



## ENHANCING READING SKILLS THROUGH POP-UP BOOKS IN NARRATIVE TEXT LEARNING

Pradnya Permanasari<sup>1</sup>, Putri Nindya Ayu Pamssuari<sup>2</sup>

English Language Education, Teachers' Training and Education Faculty, Universitas Pekalongan, Jl. Sriwijaya No.3, Bendan, Kec. Pekalongan Barat, Kota Pekalongan, Jawa Tengah 51119

Corresponding author: [pradnyaronita@gmail.com](mailto:pradnyaronita@gmail.com)

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**Abstract:** This research aims to find out the problems that are faced by the students in reading skill and explain the pop-up book as a teaching medium can improve student's reading skill in narrative text. The writer used classroom action research through two cycles design in this research. The respondent was XI-2 grade students of SMA N 1 Wiradesa that consisting of 31 students. The writer chose the XI-2 grade students because in this grade students should master of reading skill. In this research, the writer used qualitative design to gather the data. The data was collected through observation, open questionnaire, pre-test, and post-test. Based on data result of student's reading comprehension, it showed the significant improvement for reading comprehension using Pop-up book. The mean score of pre-test increased about 22.6% became 81.9 in post-test. Individually, students who had passed the KKM got a score of 75 or more were improved from only 14 or about 45.2% students in pre-test activity, then it had increased 100% became 31 students in post-test. Classically, all the students had passed the standard minimum score more than 75. It means the research ran successfully.

**Keywords:** *Pop-up book; reading skill; classroom action research*

### INTRODUCTION

The foundation of education in the world is the mastery of reading and writing (Villanueva, 2025). The variables of education are habits and comprehension (Napa-Rodríguez, 2025). Mastering English in the modern era has become one of the main priorities as one of the demands of the times accompanied by the important role of English to make it easier for someone to connect with the wider world and compete in era of revolution 4.0 where the majority of Indonesian people already use various technologies that contain English. Technologies make human being easier to do their jobs and hobbies (Zanyar, et.al., 2023). English is the main language needed for learning technology and science throughout the world. The use of English among Indonesian people is increasing, especially for job prospects in several companies that have collaborated with foreign companies. This happens because society is influenced by digital technology and social

media which are increasingly developing rapidly. If technology tools are used as instructional aids, students will use media more creatively since they give them the chance to examine and gather information efficiently (Soebandi, et.al, 2023).

In Indonesia, English is taught as a foreign language at every level, starting from elementary school to university. In education, English learning is classified into listening, speaking, reading, and writing skills. Thus, those four language skills are essential to master (Munthe et al., 2023). Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing (Shafira & Melly, 2024). Reading is one of the most essential skills in the language learning (Brilliananda & Wibowo, 2023). Reading gives many benefits for students, one of them is improving students' learning achievement (Frans et al., 2023). In English, reading is the process of interpreting written to understanding the meaning of the text. According to Oktoriansarry,

et.al, (2023) reading is a process to information from a written text, eliminating irrelevant information, and quickly identifying what students are looking for. Reading activity is not only reading the text, but understanding contain of the text. Besides that, according to Abdul & Sri Wahyuni (2024) reading is one of the fundamental language skills that enables pupils to perform better is reading, which enables proper comprehension of information (Khusmiati, at.al. 2023). Reading means dealing with messages in written text which contains elements of vocabulary and grammar. In the language components, vocabularies become the important points of English learning (Khadijah & Rezeki, 2023). Reading deals with cognitive process that involves multiple complex activities (Flavell, 1979 as cited in Jugas, 2024). Reading is not only pronouncing some words but also understanding various information (Pambudi et al, 2023). Thavy et al (2024), in English language instruction, reading comprehension is the process of extracting meaning from texts, must be given top priority in order to guarantee students' success and serve as a foundation for future study. Mastering reading skill enables students to receive the learning materials in classroom (Khotimah et al., 2023). There are so many previous studies said that students face difficulties in reading comprehension because of many factors. The first research said that many students do not like reading for many reasons (Fergina et.al, 2024). The other study defined that lot of students have difficulties in comprehending the texts, academic performances, and their language development (Martini, et.al., 2025). One of the difficulties faced by the students in reading is their incapability in understanding the text (Sinambela et al., 2023). The lack of students' reading comprehension affects the students' ability to follow instructions and writing their academic texts ((Bergman & Hessel, 2023). The students often struggle to comprehend the structure and organization of the text (Fitriani & Sunarti, 2024). A good reader is the one who has an ability to understand the meaning of the material being read (Uswatun, Retno, & Raheni, 2024). According to Riyani et al (2023) understanding the text is started from how we interact with the text. Hence, the students should be able to comprehend what they read and get. In other words, comprehension refers to the ability to understand of the information from the cognitive activity that involves readers' engagement with the text. How well a student uses strategy to understand what the author is saying determines how well they understand the book

