



Original Article

The Effectiveness of Using Pop-Up Books to Enhance Vocabulary Acquisition in Young Learners

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Abstract:

This study discusses using pop-up books to enhance vocabulary acquisition in young students. The use of pop-up books is expected to be an effective solution in improving students' learning achievement while providing an interactive and fun learning experience. This study used a quantitative method with a quasi-experimental design. The class selection was randomized using a spin wheel with a population of 61 fifth-grade students of MI At-Taufiq Samarinda East Kalimantan. Students were divided into 2 classes, namely class 5-A as the control group and class 5-B as the experimental group. This study used pre-tests and post-tests to assess students' ability to use pop-up books to improve vocabulary learning. The test was adapted from the Student Worksheet available at school. The post-test results showed the experimental group's mean score was 83.71 with a standard deviation of 13.427, while the control group had a mean score of 57.56 with a standard deviation of 17.328. The normality test using Kolmogorov-Smirnov showed that the control group data followed a normal distribution with a p-value of 0.068. The independent t-test results showed a significance value of 0.000, which means there is a significant effect of using pop-up books on improving vocabulary mastery. Pre-test and post-test were used to measure students' level of understanding before and after the treatment. From the results of the analysis, it can be concluded that pop-up books have a significant effect in improving students' vocabulary mastery.

Keywords: Pop-Up Book, Vocabulary Acquisition, Young Learners, Learning Media



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Introduction

Early childhood education plays a critical role in shaping children's cognitive, social, and emotional development, as well as building a strong foundation for their future learning and achievement [Mohammed \(2023\)](#) States that preschool education and care

programs aim to facilitate children's learning and growth, enabling them to engage in exploration, experimentation, and skill development in a safe and nurturing environment. The early stages of childhood are an important time for the development of language skills, and educators continue to seek effective ways to increase vocabulary acquisition in young students. According to Klananda et al., (2021), The pedagogical approach to teaching English to young students is different from the approach used with adult students. Young learners differ significantly from adults in developmental characteristics, skills, biological predispositions, and motivation and have unique learning characteristics ([Gungor & Onder, 2020](#)).

Pinter (2011) revealed that young learners can be grouped into three categories based on their age: Very Young Learners (PAUD), namely between 3 and 5 years of age, is the period when children begin to develop the initial foundations of learning. At this age, they are full of burning curiosity and creativity, and quickly absorb knowledge from their surroundings. The second category is young learners (Primary School) aged between 6 and 12 years, who are in an important phase of their cognitive development. They begin to broaden their horizons, begin to understand more complex concepts, and interact with the subject matter in more depth. The third category is early adolescence. This includes ages 13 and over, who have reached a stage where they are becoming more independent in their learning. They are better able to take the initiative in the search for knowledge and understand more abstract concepts. By understanding the differences in these stages, educators and parents should be more effective in supporting and guiding children's learning development according to their needs and capacities.

Previously, to achieve proficiency in the four language skills, students had to acquire 13 essential vocabulary items to facilitate their mastery of English (Saniyah & Baehaki, 2021). With vocabulary knowledge, young learners have a strong foundation for developing foreign language proficiency. This will help in expanding communication skills and increase confidence in interacting with others in the language being studied. Based on [Cameron \(2001\)](#), Vocabulary is the knowledge to recognize, understand, and use words in a second language. Students not only learn the meaning of words or how to use them when communicating but also integrate these skills in reading, writing, listening, and speaking. Teaching English to young learners (TEYL) requires careful and flexible strategies that take into account children's developmental stages, cognitive capacities, and preferred ways of learning in the early school years. To more effectively engage young learners in language acquisition, teachers should use interactive techniques such as playing, and listening to music, videos, props, and other fun elements to keep students engaged by creating a dynamic and engaging learning environment (Sinha et al., 2021).

The application of interactive media is very useful in attracting students' attention. In other situations, the use of learning media avoids monotonous situations in class. This statement is supported by Abdulrahman and Julian (2020). Utilizing media in the classroom is very important to attract students' attention and increase the effectiveness of classroom activities. The use of media in the learning process is not something new because the use of media in education is considered important and necessary. This emphasizes that media can be an effective tool in helping students understand new concepts, increasing interest in learning, and making the learning process more interesting and meaningful. Therefore, education should not only rely on traditional methods such as memorization but also utilize other media to achieve learning goals. Moreover, most educators are aware of the benefits of using media. Media refers to any tool or technology that can be used by teachers and students to achieve educational goals.

