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by Sunarti Sunarti

THE EFFECTIVENESS OF POP UP BOOK MEDIA IN LEARNING READING SKILLS OF GRADE II ELEMENTARY SCHOOL

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Abstract: This quasi-experimental study aims to test the effectiveness of Pop Up Book media in learning reading skills in grade II Elementary School. Randomly class II B was assigned as an experimental class, taking reading lessons using Pop Up Book media, and class II-A, as a control class, participating in reading lessons using ordinary picture media. Data collection techniques use performance tests to assess 6 aspects of reading skills, namely accuracy in voicing writing, pronunciation reasonableness, intonation, fluency, voice clarity, and word understanding. The validity of the test items ranged from 0.65 – to 0.70, with a reliability index of 0.704. The average value of reading skills from the experimental class students' pre-test results was 63.96, and 62.29 in the control class students. From the different test results, the pretest score obtained a t value of 0.887 at sig. 0.380. It can be concluded that there is no difference in reading skills between the two groups before the treatment was carried out. After the learning was carried out, the average post-test scores of the experimental class students were 81.56 and 65.38. control class students. The results of hypothesis testing obtained a value of t 7,252 on s ig. 0.000. It can be concluded that there is a very significant difference in reading skills between the experimental class and the control class. The results of the study concluded that the Pop Up Book media was effective for improving the reading skills of second-grade elementary school students.

Keywords: Pop Up Book Media, Reading Skills.

INTRODUCTION

Reading is a very important activity for everyone. Nurjamal, et al stated, that reading is the key for someone to get information, so the more you read, the more information you get from the words read the word (Nurjamal, 2011). In learning at school, reading is used to get information from various sources. With good reading skills, students will be able to channel or transfer information from written to oral well. This reading activity can also increase students' oral language skills (Yong & Abdullah, 2022). Therefore, reading is one of the main activities in learning activities.

Somadayo argued that reading is an activity to pick meaning and understand the meaning contained in reading material in the form of writing consisting of letters, as well as reading symbols. (Somadayo, 2011). Tarigan (2010: 7) states that reading is a process carried out and used by readers to get the message the author wants to convey through the form of words or written language. (Tarigan, 2010). Reading is an effort made by someone to find and understand various information that is in writing and requires cognitive processing (Dalman, 2013). Gumono states, that reading is the process of finding information or ideas

from texts through the process of understanding writing, then mixing and matching with existing knowledge into a new form of knowledge. (Gumono, 2014).

(Kristina, 2019) put forward, Reading skills are influenced by six factors, (1) Physiological factors include physical health, neurological considerations, gender, and fatigue. Physical deficiency is one of the factors that can cause children to fail to read, for example, the health of speech, vision, and hearing devices that cannot function properly. (2) The intellectual level is individual thinking process skills to act according to goals, think rationally, and form effectively on the environment, but in general children's intellectuals do not fully influence the success or failure of children in reading, (3) Factors environment that can shape the personality, attitudes and language skills of children. Collection of books and love to read stories to children, usually spur children to enjoy reading so that experiences will emerge in children, (4) Socio-economic factors of parents and the environment are factors that shape the student's home environment. The higher the socioeconomic status of students, the higher their verbal skills of students. Children who live in l a house that provides reading, and many reading activities will have high reading skills, (5) Psychological factors include two factors that are, motivation and interest in children's reading activities. Learning motivation is influenced by interest and student learning outcomes, interest is one of a factor that can affect student learning, (6) Reading material is the most important aspect in learning to read because it will please children if the presentation is accompanied by interesting pictures.

According to Abdurahman the difficulty factor or low reading skills are caused by things as follows (1) Students are not familiar with letters, (2) Students do not understand the sentences they read, (3) Students are not fluent in reading, (4) Students make mistakes in pronouncing letters that sound similar, such as the sound of the letter b with p, (5) Students do not master punctuation (Afrom, 2013).

Improving students' reading skills is a teacher's duty and obligation. In developing students ' reading skills, teachers can provide interesting books, use media, and learning methods that are following student development (Lestari, 2018). The selection of the right media can help students in developing students reading skills (Syamsi, 2000)

The problem is how is the implementation of reading skills development by teachers in schools? How are students' reading skills? How is the selection of the learning method used? How is the selection of reading materials used? How is the selection of media used? How is the assessment model used? Many interesting questions need to be studied

empirically so that the teacher's efforts to improve students' reading skills can be carried out properly.

