DEVELOPMENT OF ENGLISH POP-UP BOOK MEDIA TO TEACH WRITING SKILL AT JUNIOR HIGH SCHOOL

Aida Nur Ita[*1], Siti Rofi'ah[*2], Istina Atul Makrifah[*3]
nuritaaida@gmail.com[*1], sitirofiah.unublitar@gmail.com[*2],
istina.atulmakrifah@gmail.com[*3]
Education and Social Science Faculty[*1,2,3]
Nahdlatul Ulama University of Blitar[*1,2,3]

ABSTRACT

This study aims to ensure that the use of Pop-Up Book Media affects the writing abilities of junior high school students. This media focuses with Descriptive Text material to teach writing skill to class VII students. This research use ADDIE model. The sample for this research was class VIIA MTs Sunan Ampel Kediri, totaling 14 students. Data collection was carried out by observation, unstructured interviews with teacher and questionnaires. Data were analyzed using a manual percentage formula. These findings show that the validation percentage of media experts reached 98%, that means "very valid", then the percentage of material validation reached 96%, with means "very valid". The total percentage of student satisfaction questionnaires reached 83.9% which is classified as "Very Satisfied". In conclusion, the use of Pop-Up Book media in learning can increase students' motivation in learning English and increase the creativity of students' in making paragraphs this is immediately effective for developing students' writing skills and the Pop-Up Book learning media is ready to be used by teachers as a learning media.

INTRODUCTION

Education is a necessity for every individual. Education is the first step to prepare students to be active through a mature learning process and physical and mental development. Students that have an education are better able to fulfill their obligations and tasks on their own. The goal of education is to enable students to complete their assignments and fulfill their duties on their own (Desi Pristiwanti, Bai Badariah, Sholeh Hidayat, 2022). Each country has a different education system. In Indonesia the education system uses the national education system. By this, it is hoped that students can develop their potential in accordance with Pancasila. In terms of quality, the quality of education in Indonesia is considered to be still far from perfect due to changes in the curriculum in Indonesia.

The curriculum in Indonesia is always changing because it follows current developments science and technology. The aim of curriculum changes is to increase the quality of students in the school learning system. The curriculum as a guide for learning activities. Curriculum changes cannot be separated from its nature, which

must always be dynamic. By overcoming learning obstacles during the epidemic, the Merdeka Curriculum serves as an alternate curriculum that offers "Merdeka Belajar" independence (Rahmadayanti & Hartoyo, 2022). In the Merdeka Belajar Curriculum, the education system is now more towards student-centered learning. Teachers are given the freedom to explore all their creativity in shaping learning. In the Merdeka curriculum, students are required to take part in language learning.

Language is a communication tool consisting of words, groups of words, clauses and sentences conveyed both vocally and in writing. People use language as a communication tool to engage, share knowledge, and connect with each other. Language is used to communicate thoughts, ideas, feelings and information between individuals or groups and is unique to each country or culture. Humans can effectively exchange information through language (Jaiswara, 2023). One of Indonesia subject is English. So, the students should be learnt of English as international Language.

Learning English at school is less popular with students because it is considered too difficult and people definitely think that English is not important because they work using Indonesian, not English. Apart from that, the learning process they do also looks a bit stiff and boring. Added to this is the statement that English is not an official language in Indonesia. In fact, learning English is very important for students to learn. English is a global communication language used throughout the world. Given the importance of English, acquiring proficiency in the language should be a personal investment in order to lead a successful life (Andika & Mardiana, 2023). By mastery English, students will have the ability to communicate with people from various countries and cultures.

Listening, speaking, reading, and writing skills are four skills that are taught in English. Four skills abilities must be mastered by students. Writing is one of the most difficult skills to learn, besides learning the writing process they also should be learn the components of writing. Writing is a creativity in expressing ideas in telling, entertaining, or convincing. In writing, learners start to elaborate ideas into good sentences so that the meaning of the text to be easy to understand. The more use of language used regularly, the easier it is for others to catch that thought transmitted through the written language. Additionally, students need to get better at writing, which is something that teachers should encourage them to do like grammar and writing practice. Writing involves messages and ideas that should be delivered to the written text, which is given the information to the readers. Based on the background above, the researcher did this research about problems in English teaching learning to students with the title "Development of English Pop up Book Media to Teach Writing Skill at Junior High School". The researcher did this research problems to know the impact of Pop-Up Book media in Writing Skill Students. Can English Pop-Up media have an impact on students' writing skills?.

