

## **CHAPTER II**

### **LITERATURE REVIEW**

There are several sections in this chapter. A section of the paper reviews the prior research that has been done in the field in question. The theories that underpin this investigation are covered in the other section.

#### **A. E-FLIP BOOK**

One of the attempts in learning nowadays is to employ digital media, which is packaged and made appealing with simple access, which can create a more pleasant classroom atmosphere and students grasp more or understand more about the topic being taught.

The E-Flip Book is one type of media that can be elegantly packaged and easily accessible. A flipbook, often known as a digital book, is a method of providing book learning media in a virtual format. (2013) (Mulyaningsih).

Flipbooks, in his opinion, are structured media that include text, sound, and image files and are digitally exhibited with multimedia components to encourage user engagement (Sari and Ahmad, 2021). The advantages of e-flip books compared to traditional reading learning methods.

##### *1. Accessibility:*

E-flip books can be accessed anytime and anywhere, as long as students have a suitable electronic device. This provides tremendous convenience for readers to study according to their schedules and

abilities, without being bound by the physical limitations of printed books or library opening hours.

2. *Interactivity:*

The advantages of digital technology allow e-flip books to offer interactive features such as animation, video, audio, and quizzes. This not only increases reader engagement and interest but can also improve comprehension.

3. *Ease of Search and Personalization:*

With instant search capabilities and the possibility to customize the display (such as font, text size, and reading mode), e-flip books provide a more efficient learning experience tailored to individual needs.

## **B. PRINTED BOOK**

Even though digital formats are becoming more and more popular, printed books still play a big role in many people's reading choices.

Textbooks are standard books in a particular field of study that have been put together by subject-matter experts for educational purposes and goals. They are furnished with teaching aids that are balanced and simple enough for students to understand in order to support a program in schools and colleges. According to Tarigan (1986).

According to (Muslich, 2010), textbooks are books that are used as a student handbook at a specific level as an instructional learning medium that is associated with a specific topic of study.

## **C. READING**

### **1. DEFINITION**

One of the four language components is reading, which is a crucial aspect of language development that cannot be isolated from it. As a result, learning and mastering a foreign language is crucial for those who are learning it. Reading is the act of giving meaning to written and visual information, to put it simply (Moreillon, 2007:10). But reading is not an easy thing, reading requires concentration and deep understanding so that the meaning of something that is read can be conveyed properly and correctly. As Goodman (1967) states reading is an estimation process in which the reader makes assumptions or predictions about the researcher's intentions based on prior information and experience.

In addition, According to Gray (1960), reading is a difficult active process that must be completed to comprehend the researcher's thoughts as they are presented in writing. Reading, according to Nuttall (1982), is the process through which the reader's mind and the text interact to create meaning.

Based on the definitions above, we may conclude that reading is a crucial ability in learning. Reading can provide us with valuable knowledge and can help us reach our learning objectives, particularly in English. be vital to reaching learning goals notably in English learning.

### **2. TYPES OF READING**

According to Aizid (2011), there are the following kinds of reading:

Intensive reading is defined as reading with great care and attention to completely comprehend the reading's substance.

Reading with the intention of critically and impartially assessing the text's substance is known as critical reading.

Reading to learn information rapidly and effectively is known as speed reading.

Reading with an emphasis on the text's beauty is known as "beautiful reading," and it's typically employed to read literary works.

Technical reading is reading to master appropriate reading methods.

### **3. STRATEGY OF READING**

Duffy (1993:322, in Richard and Rinandya 2002:287) defines reading strategy as "schemas for resolving issues that arise during the meaning-construction process." Moreover, "they range from more comprehensive actions, like connecting what is being read to the reader's background knowledge, to bottom-up vocabulary strategies, like looking up an unknown word in the dictionary."

There are several components of reading according to Karen Tankersley (2003). which are as follows: Readiness / Phonemic, Phonics and Decoding, Fluency, Vocabulary and Word Recognition. Comprehension, Higher Level Thinking.

### **4. NARRATIVE TEXT**

Kamus Besar Bahasa Indonesia (KBBI) online defines narrative as "narrative in nature; or describing (explaining, etc.)". According to Abbott (2002: 12), a narrative represents an event or a sequence of events. A structure can be perceived from a variety of perspectives, according to Keraf (1981). An item is said to have a structure if it is made up of components that are connected by function.

