

The Effect of Pop-Up Book Media on Descriptive Text Writing Skills

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ABSTRACT

This study aims to examine the effect of pop-up book learning media on the descriptive text writing skills of Grade VII students at MTs Nur Ibrahimy. The research employed a quantitative approach using a quasi-experimental design, specifically the Nonequivalent Control Group Design. The study involved two classes: an experimental class that received instruction using pop-up book media and a control class that was taught using conventional methods, with 30 students in each group. The research was motivated by the low performance of students in writing descriptive texts, largely due to the lack of engaging and student-oriented learning media. Data were collected through written pretests and posttests to measure students' writing abilities before and after the intervention. The results showed that the average posttest score in the experimental class increased significantly from 61.2 to 82.16. In contrast, the control class showed only a modest improvement, from 61.2 to 70.66. An independent t-test analysis revealed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the two groups. The findings confirm that pop-up book media has a positive and significant impact on students' ability to write descriptive texts. This interactive and visually engaging medium enhances student motivation, supports idea development, and improves writing outcomes. Therefore, pop-up books can serve as an effective alternative learning tool in Indonesian language education and hold promise for broader use in developing creative, student-centered writing instruction strategies in similar educational contexts.

Keywords: Pop Up Book; Descriptive Text Writing; Writing Skills

INTRODUCTION

Students often struggle to write descriptive texts due to a lack of instructional media that stimulates imagination and supports the development of rich, concrete expression. In Indonesian language education, writing is considered a core language skill that does more than transfer thoughts to paper—it helps build critical thinking, creativity, and communicative competence. Writing also strengthens a student's ability to structure arguments, organize ideas logically, and express opinions in

various contexts. Among the various genres of writing taught at the junior secondary level, descriptive text is one of the foundational types that learners must master. Descriptive writing encourages students to activate their five senses, expand vocabulary, and enhance observation skills by describing people, objects, places, or events in vivid detail (Kemendikbud, 2017). This form of writing plays a crucial role in laying the groundwork for other genres such as narrative, recount, and report writing. However, despite its importance, many students in Indonesian schools find it challenging to write descriptively and struggle to meet the basic structural and linguistic demands of this text type.

Observations conducted at MTs Nur Ibrahimy indicate that the majority of Grade VII students perform below the expected level in descriptive writing. Students often find it difficult to begin writing, organize ideas logically, or provide sufficient elaboration in their sentences. Instead of focusing on specific details, they frequently use vague and repetitive language, making their descriptions shallow and ineffective. These issues can be attributed to several factors, one of the most prominent being the continued use of traditional teaching methods. Teacher-centered approaches, which emphasize lectures, rote instruction, and repetitive textbook exercises, fail to engage students actively in the writing process (Fitria & Isnaini, 2021). Moreover, the absence of media that encourages exploration, visual stimulation, and interaction limits students' ability to imagine and describe things effectively. This problem is not only evident in test results but is also reflected in students' low enthusiasm and limited participation during writing lessons. Without exposure to creative and stimulating input, students are less likely to build the descriptive language skills needed to succeed in both academic and real-world communication.

To overcome these obstacles, educators must explore innovative strategies and integrate interactive visual media into writing instruction. One such promising solution is the use of pop-up book media, which combines visual, tactile, and kinesthetic experiences. Pop-up books are uniquely designed with three-dimensional illustrations that emerge from the page when opened, providing learners with an engaging visual representation of the objects or scenarios being studied. These books offer more than just aesthetic appeal—they provide concrete references that can inspire ideas, clarify concepts, and assist students in visualizing what they are attempting to describe. This visual connection is particularly beneficial for students who struggle with abstract thinking or imaginative recall. According to Haryadi and Mustika (2021), pop-up books are effective tools for increasing student involvement in language learning, as they combine educational content with interactive storytelling. They found that students who used pop-up books in writing lessons demonstrated higher engagement and produced more structurally sound and descriptive content.

