Application of Visual Media Pop-Up Book in English Learning in Elementary School

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ARTICLE HISTORY

ABSTRACT

It is good if English has been introduced since childhood to Indonesian children so that it will not become a frightening specter for them later. In the 2013 curriculum, elementary schools do not have English as a subject, because English has always been a local content subject. However, the obstacle in teaching English is that there are still many elementary school students who are not interested in this subject. The reason is that English is a new language for them and they don't have sufficient vocabulary mastery. Because of that, during English lessons, the teacher teaches only a few students who pay attention, there are many students who play, they feel bored and unenthusiastic when learning English. This was faced by students of the SD GP in Raanan Baru Village, Motoling District, causing them to be unenthusiastic and less creative when it came to English lessons. Therefore, teachers must pay attention to learning models that are appropriate to their goals, not boring but can motivate students and attract their attention, namely choosing learning media can help improve vocabulary mastery. Therefore, in this study, the writer used Visual media pop-up book to improve English vocabulary mastery of the students of SD GP Raanan Baru. The results of this study showed a significant difference, namely the results of the post-test were better than the pre-test as evidenced by the average post-test (T2) score of 71.2 with a standard deviation of 13.5, while the average value of the pre- test (T1) is 30 and the standard deviation is 11.1

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INTRODUCTION

Language is important to be able to relate through communication and interaction, especially English which is an international language that dominates all aspects, in order to be able to be involved in this global development. Because of that, English as a foreign language for children in Indonesia is good if it is introduced from childhood so that it will not become a frightening specter

later. If introduced early on, they will have sufficient basic knowledge to continue to a higher level, and will be familiar with English.

Listening, speaking, reading and writing are 4 skills that must be mastered by everyone who learns to use this language. But there is also the most important that must be mastered in learning a language, namely vocabulary, having a lot of vocabulary mastery will make it easier to use the four skills in language. Conversely, the lack of masetry of vocabulary becomes an obstacle in listening, speaking, reading, writing and understanding a foreign language.

This lack of vocabulary cause many students are not to be interested in learning English. The reason is that English is a new language for them and they do not have sufficient vocabulary mastery. Because of that, during English lessons, the teacher teaches only a few students who pay attention, there are many students who play, they feel bored and unenthusiastic when learning English. This is faced by students of Elementary School of GP in Raanan Baru, Motoling District, causing them to be unenthusiastic and less creative when it comes to English lessons.

In addition to the above constraints that make students unenthusiastic and they become less creative, this is due to teachers who deliver material and learning models that are not appropriate or do not attract attention and are boring in the end that are difficult for students to accept and have an impact on the learning outcomes they get. adequate. Therefore, teachers should pay attention to learning models that are appropriate to their goals, not boring but can motivate students and attract their attention, namely by choosing learning media that can help improve vocabulary mastery.

Azhar (2011) says that learning media is a tool that can be used in the learning process both inside the classroom and outside the classroom, it is also explained that the media is a necessary part as a learning resource or physical vehicle that contains instructional material in the student's environment that can stimulate students. to learn. Visual media is a medium that can be enjoyed through the five senses Sahuni et al. (2020). Visual media can facilitate understanding and strengthen students' memories. Visual media can also provide a relationship between the content of subject matter and the real world. Visual media is also often referred to as parables or pictures. Visual media can foster students' interest and can strengthen memory. Visual media consist of pictures, diagrams, maps, graphs, posters, cartoons, newspapers, and also books. This visual media can help the process of students' understanding of the material being explained, can attract attention, strengthen memory, clarify the material presented, and also be able to illustrate material so that it is not easy to forget.

Based on the problems found at SD GP Raanan Baru, researchers used a learning model that can be used in teaching English, namely the Learning Model

using Visual Media pop-up books to improve English vocabulary mastery of the 5th grade students'.

