A Thesis Developing Interactive E-Flipbook Module in Teaching Reading Text to the Tenth Grade Students at SMAN 4 Lubuklinggau

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Abstract. Reading is an important skill for students learning English, whether as a second language or a foreign language. Reading still plays a big role and is an essential tool for conveying meaning and information through text. For foreign language learners, reading in English is not an easy task because reading in English is complex and it is difficult to understand the meaning of sentences. Understanding is necessary to understand the meaning and obtain the information conveyed by the author. This happen because the language system of English is different from the students' native language. Hasibuan et al (2021) stated that Reading is an active process, it involves interpreting passages, not just receiving a message. It is reasonable for reading is one of the basic ways of acquiring information. Because when the students have a good competence in reading English, it will help them to obtain and enrich their knowledge.

Keywords: Interactive E-Flipbook Module, Reading Text Learning, Students

1. INTRODUCTION

Learning media is an important element in the learning process and is a learning resource that helps teachers expand students' knowledge especially in reading comprehension. Using interesting learning media can increase students' interest in learning new things and helps them understand what they learn. Interesting learning media encourage students' interest in the learning process and can be used as a teaching aid. The role of learning media is to helpstudents overcome their experience (Jalinus and Ambiyar, 2016). Susanti et al,(2022) stated that the use of media can make the students more active and creative in the learning process. The teachers can do many things to create learning motivation for the students. For example, the teachers can use challenging learning strategies, one of which is the use of media in the teachingand learning process and can deliver contextual materials in order to stimulate the students.

Electronic module (E-Module) refers to learning material that is presented digitally or electronically. This module is designed to provide interactive and flexible learning materials, often used in the context of online education or distance learning. E-Modules can include various types of material, including text, images, audio, video, and other interactives features. Ingeneral, a flipbook is a three-dimensional digital book which can contain text, images, videos, music or songs, and moving animations. According to Ramadhina and Pranata (2022), flipbook is an application that facilitates the production and utilization of e-modules.

Based on interview with one of the teacher of SMAN 4 Lubuklinggau on Tuesday, January 9th 2024, the researcher found out that curriculum used inSMAN 4 Lubuklinggau for tenth grade students is the Merdeka curriculum. Even though the curriculum is different from the previous one (K-13 curriculum), the implementation in the learning process is not much

different from the previous curriculum. The problem that faced by teachers is students have a lack of vocabulary mastery, so the learning activities are not performed optimally. Teachers only use the textbook as a media when teaching English. Students feel less interest with the media. Based on teachers' perceptions, interesting media are frequently needed in classroom learning activities.

2. THEORITICAL STUDY

Theoritical Description

Developmental research seeks to create knowledge grounded in data systematically derived from practice. It is a pragmatic type of research that offers a way to test "theory" that has been only hypothesized and to validate practice that has been perpetuated essentially through unchallenged tradition. Furthermore, it allows for the development of new procedures, techniques, andinstruments based on a methodical investigation of individual circumstances. Developmental research can generate both generalizable results and context- specific knowledge for problem-solving (Richey and Klein, 2005)

Material Development

Knowing the requirements for a good book, choosing which book teachers should use, or evaluating their course book can be done properly by teachers, resulting in a positive enhancement in the teaching and learning process. Nation and Macalister (2010) in Ramasari et al, (2019) stated, "A

The Nature of Reading

Learning English includes skills such as listening, writing, reading, and speaking. Students are expected to master these skills comprehensively. Once students have mastered English, they can start reading, which will help them develop other related skills such as grammar and vocabulary. Reading is important aspect of human life. It is a way of communication which can turn text into information or meaning. Almost all of knowledge that exist in humancivilization can be accessed through reading.

Reading Sub-Skills

Reading sub-skills (reading skills) refer to the special abilities needed in reading activities. In reading, there are several sub-skills that help individuals understand and process information effectively from written text. In Munandar (2023), Krashen and Terrel define four sub-skills to reading.

Reading Comprehension

Reading comprehension is the interaction between the readers with thewritten text to

get meaning and message or information from the text. Where, to get the meaning and information, the students do not only read but also comprehend the text in order to catch some ideas from the text (Lumbantobinget al, 2020). Reading comprehension is not only limited to literal understandingof the words in the text, but also involves the ability to analyze, synthesize, andevaluate information. This involves the engagement of critical thinking, interpretation of context, and the ability to make inferences (conclusions) based on the information provided.

Text Readability

The essential obstacles that faced by scientist today is to learn how to predict and control difficulties of languages. It is almost hackneyed to say that further improvement in public and private life depends on the ability to impart ever greater amounts of knowledge to large sections of society. Many adults and children fail to understand what they read, not because the concepts are too difficult or because they lack basic reading skills, but simply because of the complexity of the language in which those concepts are presented (Bormuth, 1966)

Flipbook

Flipbook is an application that supports the use and creation of e- modules (Ramadhina & Pranata, 2022). A flipbook is a book in the form of a digital file it contains images, animations, videos and audio, which readers canopen he pages on a flipbook are like reading a book or magazine in general (Humairah, 2022).

