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The Use of Pop-Up Book to Enhance Young Learners' Vocabulary Acquisition

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Abstract

This research discussed about the use of pop-up book to teach English for young learners. The study aims to find out the implementation of Pop-up book to enhance young learners' vocabularies acquisition. The research employs a qualitative research with a case study design. The participants were six students around 4-8 years old. The data were collected through observation. The data were, transcribe, coded, analyzed and displayed in extracted data and tables. The result of the research showed that in enhancing the vocabulary acquisition on the marine creatures' topic, the marine creature Pop-up book was combined with a storytelling which was delivered in ESA teaching procedure can help young learners to enhance their vocabulary acquisition. The result of the research shows that the 'dolphin' word was the easiest to be recognized and also the most frequent. In addition, the teacher frequency utterances during teaching them also give effect to young learners' vocabulary acquisition.

Keywords: Pop-Up Book, Young Learners, Vocabulary Acquisition, ESA

Introduction

Teaching English to the young learner has different treatment from the adult. Generally, young learners only can keep their focus maximum of 20 minutes to learn. They will get bored quickly if the teacher does not make the learning process interesting. Interesting learning should be provided by the teacher to keep students' focus longer. Learning media can be one of the alternative ways to attract their attention. Media in teaching English for children helps the teacher to deliver the materials for students.

One of the learning media in teaching English for young learners is the pop-up book. A pop-up book is one of the creations from paper engineering that contain embossed pictures. When young learners open the book, it will display 3D pictures related to the lesson. The media also looks more real than common books because of the embossed pictures. The pop-up book had existed a long ago. However, it does not well-known as a good media because the price is expensive. Teachers can create the media as they want. It also can adjust with the material that will be taught. The attractive appearance of the pop-up book can attract young learners' attention and focus with the materials.

This kind of research is needed to enhance students' vocabularies especially young learners. Young learners have a good memory to recognize and memorize new vocabularies. Moreover, using pop-up book media as an interesting learning media will make students enjoy during the lesson. The embossed pictures inside the pop-up book are also interesting for young learners even they can touch the media to know the shape of pictures.

Theoretical Approach

One of the English skills that be taught to young learners is vocabulary. Vocabulary is the collection of words that an individual knows (T.Linse, 2005). Based on the statement above, it means the definition of vocabulary as words that people have to speak in English. Vocabulary can be considered as a significant aspect of learning English because people need in speaking English. According to (Irawa, 2017), Vocabulary is an essential aspect of language, in conclusion, teaching vocabulary is an activity about learning and introduce a new word to the students which has large advantages and also can help to improve students' English language. The young learner period is an appropriate opportunity to increase their vocabulary because they have good memorizing in that time.

Pinter (2011) divides young learners into three categories: Very Young Learners (age 3-6 years old), Young Learners (age 7-9 years old), and Older/Late Young Learners (age 10-12 years old) (Imaniah & Nargis, 2017). In this research, the subjects of study are included into very young learners and young learner categories. Their characteristics tend to have low concentration span, short memory, repetition, and revision is necessary, and love stories, fantasy, imagination, art, drawing also colouring.

Teaching Procedure

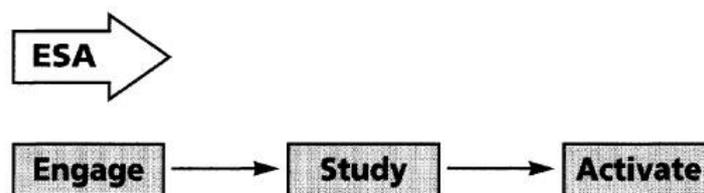
Teaching procedures is an ordered sequence of techniques in teaching activity (Harmer, *The Practice of English Language Teaching* 4th Ed., 2007). It is needed as significant component to arrange class activities. The procedure is begun from start until the end of class. There are several kinds of teaching procedures, two of them are (Harmer, 2007):

1. Presentation Practice Production (PPP)

The procedure was divided into three parts (P). The first P is Presentation where firstly finds out how much of the target language (for example grammar or vocabulary to be taught) which the learners know. The second P is Practice, where the learners given controlled practice of the target language. It can be in the form of oral exercise, targeted at the individual students, or in the form of worksheets during early stages. The last P is Production, where the learners start to produce language freely. For example, when the teacher asks for playing role play assignment as same as example above then ask them to arrange the dialogue freely.

2. Engage Study Activate (ESA)

ESA is teaching method that allows more flexibility but still use the same basic structure. Engage is element that uses to attract learners with the lesson. The teacher usually gives an introduction about the class activity to make the learners know the material. While studying is the main lesson which teacher explains the material; activate is the last activity which defined as part to make sure young learners' memories about the lesson. In this research used straight arrow types.



ESA Straight Arrows sequence

Figure 1. Straight Arrow ESA

It is variation which consisting of the teacher following the sequence: Engage, Study, and Activate. It is the appropriate teaching procedure for teacher who had known the learners' necessary. The teacher can prepare the materials first also for the beginning of class which she should build comfortable atmosphere for learners.

Method

The present study design is a case study. A case study is considered by some researchers to be a part of the qualitative research-a type and, sometimes, a method or scientific approach (Starman, 2013). It means that case study can be defined as qualitative research-type which uses scientific approach in the implementation. According to Given (2008), a case study is a research approach in which one or a few instances of phenomenon are studied in depth (Given, 2008). Based on the explanation, the case study is conducted to study a particular case or phenomenon in detail. It aims to identify possible problems which existed and how the effect to the result of research. The participants of research was six young learners aged 4-8 years old.