Therefore the author wants to research on Improving Students' English Vocabulary Mastery with a Learning Model that uses Visual Media Raanan Baru Pentecostal Church Elementary School in the 2022/2023 academic year. The purpose of this reasearch is to prove the effectiveness of the Learning Model that uses Visual Media pop-up book in improving English vocabulary mastery of students SD GP Raanan Baru. Knowing the significant differences in learning achievement in mastering English vocabulary for grade V SD GP Raanan Baru using the Learning Model of visual media pop-up books.

REVIEW OF LITERATURE

Learning Model

The learning model is a guideline for educators in carrying out teaching and learning activities in class. This model includes approaches, strategies, to learning methods. According to Mulyono, 2018: 89, the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences in order to achieve competence. So the learning model is all activities carried out by the teacher starting from the presentation of teaching material which includes all aspects before and after learning and all facilities used directly or indirectly in the learning process.

Characteristics of the Learning Model

Hamiyah and Jauhar (2014, p. 58) the characteristics of the learning model are as follows:
  a) Based on certain educational and learning theories.
  b) Have a specific mission or educational goals.
  c) Can be used as a guideline for improving learning activities in class.
  d) Have a part model device.
  e) Has an impact as a result of the application of learning models both directly and indirectly.

Teachers must know that there is no learning model that is most appropriate in all situations and conditions. Therefore, every time you choose a learning model, you must pay attention to the presence of students, teaching materials, available media, and the existence of the teacher himself.

Visual Media

Etymologically, media comes from the Latin word "medium" which means intermediary or introduction. According Azhar Arsyad (2004: 3), the media is defined as an intermediary or message delivery from the sender to the

recipient of the message. While visual is something that can be seen with the eye. Visual media is media that provides a concrete or abstract picture. Visual media is real and can be felt by the five senses, especially the sense of sight. Visual media can also be defined as media that combine facts and ideas clearly through words and pictures. This media is very suitable for conveying dense information.

Visual media is also often referred to as parables or images. Visual media can foster students' interest and can strengthen memory. Visual media consist of pictures, diagrams, maps, graphs, posters, cartoons, newspapers, and also books. According to Nana Sudjana (1989: 99), visual media is a means of supporting the success of the teaching and learning process in schools, can increase students' interest in learning, and is able to assist teachers in explaining material that is both concrete and abstract.

So visual media is media related to the sense of sight and it can help the process of students' understanding of the material being explained, can attract attention, strengthen memory, clarify the material presented, and also be able to illustrate material so that it is not easy to forget.

Types of Visual Media

Visual media consists of several types, including the following:

1) Image/Photo Media

Image or photo media is a reproduction media in two dimensions. Pictures/photos are effective visual tools because they can be visualized to be more concrete and realistic. The information conveyed is easy to understand. Image media can also be interpreted as a visual form that can only be seen, but has no sound or audio, and serves to provide a visual experience for children to encourage learning motivation and make complex and abstract concepts simpler, more concrete, and easier to understand.

2) Slides

Slides are images projected by light through a projector (Asnawir and Usman, 2002: 47). Slides can be projected and can be easily viewed by students in class. Some of the advantages of slide media, among others, are as follows:

a) Helps generate strong understanding and memory of the message conveyed and can be combined with sound elements.

b) Stimulate students' interest and attention with concrete colors and pictures.

c) The slide program is easy to revise according to needs, because the film is separated.

d) Easy storage due to small size. The sequence of images (film frames) can be changed according to needs.

e) The same lesson content contained in the framed film images can be shared and used simultaneously.

3) Caricatures and Cartoons

Caricatures and cartoons are spontaneously crossed out lines that emphasize things that are considered more important. According to Wiranata (in Japa, et al, 2012: 5) caricature learning media is learning media made in the form of picture that contain humor with human as the objects or the other objects which are depicted by selecting bodies or faces and contain a certain meaning for the reader.

Caricature media is an alternative choice of learning media. Yulianti (in Japa, et al, 2012: 9) said that caricature media is a sketch that is cliche, satire, criticism, and funny. A caricature is an expression of someone's feelings that is expressed so that it is known to the public.