This study aims to test the effectiveness of one of the interesting learning media used in learning to read in grade II Elementary School to improve students' reading skills, namely *Pop Up Book media.*

Pop Up Book is a book that has an interest in every part, which has 3-dimensional elements so that it provides an interesting visualization for the reader. Pop Up *Book media* can give an interesting impression and entertainment for students. Media Pop Up Book in it has an illustration image that appears when opened. The material presented in the form of attractive images gives the impression that it arises so that it attracts attention (Dzuanda, 2009) (Devi A. d., 2017).

Van Dyak (Ni'mah, 2014) stated that Pop Up Book media has many advantages, namely (a) Widely used in explaining complex images such as health, school materials, and technology, Pop Up Book media is one of the strategies for effective and interactive learning, and aims to create fun learning, (b) Visually depict, assist students in developing vision with pictures and writing to provide understanding, (c) Add new experiences. According to Dzuanda, the advantages include (a) Providing an interesting story starting from the presence of a dimensional display such as in the picture and when the book is opened, certain parts can be shifted, (b) Giving a surprise which will give an amazing impression when the page of the Pop Up Book is opened by the reader, (c) The impression conveyed in a story is getting stronger, (d) An attractive display with 3 dimensions makes the story feel real with the addition of surprises in the story. next page (Dzuanda, 2009).

Several studies have proven that Pop Up Books are effectively used as learning media. From the research results of Yuli Ratnasari, Karlimah, Elan. In his research entitled "The Effectiveness of Fractional Number *Pop Up Book Media* on Increasing Students' Understanding of the Basic Concepts of Fractions in Class III State Elementary School 2 Cibunigeulis, Bungursari District, Tasikmalaya City" information was obtained that increasing students' understanding of the basic concepts of fractions in classes using media Pop Up Book books are better than improving students' understanding in classes that do not use Pop Up Books (Ratnasari, Karlimah, & Elan, 2019). Another study conducted by Siti Nur Jannah, PGSD FIP, State University of Surabaya, entitled "The Effect of Pop Up Book Media Usage on Writing Skills for Class IV Students of SD N Babatan 1 Surabaya". From the

results of the experiment, it was concluded that the use of Pop Up Book media affected the Writing Skills of the Fourth Grade Elementary School Students (Jannah, 2018).

Research related to reading problems was carried out by Desi Sukmawati, Isah Cahyani, Postgraduate School of the University of Indonesia Education with the title "Effectiveness of the Concentrated Language Encounter (Cle) Model in Improving Reading Skills for Elementary School Students". From his research, information is obtained that there is a difference in improvement between students who get learning to read with the CLE model and those without using the CLE model (Sukmawati & Isah, 2016).

From the description above, it can be concluded that learning media is one of the important components of learning. Pop Up Book media can make the reading learning process run in a happy atmosphere. The use of *Pop Up Book* media will make students interested in reading. Indirectly students develop reading skills, so they can read well. The hypothesis in this study is that there are differences in students' reading skills based on the learning media used. The reading skills of students who are taught using *Pop Up Book media* are better than the reading skills of students who are taught using ordinary picture media.

METHOD

Types, Subjects, Collection Techniques, and Research Instruments

This study uses a Quasi-Experimental design as follows.

$$
\begin{array}{ccc}
O_1 & X & O_2 \\
\hline
O_3 & & O_4
\end{array}
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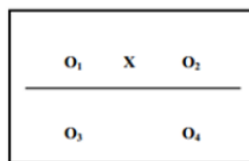
Figure 1. Research Design Noneequivalent control group design

Information:

O1: Measurement of the initial ability (pre-test) of the experimental group.

O2: Measurement of the final ability (post-test) of the experimental group.

X: Giving treatment to the experimental class in the form of using media

Pop Up Book learning

O3: Measurement of initial ability (pre-test) of the control group

O4: Measurement of final ability (post-t-test) control group

The subjects of this study were students of class IIA and IIB SD Tamansari DIY. Class B was used as the experimental class and class A as the control class which was determined randomly. Data were collected by using observation and test techniques. Observation is used to make observations and records in the implementation of learning in the experimental class and control class. The test technique was used for pre-test and post-test. The test data of the test instrument were analyzed to test the validity and reliability. The calculation of the validity and reliability tests was carried out with the help of a computer program, namely IMB SPSS Statistics version 21. The results of the instrument's item validity test are as follows.

