T. LinseLinse and Nunan, *Practical English Language Teaching*, 149.

| Aspects | Score | Criteria |
|------------|-------|---|
| | 5 | Grammar and word order approximate that a native speaker. |
| Vocabulary | 1 | Vocabulary limitations so extreme so extrem as to make conversation virtually impossible |
| | 2 | Misuse of words and very limited vocabular comprehension quite difficult. |
| | 3 | Student frequently uses wrong word conversation somewhat limited because inadequate vocabulary. |
| 5 | 472 | Students occasionally uses inappropria terms and/or must rephrase ideas because lexical inadequacies. |
| A CE | 5 | Use of vocabulary and idioms approxima that of the native speakers. |
| Fluency | | Speech so halting and fragmentary as to mal conversation virtually impossible |
| | 2 | Usually hesitantly; often forced into silence b language limitations. |
| | 3 | Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner expression. |
| | 4 | Speech in everyday conversation ar classroom discussion generally fluent, wi occasional lapses while the students searcher for the correct manner of expression. |
| | 5 | Speech in everyday conversation and classroom discussion fluent and effortles Approximating that of a native speaker. |

Continued of Table 3.6 Analytical Oral assessment by Caroline T. Lins

D. Data Collection Technique

The use of the right technique in collecting data is important to take the objective data. The technique of data collection in this research was giving tests. The researcher used two tests namely a pre-test and a posttest. Pre-test was given for both the experimental group and the control group before the teaching-learning process. Data in this research was the result of the test, the data was taken from the English speaking test. Then the researcher analyzed the best result to know the significant difference in students' speaking ability.

E. The Technique of Data Analysis

After collecting the data by giving a pre-test and a post-test to the students, then the researcher analyzed the data. The results of pre-test and post-test were analysed by using the t_{test} . Before using the t_{test} , the data was analysed by using normality and homogeneity test.

1. Normality test

The normality test was used to see whether or not the distribution of responses to the instrument is normal.⁴⁰ The formula used to test the normality of the data was a Shapiro-Wilk test. Theoretically, if the result is greater than 0,05 the data is normal. If it is bellow 0.05, the data significantly deviate from a normal distribution.

⁴⁰ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 204.

2. Homogeneity test

A homogeneity test was used to know the similarity of the populations. In experimental research, homogeneity is used to know whether experiment and control classes that was taken from the population have the same variant or not. The formula of the homogeneity test as follows:

 $F = Var_{max} = SD_{max}^{2}$ $Var_{min} SD_{max}^{2}$

3. Hypothesis test

Analysis data is processing the data obtained by using formulas or rules that are applicable to the research or design approach taken. The researcher used the t_{test} to analyze the data. It was used to compare the students speaking ability that divided into two groups. The first group was students who were taught by using Pop-up Card media and the second group was students who were taught without Pop-up Card media. The researcher used the SPSS Program from windows to calculate the result.

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The criteria of testing hypothesis, as below:

- a) Ho : if $t_{test} < t_{table}$ in significant degree 5%
- b) Ha : if $t_{test} > t_{table}$ in significant degree 5%

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses data description, analysis of the data, discussion, and interpretation.

A. Time of Research

This research was conducted on February $10^{\text{th}} - 20^{\text{th}}$ 2020. The schedule for the experiment and control class can be seen in the table:

| Date | Activities |
|---------------------------------|------------------|
| February, 10 th 2020 | Pre-test |
| February, 13 th 2020 | First treatment |
| February, 17 th 2020 | Second treatment |
| February, 20 th 2020 | Post-test |

 Table 4.1. Schedule of Experimental Class

Table 4.2 Schedule of Control Class

| Date | Activities |
|---------------------------------|------------------|
| February, 12 th 2020 | Pre-test |
| February, 13 th 2020 | First treatment |
| February, 19 th 2020 | Second treatment |
| February, 20 th 2020 | Post-test |

B. Data Description

In this research, the researcher used quasi-experimental as the research design. It means that the researcher took two groups as samples, one class as experimental group, and one class as a control group. They were taught by using different treatments to find out the effectiveness of pop-up media. The population that was used in this research was the eighth-grade students of SMPN 1 babadan Ponorogoin academic year 2019/2020. The researcher took 60 students as sample, class VIII B as experimental class consisted of 30 students and VIII C as control class consisted of 30 students. In the experimental class, the researcher used the pop-up cards as media in teaching speaking recount text. Meanwhile, the control class was taught by using lecturing methods and textbooks as the media in teaching speaking recount text. At the end of the research, the researcher wanted to compare the result of the tests between students who were taught by using a pop-up card media and students who were not taught by using pop-up cards.