Additionally, Sari et al. (2020) found that the integration of visual media significantly improved students' vocabulary range and their ability to provide detailed, sensory descriptions. Visual prompts served as cognitive scaffolds,

helping students organize their writing more logically and creatively. Pop-up books also align well with the learning preferences of digital-native students who are accustomed to visual and multimedia content in their daily lives. These materials transform traditional lessons into dynamic experiences that stimulate multiple senses and foster greater motivation. Furthermore, Yulianti & Prabowo (2019) emphasize that incorporating visually rich media in language classes increases learner autonomy and makes writing activities more appealing and less intimidating for struggling students.

From a pedagogical perspective, the use of pop-up books is grounded in the constructivist learning theory, which posits that learners construct their own understanding through active engagement and experiential learning. According to Saputri & Mulyati (2018), when students are encouraged to interact with real or representational objects, they tend to retain information longer and apply it more effectively in communication tasks. This aligns with the goals of 21st-century education, which prioritizes creativity, communication, critical thinking, and collaboration (Setiawan, 2022). Pop-up books support these goals by encouraging students to explore, reflect, describe, and share their observations in a way that promotes deeper learning and sustained interest. The sensory stimulation provided by these books allows students to more easily connect language to real-world contexts, making their writing more relevant and expressive.

While prior research has shown that visual and interactive media can enhance students' literacy skills, there remains a limited body of research specifically addressing the impact of pop-up books on descriptive writing performance in junior high school settings. Existing studies have primarily focused on general reading engagement, vocabulary development, or the use of such media in elementary school contexts. The novelty of this study lies in its targeted focus on developing and applying pop-up book media to enhance the specific skill of writing descriptive texts in accordance with the Indonesian junior high school curriculum. Unlike previous studies, this research adopts a quasi-experimental design to measure the direct effect of pop-up books on students' writing outcomes in a real classroom environment. It also takes into account students' responses and engagement levels, providing a more comprehensive understanding of how this media influences the learning process.

Therefore, this study aims to examine the effectiveness of pop-up book media in improving descriptive text writing skills among Grade VII students at MTs Nur Ibrahimy. The findings of this study are expected to provide meaningful contributions to the development of innovative, media-supported learning strategies in Indonesian language education. In addition, the results may inform educators and curriculum developers about the value of incorporating visual and interactive media to promote student-centered, creative, and effective writing instruction.

LITERATURE REVIEW

Writing

Writing is a complex language skill because it involves various aspects such as ideas, organization, language use, and critical and creative thinking skills. (Tarigan, 2008) states that writing is a language skill that is used to communicate indirectly and not face to face with other people. In the context of learning Indonesian, writing skills aim to equip students to be able to express their ideas and feelings effectively, creatively, and in accordance with language rules. Writing descriptive text is part of the Indonesian curriculum in MTS. Based on the Indonesian Language Teacher's Book for Junior High School/MTs Class VII (Ministry of Education and Culture, 2017), students are expected to be able to express the results of their observations of an object, atmosphere, or event in the form of clear and detailed descriptive text. Learning to write descriptive texts requires students to pay attention to aspects of content, text structure, word choice, and the use of figures of speech to strengthen the image.

Descriptive Text

Descriptive text is a text that describes an object in detail based on the results of observations, so that the reader feels as if they directly feel what is described. According to (Kosasih, 2017), descriptive text aims to describe the characteristics of a particular object by involving the senses so as to create a concrete impression on the reader. The general structure of descriptive text includes: (1) Identification, namely the introduction of the object to be described; (2) Description of parts, namely the description of the nature, parts, or characteristics of the object; and (3) Conclusion, which contains the conclusion or final impression of the object. By understanding this structure, students are expected to be able to write descriptive text that is coherent, coherent, and interesting.

Instructional Media

Learning media functions as a tool to convey messages or information from teachers to students, thus clarifying and enriching students' learning experiences. According to (Arsyad, 2017), learning media is anything that can be used to convey messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests of students. The use of media in learning Indonesian, especially in writing skills, is very important to help students develop concrete and systematic ideas. Interesting media can also increase students' motivation and active participation in writing activities.

Pop-up Book as Learning Media

A pop-up book is a three-dimensional book in which the image elements or structures inside can appear (pop-up) when the page is opened, providing a visual

and kinesthetic experience to the reader. According to (Haryadi, A., & Mustika, 2021), pop-up books are very effective in increasing students' interest in learning because they present interesting and interactive illustrations. Pop-up books support descriptive text learning because they provide concrete visual objects that can be used as student observation materials. These three-dimensional images stimulate students to more easily identify parts of objects, describe characteristics, and hone observation and drawing skills in depth. (Susilowati, 2020) emphasized that visual media such as pop-up books help enrich students' imagination and vocabulary in writing.