4) Textbooks

Textbooks are also known as textbooks, namely books used in learning activities. Textbooks are arranged according to the needs of students based on their level of education. According to Yamin (2009), textbooks are very effective as a medium in learning, because: 1) The provision of subject matter can be uniformed, 2) The teaching learning process becomes more interesting, 3) The students becomes more interactive, 4) The amount of teaching and learning time can be reduced, 5) The quality of student learning can be improved, 6) The learning process can occur anywhere and anytime. 7) The positive attitude of students towards the learning material as well as towards the learning process itself can be improved, 8) The teacher's role can change in a more positive and productive direction.

5) Visual Learning Media Pop-up book

Learning media is something that is used as an introduction or intermediary to convey messages or material to recipients of messages that can reduce the obstacles contained in the message, so that messages from senders can reach recipients of messages effectively and efficiently so as to achieve learning objectives. Therefore, from the existence of learning media should be able to overcome obstacles that might occur. Media is a link for students so that material can be easily understood. Arsyad (2011: 29-32), suggests several types of media including: audio-visual technology, print technology, computer-based technology, and combined technology. Of course, there are many types of learning media. One of them is three-dimensional visual media, pop-up book media is a book that has 3-dimensional elements, when the page is opened the inside can produce movement, as well as provide more interesting visualizations to increase students' understanding of the material. Ann

Montanaro in Aulia Azmi Masna(2015: 12) explained that Pop-up is similar to origami where both of these arts use paper folding techniques. Pop-Up Book has its own advantages over other media, such as displaying shapes made by folding and having dimensions. Meanwhile, accoring to Nancy and Rondha (2012: 1), a pop-up book is a book that offers the potential for motion and interactive through the use of paper mechanisms such as folds, scrolls, slides, tabs, or wheels. By this he means books that offer movement as well as interactiveness through the use of paper mechanisms such as folds, scrolls, slides, tabs, or loops.

Visual media Pop-up book is an alternative medium in learning English vocabulary to improve students' vocabulary mastery because in the pop-up book there are pictures that have many colors, are interesting, and motivate students to know more. Visual Media Pop-up Book is a book that contains folded pieces of paper and when the book is opened it will form an image. By using the Visual Media Pop-up Book, students can see real images, because the Pop-up Book provides three dimensions and is colorful and students can express their abstract ideas.

Every media used sometimes has strengths and weaknesses, including the Visual Media Pop-Up Book.

The weaknesses and strengths of The Visual Media Pop Up Book are:

a) The advantages of using Pop up Book media in the teaching and learning process of students include:

1. Provide more interesting story visualization so students don't get bored easily and can follow the lesson well.
2. Can be used in the classroom (in door) or outside the classroom (out door).
3. Learning methods will be more varied so students don't get bored and teachers don't run out of steam.
4. Students do more learning activities, because they not only listen to the teacher's description but also other activities.

b) Disadvantages of The Visual Media Pop Up Book

1. Processing time tends to be long
2. Demand accuracy
3. The costs incurred are more expensive than books in general.
4. Limited expertise in making the learning media.

Vocabulary

Vocabulary is a support for the four skills. In listening to something spoken in English, we will get the meaning of the vocabulary that is heard if we understand the meaning of the vocabulary. When we convey an idea or a concept to others, we also need a collection of vocabulary to be able to convey it.

In reading, we will understand what is read if we understand the collection of vocabulary that is read. At the time of writing we will convey the ideas we have through a collection of vocabulary. Therefore vocabulary really supports the four skills in English.

Penny (1991:60),expained that 'Vocabulary can be defined, roughly, as the words we teach in the foreign language' - So every new word that is taught comes from another language or a new language is considered as vocabulary. Meanwhile Chaer (2007: 6) says that vocabulary is all the words contained in a language. Vocabulary is the vocabulary or the number of words that a language has, stated in KBBI "2003: 597". But Barnhart (2008: 697), according to his opinion, vocabulary as follows, "...(1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined." It shows that vocabulary, are words that are found in every language, and these words are understood by someone, both listeners, speakers, readers and writers. To be skilled in language, need to have adequate vocabulary mastery is required in order to be able to convey ideas or ideas properly.