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1. Students' Speaking Score in Experimental Class

a) The result of pre-test in experimental class (VIII B)

The table below showed the score of the students who were taught by using pop-up card media in teaching speaking recount text.

Pronunciation L Vocabulary Grammar NO NAME Fluency P Score ANG L Ρ ANH ARGM L **BMAM** L Р CDYI DA L DECT L EXCL L FAN L FTV Р FAA Р FPS Р FNL Р NO Р GAA GRAP L L GA IT Р Р IPR IAW Р

Table 4.3 Pre-test Scores of Experimental Class

| NO | NAME | L / P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|---------|-------------|---------------|---------|------------|---------|-------|
| 20 | LAS | Р | 20 | 10 | 15 | 15 | 60 |
| 21 | LBIP | L | 15 | 10 | 20 | 20 | 65 |
| 22 | MFA | Р | 20 | 15 | 20 | 20 | 75 |
| 23 | MBA | L | 10 | 10 | 15 | 15 | 50 |
| 24 | MBF | L | 15 | 5 | 15 | 10 | 45 |
| 25 | PAS | L | 10 | 10 | 20 | 15 | 55 |
| 26 | RY AS (| Р | 20 | 15 | 20 | 15 | 70 |
| 27 | RDA | Р | 20 | 10 | 15 | 15 | 60 |
| 28 | SAP | L | 15 | 15 | 15 | 15 | 60 |
| 29 | SAR | L | 10 | 10 | 15 | 10 | 45 |
| 30 | TNCU | Р | 10 | 5 | 10 | 10 | 35 |

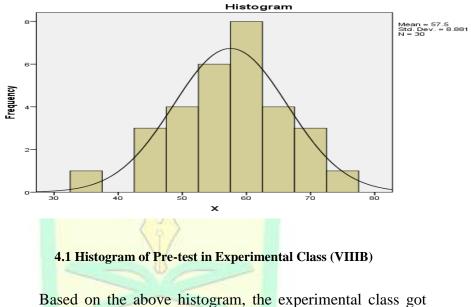
Continued of Table 4.3 Pre-test Score in experimental Class

The following frequency summarized the result of the experimental class pre-test. The highest score was 75 and the lowest score was 35.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|-----------------------|
| Valid 35 | 1 | 3.3 | 3.3 | 3.3 |
| 45 | 3 | 10.0 | 10.0 | 13.3 |
| 50 | 4 | 13.3 | 13.3 | 26.7 |
| 55 | 6 | 20.0 | 20.0 | 46.7 |
| 60 | 8 | 26.7 | 26.7 | 73.3 |
| 65 | 4 | 13.3 | 13.3 | 86.7 |
| 70 | 3 | 10.0 | 10.0 | 96.7 |
| 75 | 1 | 3.3 | 3.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

 Table 4.4 Frequencies of Pre-test Score in Experimental Class

From the above table, it could be seen that only one student who got 35, 3 students got 45, 4 students got 50, 6 students got 55, 8 students got 60, 4 students got 65, 3 students got 70 and one student got the highest score 75.