One of the media that can help increase vocabulary acquisition in young learners is pop-up books. Pop-up books can be useful as entertaining and interesting learning for children by presenting three-dimensional components that can increase students' interest in learning. Furthermore, pop-ups can improve students' understanding of what is categorized as complex information and abstract or complicated subjects such as chemical structures, the solar system, or animal and plant systems.

The pop-up book media facilitates the presentation of key topics in a three-dimensional format, thereby increasing student understanding and retention Tri Kurniawan et al., (2023). Pop-up books are a unique type of book that not only presents text and images but also offers readers an interactive and dynamic experience. Pop-up books use a variety of creative techniques such as folds, scrolls, slides, tabs, or wheels that allow the book pages to move and change as the reader dives into the story. Pop-up books attract children's sympathy to actively interact, feel the pleasant sensation of moving the elements of the book, and deepen their understanding of the material being studied. Therefore, pop-up books are not only an interesting learning tool but also a means to enrich imagination and creativity (Rorimpandey, 2023). Given the nature of this context, it can be concluded that early childhood education plays an important role in shaping children's development, particularly in the acquisition of linguistic skills. Educators need to implement thoughtful and flexible procedures that take into account the child's developmental phase and use interactive techniques such as play and storytelling. The utilization of various forms of media, such as pop-up books, is recognized as very important in increasing the interest and effectiveness of learning. Pop-up books, with their interactive elements, not only offer fun education but also increase understanding of complex ideas. Pop-up books are an effective tool for producing a dynamic and engaging learning environment to help children acquire linguistic skills ([Susrianty et al., 2024](#)).

Flashcards are small cards used in learning to strengthen understanding and memorization of vocabulary, facts, or concepts. Each card usually contains information on one side, such as a word or image, and related information on the other side, such as a translation or definition. These cards are used in a variety of ways, including memorization, matching games, writing exercises, quizzes, role-playing activities, and understanding certain concepts. Flashcards are a simple and effective tool for improving learning skills in a variety of contexts due to their portability, flexibility, and adaptability to different teaching methods (Syamsiyah & Ma'rifatulloh, 2023). Role-playing is a form of activity in which individuals assume the identity of a character and are involved in acting out a particular role. During role-playing, individuals assume specific roles and engage in actions as if they were in a real scenario or portraying a specific character ([Hamzah et al., 2023](#)). The goal is to improve interpersonal skills, gain insight into alternative points of view, and effectively navigate specific situations through practical application. Examples of role-playing may include activities such as taking on the roles of doctor and patient, simulating a job interview, or creating social interaction scenarios to improve communication. A simple example of a picture-matching game is the memory card game, where players have to match two cards with the same picture. These games not only provide entertainment but also serve as an effective tool to improve memory, observation, and other cognitive skills. This is especially true if the images used in the game are directly linked to a particular concept or category, such as vocabulary, numbers, or shapes ([Gede et al., 2023](#)).

The process of vocabulary acquisition is a continuous effort in language acquisition and plays an important role in achieving foreign language proficiency. A strong command

of the language is essential for the advancement of communication skills, both in spoken and written form. As Wilkins put it, “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (Odinokaya et al., 2021). Language proficiency improves a person's ability to communicate effectively and articulate ideas and thoughts clearly. Vocabulary acquisition is not only described in the initial phase of language acquisition but is an ongoing effort that develops along with exposure to language in diverse contexts and circumstances. Suardi (2019) explains that vocabulary teaching is a complex challenge, often requiring the application of innovative learning methods to facilitate deep understanding. Although conventional methods such as the use of textbooks and presentations with images via a projector screen are still often used, modern approaches involving the use of technology, interactive games, storyboard media, and context-based activities are becoming increasingly popular. Based on [Deni & Fahriany \(2020\)](#) Teaching English at a young age is increasingly being carried out in various countries due to the evaluation of economic globalization and government encouragement to introduce English from an early age.

