



The effect of pop up book on 5 – 6 years old children’s listening skill

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Abstract

Listening skill represents a child’s ability to listen, interpret, understand, and respond to information. The present study aims to find out the effect of pop-up book on listening skills of 5-6 years old kindergarten students in Serang District, Serang City, Banten. To this end, 30 kindergarten teachers in Serang District were recruited to participate in this quantitative survey study. This study found a significant effect of pop-up book on listening skills of children aged 5-6 years old. The significant effect of the pop-up book may be accounted for by its attractive visualization and color, drawing children’s attention to understand the story more easily and motivating them to read autonomously. The correlation coefficient of 0.773 indicated a strong relationship between the two variables. In other words, pop-up book in this study positively affect children’s listening skill. As the probability score shows a significance level of 0.000 (<0.05), the effect of pop-up book on children’s listening skill was deemed significant.

Keywords: Pop – Up Book, Listening Skill, 5 – 6 Years Old Children.

Abstrak

Kemampuan menyimak adalah kemampuan yang dimiliki seorang anak dalam mendengarkan, menginterpretasikan, memahami makna dan menanggapi respon. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media Pop-up Book terhadap kemampuan menyimak anak usia 5-6 tahun di TK Sekecamatan Serang, Kota Serang-Banten. Penelitian yang digunakan oleh peneliti adalah penelitian kuantitatif dengan jenis survei dengan sampel 30 guru anak usia 5-6 tahun yang berada di kecamatan Serang. Berdasarkan hasil penelitian bahwa terdapat pengaruh yang signifikan karena media Pop-up Book yang digunakan memberikan visualisasi cerita yang menarik sehingga seperti kesan nyata, tampilan warna yang membuat daya tarik anak untuk memudahkan dalam memahami isi cerita, serta dapat memotivasi anak untuk membaca secara mandiri. Hasil koefisien korelasi Pop-up Book dengan kemampuan menyimak anak usia 5-6 tahun menunjukkan angka sebesar 0,773 yang berarti memiliki tingkat hubungan yang kuat, karena berada pada kriteria interpretasi 0,60-0,779. Artinya media Pop-up Book berpengaruh positif terhadap kemampuan menyimak anak. Sedangkan terlihat angka probabilitas Pop-up Book terhadap kemampuan menyimak anak usia 5-6 tahun adalah dalam taraf signifikan sebesar 0,000 < 0,05 sehingga dapat dikatakan bahwa pengaruh kedua variabel signifikan.

Katakunci: Pop – Up Book, Kemampuan Menyimak, Anak Usia 5 – 6 Tahun.

INTRODUCTION

Preschool children undergo a developmental stage in which they are sensitive to any stimuli they receive. Law of the Republic of Indonesia no. 20/2003 on National Education System defines Early Childhood Education (ECE) as an effort provided for children since they are born until the age of 6, through educational stimuli aiming at assisting their physical and emotional development and growth and preparing them for the next education levels.

Children acquire their language ability mainly from their surroundings. As a means of socialization, language is used to respond to other individuals. It symbolizes one's thoughts and feelings and delivers messages to others. Language learning is known to play a pivotal role in developing one's thoughts and feelings. Being able to appropriately use a language allows one's message to be properly accepted. Language skills cover four aspects, listening, speaking, reading, and writing.

These four skills should be properly stimulated, especially the listening skills since children spend most of their time listening to their surroundings while playing or studying. Minister of Education Regulation no. 137 of 2014 states that preschool children's language development should cover: (1) Listening to others, (2) Understanding the story told to them, (3) Answering questions, and (4) Retelling the story.

Previous studies on children listening skills showed that some children did not pay attention to the teacher's explanation, could not answer the question and retell the story, a condition contradicting the indicator stipulated by the Education Minister Regulation 134/2014 on ECE Standard regarding language development of 4-5 years old children, i.e., listening to others, understanding two commands, and understanding a story told to them. Children are sensitive to stimuli at the age of 4-6 years old. The stimulus can be useful for assisting children's listening skill development. Among the types of stimuli is the pop-up book.

In this regard, the present study attempts to see the effect of a pop-up book, as a learning media, on 5-6 years old children's listening skills. The present study is expected to extend our current understanding of children's listening skill development. From practical perspectives, this study provides teachers with a new reference of storytelling method (i.e., by using pop-up book) to deliver better learning quality and enhances their teaching creativity and innovation.

(Tarigan, 2015) sees listening activity as a process of paying full attention to verbal symbols to collect and understand the messages stated verbally by interlocutors.

In the same vein, (Martaulina et al., n.d.) defines listening as one's skill in understanding, processing, concluding, and responding to verbal language symbols. By having adequate listening skills, children are likely to be capable of receiving information from others.

Rivers (Ghazali, 2013) state that listening skill is equally important as other language skills (speaking, reading, and writing skills) as these four skills are interrelated. In other words, providing proper stimuli to children's listening skills can also develop other language skills, considering that listening is a receptive skill that can trigger the language learning process.

Grounded from the abovementioned descriptions, listening can be defined as a process in which children pay full attention to capture information from others. This receptive skill is known to trigger the language learning process as it can develop other language skills, i.e., reading, writing, and speaking skills. Listening is categorized as a receptive language skill.

Bluemel and (Bluemel & Taylor, 2012) define a pop-up book as a book that offers the potential for motion and interaction through paper mechanisms such as folds, scrolls, slides, tabs, or wheels."

In the same vein, Dzuanda (Permadi et al., 2020) defines a pop-up book as a three-dimensional book equipped with movable parts that offer more attractive storytelling, including the motion picture when its pages are opened.

