

CHAPTER 1

INTRODUCTION

This chapter describes an introduction consists of the background of study, the problem of study, objective of the study, adavantages of the study, product spesification of the research, significance of the research, assumption and development limitations, definition of key terms, and previous study.

1.1 Baground of Study

In some areas, elementary school implement English as one of the local content choices in their school-based curriculum. As a result, English teachers in elementary schools are responsible for more than just teaching English young learners, but also to become material designers (as one of the classes). As a result, primary school English teachers require theoretical knowledge. It is based on teaching and studying English to young students. According to Sukarno (2008) students will be able to design resources, teach, and assess young learners, if they have theories on how to teach English to them as well as to make recommendations for approaches, methods, and strategies to be implemented.

The development of English language in elementary schools, learning English has experienced several problems, so that isue satisfactory results, even though every level of education has used the method, this indicates have some problems that make English development less. One of the problems is that the implementation of English invites controversy among English teachers. Students can continue to the next level easily without being surprised when they receive English lessons; second, the understanding of a language is more easily accepted

by elementary school students, therefore English is needed at the elementary level; third, in this era of globalization, where all systems use English, Introducing English language from an early age will make it easier for elementary school students to accept technology well.

English is one of the lesson that teached to students from elementary to college level. Through the 1994 Basic Education Curriculum, the Indonesian government began to introduce English to students in Elementary School (SD) or Madrasah Ibtidaiyah (MI) as early as possible. Since the curriculum's implementation, English subjects have been taught as local content lessons beginning in grade IV (four) SD/MI. Although the 2013 curriculum, which was implemented in SD/MI in Indonesia, excludes English lessons, this does not preclude English lessons from being taught in schools. The school is still permitted to provide English lessons through extracurricular activities (Maduwu, 2016 : 2).

The presentation of English subject matter for students is still using a conservative method, namely the teacher explains through lectures and students listen to textbooks. However, students quickly feel bored when receiving lessons because the media is less attractive and verbalistic which affects the level of success of students in understanding English lessons. So we need an interesting learning media and make students interested in learning English. (Suryanah, E., Rais, F. L., & Bunga Sari Dewi, C. 2012).

English is one of the four main skills that must be mastered at the secondary education level; each has its own strategies to be mastered well, and one of them is reading skills. Through reading, students gain knowledge that will

broaden their thinking and perspective on something, experience the learning process, change their attitudes towards life, get entertainment, and most importantly, they are ready to find a solution to the problems that exist in their lives. Factors that cause students' lack of interest in reading include long texts, stories that do not contain local wisdom, texts that are too standard and monotonous. Based on the problems above, it is felt that there is a need for an innovation to make a book product that is able to meet reading needs according to the curriculum, can be used all the time, contains original local folk stories, according to genre, age of students, is light but dense, and easy to understand the meaning.

Learning given to students must meet several criteria, namely effective, efficient, and interesting, so that learning can be said to be successful. Effective learning is defined as learning that enables students to achieve the expected learning objectives or competencies. If this is realized, then it can be said that the learning was successful. Learning has the meaning of learning activities that take place using relatively little time and resources. Learning needs to be created so that it becomes an interesting event so that it can increase students' interest and motivation to learn. (Benny A. Pribadi, 2011:15).

This current research will explain about the important English literacy to improve understanding material and this area the students should know character especially islamic character for this level. Thompson (2002) argues character education has an impact on kids' behavior. Furthermore, it is strongly recommended that character education be included in the curriculum. It isn't a particular topic. It covers a wide range of topics, including music and the arts. To

meet the objectives, classroom regulations should be based primarily on noble character concepts, and teachers should serve as role models for the values.

The personality of student cannot be formed in an instant in the student's body. This character's formation necessitates a lengthy process of teaching and learning in school. Then, during the learning process, not only teacher must be ready to transfer knowledge to students, but they must also be able to incorporate in them a strong moral code, as well as good socialization with their classmates and society to help their learning. On the learning activity, there is a need for learning resources that are appropriate for the educational objectives, with a focus on the student's religious, moral, and personality (Andayani, 2014 : 2).

Affective values are often overlooked by the younger generation in today's world (Susanto, 2013). In general, this is most likely the case as a result of the current centralistic system and the classical educational model. Education should be regarded as a means of developing students' abilities. Fundamental characteristics, such as their psychological, moral, emotional, physical, and spiritual well-being. It turns out that recent innovations have added the formation of several affective development-focused teaching methods (Muhtar & Dallyono, 396 : 2020).

According to Kamulyan (2014), the purpose of education and learning in schools includes students' basic skills in literacy and numeracy, which are components of literacy and education. This means that education has a very important role in the progress of the Indonesian nation so that Indonesian citizens are both intellectually and intellectually educated.