TEYL learning has been used in Indonesia for 24 years, based on the assumption that English language proficiency can increase independence and competitiveness ([Deni & Fahriany, 2020](#)). Early exposure to English language education is highly valued for the potential for optimal learning during this critical phase. Based on [Wallin & Cheevakumjorn \(2020\)](#), Someone who diligently learns a foreign language from an early age is likely to have a strong talent for language acquisition. Therefore, vocabulary acquisition plays an important role in the development of students' future language proficiency. Therefore, teachers should strive to enhance young learners' learning experiences by incorporating digital resources, multimedia, and hands-on activities that engage young learners to improve their ability to retain language. Teachers can foster an environment that encourages young learners' vocabulary growth by integrating diverse and engaging learning techniques.

Previous research conducted by [Rorimpandey \(2023\)](#), shows that the use of pop-up book visual media has a significant impact on the development of young learners' vocabulary in English. Through interactive visual experiences, young learners tend to be more engaged in learning and have higher motivation to improve their vocabulary understanding. This confirms that the use of visual media such as pop-up books plays an important role in increasing young students' understanding of the material presented. This creative media helps young learners imagine pictures or stories in their minds, expands their imagination, and makes it easier to understand vocabulary about various objects. Thus, young students can learn more effectively and have fun through dynamic visual experiences. Pop-up book media is a type of media used to collect various information. Pop-up book media is very practical and can increase young people's interest in learning. The results of this study show that there is a significant difference between the post-test and pre-test scores which shows a significant increase in vocabulary acquisition after using pop-up books as a learning media.

Methods

This research has been using a quantitative approach research method with a quasi-experimental design. Experimental research design is a quantitative method used to determine the effect of the independent variable (treatment) on the dependent variable. Quasi-experimental research refers to a form of empirical study used to determine the causal effects of an intervention on a specific population, without using random

assignment. Quasi-experimental research is a quantitative research approach that requires numerical data collection and statistical analysis. He makes comparisons between groups that have different situations or treatments to identify causes and effects (Sugiyono, 2019).

Quasi-experimental designs have greater external validity than most true experiments and have higher internal validity (with fewer confounding variables) than other types of investigations. Quasi-experimental designs allow researchers to test a problem using pre-existing data. However, quasi-experiments are prone to internal validity issues, requiring large sample sizes and careful modeling of functional relationships between independent and dependent variables (Gopalan et al., 2020). This study used pre-test and post-test methodology to assess young learners' proficiency in using pop-up books to enhance vocabulary learning. Evaluations were completed before and after interventions involving this book. Before teaching using pop-up books, a pre-test was given to evaluate participants' first vocabulary understanding. Once instruction begins, a post-test has been administered to assess the level of improvement in vocabulary proficiency. This study aims to assess the efficacy of using pop-up books in increasing vocabulary by analyzing pre-test and post-test results. It also intends to analyze the extent to which the intervention influences vocabulary learning positively. This research was conducted at MI At-Taufiq Samarinda, East Kalimantan. MI At-Taufiq is an Islamic elementary school located on Jalan Pangeran Suryanata with a total of 343 students in the 2023/2024 academic year. In this school, each level has 2 classes.

The test was adapted from the Student Worksheet (LKS) provided at school. Therefore, the test needs to be validated and tested for reliability to obtain a feasible instrument. Content validity was used in this research. Even though content validity was carried out, the test was carried out as a trial for students who were not respondents. The trial participants were given different responses. The similarities between respondents are in their values. Pilot respondents have used class 5. However, the schools that have been used are different to avoid bias. Trials are known as initial trials which are an important step in developing test questions. This is done to ensure that the testing is effective and appropriate before it is fully implemented. Before testing the test on actual participants, the first step that must be taken is a validity test. Validity testing was carried out involving various parties, including English teachers and other resource persons who are experts in their fields. They will help assess whether the questions prepared are according to the curriculum and learning objectives set. After the validation process is complete, the next step is to adapt the test to the existing learning program. This may mean adjusting annual and semester programs to ensure they relate to the material taught in class. Then, the trial was carried out in several schools that represent the target population. Even though the schools are different, they have the same grade levels to ensure uniformity in testing. After piloting trials, the next step is to calculate its validity and reliability.