RESEARCH METHOD

Research Design

This research is quantitative research is quantitative and used experimental design with one group pre-test and post-test design. (O1) (X) (O2)

Note:

O1 = Pretest (initial test)

 X = Treatment

O2=Posttest(final test)

Population and Sample

"The small group that is observed is called a sample and the larger group about which generalization is made is called population. A population is defined as all members of any well-defined class of people, events or objects. A sample is a portion of the population." Donal Ary et.al (1979:129). In this study, the population was all fifth grade students of SD GP Raanan Baru. Gay (1981; 85) states "the sample is the individuals representing the larger group which they were selected". So the sample of this study was students in class V-a of the SD GP Raanan Baru, consisting of 21 people.

Data collection techniques

To get complete and accurate data, the authors use data collection techniques using tests. Arikunto (1986:105) states: a test is a set of questions or exercises used to measure skills or talents possessed by individuals or groups. This test is aimed at students to determine their ability to master vocabulary in English. Researchers used data collection techniques by making previous observations through the following steps:

1. Arrange research schedule and time
2. Prepare multiple choice questions related to vocabulary related to the topic.
3. Give a pre-test to the sample class. The initial test was carried out before treatment, the pre-test was carried out to find out the description writing skills possessed by students before the application of pop up book visual media in learning.
4. Analyzing the data obtained from the results of the pre-test with a view to planning the treatment that will be given to them.
5. Providing treatment using visual media pop up book
6. Conduct/give a post-test. After treatment, the next action is a post-test to determine the effect of pop-up book visual media on vocabulary mastery
7. Organization of data
8. Analyze data
9. Making Conclusions
10. Write the final results of the research

Instruments

The instrument used in this study was a written test. The data obtained through the administration of the test. So the type of research instrument in this study was a vocabulary test in the form of multiple choice questions consisting of options a, b, c, and d. Then form a question with a yes or no answer (yes or no).

Data Analysis Techniques

The guidelines used to convert the raw scores obtained by students into standard scores (grades) follow the procedures set by the MoNE, as follows:

Table 1. Interpretation of Learning Outcome Value Categories

Learning Outcome Value	Category
90 -100	Very high
80 -89	High
70 -79	Moderate
60 -69	Low
0 59	Very Low

As for the category of student completeness values, as follows:

Table 2. Categories of Student Completeness Values

Value	Category
≥ 70	Complete
< 70	No Complete

In analyzing the data, the writer uses the formula for the average value (main score). According to Hatch and Farhady (1982:30) say that:

$$\bar{X} = \Sigma x/N$$

Where:

$\bar{X}$: Average value

Σx : Overall score of the sample

N : Number of students

The data will be displayed in the distribution frequency, the calculation of the average value and the standard deviation of each test.

FINDINGS AND DISCUSSION

Research Results

The results of data analysis in this study were based on data obtained from research activities entitled "Application of Learning Media Pop Up Book Visual at SD GP Raanan Baru. This research was conducted in 9 meetings. At the first meeting, students were given a pretest without any prior treatment. Furthermore, after communicating with the class teacher, on the following day,

namely the second, third, to the eighth meeting, learning was carried out using Visual Pop Up Book media and at the ninth meeting, to see student learning outcomes after being given treatment, a posttest was given. The students' pretest and posttest results were analyzed. The following is an explanation of the results of data analysis in this study:

Descriptive Statistical Data Analysis Results

Descriptive statistical analysis is used to provide an overview of the characteristics of achievement of student learning outcomes.

a. Learning Outcomes of Students' Vocabulary Mastery During Pretest.

