DEVELOPING A SAMPLE OF INSTRUCTIONAL READING MATERIALS OF FOLKTALES IN THE FORM OF POP UP BOOK FOR GRADE VIII STUDENTS

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Abstract: The objectives of this research were (1) to find out the target needs and the learning needs of the students of SMP Muhammadiyah Al Mujahidin and (2) to develop reading materials of folktales in the form of the pop-up book to supplement the instructional reading material for grade VIII students of SMP Muhammadiyah Al Mujahidin. This research was Research and Development (R&D) study. The research procedures adapted ADDIE Model proposed by Taylor. ADDIE stands for Analyse, Design, Develop, Implement, and Evaluate. The subject of this research was the eight grade students of SMP Muhammadiyah Al Mujahidin. The data were collected through observation, interview and questionnaires (need analysis questionnaire and expert judgment). The product of this research was the reading material of folktales in the form of pop-up book. The book consists of three units. Each unit has six parts. The parts are: Warm Up, Let's Read, Evaluation, Reflection, Summary, and Vocabulary List. Each unit has 2-4 folktales. Each folktale has 1-3 pop up figures. Based on the results of expert judgement, the average score of the developed material and media are considered as "good".

Keywords: *Reading Materials, Folktales, Pop-Up Book*

MENGEMBANGKAN SEBUAH CONTOH MATERI BAHAN AJAR MEMBACA DARI CERITA DONGENG DALAM BENTUK BUKU POP-UP UNTUK MURID KELAS VIII

Abstrak: Tujuan penelitian ini adalah (1) untuk mengetahui kebutuhan target dan belajar siswa SMP Muhammadiyah Al Mujahidin dan (2) untuk mengembangkan bahan bacaan dari cerita rakyat dalam bentuk buku pop-up untuk melengkapi pembelajaran materi membaca untuk siswa kelas VIII SMP Muhammadiyah Al Mujahidin. Jenis penelitian ini adalah studi penelitian dan pengembangan (R&D). Prosedur penelitian mengadaptasi Model ADDIE yang diusulkan oleh Taylor. ADDIE adalah singkatan dari Analyze, Design, Develop, Implement, dan Evaluate. Subjek penelitian ini adalah siswa kelas VIII dari SMP Muhammadiyah Al Mujahidin. Data dikumpulkan melalui observasi, wawancara dan kuesioner (kuesioner analisis kebutuhan belajar dan penilaian ahli), Produk dari penelitian ini adalah bahan bacaan cerita-cerita rakyat dalam bentuk buku pop-up. Buku ini terdiri dari tiga unit. Setiap unit memiliki enam bagian. Bagian-bagiannya adalah: *Warm Up, Let's Read, Evaluation, Reflection, Summary,* dan *Vocabulary List*.

Setiap unit memiliki 2-4 cerita rakyat. Setiap cerita rakyat memiliki 1-3 figur pop up. Berdasarkan hasil penilaian ahli, skor rata-rata dalam aspek materi dan media yang dikembangkan dikategorikan "baik".

Kata Kunci: *Bahan Bacaan, Dongeng, Buku Pop-Up*

INTRODUCTION

Reading has the main role in helping students to get more information or knowledge of English texts. Based on standard competency and basic competency of School Based Curriculum for grade 8 of junior high school students, it states that the students are expected to have some abilities in understanding the simple functional texts and short essays to interact with the environment. Considering it as the urgency to master the reading skill, the grade 8 students of SMP Muhammadiyah Al-Mujahidin need to practice and to improve their reading skill.

The other reason reasons why students need to master the reading skill are: to get some benefits by attaining certain information and to get pleasure or to avoid boredom by reading an amusing text like story or joke in people's spare time (Harmer, 2001:200). Patel and Jain (2008: 113) also agree that making the reading as a hobby can give the students both benefits.

Generally, all of narrative text types are intended to entertain and to give some lesson of moral values for the readers. The reader can also gain information, entertainment and appreciation. Thompson also (1946) explains that the readers can get information, enjoyment and motivation from heroic deeds and religious educations in the stories. Similar to Thompson's statement, Dietsch (2003) also states that stories of narrative text are aimed to reflect, entertain, tell, clarify, or influence the readers' thought. Anderson and Anderson (2003) also agree that the benefit of reading folktales is for entertainment. Reading folktales would also bring Indonesian culture and local wisdom values up. Hence, the reading activity not only makes

the students understand the knowledge and skills of English but also get spiritual, social attitudes, and moral values of their own country.

Reading materials of folktales can be presented in many forms. The form of material impacts its effectiveness and attractiveness in teaching reading. The materials accompanied with some pictures in the form of pop-up book could be the answer for the effective and attractive reading materials. Nancy (2002: 1) explains that a pop-up book is a book with some mechanisms that can be controlled by the readers. Dyk and Hewitt (2010) also add that pop-up book is a book with some static printed pages that can change and transform into a dynamic three-dimensional mechanical book and provide some interaction between reader, words, and illustrations. Reading the pop-up book would motivate the students to know the content and the message of the displayed pictures. Harmer (2001: 202) agrees that pictures can be used in teaching grammar, text and text's content. Brewster, Ellis and Girard (2002: 86) also add that images represent the meaning of the text and

make the memorizing new vocabulary item become easier. Therefore, developing a sample of instructional reading materials of folktales in the form of pop-up could be an alternative way to improve students' interest in reading and it indirectly helps them achieve their reading goals.