Mean =57.5 and Standard Deviation = 8,881. To determine the category of the students was good, medium, or low, the researcher grouped scores used standard as follows:

- 1. More than M + 1. SD (57,5 + 8, 88 = 66,38) was categorized into high
- 2. Between M + 1.SD until M 1.SD was categorized medium
- 3. Less than M − 1.SD (57,5 − 8,88 = 48,62) was categorized into low

Thus it could be seen that the highest score was 66,38. The scores between 48-66 were categorized into medium. Meanwhile, the scores which categorized low was 48,62.

b) The Result of Students' Speaking Skill of Post-test in Experimental Class (VIII B)

The table below showed a post-test score of students who were taught by using a pop-up card:

| NO | NAME | L / P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|------|----------|---------------|---------|------------|---------|-------|
| 1 | ANG | L | 20 | 15 | 25 | 20 | 80 |
| 2 | ANH | Р | 20 | 10 | 20 | 20 | 70 |
| 3 | ARGM | L | 20 | 15 | 20 | 15 | 70 |
| 4 | ВМАМ | L | 15 | 10 | 20 | 20 | 65 |
| 5 | CDYI | Р | 20 | 15 | 20 | 15 | 70 |
| 6 | DA | L | 20 | 15 | 20 | 15 | 60 |
| 7 | DECT | L | 15 | 15 | 15 | 15 | 60 |
| 8 | EXCL | L | 20 | 15 | 20 | 10 | 65 |
| 9 | FAN | L | 15 | 15 | 20 | 20 | 70 |
| 10 | FTV | Р | 20 | 15 | 25 | 20 | 80 |
| 11 | FAA | Р | 20 | 20 | 25 | 20 | 85 |
| 12 | FPS | Р | 25 | 15 | 20 | 20 | 75 |
| 13 | FNL | Р | 15 | 15 | 15 | 20 | 65 |
| 14 | GAA | Р | 20 | 15 | 20 | 15 | 70 |
| 15 | GRAP | L | 25 | 15 | 25 | 25 | 90 |

 Table 4.5 Post-test Scores of Experimental Class

| NO | NAME | L / P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|-------|----------|---------------|---------|------------|---------|-------|
| 16 | GA | L | 25 | 20 | 20 | 20 | 85 |
| 17 | IT | Р | 10 | 15 | 25 | 20 | 80 |
| 18 | IPR | Р | 20 | 15 | 20 | 20 | 75 |
| 19 | IAW | Р | 25 | 15 | 20 | 20 | 80 |
| 20 | LAS | Р | 25 | 20 | 20 | 20 | 95 |
| 21 | LBIP | A | 15 | 15 | 25 | 25 | 80 |
| 22 | MFA / | P | 20 | 20 | 20 | 20 | 80 |
| 23 | MBA | L | 15 | 15 | 20 | 20 | 70 |
| 24 | MBF | LY | 15 | 15 | 25 | 25 | 80 |
| 25 | PAS | L | 25 | 15 | 20 | 15 | 75 |
| 26 | RY | Р | 20 | 20 | 25 | 25 | 90 |
| 27 | RDA | Р | 20 | 15 | 20 | 20 | 75 |
| 28 | SAP | L | 15 | 15 | 20 | 15 | 65 |
| 29 | SAR | L | 10 | 10 | 20 | 20 | 60 |
| 30 | TNCU | Р | 20 | 5 | 25 | 15 | 65 |

Continued Table 4.5 Post-test Score in Experimental Class

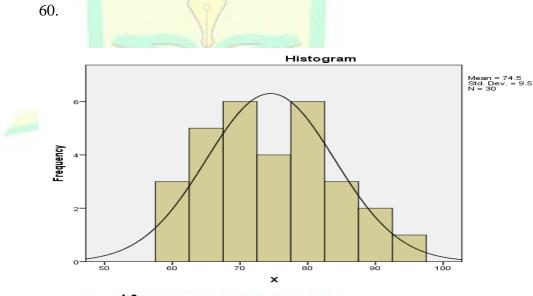
From table 4.5, it could be concluded that the highest students' score was 95 and the lowest score was 65. In post-test, students got better scores after being given treatment by using a pop-up card media in the teaching-learning process.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|------------------|-----------------------|
| Valid 60 | 3 | 10.0 | 10.0 | 10.0 |
| 65 | 5 | 16.7 | 16.7 | 26.7 |
| 70 | 6 | 20.0 | 20.0 | 46.7 |
| 75 | 4 | 13.3 | 13.3 | 60.0 |
| 80 | 6 | 20.0 | 20.0 | 80.0 |
| 85 | 3 | 10.0 | 10.0 | 90.0 |
| 90 | 2 | 6.7 | 6.7 | 96.7 |
| 95 | 1 | 3.3 | 3.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

