THE EFFECTIVENESS OF USING POP UP CARDS ON ENHANCING STUDENTS' ENGLISH ACHIVEMENT AT SDN 71/II SUNGAI GAMBIR

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ABSTRAK

Penelitian ini dilatarbelakangi oleh hasil observasi pada siswa kelas V di SDN 71/II Sungai Gambir yang menunjukkan bahwa banyak siswa mengalami kesulitan dalam pembelajaran Bahasa Inggris. Permasalahan utama terletak pada media pembelajaran yang kurang menarik dan cenderung monoton, sehingga membuat siswa merasa bosan dan kurang tertarik dalam mengikuti pembelajaran bahasa inggris. Oleh karena itu, penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media Pop Up Card dalam meningkatkan prestasi belajar Bahasa Inggris siswa. Pop Up Card dipilih karena merupakan media pembelajaran interaktif yang mampu membangkitkan minat dan semangat siswa dalam belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental One Group Pretest-Posttest Design. Sampel penelitian adalah siswa kelas VA yang berjumlah 30 orang. Teknik pengumpulan data dilakukan melalui pretest dan posttest berupa tes lisan dan soal esai. Perlakuan dengan menggunakan media Pop Up Card diberikan di antara pelaksanaan pretest dan posttest. Data dianalisis menggunakan uji statistik, meliputi uji normalitas Shapiro-Wilk dan uji hipotesis Wilcoxon Signed Rank. Hasil penelitian menunjukkan adanya peningkatan signifikan pada nilai siswa, dengan rata-rata posttest (81,7) lebih tinggi dibandingkan pretest (30,5). Nilai signifikansi 0,000 (< 0,05) membuktikan bahwa penggunaan Pop Up Card berpengaruh positif terhadap peningkatan prestasi belajar Bahasa Inggris siswa, meskipun terdapat beberapa kendala eksternal seperti kondisi kelas yang kurang kondusif.

Kata Kunci: Kartu Pop Up, Pencapaian Belajar Siswa, Pengajaran Bahasa Inggris untuk Anak Usia Dini

ABSTRACT

This research was conducted based on observations of fifth-grade students at SDN 71/II Sungai Gambir, which revealed that many students were struggling to learn English effectively. The primary issue identified was the use of monotonous and unattractive teaching media, which led to students becoming disengaged and uninterested in English lessons. Therefore, this study aimed to examine the effectiveness of using Pop Up Cards as an interactive teaching medium to improve students' English achievement. Pop Up Cards were chosen because of their visual appeal and ability to create a more engaging learning environment. This study employed a quantitative method using a one-group pretest-posttest design. A total of 30 students from class VA participated in the research. Data collection

techniques involved a pretest and posttest in the form of oral and written (essay) questions. The treatment using Pop Up Cards was given between the pretest and posttest phases. Data were analyzed using statistical methods, including the Shapiro-Wilk test for normality and the Wilcoxon Signed Rank test for hypothesis testing. The results showed a significant improvement in students' scores, with the posttest average (81.7) significantly higher than the pretest average (30.5). The statistical significance value (0.000 < 0.05) indicated that Pop Up Cards positively influenced students' English achievement, despite some external classroom challenges.

Keyword: Pop Up Cards, Students Achievement, EYL

INTRODUCTION

English has long been recognized as an international language that plays an essential role in global communication, education, and technological advancement. In Indonesia, English is taught as a foreign language and is a compulsory subject across different levels of education. However, students' achievement in learning English still faces several challenges, particularly in terms of learning motivation and classroom engagement (Rahayu & Sari, 2020). This situation requires innovation in teaching methods and media that can attract learners' attention and enhance their achievement.

Learning media is a key factor in creating effective classroom processes. According to Mayer (2021), the use of interactive visual media can enhance retention, comprehension, and learners' engagement. In English language learning, creative and attractive media has been proven to facilitate students' understanding of vocabulary, grammar, and other language skills. Therefore, teachers are expected to select teaching media that match learners' characteristics and the objectives of instruction.

One of the learning media that has been increasingly developed is the Pop Up Card. This medium takes the form of a three-dimensional folding card that visually presents objects in an engaging and interactive way. Pop Up Cards not only serve as a visual aid but also provide enjoyable learning experiences, motivating students to participate more actively in the classroom (Putri & Lestari, 2019). This makes Pop Up Cards a promising alternative in teaching English.