LITERATURE REVIEW
Learning Media

Tool that contains learning material used by teachers is learning media. Learning media is a technique to attract more attention from students. Learning media are all forms of communication tools that may be used to educate students

material from sources in an organized manner to provide a safe and encouraging learning environment where users can finish the learning process efficiently. Make media in the classroom give advantage for teachers and students interaction, can improve learning effectiveness and efficiency. Learning Media is a tool used to ensure that learning proceeds easily. The media may also be seen as an interaction between teachers and students. Put another way, learning material that is properly included into the learning process will improve as a helpful tool for achieving the goals of learning (Puspitarini & Hanif, 2019). Learning media may facilitate learning for both teachers and students, offer more authentic experiences (making the abstract tangible), grab students' interest in what they're studying, and create connections between theory and practice.

Pop-Up Book

Type of Pop Up product that combine with Pop Up objects and texts is Pop-Up Book. Pop up book media is paper media which, when opened the object will appears with a three-dimensional object in it (Putri & Wijayanti, 2019). This book has a 3-dimensional feel and shows an amazing visualization of the story from images that can stand upright when the book is opened. A pop-up book is a book that can be assembled to create with beautiful objects visualization that can provide amazing effects (N. Rahmawati, 2014). A type of 3D media known as a "pop-up book" may provide eye-catching effects because, each time a page is viewed, a picture appears and the content can be changed to fit the lesson you want to teach (Solichah & Mariana, 2018). Pop-Up Book media is a three-dimensional book with movable three-dimensional parts that enhances students' comprehension of the subject matter by giving the page an eye-catching look. Students will experience an interesting experience such as shifting, opening and even folding the contents of the pop-up book, so this is an advantage of the pop-up book. Through activities like this, students will be more active, enthusiastic and motivated in participating in learning.

Writing Skill

One of the four fundamental skills of learning English is writing so students need to acquire writing as important skills (Agustin et al., 2021). Students can express their thoughts, ideas, views and feelings by writing (Suriyanti et al., 2022). Writing is more challenging than other language skills. Because writing involves several abilities that students should be able to master, it remains one of the most challenging subjects for English teachers and learners. Lack of written activities, grammatical checks, and vocabulary can contribute to many writing issues in English, as students become disinterested and uncertain about what to write. Writing is a common way for students taking foreign language classes to interact with language in ways other than writing itself. This means that without writing, we can complete three aspects of language, for example students write new vocabulary and write what they have heard or read. However, writing is not just the process of putting words into writing, but also requires all aspects of grammar, culture and organization of writing. For the students, Proficiency in writing is an essential ability for second language learners since it has a beneficial influence on the students' life (Javed & Juan, 2013).

Descriptive Text

Descriptive text is a text which describe place, people and things physically by their appearance (Ismayanti & Kholiq, 2020). Descriptive text is the text that says what kind of people or objects. Descriptive texts are meant to describe certain people, places, objects, and other things. In order for the reader to be able to see, hear, feel, and touch everything that is directly engaged in the action, descriptive writing is used to explain anything in depth. Texts of this kind are context-specific; they describe objects, people, animals, or other things, like our pets or familiar individuals. A place, person, or thing's specific details are provided in a descriptive text. The sensory elements are often picked to convey the writer's emotions (Suriyanti et al., 2022). Types of descriptive text are description of People, description of Place and description of thing or object. Descriptive text's general structure consist of Identification (introduction or general description of the topic or object to be discussed) and Description (a section that contains a detailed explanation about the object that has been introduced).

RESEARCH METHOD
Model of Development

RnD Reasearh is used by researcher. According to Sugiyono 2010, the RnD method is a process that produces a specific product and evaluates its efficacy. Ways and steps to produce new products or develop and perfect existing products to test product effectiveness so that the product can be accounted (Okpatrioka, 2023). The ADDIE research and development model is a model which represents the stages systematically (organized) and systemically in use which aims to achieve the desired results. The goal in creating this model is to create a product that is both effective and efficient. The study demonstrates that by enhancing a number of classroom teaching abilities, the ADDIE model may be used to construct instructional techniques (Handrianto et al., 2021). Analysis, Design, Development, Implementation, Evaluation are ADDIE Model's procedures. The analysis stage is a process of defining what participants will learn, carrying out a needs assessment, identifying problems (needs), and task analysis. Design is a creative process in solving a problem in terms of designing a functional object. The design stage is the design stage for the Pop-up Book media framework that will be developed. Product design at this stage cannot be separated from the results of the needs analysis. The development stage is the initial product development stage for the Pop-up Book media by applying the product framework and expert validation stage. In the implementation stage, researcher have implemented the media in class with students. Evaluation takes the form of suggestions and revisions at each stage of Pop-up Book media development.

