Research Article

The Development of a Pop-Up Book with the Theme 'Einkaufen' as a German Language Learning Medium for Grade XI Students at SMA Negeri 3 Binjai

Musthofawiyah¹*, Tanti Kurnia Sari²

¹ Pendidikan Bahasa Jerman, Universitas Negeri Medan, Indonesia, email : mushthofawiyah.2211132010@unimed.ac.id
² Pendidikan Bahasa Jerman, Universitas Negeri Medan, email : kurniasaritanti@gmail.com
* Corresponding Author: **Musthofawiyah**

Abstract: This study aims to develop a pop-up book learning medium with the theme "Einkaufen" (Shopping) as a German language instructional medium for Grade XI students at SMA Negeri 3 Binjai. The background of this study is the low level of students' understanding of the learning materials and their lack of learning motivation due to the use of monotonous conventional media. This research employs a Research and Development (R&D) approach using the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The results of the implementation stage indicated that 98.3% of students agreed that the pop-up book was effective for use in German language learning, and 96.7% stated that the material content was easy to understand. The pop-up book consists of six pages containing learning materials and exercises that focus on reading, writing, and speaking skills. Validation by material and media experts yielded a score of 90, categorized as very good. These findings demonstrate that the developed pop-up book medium is not only visually engaging but also capable of enhancing students' motivation and comprehension in an integrative German language learning process. This medium can serve as an effective alternative for improving the quality of foreign language learning at the secondary school level.

Keywords: ADDIE Model; Einkaufen; German Language; Learning Media; Pop-up Book.

1. Introduction

In the era of globalization, more and more people are mastering foreign languages. Foreign language proficiency plays a crucial role because the world of work is now increasingly globally connected. Foreign language skills open up opportunities to communicate with international partners, access the latest information, and increase competitiveness in the global market. Furthermore, foreign language proficiency also makes it easier for individuals to adapt to technological developments and expand professional networks, which are crucial assets in an increasingly digital and integrated world. Therefore, foreign language proficiency is a crucial skill for achieving success in an era of innovation and global cooperation. However, learning a foreign language doesn't have to be boring or difficult. The use of engaging learning media can make the learning process more enjoyable and effective.

German is an important foreign language to learn, given the extensive collaboration between Indonesia and Germany, particularly in education, taught at universities and schools, including at SMA Negeri 3 Binjai. In German language learning at SMA Negeri 3 Binjai, the use of appropriate and suitable learning media is essential to increase student motivation. Although the German language learning process at SMA Negeri 3 Binjai is running quite smoothly and actively, students still face various challenges. One of the main problems is students' low understanding of the learning material presented by the teacher.

In language learning, including German, mastery of the four language skills—reading, writing, listening, and speaking—must be balanced. These four skills are interrelated and inseparable. Observations at SMA Negeri 3 Binjai revealed that German language learning still relies solely on textbooks. According to Syaodih (2013), the use of creative and engaging

learning media is essential for a more effective learning process and to increase student motivation.

Based on the results of a questionnaire administered to eleventh-grade students at SMA Negeri 3 Binjai, it can be concluded that the learning media used in German language learning is not fully effective. The textbooks used are considered incapable of increasing students' learning motivation or their learning outcomes. In addition, the textbooks are considered difficult for students to understand, and the learning methods applied are still conventional and tend to be rigid. German language teachers at SMA Negeri 3 Binjai still often use the lecture method, so students are less motivated to actively participate in German learning. Therefore, students need creative and innovative learning media to increase their learning motivation. The questionnaire results also show that students are interested in using pop-up books as a learning medium.

One learning medium that is attractive to students is visual media, such as pop-up books. This is in line with Arsyad's (2011:118–119) opinion, which states that the use of images in foreign language learning can help develop and stimulate students' expressive abilities, both verbally and in writing. Pop-up books are learning media in the form of three-dimensional books that present interactive visual displays. Through the presentation of three-dimensional forms, attractive images, and unique characters, learning materials can be delivered in a more varied way, making pop-up books an appropriate learning medium and able to create a pleasant learning atmosphere.

Based on the description, this study aims to develop a learning media in the form of a pop-up book as a German language learning medium for grade XI students of SMA Negeri 3 Binjai. The material chosen in the development of this pop-up book is the theme "Einkaufen" (Shopping), which is a sub-theme of the main theme "Essen und Trinken" taught in grade XI at SMA Negeri 3 Binjai. The developed pop-up book not only contains learning materials, but is also equipped with reading, writing, and speaking skills exercises in German. It is hoped that the material developed in this pop-up book can help students practice and improve their reading, writing, and speaking skills in German. Therefore, research on the development of a pop-up book with the theme "Einkaufen" as a German language learning medium for grade XI students of SMA Negeri 3 Binjai needs to be conducted.

