CHAPTER I

INTRODUCTION

This chapter describes the background of the problem, research questions, research objectives, research benefits, expected product specifications, research scope and limitations, and key terms.

A. Research Background

In the era of globalization, the rapid development of science and technology is evident. Currently, education is closely related to science and technology. Teachers are required to utilize science and technology in teaching because, with their assistance, both students and teachers can quickly receive information from various sources and stimulate students' interest in learning. In accordance with the independent curriculum policy, teachers are required to create a comfortable learning atmosphere and inspire learning enthusiasm so that students do not feel burdened by the materials presented by teachers. In creating independent learning for students, teachers are encouraged to use their creativity in planning lessons with appropriate teaching methods and media, making learning enjoyable and not monotonous (Marfu'ah et al., 2023). Monotonous or one-way learning becomes a constraint for students to express their talents (Yusrizal et al., 2017).

The concept of the curriculum demands students to be independent and does not limit the concept of continuous learning inside or outside of school. Risdianto, Eko (2019) also stated that the presence of the independent curriculum aims to respond to the challenges of education in the era of the Fourth Industrial Revolution, where its realization must support critical thinking and problem-solving skills, creativity and innovation, as well as proficiency in communication and collaboration for learners. The independent curriculum focuses on granting freedom to teachers to develop their modules. Teachers can choose or modify learning modules provided by the central government, but any changes must align with the framework and adapt the learning modules according to the characteristics of the learners (Tedjokoesoemo et al., 2020).

Looking at the components of learning modules, they must be structured by teachers according to the needs of students. Meanwhile, in the components of the independent curriculum teaching module, there are three crucial terms that must not be ignored. Those three parts are learning objectives, learning activities, and assessment plans (Setiawan et al., 2022). In the process of learning under the independent curriculum, learning cannot be separated from the use of digital media. Media plays a crucial role as a mediator of learning in the learning process (Nurdiansyah, 2016). Therefore, every educator needs to understand how to determine effective learning media to maximize learning objectives (Safitri et al., 2021). In the learning process, developing teaching materials can be an alternative to support meaningful learning (Haryanti & Saputro, 2016). Teaching materials certainly can influence the quality of learning. Efforts can be made to produce attractive teaching materials for students, such as technology-based teaching modules, which are the development of e-modules that can be formed into interactive learning using flipbooks. E-modules are self-learning materials in electronic format designed sequentially to achieve specific learning objectives and linked with navigation links for each activity to make students more interactive. Additionally, they are equipped with images, videos, and other animations to enrich students' learning experiences (Satriwati, 2015).

E-Modul uses the PDF (Portable Document Format) format and is uploaded to the Heyzine Flipbook website. Heyzine flipbook is an online PDF to flipbook converter that provides electronic book effects which can be opened page by page like a physical book. The advantage of an e-module flipbook over printed modules lies not only in its textual and graphical content, which sometimes causes students to feel bored and have difficulty understanding, but also in its integration of various engaging elements such as videos, songs, audio, animations, or moving graphics (Abror et al., 2020). These elements make e-modules more attractive, capturing students' interest in reading and learning. Additionally, using the Heyzine flipbook allows students to easily access e-modules anytime and anywhere using their phones, as teachers can share links for students to open or even download the materials for free (Rahmawati, 2017). E-module is designed like a digital book packaged similarly to a printed book, making reading on screen akin to reading a

physical book (Marfuah et al., 2023). The interactive features enable students to grasp the learning materials effectively, highlighting the need for clear learning resources to support educational activities so that students can comprehend the learning process (Tampubolon et al., 2022). Innovations in learning materials, such as e-modules, are expected to reduce boredom and increase students' interest in learning English (Sucinia et al., 2022). Learning through e-modul involves not just reading, but also engaging in activities like watching videos, conducting experiments, and answering questions or quizzes provided. This approach provides students with more autonomy and opportunities to develop their potential.