The literacy culture in elementary schools, especially the lower classes, has not recently experienced a significant increase. It can even be said that the literacy culture at the elementary school level has not become a trend. As the results of a survey conducted by the Program for International Student Assessment (PISA) found that literacy has not yet become a culture among elementary school students in Indonesia, and Indonesian students only rank 57 with an average score of 402 in reading performance. In addition, the government's GLS program (School Literacy Movement) was also deemed less successful in increasing students' reading interests. This can be seen in schools that carry out the GLS program only as a formality. The teacher does not use the 15 minutes before the lesson to add insight to the students. This is very worrying because, in today's global era, students are required to have the ability to read in a deep sense, namely, to understand text analytically, critically, and reflectively.

A literacy culture can be instilled in students from a low grade because a literacy culture from an early age will have a big impact on encouraging students to be able to compete globally. In addition, literacy is also a means to transfer knowledge, in accordance with Jonathan's research (2017), which states that the prerequisite for the emergence of knowledge is the development of a literate society. Other research that supports this statement is the results of Ermawati's research (2017), which states that elementary school students in Indonesia continue to be directed to multiliteracies, which requires students to continue to improve their understanding of information in various fields.

Currently, socializing and improving literacy movement skills in schools has not yielded maximum results. Many teachers think that literacy is the

responsibility of only Indonesian language teachers. So, in other lessons, the use of literacy is getting less. In addition, the reading materials and texts available in schools have not been used optimally to develop students' literacy skills. As a result, the literacy movement that was launched in schools could not be implemented properly.

Growing interest in reading through 15-minute reading activities according to Permendikbud No 23 of 2015 is not the ultimate goal. Teachers must understand that literacy development efforts do not stop when students can read fluently and have good reading interests as a result of the habituation of literacy culture. Literacy development needs to occur in learning in all subjects to optimize higher-order thinking skills.

Teachers need to implement literacy strategies in learning. The development of literacy skills in schools will help improve student learning abilities. The use of varied texts and/or teaching materials, accompanied by good planning in learning activities, is expected to improve students' literacy skills. One strategy that can be implemented by schools is literacy learning. Based on this reality, schools can make efforts to strengthen character education through literacy strategies, especially in English.

According to what is needed at that age. Making the pop up book elementary school has its own character that English module has different sizes and nuances. The pop up book can make it easier for student to increase understanding material according to competence. Based on the background, research and development will be conducted research with the title “ Developing

A Joyful Islamic Character Based Pop Up Book for Elementary Students' English Literacy".

2.1 Identification of the Problem

Based on the formulation of the problem above, the object of this study are:

1. How to develop a joyful islamic character based pop up book for elementary students' english literacy?
2. How the validity of a joyful islamic character based pop up book for elementary students' english literacy?

3.1 The Objectives of the Study

This study is aimed:

1. To know how to develop a joyful islamic character based pop up book for elementary students' english literacy.
2. To know the validity of a joyful islamic character based pop up book for elementary students' english literacy.

4.1 The Advantages of Research

The result of this development are expected to be beneficial to:

1. For Teacher

This research is expected to give ideas regarding applying the learning process and to be able to add facts and knowledge to his ability development. Moreover, it is expected to increase teacher motivation in

developing teaching material or a book that is deeply connected with the character of the student and integrate character values.

2. For Student

This research is expected to give ideas regarding applying the learning process and to be able to add facts and knowledge to his innovation center. Furthermore, it is expected to increase student motivation for elementary student understanding material of English literacy. Giving about knowledge how the important reading skill to make student know good habitual of English literacy.

3. For Institute or School

For school, the current research is being conducted in order to improve the quality of education, especially in English classes, as well as to consider the use of teaching materials. Moreover, this book is designed to supplement the primary text and add variety to the learning process, especially in terms reading literacy.

5.1 Product Specifications Developed

The product developed in this study has the following specifications:

1. The product developed is in the form of an Pop Up book.
2. The media developed is in the form of a Pop Up book, it has two component those are Pop Up book and English book as support pop up book. those are products have a colourful and illustrated appearance. It contains material, short story, simple English games, vocabularies, daily activities, simulations of various basic grammars, and evaluation of material in elementary school.