Data Source

In research and development, the data source for this research is English teacher at VII grade and students at VII A MTs Sunan Ampel Kediri consisting of 14 students. This product validated by media and material validators.

Data Collection

Observation, unstructured interview and give questionnaire are techniques used to collect data in this research. Then, expert validation questionnaire is needed to measure the suitability of the instruments that be used to obtain data and products

that will be used as learning media. Before the product is used in learning, researcher carry out research validation, there are instrument validation, media validation and material validation with instrument experts, media experts and material experts. Then, to measure student satisfaction researcher conducted a questionnaire. In terms of measuring the significance of the product.

Data Analysis

Analysis of the validation can be seen from the value of each validator so that it is calculated again using the formula to get the conclusions from each validator. The formula according (Arikunto, 2010) is as follows:

$$\sum = \frac{X}{N} \text{ x } 100\%$$

X = Total Score Obtained
∑ = Percentage Result
N = Maximum Score

The product will be validated by media expert and material expert. Product Validity is stated in the following categories according to (Arikunto, 2010)

Table 1. Validity Category (Arikunto, 2010)

No.	Percentage %	Validity Category
1.	84% - 100%	Very Valid
2.	68% - 83%	Valid
3.	52% - 67%	Average
4.	36% - 51%	Less Valid
5.	20% - 35%	Invalid

To calculate student satisfaction analysis of Pop-up Book media products with the following formula (Sujiono, 2009) :

$$P = \frac{F}{N} \text{ x } 100\%$$

P : Percentage Sought (Relative Frequency)
F : Frequency
N : Number of Respondents

Table 2. Achievement and Qualification (Arikunto, 2010)

No.	Completeness Presentation	Criteria
1.	84% - 100%	Very Satisfied
2.	68% - 83%	Satisfied
3.	52% - 67%	Quite Satisfied
4.	36% - 51%	Dissatisfied
5.	20% - 35%	Very Dissatisfied

FINDING AND DISCUSSION
Finding
Analysis

The analysis stage is a process of defining what participants will learn. At this stage, researcher analyses the students need and how teacher carry out learning in the classroom. The researcher analyses the data from Observation, distributed the Questionnaire to students and unstructured interview by teacher. The result of the analysis are for students learning English was considered difficult because they did not know the meaning and could not write what was meant. Other side, teacher

provides learning materials and models that are not attract attention, and in the end it is boring and difficult for students to accept and affects the learning outcomes obtained. Therefore, teacher must pay attention to learning models that meet their objectives, are not boring, but can motivate students and attract their attention, which helps improve students Writing Skill. Due to overcome this, researcher create Learning Media with Pop-Up Book Media to stimulate students actively participate in learning and to improve their writing skill.

Design

Researcher obtain product data from instrument development. The researcher asked the instrument expert to check the instrument created by the researcher to find out whether the instrument was valid or not. The results are as follows :

Table 3. Instrument Validation

No.	Questionnaire Statment	Score	Percentage	Criteria
1	Use good and correct language rules	3	60%	Average
2	The wording is clear, concise, and simple to comprehend.	4	80%	Valid
3	The validation questionnaire's evaluation components align with needs.	4	80%	Valid
4	The ranking system in use is simple to comprehend.	4	80%	Valid
5	The validation questionnaire's contents are logical and well-organized.	3	60%	Average
6	The media expert assessment instrument's components can be used.	4	80%	Valid
7	There are enough evaluation components to employ for validation.	4	80%	Valid
8	The directions for completing the validation questionnaire are simple to comprehend.	4	80%	Valid
9	The validation questionnaire is easy to understand	3	60%	Average
10	The validation questionnaire is suitable for use	4	80%	Valid
Total Score		**37**	**74%**	**Valid**

Based on the results, the total percentage reached 74%. The instrument is said to be "Valid" for use. The researcher revised according to the direction of the instrument expert, after the instrument is ready, researcher design media products. Starting from preparing the material to be used, the researcher uses Descriptive Text material, then the researcher make a blue print and looks for design inspiration that suit the material used, find interesting illustrations and edits with application and the final step of the printing process.