The Reading Skills test developed is a Reading Practice Performance Test assessed using the following rubric.

Table 1. Reading Skills Assessment Rubric.

No	Aspect	Skills	Score	Category
1	Writing Voice Skills	Very fluent in reading words and sentences	4	SB
		Quite fluent in reading words and sentences	3	B
		Not fluent in reading words and sentences	2	C
		Not fluent in reading words and sentences	1	K
2	Pronunciation Fairness	Pronunciation when reading words and sentences are very clear/loud	4	SB
		Pronunciation when reading words and sentences is quite clear	3	B
		Pronunciation when reading words and sentences are lacking clear/vague	2	C
		Pronunciation when reading words and sentences are not clear/inaudible	1	K
3	Intonation Fairness	The intonation when reading words and sentences is very clear/loud	4	SB
		The intonation when reading words and sentences is quite clear/loud	3	B
		Intonation when reading words and sentences is not clear/vague	2	C
		Intonation when reading words and sentences is not clear / does not sound	1	K
4	Smoothness	very fluent in reading words and sentences	4	SB
		quite fluent in reading words and sentences	3	B
		not fluent in reading words and sentences	2	C
		not fluent in reading words and sentences	1	K
5	Voice Clarity	read words and sentences aloud	4	SB
		read words and sentences aloud quite clearly	3	B
		read words and sentences in a voice that is not clear/vague	2	C
		Reading words and sentences in a voice that is not clear/inaudible	1	K
6	Understanding the Meaning of the Word	Very understand the words and sentences read	4	SB
		Understands words and sentences quite accurately (a	3	B

		few mistakes)		
Understanding words and sentences incorrectly (slightly correct)			2	C
Understanding words and sentences incorrectly (all wrong)			1	K

Modified from Slamet (Anggraeni, 2020)

Data from the test results of the Reading Skills Test were analyzed with the help of a computer program, namely IMB SPSS Statistic version 21. The results of the instrument's item validity test are as follows.

Table l 2. Instrument validity test results

No Item	r-Grain	Sig. (2-*tailed*)	Test	Conclusion
Item 1	0.682	0.000	Sig. > 0.05	Valid
Item 2	0.675	0.000	Sig. > 0.05	Valid
Item 3	0.570	0.000	Sig. > 0.05	Valid
Item 4	0.633	0.000	Sig. > 0.05	Valid
Item 5	0.700	0.000	Sig. > 0.05	Valid
Item 6	0.563	0.000	Sig. > 0.05	Valid

The reliability of the reading skills assessment instrument is as follows.

Reliability Statistics	
Cronbach's Alpha	N of Items
.704	6

Figure 2. Output Reliability

From the results of l output in the table di above, namely Cronbach's Alpha of 6 items of 0.704. The output value of Cronbach alpha is in the interval 0.7 0.9, at a good level of internal consistency (Riadi, 2016).

instruments in this research are Syllabus and Learning Implementation Plan (RPP), including the syllabus and lesson plans for the experimental class and the control class. Syllabus and lesson plans in the experimental class with learning techniques using Pop Up Book media, while in the technical control class learning using ordinary book media.

Data Analysis Techniques

The data from the observation of the implementation of learning were analyzed based on the following criteria.

Table 3. Criteria for the Percentage of Learning Implementation

Performance Presentation	Criteria
85% < percentage 100%	Very good

70% < percentage 80%	Well
55% < percentage 70%	Enough
40% < percentage 55%	Not enough
0% percentage 40%	Fail

(modified from (Arikunto, 2013))

To describe the level of reading skills used presentation analysis based on the Criteria Reference Assessment (PAK). With a maximum score of 24, the criteria used are as follows.

Table 4. Determination of Criteria by Calculation of Percentages

Reading Skill Level Interval (%)	Score	Criteria
86 - 100	21 – 24	Very good
71 -85	17 – 20	Well
56 – 70	13 – 16	Enough
44 – 55	11 - 12	Not enough

The presentation of the data in this statistic is in the form of tables and histograms regarding the mean, median, mode, standard deviation, variance, range, minimum score, maximum score, and sum, and graphs so that they are easier to understand. Descriptive statistics in this study used descriptive statistics assisted by IMB SPSS 21.

