

CHAPTER I

INTRODUCTION

A. Background of the Study

SMP Islam Al Azhaar Tulungagung has implemented the English Morning Class (EMC) program as one of its innovative activities. This program is designed to improve students' English skills in a comfortable and collaborative environment that focuses on using English in daily activities. Furthermore, the class is intended to engage students' minds in the morning, build their confidence, and prepare them for global challenges by developing their English-language proficiency. In the implementation of EMC, reading receives particular attention because it serves as a priority skill that supports students' vocabulary development, comprehension, critical thinking, and overall English proficiency. However, the implementation of EMC has not yet been supported by a standardized module. Currently, EMC activities still rely on conventional learning media and teacher-developed resources, which vary in quality and have not been fully integrated with systematic reading literacy components. Preliminary classroom observations and teacher interviews revealed that students still had difficulty comprehending texts deeply, while their motivation to engage in reading activities remained relatively low. Therefore, it is necessary to develop appropriate digital learning media that aligns with students' needs and the learning context at SMP Islam Al Azhaar Tulungagung. Since reading is prioritized in the English Morning Class program, the development of *flipbook* media becomes important as an innovative effort to provide interactive, engaging, and literacy-based learning media that can support students' reading literacy skills.

Literacy is a skill that must be mastered to thrive in 21st-century learning. Literacy is crucial for increasing creativity, providing experiences, and imparting knowledge, enabling everyone

in this era to compete with people around the world. Literacy activities play an essential role in realizing character-building education, thereby increasing productivity and enhancing competitiveness. The application of literacy must be done as early as possible. It is necessary because literacy is one of the main factors in building a great nation. The development and strengthening of literacy are essential elements in a nation's progress today. Building a literate society must be prioritized to avoid being left behind; strong literacy skills can serve as a marker of a country's progress. One essential aspect of literacy that plays a vital role in students' learning development is reading literacy, which serves as the foundation for mastering other types of literacy and achieving academic success.

Reading literacy is a fundamental competency that significantly influences students' understanding across academic fields and is one of the basic literacies that must be mastered before other types of literacy. Reading literacy is a high-level thinking activity that requires the reader to comprehend material critically and to relate its contents to life's problems. Reading is closely associated with critical thinking in identifying ideas in a text. Reading literacy is a complex cultural and social phenomenon that has a profound impact on our lives at both the individual and community levels. Furthermore, reading literacy is the ability to understand and use those written language forms required by society or valued by the individual. With their literacy skills, students will be better prepared to address real-life problems and to face all challenges in 21st-century learning. At the junior high school level, reading literacy encompasses not only the ability to comprehend text but also critical thinking skills, interpreting information, and connecting it to real-life contexts. However, based on initial observations at SMP Islam Al Azhaar Tulungagung, some students still struggle to understand reading content deeply. This is evident in the low reading comprehension test results and the students' lack of interest in reading activities.

One contributing factor to low reading literacy is the lack of a variety of engaging learning media that meet students' needs. Teachers tend to use conventional textbooks with monotonous presentations, leaving students bored quickly. However, in today's digital age, students are more attracted to interactive, visual, and innovative media that can motivate them to read. Flip books are an alternative learning media that can be developed to address these issues. Flip books are digital books that can display text, images, animations, and interactive links, making them more engaging than traditional printed books. Flip books are expected to motivate students to read, understand the content, and optimally develop their literacy skills.

Based on this description, the researcher considers it essential to research the development of *flipbook* media in English learning at SMP Islam Al Azhaar Tulungagung. This research is expected to produce valid, practical, and effective learning media products to improve students' reading literacy. The development of *flipbook* media in this study is not limited to digital text but also integrates videos, audio, animations, and interactive elements that move and produce sound, making the learning experience more engaging and meaningful. In this way, the *flipbook* is expected not only to encourage students to read but also to engage multiple senses, stimulating motivation and comprehension.

Furthermore, this study is not entirely new but is inspired by and adapted from previous research demonstrating the effectiveness of digital and interactive media in enhancing literacy skills. The integration of technology in education has proven to create more engaging, flexible, and student-centered learning experiences, particularly in reading literacy. To strengthen the foundation of this research, it is essential to draw on prior studies that have examined the development and use of digital *flipbook* s as an innovative tool to improve students' reading literacy and comprehension.