2. Method

This research is a development research (Research and Development). This research uses a qualitative descriptive method. In this research, a pop-up book was developed at the A1 level. The development of the pop-up book is based on the ADDIE model which consists of five stages, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The research data are in the form of expressions or Redemittel at the A1 level with the theme "Einkaufen" (Shopping). The research data sources come from the German language textbook at the A1 level, namely the book Deutsch Echt Einfach A1.2 used in the school concerned, as well as sources from the internet. This research was conducted at Medan State University and implemented at SMA Negeri 3 Binjai which is located at Jalan Padangsidempuan No. 24, Rambung Barat, South Binjai.

3. Results and Discussion

The results of this study are in the form of a pop-up book learning media. The pop-up book consists of six pages containing dialogues on the theme of "Einkaufen" (Shopping), expressions (Redemittel), vocabulary, and exercises. The material presented depicts the activities of two people shopping at the market. The exercises provided include five questions based on the dialogue text to practice students' reading skills. In addition, there are dialogue writing exercises with the theme of shopping with friends which are then practiced by students in front of the class, so that they can practice speaking and writing skills in an integrated manner. The results of the material expert's assessment of this pop-up book obtained a score of 90 with a very good category. Meanwhile, the assessment from the learning media expert also gave a score of 90 with a very good category.

The pop-up book developed in this study directly responds to three main problems previously identified in German language learning in grade XI of SMA Negeri 3 Binjai and offers relevant solutions to these problems.

First, the problem of students' difficulty in understanding the learning material presented by the teacher is addressed through visual and contextual presentation. This pop-up book features three-dimensional illustrations, characters, and interactive dialogues that represent real-life situations in line with the theme "Einkaufen" (Shopping). Through this visual and story-based approach, students not only read the text but also see the real-life context of language use, thus helping them understand German vocabulary and sentence structure more concretely.

Second, this pop-up book offers an alternative to conventional textbooks, which are less motivating for students, by presenting a more engaging and visually enjoyable learning experience. This medium not only presents text but also actively engages students in the learning process through reading, writing, and role-playing exercises (dialogue). Thus, this pop-up book is able to stimulate students' cognitive and affective aspects, which are crucial for improving learning motivation and learning outcomes. The questionnaire results also showed that students felt more enthusiastic and engaged when using this medium compared to using conventional textbooks.

Third, the problem of monotonous and less interactive learning methods, such as lectures, can be overcome through the use of pop-up books that encourage a participatory learning approach. In this case, the teacher no longer acts as the sole source of information, but rather as a facilitator, guiding students through discussions, reading dialogues, writing, and practicing German directly. This interaction creates a dynamic and enjoyable learning environment, enabling students to become more active in the German language learning process.

Compared with previous relevant research, the pop-up book learning media developed in this study shares several similarities and advantages. Research conducted by Nunung Mintarsih (2020) developed a pop-up book for German language learning and received excellent ratings for aesthetics and practicality, but the primary focus of the medium was on literary reception. Unlike that research, the pop-up book in this study is designed to support three language skills simultaneously: reading, writing, and speaking, making it more linguistically integrative.

Research by Fatimah et al. (2021) used pop-up books that focused solely on speaking skills. Although the results showed improvements in students' speaking skills, the scope of the media was still limited. The media developed in this study not only improves speaking skills but also strengthens vocabulary and sentence structure through reading and writing exercises, thus providing a more comprehensive approach.

Furthermore, research by Hafniati et al. (2020) focused on developing folktales in the form of narrative and literary pop-up books. While this medium is effective in introducing local culture and improving storytelling skills, it is not specifically designed to develop thematic communication competencies in accordance with the A1 curriculum. In contrast, the pop-up books developed in this study directly support the elementary German curriculum by presenting authentic and functional themes.

Overall, it can be concluded that the pop-up books developed in this study are not only engaging visual media but also interactive, integrative, and curriculum-aligned learning tools. This medium has proven effective in addressing the challenges of German language learning in eleventh-grade students at SMA Negeri 3 Binjai.

4. Conclusion

Based on the research results, it can be concluded that in the analysis stage, the problems of German language learning for grade XI students of SMA Negeri 3 Binjai with the theme "Einkaufen" were successfully identified through the distribution of questionnaires. The results of the analysis then became the basis for the design stage of learning media that are appropriate to the students' needs. Next, the developed media was validated by material experts and media experts, and the input provided was used as a basis for revisions. After the revision process, the learning media was implemented in learning activities and evaluated through a questionnaire completed by 33 students. In the evaluation stage, the effectiveness of the learning media was assessed comprehensively. The resulting learning media was a pop-up book developed using the ADDIE model with the help of the Corel Photo Paint application and various other supporting materials. This pop-up book consists of six pages of material and is equipped with reading, writing, and speaking skills exercises. The validation results

showed that this learning media received a score of 90 with a very good category from the material experts and a score of 90 with a very good category from the media experts. Thus, this pop-up book is declared suitable for use as a German language learning media for grade XI high school students and can assist teachers in supporting the learning process in the classroom.