The pretest was given to students at the first meeting. The pretest results were then collected, checked, and analyzed by the researcher. Statistics on Learning Outcomes of descriptive writing skills before being given treatment or pretest can be seen in the following table:

Table 3. Descriptive Statistics on Students' Vocabulary Mastery Results in Pretest

Descriptive Statistics	Statistical Value
Number of Samples	21
The highest score	50
Lowest Value	10
Most value	30
Average Score	30
Standard Deviation	11,1

Table 3 above shows that the average score of students' English vocabulary mastery learning outcomes before being given treatment or pretest was 30. The highest score obtained by students was 50 and the lowest score was 10 with a standard deviation of 11.1. This means that the score of the fifth grade students' vocabulary mastery at the pretest at SD GP Raanan was only spread from the lowest score of 10 to the highest score of 50.

If the scores of students' vocabulary mastery before being given treatment or pretest are grouped into five categories, then the distribution of frequency and percentage scores is obtained as shown in table 4. The following:

No.	Score	Category	Frequency	Percentage (%)
1.	90-100	Very high	0	0
2	80-89	High	0	0
3.	70-79	Moderate	0	0
4.	60-69	Low	0	0
5.	0-59	Very Low	21	100
Amount			21	100

Table 4. above shows that there are no students who get very high, medium and low score categories. But all students get very low grades with a percentage of 100%.

b. Results of Students' Vocabulary Mastery After being given Treatment

The posttest was given to students at the ninth meeting where previously the teaching and learning process was carried out using visual pop-up book media for 7 meetings. The material taught is about what is delicious meatballs, I want an ice cream cone which is related to the taste of food and the types and prices of food. The posttest results were then collected, checked, and analyzed by the researcher. Statistics on students' vocabulary mastery learning outcomes after being given treatment or posttest can be seen in the following table:

Table 5. Descriptive Statistics of Students' Vocabulary Mastery After Treatment

Descriptive statistics	Statistics Value
Number of Samples	21
The highest score	90
Lowest Value	50
Most Value	85
Average Score	71.1
Standard Deviation	13.5

Table 5. shows that the average score of students' vocabulary mastery results after giving treatment or posttest is 71.1. The highest score achieved by students is 90 and the lowest score is 50 with a standard deviation of 13.5. This means that the scores on the English vocabulary mastery of fifth grade students at the time of the posttest at SD GP Raanan Baru were spread from the lowest score of 50 to the highest score of 90.If the scores of students' English vocabulary mastery after the treatment or posttest are grouped into five categories, then the distribution of frequency and percentage scores is obtained as shown in table 6 below:

Table 6. Distribution and Percentage of Students' Vocabulary Mastery Results After being given Treatment

No.	Score	Category	Frequency	Percentage (%)
1.	90-100	Very high	2	9.5
2.	80-89	High	7	33.3
3.	70-79	Moderate	2	9.5
4.	60-69	Low	6	28.57
5.	0-59	Very Low	4	19.0
Amount			21	100

Table 6. shows that there are 2 students who get very high score categories with a percentage of 9.5%, 7 students who get high score categories with a percentage of 33.3%, 2 students who get medium score categories with a percentage of 9.5%, 6 students who get low score categories with a percentage of 28.57%, and only 4 students who got very low grades with a percentage of 19.0%.

Discussion

Data analysis showed that the highest pre-test score was 50 and the lowest score was 10. Two students got 50, one student got 45, three students got 40, two students got 35, four students got 30, three students got 20, two students got 90 15 and one student got 10. Highest score on post-test was 90, two students got 90 and five students got 85, two students got 80, one student got 75, one student got 70, four students got 65, two students scored 60, one student scored 55, and three students scored 50. The results of data analysis showed that the use of visual media pop-up books could develop students' vocabulary, meaning that visual media pop-up books were heterogeneous after the experimental

