

## Enhancing Speaking Ability Through Pop-Up Card: Its Effects on Students' Speaking Proficiency

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### Abstract

The primary aim of this study is to assess the efficacy of employing pop-up card media to enhance students' speaking proficiency during the initial semester of eighth grade at SMPN 2 Gadingrejo in the 2020/2021 academic year. In this study, the researcher employed a quasi-experimental design consisting of two distinct classes: experimental and control classes. The experimental group received instruction utilizing pop-up cards, whereas the control group received instruction utilizing textbooks. Each class was administered the identical pre-test and post-test. The investigator employed an oral examination as a means of data collection for the research. The research sample consisted of eighth-grade students from SMPN 2 Gadingrejo. The research samples comprised two classes, VIII 1 and VIII 2, with 62 students. The experimental class consisted of 30 students, while the control class had 32 students. The researcher analyzed the data using an independent sample t-test. The analysis results indicated that the utilization of pop-up card media positively impacted the speaking ability of students at SMP N 2 Gadingrejo during the academic year 2020/2021. The data analysis conducted using SPSS yielded a significance value (Sig) of 0.000 and an alpha level ( $\alpha$ ) of 0.05. The acceptance of  $H_a$  is indicated by the p-value of 0.000 is less than the significance level of 0.05. Hence, the utilization of pop-up card media demonstrated efficacy in enhancing the speaking proficiency of eighth-grade students at SMPN 2 Gadingrejo during the first semester of the 2020/2021 academic year. The findings also indicated that pop-up card media could be a viable alternative for teaching speaking skills.

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### INTRODUCTION

The act of speaking is a skill that enables individuals to engage in interpersonal communication in everyday contexts, as well as to impart knowledge or information on a particular subject matter. Students must possess proficiency in all four essential English language skills: speaking, listening, reading, and writing. Reading and listening are receptive skills, while writing and speaking are productive. Speaking poses the greatest challenge for English language learners among the four language skills. Acquiring speaking skills in a foreign language is particularly challenging due to the requirement of active engagement in both oral and social interactions (Richards et al., 2022). This implies that students are expected to attain proficiency in various components of English language acquisition, including grammar, pronunciation, fluency, vocabulary, and comprehension.

Moreover, as asserted by McDonough and Shaw in Fitriana's study, speaking should not be regarded merely as the oral manifestation of written language but rather as a comprehensive

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measure of learners' communicative proficiency (Fitriana, 2014). This suggests that speaking is an oral form of language utilized to convey knowledge and ideas to others, contingent upon an individual's ability to articulate thoughts verbally.

Because English serves as both a second language and an international language, it is anticipated by the instructor that students possess the ability to effectively engage in communication in English. Speaking can be understood as a form of dialogue that involves the exchange of information through the use of words (Bull, 2011). The primary objective of verbal communication is to effectively convey information to recipients to ensure their comprehension of the intended goals. The instructor utilizes multimedia resources to enhance students' oral communication skills in the educational setting.

Based on the guidelines set forth by the BSNP (National Education Standards Board), the primary objectives of oral communication within the context of junior high school education are to facilitate students' comprehension of interpersonal and transactional language in various forms such as narrative, recount, descriptive, and everyday interactions (*Badan Standar Nasional Pendidikan (BSNP) Standar Kompetensi Dan Kompetensi Dasar SMP/ MTs*, 2006). Acquiring knowledge about monologue and dialogue across various genres can be enhanced by developing oral communication skills during junior high school. However, the observed data did not align with the expected outcomes during the learning process.

Based on a preliminary study and an interview conducted at SMPN 2 Gadingrejo, it was observed that students in the eighth grade encountered challenges in verbal communication in the English language. The linguistic difficulties encountered in oral communication encompassed lexical acquisition, phonetic articulation, grammatical accuracy, fluidity of speech, and comprehension. Consequently, a significant proportion of students exhibit limited proficiency in communication. Conversely, the instructor was the sole individual capable of assisting. The English class featured monotonous exercises as the instructor employed a repetitive teaching approach using the same instructional medium. The English lesson challenged students' speaking abilities due to the teacher's infrequent utilization of additional media for instructional purposes. The students exhibited a diminished level of motivation within the context of their English class, specifically about their oral communication abilities. They had not been given opportunities to engage in spoken English activities, resulting in pronunciation, grammar, vocabulary fluency, and comprehension deficiencies. The students exhibited a certain degree of hesitancy and insecurity when engaging in English conversation in the classroom.