The hypothesis test used in this study is to test the T-test, which is a two-mean independent test as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

difference test was conducted to prove that before being given treatment there was no significant difference between the experimental group and the control group students' reading ability. Meanwhile, the post-test score difference test was used to test the effectiveness of the media.

FINDINGS AND DISCUSSION

Findings

Description of Research Process

The pre-test was conducted in two classes, namely class II A and II B. Learning reading skills using Pop Up Book media was carried out in class II B, and learning reading skills using storybook media was usually carried out in class II A. Then followed by a post-test. The post-test was carried out after the learning of reading skills was completed in both classes.

Description of Learning Implementation Observation Data

The implementation of learning in the experimental and control classes is presented in table 3.

Table 5 . Results of Observation of the Implementation of Experimental and Control Classroom Learning

Presentation of Learning Implementation		
Class	Percentage	Category
Experiment	92.85%	Very good
Control	92.85%	Very good

Judging from the table data, it can be said that the implementation of the experimental and control class learning is included in the *very good category*.

Description of Pre-test Data

The results of the experimental class pre-test showed that the average value of reading skills was 63.96 with a standard deviation of 6.883. The lowest score is 54 with a frequency of 4 students. The highest score obtained is 75 with a frequency of 3 students. Meanwhile, the results of the control class pre-test showed that the average value of reading skills was 62.29 with a standard deviation of 6286. The lowest score is 50 with a frequency of 1 student. The highest score obtained is 75 with a frequency of 1 student. The description of the pre-test data is presented in Figures 3 and 4 below.

Statistics

Pre-test Kelas Eksperimen

N	Valid	25
	Missing	0
Mean		63.96
Median		63.00
Mode		63
Std. Deviation		6.883
Variance		47.373
Range		21
Minimum		54
Maximum		75
Sum		1599

Statistics

Pre-test Kelas Kontrol

N	Valid	24
	Missing	0
Mean		62.29
Median		63.00
Mode		63
Std. Deviation		6.286
Variance		39.520
Range		25
Minimum		50
Maximum		75
Sum		1495

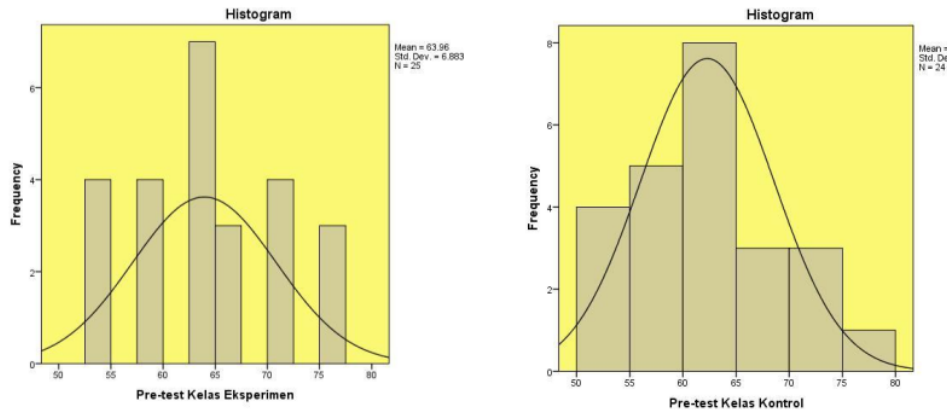**Figure 3 . Description of Experimental Class Pre-test Data**

Figure 4. Histogram of Experimental Class Pre-test Values

An overview of the initial reading skills of the research subjects is presented in the following table.

Table 6. Results of the Pre-test of Reading Skills

Score	Category	Experiment Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
86-100	Very good	0	0%	0	0%
71-85	Well	7	28%	3	12.5%
56-70	Enough	14	56%	18	75%
44-55	Not enough	4	16%	3	12.5%
	Amount	25	100%	24	100%

From the table, it can be seen that in both the experimental class and the control class, most of the students' reading skills are in the *sufficient category*. P in the experimental class by 56%, in the control class as much as 75%.

st of Experimental *Group and Control Group*

In this experimental research design, the equivalence test is one of the control/control steps so that the results of experimentation are not affected by the initial ability. The analytical technique used is the sample independent t-test. The requirements in the t-test have been tested, the results are as follows.

Normality test

The following is a summary of the results of the pre-test normality test in the experimental class and the control class.