RESEARCH METHOD

The study was conducted on May 12th 2017 in SMP Muhammadiyah Al-Mujahidin. The research subjects of this study were the English teacher and 21 grade VIII students. The procedure of the research was based on ADDIE model proposed by Taylor (2004). The steps were analysing the need, designing the material and media, developing the material and media, implementing and evaluating the product. The types of data collected were two types. Those types were quantitative data and qualitative data. For instruments used, the quantitative data used questionnaires for need analysis and questionnaires for expert judgement. The qualitative data used observation sheet, interview guide.

RESEARCH FINDINGS

The findings of this study were the results of need analysis, the course grid, the unit design, the pop up design, and the result of material evaluation. The course grid was developed based on the result of need analysis and standard and basic competence of Curriculum 2006.

The need analysis was divided into two parts. They were target needs and learning needs. Furthermore, target needs consisted of four aspects. They are goals, lacks, necessities, and wants. Students' goals in learning English were to communicate with foreign people and to master all of English skills and get the best score. In the term of necessities, majority of students agreed that reading skill is very important. However, they lacked vocabulary mastery and habit to read more texts. They wanted to understand vocabulary items in the story, understand the plot of the story well, master the English grammar in Indonesian folktales.

The second part of need analysis was learning needs. They consisted of six aspects: input, procedures, settings, teacher and students' role, and typography. The results of students' learning needs were as follows. Input text must consist of picture and pop-up figures, vocabulary materials, moral value and culture materials. Learning procedures were about discussing the content and the meaning of expressions of the text and its function of contents and meanings based on context, answering the multiple questions related to the text, translating vocabulary items, and filling in the blanks with available words in the story. The learning settings were doing task in groups, in pairs, and individually. Teacher's role was to guide students to read the folktales loudly and translate them together. Students' role was to participate actively in teaching-learning process.

The results of need analysis were used to develop the course grid of reading materials of folktale. The course grid became the root of the developed materials. The more other important roots were standard and basic competence of School-Based-Curriculum or Curriculum 2006. The course grid had some sub-

components. They were unit, unit title, indicators, title of input texts, language focus, and activities.

After developing the course grid, the reading materials of folktales in the form of pop-up book were developed. The book consists of three units. Each unit has 21-25 activities and it was divided into six parts. The parts are: Warm Up, Let's Read, Evaluation, Reflection, Summary, and Vocabulary List. Each unit has 2-4 folktales. Each folktale has 1-3 pop up figures.

In the very beginning of each unit, Warm Up section was designed to trigger students' curiosity of the materials and to make them recall their prior knowledge about the topics. Next, the main activity was called Let's Read. In this part, tasks were developed to guide students achieve the targeted competences. Besides, vocabulary tasks and language focus were also included. The last part of each unit was closing. It consisted of Evaluation, Reflection and Summary.

The first draft of materials was evaluated by an expert. There were two aspects that were evaluated: content aspects and media aspects. In content aspects, the expert evaluated the appropriateness of the material, the language and the organization of materials. In media aspects, the expert evaluated the appropriateness the media and the appearance. The average score of expert judgment was 2.82. The score fell in between $2.50 \leq x \leq 3.24$. Thus, the developed material and media was classified as "good" score.

CONCLUSIONS

The purpose of this research is to develop a reading material of folktales in the form of pop-up book for the 8th grade students of SMP Muhammadiyah Al Mujahidin. This pop-up book has been developed based on ADDIE model for R&D model which was proposed by Taylor (2004). ADDIE stands for Analyse, Design, Develop, Implement, and Evaluate. Those are the steps in this research. They are implied in need analysis, formulating the material and media design, developing the research product, implementing, and evaluating the product.

Regarding the research findings, target needs consisted of four aspects. They are goals, lacks, necessities, and wants. Students' goals in learning English were to use English for communication and to get best score in examination. However, the problem was they lacked vocabulary mastery and habit to read more texts. They wanted to read text with pictures, understand a lot of vocabulary items, understand the plot of the story well, and master the English grammar from reading Indonesian folktales.

The results of students' learning needs were as follows. Input text must consist of picture and pop-up figures, vocabulary materials, moral value and culture materials. Learning procedures were about discussing the content and the meaning of expressions of the text and its function of contents and meanings based on context, answering the multiple questions related to the text, translating vocabulary items, and filling in the blanks with available words in the story. The learning settings were doing task in groups, in pairs, and individually. Teacher's role was to guide students to read the folktales loudly and translate them together. Students' role was to participate actively in teaching-learning process.

The book was designed with three units. Each unit has 21 to 25 activities. Each unit was arranged into six main parts: *Warm Up, Let's Read, Evaluation, Reflection, Summary,* and *Vocabulary list.* In reading activity, there were 2- 3 folktale. In unit 2 and 3, the folktales have been divided into two parts. Each folktale has 3 or 4 pop-up media. Each pop-up media illustrates the folktales. There are two types of pop-up that have been used were 180° and 90°. In the 180° pop-up media, the pop-up figure would be popped up from the surface by opening the page 180°. In pop-up 90°, the figure would be popped up by pulling the cover layer 90° in the up direction.

Based on the expert judgment, the reading material in the form of pop-up book was stated as feasible to apply to teach reading for the 8th grade junior high school students with some revisions. The average score of the expert judgment

was 2.82 out of 4 score. It could be conversed that the product is good and feasible to use in teaching reading. The use of the book could be a supplementary book for reading skill. The book also could improve students' interest in reading activity.

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