

CHAPTER 1

INTRODUCTION

This chapter presents about the researcher's study in brief. It describes background of the study, statement of the research, objective of the study, significance of the research, scope and limitation, and the definition of key terms.

A. Background Of The Study

In mastering in English Reading skill, there should be an appropriate way to teach and learn it. The teacher should understand what the students need to help them in learning. It is necessary to take creative and innovative efforts to build an effective and efficient creation in learning reading (Suyono & Hariyanto, 2014). Those efforts expected to produce graduates who are able and good in English later to face a wider world.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the material, method and also technique or strategy to make the students understand. A good technique, methods, or tools can help the students in comprehending and mastering the lesson. One of the teaching failure is caused by an unsuitable method or technique in teaching-learning process; the writer would like to propose an alternative tools.

Now a days, technology has been used almost in all of life aspects. Technology can support the teacher and students in learning process. The development of technology should be followed by a maximum improvement

in the quality of learning standards. The research was linked with concepts such as digital learning and research on digital learning methodologies. To verify the effectiveness of digital learning, it was important to first identify the various ways in which digital learning can take place. First, digital learning includes a wide range of methodologies and may take place on just about any place and any time. Second, digital learning can adopt different forms.

According to these contexts, the research briefly explores the digital technologies that potentiates the learning process, followed by the presentation of the methodology and the research findings. It concludes with a proposal of a model for promoting the use of digital learning methodologies and tools.

In this study, the researcher use *E-Flipbook* as tool to facilitate students in improving their reading comprehension. Reading comprehension is a fundamental cognitive ability for children that supports school achievement and successful participation in most areas of adult life (Hulme and Snowling, 2011). Reading comprehension has always been a foundation for achievement in several areas within the educational system, as well as a prerequisite for successful participation in most areas of adult life. The increased availability of technologies and web-based resources can be a valid support, both in the educational and clinical field, to devise training activities that can also be carried out remotely.

Several studies have shown that the use of digital book packaged in the form of *E-Flipbook* has a positive impact in improving the quality outcomes of student's learning process (Roemiyanto & M Kamil, 2021).

We can learn from Riyanto et al (Riyanto, Lukman & Subagyo, 2018). This *E-Flipbook* learning media is a digital book display design that is now in great demand by students and the public with three-dimensional e-book technology, where pages can be opened like reading a book on a monitor screen. According to Sri Hayati et al. *E-Flipbook* s can be presented in an electronic format capable of displaying interactive simulations by combining text, images, audio, video, animation, and navigation that make users more interactive with the program so that learning can take place more interesting and fun. (Sri Hayati, 2015)

E-Flipbook is one type of classic animation made from a pile of paper that resembles a thick book; on each page, there is a process of describing something that will appear to be moving or animated. The selection of *E-Flipbook* media is considered in accordance with the current development of learning tools that emphasize modern pedagogical dimensions in learning (Sri Hayati, Agus Setyo Budi, Erfan Handoko. 2015). This *E-Flipbook* media complements existing electronic books so that it can accommodate all interactive learning activities such as listening, reading, writing, and also playing games. The *E-Flipbook* learning media used can be a combination of text, animation, video, audio, and so on to provide audio and visual stimuli that will improve students' memory. Audiovisual media has a high potential

in delivering messages, 70% more effective, attracting students' interest and attention (Umar Sulaiman, 2017).

Use of *E-Flipbook* media other than as a tool in activities learning, can also provide changes in students, this is reflected in research conducted by John, and concluded that learning uses *E-Flipbook* in learning activities improve learning outcomes, motivation and student attitudes (John, 2013).

With various benefits, then in 2021 with the development of learning methods and models this year the English teacher at SMKN 1 Kediri took the initiative to change the way of learning English about Reading Skills by using the *E-Flipbook* learning media, which is a book with a variety of pictures from one page to the next, where when the pages are rapidly flipped, the images appear animated by simulated motion or some other motion. And what makes this media different from other media is this book was made using a digital book, usually we can only read through books offline but this can read story books online and more interesting animations to increase students' knowledge and enthusiasm for learning.

Then, this research would be entitled *The Use of E-Flipbook to Facilitate Students' Reading Skill in SMKN 1 Kediri*. Their teachers have shown that both the animations released from *E-Flipbook* s are effectively used in learning activities. Based on this background, the teachers there have also compared whether the use of *E-Flipbook* s as learning can improve critical thinking skills

SMKN 1 Kediri students? And it turned out to be better. In addition to the uniqueness of this *E-Flipbook* , based on the statement of the English teacher at this school, SMKN 1 Kediri is the first and only school that uses this learning media.

B. The Research Question

As previously explained *E-Flipbook* can help students in learning Reading skills and motivate writers to conduct this research to observe related things from the media. For this reason, the questions are structured as follows:

1. How is the use of *E-Flipbook* to Facilitate Students' Reading Skill at SMKN 1 Kediri?
2. What are the advantages and disadvantages of using *E-Flipbook* in learning?

C. Objectives of Study

Based on the research questions, the research objectives can be drawn as follows:

1. To know the use of *E-Flipbook* to facilitate students' reading skills in school
2. To know for students and teachers, the advantages this *E-Flipbook* for learning media in school.

D. The Significance of The Research

This research is intended to find out more about students' interest in using *E-Flipbook* s in English lessons, then if the use of *E-Flipbook* s can attract the ability of many students to be interested in reading then this will also facilitate the teaching and learning process of teachers.

This research will make it easier to teach English lessons about reading in a more interesting way and this research is to increase their knowledge about the importance of using *E-Flipbook* media for learning to read for students. And for researchers, the results of this study are useful for providing information about *E-Flipbook* media that are useful for teaching and learning processes in schools.

E. Scope and Limitation

The limitations of this research on digital *E-Flipbook* s are aimed at teachers who teach 10th grade high school students in their teaching practice. Then, the product to be developed is developed based on the English Textbook and the post-study needs of prospective teachers after teaching practice in schools. In knowing the results of research on this media, the researchers adapted the research model with qualitative research methods using a descriptive approach. There will be three determined phases, namely the observation phase, the interview phase to seek information and retrieve documentation.

F. Definition of Key Terms

For better understanding and avoid misinterpretation, it is considered necessary for the researcher to present the definition of key terms applied in this research. The details are as follows:

- a. Reading is the ability to process text, understand its meaning, and to integrate with what the reader already know.
- b. *E-Flipbook* is an interactive, HTML or PDF publication that has the look and feel of a real, page-turning book completed with page-turning effects, page shadows and more