METHOD

Design and Sample

This study utilizes a quantitative approach with a quasi-experimental design, specifically the Nonequivalent Control Group Design. The design involves two groups: an experimental group, which receives the treatment using pop-up book media, and a control group, which is taught using conventional methods. Both groups undergo pre-tests and post-tests to assess the impact of the pop-up book media on students' descriptive text writing skills. The sample consists of class VII students from MTS Nur Ibrahimy, selected using purposive sampling. Two classes with equivalent initial writing skills were chosen, one for the experimental group and the other for the control group.

Instruments and Procedures

The primary research instrument is a descriptive text writing test, which is administered twice—before the treatment (pretest) and after the treatment (posttest). The test assesses writing skills based on four indicators: content suitability, text structure, word choice, and spelling usage. In addition to the writing tests, data are collected through observation and documentation. The observation technique involves monitoring student activities and participation during the writing tasks, with observation sheets filled out by both teachers and students. Documentation is used to record various aspects of the research, such as students' writing results and photos of the learning activities, which complement the data from the tests and observations.

Data Analysis

Data analysis involves both descriptive and inferential statistics. Descriptive analysis is conducted by calculating the mean, median, standard deviation, and maximum and minimum values of the writing test results for both the experimental and control groups. This analysis helps to describe general trends in students' writing abilities before and after the treatment. For inferential analysis, a t-test (independent sample t-test) is applied to determine whether there is a significant difference in writing skills between the experimental and control groups. The t-test

is conducted using statistical software such as SPSS or Excel, with a significance level of 0.05. If the p-value is less than 0.05, it indicates a statistically significant effect of the pop-up book media on students' descriptive text writing skills.

RESULT AND DISCUSSION

This study aims to determine the effect of using pop-up book learning media on the descriptive text writing skills of class VII students of MTS Nur Ibrahimy. The study was conducted on two groups, namely the experimental group using pop-up book media and the control group using conventional learning methods. Data were collected through writing tests before and after treatment (pretest and posttest). The following are the pretest and posttest results in the control group and experimental class.

Table 1. Pretest and Posttest Results of Control Class

No	Student Name	Pretest Score	Posttest Value	Difference
1	Andi R.	60	69	9
2	Flower N.	55	68	7
3	Cahyono	60	67	7
4	Dewi S.	63	71	8
5	Erwin L.	60	69	9
6	Fitri M.	62	70	8
7	Galang P.	58	67	9
8	Hasan A.	61	70	9
9	Beautiful T.	64	72	8
10	Jihan N.	63	71	8
11	Kiki A.	60	75	15
12	Linda H.	59	67	8
13	Maya Y.	58	66	8
14	Naufal A.	64	74	10
15	Octavia	66	76	10
16	Son B.	61	65	5
17	Qiana A.	60	70	10
18	Rizki H.	62	69	7
19	Sari E.	63	71	8
20	Tony W.	65	77	10
21	Ujang T.	57	64	10
22	Vira L.	61	72	11
23	Wahid Z.	60	71	11
24	Xena M.	54	60	6
25	Yogi A.	50	70	20
26	Zuraida	67	75	8

27	Aldi M.	68	76	8
28	Bella S.	66	78	8
29	Cindy L.	64	75	9
30	Didi H.	65	75	8
Average		61.2	70.66	9.1

The control class in this study consisted of 30 students who followed conventional learning methods without using pop-up book media. Before the treatment, a pretest was conducted to measure students' initial ability in writing descriptive texts. The pretest results showed that the average student score was 61.2, with the lowest score of 54 and the highest score of 68. These results illustrate that students' writing skills are still classified as moderate to low. After learning took place for several meetings using conventional methods, a posttest was conducted to measure the development of students' writing skills. The posttest results showed an increase, with the average score increasing to 70.66, the lowest score was 64, and the highest score was 78. Although there was an increase, the average difference was only 9.1 points, indicating that the increase in students' writing skills was not very significant.

