

**PENGARUH *POP-UP BOOK* TERHADAP MINAT BACA DAN  
KEMAMPUAN MEMBACA PEMAHAMAN SISWA SEKOLAH  
DASAR**

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**ABSTRAK**

UNESCO, Badan Pusat Statistik, Kepala Pusat Jasa Perpustakaan dan Informasi Nasional RI, PISA, serta INAP memaparkan bahwa minat baca dan kemampuan membaca pemahaman siswa Indonesia masih rendah. Penelitian ini bertujuan untuk mengetahui kemampuan membaca pemahaman siswa setelah menggunakan *pop-up book* jenis *lift the flap book*, yakni jenis *pop-up book* yang dikemas dengan cara menyusun atau menumpuk beberapa kertas, lalu mengunci salah satu sisi susunan kertas dan menyisakan sebagian besar bagian kertas agar dapat dibuka dan ditutup kembali. Penelitian ini merupakan penelitian kuasi eksperimen dengan desain penelitian *Nonequivalent Control Group Design*. Subjek penelitian ini berjumlah 37 siswa, 20 siswa kelas eksperimen dan 17 siswa kelas kontrol. Instrumen yang digunakan adalah tes pemahaman yang diberikan sebelum dan sesudah perlakuan. Selain itu, peneliti juga menggunakan instrumen non-tes seperti lembar observasi, dokumentasi, catatan lapangan, dan angket minat baca. Uji perbedaan peningkatan membaca pemahaman kedua kelas diolah menggunakan program SPSS versi 16. Hasil penelitian menunjukkan bahwa *pop-up book* mempengaruhi minat baca siswa kelas eksperimen dengan skor rata-rata angket minat baca sebesar 88. Selain itu, skor rata-rata observasi minat baca kelompok eksperimen (88) lebih besar daripada skor rata-rata observasi minat baca kelompok kontrol (70.88). Hasil uji statistik menunjukkan bahwa *N-Gain* kelompok eksperimen (0.62) berbeda secara signifikan (nilai sig.(2-tailed) sebesar 0.000 lebih kecil dari  $\alpha = 0.05$ ) dibanding *N-Gain* kelompok kontrol (0.40). Hasil penelitian menunjukkan bahwa *pop-up book* jenis *lift the flap book* tidak hanya memberikan pengaruh yang lebih baik terhadap minat baca, tetapi juga pemahaman bacaan siswa.

**Kata Kunci:** *Pop-Up Book*, Minat Baca, Kemampuan Membaca Pemahaman

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THE EFFECT OF POP-UP BOOK ON PRIMARY SCHOOL STUDENTS' READING INTEREST AND READING COMPREHENSION ABILITY

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# **THE EFFECT OF POP-UP BOOK ON PRIMARY SCHOOL STUDENTS' READING INTEREST AND READING COMPREHENSION ABILITY**

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## **ABSTRACT**

UNESCO, Central Bureau of Statistics, Head of National Library and Information Service Center of Indonesia, PISA, and INAP explain that students' reading interest and reading comprehension ability are still low. This study aims to measure students' reading comprehension ability by using pop-up book with lift the flap book type. It is a type of pop-up book that is packaged by arranging or stacking some papers, then locking one side of the paper, and leaving the most of papers. Hence it can be opened and closed again. The research was a quasi-experimental study and the non-equivalent control group design. The subjects were 37 primary school students who consist of 20 students at experimental class and 17 students at control class. The instrument was a reading understanding test which was given before and after instructional process. Non-equivalent instruments were also used to triangulate the findings. They were observation sheets, documentation sheets, field notes, and questionnaires on students' reading interest. Paired sample T test was done to distinguish the effect of pop-up book on reading comprehension ability. The result showed that pop-up book influenced students' reading interest at experimental class. Students' questionnaire on reading interest was 88 at experimental class. It was higher than the average score at control class (70.88). Statistical test showed that N-gain score at experimental group was 0.62 and N-gain score at control group was 0.40. It was different significantly on  $\alpha = 0.05$ . Generally, pop-up book with lift the flap book type not only gave a better influence on reading interest but also gave reading comprehension ability.

**Keywords: Pop-Up Book, Reading Interest, Reading Comprehension**