Several studies have demonstrated the effectiveness of Pop Up Cards in improving students' learning achievement. For instance, Nugroho (2018) found that the use of Pop Up Cards significantly improved elementary students' vocabulary mastery. Similarly, Fitriyani (2021) reported that Pop Up Cards facilitated students' comprehension of narrative texts through engaging visual support. These studies indicate that Pop Up Cards can be applied to enhance English achievement at various educational levels.

Nevertheless, a research gap still exists in exploring the effectiveness of Pop Up Cards, particularly at the secondary school level. Most previous studies have focused on young learners in elementary schools, while junior high school students demonstrate more complex learning needs. Furthermore, few studies have comprehensively

investigated the extent to which Pop Up Cards can enhance students' overall English achievement, including vocabulary, comprehension, and other language skills.

In addition to this gap, classroom observations reveal that many students become disengaged due to conventional teaching methods dominated by lectures and worksheets. The lack of variety in instructional media has contributed to decreased motivation and less optimal learning outcomes (Hidayati & Ananda, 2022). Thus, innovative and enjoyable learning approaches are needed, particularly those that suit the learning styles of today's generation.

This study seeks to address these needs by examining the effectiveness of Pop Up Cards in improving students' English achievement. By utilizing the visual and interactive features of Pop Up Cards, this study aims to demonstrate that simple yet creative media can positively impact learning outcomes.

Moreover, this study contributes to the development of English language education by highlighting the role of innovative instructional media. The findings are expected to provide practical insights for teachers in selecting appropriate teaching strategies to improve classroom quality, and also serve as an empirical foundation for the development of simple, technology-based teaching media.

Theoretically, this study supports the notion that interactive visual media plays a crucial role in achieving language learning objectives. Practically, it illustrates the application of Pop Up Cards in English classrooms and their impact on students' achievement. Thus, this research is valuable not only in academic terms but also in relation to day-to-day teaching practice.

Based on the discussion above, the main purpose of this study is to investigate the effectiveness of Pop Up Cards in enhancing junior high school students' English achievement. The study is expected to contribute to the enrichment of innovative learning media that are engaging, effective, and responsive to the challenges of students' low motivation in English learning.

This study is also aligned with Indonesia's Independen Curriculum, which emphasizes student-centered learning and the use of contextual instructional media. According to the Ministry of Education and Culture (Kemendikbudristek, 2022), English learning is expected to develop communication skills, critical thinking, and creativity through innovative approaches. Pop Up Cards are consistent with this curriculum, as they provide active, collaborative, and enjoyable learning experiences.

Furthermore, this study highlights the importance of addressing the learning characteristics of Generation Alpha, who tend to be more responsive to visual and interactive learning. As Warschauer and Meskill (2020) suggest, this generation benefits from approaches rich in visuals, collaboration, and direct involvement. Although traditional, Pop Up Cards meet these needs by combining visual and kinesthetic elements while encouraging active interaction with learning content.

Therefore, this study aims not only to measure the effectiveness of Pop Up Cards in improving English learning outcomes but also to provide practical contributions to the use of creative instructional media in schools with limited technological resources. The research findings are expected to serve as a reference for teachers, researchers, and

policymakers in designing effective English learning strategies.

RESEARCH METHOD

This study employed a quantitative approach with a pre-experimental one-group pretest-posttest design. This design was chosen because it is suitable for measuring the effect of a treatment on a single group without a control group (Creswell & Creswell, 2018). Through this design, the researcher could compare the students' test results before and after the treatment to identify improvements. Such a design is often used in educational research with limited populations, as it still provides empirical insights into the effectiveness of instructional interventions (Ary, Jacobs, & Sorensen, 2019).

The study was conducted at SDN 71/II Sungai Gambir, an elementary school that has been implementing the Merdeka Curriculum since 2023. The site was selected because preliminary observations indicated that students experienced difficulties in mastering basic English skills. The research was carried out during the first semester of the 2024/2025 academic year, from August to October 2024, aligned with the school's English lesson schedule.

The population consisted of all fifth-grade students at SDN 71/II Sungai Gambir, totaling 30 students. Since the number was small and relatively homogeneous, the entire population was taken as the research sample using the total sampling technique. According to Etikan and Bala (2017), total sampling is appropriate when the population is small, ensuring that every member has an equal chance of inclusion.