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre-test Eksperimen	.155	25	.122	.922	25	.056
	Pre-test Kontrol	.205	24	.011	.905	24	.067

a. Lilliefors Significance Correction

Figure 7. Output Normality of Pre-test Score

From the table, it can be seen that the initial ability of the experimental class reading skills with the value of Sig. 0.056 is greater than 0.05, so Ho is accepted, which means that the experimental class is normally distributed. The results of the pre-test control class with the value of Sig. 0.067 is greater than 0.05 then Ho is accepted so that the control class is normally distributed. So, it can be concluded that the population of the pretest scores of the experimental class and the control class is normally distributed.

Homogeneity Test

The following is a summary of the results of the homogeneity pre-test in the experimental class and the control class.

Test of Homogeneity of Variances

Homogeniitas Pre-test

Levene Statistic	df1	df2	Sig.
.472	1	47	.496

Figure 8. Output Homogeneity Pre-test

It can be seen that the Levene Statistic value is 0.472 with Sig. 0.496. Because of the value of Sig. greater than 0.05, then accept H0 and reject H1. Thus it can be concluded that the two classes are homogeneous.

The following is a summary of the results of the two pre-test averages in the experimental class and the control class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.472	.496	.885	47	.381	1.668	1.885	-2.125	5.461
	Equal variances not assumed			.887	46.9	.380	1.668	1.882	-2.118	5.454

Figure 9. The results of the equation test of the two mean Pre-Test

Based on Figure 9, it can be seen that the t value is 0.88 7 on Sig. 0.380 so that H0 is accepted, and H1 is rejected. Thus, it can be concluded that there is no difference between the experimental class and the control class on the pre-test of reading skills. In other words, the two groups are equal.

Description of Post-test Data

The post-test results of the experimental class showed that the average value of reading skills was 81.56 with a standard deviation of 9.083. The lowest score is 63 with a frequency of 1 student. The highest score obtained is 100 with a frequency of 1 student. Meanwhile, the results of the control class post-test showed that the average value of reading skills was 65.38 with a standard of 6351. The lowest score is 54 with a frequency of 1 student. The highest score obtained is 75 with a frequency of 3 students. The summary of the results of the descriptive statistical tests and the histogram of the pre-test scores are presented in Figures 10 and 11 below.

Statistics

Post-test Kelas Eksperimen

N	Valid	25
	Missing	0
Mean		81.56
Median		83.00
Mode		83
Std. Deviation		9.083
Variance		82.507
Range		37
Minimum		63
Maximum		100
Sum		2039

Statistics

Post-test Kelas Kontrol

N	Valid	24
	Missing	0
Mean		65.38
Median		67.00
Mode		58
Std. Deviation		6.351
Variance		40.332
Range		21
Minimum		54
Maximum		75
Sum		1569

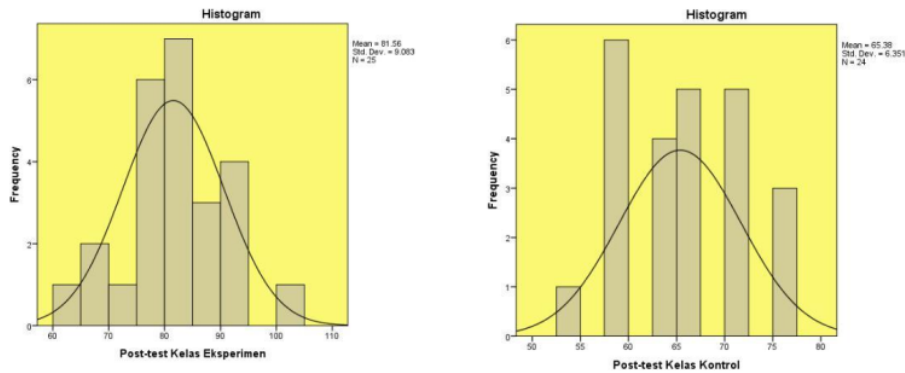**Figure 10. Description of Experimental Class Post-test Data**

Figure 11. Histogram of Experimental Class Post-test Data

An overview of the final reading skills of research subjects is presented in the following table.

Table 7. Description of Final Reading Skills

Score	Category	Experiment Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
86-100	Very good	8	32%	0	0%
71-85	Well	14	56%	8	33.5%
56-70	Enough	3	12%	15	62.5%
44-55	Not enough	0	0%	1	4%
	Amount	25	100%	24	100%

From the table, it can be seen that in the experimental class, most of the students' reading skills were in the *good category*, which was 56%. Meanwhile, in the control class, most students' reading skills were in the adequate category, which was 62.5%.