Additionally, they expressed a sense of disinterest towards the subject matter, as the teacher consistently relied on textbooks as the primary instructional resource. According to the students' feedback, they expressed dissatisfaction with the English class activities, perceiving them as uninteresting. Furthermore, their indifference toward the learning process persisted even after the interview.

The instructor can utilize these concerns to facilitate students' success in English speaking by creating classroom environments that foster enthusiasm. In the realm of foreign language education, the provision of support and assistance to students assumes paramount importance. Moreover, the utilization of captivating media holds significant importance in the pedagogy of English language instruction. An effective educator should be able to select appropriate instructional materials to cultivate students' enthusiasm for studying the English language. Pop-up card media represents a diverse range of media formats that are currently accessible.

A pop-up card is a multimedia card that features visual elements that become visible upon opening the card. Pop-up cards represent an additional medium that can be employed to captivate students' interest during the educational journey. On the contrary, it can be argued that pop-up cards share similarities with origami due to their utilization of the card-holding technique (Masna, 2015). Pop-up books are appropriate for acquiring descriptive text in educational contexts (Yuningsih et al., 2022). The descriptive text encompasses written content that extensively presents information and necessitates the reader's ability to visualize the described subject matter. Therefore, it is necessary to represent the data in the format of a Pop-Up image.

A comprehensive examination reveals five fundamental techniques derived from patented simple Pop-Ups (Dewantari, n.d.). These techniques encompass v-folding, internal stand, rotary, mouth, and parallel slide. Hence, Pop-Up displays serve as visual depictions of objects generated

through folding and various other artistic techniques. The book encompasses three-dimensional images that exhibit a remarkable degree of realism and vitality. The students demonstrate an elevated degree of curiosity, which motivates them to enthusiastically investigate every page of the book. Unveiling the image will likely evoke astonishment among the entire student body (Bluemel & Taylor, 2012).

The descriptive text effectively communicates the sensory experience about the visual, auditory, and tactile aspects (Kane, 2000). It signifies the perceptibility of an object's form through visual and tactile senses. In addition, descriptive writing refers to observing and organizing specific elements or individuals (Hogue & Oshima, 1996). The descriptive text uses the five senses to depict the demeanor, taste, and tactile sensations associated with an individual or object. Hence, it can be inferred that the instance mentioned above of descriptive text, encompassing individuals, animals, objects, locations, and so forth, serves as a conclusive demonstration.

Based on the information above, the researcher directed their attention toward pop-up card media to evaluate the effectiveness of employing such media to enhance students' oral communication skills. Using pop-up card media enabled students to cultivate a mindset conducive to generating ideas in their oral communication skills. The researcher employed pop-up card media as an instructional tool for teaching monologue speaking skills in English.

## METHODOLOGY

The researchers employed an experimental design in this study. The researcher employed a quasi-experimental approach to assess the impact of pop-up cards on students' oral proficiency. The utilization of a quasi-experimental design was necessary due to the author's random assignment of learners to multiple classes, which resulted in possible changes to the class studying phase (Creswell, 2014). The study employed two groups: an experimental group and a control group.

Moreover, it is worth noting that two distinct categories exist within quasi-experimental research, namely post-test and pre-test (Ary et al., 2009). The researcher utilized a quasi-experimental design in this study, incorporating pre- and post-test procedures (Creswell, 2014). In this study, the researcher used a quasi-experimental design and pre-test and post-test measures to collect data.