3. The material in the product refers to basic competence and standart competence of English lesson in first semester for fourth grade of Elementary School. This is adapted to the object of research and development for elementary school students. The object of this research is choosing the 4th grade of SD/MI which is the research center for making pop up books for elementary students.
4. Writing Procedure
 - a) Pop Up book is designed using A4 and legal paper. The Pop Up book has special shape each chapter as the material and story.
 - b) English book is designed using upper margin: 3 cm; bottom: 3cm; left 4 cm; and right: 3 cm, with the format left and right (justify).
5. Content Structure
 - a) Front Part: cover page (title of pop up book , identity of subject, and author); table of contents; preface.
 - b) Content Section: content of the material; learning objectives; material description (description of the material that has been explained); short story, hadith, moral value page, and simple English games.
 - c) Final part: vocabulary; note; references; bibliography (as a whole); writer biography.
6. The design of Pop Up book 24 page with an A4 and legal size paper. The kind of font is used this book is Times New Roman, Comic Sans MS, Calibri, and Cambria using font size 11 until 80.
7. The initial appearance of the Pop Up book is in the form of a cover which has embossed prints. On the next page, there are a table of contents,

material for each topic, a 3-dimensional image simulation, concept of three dimensional using pop up.

8. The designed in packaging of book is used as a background box with a red and white uniform image.

6.1 Significance of the Research

Research and Development (R & D) also aims develop new product and to improve products that has been existh and used by an institution developing (Sukmadinata, 2008 : 164). Development of a product is a way to resolve the problems faced by teacher in education. This current research is expected to give solutions to problems faced by teachers in learning process.

In the modern era, students get subject in school as its level. Some of subjects in school especially in elementaary school is English subject. It is important lesson for student, so from this research has special development. To improve understanding each student used English language. The concept becomes the important research for that can main product to be interesting an improve the ability each students.

Not only about the concept in cover and how to make interesting the pop up book is good, but also it found the values of the character young people who deteriorated , and often do much deliquency adverse parties, it should be in education in still the values of character in student so to be a useful product. These values should inculcated early in order to unifed and be in the spirit in student, so until they adult the character remain invested brought by them.

The character values should be integrated in every learning process because the characters can be shaped by the experience of individuals. This study, besides aims to produce a product in the form pop up book also aims to instill character values in student not all character values can be applied to this product.

From the explanation, it can be concluded that the development of this pop up book is very important, which is to provide solution to the problem of English language experienced by teacher and student in understanding the material in English language especial in material object fourth grade of elementary school, that material based on material of that grade. It also can help students to better understand the material and the development of teaching materials can cultivate character in them selves of student so that a excellent personality and they are expected to be more concerned with the nature and the environment around them.

7.1 Assumptions and Development Limitations

1. Assumptions of Development

The following are the research and development assumptions:

- a. Students will better understand about the material change in the appearance of the English language skill especially to increase the reading skill that is as a result of the development of this book.
- b. After learning process takes place, it is hoped that students will be able to develop skills in English and be able to apply the islamic character values contained in the Pop Up book.

2. Limitations of Development

In research and development, the current research consider the following

development constraints:

a. Developments Specification

The product will be developed in the form of pop up book that explain how changes in the perception of English literacy ability can improve students' understanding and character values in relationship to themselves.

b. The Matter of Lesson

Development of this book is limited to the material on the four grade Elementary School/Madrasah Ibtidaiyah with the subject as follows: 1) Changes in the appearance of the English language about short story that has topic as the chapter and moral values (care, honest, giving apology, helping, cooperate) vocabulary, grammar, and english skill especially practicing character each chapter. 2) The causes of changes in he appearance of the english skill. 3) Improving english ability and improve some skills like speaking, writing, understanding about the context.

3. The Research Subject

Subject of research in developments this book is in the student of 4th grade MI PSM Tempursari Mojo Kediri.

4. The Location Research

The location of research in MI PSM Tempusari RT. 03 RW. 01 Dsn.Tempusari, Ds. Sukoanyer, Kec. Mojo, Kab. Kediri.

8.1 Definition of Key Terms

Definiton of term in the study developing character based module for English education in 4th grade of elementary school describe by the researcher are:

1. Development

Development is a new product that can be counted and achieves an existing product. Development is the process of organizing information in order to solve problem and enhance society, not ably in education. Development is the process to become better at something or perfecting something. As a result, development is the practice of improving what has already existing in order to build a better product than before.

2. English Language Learning

Language is a tool for communication; we use it to connect with others, share our views, and learn about other people's beliefs. In this era of globalization, English is one of the most important language. English is a tool for communicating orally and in writing, and communicating is the process through which a person expresses information, thoughts, feelings, and advances science, technology, and culture through use of English.

There are four skills that are important to learn in an English lesson: listening, speaking, reading, and writing. Some components, such as vocabulary, grammar, and pronunciation of words, are used to support those skills. Learners should be able to master all of the skills through training.

3. Pop Up

Pop up is a type of book or card in which there are folds or pieces

of images that appear to form a three-dimensional (3D) object. According to Ellend G Kreiger Rubin, an expert in the field of paper winding (Fatchul, 2014: 146-153), he explained that a pop-up is an illustration that when the page is opened, pulled, or lifted, a level will appear with a three-dimensional impression. In its development the role of the media is very important to support the formation of student creativity in exploring learning, such as this pop up book media can help students in solving problems easier. pop up book media is a 3-dimensional media that provides a real picture to make it easier for students to increase concentration in listening.

