

ABSTRACT

Riyanti, 2025. *Teacher's Perceptions On The Implementation Of Pop-Up Book As A Learning Media To Learn Writing "Narrative Text" For Senior High School Students*. Thesis Supervisor I: Dian Adiarti, S.Pd. M.Hum. Thesis Supervisor II: M.Ahsanu, S.Pd. M.Hum, Ph.D. Chief External Examiner: Drs.Ashari, M.Pd. External Examiner: Laxmi Mustika Cakrawati, S.Pd.,M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Education Study Program, Purwokerto.

This research deals with senior high school teachers' perceptions regarding the implementation of Pop-Up Books as an innovative learning medium for teaching narrative writing. The aim is to explore both the implementation and the teacher's perception of using this media with eleventh-grade students of SMA Negeri 4 Purwokerto. The study is grounded in the Process Writing Approach for pedagogical analysis and utilized Thematic Analysis (Braun & Clarke) to interpret the data. The research applied a descriptive qualitative method. Data were collected through three classroom observations and an in-depth interview with the English teacher, and subsequently analyzed through data reduction, data display, and conclusion drawing. The findings correlation revealed that the implementation of the Pop-Up Book was conducted through *project-based learning* stages, encompassing planning, drafting, and 3D product creation (RQ1). Through this implementation, the Pop-Up Book was perceived as helping students comprehend writing stages and the core narrative structure. Furthermore, the teacher opined that the visual and interactive nature of the medium supported an increase in students' interest and creativity (RQ2). Overall, the teacher assessed Pop-Up Books as highly helpful, relevant, and appropriate for supporting narrative writing instruction at the senior high school level.

Keywords: *Narrative Text, Pop-Up Books, Teacher Perceptions, Writing*

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Penelitian ini membahas persepsi guru sekolah menengah atas mengenai penerapan *Pop-Up Book* sebagai media pembelajaran inovatif untuk pengajaran menulis teks naratif. Tujuan penelitian ini adalah untuk mengeksplorasi implementasi dan persepsi guru mengenai penggunaan media ini pada siswa kelas XI SMA Negeri 4 Purwokerto. Studi ini didasarkan pada Pendekatan Menulis Proses (*Process Writing Approach*) untuk analisis pedagogis, dan memanfaatkan Analisis Tematik (Braun & Clarke) untuk menginterpretasikan data kualitatif. Penelitian ini menerapkan metode deskriptif kualitatif. Data dikumpulkan melalui tiga observasi kelas dan wawancara mendalam dengan guru Bahasa Inggris, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Korelasi temuan menunjukkan bahwa implementasi *Pop-Up Book* dilakukan melalui tahapan *project-based learning* yang mencakup perencanaan, *drafting*, dan pembuatan produk 3D (RQ1). Melalui implementasi ini, *Pop-Up Book* dipersepsikan membantu siswa memahami tahapan menulis dan struktur naratif inti. Selain itu, guru berpendapat bahwa sifat visual dan interaktif media ini mendukung peningkatan minat dan kreativitas siswa (RQ2). Secara keseluruhan, guru menilai *Pop-Up Book* sangat membantu, relevan, dan tepat untuk mendukung instruksi menulis naratif di tingkat SMA.

Keywords: *Buku Pop-Up, Menulis, Persepsi Guru, Text Narrative*