Data Collection Techniques

The research used observation as the data collection technique. Observation is the method to observe and describe the behaviour of the subject. The researcher did observation to collect relevant information and data of the study. There were three kinds of observation types.

1. Controlled observations

In the observation, the researcher avoided direct contact during observation but participants were still aware of being observed. The researcher had the authority to decide the place and time to do observation would take place.

2. Naturalistic observations

Instead, in the natural observation participants were not aware of being observed. Therefore, they tended to do spontaneous behaviour in open or natural surroundings. The researcher recorded all the participants' behaviour and observed them in their natural situation.

3. Participant observations

Participant observation was considered as naturalistic observation because had similarity. The difference was the observer joined with the participants and became a part of the group. The researcher participates in the activities to study their behaviour. The observation could be done by Overt or Covert. Overt was when the researcher asked permission and admitted real identity and the purpose while for covert researcher did not tell the truth about the identity and the purpose of the activity.

This research used participant observation that was done by overt. The researcher joined in the participants' activity as a teacher and used real identity. The purpose also had been explained to participants' parents.

Data Analysis Technique

The data gained from the observation were analysed qualitatively. Qualitative data analysis methods were divided into three stages (Huberman, Miles, & Johnny Saldana, 2014). Those are data condensation, data display, also the conclusion, and verification.

Results and Discussion

In this chapter, the researcher discusses the results of the current study that are divided into two sub-chapters. Those sub chapters are set based on the analysis of the research questions: the implementation of Pop Up book and the effectiveness of applying Pop Up book to enhance the young learners' vocabulary acquisition.

In this researcher applied ESA (Engage, Study, Activate) in the teaching procedure. ESA is elements for successful language learner which combine 3 activities in the one implementation. As the learners may give different respond for different stimulation in learning.

1. Engage

Engage is the first step in Harmer's theory in order to give stimulation for learners. Here are some observable points on the current study; greeting, self-introduction, pray, and introducing the learning activity.

2. Study

The second stage was study. According to Harmer (2007) study activities are those where the students are asked to focus on the *construction* of something, ... (Harmer, 2007). Based on Harmer's theory, study stage is when teacher gave the material to the learners. In this research, the lesson was talking about the introduction marine creature by Pop-up book through story telling technique. The study stage was divided into several parts as follow: introducing the title of the story, introducing the marine creature, introducing the story.

3. Activate

The last element is activation which describe as exercise and activities that designed to get students using language as freely and communicatively as they as can (Harmer, 2007). Activate element was a stage that expected the learners to use their language within learning. It aimed to give the learners rehearsal opportunities using the language.

The English Acquisition on Marine Creature using Pop-up Book

In the second sub-chapter discussed the English acquisition on marine creature using pop-up book related to the research question in the first chapter. This research had 6 participants which were young learners around 4-8 years old to measure the effectiveness of pop-up marine book to enhance learner's English acquisition

Table 1. The English acquisition of Marine Creature

	RM	AT	AP	CN	PK	SF	Frequency	Percentage
Dolphin	6	6	6	7	6	6	37	37,4 %
Turtle	1	4	3	3	1	1	13	13,1 %
Crab	4	5	3	4	3	3	22	22,2 %
Shark	3	3	2	3	4	3	18	18,2 %
Octopus	3	1	1	1	2	1	9	9,1 %
Total	17	19	15	18	16	13	99	
	(17,3%)	(19,4%)	(15,3%)	(18,4%)	(16,3%)	(13,3%)		

From the data above, learners had uttered 'dolphin' 37 times (37,4 %), 'shark' 18 times (13 %), 'octopus' 9 times (22,2 %), 'turtle' 13 times (18,2 %), and 'crab' 22 times (9,1 %).

The table also showed that the most active learners were AT which mentioned 19 times marine creatures without any clues. The second place was CN that mentioned 18 times, the third was RM with 17 times utterances, then PK with 16 times utterances, the last was SF with 13 times utterances. Researchers got the result that 'dolphin' was the most name uttered by learners while octopus was the least. The difference of utterances frequency happened because teacher more focused and emphasized the word 'dolphin' to learners. The teacher wanted them to remember the main character. Moreover, 'dolphin' also became the first marine creature that learners knew in the pop-up book.

Conclusion

The conclusion consisted of two answers from research problems about the implementation of marine creature Pop-up book and the explanation of the young learners' performance on marine creatures' vocabulary acquisition. The implementation was started with the English vocabulary introduction specifically marine creatures by using a pop-up book through Engage, Study, Active (ESA) procedure. However, in the Activate element, the learners were not be able to use the vocabulary taught yet. Nevertheless, they had been capable to recognize the vocabulary when reviewing.

The learners' ability to mention the marine creature names in the research became the material for marine creature vocabulary acquisition. The result shows that AT becomes the young learner who gets the highest of the English acquisition percentages. From 5 marine creatures, the word 'dolphin' constituted the easiest name to be recognized by learners while octopus became the most difficult to be was recognized. One of the possible causes because 'dolphin' become the word which mentioned firstly on its cover and the most frequently uttered word utterance by the teacher.

Recommendations

Based on the following research, the researcher expects there will be next research related with the same theme. The future researchers who are interested to use pop-up book as learning media can create innovation during teaching English. Pop-up had existed a long time ago and been proven to help learners to learn. In additional, Pop-up book also can be combined with many learning media such as song, games, audio sound, so on. Those combinations will be good learning media which can enhance learners' English ability through interesting method.

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