

CHAPTER I

INTRODUCTION

This section will discuss the background of the study, statements of the problem, research objectives, significance of the study, scope and limitation, and systematical writing. All the sections will be explained below:

A. Background of the Study

Education is a process that develops the ability and potential of each individual.¹ The possibility of each individual can be explored and formed in several ways. One of them is the education obtained at school. Education at schools is formal education organized by an institution. Education is formed from relationships and interactions between teachers and students in an effective teaching and learning process. Teaching and learning activities have instruments, namely teachers as teachers, students as students, and material as a form of education delivered by teachers to students. The process of providing this material is an interaction carried out by both; in this case, it is expected that education is not only for students who receive it but also for teachers who can evaluate the process of teaching activities carried out.

English is an international language and the most widespread medium of global communication. It is one of many subjects that are important in education. In Indonesia, English is regarded as a foreign language and is included in the school curriculum as part of the learning process. It can also be called English for Foreign Language (EFL). As explained before, foreign language learning is included in school curriculum.² This is the briefings school holds for its students before they face world-class competition in technology.

¹ Agustina Ramadhianti, Sugianti Somba, and Amrina Rosyada, "Pelatihan Penggunaan Media Flash Card Dalam Pembelajaran Bahasa Inggris Pada Taman Belajar Ar Raihan," *Jurnal ABDINUS: Jurnal Pengabdian Nusantara* 7, no. 1 (2023): 229–36, <https://doi.org/10.29407/ja.v7i1.18562>.

² Dafa Alya Nabila and Ayu Oktaviani, "Flashcards for Improving Students' Vocabulary Mastery," *U-JET* 11 (2022): 2–5.

Vocabulary mastery is one of the main elements in learning English.³ Vocabulary mastery is essential to applying all other English language skills, such as listening, speaking, reading, and writing. However, the broad scope of terminology presents difficulties for teachers and students alike. A comprehensive vocabulary is the key to helping students learn English.⁴ Good vocabulary develops core communication, learning, and thinking. Without developing vocabulary, the student's language skills will be stuck. But nowadays, many students complain about the difficulty in understanding English subjects because they have less vocabulary. Teacher should know this problem as an evaluation of their teaching.

Over the past twenty years, teaching English to young learners has become global. Johnstone in Cameron stated that EYL is the most significant educational policy development in the world and has a significant influence on educational practice. According to Piaget in Cameron, Piagetian theory for language implies that the young learner is a sense maker. It explained that children are active participants in learning, building their understanding by engaging with objects or concepts. Additionally, young learners grow by interacting with items in their surroundings. This environment plays a crucial role in their development by offering opportunities for meaningful actions and experiences.⁵

Madrasah Ibtidaiyyah (MI) Nurussalam is an elementary-level educational institution that narrates the curriculum with one of the compulsory subjects, English. English is learned at elementary school and starts from the appropriate especially or basic language level suitable for children. The learning method in grade 5 *Madrasah Ibtidaiyyah* (MI) Nurussalam is teacher-

³ Nindy Susrianty, Marsika Sepyanda, and Risza Dwiputri, "THE EFFECT OF POP-UP BOOKS TOWARD STUDENTS' VOCABULARY MASTERY," *ELP (Journal of English Language Pedagogy)* 9, no. 1 (2024), <https://doi.org/10.36665/elp.v9i1.856>.

⁴ Nurfitriani Idris, Muhammad Yahrif, and Sujarwo, "The Influence of Using Crossword Puzzle to Improve Students' Vocabulary Mastery of Class VII SMP Negeri 4 Pujananting of Barru," *EDULEC: Education, Language, and Culture Journal* 3, no. 1 (2023): 15–23, <https://doi.org/10.56314/edulec.v3i1.114>.

⁵ Lynne Cameron. "Teaching Languages to Young Learners". Cambridge: 2001.

centered learning, in which students only listen to the teacher's explanation of the material being taught also known as the conventional method. In other words, it has not used appropriate media in the teacher's explanation of students yet. Using the learning method that is usually taught, students tend to focus less on the teacher at the same time lessons are being explained in class, or it can be said that students are not interested in the teaching material. So, students are less attentive to the teacher and instead choose to play or chat with their classmates during class.