Results

Sub 1 Findings

This research uses a pre-test and post-test design to measure students' vocabulary abilities before and after treatment using pop-up book media. Data was collected from two groups: an experimental group that received treatment and a control group that did not receive treatment. Data analysis includes normality tests and independent t-tests. The normality test was carried out to ensure that the post-test data was normally distributed, making it possible to use parametric analysis. Next, an independent samples t-test was

used to compare the post-test scores between the two groups. The results showed significant differences, indicating that the intervention had a real effect. By fulfilling these two conditions, the analysis results will be more valid and reliable in assessing changes in students' vocabulary abilities as a result of the treatment given.

Table 1. Eksperimental Post-Test Normality Test Results

			Post-Test Experiment
N			30
Normal Parameters, b	Means		83.71
	Std. Deviation		13.427
The Most Extreme Difference	Absolute		.193
	Positive		.113
	negative		-.193
Statistical Tests			.193
Asymp. signature. (2-tail)			.006c
Monte Carlo sign. (2-tail)	signature.		.194d
	99% Confidence Interval.	Lower limit	.184
		Upper limit	.204

Table 1 above shows the post-test results of an experiment involving 30 subjects ($N = 30$). The average post-test score was 83.71, with a standard deviation of 13.427. To assess normality, the largest absolute difference between the data distribution and the normal distribution was found to be 0.193. This difference is composed of a positive component of 0.113 and a negative component of -0.193. The test statistic obtained was 0.193, with a significance value (2-tailed) of 0.006, indicating that the data significantly deviates from the normal distribution at a certain level of confidence. Additionally, the Monte Carlo (2-tailed) significance value is 0.194, with a 99% confidence interval ranging from 0.184 to 0.204, providing further insights into the data distribution.

Table 2. Post-Control Normality Test Results

			Post-Test Control
N			31
Normal Parameters, b	Means		57.56
	Std. Deviation		17.328
The Most Extreme Difference	Absolute		.151
	Positive		.151
	negative		-.105
Statistical Tests			.151
Asymp. signature. (2-tail)			.068c

Table 2 above shows that the normality test findings for the control group post-test data, consisting of 31 samples, indicated a mean value of 57.56 and a standard deviation

of 17.328. The Kolmogorov-Smirnov test revealed a significant difference of 0.151 between the observed data and the expected values from a normal distribution. The p-value, after applying the Lilliefors adjustment, was found to be 0.068. Given that the p-value exceeds 0.05, it may be concluded that the post-test data of the control group adheres to a normal distribution at a significance level of 5%. These data suggest that the post-test scores of the control group follow a normal distribution.

Table 3. Group Statistics

	Group	N	Means	Std. Deviation	Std. Meaning of Error
Score	Group 1 Experiment	30	83.71	13,427	2,451
	Group 2 Control	31	57.56	17,328	3,112

Table 3 above group statistics shows the comparison between the two groups based on their scores. The first group consisted of 30 participants with an average score of 83.71. The standard deviation for this group was 13.427, indicating relatively moderate variation in scores around the mean. The mean standard error is 2.451, indicating average accuracy. The Group Statistics Table for this test contains an average post-test value for the experimental class of 21.76 and an average value for the control class of 14.66. From these results, it can be interpreted that the average value of the experimental class is higher when compared to the average value of the control class. Meanwhile, the second group consisted of 31 participants with a lower average score of 57.56. The standard deviation in this group is higher, namely 17.328, which shows greater variation in scores in this group compared to the first group. The average standard error of the second group is 3.112, which shows that the average estimate for this group has a slightly lower level of accuracy than the first group. The marked differences in mean values and standard deviations between these two groups may provide insight into differences in performance or characteristics between participants from the two groups. Although the first group showed more consistent and higher performance, the second group appeared to have greater variation and lower average performance.

The Independent Sample t-test in this research was used to answer the question in the problem formulation "Is there a significant effect of using Pop-Up Books to Increase Vocabulary Acquisition in Young Learners?". In answering the problem formulation, an Independent Sample t-test was carried out involving data from the post-test results belonging to the experimental class and the control class. The results of this test are as follows:

Table 4. Independent Sample T-test results

F	Sig.	Significance (2 tailed)
.534	.358	0.000

Based on the output above, a significant value of 0.000 is obtained, where the value is <0.05 , and from these results, it can be concluded that there is a significant effect of using Pop-Up Books in increasing vocabulary acquisition.