Pop Up Book Media Effectiveness

To test the difference in reading ability based on the media used, the independent sample t-test was carried out. The requirements in the t-test have been tested, the results are as follows.

Normality test

The following is a summary of the results of the post-test score normality test in the experimental class and the control class.

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Post-test Eksperimen	.163	25	.085	.965	25	.521
	Post-test Kontrol	.169	24	.075	.920	24	.059

a. Lilliefors Significance Correction

Figure 14. Post-test Score Normality Output

It can be seen that the final ability of the experimental class reading skills with a value of Sig. 0.521 is greater than 0.05, so Ho is accepted, which means the experimental class is normally distributed. While the results of the post-test control class with a value of Sig. 0.059 is greater than 0.05 then Ho is accepted so that the control class is normally distributed. So, it can be concluded that the population of post-test scores for the experimental class and the control class is normally distributed.

Homogeneity Test

The following are the results of the homogeneity test scores *post-test* experimental class and control class.

Test of Homogeneity of Variances

Homogenitas Post-test

Levene Statistic	df1	df2	Sig.
1.903	1	47	.174

Figure 15. Post-test Homogeneity Output

It can be seen that the Levene Statistic value is 1.903 with Sig. 0.174 Because of the value of Sig. greater than 0.05, then accept Ho and reject H1. Thus it can be concluded that the two classes are homogeneous.

Hypothesis testing

The proposed hypothesis is as follows.

H0: There is no difference in students' reading skills based on the learning media used.

H1: There are differences in students' reading skills based on the media learning used.

The following are the results of the two post-test averages in the experimental class and the control class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	1.90	.174	7.200	47	.000	16.185	2.248	11.663	20.707
	Equal variances not assumed			7.252	43.024	.000	16.185	2.232	11.684	20.686

Figure 16. Results of the Equation of Two Post-test Means

Based on the picture above, it can be seen that the value of t is obtained at 7.252 in sig. 0.000, so Ho is rejected. Thus, it can be concluded that there is a very significant difference in reading skills between the experimental class and the control class *Pop Up Book* was effectively applied to improve reading skills in learning to read in the experimental class compared to the usual storybook media which was applied in the control class. This can be seen from the *post-test* *average value of* reading skills for class II B as the experimental class which is 81.56 which is higher than class II A as the control class which is 65.38.

Discussion

Reading Skills Learning Process

This study was conducted to test the effectiveness of pop-up book media in improving reading skills in elementary school, especially for second-grade students. This research was conducted on 25 students of class II B as the experimental class, while the number of students of class II A as the control class amounted to 24. Before the research was conducted, the researcher conducted a pre-test used to determine the average of the experimental class and control class, so that it can be seen students ' reading skills in the experimental class and control class see that the characteristics of the two classes are the same. The pre-test was conducted on July 22, 2020, for classes II A and II B. After that, learning reading skills using Pop Up Book media was carried out in class II B then followed by a post-test. Learning reading skills in class IIA using ordinary picture media, then continued with the posttest.

Learning reading skills is carried out in the first semester on Theme 1 Living in harmony, Sub-theme 1 Living in harmony at home. The basic competencies (KD) to be achieved in this learning are detailing expressions, invitations, orders, and refusals contained in the text of a story or song that describe an attitude of living in harmony (Indonesian

content) and identifying the relationship between symbols and the Pancasila precepts in symbols. Garuda Pancasila state (PPKn content).

The results of observations in both classes, both the experimental class and the control class, showed that the teacher carried out reading learning activities very well. Learning is carried out in three main stages as expressed by (Zulela, 2012)the introduction, core, and closing. The teacher opens the lesson with greetings and invites students to pray to start the lesson. The teacher checks student attendance, news, and preparation for carrying out the learning process. The teacher recalls the previous lesson. The teacher invites students to mention what will be studied. The teacher conveys the learning objectives, indicators, and competencies to be achieved in learning. The material is delivered by the teacher in a clear, logical, and systematic manner. Each student has the opportunity to ask questions about the material that has been explained. Teachers use adequate learning resources. To determine the level of students' reading skills, the teacher asked students to read individually, so that each student had the opportunity to demonstrate their reading skills. At the end of the lesson, the teacher together with the students conclude the learning materials that have been completed, identifies the benefits of the material studied and identifies the positive values obtained from the learning materials. The teacher also conveys the next lesson plan. The thing that was missed by the teacher in learning in both classes, both the experimental class and the control class, was to explain the minimum competencies that students had to achieve.

