

The Effect of Using Pop-Up Book Learning Media on Speaking Skills of Grade IV Students in the Indonesian Language Subject

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Abstract: The study was conducted to describe the differences in speaking skills of students who use Pop-Up Book learning media with students who use Talking Stick learning media and to describe the differences in improving speaking skills of students who use Pop-Up Book learning media with students who use Talking Stick learning media in the Indonesian Language subject for grade IV. This study was conducted at SD Negeri 1 Winduhaji, Kuningan District, Kuningan Regency using a quasi-experimental research method. The design of this study was a nonequivalent control group design. The subjects of this study were grade IV of SD Negeri 1 Winduhaji which had two classes, namely class IV A (experimental class) consisting of 25 students and class IV B (control class) consisting of 24 students. The data analysis technique used was quantitative analysis obtained from the pretest and posttest results. The data analysis was analyzed using a t-test, from the results of the analysis showed that the two classes had differences in speaking skills and differences in improving speaking skills between students who used Pop-Up Book learning media and students who used Talking Stick learning media. So it can be explained that there is an influence of Pop-Up Book learning media on students' speaking skills.

Keywords: Pop-Up Book, Learning Media, Speaking Skills, Indonesian

PRELIMINARY

Language is one of the essential elements in communication, whether spoken or written, verbal or non-verbal. Each person's language skills vary depending on their individual abilities. According to (Idris et al., 2023), language skills have four components: listening, speaking, reading, and writing. Speaking skills are crucial in the learning process. According to (Nugraha, 2018), the learning process involves interactions between teachers and students and reciprocal communication within educational settings to achieve learning objectives. In the learning process, the most

important aspect that each individual must possess is speaking skills. According to (Permana, 2016), meaningful learning is achieved through students' speaking skills.

Speaking skills are an essential aspect of elementary school education, where students are trained to use and express their thoughts appropriately using words and sentences. Developing speaking skills in elementary school students emphasizes word choice (diction), word order, intonation, and expression. Based on the results of interviews obtained from teachers of SD Negeri 1 Winduhaji, namely class IV consists of two classes, namely class IV A and IV B, each class has 25 students in class IV A and there are 24 students in class IV B. So, the total number of students in class IV is 49 students. In class IV A there are students who still have speaking skills that are or are lacking. Based on the results of interviews with the homeroom teacher of class IV there are grades obtained by students in the learning process, namely for students who get grades above the KKM consisting of 15 people or around 60% and for students who get grades below the KKM, namely 10 people or around 40%. This problem is seen when students speak during the learning process, there are some students who speak very softly so that they cannot be heard by other students because they lack confidence, always feel afraid of being wrong so they are afraid of being scolded, a great sense of shame and also a lack of courage in expressing their own opinions or answering questions asked by the teacher.

Poor speaking skills are a crucial factor to consider to support the ongoing and effective learning process. Therefore, to improve speaking skills, engaging learning media can be utilized. This is expected to create a more effective and enjoyable learning environment. One suitable learning medium to encourage students' interest in speaking is pop-up books. According to Ulfa & Nasryah (2020), pop-up books are one learning medium that teachers can use in storytelling lessons in the classroom. A pop-up book is a book with moving parts or two-dimensional or three-dimensional elements, providing engaging story visualizations, including moving images when the pages are opened.

Learning media is a tool that can be used to convey messages in the learning process. According to Yusup (2023), learning media is generally defined as tools, methods, and techniques used to facilitate communication and interaction between educators and students in a more effective educational and teaching process. Meanwhile, according to (Nurhidayati, 2023), learning media is a learning resource that can help

teachers enrich students' perceptions. Teachers can use various types of learning media as materials to impart knowledge to students. The use of learning media can stimulate students' interest in learning new things from the teaching material presented by the teacher, making it easier to understand. Learning media that is interesting to students can stimulate them in the learning process. According to (Basori, 2016), beauty, attractiveness, and interactivity in learning media are a means to prevent students from getting bored during lessons. The greatest effect is expected to motivate students and facilitate their understanding of the material. Furthermore, learning can be done at school or at home. One learning medium that can attract students' interest in speaking is pop-up books.

According to (Simbolon & Fitriyani, 2021), pop-up books are one medium worth exploring for use in the teaching and learning process. Pop-up book is a book that has a beautiful picture display and can be stood up so that it has an attraction to grow students' interest in understanding the material presented through Pop-up book. Based on the background above, the problem in this study is formulated as follows: (1) Is there a difference in the speaking skills of students who get pop-up book learning media (experimental class) with students who get talking stick learning media (control class) in learning Indonesian in grade IV (posttest)? (2) Is there a difference in the increase (gain) in the speaking skills of students who get pop-up book learning media (experimental class) with students who get talking stick learning media (control class) in learning Indonesian in grade IV?. Based on the formulation of the problem above, the objectives of this study are as follows: (1) To describe the difference in the speaking skills of students who get pop-up book learning media with students who get talking stick learning media in learning Indonesian in grade IV (posttest). (2) To describe the difference in the speaking skills of students who get pop-up book learning media with students who get talking stick learning media in learning Indonesian in grade IV (posttest).

