

CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Maghfirah et al. [9], understanding and using English became very important in the era of globalization and increasingly advanced technology. Learning English at school provides many essential benefits for students. English learning could improve students' general learning abilities because learning English involves intensive brain involvement, including understanding, memory, and information processing. This could stimulate students' cognitive development and help them become more effective learners in all areas of study.

Learning English could also help in developing critical and creative thinking skills. As students learned to understand and use English, they also had to analyze, interpret, and express ideas effectively. This process involved critical thinking skills to solve problems, make strong arguments, and develop creative thinking in English. Along with the development of technology and the internet, access to resources and information in English was increasingly widespread. Much literature, journals, and educational resources were available in English. By studying English, students could access the latest information, learn about the latest research, and expand their knowledge in various fields [9].

Using Flipbook media in English learning provided many benefits for students and teachers. One of the main benefits was its ability to bring learning materials to life through exciting animations. This helped improve students' grasp of complex concepts and facilitated deeper understanding through clear and dynamic visualizations. Additionally, Flipbook allowed teachers to create a more exciting and enjoyable learning experience, which could increase students' motivation and interest in learning the subject matter. Moreover, this media allowed students to learn independently and access materials flexibly, both in and outside the classroom. Thus, the use of Flipbook presented innovation in teaching methods and positively contributed to students' academic achievement and the development of creativity. With this, the need for students to learn English is considered capable of supporting daily life in developing the field of communication and supporting global learning. In addition, the need for English language skills is currently one of the mandatory requirements for getting a job. Listening, speaking, reading, and writing skills can be applied using fun learning methods to attract active student participation [7].

Learning English in schools was considered very important in that era of globalization and was a priority for development. Apart from being an international language, mastering English could open up many good opportunities in various fields, including education. Therefore, it would be better if the introduction to English started at an early age to equip children with knowledge of English. Having an awareness of the critical role of English, many schools increased English lesson hours to ensure that students could master English better, including at the elementary school (SD) level [8].

The ability to speak English was also an essential skill that a person needed in the era of globalization, and it was related to the introduction and mastery of science and technology. The need for mastery of English had been facilitated through English language teaching since elementary school. However, these facilities were not yet equipped with exceptional teaching staff who could meet the needs of elementary school students with different characteristics from students at higher levels. So, it was necessary to research to obtain a clear picture of the process of learning English in elementary schools. English was not a mandatory subject at the elementary school but a local content implemented in several elementary schools. However, the development of science and technology demanded that people learn English early. Learning English early was an effort to prevent them from losing self-confidence. Therefore, language learning had been designed and adapted to the child's level of development so that learning became more meaningful and did not burden students [7].

According to Arsyad [9], in learning English, especially at the elementary school level, teachers should have used fun teaching techniques so that students did not get bored and could easily absorb the vocabulary being taught. The foreign language learning method that was usually used in schools was deemed less effective, where the teacher's role was only to explain without any other action that could attract students' interest and curiosity in learning. Therefore, according to Nufus [9], teachers had to be able to use appropriate and more exciting methods or techniques so that elementary school students, who were children, could enjoy the learning process more and process the content of the material well.

Increasingly advanced technological developments in education have produced new digital media. Researchers usually called them flipbooks or e-books. A flipbook was a series of illustrations of an animated scene bound together in sequence so that an illusion of movement could be imparted by flipping them rapidly. Flipbook is a professional software for converting PDF, image, text, and video files into a form similar to a book [2].

Flipbook is a three-dimensional digital book or e-book technology that is trendy in today's society [5]. Flipbook is a medium that could accommodate several features, such as text, images, sound, and even video [3].

With the digital media Flipbook, students could enthusiastically participate in learning English comfortably without feeling bored. Students could also more easily understand the material presented by the teacher. Flipbooks, which had a simple appearance and were easy to use, made it easier for educators to prepare interactive learning materials and the materials could be contained in great detail and were easy for students to understand. Increasingly advanced technology in the world of education requires all teaching staff to utilize existing technology for learning. It was hoped that from this, students could continue to concentrate and be enthusiastic in learning.

The researcher had raised the problem of students who were less enthusiastic about learning and students who had easily gotten bored with learning that used fewer interactive media, which had an impact on students' learning focus and ultimately, students were unable to understand the material presented by the teacher. Therefore, researchers wanted to analyze the implementation of Flipbooks in English language learning, where, at that time, this media had been implemented. Thus, in an educational context, flip books could be a fun and effective tool for visualizing complex ideas, as they could be used to teach simple concepts such as movement, change, or chronological processes.

The speciality of this Flipbook was that it looked attractive to students and was very easy for students and teachers to use. In the school that was the subject of the research, this Flipbook really helped students to concentrate on learning English. Meanwhile, its attractive appearance made students enthusiastic about language learning. This had an impact on students' grades, which had increased little by little because students could understand the material explained by the teacher. This meant that with the help of Flipbook, students became more enthusiastic and concentrated on learning English.

1.2 Formulation of the Problems

1. How is the implementation of the Flipbook in learning English?
2. How do students respond to the use of the Flipbook in learning English?

1.3 The Purpose of the Study

1. To find out the implementation of the Flipbook in English language learning
2. To describe students' responses to the use of the Flipbook in learning English

1.4 The Significances of the Study

1. For teachers

It became a reference for teachers to continue creating learning materials using newer and more varied digital media. It also made it easier for teachers to present learning material in an interactive and interesting way to students so that students could be enthusiastic and understand the material presented.

2. For Students

Increased students' enthusiasm for learning English. As a result, pupils could simply focus on the learning material and comprehend the information offered.

1.5 Limitation of the Study

This research will be carried out from April to June 2024. This research is located at SDN Wangkal, Krembung District, Sidoarjo Regency. Researchers will raise topics related to the implementation of the Flipbook in English language learning at the elementary school level. The objects to be researched are 6th-grade elementary school students. This research uses qualitative research with qualitative descriptive methods. As well as data information or recovery techniques using semi structured interviews and close-ended questionnaires.

1.6 A Systematic Overview of the Study

The systematic discussion of the results of this research was divided into five chapters which were related to each other, namely chapter 1 which contained the introduction, chapter 2 which contained the literature review, chapter 3 which contained the research methods, chapter 4 which contained the research results and discussion, and finally chapter 5 which contained the conclusion.