Several previous studies have investigated the development and use of digital *flipbook* media to improve students' reading skills, reading comprehension, and literacy development. Aisyah and Wibowo (2025)¹ found that digital *flipbook* media improved students' early reading skills and motivation to learn. Rizki and Purwati (2025)² developed a basic literacy-based *flipbook* to improve students' reading comprehension of narrative texts, while Ramadhani and Pratomo (2025)³ integrated *flipbook* literacy journals with Problem-Based Learning (PBL), a learning model that encourages students to understand texts through problem-solving activities. In addition, Nofa et al. (2025)⁴ developed *flipbook* literacy media based on the PQ4R method Preview, Question, Read, Reflect, Recite, and Review which guides students to comprehend reading texts through systematic reading stages. Setiyani and Purwati (2025)⁵ also developed a *flipbook* integrated with the Teaching at the Right Level (TaRL) approach, which adjusts learning activities to students' ability levels. These studies indicate that digital *flipbook* s can create interactive, engaging, and meaningful reading experiences that improve students' motivation, participation, and comprehension.

However, a research gap remains in the development of *flipbook* media to improve students' reading literacy skills, particularly in social and literary contexts and within structured school-based English enrichment programs such as the English Morning Class (EMC). Most

¹ Rona All Aisyah and Setiawan Edi Wibowo, "Efforts to Improve Early Reading Skills and Learning Motivation Through Digital *Flipbook* Media," *Jurnal Prima Edukasia* 13, no. 2 (2025): 350–60, <http://journal.uny.ac.id/index.php/jpehttps://doi.org/10.21831/jpe.v13i2.75663>.

² Daniatur Rizki and Panca Dewi Purwati, "Development of a Basic Literacy-Based *Flipbook* to Improve Reading Comprehension of Narrative Texts in Higher Grades," *Journal of Integrated Elementary Education* 5, no. 2 (2025): 488–505, <https://doi.org/10.21580/jieed.v5i2.26070>.

³ Amelia Safira Ramadhani and Wachid Pratomo, "Improving Reading Literacy Skills Using the Problem-Based Learning Model with *Flipbook* Literacy Journals in Indonesian Language Lessons for Grade 3 Students at Klitren Public Elementary School" 3, no. 1 (2025): 915–35.

⁴ Heny Puspita Dia Nofa, Panca Dewi Purwati, and Nugraheti Sismulyasih Sabilillah, "*Flipbook* Literacy Narrative Local Wisdom Palembang Assisted by PQ4R Method in Reading Comprehension of Students," *Journal of Education Research and Evaluation* 9, no. 3 (2025): 559–69, <https://doi.org/10.23887/jere.v9i3.90262>.

⁵ Tasya Novi Setiyani and Panca Dewi Purwati, "Developing Kemukus Mountain *Flipbook* Integrated with TaRL Approach in Improving Students' Comprehension of Descriptive Texts," *Journal of Languages and Language Teaching* 13, no. 1 (2025): 281, <https://doi.org/10.33394/jollt.v13i1.13431>.

previous studies focused on elementary or senior high school students, early reading materials, narrative and descriptive texts, or specific learning approaches such as PBL, PQ4R, and TaRL. However, no previous study has specifically examined the development of literacy-based digital *flipbook* media to support seventh-grade students' English reading literacy within the EMC program. Therefore, this study is conducted to fill this gap by developing digital *flipbook* media using the Book Creator application as both teaching material and learning media. The product is specifically designed based on the needs of seventh-grade students at SMP Islam Al Azhaar Tulungagung and the learning context of the EMC program. It is expected to provide an appropriate digital learning tool that supports joyful, interactive, and meaningful reading learning experiences.