The observations conducted at MA Al-Huda indicate a lack of varied teaching materials, with teachers relying solely on Student Activity Sheets (LKS) as their source of learning materials. In interviews conducted by researchers, English teachers revealed their limitations in using electronic teaching materials, predominantly relying on available textbooks. Teachers also mentioned that with the recent curriculum change, they have not yet integrated modules into their teaching process. Meanwhile, students expressed difficulties in understanding English due to its complex grammar rules and numerous tenses, often finding the English subject boring and challenging. They also mentioned their struggle with understanding recount text materials, where students are expected to recount past experiences, both in written and oral forms. The issue lies in students' lack of skills in presenting recount texts effectively, both orally and in writing. To address this, appropriate teaching methods need to be employed.In recount text materials, students face difficulties in using simple past tense, action verbs, linking verbs, and sentence patterns. Furthermore, students find it challenging to articulate ideas in writing recount texts. The students' difficulty in understanding recount text materials is attributed to unclear explanations from teachers.

These challenges were evident in the 10th-grade class at MA Al-Huda, where English lessons lacked varied teaching methods, especially in delivering materials to students. The students' participation was limited, resulting in suboptimal absorption of the material and decreased motivation. MA Al-Huda allows its students to use electronics, and the students prefer technology-related learning experiences, finding them more enjoyable and engaging. Acknowledging

these factors, educators and researchers agree on developing interactive electronic teaching materials. This development aims to provide a comprehensive, engaging, interactive, and digitally-based learning resource aligned with students' interests and educational needs. Therefore, this research aims to develop an Interactive E-Module using Heyzine Flipbook for recount text materials at MA Al-Huda. Heyzine Flipbooks is an online platform that does not require downloading to computers or laptop, designed to convert PDF files into flip-page digital publications or digital books, enhancing the visual appeal similar to a physical book. The validity of this development will be ensured through assessments by media experts, subject matter experts, and students, ensuring suitability for educators to use with 10th-grade students.

Development of e-modul has been conducted by previous researchers, such as in Lisa Tania's study titled "Development of E-Modul Teaching Materials as a Support for Curriculum 2013 in Paragraph Adjustment of Journal of Service Company Class X Accounting Students at SMK Negeri 1 Surabaya". This research aimed to understand the development process, the feasibility of teaching materials, and student responses. The research results indicated a content feasibility rating of 83%, presentation feasibility of 87%, language feasibility of 80%, and graphic feasibility of 83%, all categorized as very feasible. Additionally, student questionnaire responses showed a 93% rating, categorized as very good (Tania et al., 2017).

According to Hidayatullah, M.S. & Rakhmawati Lusia's research titled "Development of Flipbook Maker-Based Learning Media in Basic Electronics Subjects at SMK Negeri 1 Sampang", this study aimed to produce flipbook maker-based learning media suitable for basic electronics subjects at SMK Negeri 1 Sampang, evaluated for validity, effectiveness in achieving learning outcomes, and student responses. Results indicated an average assessment rating of 82.63%, categorized as highly valid. The use of flipbook maker-based learning media proved more effective in electronic learning, achieving student learning outcomes according to predetermined minimum competency standards (KKM). Student responses were rated at 81.50%, categorized as very good, indicating the developed learning media was suitable for educational use (M.S. Hidayatullah et al., 2016).

Based on Susanti Fitria's study titled "Development of E-Modul with Kvisoft Flipbook Maker Application in Static Fluids Subject for Grade X SMA/MA Students", it was found that the objectives were: 1) to develop electronic modules (e-module) using Kvisoft Flipbook Maker for static fluids subject in physics education for SMA/MA to support teaching and learning activities in schools, 2) to assess the quality of e-module using Kvisoft Flipbook Maker for static fluids subject in physics education for Grade X SMA/MA, and 3) to gauge student responses to e-module using Kvisoft Flipbook Maker for static fluids subject in physics education for SMA/MA. The research resulted in 1) Physics e-module using Kvisoft Flipbook Maker for Grade X SMA/MA students on static fluids subject, 2) excellent quality e-module with media expert rating of 3.73, subject matter expert rating of 3.42, and Physics teacher rating of 3.73, 3) good student response in limited trials with a score of 3.23 and very good response in extensive trials with a score of 3.30 (Susanti et al., 2015).