Table 4.6 Frequencies of Post-test Score in Experimental Class

From the above table, there was only one student got the

highest score of 95. Meanwhile, 3 students got the lowest score of



4.2 Histogram of Post-test in the Experimental Class

The above histogram could be summarized that the result of the post-test in the experimental class got Mean 74,5 and 9,5 for Standard Deviation. To determine the category of the students was high, medium or low, the researcher grouped scores used standard as follows:

- 1. More than M + 1. SD (74,5 + 9,5 =84) was categorized into high
- 2. Between M + 1.SD until M 1.SD was categorized medium
- 3. Less than M 1.SD (74,5 9,5 = 65) was categorized into low

Thus it could be seen that the highest score was 84. The scores between 65-84 was categorized into medium, meanwhile the scores which categorized low was 65.

- 2. Students' Speaking Score in Control Class
 - a) The result of pre-test in control class (VIII C)

The table below showed the scores of the students who were

not taught by using pop-up card media:

| NO | NAME PONOR | L /P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|---------------|---------|---------------|---------|------------|---------|-------|
| 1 | AFF | L | 10 | 15 | 15 | 10 | 50 |
| 2 | AWPH | Р | 15 | 10 | 20 | 20 | 65 |
| 3 | AAS | L | 10 | 15 | 15 | 20 | 60 |
| 4 | AK | Р | 10 | 10 | 20 | 15 | 55 |
| 5 | AF | L | 15 | 15 | 10 | 10 | 50 |
| 6 | BDSI | L | 15 | 15 | 20 | 20 | 70 |

Table 4.7 Pre-test Scores of Control Class

| NO | NAME | L /P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|------|---------|---------------|---------|------------|---------|-------|
| 7 | DDC | L | 15 | 10 | 20 | 15 | 60 |
| 8 | DHAI | L | 15 | 5 | 15 | 10 | 45 |
| 9 | DWP | L | 20 | 5 | 20 | 5 | 50 |
| 10 | DAP | Р | 15 | 15 | 15 | 15 | 60 |
| 11 | DPS | L | 20 | 5 | 20 | 20 | 65 |
| 12 | EANM | L | 20 | 15 | 15 | 15 | 65 |
| 13 | EMN | Р | 15 | 10 | 20 | 15 | 60 |
| 14 | FBU | L | 10 | 10 | 20 | 10 | 50 |
| 15 | HNP | L | 15 | 15 | 20 | 15 | 65 |
| 16 | IF | Р | 10 | 10 | 20 | 10 | 50 |
| 17 | IST | P | 15 | 5 | 10 | 10 | 40 |
| 18 | JMW | L | 10 | 10 | 20 | 15 | 55 |
| 19 | JB | L | 15 | 15 | 15 | 15 | 60 |
| 20 | KLG | Р | 20 | 10 | 20 | 15 | 65 |
| 21 | KRNS | L | 10 | 5 | 15 | 5 | 35 |
| 22 | KVS | L | 20 | 10 | 10 | 10 | 50 |
| 23 | KF | Р | 15 | 15 | 20 | 15 | 65 |
| 24 | LHF | Р | 10 | 10 | 20 | 20 | 60 |
| 25 | LA | Р | 20 | 15 | 20 | 20 | 75 |
| 26 | LSP | Р | 10 | 5 | 20 | 10 | 45 |
| 27 | LBS | L | 20 | 10 | 20 | 15 | 65 |
| 28 | MRH | L | 15 | 15 | 20 | 20 | 70 |
| 29 | MSM | L | 15 | 5 | 15 | 15 | 55 |
| 30 | NAA | Р | 15 | 10 | 20 | 10 | 55 |