treatment compared to before the treatment. In using pop up books, the author shows that this media is very helpful for students to better understand the subjects in the book or the concepts that have been loaded to help them understand or increase vocabulary. From the value they got above, the researcher saw the students' ability to understand the object being aimed at. For example, in the pre-test, many of them got standard or even low scores, this was because the material they had previously studied was only word for word, which made them unable to imagine what the text meant. Under these circumstances there will be many students who are affected by not knowing or having enough vocabulary to understand learning English. The weakness of books without creative objects is that they make children's brains get bored faster or don't focus on understanding learning. Because the material or object in front of them is an object that is not interesting at all, through this the child's interest in reading to increase their vocabulary will be greatly reduced. This is what will cause the ability to increase children's vocabulary to be greatly affected through the uninteresting things or objects they read. For this reason, researchers are looking for ways to help them master or more easily understand the objects they read through interesting and creative media. With media or a unique approach. we help students stimulate their brains to develop more through media visualization. From this it will be easy for students to remember the latest vocabulary about the latest objects. This pop up book media will be the main medium in helping students to increase their vocabulary, with creative media such as pop up books helping them imagine pictures or stories in their heads so that through this imagination it makes it easier for them to understand the latest vocabulary about objects.

The process of obtaining a degree is a complex one, but its complexity is inextricably linked to human nature. During education, a variety of mental processes are implemented through a process of deterioration and instability in order to create conditions that are predictable in relation to the time that has already passed and can be achieved by optimal means. The term education refers to a process that consists of a single step that aims to identify students action who have already been diagnosed. When it comes to the process of creation, teacher is regarded as a creator, but he is also regarded as an individual who is capable of elucidating conditions for production that are favorable, unique, and enduring. one example of a permanent "Learning" was a process that was carried out by the individual in order to help him or her achieve a goal of a high standard, as well as the goal of the interaction with the other person. It is common practice for teachers to employ a variety of approaches to teaching and learning in the classroom, such as the use of media or other forms of communication that can effectively and efficiently enhance student learning. These approaches can be found in a variety of contexts, such as classroom

settings, classroom materials, situations or conditions, media, classroom instruction, and teaching methods. Each individual involved in the process is responsible for providing feedback.

Learning Process refers to the situation in which a person is able to successfully complete the task of learning according to the standard that has been established. The result of learning is the change that is experienced by the individual, because it focuses on cognitive, affective, and psychomotor skills as a part of the learning outcomes is change in behavior as a whole is not just one aspect of potential humanity, meaning "learning outcomes are not viewed fragmentary or separately but comprehensively." This is one of the many potential outcomes of It is important to note that the factor that contributes to the achievement of the goal is the student's changes, which contributes to cognition, arousal, and motor control following the achievement of the goal. In the process of teaching and learning, learning media has an important role in a learning process. teacher teaches how to use media and how to make media that can be used to tell people's stories, which means that it can be used to tell people's stories through the process of making media. He also teaches how to make media that can be used to make media that can be used to tell people's stories. Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and intention in learning. Media can influence more effective processes of education, as well as more effective processes of education for those who are still learning the material. Learning media is a type of activity that is initiated by a teacher in the role of an alma mater in order to facilitate the learning process and increase productivity. Media coverage is used in the process of educating people, which means it can be used to inform others so that the process can continue.

Especially for an individual who attends a school that is open to the public consists of a number of things that are important, but it mainly consists of things that are abstract. Learning media that is significantly larger can be used to evaluate a specific learning. The material that is produced by utilizing media is more effective than the material that is produced by using media. As a result of the school's media, students are more likely to be influenced by the language they are learning, which allows them to better understand the language and its meaning. Media pop-up books are one type of media that can be used to gather information. Media spring up books are very practical and can add interest.

Student learning because it visualizes learning concepts in three-dimensional images. Pop-up books are similar to origami in that each one uses paper-making technique. Pop-up book can be defined as single card made of paper when opened at a certain angle. then it will bring up a form of image

display that arises (as defined by Pinky). Pop up Book provides a more detailed visualization of the object. Also included in this article is a set of unpredictable that can be used to amaze when a page is written. Media pop-up book is like an children in that it consists of a day from a strategy that is novel and unusual, as well as a media of five dimensions that can convey the intended message. In addition, pop-up books can be used to introduce a new day to the child, rekindle a childhood fantasy, and provide motivation and reward. When used in a media pop-up book, the teacher's role is to teach the student how to be a good parent, teach them how to take care of themselves, and teach them how to create quality work after achieving the goal of the book. This is true whether the book is set in a room with five dimensions or in a room with fewer dimensions but more than one, or in a shape or size with fewer dimensions.