Additionally, Anggraini (2018) conducted research on "Energy and its Changes with Scientific Approach in Grade IV Elementary School", Maharcika (2021) focused on "Flipbook Maker-Based Study on Jobs Around Me Subtheme in Grade IV Elementary School", and Nuryani & Surya Abadi (2021) explored "Human Respiratory System in Science Subjects for Grade V Elementary School". These studies share similarities and differences in their research methodologies, software used, location, and developed materials. All three studies concluded with highly valid and suitable outcomes for educational use.

According to Nanda Pramesti's study titled "Development of E-Flipbook Environmental Change Materials Based on Environment as Biology Learning Resources for High School Students," this research aimed to produce a product in the form of an e-flipbook on environmental change topics integrated with environmental literacy as a biology learning resource for high school students. The development resulted in an e-flipbook learning resource covering competencies 3.11 and 4.11 for Grade X, specifically focusing on environmental changes integrated with environmental literacy. Validation results by subject matter experts yielded a score of 93% (very feasible), media experts 76% (feasible), and teachers 93% (very feasible). The product's feasibility was tested with Grade X Mathematics

and science students (subjects 2, 4, and 5), achieving an average score of 83% (very feasible), indicating that the e-flipbook learning resource is highly suitable with an average score of 86% (Pramesti, 2022).

Based on the description, e-flipbook learning resources appear to be an appropriate choice in the learning process. However, it remains unclear whether a recount text learning resource in the form of a flipbook based on an e-module can enhance students' skills. Therefore, a study titled "Development of e-flipbook learning media as learning resources for Grade X students at MA Al-Huda" needs to be conducted.

B. Research Questions

Based on the background described above, the research problem formulation in the form of research questions is as follows:

1. Is the use of e-module learning media based on Heyzine Flipbook the most appropriate for recount text learning materials in Grade 10 at MA Al-Huda?

C. Research Objectives

The research objectives are directly related to the research problems above:

1. To develop the most appropriate e-module learning media using the Heyzine flipbook for recount text learning materials for Grade 10 students at MA Al-Huda.

D. Research Benefits

This study is expected to provide benefits, both theoretical and practical.

1. Theoretical Benefits

This research is expected to provide the following theoretical benefits:

a. As a resource for teachers to make English language learning more creative and enjoyable.
b. As a contribution to English language learning, particularly in minimizing students' difficulties.
c. As a reference for future researchers.

2. Practical Benefits

This research is expected to be beneficial for the following parties:

    a. For schools: To improve the quality of education.

    b. For teachers: To enhance their ability to conduct active, creative, and enjoyable learning, thereby stimulating students' participation and abilities in the learning process.

    c. For students: To improve their motivation and learning abilities in english language learning.

E. Expected Product Specifications

The expected product specifications are as follows:

1. An e-module learning media product in the form of a Flip Book application for recount text.
2. A learning media product that can be converted into PDF/documents.
3. The learning media is designed in full color to be more engaging.
4. Use language that is easily understood by participants.
5. The e-module learning media product includes materials, quizzes, and assessments for participants.

F. Scope and Limitations of the Study

To ensure that the research stays focused on its objectives, the researcher limits the scope of the study as follows:

1. Research Object
   The object of this research is the development of a Flip Book-based e-module for recount text in English learning for Grade 10.
2. Research Subject
   The research subjects are Grade 10 students at MA Al-Huda Kediri.

G. Definition of Terms

1.Development

Development of learning refers to efforts to enhance the learning process to make it easier for teachers and students, aiming for higher quality teaching.

2. E-Modul

Interactive e-module is a digital learning material systematically structured for independent learning, incorporating interactive multimedia such as text, images, audio, video, and simulations to achieve targeted learning objectives (Tri Wintolo, Apoko, et al., 2021).

3.Flipbook

Flipbook learning media is a resource that utilizes reliable software designed to transform PDF files into visually appealing digital publications.

4.Heyzine Flipbook

Heyzine Flipbooks is an online application that does not need to be downloaded onto a computer or laptop. This application is designed to convert PDF files into flip-page digital publications or digital books. It can transform the appearance of PDF files into a more attractive format, similar to the layout of a book.

5. Recount Text

Recount text is a type of text in English learning that recounts events or experiences from the past. This text aims to provide information and/or entertain readers who are reading the article.

6. Learning Resources

Learning resources encompass various or all sources such as data, people, methods, and media, as well as the learning environment, used by learners to facilitate learning.