

CHAPTER I

INTRODUCTION

1.1 Background of The Study

One subject that was considered difficult for most students was English. Lack of student motivation in learned caused learning goals not have been achieved, and English became a difficult lesson for students. According to Purmama, Rahayu, & Yugafiati, (2019), with motivation, students would more easily comprehend the material so that learning objectives was attainable. It was a struggled for English teachers to continued to came up with new ideas through the used of appropriate media and materials. Hasan, et. al., (2021) said that the teaching and learning process had been more effective if teachers were able to created teaching media that were appropriate to the material and age leveled of students. The media and learning materials that teachers employ additionally affect students' motivation to learned. Teachers still did not had access to enough educational resources and media to motivated students have been active, engaging, and fun.

To successfully execute the process of teaching and learning, teachers need teaching media as a tool to control and support the learning process. According to Nurrita, (2018) media could encouraged students' interest in learned new topics in the lesson plan that the teacher presents by making them simple to complete and understand. According to Puspitarini & Hanif, (2019) teachers could used learning media as a technique to communicate with students. In

order to fulfill the learning objective, it was expected that teachers and students would establish a connection through the used of teaching media. The media used must also support the learning material itself.

Pop-up book was interesting learning media. According to Dzuanda, (2011) pop-up books were books that had three-dimensional elements and provided interesting visualizations, with the moving visual display that appeared when the page was open. Arip & Aswat (2021) also said that pop-up books were extremely well-liked by students because they had something to said when they were open in every chapter, which could improved learning effectiveness, excite and motivate students, and foster fantasy. Pop-up books could increase students' enthusiasm for learning and provided a positive learned impression. In contrast to books in general, students would felt happy with surprises that appeared on every sheet where images may occur. Students had been more focused and motivated to learned. So that learning became effective and learning objectives were achieved.

Teaching materials were materials commonly used by students and teachers during learning and were arranged systematically. In developing teaching materials, teachers must also considered several things, one of which was relevance or suitability to regional characteristics. Most of the examples in textbooks felt foreign to students. Pannen & Sardiyo (2005) stated the lesson culture-based was a creation strategy learned environments and designing learning experiences that integrates culture as part of the learning process. Teachers could gave examples to students based on the local culture where the

students came from. So students would understand the learning material more quickly, because students were already familiar with what they would learn. So, teachers could overcome learning problems by used appropriate media and learning materials.

For students who were not interested in studying English, pop-up book media could been used as an alternative in the teaching and learning of procedure texts. Procedure text was a text that contains the steps to perform or made a task, such as a food or drink recipe, how to produced or operate something, and much more. According to Susanti, et. al., (2015) the meaning of procedure text was a form of text that instructs us to did something through a series of steps or activities. In textbooks, example of procedure text was only presented in written form and with few picture. By used pop-up book media, examples of procedure text would look clearly and had been easily understood by students because there were pictures that appeared. This also attracts students' interest when studying procedure text.

There were still teachers that used textbooks and powerpoint as a media of learning and teaching, according to interview with the English teacher. Due to the lack of a variety of media, students found it hard to concentrate when learning and made them not interested in learned, which made English a difficult subject for them.

It could been seen from the research results of Norefa, (2020) that the development of pop-up book media with flat side geometry material at SMP Negeri 5 Pekanbaru City obtained pop-up book media validation results of 85%

with very valid criteria, which means that this pop-up book media was very interesting and able to attract students' interest when learning. Trimanda (2021) conducted research on the development of pop-up book media for social study for junior high school students and obtained a score of 80%, which indicated that pop-up book media was very suitable for used. Pop-up book teaching media had never been used in English learned at SMP Negeri 1 Bintan. The researcher felt it was necessary to develop a pop-up book as a medium for teaching procedure text in grade 7. The pop-up book media that had been developed was packaged attractively and used examples of procedure text taken from local culture of Bintan, namely Otak-Otak. It was easier for students to understand procedure texts and they were more engaged. The title of this research was "Developing Pop-Up Book Teaching Media For Teaching Procedure Text At Grade 7."

1.2 Research Question

The research question can be formulated as :

1. How was the Pop-Up Book Teaching Media for Teaching Procedure Text at Grade 7 developed by the researcher?
2. How was the Pop-Up Book Teaching Media for Teaching Procedure Text at Grade 7 validated by the teacher and the lecturer?

1.3 Purpose of Study

1. To know the developing of Pop-Up Book Teaching Media for Teach Procedure Text for Grade 7.
2. To know the validity of Pop-Up Book Teaching Media for Teach Procedure Text for Grade 7.

1.4 Specification of Product

In this study, pop-up book teaching media for teach procedure text for grade 7 has specific specifications as follows:

1. The form of pop up book is as follows:
 - a) Size : A4.
 - b) Paper Type : Art Paper.
2. Explain about Procedure Text for Grade 7.
3. Have a example of procedure text that uses the Otak-Otak recipe.
4. Have a practice question at the end.
5. Can be used by grade 7.

1.5 Significance of Study

1.5.1 Teoretical Significance

This research is supposed to can provide knowledge in developing interesting teaching media, namely pop-up books for teaching procedure texts at grade 7.

1.5.2 Practical Significance

a. For the English Teacher

This study urges teachers to create and implement interesting media in the classroom, such as pop-up books.

b. For the Students

The results of this study would give them new experiences to help them learn English, especially procedure texts, which would increase their desire and learning ability.

c. For Other Researchers

Other researchers may use it as extra information to carry out more study on the same subject.

1.6 Assumption and Limitation

Considering the problem above, the researcher would only focus on developing pop-up book teaching media for teaching procedure text for grade 7.

1.7 Definition of Key Term

1. Teaching Media

Teaching media is a tool used to support teachers and students when teaching and learning so that learning objectives can be achieved.

2. Pop-Up Book

Pop-up book is a book that when opened can display images that appear to pique students' enthusiasm in studying and direct their focus.

3. Procedure Text

Procedure text is a text that contains the corrected steps or instructions for making something such as a recipe, or the steps for used an instruction .