The study was conducted using two classes: an experimental class and a control class. The researcher conducted a preliminary assessment to evaluate the students' communication skills before instructing them to speak through descriptive text employing pop-up card media. Subsequently, the researcher administered treatment to the experimental and control groups after its delivery to the students. A pop-up media card was employed in the experimental class, while a textbook was utilized in the control class. Subsequently, the researcher administered a post-test to both groups to ascertain the efficacy of the treatment, either after or before its administration.

The sample for this research was selected from the cohort of eighth-grade students enrolled in SMPN 2 Gadingrejo during the 2020/2021 academic year. The participants of this study consist of 189 students selected from six distinct classes.

In this study, the researcher utilized Cluster Random Sampling due to the homogeneity and grouping of the population. According to Fraenkel and Wallen (year), cluster random sampling involves selecting clusters or groupings of subjects instead of individual participants. This sampling strategy was used by the researcher's observation of two distinct classes. The sample was selected through a randomization process utilizing a lottery method. The experimental group (VIII 1) and the control group were selected as the research samples (VIII 2).

The test was utilized as an instrument in this study by the researcher. The topic was assigned to the students by the researcher. One of the subjects was selected by the students. The students individually delivered monologues while presenting their tasks to the class. The topic of the content pertained to descriptive text. In this study, the investigator had three sessions for each class. The time allocation for each meeting in this research study was 80 minutes. The time allocation for the instructional session consisted of 10 minutes dedicated to explaining the material, followed by 70 minutes designated for student presentations. Each student was allotted a maximum of 2 minutes to present their assigned task orally in front of the class. The objective of incorporating an oral

examination in this research endeavor was to evaluate the students' linguistic proficiency in terms of their speaking skills.

**RESULTS AND DISCUSSION**

The research aimed to examine the efficacy of pop-up card media in enhancing students' oral communication skills during the initial semester of eighth grade at SMPN 2 Gadingrejo in the 2020/2021 academic session. The study comprised a total of 62 participants, who were randomly assigned to either the experimental group or the control group.

On February 15, 2021, a pre-test was administered to both the experimental and control groups. Before the treatment, the researcher administered a pre-test to the students to assess their speaking proficiency.

The pre-test and post-test outcomes were analyzed by the researcher in both the control and experimental groups after administering a pre-test to the students. On March 8, 2021, a post-test was administered in two classes to assess the outcomes.

Before conducting an independent t-test to assess the outcomes, tests were performed to examine the assumptions of homogeneity and normality. The researcher must verify the normality of the data obtained from the test. The data were analyzed using SPSS version 20, emphasizing the Kolmogorov-Smirnov test. The normality test was utilized to assess whether the data from the experimental and control groups exhibited a normal distribution.

Table 1. Result of the Normality Test in the Experimental Class  
One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean Std. Deviation	0E-7 7.59644039
Most Extreme Differences	Absolute Positive Negative	.121 .121 -.112
Kolmogorov-Smirnov Z		.664
Asymp. Sig. (2-tailed)		.770

- a. Test distribution is Normal.
- b. Calculated from data.

According to the data presented in Table 1, the normality test score for the experimental class was greater than 0.05. This implies that the null hypothesis (Ho) is accepted and that the data obtained from the experimental class exhibits a normal distribution

Table 2. Result of the Normality Test in the Control Class

## One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	6.98782804
Most Extreme Differences	Absolute	.118
	Positive	.118
	Negative	-.069
Kolmogorov-Smirnov Z		.667
Asymp. Sig. (2-tailed)		.765

a. Test distribution is Normal.

b. Calculated from data.

The results obtained from Table 2 revealed that the p-value for the normality test conducted on the control group was greater than 0.05. The acceptance of the data or the normal distribution of the data is observed.

The homogeneity test was conducted to assess the degree of homogeneity between the data in the experimental and control groups. To ascertain the outcome of the homogeneity test, the data were analyzed utilizing the SPSS Levene's test.

Table 3. Result of the Homogeneity Test in the Experimental and Control Class

## Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre-Test	3.118	1	60	.083
Post-Test	2.869	1	60	.096

According to the information presented in Table 3, it can be observed that the data of the pre-test and post-test in both the experimental class and control class were found to be homogenous. This conclusion is based on the fact that the calculated p-values (Sig) for both the experimental class (0.083) and control class (0.096) were greater than the predetermined significance level of 0.05.