Due to the presence of story books on the surface, children may be more happy than the surprises that are present in the first half. The teacher is one of the most important components of education because he or she interacts with the student during the learning process, transferring knowledge and morality through the student's own guidance. At that time, Indonesian students were working on Curriculum 13. The 2013 curriculum contains an increase and balance between attitude competence (attitude), skills (skills) and knowledge, as well as can develop aspects of students in understanding, mastering, and applying During the year 2013, the system for classroom instruction was divided into two groups: one group for classroom instruction and one group for classroom instruction related to a particular topic or subject matter. One example of a theme-based course is a subject that was taught in a Basic school and was included in the 2013 curriculum. Thematic is a course that uses a theme to teach other subjects. There is also a theory that applies to the daily routine of the students, allowing the students to participate in the creation of a personal narrative. The curriculum is the plan of the abilities that have to be possessed based on a national standard, the material that has to be learned and the learning that must be carried out in order to achieve these abilities, and the evaluation that has to be done in order to determine the level of attainment.

One way to encourage the guru in order to improve the quality of the labor force is through media coverage. The media is one of a number of sources that can be used to inform the public and influence the process of student development. Learning media is a common component of the process of learning that serves to inform about the process, its participants, and its outcomes, as well as the process itself, thereby enhancing media coverage has a significant impact on the quality of products and services offered to consumers, allowing them to make more informed and informed decisions. Pop-up book contains a number of boxes that can be opened or closed, as well as a visual

representation of a mysterious object, in addition to the pictures that can be opened when the event occurs.

Local education is a land-grant course that focuses on the development and application of potential in order to improve outcomes and processes, so that students can use their potential to improve their own health, productivity, and profitability as well as to benefit the community and the nation through local education. This is because local wisdom uses pedagogy to teach people how to use the same tools that everyone uses, such as attitudes, knowledge, and spiritual teaching, in order to teach people how to use local wisdom and teach them how to use local wisdom. In the second grade, teachers who are focused on local students do not perform at an optimal level because they do not use the media that would normally be used to educate local students in the second grade. It can be seen that the mean post-test ($\bar{Y}$=30) is compared with the mean pre-test ($\bar{X}$=71.2) and the standard deviation of the post test (S(y =13.5) while the standard deviation of the pre-test (S(x) = 11.1). Since using the pop-up book visual media in the teaching and learning process, their vocabulary has developed and their interest in learning English has increased. We can see with the existing results and what has been explained which turns out that the use of this media is an aid for students in increasing vocabulary which they don't really know but through pictures and imagination from the pop up book it really helps them. For this reason, through this media, it turns out that the comparison between those who have used this book and those who have not used it is very different in the learning process in the existing world of education. This media also helps students in developing their creativity and innovation in learning English. They are more active in class, they are motivated, they are more enthusiastic when learning English and during the learning process they give good responses. This means that the use of pop-up book visual media in developing students' vocabulary is effective.

Conclusion

The researcher concluded that pop-up book visual media is a suitable tool for teaching vocabulary because the use of pop-up book visual media can influence students' vocabulary development in English. The pop-up book visual media can be used for all the material provided and is also in accordance with the 2013 curriculum that is being implemented. The results of this study showed a significant difference, namely the results of the posttest were better than the pretest as evidenced by the comparison of the mean score and standard deviation of the pre-test and post-test. The average value on the post test (T2) is 71.2 and the standard deviation is 13.5, while the average value on the pre-test (T1) is 30 and the standard deviation is 11.1.

Finally, suggestions for English teachers and future researchers are as follows: The English teacher must prepare several activities related to the use of pop-up book visual media to develop students' vocabulary in English. The use of pop-up book visual media in developing students' vocabulary will be a good technique in learning English. Other researchers can apply pop-up book visual media to develop students' vocabulary and motivate students in learning English.

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