The results of this study are expected to provide benefits: (1) For teachers, as input for teachers in improving the quality of learning in the classroom by using learning media, one of which is pop-up book media. (2) For students, namely it can be used as a step to create an active learning atmosphere and can motivate during the learning process. (3) For researchers, the results of this study can be a reference in conducting further research.

METHOD

This research is a quantitative research. Quantitative research can be defined as a process of discovering knowledge by using data in the form of numbers as a tool to analyze information about what is desired (Ali 2022). This type of research is experimental research. Experiments can be interpreted as a quantitative research method used to research a specific population or sample (Prasetio 2023). This research uses a quasi-experimental research model, the Nonequalivalent Control Group type. According to (Alansyah, 2024), the Nonequalivalent Control Group design, the experimental group and the control group are not selected randomly. That is, the experiment was conducted on two groups, consisting of an experimental class and a control class. In the experimental class, treatment will be given in the form of using pop-up book media, while in the control class, talking stick media will be used. The research design is presented in table 1.1.

**Table 1.1 Research Design
Nonequivalent Control Group Design.**

Experimental Group	O ₁	X ₁	O ₂
Control Group	O ₃	X ₂	O ₄

(Alansyah, 2024)

This research was conducted at SD Negeri 1 Winduhaji. The subjects in this study were all fourth-grade students at SD Negeri 1 Winduhaji, consisting of two study groups, namely IVA and IVB, totaling 49 students. The research instrument used was a test. The assessment indicators used to assess speaking skills according to (Maulani 2021) are 1) pronunciation, 2) story content, and 3) fluency, 4) speaking courage, and 5) volume. This research instrument will be tested for normality, homogeneity, hypothesis testing, and n-gain test.

RESULTS

Statistical Prerequisite Test

1. Pretest Normality Test

The normality test is used to determine whether the data obtained is normal or not. In the normality test, the researcher used the chi-square test using MS Excel. The data obtained from the researcher's results is said to be normal if $<$, while if $>$, the data is said to be abnormally distributed, as measured by a 95% confidence level, resulting in a value of 7.81.

**Table 2.1 Results of the Pretest Normality Test
Experimental Class and Control Class**

Statistics	Experiment	Control
Mean	47,0	51,0
Standard Deviation	10,6	9,1
χ^2_{hitung}	5,00	3,29
χ^2_{tabel}	7.81	7.81
Information	Normal	Normal

(Source: research data processing of pretest normality test results)

Based on Table 2.1, the pretest results for the experimental class were 5.00 and 7.81. Data are considered normal if $<$. If the pretest results for the experimental class were $5.00 < 7.81$, it can be concluded that the pretest data for the experimental class was normally distributed..

Meanwhile, the pretest data for the control class was 3.29 and 7.81. The data is said to be normal if $3.29 < 7.81$, so it can be said that the pretest data for the control class is normally distributed.

2. Posttest Normality Test

The data obtained from the research results are said to be normal if $<$ whereas if $>$ then the data is said to be distributed abnormally which is measured with a confidence level of 95%, so the value obtained is 7.81.

**Table 2.2 Posttest Normality Test Results
Experimental Class and Control Class**

Statistics	Experiment	Control
Mean	91,2	72,5
Standard Deviation	6,2	8,1
χ^2_{hitung}	1,65	4,56
χ^2_{tabel}	7.81	7.81
Informastion	Normal	Normal

(Source: research data processing, post-test normality test results)

Based on table 2.2, the posttest results for the experimental class were 1.65 and 7.81. Data is said to be normal if < 1.65 , whereas the posttest results for the experimental class were $1.65 < 7.81$, so it can be said that the posttest data for the experimental class was normally distributed.

Meanwhile, the posttest data for the control class was 4.56 and 7.81. The data is said to be normal if $4.56 < 7.81$, so it can be said that the posttest data for the control class is normally distributed.

3. Pretest Homogeneity Test

The homogeneity test is used to determine whether the data from both groups have the same level of variance. The following are the results of the pretest data homogeneity test :

**Table 2.3 Results of the Pretest Homogeneity Test
Experimental and Control Classes**

Statistik	Pretest	
	Exsperiment	Control
Variance	112,36	82,81
Fcalculated	0,74	
Ftable	4,05	
db 1	24	
db 2	23	
Note	Homogen	

(Source: research data processing of pretest homogeneity test results)

Based on table 4.5, the results of the pretest homogeneity test obtained F count of 0.74 and F table of 4.05. The data is said to be homogeneous if $F \text{ count} < F \text{ table}$, then the pretest data can be said to be homogeneous because $F \text{ count } 0.74 < F \text{ table } 4.05$. Based on the results of the homogeneity data calculation that has been carried out, the experimental class and the control class have the same ability or are homogeneous.