(Istiqomah, Rohmani, & Edwin, 2023). In this digital age, students need a strong ability on reading comprehension (Zakaria and Khoirunnisa, 2024). Lack of fluency also makes the students have difficulty in processing letters and words (Nuralimah et.al., 2023). Hence, it is needed certain reading comprehension method to teach students (Robert and Brown, 2024). In addition, the research gap the teachers need to know the students' reading difficulties, the reading challenges that the students experience and how to improve the students' reading development.

In English teaching process, the teacher uses first language to convey the material and students try to explain using the target language. In the school, teacher is the important role to help the students in teaching learning process and teacher plays a central part creating a positive and effective learning environment, delivering lesson, assessing progress, and adapting their approach to meet the diverse needs of students. Teacher often holds degrees in education, engage in professional development, and gain practical experience through teaching roles. Moreover, a teaching role involves guiding, facilitating, and inspiring learners to acquire knowledge, skills, and understanding. According to Syahid et al (2023), teaching is one of learning model that teacher uses as a strategy can be applied to improve student's skill. As a teacher, the important things for teaching learning process in classroom are using learning materials and teaching media. According to Mazdawati, et.al. (2024) the learning process is a medium that can attract students' interest in learning process in the classroom. Yet, the teachers often use conventional ways that make the students lack of interest (Rahman et.al., 2023).

Additionally, Media is a "mediator," which controls the learning process effectively. Beside that the teaching, learning media is an intermediary medium that teachers use to communicate instructional materials in both physical and non-physical forms. According to Sari et al. (2023), several factors of attractiveness in learning methods, subject matter that is too abstract, and a lack of attractive learning media in the classroom. It channels messages, attention, and excitement for learning while increasing students' understanding of the lesson, so that the activities learning is more effective and beneficial (Hafifah, Hadi, & Ritonga, 2023). Lubis et al (2023) states that learning media is one of the most essential factors in the learning process. The media is created to help students understand the materials (Fauziah & Mulyani, 2024). Learning media is a tool channeling student

to the materials (Triana et al, 2023). In other word, media can be formed electronic, graphic, or photographic tools. In other way, the media is a tool that can be utilized in the teaching and learning process using some various of tools, such as white board, text book, website, etc. Media can be form based on technology and creativity. Digital reading platform is more popular in education setting (Loh, et.al., 2023). Digital reading online tools can help the students to improve their reading skill (Kumar, 2023). According to the definition of media, in teaching learning process take effect for students in the classroom. More clarity the teaching media can improve understanding and skill students in English. There are several media for teaching learning using technology digital and some books. In this research, the writer used a Pop up book for the media. Book is a set of papers that are written. For teaching learning process, some various books can make the students more understand about the material. Book has the concept rectangular shape with the text and some pictures which arise to more students interesting in learning process. This is a three-dimensional book that incorporates mechanisms and paper engineering to create interactive elements in that pop up or unfold when the pages are opened. This medium is called pop-up book.