The researcher evaluated the data using the Statistical Package for the Social Sciences (SPSS) software. This was done to obtain the result of the independent sample t-test for the hypothetical test. Before conducting the analysis, it was determined that the data met the assumptions of normality and homogeneity.

Table 4. Result of the Hypothetical Test  
Independent Samples T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.869	.096	6.337	60	.000	14.37083	2.26775	9.83465	18.90702
Equal variances are not assumed.			6.384	58.450	.000	14.37083	2.25094	9.86582	18.87585

The results of a hypothetical test utilizing an independent sample t-test were statistically significant (two-tailed) with a p-value of 0.000, less than the predetermined significance level of 0.05. This information is presented in Table 10. Based on the findings from the first semester of the eighth grade at SMP N 2 Gadingrejo during the academic year 2020/2021, evidence supports the effectiveness of utilizing pop-up card media to improve students' speaking proficiency.

This study aimed to assess the efficacy of pop-up card media in enhancing the oral communication skills of eighth-grade students during the initial semester at SMPN 2 Gadingrejo in the academic year 2020/2021. The students faced challenges in verbal communication due to various factors, as has been elucidated. One contributing factor was the utilization of monotonous and repetitive media, which resulted in a diminished sense of motivation among students regarding the subject matter.

The findings of this study indicate that the students exhibited proficient speaking abilities before undergoing intervention by the researcher. The experimental group exhibited a pre-test mean of 50.86. The mean of the control class in the pre-test was 42.43. This suggests that the normalcy and homogeneity test possesses validity and reliability.

Subsequently, the researcher employed a pop-up card as a medium to instruct the speaking skill in the experimental class. In contrast, the control class utilized a textbook as the instructional medium. Both classes convened for three sessions, during which two distinct topics about the descriptive text were covered. The post-test was administered to the students after receiving treatment from the researcher.

The findings from the post-test conducted in both the experimental and control classes indicated normality and homogeneity. The average score in the post-test for the experimental class was 69.93, while the average score in the control class was 55.56.

Consequently, the students exhibited pronunciation, grammar, fluency, vocabulary, and comprehension deficiencies, as identified in this research. Following the implementation of the treatments, the study's results were deemed effective. Brown utilized a set of five criteria, namely grammar, pronunciation, vocabulary, comprehension, and fluency, to evaluate the student's speaking abilities. This study's results indicate that using pop-up card media enhances students' communication abilities. Furthermore, using pop-up card media significantly enhanced the students' motivation in oral communication.

Furthermore, the educational environment fostered interactivity as the students exhibited high engagement and enthusiasm toward the activities. This fact strongly correlates with the theory positing that using pop-up card media can potentially enhance students' engagement in teaching and learning. Furthermore, it has been asserted that this form of media has the potential to enhance students' motivation in the process of acquiring knowledge.

In summary, the independent t-test hypothesis test indicated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted during the first semester of eighth grade at SMP N 2 Gadingrejo in the academic year 2020/2021. This suggests that the utilization of pop-up card media was effective in improving students' speaking ability.

The present study's results are corroborated by Rorimpandey's research, which demonstrated that the post-test scores surpassed the pre-test scores. This is evident from the mean post-test (T2) score of 71.2, with a standard deviation 13.5. In contrast, the mean pre-test (T1) score was 30, with a standard deviation 11.1 (Rorimpandey, 2023).

### CONCLUSION

Based on the results of pre-and post-testing conducted in experimental and control classes during the initial semester of eighth grade at SMP N 2 Gadingrejo in the academic year 2020/2021, the researcher has concluded that the utilization of pop-up card media proves to be efficacious in enhancing students' proficiency in oral communication. The scenario above revolves around a theoretical examination wherein the null hypothesis (Ho) was refuted, leading to the acceptance of the alternative hypothesis (Ha). The null hypothesis was determined to be supported, whereas the alternative hypothesis was determined to be rejected.

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