Similarly, (Cahyani et al., 2020) see a pop-up book as a three-dimensional media that can move when opened. Pop-up learning media offers an advantage through its surprising effect.

To sum up, pop up-book is a book with moving parts and three-dimensional elements, providing a more attractive story visualization. Thanks to its beautiful, erectable images, every page of a pop-up book potentially attracts children's attention.

A pop-up book can be helpful in teaching children to respect books and develop their reading habits. Pop-up books can also stimulate children's imagination and develop their critical and creative thinking skills.

METHOD

A research method is virtually a scientific method to collect data for certain purposes (Sugiyono, 2016). The present study applied a survey method, a method that takes samples from a certain population and employs a questionnaire as the primary instrument (M & Effendi, 1995) This study involved kindergarten teachers in Serang district, Banten, between October and November 2020.

The study sample represents the total member of the population and their characteristics (Sugiyono, 2016). In the present study, the samples were recruited using the

purposive sampling technique, a technique applying certain criteria to select the study sample. This study recruited 30 kindergarten teachers who used the pop-up book as a learning media.

The study data were collected using a questionnaire, a data collection instrument containing a set of written questions or statements requiring participants' responses. (Sujarweni, 2014). The questionnaire was distributed to find out the effect of pop-up books on listening skills of 5-6 years old kindergarten students in Serang District, Serang City, Banten. By using 3-point Likert scale, (3 = good 2 = fair 1= poor), participants were asked to indicate their response to the statements.

The data were analyzed using a linearity test using SPSS to see the linearity of the variables. These variables were deemed to have a linear relationship when the significance value was less than 0.05. A simple linear regression test was also performed to predict the dependent variable (Y) value based on the independent variable (X) value. Furthermore, a correlation analysis was also exercised to see the relationship of the variables. In this regard, the Product-Moment Pearson Correlation Coefficient (r) was used to see the strength of variables being measured.

RESULT AND DISCUSSION

This study was conducted between October and November 2020. The data were collected by distributing questionnaires to purposively recruited samples. Two variables were investigated: pop-up book (X) and 5-6 years old children's listening skill (Y). Three tests were performed, namely linearity test, simple linear regression test, and correlation test.

Table 1. Linearity Test Result Source

			Sum of Squares	Df	Mean Square	F	Sig
Listening Pop - Up Book	Between	(Combined)	33,133	4	8,283	11,295	.000
	Groups	Linearity	30,732	1	30,732	41,907	.000
		Deviation From Linearity	2,402	3	.801	1,092	.371
	Within Groups		18,333	25	.733		
Total			51,467	29			

The criteria used in this study was that a significance value of >0.05 indicates linearity between two variables, while a significance value of < 0.05 indicates no relationship between the two variables. Following this criterion, this study found a linear relationship between pop-up book media and children's listening skill, as the significance value was 0.371 (>0.05).

Table 2. Simple Linear Regression Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773a	.597	.583	.861

a. Predictors: (Constant), Pop-up Book

As displayed in the table above, the correlation value (R) is 0.733. The R square value is found to be 0.597, meaning that pop up book media (X) affects children's listening skills (Y) by 59.7%.

Table 3. Coefficient Estimate

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	8,034	5,047		1,592	.123
Pop-up Book	.816	.127	.773	6,442	.000

a. Dependent Variable: Listening

The significance value of 0.000 (<0.005) indicates that the proposed H0 was rejected while H1 is accepted. In other words, pop up book affects children's listening skill.

Table 4. Correlation Test Result

		Pop-up Book	Listening
Pop-up Book	Pearson Correlation	1	.773**
	Sig. (2-tailed)		.000
	N	30	30
	<hr/>		
Listening	Pearson Correlation	.773**	1
	Sig. (2-tailed)	.000	
	N	30	30
	<hr/>		

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in the table above, $r_{hitung} > r_{tabel}$ ($0.773 > 0.361$) means a strong relationship level at the interval of 0.60 to 0.779. In other words, pop up book was found to significantly affect children's listening skills.

This study found a significant effect of the pop-up book on the listening skills of children aged 5-6 years old. The significant effect of the pop-up book may be accounted for by its attractive visualization and color, drawing children's attention to understand the story more easily and motivating them to read autonomously. The result of the hypothesis test using the Pearson product-moment correlation formula showed a score of 0.773 (> 0.361) $r_{count} > r_{table}$, meaning that the relationship between the two variables was strong. In other words, pop-up book is strongly related to children's listening skill.

In this regard, the proposed H0 was rejected, and H1 was accepted ($r_{count} > r_{table}$). In other words, the use of pop-up book in this study significantly affect the listening skills of 5-6 years old children at kindergartens in Serang District, Serang City, Banten.

CONCLUSION

The present study aims to find out the effect of the pop-up book on listening skills of 5-6 years old kindergarten students in Serang District, Serang City, Banten. The pop-up book was found to significantly affect children's listening skill, as shown in the correlation coefficient of $0.773 > 0.361$, which indicates a strong relationship between the two variables. The proposed H0 was rejected as the sig. value (2-tailed) was 0.000 (< 0.005). In other words, the use of the pop-up book in this study significantly affects the listening skills of 5-6 years old children at kindergartens in Serang District, Serang City, Banten.

RECOMMENDATION

Following the conclusion, some recommendations are made.

1. Kindergarten teachers are recommended to provide a pleasant learning atmosphere and try to use pop-up books to support children's development.
2. It is also necessary to broaden the knowledge of preschool children's developmental aspects regarding learning media and methods, among others.
3. Future studies are recommended to explore other learning materials to support the learning activities.

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