Development

Researcher obtain many validations from material and media experts before implementing the product as a teaching tool in the classroom. The result of media experts' validation was as follows:

Table 4. Validation Media

No.	Questionnaire Statement	Score	Percentage	Criteria
1	The quality of the contents of the Pop-Up Book is in accordance with the material	5	100%	Very Valid
2	The image quality of the Pop-Up Book use attractive illustrations	5	100%	Very Valid
3	The quality of the contents of the Pop-Up Book matches the material	5	100%	Very Valid
4	The quality of the instructions from the Pop-Up Book is clear and appropriate to the material	5	100%	Very Valid
5	The illustrations in the Pop-Up Book are appropriate to the material	5	100%	Very Valid
6	Pop-Up Book design according to target students	5	100%	Very Valid
7	The instruments in the Pop-Up Book match the material	5	100%	Very Valid
8	The shapes, colours and proportions of objects correspond to reality	4	80%	Valid
9	Using Pop-Up Book can motivate students in English, especially writing skills	5	100%	Very Valid
10	Pop-Up Books can be used easily by students	5	100%	Very Valid
Total Score		**49**	**98%**	**Very Valid**

Based on the results, the total percentage reached 98%. The product is said to be "Very Valid" for use. Material expert validation produced the following result:

Table 5. Validation Material

No.	Questionnaire Statement	Score	Percentage	Criteria
1	The content of Pop-Up Book according to the target material	5	100%	Very Valid
2	The contents of Pop-Up Book can provide appropriate explanations for students	5	100%	Very Valid
3	The content of Pop-Up Book according Learning Objectives (TP) and Learning Objective Flow (ATP)	5	100%	Very Valid
4	Pop-Up Books can provide interesting learning strategies for target students	5	100%	Very Valid
5	The way of Pop-Up Book is presented can attract the user's attention	5	100%	Very Valid
6	The material in the Pop-Up Book can help improve users' writing skills	5	100%	Very Valid
7	The concepts explained are brief and easy for students to understand	4	80%	Valid
8	The material in the Pop-Up Book is interactive	4	80%	Valid

9	The Pop-Up Book's material has the potential to spark student's enthusiasm in learning English.	5	100%	Very Valid
10	The material in the Pop-Up Book can provide a stimulus for students to learn critically and creatively in composing sentences/paragraphs	5	100%	Very Valid
Total Score		**48**	**96%**	**Very Valid**

The material validation percentage reached 96%, which means the product is "very valid". The material expert provides a slight revision and then the researcher carries out revisions before the product is used as a teaching media. After validation with material experts and media experts, researcher used the product as a teaching and learning media in the classroom.

Implementation

Implementation stage, the researcher implemented the media created by teaching with Pop-up Book media to students in class which was carried out on class VIIA students at MTs Sunan Ampel Kediri, totaling fourteen students. This stage tests the effectiveness of the media on students. At the implementation stage, students' writing abilities are measured through the use of this learning media. Researcher used student satisfaction questionnaires to gauge how satisfaction in using the product. The resulting questionnaire is as follows:

Table 6. Students Satisfied Questionnaire

No.	Questionnaire Statement	Score	Percentage	Criteria
1	Pop-up Book makes it easier to learn English	52	80%	Satisfied
2	Pop-up Book make it easier to understand writing material	52	80%	Satisfied
3	The material provided in the Pop-up Book is easily and readily comprehended.	55	85%	Very Satisfied
4	Pop-up Book have an attractive design	57	88%	Very Satisfied
5	The appearance of the text or writing on the Pop-up Book is easy to read and understand	54	83%	Very Satisfied
6	The images in the Pop-up Book are very interesting	58	89%	Very Satisfied
7	Pop-up Book can help solve difficulties in learning English	54	83%	Very Satisfied
8	Pop-up Book can be used anytime and anywhere	54	83%	Very Satisfied
9	Learning becomes fun using Pop-up Book	55	85%	Very Satisfied
10	Pop-up Book give me the opportunity to think creatively	54	83%	Very Satisfied
Total Score		**545**	**83,9%**	**Very Satisfied**

Based on the table above, the total percentage reached 83.9% which is classified as "Very Satisfied". In short, this product is appropriate for use as

learning media, can help improve students' writing skills and is also classified as a valid product.

Evaluation

Evaluation stage, the researcher received several revisions from experts, the first from the material expert. In terms of the material on the pop up book media, the researcher received suggestions to slightly change the material so that it was easy for students to understand. After that, the researcher made revisions according to the suggestions that had been given. After implementing the product to students, the researcher also received evaluations from students regarding the product, some of the items in the product were not attached to the book so that it looked less neat. The researcher made revisions according to directions to make the product more perfect.