Pop Up book is a book that has three dimensions effect that is cutting, sticking, and folding images, appear while is opened (Hafifah et al, 2023). According to Akina et al (2023) Pop Up book is a book that is easy to carry, practical to use, and interesting to read. Afifah et.al (2023) say that by using Pop Up book, teachers can provide a memorable, interesting, and effective learning material. Besides that, according to Saputra (2025), pop-up book is a book that containing three-dimensional element for visualization story. Izzati et al (2024) state that pop-up books offer a thorough perspective and an engaging method of presenting a subject. Pop-up books are defined as works of literature that combine narrative elements with image elements that move or have three dimensions, creating visual appeal through movement when the page is opened (Sunarti et al., 2023). Pinandhita & Yasin, (2025) state that Using pop-up book in e-learning to improve student's vocabulary mastery student, and then analysis of students' speaking descriptive ability between photo. Susrianty, et.al (2024) state that pop-up books serve as creative media to improve students' imagination, increase their appreciation for books, and enhance their creative mindset. Pop Up book is suitable for increasing students' vocabulary and

reading comprehension (Afrila and Damri, 2023). Pop up book is a feasible and easy to access media that can be used to motivate the students to read (Huda and Kiptiyah, 2024).

The writer used Pop Up book because it is so different from the conventional book that only has one dimension. Pop Up makes the readers become enthusiastic to read and interested to comprehend the text because of the shape of the book. Given the benefits of pop-up books, which include: a lot of surprises in the book, a shape that can be arranged or dimensional, a practical shape, an intriguing color, the ability to cover multiple objects in a single book, the ability to draw the user's attention, and the ability to make it easier for students to understand the content, pop-up books have a great deal of potential for development as a learning medium (Sukniasih, et.al. 2023). Using Pop Up book makes the students more independent and optimize their critical thinking (Hafifah and Ritonga, 2023).

In the pop-up book, the writer chose narrative text. According to Shafari & Melly (2024), narrative text is a text that can be read aloud or summarized. Narrative text can take various form, including novels, short stories, folktales, myths, legends, and fable or fairy tale. In this research, the writer used fable for the theme of narrative text. Narrative text is a type of text that tell the story a sequences part of historical event in the past. Narrative text is a text that tells a story and, in doing so, entertains the audience. Key elements of narrative text include plot, characters, setting, point of view, theme, conflict, resolution, tone. Narrative text can take various form, including novels, short stories, folktales, myths, legends, and fable or fairy tale. In this research will use fable for the theme of narrative text. Narrative Text is being taught in the XI grade curriculum so that is why the writer chose Narrative text as the text to develop students' reading skill.

Based on the background of this research, the writer chose to analyze the reading skill for 11<sup>th</sup> grade students of SMA N 1 Wiradesa. This research only focused on narrative text using pop-up book as teaching medium. In the point of view from writer, the 11<sup>th</sup> grade students are right choice to be able have mastered more about reading skill because in this grade not too early and in the middle phase. In addition, the target location in this study is quite strategic for the location where the writer lives.

## **METHOD**

In this research, the writer used classroom action

research. Arikunto (2020) in Rianti et al (2024) says that Action Research is a kind of research that is used to solve problems with a certain system. In general, a cyclical strategy was used in classroom action research: problem identification (planning), data collection (action), data analysis and interpretation (observing), development, and action planning (reflecting). The writer conducted participatory research; personally involved in the process. The writer observed, gathered the data, analyzed and finally reported the findings. The subject of the study, the writer used the XI-2 grade students of SMA N 1 Wiradesa that consisting of 31 students. The writer chose the XI-2 grade students because in this grade the students mastered reading skill. Therefore, the writer applied the research in this school. For the instruments and data collection, the writer used qualitative design to gather the data. Qualitative analysis is a method that explores the phenomena through non-numerical data. The writer conducted the descriptive research by doing observation, using open questionnaire, conducting pre-test, and post-test. In observation, the writer involved themselves and the students' participation in learning, how they were seriously joint the class and did their test. The tests were conducted to measure the students' ability in reading comprehension. The questionnaire was conducted during the cycles were done. The test validation is done by having the triangulation method. For the techniques of data analysis, the writer used qualitative as well as quantitative data analysis. The writer conducted the quantitative analysis by recapitulating the collected data from test, computing the results, calculating the percentage, and determining the comparison of pre and post-tests. In the qualitative descriptive, the writer described the result of tests to measure that the use of Pop-up book can improve students' reading skill and to motivate the student in learning process in the classroom.

## **RESULTS AND DISCUSSION**

The writer used observation, questionnaire, pre-test and post-test to describe student's reading skill in narrative text before and after using Pop-up book. The observation was conducted on 6th of December. The observation was aimed to describe student's learning process in the classroom.