Data were collected using two types of tests: a pretest and a posttest. The pretest was administered before the treatment to measure students' prior knowledge of English, while the posttest was given afterward to assess learning outcomes after the use of Pop Up Cards. The tests consisted of both oral and written components, which measured basic English skills in accordance with the Independen Curriculum. Brown (2015) states that combining oral and written tests offers a more comprehensive assessment of students' English achievement. The research instrument consisted of test sheets developed based on the learning objectives for English at the elementary level, covering listening, speaking, and writing.

Data analysis was carried out using the non-parametric Wilcoxon Signed Rank Test, as the data came from one group and the sample size was relatively small. The Shapiro-Wilk test was applied first to check data normality. Effect size was also calculated to determine the strength of the treatment's impact. According to Pallant (2020), the Wilcoxon test is suitable for non-normally distributed data, while effect size estimation provides valuable insight into the practical significance of results.

FINDINGS AND DISCUSSION

A. Findings

Pretest

The results showed that the pretest scores of fifth-grade students at SDN 71/II Sungai Gambir were in the low category. Of the total 30 students, the average pretest score was 30.5. The majority of students scored below the minimum passing standard, with scores ranging from 20 to 40. This data shows that the students' initial abilities in English skills, both oral and written, were still limited

before being given treatment using Pop Up Cards.

Posttest

After the treatment, students' posttest scores increased significantly. The average posttest score reached 81.7, with most students scoring above the minimum passing standard. The distribution of scores showed an even increase in almost all students, with scores ranging from 70 to 90. These data confirm that the use of Pop Up Cards contributed to an increase in student achievement in English language learning.

Students' Improvement

A comparison of the pretest and posttest results shows an improvement of 50.8 points. This improvement illustrates a significant difference between the initial condition of the students before the treatment and after the use of Pop Up Cards. Thus, it can be concluded that there is a significant difference between the pretest and posttest scores.
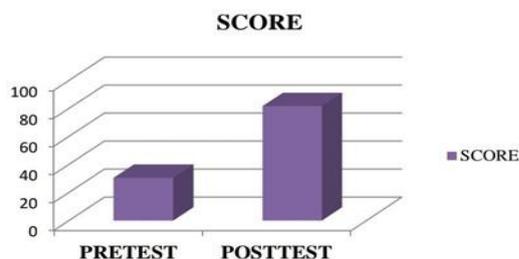
SCORE

Graphic 1.1 Bar Chart Pretest and Posttest

From the table below, the result of pretest and posttest scores can be shown :

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest Bahasa Inggris	.191	30	.007	.909	30	.014
Nilai Posttest Bahasa Inggris	.139	30	.145	.956	30	.238

a. Lilliefors Significance Correction

Table 1.1 Normality testing Shapiro Wilk

a. The sig. value of students' pretest showed 0.014, it means that 0.014 < 0.05 was not normally distributed.
b. The sig. value of students' posttest showed 0.238, it means that 0.238 was > 0.05 was normally distributed.

Due to the acquisition of Pretest data showing normal results, however Posttest data shows abnormal results. Hence it can be concluded that the data is not normally distributed, therefore researchers use an alternative test which is nonparametic testing, the Wilcoxon Signed Rank test.

The Wilcoxon Signed Rank test revealed a significance value (Asymp. Sig 2-tailed) of 0.000, which is lower than 0.05. This result indicates that there was a statistically significant difference between the pretest and posttest scores.

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	30[b]	15.50	465.00
	Ties	0[c]		
	Total	30		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Table 1.2 Hypothesis Testing Wilcoxon Signed Rank

B. Discussion

Low pretest results indicate that students have not yet adequately mastered basic English skills. This condition is in line with the findings of Hidayati & Ananda (2022), which explain that English language learning in elementary schools often encounters obstacles due to limited media, conventional methods, and low student motivation. This shows the need for innovative learning media that is suitable for the characteristics of elementary school children.

The significant improvement in posttest results proves that Pop Up Cards can be an effective learning medium. This medium provides visual and kinesthetic

learning experiences in line with Paivio's dual coding theory (1986, in Mayer, 2021), which states that information is easier to understand when presented through a combination of text and images. With Pop Up Cards, students not only read words but also associate them with three-dimensional images, thereby facilitating the comprehension process.