Table 2. Results of Pretest and Posttest of Experimental Class

No	Student Name	Pretest Score	Posttest Value	Difference
1	Ahmad R.	60	78	18
2	Bella A.	58	80	35
3	Image D.	61	82	21
4	Dimas F.	63	79	16
5	Eka P.	75	80	17
6	Farhan Z.	65	84	19
7	Gina M.	60	85	25
8	Hasan T.	62	83	21
9	Intan S.	64	81	17
10	Joko A.	66	85	19
11	Kevin J.	61	80	19
12	Laila M.	60	86	26
13	Mita Y.	67	85	19
14	Nando R.	64	83	18
15	Olivia R.	67	84	17
16	Princess A.	60	81	21
17	Qory A.	62	79	17
18	Rafi Z.	63	82	19
19	Sinta E.	65	84	19
20	Taufik H.	66	86	20
21	Umi S.	58	76	18

22	Vina L.	61	80	19
23	Revelation	60	78	18
24	Dona R.	60	80	20
25	Julia S.	57	74	17
26	Zaki M.	67	85	18
27	Alia N.	68	87	19
28	Bima A.	70	88	18
29	Cindy R.	69	86	17
30	Dira H.	66	84	18
Average		63.5	82.16	19.5

Based on the table above, it can be seen that the experimental class consisted of 30 students who participated in learning using pop-up book learning media as the main tool in delivering descriptive text writing material. Before the treatment, a pretest was conducted to determine students' initial abilities in writing descriptive texts. The pretest results showed an average score of 63.5, with the lowest score of 57 and the highest score of 70. These data indicate that students' initial abilities in writing descriptive texts are still in the moderate to low category. After students received treatment in the form of learning with pop-up book media for several meetings, a posttest was conducted to measure the development of their writing skills. The posttest results showed a very significant increase with the average score increasing to 82.16, the lowest score of 74, and the highest score of 88. The average difference between the pretest and posttest reached 19.5 points, which indicates a positive and strong influence from the use of pop-up book media.

The average increase in the experimental group's score was 19.5 points, while the control group only increased by 9.1 points. These results indicate that the use of pop-up book media has a greater positive impact than conventional learning methods.

Table 3. Comparison of Pretest and Posttest Results

Group	Pretest Average	Posttest Average	Improvement
Experiment	63, 5	82.16	19.5
Control	61.2	70.66	9.1

Based on the table above, it can be seen that the average increase in descriptive text writing skills in both groups after treatment. The experimental group showed an increase of 19.5 points from the average pretest score of 63.5 to the posttest score of 82.16. Meanwhile, the control group only experienced an increase of 9.1 points from 61.2 to 70.66. This difference in increase indicates that the use of pop-up book media has a greater impact on the development of students' writing skills compared to conventional learning methods.

To find out whether there is a significant difference between the experimental groups using Pop Up Book media, the researcher used a t-test (independent sample t-test). The following t-test results can be seen in the following table:

Table 4. t-Test Results

Statistical Test	t value	df	Sig. (2-tailed)	Information
Experimental Posttest vs Control	6,712	58	0,000	Significant ($p < 0.05$)

The t-test results show a Sig. (2-tailed) value of 0.000, which means it is smaller than the significance limit of $\alpha = 0.05$. This indicates that there is a statistically significant difference between the posttest scores of students in the experimental class and the control class. In addition, the average posttest score of the experimental class of 82.16 is much higher than the average posttest score of the control class of 70.66. The average difference of 11.5 points practically also shows that learning using pop-up book media is more effective in improving the ability to write descriptive texts. Thus, it can be concluded that the alternative hypothesis (H_a) is accepted, namely that there is a significant influence of the use of pop-up book learning media on the writing skills of descriptive texts of class VII students of MTS Nur Ibrahimy.

The findings of this study indicate that the use of pop-up book learning media has a significant and positive effect on the descriptive text writing skills of Grade VII students at MTs Nur Ibrahimy. The experimental group, which received instruction through pop-up books, showed a notable improvement of 19.5 points in their average scores, compared to a 9.1-point increase in the control group taught through conventional methods. This difference is not only statistically significant—as confirmed by the independent t-test result (Sig. 2-tailed = 0.000)—but also practically meaningful in demonstrating the effectiveness of visual, interactive media in writing instruction.