The writer designed the research on two cycles. The cycles consisted of giving material, pre-test, and post-test. Before cycle session, students filled the open questionnaire as opening this session. This questionnaire included three questions. First question was about reading skill based on 3 levels (less, medium, and fluent). Then, second question was about the problems are faced of students in reading skill. Last, third question was about explaining the teacher in teaching using media provide a solution to student's problem or not.

The first pre-test was conducted on 14th of December. The students answered some questions to describe the student's background knowledge and examples of narrative text. The result of the pre-test showed that almost the students did not pass the minimum standard score of English subject. Based on the result score of pre-test, the writer intended to improve student's reading skill using Pop-up book in narrative text. The writer taught the students using Pop Up book aimed for gaining the students' achievement on their reading comprehension of narrative text.

The first post-test was conducted on 16th of December. The students received the material from the teacher. Then the teacher stimulated the students by using questions to describe student's understanding. After that, students made a group discussion into 4 groups to reading comprehension using Pop-up book and answered some questions based on the narrative text with Pop-up book. The students enjoyed to interaction with each other member of the group, learning together, and exchanged ideas.

Then, the second cycle was done to make sure that the students have got their improvement. The writer gave the students materials using pop up. The students were tested their reading comprehension after being taught using the pop up book. The second cycle was done at 23<sup>rd</sup> of December. The students showed their significant improvement in the second cycle.

From the open questionnaire session, the writer collected the data and was analyzed with the table and explains below: (1) How well do you understand reading and comprehending texts in English? (2) What problems do you face when reading and understanding texts in English? (3) Can the teacher's use of media in learning help solve your problems? (Please explain)

Table 1. *Student's answers of questionnaire*

Students' Initial Name	Level 1 (Unable to understand sentences and must use a dictionary/translator website)	Level 2 (Able to understand some sentences, but still needs a dictionary/translator website)	Level 3 (Able to understand sentences well)
AMS		√	
AIF		√	
AEF		√	
DMS		√	
DA		√	
DPR		√	
DS		√	
EDA		√	
FMR		√	
GRPD		√	
HAK		√	
IS		√	
IFH		√	
ISA		√	
KSAW		√	
KNNA		√	
MFA		√	
MFAT		√	
MKDS		√	
MKF		√	
NIM		√	
NFR		√	
PWW		√	
PD		√	
RWN		√	
RHS		√	
SRZ		√	
SP		√	
SNA		√	
TRAB		√	
VLG		√	

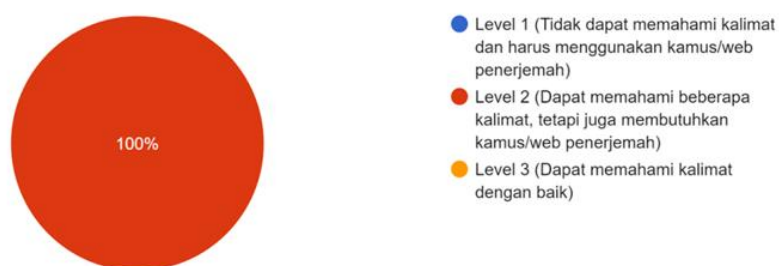


Figure 1. Diagram of Level in Reading Skill

From the data result of questionnaire, it showed that in first question the all of students occupy is level 2. It means that the students can understanding sentences, but still need dictionary or web translator to help understanding some unfamiliar vocabulary.