Based on findings from previous studies on digital *flipbook* media, digital *flipbook* s have the potential to create interactive, enjoyable, and meaningful reading experiences that encourage students to learn actively. Nevertheless, the existing studies have not specifically examined the development of literacy-based digital *flipbook* media within the context of a structured English Morning Class (EMC) program. This gap encourages the researcher to conduct a study entitled "The Development of *Flipbook* Media to Improve Students' Reading Literacy Skills of Seventh Grade at SMP Islam Al Azhaar Tulungagung." The distinction of this research lies in the contextualization of *flipbook* development for SMP Islam Al Azhaar Tulungagung, where the product is specifically designed to meet the needs of the English Morning Class program and to address students' reading literacy challenges. Therefore, although this study primarily focuses on SMP Islam Al Azhaar Tulungagung, its results are expected to provide both theoretical and practical contributions to similar educational settings by offering an innovative, literacy-based digital learning media.

B. Problem Identification

Based on the background of the study, several problems can be identified regarding the current condition of the *English Morning Class (EMC)* program and students' reading literacy development at SMP Islam Al Azhaar Tulungagung. The identified problems are as follows:

1. There is an opportunity to develop more effective reading literacy media.
2. The learning media used by teachers tend to be monotonous and less suitable for students' needs in digital learning.
3. The students' reading literacy skills at SMP Islam Al Azhaar Tulungagung remain relatively low.

C. Problem Limitation

For the research to be more focused, the problem limitations are determined as follows:

1. This research only focuses on the development of flip book media as a learning medium.
2. The research subjects were limited to class VII students of SMP Islam Al Azhaar Tulungagung.
3. The literacy aspects studied are focused on the ability to understand reading texts in English language learning.

D. Research Question

The formulation of the research question is "How to develop flip book media that is suitable for improving the reading literacy skills of students at SMP Islam Al Azhaar Tulungagung?"

E. Research Objectives

Generally, the objectives of this research are to develop and evaluate a digital *flipbook* as an innovative learning medium for the *English Morning Class (EMC)* program at SMP Islam Al Azhaar Tulungagung. The objectives are formulated to ensure that the developed product is valid, practical, and effective in enhancing students' reading literacy. However, these general objectives can be broken down into the following specific aims:

1. Develop flip book media that can be used in English learning.
2. Determine the feasibility of flip book media based on validation by material experts and media experts.
3. To find out the responses of students and teachers to the flip book media that was developed.
4. Analyzing the effectiveness of flip book media in improving students' reading literacy.

F. Product Specifications

The product developed in this research is digital learning media designed to support the objectives of the English Morning Class (EMC) program at SMP Islam Al Azhaar Tulungagung. The EMC program aims to improve students' English literacy and develop their English language skills through regular, meaningful, and engaging English learning activities. In this context, reading literacy is a key priority because it supports students' vocabulary mastery, text comprehension, critical thinking, and overall English proficiency. In accordance with the results of the needs analysis and curriculum review, the product is conceptualized as a Book Creator-based digital *flipbook* that integrates reading materials, visual elements, audio, and interactive components to improve students' reading literacy and engagement in English learning. The specifications of the developed product are described as follows:

1. The Product Identity

This digital *flipbook* serves as an innovative instructional tool to improve students' reading literacy by integrating interactive, visual, and auditory components. The *flipbook* is developed using the Book Creator platform, which integrates text, images, audio, and video into a cohesive, user-friendly digital learning resource. It is accessible via laptops, tablets, and smartphones, supporting both in-class and independent learning.

2. The Purpose of the Product

The development of this product aims to address the limited availability of engaging, standardized media in the English Morning Class program. Many existing materials remain text-based and less engaging for students, leading to low motivation to read and low comprehension. Therefore, this digital *flipbook* is designed to create a more interactive and enjoyable learning environment. The primary purpose is to enhance students' reading literacy by combining English materials with multimedia elements while aligning with the curriculum and the EMC learning goals. Additionally, it seeks to build students' confidence, foster consistent exposure to English, and support literacy-based education in the digital era.

3. The Product Description

The developed *flipbook* contains nine weekly units of English materials that align with the EMC syllabus and students' language proficiency. The topics are arranged systematically to build foundational grammar, vocabulary, and comprehension skills in *Table 1.1* below.