The material was taken from the coursebook, and the *Kurikulum Merdeka* was also used. The book has four chapters and is being taught two each semester. The students have the problem of quickly forgetting the material they learned. Because of that, they had low marks in English subjects. The majority of students show a lack of interest in learning English. One of the reasons is that the teacher is still applying the conventional method without using the learning media to increase the student's understanding of extended memories. Applying effective media is crucial to capture the students' interest and engage them in learning activities.

Meanwhile, a fun milieu in the learning process is needed to raise the students' enthusiasm for learning. It is because students can have high self-confidence, a creative and innovative mindset. To achieve these, of course, the role of teachers is crucial in choosing appropriate teaching strategies as well as teaching media. Teaching media in the classroom English learning is explicitly needed because of several things, such as students receiving lessons well in class, students being able to adjust to the language environment well, and students being interested in language learning in class. One of the teaching media that can be applied to elementary school-age children is Pop-up books as the media.

The Pop-Up Book is a medium in the form of three-dimensional pictures inside the book. It provides an interesting visualization for the viewers. Pop-Up Books can be mixed with English material and engaging ways to

present vocabulary⁶. Pop-Up Books are a kind of creative medium that helps kids be more imaginative, increase their appreciation for books, and develop more creative mindsets. The purpose of applying Pop-Up Books as learning media is first to attract the attention of learners in the teaching and learning process. Second, Pop-Up Books help students more easily understand new vocabulary taught in class through interactive visuals. Third, Pop-Up Books can also boost students' interest in learning by making the process more enjoyable and interactive while in class.

Some research on Pop-Up Books has been conducted. The first is the research conducted by Karina⁷ entitled “The Development Pop-Up Books to Improve Children’s Language Skills”. This research is the developmental research that showed the development of the ADDIE model. The result of the research through academic techniques showed that the development of the students following students’ activeness is excellent. Second, the research conducted by Siti⁸ under the title “Developing Pop-Up Book for Teaching Vocabulary to Young Learners”. This study aims to develop learning media such as Pop-Up Books for teaching vocabulary to young learners, especially kindergarten students at Darul Ulum Kindergarten. This study's result showed that the development phase involved the Pop-Up Book, which made a high score and indicates that it is an easier media to use in teaching young learners. Meanwhile, this research conducted the quasi-experimental method to show the influence of vocabulary mastery by using English Pop-up book.

Next, the research was conducted by Diani⁹ entitled “Application of Pop-Up Book Media in Developing Children’s Linguistic Intelligence”. This

⁶ Susrianty, Sepyanda, and Dwiputri, “THE EFFECT OF POP-UP BOOKS TOWARD STUDENTS’ VOCABULARY MASTERY.”2024

⁷ Karina Pratiwi, Sugito Sugito, and Marianus Subandowo, “The Development Pop-Up Books To Improve Children’s Language Skills,” *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 4 (2020): 408–14, <https://doi.org/10.17977/um038v3i42020p408>.

⁸ Siti Khadijah and Yanti Sri Rezeki, “Developing Pop-Up Book for Teaching Vocabulary to Young Learners,” *Journal of English Education Program* 4, no. 1 (2023): 38–43, <https://doi.org/10.26418/jeep.v4i1.54957>.

⁹ Diani Deka Rusanti et al., “Application of Pop-up book Media in Developing Children’s Linguistic Intelligence,” *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023), <https://doi.org/10.35445/alishlah.v15i2.2879>.

study used qualitative descriptive research with data collection carried out directly at kindergarten locations, including observation, interviews, and documentation. The result shows the development of childhood linguistic intelligence, which shows that the children can answer complex questions. Then, the research conducted by Nindy¹⁰ under the title “The Effect of Pop-Up Books Toward Students’ Vocabulary Mastery” used a quasi-experimental design; the experimental and the control groups were determined through a random draw. Based on the results, teachers are advised to consider this research when investigating a wider variety of instructional media to improve student engagement in vocabulary learning.

Reviewing all those previous studies, the researcher found that several studies used Pop-up books as a medium for the learning process, but the variables used varied. The previous studies that Siti¹¹ has provided in 2023 and Nindy¹² in 2023 revealed differences for both researches. Siti developed the Pop-Up Book as a learning media to teach vocabulary to young learners. However, Nindy analyzes the effectiveness of using a Pop-Up Book to improve students’ vocabulary mastery. This research is different from the previous studies because the researcher used Pop-up books as media by connecting Pop-up books with the vocabulary of fifth-grade students of *Madrasah Ibtidaiyyah* (MI) Nurussalam using the quasi-experimental research method.