The activity of reading story books in learning is used to determine the level of students' reading skills. According to Slamet (Anggraeni, 2020) regarding the assessment of reading learning, aspects of assessing reading skills in this study include writing voice skills, pronunciation reasonableness, intonation fairness, fluency, voice clarity, and understanding the meaning of words. The *first* aspect that is observed is the accuracy of voicing deaf san. Regarding this aspect, the students saw that they were very precise, quite precise, less precise, or inappropriate in reading words and sentences. The *second* aspect that is observed is the reasonableness of pronunciation. Regarding this aspect, it can be seen that students' pronunciation when reading words and sentences is very clear/loud, quite clear, not clear/vague, or not clear/inaudible. The *third* aspect that is observed is intonation. Regarding this aspect, it can be seen that the intonation of students when reading words and sentences is very clear/loud, quite clear, not clear/vague, or not clear/inaudible. The *fourth* aspect that is observed is fluency. Regarding this aspect, it was seen that students were very fluent, quite fluent, not fluent, or not fluent in reading words and sentences. The *fifth* aspect that is

observed is the clarity of the voice. Regarding this aspect, it was seen that students read words and sentences very clearly/aloud, quite clearly, not clearly/vaguely, or not clearly/inaudibly. sentence. The *sixth* aspect that is observed is word understanding. Regarding this aspect, it was seen by students that they were very precise, quite precise, less precise, or inappropriate in understanding the words and sentences they read

Level of Reading Skills of Grade III Elementary School Students

From the results of the study, it was concluded that the reading skills of the second-grade elementary school students on average were in *the sufficient category*. From the results of the pre-test in the experimental class, subjects who have reading skills are in the *sufficient* category as much as 5 8%, and in the control class subjects who have reading skills are in the *sufficient* category as much as 75 %. From the results of the post-test in the control class, namely the class that did not receive treatment for learning to read using Pop Up Book media, 62.5% of subjects who had reading skills were in the *sufficient category*. On average, 65% of second-grade elementary school students have reading skills in the *moderate category*. Only 24% of students have reading skills in the *good category*. Another 11% of students have reading skills in the *poor category*. Similar to the opinion expressed by Abdurahman (Afrom, 2013), the difficulty factor or low reading skills of students is caused by the following: (1) students do not know letters, (2) students do not understand the sentences they read, (3) students are not fluent. reading, (4) students make mistakes in pronouncing letters that sound similar, and (5) students do not master punctuation.

As many as 65% of new grade II students have a reading skill level of 57% – 70% of the overall reading skill level. The results of this study provide empirical evidence about the problems of learning to read in lower-grade elementary schools. Learning reading skills in low grades needs attention,

the problem of reading skills is at the level of practical teaching in the classroom. Therefore, to overcome the problem of low reading skills of students, the most appropriate way to be taken is to carry out guidance on teaching reading in schools. As a teaching manager, in addition to having to understand the reading theory, the teacher must be able to teach reading in an interesting, stimulating, and varied way. In short, various efforts of teachers to achieve improvement in students' reading skills must be developed. From the results of this study, it has been proven that the use of appropriate reading learning media can improve the reading skills of second-grade elementary school students. From the results of

the pretest reading skills in the experimental class, it was obtained that the average reading skills of students were in the *sufficient category*. The post-test results showed as many as 88% of students had reading skills in the *good* and *very good categories*. The average pre-test score of 63.96 increased significantly in the post-test score to 81.6. Media Pop *Up Book* has proven to be effectively used as a medium for learning to read to improve the reading skills of grade II students. Media Pop *Up Book* _ is appropriate to be used as a medium for learning to read in lower grades.

Pop Up Book Media Effectiveness

The results of the analysis have proven that there are differences in reading skills between the experimental class and the control class on the post-test of reading skills. The experimental class students' reading skills were better than the control class students' reading skills. This means that the use of *Pop Up Books* is effective for improving reading skills in third-grade elementary school students.