Table 1.1 The Product Description

No	Week	Materials	Focus of Learning
1	Week 1	Daily Activities (Simple Present Tense)	Understanding and applying the simple present tense in daily activities and factual statements.
2	Week 2	Descriptive Text (Subject Pronouns & Object Pronouns)	Identifying and using subject and object pronouns correctly in descriptive text.
3	Week 3	Greeting Card	Conveying hope to the recipient.
4	Week 4	Label	Identifying essential information about a product.
5	Week 5	Days of the week	Naming and using days of the week in context.

4. The Product Components

You can see the product components in *Table 1.2* below.

Table 1.2 The Product Components

Components	Description
Text and Reading Materials	Short passages, dialogues, and grammar explanations are aligned with the curriculum.
Visual Elements	Colorful illustrations and icons that attract attention and aid comprehension.
Audio Features	Recorded pronunciation and reading samples to support listening and speaking practice.
Interactive Links	Hyperlinks to quizzes or games (Quizizz and ZEP) to extend learning.
Exercises and Tasks	Vocabulary, translation, and comprehension exercises after each topic.

5. The Product Development Framework (R&D Aspect)

The development process follows the ADDIE model, which includes five systematic stages in *Table 1.3* below:

Table 1.3 The Product Development Framework

Stages	Activity
Analysis	Identifying students' needs, EMC learning context, and curriculum alignment.
Design	Structuring content, designing the layout, and planning multimedia integration.
Development	Creating the <i>flipbook</i> in <i>Book Creator</i> and embedding text, images, audio, and video.
Implementation	Conducting a limited trial in the EMC classroom with seventh-grade students.
Evaluation	Gathering expert validation, teacher and student feedback, and revising the product based on results.

6. The Advantages of the Product

The digital *flipbook* offers several academic and practical advantages, making it an effective and engaging learning medium. It integrates reading, listening, and visual learning in a single platform, enabling students to process information through multiple modalities. This multimodal approach increases students' motivation and participation during the English Morning Class activities. The product also uses the Simple Present Tense consistently across all materials, helping learners to internalize basic grammar patterns naturally while improving their comprehension and vocabulary. Furthermore, the *flipbook* promotes digital literacy and supports both guided and independent learning, as students can access it flexibly online or offline through various devices. Its interactive design, colorful visuals, and integrated audio features make English learning more enjoyable, accessible, and aligned with the principles of 21st-century education that emphasize creativity, communication, and technological competence.

7. Target Users and Application Context

The primary users of this product are seventh-grade students at SMP Islam Al Azhaar Tulungagung who participate in the *English Morning Class (EMC)* program. The *flipbook* also serves as a teaching aid for English teachers, facilitating reading,

grammar, and pronunciation activities. It can be used during EMC sessions or as supplementary learning material in regular English lessons. The product is accessible both online and offline, ensuring flexibility and continuous English exposure for students.

In summary, the Book Creator-based digital *flipbook* “English Morning Class” is an innovative literacy-oriented learning medium designed to foster students’ reading literacy, not merely their basic reading comprehension skills. This product was developed to provide a more meaningful, interactive, and engaging English-learning experience by integrating written texts, visuals, audio, and interactive elements into a single digital platform. Through these multimodal features, students are not only supported in understanding the literal meaning of English texts, but also encouraged to interpret ideas, identify important information, make connections, and respond to reading materials more actively. The digital *flipbook* allows students to experience reading as a process of thinking, reflecting, and meaning-making, rather than simply answering questions based on the text. It encourages them to think critically, relate the reading content to real-life situations, and develop a deeper awareness of how English texts connect to their daily experiences. In addition, the *flipbook* attractive design, accessible format, and interactive features can increase students’ motivation and interest in reading, especially because the materials are presented in a more varied and less monotonous way than conventional printed materials. The *flipbook* also supports independent learning, as students can access the materials repeatedly through digital devices both inside and outside the classroom. Beyond improving students’ English language proficiency, the “English Morning Class” digital *flipbook* serves as a valuable tool for strengthening literacy awareness, building positive reading habits, encouraging learner autonomy, and developing lifelong learning skills. Therefore, this product is not only effective as a reading learning medium, but also aligns with the broader objectives of the English Morning Class program at SMP Islam Al Azhaar

Tulungagung, particularly in creating an English learning environment that is innovative, accessible, meaningful, and sustainable.