Discussion

English is very less popular with students because students only use English when learning in class. To increase students' interest in English, teacher must provide English learning materials with interesting methods, its mean that with teaching media. Teaching media can increase students' focus, interest, and feelings during learning activities in order to meet learning objectives (Kosanke, 2019). This research start in the analysis stage, researcher conducted observation and unstructured interview with teacher and distributed questionnaires to students. Based on the results of observation and interview of the students can be concluded that students still have difficulty mastering English material and then because of the lack of vocabulary which affects their writing skills. Most of the students felt that they had no idea to start writing to write about something. Teachers not only make students active, but also make students interested in English, not make them afraid. In this way, students' interest in learning English is expected to increase. A pop-up book could be a solution for fulfilling their needs. According to the outcome, pop-up books made learning English enjoyable and simple for students (Sholihah et al., 2023). Teacher must motivate their students to remain enthusiastic and interested in learning English.

Pop up Book media is more effective compared to conventional learning methods, because with Pop up Book media students become more active in the learning process, and the learning become student centre. Pop up book can increase students' motivation in learning and improve understanding in writing, especially descriptive texts that produce complete stories. Students fully understand the lesson thanks to pop-up book media. This means that utilizing engaging media aids pupils in understanding the subject matter clearly and simply since it makes it easier for them to understand the story's substance (Ratih et al., 2017).

Researcher look for previous research related to the research conducted to strengthen the research. Based on previous study by (Widiana, 2023) with the tittle *"The Use Of Pop-Up Card For Junior High School Students' Writing Skills In Descriptive Text"* the result showed that, the use of pop-up card the teacher using images and vocabulary to make students easier for describes the text. In conclusion, Pop Up Books help teachers in learning and have an impact on students in studying descriptive texts, so that students find it easier to describe things. Based on the other

previous study by (Rosyida et al., 2021) with the tittle "*Developing a Pop-Up Book for Written Descriptive Text for Senior High School Students*" The outcome shown that using the Pop-Up Book for Descriptive Text as a teaching tool for senior high school students is both practical and efficient.

Researcher created Pop-Up Book learning media. Before making the product, the researcher validated the instrument with an instrument expert to measure the instrument that would be used to obtain data. The results of instrument validation reached 74% with the "Valid" category, which means the instrument is ready to be used to obtain data. After the instrument was ready, the researcher began designing the product. The first thing to do was look for material that was appropriate to the class where the research would be carried out. The researcher chose Descriptive Text for class VII. After that, researcher began looking for inspiration for illustrations and animations that were appropriate to the material. Design using the CorelDraw application and the final stage is printing the Pop-Up Book. Pop-Up Book is equipped with several interesting animations and designs to make it more interactive. Contains a summary of Descriptive Text material and ends with a quiz to stimulate students' creativity in making paragraphs.

After the design stage, researcher proceed to the product development stage. In product development, the results from media validation reached 98% which can be categorized as "Very Valid", and the results from material validation reached 96% which can be categorized as "Very Valid". In material validation there were slight revisions from the material expert and the researcher carried out revisions according to the direction of the material expert. From the results of material validation and media validation, this means the product is ready to be used for classroom learning. In the implementation stage, the product is used in classroom learning, after which students are given a Satisfied Questionnaire to measure student satisfaction. The results reached 83.9% which was categorized as "Very Satisfied", meaning that the product was suitable for use as learning media in the classroom. It was determined that the creation of pop-up book learning materials was both possible and appropriate for usage in educational settings (D. Rahmawati et al., 2023)

In this research, it can be shown that using pop-up book media also helps teachers in teaching in class. students will not get bored quickly in learning English. Using of Pop-Up Book media in learning can increase students' motivation in learning English and increase students' creativity in making paragraphs, this is directly effective for developing students' writing skill.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, in summary, the use of Pop-Up Book Media can help students' writing skills. As explained in the findings and discussion, the results of the validation of the final product during development and obtained the results of "Very Valid" which means the product is ready to be implemented. When the product is implemented in class, the researcher conducts learning using this media and students work on the quizzes available on the product to measure students' ability to write paragraphs after using the product. Then the researcher gave a satisfaction questionnaire to students to measure how satisfied students were when using the product. The results of the satisfaction questionnaire reached 83.9%

which is included in the "very satisfied" category. This means that students feel that this product can help them in writing skills. The researcher hopes that this research can contribute to English learning. The researcher hopes to be able to help teachers in achieving learning objectives, helping students in learning English especially by using Pop-Up Book media. The researcher also hopes to be able to provide additional information for other researchers who will conduct further research and develop this product better.

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