In this study, the samples used came from different populations. For each sample, a pretest and posttest will be carried out which are used to determine the level of student understanding. The pretest session is used to measure students' basic ability levels, and the posttest session is used to determine students' abilities after additional treatment is

applied. In this case, the treatment involves Pop-Up books to increase students' effectiveness in acquiring the vocabulary needed in the learning method. In the initial exam, the steps are carried out using a series of questions which can be called an initial test to determine the state of each student's abilities. The results of this test show the influence of Pop-Up book involvement on increasing vocabulary acquisition. This assumption is based on the results of analysis using the Independent Sample t Test which produces a significance value of 0.000 where the value is <0.05 . As a basis for making decisions on this test, these results mean that there is a significant influence of using Pop-Up books in increasing students' vocabulary acquisition

Sub 2 Discussion

The influence or effect of using media in increasing students' understanding is a positive impact which is part of the strategy used by each teaching staff to achieve their learning targets. According to [Affandi, et al \(2020\)](#) in supporting a quality learning process, several aspects must be fulfilled, one of which is the use of media. Several forms of media can be applied to support a learning system, but in general, two types of media are very closely related when used to improve the quality of learning. These media are electronic media and physical media. The use of media as a supporting tool in the learning system is a form of adaptation to technological changes that have an impact on needs and effectiveness. According to [Nurfadhillah et al., \(2021\)](#) states that learning media is a teaching tool that has a broad and real impact. Adaptation in each learning process will improve the quality of the learning process and this will have a direct impact on students' abilities related to students' understanding and needs. The use of media in the learning process will also have an impact on the quality of teaching staff. According to Hayatunnufus & Amalia (2024), the presence of qualified teaching staff can improve the quality of education.

In research conducted by Rorimpandey (2023), which involved research objects from students at GP Raanan Baru Elementary School, the results revealed that the Pop-Up Book method applied was able to improve student learning outcomes significantly. This research was conducted based on the researchers' desire to improve students' understanding and learning abilities in the field of English. However, this research has a weakness in that the research object applies the 2013 curriculum, where one of the weak points in this curriculum comes from the lack of training and socialization of teaching staff and the complexity of the assessment system. Lack of socialization and training for teaching staff will cause innovation in the form of using Pop-Up media to have the potential not to be used for a long time and not be implemented by every teaching staff. The advantage of this research is that this research aims to provide socialization and experience to introduce foreign languages to students from an early age, to foster students' interest and motivation in learning. This research also proves that there is a significant increase in students' understanding which can be seen in the pre-test and post-test scores after using Pop Up media as a teaching support.

Further research conducted by [Bagas, et al \(2023\)](#), obtained results that the use of pop-up book media can increase students' interest in learning. This research involves research objects that come from kindergarten students and teachers or teaching staff at the kindergarten. This research produced 2 results that came from the perspectives or points of view held by students and teachers. Weaknesses in this research come from the population involved and the type of research. The population involved was kindergarten children, where the assessment of learning interest could not be determined consistently

at this age and the research sample also had impulsive answers. Meanwhile, this research also applies a type of research that produces answers in the form of perceptions, where this type of research is included in qualitative research. As is known, qualitative research only produces answers or results based on the researcher's perceptions or assessments which are usually obtained from interviews. However, this research also has advantages in that this research aims to find out and increase students' interest in learning from an early age and the use of two points of view as a result of the research provides a more varied assessment in this research.

In this research, the involvement of physical media in the form of pop-up Books was used to increase students' knowledge in terms of vocabulary. Increasing students' understanding of vocabulary will have an impact on a teacher's learning system. It is known that the use of the Pop-Up book strategy can increase students' understanding. This can be done to show that the use of this media has a positive impact on increasing understanding and increasing students' effectiveness regarding their vocabulary needs. This research has the advantage that the results stated in this research are clear and well-founded because this research applies a type of quantitative research where the results presented are in the form of exact numbers and not based on perspective. Another advantage of this research is that the researchers involved a total of 61 students who came from different populations. The weakness in this research is that the use of learning support media is only in visual form, not sound. As is known in learning English, pronunciation is very important, and this pronunciation will change the meaning if done incorrectly. When compared with previous research conducted by [Rorimpandey, \(2023\)](#) and [Bagas, et al \(2023\)](#) this research has similar results in that pop-up book media can positively influence the increase in students' interest in learning, motivation, and understanding. Another similarity is that the learning media used as the object of research is foreign language learning.