These results support the premise that learning media plays a critical role in the development of students' writing skills. In line with Haryadi and Mustika (2021), who found that pop-up books enhance engagement and comprehension in language learning, this study demonstrates that three-dimensional visual aids help bridge the gap between abstract ideas and concrete expression. The tactile and visual elements of the pop-up books likely served as cognitive scaffolds, assisting students in generating ideas, structuring their texts, and elaborating with relevant descriptive details. Compared to the control group, which relied on lecture-based instruction and limited media, the experimental group had access to materials that actively stimulated their imagination and encouraged more dynamic participation in learning tasks.

The difference in outcomes between the two groups also illustrates the limitations of traditional teaching methods that are still prevalent in many classrooms. The control group, while showing some improvement, achieved only modest gains. This is consistent with findings from Fitria and Isnaini (2021), who reported that conventional instruction often lacks the stimulation needed to foster creativity and engagement in writing. In contrast, the pop-up book media appeared to offer an

enjoyable, interactive experience that motivated students to write with more detail, structure, and purpose.

Moreover, the integration of pop-up books aligns with constructivist learning theory, which emphasizes student-centered, experience-based learning. As proposed by Saputri and Mulyati (2018), students are more likely to understand and retain new information when they actively interact with learning materials. The media used in this study allowed students not only to observe objects visually but also to engage with them in a tactile manner, thereby reinforcing vocabulary acquisition, spatial awareness, and narrative development. The multi-sensory learning experience provided by pop-up books likely contributed to the greater depth and richness observed in the students' descriptive writing.

In addition, this study adds to the growing body of literature supporting the use of interactive visual media in language education, particularly for improving writing outcomes. Previous studies, such as those by Sari et al. (2020) and Yulianti and Prabowo (2019), highlighted that visual-based media improve students' ability to elaborate and describe more vividly. This research extends those findings by demonstrating that pop-up books, specifically, offer a practical, low-cost alternative to digital tools while still achieving significant improvements in students' writing performance.

The implications of this study are significant for language teachers and curriculum developers. It suggests that incorporating media such as pop-up books into the Indonesian language curriculum can enhance student motivation and learning outcomes, especially in writing-focused lessons. Given the relatively simple design and accessibility of pop-up books, they can serve as an effective pedagogical tool even in resource-limited classrooms. Teachers are encouraged to explore the creative potential of combining storytelling with visual aids to foster richer, more imaginative student writing.

In conclusion, the findings confirm that pop-up book media is an effective instructional strategy for improving students' descriptive writing skills. The substantial score increase and positive response from students suggest that such media can serve as an innovative solution to the challenges of traditional, text-heavy instruction. Future research may expand on this study by exploring its effectiveness in other genres of writing, across different grade levels, or in comparison with digital storytelling tools.

CONCLUSION

Based on the results of the study that have been carried out through the stages of pretest, learning treatment, posttest, and statistical analysis using the t-test, it can be concluded that pop-up book learning media has a significant effect on improving students' descriptive text writing skills. At the beginning of learning, both the experimental class and the control class showed relatively the same initial abilities,

with an average pretest score ranging from 61.2, indicating that students' writing skills were still in the moderate category. However, after learning using pop-up book media was implemented in the experimental class, there was a significant increase in learning outcomes. The average posttest score of students in the experimental class increased to 82.16, while the control class that only used conventional learning methods experienced a smaller increase, with an average posttest score of 70.66. The difference in average scores between the two classes of 11.5 points indicates a striking difference in the achievement of learning outcomes.

The results of the statistical analysis using the t-test showed that the significance value of 0.000 was smaller than the significance level of 0.05, which means that there was a significant difference between the learning outcomes of students in the experimental class and the control class. These findings reinforce that the use of visual and interactive learning media such as pop-up books can improve conceptual understanding, motivate students, and help them develop imagination and vocabulary when writing descriptive texts. Overall, this study concludes that pop-up book learning media is an effective and reliable learning tool to improve descriptive text writing skills in grade VII MTS students. This media can be used as an innovative alternative in the Indonesian language learning process because it can create a fun, communicative learning atmosphere and arouse students' enthusiasm for learning.

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