4. Posttest homogeneity test

**Table 2.4 Results of the Posttest Homogeneity Test
Experimental and Control Classes**

Statistic	Posttest	
	Exsperiment	Control
Variance	38,44	65,61
Fcalculated	1,25	
Ftable	4,05	
db 1	24	
db 2	23	
Note	Homogen	

(Source: research data processing of post-test homogeneity test results)

Based on table 2.4, the results of the posttest homogeneity test obtained F count of 1.25 and F table of 4.05. The data is said to be homogeneous if $F \text{ count} < F \text{ table}$, then the posttest data can be said to be homogeneous because $F \text{ count } 1.25 < F \text{ table } 4.05$. Based on the results of the homogeneity data calculation that has been carried out, the experimental class and the control class have the same ability or are homogeneous.

5. Hypothesis Testing

Hypothesis testing was used to determine whether there was an influence and improvement in students' speaking skills using Pop-Up Book learning media in grade IV of SD Negeri 1 Winduhaji. To determine the influence and improvement in students' speaking skills using Pop-Up Book learning media, the following hypothesis test was conducted.

a. T-test

The T-test was used to determine whether there was an influence of the use of Pop-Up Book learning media on students' speaking skills. The calculation results obtained were as follows :

Table 2.5 T-Test Results

Class	Average	Variance	number of students	t_{hitung}	t_{tabel}
Experiment	91,2	38,1	25	9,226	2,012
Control	72,5	63,0	24		

(Source: research data processing results of t-test)

Table 2.5 shows the results of the t-test that has been carried out, which is 9.226 with a significance level of 95% while the value is 2.012. The hypothesis can be accepted if $>$ so it can be said that the hypothesis is accepted because $9.226 > 2.012$ means that there is a difference in speaking skills between the experimental class and the control class.

6. Description of N-Gain calculation

The n-gain calculation was carried out to determine the increase in speaking skills between the experimental class and the control class. The results of the n-gain calculation between the experimental class and the control class are in the following table.

Table 2.6 N-Gain Calculation Results

Class	Pretest	Posttest	Gain	Information
Experiment	44,20	53,00	0,83	TINGGI
Control	21,46	48,96	0,44	SEDANG

(Source: research data processing results of n-gain calculations)

Table 2.6 explains that the experimental class obtained an n-gain value of 0.83, which is categorized as high, and the control class obtained an n-gain value of 0.44, which

is categorized as medium. This indicates that the increase in the experimental class was higher than the increase in the control class.

DISCUSSION

The research results showed a positive effect of using pop-up books on students' speaking skills. There was a difference between the experimental class, which received the pop-up book, and the control class, which received the talking stick. This was because pop-up books were much more enjoyable because they increased students' interest and attention during the learning process. The use of pop-up books can stimulate students' interest in learning, thereby improving learning outcomes. This aligns with the opinion of (Simbolon & Fitriyani, 2021).

Pop-up books are a three-dimensional learning medium that can stimulate students' imagination and enhance their knowledge, making it easier for them to recognize the shape of objects (Resta & Kodri, 2023). Pop-up books allow students to explore using the media, such as flipping through the book, observing, reading, writing, opening, and pulling out parts of the pop-up book. Students appeared very curious about the contents of the pop-up book, which motivated them and encouraged them to participate enthusiastically in the learning activities using pop-up books. Therefore, using pop-up books resulted in improved speaking skills, consistent with findings from Anggraini & Efendi (2022).

Based on the analysis results, the speaking skills of the experimental and control classes differed. This is because the experimental class used pop-up books. The advantage of pop-up books is that they can capture students' attention with the images they display. Using pop-up books during the learning process is much more enjoyable because the classroom is conducive, and students' attention is piqued and their curiosity is piqued. This aligns with the opinion of (Umam, Masub, & Iskandar, 2019).

Another advantage is that students exhibit high enthusiasm in the learning process, are active and enthusiastic in speaking, and provide more engaging visualizations of poetry, from images that appear more dimensional to images that move when pages are turned or sections are moved. This reinforces the intended impression. The more dimensional visual display makes the books more meaningful. In this study, there were obstacles in implementing the learning process using pop-up books, including:

- a. Limited time allocation requires effective use of the material to ensure effective delivery.
- b. Unconducive classroom conditions make it difficult for researchers to conduct research.

Thus, although the use of pop-up books presents challenges in the learning process, they offer numerous advantages. Therefore, pop-up books are effective and influential in improving the speaking skills of fourth-grade elementary school students. This analysis aims to comprehensively address the research findings/data in accordance with the objectives. The discussion aims to interpret the research findings in light of theory and previous research findings.

CONCLUSION

Based on the results of the data analysis research and discussion that have been described, in this research it can be explained that :

1. There is a difference between the speaking skills of students who received the Pop-Up Book learning media and those who received the Talking Stick learning media after treatment in the Indonesian language subject. The speaking skills of students who received the Pop-Up Book learning media were more effective than those who received the Talking Stick learning media.
2. There is a difference in the increase (gain) between the speaking skills of students who received the Pop-Up Book learning media and those who received the Talking Stick learning media after treatment in the Indonesian language subject. The increase in speaking skills of students in the class who received the Pop-Up Book learning media was more effective than those who received the Talking Stick learning media.

Therefore, the use of the Pop-Up Book learning media in the Indonesian language subject is more effective than those who used the Talking Stick learning media.

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