This research provides support for the results of previous research conducted by other researchers. The results of this research are in line with research conducted by [Winarti & Setiani \(2019\)](#) which found that there was a significant difference in the effectiveness of using pop-up books and learning media in make-a-match cooperative learning on the learning outcomes of class V students at SDN 1 Jepun. In other research, research conducted by [Kurniawati D \(2022\)](#) stated that the results showed that there was a significant influence in the use of pop-up book learning media and that pop-up book media was effective on student learning outcomes. From several previous studies and the results of research conducted by researchers, the same results were obtained that the existence of Pop-Up Book media can have a positive and significant influence in terms of improving student learning.

There are two important meanings of this research:

1. *Theoretical Significance*: The use of pop-up books in Young Learners' vocabulary acquisition has theoretical importance because it increases our understanding of the impact of visual and interactive methods on children's learning processes. Incorporating three-dimensional aspects in books can stimulate multiple senses, strengthen the connection between words and images, and enhance the overall learning experience. This evidence suggests that positive and interactive learning experiences may contribute significantly to early vocabulary development.
2. *Practical Significance*: In practice, the use of pop-up books offers a smart and straightforward approach for educators to improve vocabulary learning in Young Learners. Pop-up books enhance the learning experience by adding interest and

engagement, thereby facilitating children's understanding and retention of vocabulary. These strategies offer pragmatic resources for educators to generate significant educational encounters, foster curiosity, and build a strong linguistic foundation during the early stages of development. This strategy can be applied in various educational environments for the younger generation with flexibility. Apart from that, the use of pop-up books as a learning tool aims to reduce young learners' dependence on gadgets. Excessive involvement with gadgets in early childhood can hinder their growth and disrupt their concentration in the learning process. Therefore, this research is important to show the effectiveness of using pop-up books as a visual medium that can capture students' learning interests. This aims to ensure a learning experience that is not boring and monotonous for children. Thus, using pop-up books as an alternative learning media can provide a more balanced stimulus for children's growth and development in this digital era.

Conclusion

Based on the research results and data presentation in this study, it can be concluded that the research results state that there is a significant influence of the use of Pop-Up Books on increasing students' vocabulary acquisition. These results were obtained based on research results using the Independent Sample t Test which produced a significance value of $0.000 < 0.05$ where this value became the basis for decision making which stated that there was a significant influence in the use of Pop-Up Books on increasing students' vocabulary mastery. This research has similar results that support each other with previous research conducted by [Rorimpandey, 2023](#) and [Bagas, et al \(2023\)](#) where this research also obtained results that there was a positive and significant influence between the use of Pop-Up Book media which had a positive effect on the increase in students' interest in learning, motivation, and understanding.

In learning a foreign language, understanding vocabulary is very important, where understanding vocabulary is the basis for good two-way communication. Failure to understand vocabulary will result in miscommunication and can result in various problems. Understanding of the importance of foreign languages has been understood and acknowledged, but apart from that there is also a phenomenon where this phenomenon is one of the obstacles for someone to be able to improve their skills in a foreign language. This phenomenon is in the form of thinking which assumes that the process of learning meaning in English is difficult so motivation to learn does not form. Another phenomenon related to the lack of motivation for learning a foreign language comes from inappropriate strategies and the lack of quality of teaching staff involved in this process. Apart from that, the presence of various teaching strategies is also needed to increase the effectiveness of teaching staff in achieving their teaching targets, and in this research and previous research, it can also be proven how a fairly good level of effectiveness is produced by using pop-up book learning media in improving and helping teaching staff in the teaching process.

Suggestion

Based on the conclusions above, the suggestions given by researchers in this study are: 1) Educators can maximize the use of learning support media in the form of pop-up books to be applied to all formal subjects to increase student effectiveness and activeness; 2) For educational institutions to pay more attention to learning patterns and learning strategies applied by teachers in the learning methods given to students; 3) Future researchers are expected to be able to uncover other facts and involve other

variables and strategies aimed at improving student learning outcomes

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