Continued Table 4.7 Pre-test Score in Control Class

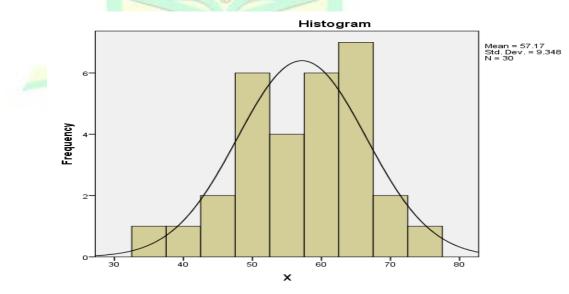
From the above table, it could be seen that only one student got 35 and 40, 2 students got 45, 6 students who got 50, 4 students got 55, 15 students got a score between 60-70, and one student got the highest score 75.

| | | | Х | | |
|-------|-------|-----------|---------|---------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 35 | 1 | 3.3 | 3.3 | 3.3 |
| | 40 | 1 | 3.3 | 3.3 | 6.7 |
| | 45 | 2 | 6.7 | 6.7 | 13.3 |
| | 50 | 6 | 20.0 | 20.0 | 33.3 |
| | 55 | 4 | 13.3 | 13.3 | 46.7 |
| | 60 | 6 | 20.0 | 20.0 | 66.7 |
| | 65 | 7 | 23.3 | 23.3 | 90.0 |
| | 70 | 2 | 6.7 | 6.7 | 96.7 |
| | 75 | 1 | 3.3 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Table 4.8 Frequencies of Pre-test Score in Control Class

Based on table 4.8, 75 was the highest score and 35 was the

lowest score in the control class.



1.3 Histogram of Pre-test in Control Class (VIII C)

From the above histogram frequency, the Mean score of control class was 57,15 and Standard Deviation was 9,348. To determine the category of the students was high, medium or low, the researcher grouped scores used standard as follows:

- 1. More than M + 1. SD (57,15 + 9,34 = 66,99) was categorized into high
- 2. Between M + 1.SD until M 1.SD was categorized medium
- 3. Less than M 1.SD (57,15 9,34 = 47,81) was categorized into low

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Thus it could be seen that the highest score was 66. The scores between 47-66 was categorized into medium, meanwhile the scores which categorized low was 47.

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The table below showed post-test score of students who were not taught by using a pop-up card.

| NO | NAME | L / P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|--------|-------|---------------|---------|------------|---------|-------|
| 1 | AFF AF | L | 10 | 15 | 10 | 10 | 45 |
| 2 | AWPH | Р | 10 | 10 | 20 | 15 | 55 |
| 3 | AAS | L | 15 | 15 | 15 | 15 | 60 |
| 4 | AK | Р | 15 | 5 | 20 | 10 | 50 |
| 5 | AF | L | 10 | 10 | 10 | 10 | 40 |
| 6 | BDSI | L | 15 | 10 | 20 | 20 | 65 |
| 7 | DDC | L | 10 | 10 | 20 | 20 | 60 |
| 8 | DHAI | L | 10 | 5 | 15 | 10 | 50 |
| 9 | DWP | L | 10 | 10 | 10 | 15 | 45 |
| 10 | DAP | Р | 15 | 15 | 20 | 15 | 65 |
| 11 | DPS | L | 15 | 15 | 20 | 10 | 60 |
| 12 | EANM | L | 15 | 5 | 10 | 10 | 40 |
| 13 | EMN | Р | 20 | 10 | 10 | 15 | 55 |
| 14 | FBU | L | 5 | 10 | 10 | 5 | 30 |
| 15 | HNP | L | 10 | 15 | 15 | 20 | 60 |
| 16 | IF | Р | 15 | 10 | 10 | 10 | 45 |
| 17 | IST | Р | 15 | 10 | 15 | 10 | 50 |
| 18 | JMW | L | 15 | 5 | 10 | 15 | 45 |
| 19 | JB | L | 15 | 10 | 10 | 10 | 45 |
| 20 | KLG | Р | 15 | 15 | 20 | 15 | 65 |
| 21 | KRNS | L | 10 | 10 | 5 | 10 | 35 |
| 22 | KVS | L | 10 | 10 | 15 | 10 | 45 |

