

EFFECTIVENESS OF POP-U.P. BOOKS IN STORYTELLING TO IMPROVE VISUAL LITERACY OF SELECTED GRADE 6 PUPILS

ABSTRACT

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Student boredom and lack of engagement remain persistent challenges in storytelling activities within the classroom. Pop-up books, as interactive learning materials, have shown potential in stimulating imagination, enhancing comprehension, and promoting aesthetic appreciation. According to Ma and Wei (2020), the functionality of pop-up books enhances creative thinking, understanding, and interactive learning experiences. However, without proper guidance, their educational impact may be limited. This study investigated whether there is a significant difference between the pre-test and post-test results in visual literacy through the use of pop-up books among selected Grade 6 pupils of Maligaya Elementary School in Novaliches, Quezon City, aiming to determine the effectiveness of this approach in improving visual literacy skills. A causal-comparative research design was employed to explore the relationship between storytelling using pop-up books and the development of visual literacy skills. The study involved purposively selected Grade 6 students from Maligaya Elementary School. A 20-item researcher-made test, developed based on a review of related literature, serves as the primary instrument. Data were analyzed using the Z-test, as recommended by Agresti and Finlay (2020), to determine whether there is a statistically significant difference in the performance of students before and after the implementation of the intervention. The findings revealed that the use of pop-up books in storytelling significantly improved student engagement in terms of class participation, group activities, and communication skills. A substantial difference between pre-test and post-test scores was recorded, with a p-value of $<.00001$, indicating that the pop-up book intervention had a strong effect on the visual literacy development of students from sections Rizal and Jacinto. Based on these results, the use of pop-up books is recommended as an effective tool for enhancing participation and comprehension in storytelling sessions. This study highlights the value of pop-up books as an interactive educational tool that fosters creativity, imagination, and the ability to interpret visual images through elements such as depth, perspective, and composition. As supported by Ariyani and Setyowati (2021), pop-up books should also contain moral lessons or positive messages to further enrich the learning experience. Overall, the study affirms that pop-up books can significantly enhance visual literacy and communication skills in storytelling, especially when integrated effectively into classroom instruction.

RECOMMENDED CITATION

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