The average score increase of 50.8 points confirms that the use of Pop Up Cards can significantly improve student achievement. This is in line with Nugroho's (2018) research, which found that Pop Up Cards help students expand their vocabulary. However, this study provides a new contribution because it does not only focus on one skill (e.g., vocabulary) but on English achievement, including listening, speaking, and writing.

This achievement is also supported by the theory of multimodal learning, which states that learning is more effective when information is presented through various sensory channels (Guo et al., 2023). Pop-up cards, which are visual and interactive, provide opportunities for students to learn through concrete experiences, which is in line with the characteristics of elementary school children who tend to understand information more easily through visual activities and hands-on practice.

Another important aspect found was increased student engagement during the learning process. Although the quantitative data focused on test results, observations during the treatment showed that students were more active, enthusiastic, and motivated to participate. These findings support the opinion of Derakhshan et al. (2022) that high learning motivation is a determining factor in the success of foreign language learning. In other words, Pop Up Cards not only have an impact on final scores,

but also encourage active student engagement.

These results also confirm the relevance of using creative conventional media in schools with limited technology. Warschauer & Meskill (2020) state that language learning can be successful through simple media as long as the media is able to encourage interaction, engagement, and understanding among students. In this context, Pop Up Cards provide an innovative, inexpensive, simple, yet effective learning alternative in schools that do not yet have adequate technological facilities.

Compared to previous studies, this research adds new contributions to the literature. For example, Wibowo (2020) examined the effectiveness of Pop Up Cards in improving speaking skills, while Pramesti (2023) focused on reading comprehension. This study differs in that it tests Pop Up Cards against English achievement, thus providing a broader picture of the benefits of this medium.

This study was conducted to answer the main question regarding the extent to which the use of Pop Up Cards is effective in improving students' English achievement. Based on the results of the analysis, it can be concluded that this medium has a significant positive impact on the learning process of students. Pop Up Cards have been proven to bridge the gap between students' needs and conventional learning methods, which have been considered uninteresting.

The use of Pop Up Cards allows students to understand English material through concrete visual learning experiences. In line with multimodal learning theory, presenting information through text and images simultaneously encourages increased understanding and memory retention in students (Mayer, 2021). This shows that Pop Up Cards can

function as an effective medium that supports the development of language skills in elementary school children.

Although the results were positive, this study also found several limitations. The correlation between treatment and learning outcomes was relatively weak due to external factors, such as unfavorable classroom conditions and differences in student backgrounds. This is in line with Brown's (2015) view that student achievement is influenced by a combination of internal and external factors, including the learning environment and teacher support. Thus, the effectiveness of Pop Up Cards can be optimized if supported by conducive classroom conditions.

Overall, this study confirms that Pop Up Cards are effective in improving elementary school students' English achievement. A new aspect offered is empirical evidence that conventional 3D visual-based media can improve achievement comprehensively, not just one language skill. These results reinforce the importance of creative learning media innovation in supporting the Independen Curriculum, while providing practical alternatives for teachers in schools with limited resources.

CONCLUSION

This study concludes that the use of Pop Up Cards is effective in improving students' English achievement. The medium bridges the gap between conventional, less engaging methods and students' learning needs by presenting material through concrete visual experiences. In line with multimodal learning and dual coding theories, Pop Up Cards help students process information more effectively by combining text and images, which strengthens vocabulary acquisition, reading comprehension,

speaking, and writing skills simultaneously.

In addition to academic improvement, Pop Up Cards also increase motivation, engagement, and enjoyment in learning. Their interactive and visually surprising format encourages active participation, which is crucial for the success of foreign language learning. Moreover, this medium proves relevant in schools with limited access to digital technology, offering a simple yet impactful alternative for creative classroom activities. This finding not only confirms previous research but also expands its scope by showing comprehensive benefits across all four language skills.

Practically, Pop Up Cards provide teachers with a versatile and innovative tool to foster a more interactive classroom atmosphere, aligning with modern curriculum demands such as the Merdeka Curriculum. Although external factors like classroom conditions and student backgrounds may influence outcomes, the results show that Pop Up Cards remain a valuable strategy for enhancing English learning. Thus, they should be considered an effective and practical medium to strengthen both cognitive and affective aspects of language learning while preparing students for global challenges

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