Table 4.9 Post-test Score of Control Class

| NO | NAME | L / P | Pronunciation | Grammar | Vocabulary | Fluency | Score |
|----|---------|-------------|---------------|---------|------------|---------|-------|
| 23 | KF | Р | 10 | 10 | 15 | 15 | 50 |
| 24 | LHF | Р | 10 | 10 | 15 | 15 | 50 |
| 25 | LA | Р | 20 | 10 | 20 | 20 | 70 |
| 26 | LSP | Р | 15 | 10 | 15 | 15 | 55 |
| 27 | LBS | L | 15 | 15 | 15 | 15 | 60 |
| 28 | MRH | L | 20 | 10 | 20 | 15 | 65 |
| 29 | MSM / 3 | L | 20 | 5 | 15 | 15 | 55 |
| 30 | NAA | Р | 15 | 5 | 15 | 10 | 45 |
| | 120 | 17 | 7/ | | | - 0 | |

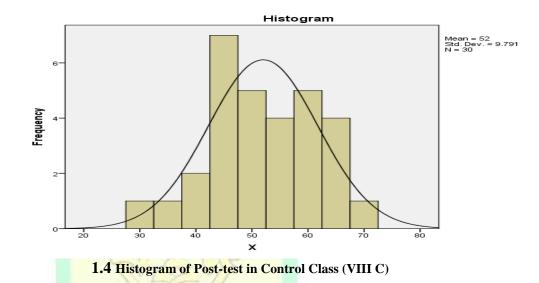
Continued of Table 4.9 Post-test Scores in Control class

The following frequency summarized the post-test scores of the control class. Only one student got the highest score 70, other students got various grades such as 30, 35, 40, 50, 55, 60, 65, 70, and Modus of this score was 45 because 7 students got to score.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 30 | 1 | 3.3 | 3.3 | 3.3 |
| | 35 | 1 | 3.3 | 3.3 | 6.7 |
| | 40 | 2 | 6.7 | 6.7 | 13.3 |
| | 45 | 7 | 23.3 | 23.3 | 36.7 |
| | 50 | 5 | 16.7 | 16.7 | 53.3 |
| | 55 | 4 | 13.3 | 13.3 | 66.7 |
| | 60 | 5 | 16.7 | 16.7 | 83.3 |
| | 65 | 4 | 13.3 | 13.3 | 96.7 |
| | 70 | 1 | 3.3 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

 Table 4.10 Frequencies of Post-test Score in Control Class

From the above table there was only one student who got the lowest score 30, one student got the highest score 70.



From the histogram 4.4, the result of Mean score was 52 and the Standard Deviation 9,791. To determine the category of the students was high, medium or low, the researcher grouped scores used standard as follows:

- 1. More than M + 1. SD (52+ 9,79 = 61,79) was categorized into high
- 2. Between M + 1.SD until M 1.SD was categorized medium
- 3. Less than M − 1.SD (52 9,79 = 42,21) was categorized into low

Thus it could be seen that the highest score was 61. The scores between 42-61 was categorized into medium, meanwhile the scores which categorized low was 42.

1. The Summary of Calculation in the Experimental and Control Class

The calculation of mean, median, standard deviation, variance, range, minimum, and maximum was as follows:

4.11 The Result of Mean, Median, Standard Deviation,

| | Group Statistics | | | | | | | | | |
|----------------|-----------------------------------|------------------------------------|---------------------------|----------------------------|--|--|--|--|--|--|
| Classes | Pre-test Experimental class | Post-test Experimental class | Pre-test Control class | Post-test Control class | | | | | | |
| N Valid | 30 | 30 | 30 | 30 | | | | | | |
| Missing | 0 | 0 | 0 | 0 | | | | | | |
| Mean | 57.50 | 74.50 | 57.17 | 52.00 | | | | | | |
| Median | 60.00 | 75.00 | 60.00 | 50.00 | | | | | | |
| Std. Deviation | 8.881 | 9.500 | 9.348 | 9.791 | | | | | | |
| Variance | 78.879 | 90.259 | 87.385 | 95.862 | | | | | | |
| Range | 40 | 35 | 40 | 40 | | | | | | |
| Minimum | 35 | 60 | 35 | 30 | | | | | | |
| Maximum | 75 | 95 | 75 | 70 | | | | | | |
| | 0 | | | | | | | | | |

Minimum, and Maximum Score

Based on the above table, the result of the data analysis showed that the Mean score of the students' speaking skills who were taught by using a pop-up cards media was 74.50. it was higher than the result of the Mean score of students who were taught by using lecturing method and textbooks media which got 52.00. So, it was concluded that the post-test of students who were taught by using a pop-up card was better than students who were not taught by using a pop-up card.