Table 2. Student's answers of questionnaire

Number of Students	Student's Answer
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AMS	Sentences such as proverbs or foreign words that I have never heard before confuse me when trying to interpret them.
AIF	I don't know the meaning or how to pronounce certain vocabulary words.
AEF	The vocabulary I know is limited.
DMS	When reading, I sometimes struggle with pronunciation.
DA	The problem I face when doing English exercises is that I find it hard to translate them.
DPR	I don't fully understand grammar, so sometimes I struggle when doing exercises.
DS	Sometimes I understand, sometimes I don't.
EDA	Lack of vocabulary mastery.
FMR	I can understand but don't know the meaning.
GRPD	I can't translate English vocabulary and I get confused when reading English words.
HAK	It's difficult to translate some words into Indonesian.
IS	I have to focus on the sentences when reading English texts.
IFH	I still don't fully understand the meaning of a word and need to look it up in a dictionary or translation website.
ISA	I don't completely know the translation of a word.
KSAW	Translating difficult words and figuring out how to pronounce them.
KNNA	Translating unfamiliar foreign vocabulary.
MFA	I don't know the meaning or how to pronounce sentences in English.
MFAT	I get confused when translating and reading vocabulary, so I still need a dictionary or translation website.
MKDS	Translating and pronouncing English words.
MKF	I get a little confused with the meaning of words and how to pronounce them.
NIM	The problem I face in reading and understanding English texts is difficulty with pronunciation and lack of vocabulary knowledge.
NFR	I don't understand the meaning of certain words or how to pronounce them.
PWW	I'm confused by the meanings of some words.
PD	Confused about how to pronounce and translate English vocabulary.
RWN	Vocabulary that I don't yet know the meaning of.
RHS	I don't understand the meaning.
SRZ	How to pronounce a word, because in English, the pronunciation and spelling can be different.
SP	Trying to find out the meaning of English words.
SNA	How to pronounce unfamiliar English words and translate them.
TRAB	Understanding the meaning of words that sometimes have similar forms and being confused about how to pronounce them.
VLG	So far, the problems are with translating some meanings and pronouncing vocabulary, but I can still handle it by practicing regularly.

Besides, for the second question, the data showed that the student's problem in reading skill is most students had difficulty translating some sentences and confused about how to read correctly.

Table 3. *Student's answers of questionnaire*

Number of Students	Student's answers
AMS	Less helpful because I use books more often.
AIF	Yes, I think the use of media during lessons makes it easier for me to understand the material.
AEF	Yes. Because I think media is one of the tools that helps students clearly understand a topic.
DMS	Yes. Media makes it easier for me to understand the material in class.
DA	Yes. For me, using media is a good solution when I have difficulty understanding the material.
DPR	Absolutely. I think media is indeed the right solution in learning.
DS	For reading practice, usually with texts in books.
EDA	Yes, it helps me understand the material taught by the teacher with the help of learning media.
FMR	Less helpful because I still like to use books.

GRPD	I understand a little better, it's quite easy to grasp.
HAK	The teacher allows students to use dictionaries and sometimes translation websites, so that helps during practice.
IS	Maybe, because sometimes media helps me understand, but other times it's a bit hard to follow.
IFH	The teacher sometimes translates together from the book, so that helps quite a bit.
ISA	Not very helpful, although sometimes we're allowed to translate unknown words.
KSAW	Helps a little, because it's easier to understand.
KNNA	Yes, for me media in learning really helps me to better understand the material delivered in class.
MFA	Yes, learning is easier to understand when using media.
MFAT	Yes, I understand a little better using media.
MKDS	Yes, it really helps me in understanding the lesson.
MKF	Yes, I prefer learning with media because it's very easy to understand.
NIM	Sometimes yes, because in the text there are words I don't know, and I can translate them to add to my vocabulary.
NFR	Yes, learning with media makes learning a bit easier.
PWW	Yes. It really helps me overcome difficulties in understanding the material.
PD	Yes, I understand more easily with media.
RWN	Sometimes I use YouTube, which makes learning more fun, and we're allowed to use dictionaries.
RHS	Yes. I think media can provide a solution for my difficulties in understanding the material more quickly.
SRZ	I think it would be a solution if the media used is also easy for me to understand during learning.
SP	Sometimes it can be understood through media, but some are still harder to grasp.
SNA	Yes. I think media is a solution for me to better understand classroom learning.
TRAB	Yes, I can easily understand when using media.
VLG	Yes, it definitely helps me understand the material more easily than just verbal explanations.

For the last question, it showed that media used by the teacher can give solutions to the student's problems in learning. Most answers of the students stated that media in learning help the student's understanding the material in class, but some students stated that the media did not provide a solution if you only use of books. From this result, the writer chose Pop-up book as a medium to help student's understanding and improve reading skill.

Meanwhile based on the pre-test and post-test in cycle 1 and cycle 2, the writer collected data and analyzed the student's score using the formula:

Mean

$$X = \frac{\sum x}{n}$$

X : mean

$\sum x$  : total individual score

n : number of students

From the formula above, mean can be obtained from the total individual score divided by the number of students.