G. Significance of the Study

This research was conducted at SMP Al Azhaar Tulungagung with seventh-grade students as the participants. The results of this study are expected to have both theoretical and practical significance for the development of English language teaching and learning, particularly in enhancing students' reading literacy skills through digital media in the English Morning Class (EMC) program.

1. Theoretical Significance

Theoretically, this study is expected to serve as a reference for further research and contribute to the body of knowledge regarding the use of digital learning media in language education. The development of a digital *flipbook* in Book Creator offers an innovative example of how technology can support the development of reading literacy in secondary education. This study also aims to enrich existing theories on integrating multimodal learning resources, such as text, images, audio, and video, to foster students' reading engagement and comprehension. Furthermore, the findings are expected to strengthen the theoretical foundation for using digital tools to create enjoyable and compelling learning experiences in English language teaching.

2. Practical Significance

a) For the Researcher

This study provides the researcher with valuable experience in applying theoretical knowledge to real educational contexts. The process of designing, implementing, and evaluating a digital *flipbook* enhances the researcher's understanding of instructional media development and its practical application in

improving students' reading literacy. It also contributes to professional growth in English education.

b) For Future Researchers

The results of this study can serve as a reference for future researchers interested in exploring digital media innovations in English learning. It may provide insights and methodological guidance for further studies focusing on reading literacy development, digital learning tools, or classroom-based media design.

c) For Educational Policymakers

The findings of this study are expected to provide valuable input for educational institutions and policymakers, particularly at the regional and national levels, to encourage the integration of digital learning media into classroom instruction. This may help promote the use of interactive and literacy-oriented learning strategies that align with current educational challenges and technological advancements.

d) For the English Education Program at UIN Sayyid Ali Rahmatullah Tulungagung

This research is expected to contribute to the English Education Department's academic resources by enriching the collection of studies on digital media development in language teaching. It can serve as a scientific reference for future academic projects and support the department's mission to promote innovation in teaching and research on English language education.

H. Definition of the Key Terms

To avoid any misunderstanding of the terms used in this research, several key terms related to the study are defined as follows:

1. Digital *Flipbook*

A digital *flipbook* is an interactive learning medium that combines text, images, animations, audio, and video within an e-book format, accessible on computers, tablets,

or smartphones. Developed on the Book Creator platform, this *flipbook* integrates multimedia elements into a cohesive, visually appealing tool that enhances students' learning experiences. By incorporating audio narration for pronunciation practice, videos for contextual understanding, and images that illustrate the text, the *flipbook* provides an engaging and dynamic reading environment. In addition, it includes interactive navigation, hyperlinks, and comprehension activities that encourage active participation and motivation. Through this multimodal design, the digital *flipbook* not only facilitates reading comprehension but also plays a significant role in developing students' overall reading literacy in a fun, flexible, and technologically relevant way.

2. English Morning Class (EMC)

English Morning Class (EMC) is a school-based English program conducted at SMP Islam Al Azhaar Tulungagung. This program is designed to expose students to English-learning activities every morning before regular lessons begin. The EMC aims to improve students' English literacy, build their confidence, and develop their familiarity with English through consistent practice, such as reading short English texts, learning vocabulary, practicing pronunciation, listening to simple audio materials, discussing text content, and responding to comprehension questions. In this study, the EMC serves as the context for implementing the digital *flipbook*. The *flipbook* functions as supplementary media that enriches the EMC learning experience by providing meaningful reading materials supported by audio, visual, and interactive features. Through this media, students are encouraged to engage more actively with English texts and improve their reading literacy skills.

3. Reading Literacy

Reading literacy refers to the ability to understand, interpret, and critically engage with written texts. It includes not only decoding words but also constructing meaning,

analyzing information, and connecting the text to real-life contexts. In this research, reading literacy development is the primary focus, with the digital *flipbook* designed to provide multimodal input that supports comprehension, vocabulary acquisition, and critical thinking. The use of multimedia in reading activities helps students to process information more deeply and sustain motivation during reading.