To gain confidence that the increase in reading skills is really a result of the use of Pop Up Book media in this experiment, control or control measures were carried out on a number of things or variables, namely (a) Carrying out experiments at the same school location, so that the independent variables were environment can be controlled , (b) Carry out experiments on the same teacher, so that the independent variables in the form of subjectivity in the form of individual differences of the treatment giver can be controlled , (c) Provide a reading ability test before the treatment is given, so that the experimental results are not affected by initial ability, (d) Use the same reading material on reading learning class using Pop Up Book media and reading class using ordinary storybook media so that the experimental results are not contaminated by treatment material factors, (e) Providing treatment with a time span that is not too long but only 3 times so that the experimental results not contaminated by the maturity factor. (f) Research subjects are not informed that they are being researched subjects/objects so that research subjects do not act unnaturally.

The results of this study support the theory that has been conveyed by several experts that learning media is a component that has a very important function in learning activities. Suprihatiningsum said that learning media has six main functions, namely (1) the function of attention, which is something that can attract students' attention by displaying something interesting from the media, so that it can attract students' attention, (2) the function of motivation, which is to raise awareness to students to more active or diligent in learning, (3)

Affective function, fostering student awareness to be better in attitude and able to control emotions in learning activities, (4) Compensatory function, helping weak students in attracting and understanding lessons presented in text or images, making it easier for students to understand learning, (5) Psychomotor function, helping students to carry out motoric activities well, not only cognitively students who are running or developing but all can develop well, (6) Evaluation function, able to assess students' abilities in learning. understand learning through the use of these media so that bro, using media can help teachers in conducting the assessment process (Suprihatiningrum, 2016). With a slightly different formulation, (Wati, 2016) suggests that learning media has many functions including (1) Attention, which functions to attract and direct students' attention to concentrate on learning, and (2) Affective, which serves to provide student comfort in learning by evoking students' emotions such as information. related to social problems or related to student enjoyment, (3) Cognitive, which functions to facilitate student achievement in understanding and remembering the messages contained in learning, (4) Compensatory, namely media that function for students to easily understand and get special information for students who are slow or weak in understanding the material presented through the text. If the teacher uses the media optimally, students can certainly absorb the message conveyed through the media (Daryanto, 2013).

Sudjana said that choosing the media must be by the needs and according to the level of thinking, so that students can capture the meaning contained in the media properly (Sudjana, 2009). Kristina said reading material is the most important aspect of learning to read because it will please children if the presentation is accompanied by interesting pictures (Kristina, 2019). Pop Up Book media can make the learning and teaching process run in a happy atmosphere and Pop Up Book media can indirectly attract students' attention to reading. So that reading skills can improve. The use of Pop Up Book media will make students interested in reading. Indirectly students develop reading skills, so they can read well.

The results of this study also support the results of previous studies, both those conducted by Yuli Ratnasari, Karlimah, Elan, Siti Nur Jannah, and Desi Sukmawati, Isah Cahyani, who have proven that the use of Pop Up Book media is effective in increasing students' understanding of the basic concepts of fractions in Mathematics learning in grade III SD is effective for improving descriptive writing skills in grade IV (Ratnasari, Karlimah, & Elan, 2019)SD (Sukmawati & Isah, 2016)

The results of the research on improving reading skills are also the same as the results of research conducted by Desi Sukmawati, and Isah Cahyani, that the use of any media the teacher must be able to optimize properly so that the media can support learning so that students can understand the learning delivered optimally (Sukmawati & Isah, 2016).

Thus, from the results of this study, which are also supported by the results of other previous studies, it can be concluded that the use of Pop Up Book media can make the learning process run in a happy atmosphere. The use of interesting media will make students interested in reading. Indirectly students develop reading skills, so they can read well.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the use of Pop Up Book media is effective for improving the reading skills in learning to read in second-grade elementary school students. This is evidenced by the results of hypothesis testing by using an independent sample test on students' reading skills using Pop Up Book media, the value of Sig. 0.000 is less than 0.05, so H0 is rejected. This means that there is an effect of Pop Up Book media on the reading skills of the experimental class compared to ordinary book media which is applied in the control class. Reinforced by the average score of the students' post-test has increased compared to the average value of the students' pre-test. The post-test mean of students increased to 81.56 from 65.38. This can be seen from the post-test average value of reading skills for class II B as the experimental class of 81.56 which is higher than class II A as the control class which is 65.38.

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