Based on the results and conclusions of the study, it is recommended that the learning media in the form of a pop-up book with the theme "Einkaufen" can be optimally utilized as a German language learning medium for grade XI high school students. Students are expected to be able to use this media to improve their mastery of reading, writing, and speaking skills in German. In addition, students or researchers in the field of German language education are advised to use this pop-up book as reference material in further research, both for the development of similar learning media and for more in-depth studies regarding the effectiveness of using pop-up media in foreign language learning.

Reference

Arsyad, A. (2011). Media pembelajaran. PT Raja Grafindo Persada.

Arsyad, A. (2014). Media pembelajaran. PT Raja Grafindo Persada.

Benardi, A. I. (2018). Pendidikan kesiapsiagaan bencana tanah longsor untuk siswa anak usia dini dengan metode dongeng berbasis media pop-up book di PAUD Dewi Sartika Kecamatan Bergas. Jurnal Pendidikan Geografi, 23(2), 85–93. https://doi.org/10.17977/um017v23i22018p085

Djuanda. (2016). Design pop-up child book puppet figures series Gatotkaca. Jurnal Library ITS. http://library.its.undergraduate.ac.id/

Duden. (2024). Duden Online. https://www.duden.de/rechtschreibung

Fatimah, F., Kurniati, W., & Saleh, N. (2021). Penggunaan media pembelajaran pop-up book dalam keterampilan berbicara bahasa Jerman. PHONOLOGIE: Journal of Language and Literature, 1(2), 76–82. https://ojs.unm.ac.id/phonologie/article/view/21518

Hafifah, N. B., Hadi, W., & Ritonga, M. U. (2023). Development of pop-up book learning media to improve student language skills. Randwick International of Education and Linguistics Science Journal, 4(2), 398–412. https://www.randwickresearch.com/index.php/rielsj/index

Hafniati, D. A., & Aini, I. (2020). Die Erstellung von einer Volkserzählung Sampuraga in Form pop-up Buch. STUDIA: Journal des Deutschprogramms, 9(1). https://jurnal.unimed.ac.id/2012/index.php/studia/article/view/18817

Mintarsih, N. (2020). Pengembangan buku dongeng pop-up bahasa Jerman sebagai media pembelajaran karya sastra bahasa Jerman di SMA Negeri 1 Maospati. Jurnal Guru Dikmen dan Diksus, 1(1), 77–87.

Motta, G. (2016). Deutsch echt einfach A1.2. Ernst Klett Sprachen GmbH.

Mubarokah, A. (2016). Keefektifan penerapan media pembelajaran buku pop-up terhadap minat dan hasil belajar siswa materi seni rupa murni kelas IV SD Negeri 1 Jombor Kabupaten Temanggung (Skripsi). Universitas Negeri Semarang.

Resta, R. G., & Safrul, K. (2023). Media pembelajaran pop-up book untuk meningkatkan hasil belajar IPA siswa sekolah dasar. Jurnal Education, 9(1), 162–167.

Sadiman, A. S. (2011). Media pendidikan. Raja Grafindo Persada.

Sanjaya, W. (2013). Kurikulum dan pembelajaran: Teori dan praktik pengembangan kurikulum tingkat satuan pendidikan (KTSP). Kencana Prenada Media Group.

Scribd. (2024). Modul ajar bahasa Jerman memproduksi dialog terkait berbelanja fase F. https://id.scribd.com/document/760070977/Modul-Ajar-Bahasa-Jerman-Memproduksi-Dialog-Terkait-Berbelanja-F

Sinta, & Syofyan, H. (2020). Pengembangan media pop-up book pada pembelajaran IPA di SD. Jurnal Pendidikan Dasar, 11(2), 248–265. https://journal.unj.ac.id/unj/index.php/jpd/article/view/18939

Sintia, P., & Hafniati. (2019). Die Erstellung eines Pop-up Buchs als Lernmedium zum Thema Tagesablauf und Uhrzeit ins Studio D A1 (Undergraduate thesis). Universitas Negeri Medan. https://digilib.unimed.ac.id/id/eprint/36739/

Sugiyono. (2010). Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D. Alfabeta.

Sugiyono. (2016). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta.

Sunarti, D. A., Sarie, D. P., & Jana, P. (2023). The effectiveness of pop-up book media in learning reading skills of grade II elementary school. Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan, 42(2), 493–506. https://journal.uny.ac.id/index.php/cp/article/view/50381

Syaodih, N. S. (2013). Strategi pembelajaran. PT Remaja Rosdakarya.

Van Dyk, H. S. (2011). Paper engineering: Fold, pull, pop & turn. The Smithsonian Libraries Exhibition Gallery.