C. Data Analysis

Before testing the hypothesis, the data served the assumption of normality and homogeneity. Therefore normality and homogeneity were presented below:

1. Normality

A normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test; Kolmogorov- Smirnov, Lilieforsc, and Chi- Square.⁴¹ In this research, the researcher used SPSS Statistics version 23 with Shapiro-Wilk to analyse the normality. The researcher chose Shapiro-Wilk as the normality test because Shapiro-Wilk is more appropriate for small sample sizes (N < 50 samples). Thus the researcher used Shapiro-Wilk to know the normality.

Table 4.12 Normality Test of Experimental and Control

| | Kolm | ogorov-Smi | rnov ^a | Shapiro-Wilk | | | |
|---------|-----------|------------|-------------------|--------------|----|------|--|
| | Statistic | Df | Sig. | Statistic | Df | Sig. | |
| Kelas B | .149 | 30 | .088 | .953 | 30 | .207 | |
| Kelas C | .129 | 30 | .200* | .963 | 30 | .361 | |

Tests of Normality

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

⁴¹ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2004), 205.

The formula of normality test, if the highest value of the Shapiro-Wilk table for the level of significance was higher than the value of statistics (0,05), it could be concluded that the data was in a normal distribution. On the other hand, if the highest value of the Shapiro-Wilk table significance was lower than value of statistics (0,05), it could be concluded that the data was not in normal distribution. Based on the calculation of SPSS version 23 above. It showed that the test was normal distribution because the sig.value of the data was more than 0.05. B class got the significance 0.207 > 0.05 and C class 0,361 > 0,05.

2. Homogeneity

The homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher used the SPSS Statistics version 23 with Levene Statistic.

Table 4.13 The Result of the Homogeneity Test

Test of Homogeneity of Variances

The result of significances score from experimental and Control

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .040 | 1 | 58 | .843 |

Based on table 4.13 above, the researcher concluded that the data was homogeneously distributed because the sig.value of the data was more than 0,05 (0,843 > 0,05).

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3. T-test

The researcher calculated the t_{test} by using SPSS version 23 to find out whether there was a significant difference or not. Before calculating the t_{test} , the data should have a normal distribution and homogeneity. The post-test of the control and experimental group were normally distributed and homogeneous. The researcher conducted the result of t_{test} by using SPSS 23 program below:

| | ······································ | | | | | | | | | |
|----------------------|--|------|------|-------|------------|--------------|---------------|----------------------|------------|----------|
| Levene's Test for | | | | | | | | | | |
| Equality of | | | | | | | | | | |
| Variances | | | | | t-te | est for Equa | lity of Means | 6 | | |
| | | | | | Sig. | Mean | Std. Error | nfidence I of the | | |
| | | | | | | | | | Difference | |
| | | | | | | (2- | Differenc | Differenc | Dino | |
| | _ | F | Sig. | Т | df | tailed) | е | е | Lower | Upper |
| Score | Equal variances assumed | .040 | .843 | 9.033 | 58 | .000 | 22.50000 | 2.49079 | 17.51415 | 27.48585 |
| | Equal variances not assumed | | | 9.033 | 57.94 7 | .000 | 22.50000 | 2.49079 | 17.51405 | 27.48595 |

Independent Samples Test

Table 4.14 The Result of T-test Calculation

From the table above, it could be seen that the value of the t_{test} was 9.033, the degree of freedom (df) was 58, which refers to the total of sample each group minus 1 (N-2) 60-2= 58. The value of significance (2 tailed) 5% of df =58 was 2,00. To interpret the data above, the researcher formulated the test of hypothesis below:

Alternative Hypothesis (Ha) :

There is a significant difference in speaking recount text between students who are taught by using Pop-up Card and those who are not taught by using Pop-up Card.