Percentage of students passed KKM

$$P = \frac{F}{n} \times 100\%$$

P : the class percentage

F : total percentage score of students

n : number of students

From the formula above, percentage of students passed KKM can be obtained from the total individual student's score passed KKM divided by the number of the students.

Percentage of student's improvement

$$P = \frac{y1 - y}{y} \times 100\%$$

P : percentage of student's improvement

y1 : post-test result

y : pre-test result

From the formula above, percentage student's improvement can be obtained from post-test result minus pre-test result divided pre-test result, then multiplied by the 100%.

The result of the pre-test and post-test students was on the following appendixes:

Table 4. *List of Student's Scores*

Students' Initial Name	Pre-test Cycle 1	Post-test Cycle 1	Post Test Cycle 2
AMS	75	80	85
AIF	75	90	95
AEF	60	80	85
DMS	75	80	85
DA	60	80	85
DPR	60	80	85
DS	60	80	85
EDA	60	80	85
FMR	60	80	85
GRPD	60	80	85
HAK	75	80	85
IS	75	80	90
IFH	60	80	85
ISA	60	80	90
KSAW	60	80	85
KNNA	60	80	85
MFA	75	80	95
MFAT	75	80	95
MKDS	75	90	95
MKF	75	90	95
NIM	60	80	85
NFR	60	80	85
PWW	75	90	95
PD	60	80	85
RWN	60	80	85
RHS	75	80	90
SRZ	60	80	85
SP	75	80	85
SNA	60	80	90
TRAB	75	90	95
VLG	75	90	95
<b>Total score</b>	<b>2070</b>	<b>2540</b>	<b>2735</b>
<b>Mean</b>	<b>66.8</b>	<b>81.9</b>	<b>88.2</b>
<b>Score ≥ KKM (75)</b>	<b>14</b>	<b>31</b>	<b>31</b>

Based on student's table score above, it showed that student's highest score in pre-test of cycle 1 is 75 and student's lowest score is 60. Then in post-test of cycle 1, the student's highest score is 90 and student's lowest score is 80. In the cycle 2, the lowest score of the student is 85 and the students' highest score is 95.

From the data result of student's reading comprehension, it showed that significant improvement for reading comprehension using Pop-up book. The mean score of pre test of cycle 1 increased about 22.6% became 81.9 in post-test of cycle 1. In the cycle 2, the students got significant improvement in the total amount of the students'

score is 2735. Individually, students who had passed the KKM got a score of 75 or more were improve from only 14 or about 45.2% students in pre-test activity, then it had increased 100% became 31 students in the both post-tests. Classically, all the students had passed the standard minimum score more than 75. It means the research ran successfully.

**CONCLUSION**

Based on the results of the research that has been done, it can be concluded that the use of Pop-up book as a teaching medium in narrative text to improve student's reading skill is becoming a

solution and alternative for student's understanding in learning process. The use of Pop-Up book can improve the students' ability in reading comprehension shown by 100% of the students passed the KKM. Based on the three questions in this research, it showed that all of the students occupy is level 2. Besides that, the data also showed that the student's problem in reading skill was most the students had difficulty translating some sentences and confused about how to read correctly. In the last result, it showed that media used by teacher can give solutions to the student's problem in learning. Most answers of the students stated that media in learning help the student's understanding the material in class. Therefore, from the data result of student's reading comprehension showed that there was a significant improvement using Pop-up book. Additionally, the responses shown by students were good in appreciating the use Pop-up book in narrative text to improve student's reading skill. They provide good feedback, and constructive suggestions for the future learning medium can develop.

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Based on the research that has been done, the research will give impact for lecturers because the use of Pop-up book as a teaching medium in narrative text can be a solution and alternative to improve student's reading skill. Furthermore, the most various content in narrative text using Pop-up books to makes students interested in learning process. For other research, this research has limited time to improve student's reading skill. Therefore, the writer hopes that it can be continued with a wider sample trial and adapted to other content of materials. For the general reader, this research can be a reference which can improve the knowledge in reading skill

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**Pradnya Permanasari, Putri Nindya Ayu Pamssuari**

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