The novelty of this research lies in its application of learning media to increase students' interest in learning vocabulary at *Madrasah Ibtidaiyyah* (MI) Nurussalam. Although digital tools such as laptops and projectors are available, the lack of internet access prevents students from using online learning platforms like Quizlet and Kahoot. As a result, students cannot rely on their

¹⁰ Nindy Susrianty, Marsika Sepyanda, and Risza Dwiputri, “The Effect of Pop-Up Books Toward Students’ Vocabulary Mastery,” *ELP (Journal of English Language Pedagogy)* 9, no. 1 (2024): 29–42, <https://doi.org/10.36665/elp.v9i1.856>.

¹¹ Siti Khadijah and Yanti Sri Rezeki, “Developing Pop-up book for Teaching Vocabulary to Young Learners,” *Journal of English Education Program* 4, no. 1 (2023), <https://doi.org/10.26418/jeep.v4i1.54957>.

¹² Susrianty, Sepyanda, and Dwiputri, “THE EFFECT OF POP-UP BOOKS TOWARD STUDENTS’ VOCABULARY MASTERY.”

gadgets during class, making alternative interactive media, such as Pop-up books, a valuable tool for enhancing vocabulary mastery. Furthermore, the teachers are just taught using the coursebook. Meanwhile, many experts said in a lot of research that learning media must increase students' motivation and attention. In addition, the media will stimulate the students to long memories and remember what they have learned.

Based on the explanation above, it is concluded from the preliminary interview with a teacher that students are less interested in the material taught because the delivery and media used by teachers have not been effective and innovative. The teacher only taught the material based on the coursebook without any media used. For this reason, learning media using Pop-up books is the right choice of media to be applied in fifth-grade MI Nurussalam. Therefore, the researcher wants to discuss this issue with a study entitled "**The Influence of An English Pop-up Book on Vocabulary Mastery of Fifth-Grade Students of *Madrasah Ibtidaiyyah* (MI) Nurussalam Mantingan Academic Year 2024/2025**"

B. Statement of the Problem

Based on the above background, the researcher can state the problem as follows "How do English Pop-up books affect vocabulary mastery in fifth-grade students of *Madrasah Ibtidaiyyah* (MI) Nurussalam Mantingan?"

C. Research Objectives

Based on the statements of the problem above, this study aims to measure how much influence English Pop-up books have on improving the English vocabulary of grade 5 students of *Madrasah Ibtidaiyyah* (MI) Nurussalam Mantingan Academic Year 2024/2025.

D. Significance of the Study

Considering the proposed research, this section describes some expected significances. This research is supposed to be beneficial for teachers, schools, and other researchers. Each will be revealed below:

1. For teachers

This research is expected to improve the quality of teaching and allow teachers to develop interesting learning media in the classroom.

2. For schools

This research is expected to enhance the quality of learning and boost students' and school achievement.

3. For future researchers

This research is expected to serve as a reference for future research.

E. Scope and Limitations

The research conducted a quasi-experimental design. It focuses on the fifth-grade students of *Madrasah Ibtidaiyyah* (MI) Nurussalam Mantingan. In MI Nurussalam there are two classes for class 5 in the academic year 2024/2025. So, the researcher chose a class for the control group and a class for the experimental group based on the students' grade before and after the activity or using the pre-test and post-test. It will be conducted based on the class schedule.

F. Systematical Writing

The first chapter discusses some information to find the basic concept of this research. It explains the background of the study, the statement of the problem, the research objectives, the study's significance, and the study's scope and limitations.

Following the basic information in Chapter I, the second chapter discusses some review of related literature. The discussion is about teaching

English to young learners, vocabulary, teaching media, previous studies, conceptual framework, and research hypotheses.

Following the information on the review of related literature in Chapter II, the third chapter describes the time and place of the research, the research design, the population, and sample, the instrument of data collection, the technique of data collection, the technique of data analysis, and the validity and reliability of the test.

The fourth chapter discusses data presentation, data analysis, and discussion about the result of the research.

The last chapter concludes the conclusion of the research and the suggestion.