Null Hypothesis (H0)

There is no significant difference in speaking recount text achievement between students who are taught by using Pop-up Card and those who are not taught by using Pop-up Card.

The criteria of testing hypothesis:

c) Ha : if $t_{test} > t_{table}$ in significant degree 5%

d) Ho : if $t_{test} < t_{table}$ in significant degree 5%

The result of the research showed that the value of t_{test} was higher (9,033 > 2,00). It indicated that Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. It can be concluded that there was a significant improvement in speaking of the recount text achievement after

being taught by using pop-up card media. On the other hand, there was no significant improvement of the students who were not taught by using a pop-up card.

D. Discussion and Interpretation

This research was conducted to find out the effectiveness of teaching strategy, especially in speaking skills. It has been discussed that pop-up card is one of the effective media which can be applied in the teaching-learning process. The discussion of this research discussed that the use of a pop-up card was effective for teaching speaking recount text.

Related to the computation data in table 4.14, the different coefficient of students who were taught by using a pop-up card and students not taught by using pop-up card was 9,033. That result was used to find out whether there was a significant coefficient or not.

The t_{test} got 9,033 from the computation above would be compared to the T-table with the condition if the $t_{test} > t_{table}$ it means that Ha was accepted. It indicated that there was a significant difference between two variables. meanwhile, if the $t_{test} < t_{table}$ it means that Ha was refused. It indicated that there was no significant difference between the two variables.

The value of t_{table} in 5% was 2,00. Then the value of t_{test} was 9.033. It showed $t_{test} > t_{table}$ so Ha (Alternative Hypothesis) was accepted, and Ho (Null Hypothesis) was rejected.

According to Harmer that Pop-up media can create a more interesting atmosphere in the class. Making students more enthusiastic and

excited in learning speaking is one of the goals in the teaching and learning process.

Related to the above theory, the students who were taught by using pop-up card media got better score than those who were not. So, it could be concluded that there was significant difference in speaking recount text achievement after being taught by using pop-up card media because the students found other media that more exited in learning English in the class. On the other hand, there was no significant difference achievement of the students who were not taught by using pop-up card or students that taught by using lecturing method and also textbook media in their daily teachinglearning process.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The pop-up card is reliable pictures 3-D that can move when the pages of the book opened. It could be an alternative in teaching speaking because speaking as an important part of English subjects which needed to be solved by the appropriate media. Pop-up media tries to make the learning process within the class easily, effectively, creatively, and enjoyable.

Based on the data calculation of research of the eighth grade students in SMPN 1 Babadan Ponorogo, it was concluded that the students' mean score in the experimental class was 74,50. While the post-test score mean in the control class was 52,00. It indicated that the students who were taught by using a pop-up cards got better score than the students who were taught by using textbook media. The conclusion from the result of the statistical calculation in the fourth chapter showed that the value of the t_{test} was higher than the $t_{table}(9,033 > 0,22)$. From the explanation above, it could be concluded that pop-up card was an effective media of teaching speaking especially recount text to the eighth-grade students of SMPN 1 Babadan Ponorogo in the academic year 2019/ 2020.

B. Recommendation

Based on the result of the research, the researcher gave a recommendation as follows:

1. For the English teacher of SMPN 1 Babadan Ponorogo

It is better for the teacher to use the media of teaching speaking, especially by using interesting media such as pop-up cards, so the learning process in the class can be more enjoyable. The researcher expects the teacher of SMPN 1 Babadan Ponorogo can be more creative and innovative in delivering the material by using pop-up media because it makes students more interested in English.

2. For the students of SMPN 1 Babadan Ponorogo

The researcher expects that the students in the eighth grade of SMPN 1 Babadan Ponorogo become more active and confident in speaking English, especially when the teacher applies the pop-up cards media. By using this media, they are supposed not to be afraid when exploring their creativity and knowledge.

3. For further researchers

The further researchers who are interested in applying popup media should understand the steps. They have to be able to guide the students to make a pop-up cards with their creativity and improve their speaking skills. In addition, the researcher hopes this research can be a useful reference to improve the students' English achievement and skills.



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