4. Character

Character education is built in education and refers to article 20 of the Law on System of National Education Number 20 of 2003, which works to develop national education and character development as well as the civilization of a dignified nation in the context of the intellectual life of the nation, with the goal of developing the potential of students to become human beings who believe in and fear God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and citizens (Akbar, 2013 : 7).

5. Literacy

Literacy is a person's social behavior in accessing, understanding, and using information related to knowledge, language and culture through various activities, including reading, viewing, listening, writing and speaking to give birth to a prosperous life. In everyday life, students are

faced with tasks and skills that use literacy. Meanwhile, language literacy requires students to be literate, including the ability to read and write. The following is a scheme for implementing literacy strategies in schools (Kemdikbud 2017).

9.1 Previous Research

Researchers analyzed various past studies linked to instructional materials, particularly the module, for this investigation. The research discovered a study by Ari, et. al (2016) titled "*Perancangan Buku Pop Up Sebagai Media Pembelajaran Bahasa Inggris untuk Siswa Sekolah Dasar*" the result of which is that the quality pop up book has excellent characteristics such as having the smallest unit that can be studied independently, giving systematic composition, and being interesting to use by students in achieving the learning objective. The design of pop up book as English learning media for elementary school children aims to help, simplify and attract students' interest in learning English. The result is a learning media in the form of a pop-up book and is equipped with this guidebook to attract the interest of teachers and students. The pop-up forms, illustrations, and language used are easy to understand, so that teachers and students can easily understand the information to be conveyed.

This current research is similar to previous studies in that it is generating teaching materials products in the form of pop up book for elementary school students utilizing Borg and Gall research styles, and each research is based on the same character. The difference between this study and previous studies is the subject lesson that is intended to develop into a learning media, it is not explained

the target or the specification of goal using pop up book , and the previous research was conducted by Ari using Indonesian language, whereas in this study the subject is based on English language. In a previous study, the study subject generated pop up book for elementary school students and the subject lesson is not specific, and the current research subject developed for elementary school students in basic English.

The second previous research was related to the thesis that book made by Qori and friends (2019) with the title "*Pengembangan Media Buku Pop-Up untuk Meningkatkan Kemampuan Menyimak Tema Menyayangi Tumbuhan dan Hewan di Sekitar*" the result of which is that the book has very good quality and can be used as a reference by the teacher in the learning and teaching materials can be used independently by students. After being assessed, the research has a high quality. From validation testing that done by learning media expert with average percentage of 90% in excellent category, validation testing that done by learning material expert with average percentage of 95.99% in excellent category, and from evaluation result of 25 students get pretest average score of 68.22 and post-test average score of 86.36, N gain shows 0.57 in the average category. Therefore it could be said that pop up books media is convenient and proper to be used

That study is similar with the current research that it generates pop up book and aims to learn how to develop the product. It also has the same research methode, uses the Borg and Gall research approaches. This study's subject is student SD/MI. Another distinction is that prior research focused on developed pop up book, whereas this study focused on developed pop up book that has special character , it is joyful and islamic character. The difference is not only in

the concept development book, but also in the material. Previous study material that is taught to students, previous study has material, its material about *Menyayangi Tumbuhan dan Hewan di Sekitar* , the current research has material based on curriculum that practiced in Elementary school, this material about the theme of English in 4 grade in elementary school as material in student English literacy.

The third previous research was related to the pop up book made by Siti in 2020 with the title *"Pengembangan Media Pop Up Book Dalam Meningkatkan Kemampuan Membaca Cerita Mata Pelajaran Bahasa Indonesia Kelas 1 SD/MI"*. The result from the research is the pop up book is suitable, practical and beneficial for both students and teacher. This research has a research focal point to improve story reading skills, while the current research focuses on English reading material for students. In addition to this, the material used is also different, previous research emphasizes Indonesian language subjects, while this study focuses on English. From the results of the study obtained an average percentage of 88.5% in the "very feasible" category, material experts obtained an average percentage of 93.5% in the "very feasible" category. The assessment on the teacher's response obtained an average percentage of 88.5% in the "very feasible" category, and responses from students during the small group trial conducted at SDN 5 Jatimulyo, South Lampung obtained an average percentage of 99.3% with the category "very interesting", a large group trial conducted at the MIN 3 Bandar Lampung school obtained an average percentage of 98.5% in the "very interesting" category. It was concluded that the pop-up book learning media in

improving the ability to read stories in Indonesian class 1 SD/MI subjects developed by the researchers was suitable to be used as a learning medium.