The elements that make up the action, characters, setting, and point of view can be used to identify the narrative structure. The narrative text has the following organization:

*1) Plot*

A more accurate definition of the plot would be an interplay between the story's actions, characters, emotions (thoughts), and points of view, punctuated by climaxes that also designate the order of the story's sections as a whole.

*2) The Beginning*

A deed or action doesn't just happen. It must originate from a circumstance. The situation must have explosive components or the potential to explode; at any time, a change in the circumstance could occur that could have further repercussions or developments down the road. There are simple and difficult circumstances, respectively.

*3) The Section for Development*

The activities of all the characters are the main growing stem in the center. The entire narrative process is made up of several steps. It contains sequences designed to heighten the suspense or accentuate the problems that arise as a result of the initial circumstance.

*4) The Conclusion*

An action's end is more than just a physical location where it occurs. It would be more appropriate to state that the energy or forces present in the

scenario that was first generated come out and find their resolution after the action.

Kemendikbud (2016) says that the structure of narrative text consists of three parts, namely:

- 1) *Orientation*: Characters, setting, character, and conflict are introduced.
- 2) *Complication*: Consists of the cause-and-effect relationship, causing issues to develop until the issue is resolved.
- 3) *Resolution*: Includes resolving the issues raised by the conflict.

Based on the abovementioned statement, it may be inferred that the narrative text structure consists of an opening structure marked by an introduction, followed by content that is marked by a story conflict, and a close that is marked by the content of the resolution to the conflict.

## **B. PREVIOUS STUDIES**

Several researchers have studied the usage of E-Flipbooks as learning media. Several researchers have studied the usage of E-Flipbooks as learning media. The first relevant study related to this research is a journal written by Siti Asiyah, Anita Chandra Dewi S, Joko Sulianto, with the title *Pengembangan Media Pembelajaran Flipbook Maker Dengan Metode Storytelling Untuk Meningkatkan Kemampuan Kesadaran Diri Anak Usia 4 - 5 Tahun*. The goal of this study is to the Flipbook Maker Learning Media with the Storytelling Method to enhance children's capacity for self-awareness between the ages of four and five; to

characterize its applicability; and to assess its efficacy. Questionnaires, interviews, non-tests (observation), and documentation are the methods used to collect data.

According to earlier research, a lot of work has gone into creating educational media to aid in young children's learning. According to some research, children's cognitive and motor development is positively impacted by digital learning resources like apps and e-books. The majority of earlier research concentrated more on cognitive domains including language, reasoning, and motor skills; however, it did not particularly look at how learning media affected early childhood self-awareness abilities.

The second relevant study related to this research is a journal written by Citra Pratama Sari with the title *Faktor-faktor Penyebab Rendahnya Minat Membaca Siswa Kelas IV*. The goal of this study is to enhance student's reading interests through literacy programs. The method of data analysis was descriptive qualitative. Triangulation of sources and techniques is used in the data validity assessment technique. The findings demonstrated that reading proficiency and a lack of reading habits were the primary variables affecting fourth-grade SD N 1 Padas pupils' poor interest in reading.

One of the key elements in promoting student learning accomplishment is reading interest. Numerous earlier research have addressed reading interest generally, without concentrating on a specific grade or age. As they start to encounter increasingly challenging reading, fourth-graders are actually in a critical transitional stage of their reading development.

The third relevant study related to this research is a journal written by Sheptya Sri Mardhani, Meiga Ratih Tirtanawati, Puput Suriyah, with the *title An Analysis Of Student's Difficulties In Reading Comprehension On Narrative Text At Ninth Grade Student's Of MTs Muhammadiyah 01 Randublatung*. The goal of this study is to identify the reasons behind student's challenges with reading comprehension of narrative texts, to explain the challenges they face, and to identify the tactics used by teachers to help their students overcome these obstacles. This study employs a qualitative descriptive approach as its research methodology.

Reading comprehension, especially in narrative texts, is an important skill that students must master. Various previous studies have examined the difficulties experienced by students in reading comprehension. Most of the previous studies mostly discussed reading difficulties in general or on other types of texts such as descriptive and exposition.