E-Module

Electronic module (E-Module) refers to learning material that is presented digitally or electronically (Wijaya and Vidianti, 2020). This moduleaims to provide interactive and flexible learning materials commonly used in online training and distance learning contexts. E-modules can contain differenttypes of materials, such as text, images, audio, video, and other interactive elements.
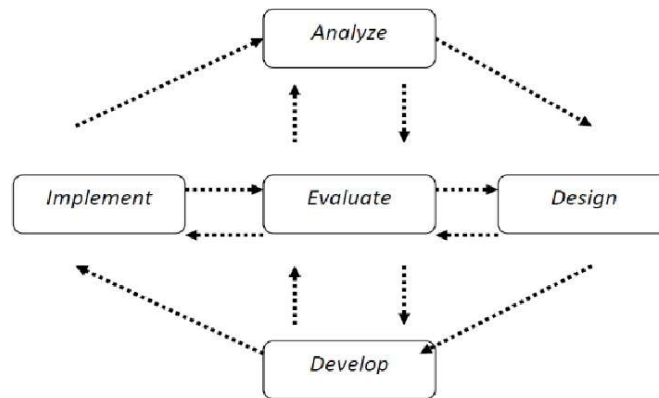
3. RESEARCH METHODOLOGY

Research Design

In this research, the method was Research and Development (R & D). According to Borg and Gall (1998) (in Sugiyono, 2021:394) stated that researchand development is a process used to develop and validate educational product.Besides Richey and Kelin (2010) (in Sugiyono, 2021:395) stated developmentalresearch or research and development is the systematic study of design, development and evaluation processes with the aim of establishing and empirical basis for the creation of instructional and non-instructional product and tool and new or

enhanced model that govern their development.

Sugiyono (2021:395) stated that the research and development method serves to validate and develop the product, where in validating the product here means the product already exist and then the researcher only test the effectiveness or validity of the product. Then developing products in board sense has been in the form of updating existing products (so that they became more practical, effective, and efficient) or creating new products (which have never existed before).

This research developed an interactive e-flipbook module for teaching reading. So in this research, the development model was used by researcher adapting theory from ADDIE.

Picture 1 Developmental Phase of ADDIE Model

4. RESULT AND DISCUSSION

Presentation of Trial Data

1. Validation the Product

a. Content English Expert

The result of validation expert of content English was presented in the following table:

Table 1 Validation Sheet Analysis of Content English

No	Aspects	Number of Statement	Maximum Score	Score
1	The appropriateness of content with students' characteristics	1 and 2	10	10
2	The accuracy of the content	3,4, and 5	15	12
3	Content Presentation	6 and 7	10	8

4	Exercises and evaluation aspects	8, 9, and 10	15	14
Total		**10**	**50**	**44**
Average= $\dfrac{Score}{Maximum\ Score} \times 100$		**88**		
Remarks		**Very High**		

b. Media Expert

The result of validation expert of media was presented in the followingtable:

Table 2 Validation Sheet Analysis of Media

No	Aspects	Number of Statement	Maximum Score	Score
1	The appropriateness ofmedia with students' characteristics	1	5	4
2	Attractiveness of layoutand teaser	2	5	5
3	Media qualify	3,4,5,6,7,8,9, and 10	40	39
Total		**10**	**50**	**48**
Average= $\dfrac{Score}{Maximum\ Score} \times 100$		**96**		
Remarks		**Very High**		

c. Instructional Design and Language Expert

The result of validation expert of instructional design and language expertwas presented in the following table:

Table 3 Validation Sheet Analysis of Instructional Design andLanguage

No	Aspects	Number of Statement	Maximum Score	Score
1	The appropriateness between material and curriculum	1 and 2	10	9
2	Materials presentation	3 and 4	10	9
3	The effectiveness and efficiency of achievement ofstandard competence and indicators	5 and 6	10	7

4	The appropriateness of the product with users' characteristics	7	5		3
5	Implement ability of instructional media	8	5		5
6	Linguistics aspect of the content	9	5		4
7	Evaluation	10, 11, and 12	15		11
Total		**12**	**60**		**48**
Average= $\frac{Score}{Maximum\ Score} \times 100$		**80**			
Remarks		**High**			

The recapitulation of validation score from experts in validity assessment was presented on the table below:

Table 4 Recapitulation of Validity

No	Validator	Average score from expert	Interpretation
1	Content English Expert	88	Very High Validity
2	Media Expert	96	Very High Validity
3	Instructional Design and Language	80	High Validity
Average Score		**88**	**Very HighValidity**

2. Practicality Trial

a. One-to-One Evaluation

The analysis of practicality sheet from three students in One-to-OneEvaluation was presented on the following table:

Table 5 Analysis of Practicality Sheet *One-to One Evaluation*

No	Aspects	Number ofStatement	MaxScore	Students Score			Score
				1	2	3	
1.	The appropriateness of content with students' characteristic	1,2,3, and 4	60	17	16	18	51

2.	Material presentation	5 and 6	30	9	9	10	28
3.	Attractiveness of reading material	7 and 8	30	8	8	9	25
4.	Media quality	9 and 10	30	9	8	8	25
Total		**10×3 (students)= 30**	**150**	**43**	**41**	**45**	**129**
Average= $\dfrac{Final\ Score}{Maximum\ Score} \times 100$				**86**			
Remarks				**Very High**			

The result of One-to-One examination was practical with average score 86 which is very high practicality. Researchers also gathered qualitative data in the form of student feedback on the products they had utilized. The feedback from students in one-to-one evaluation was presented on the following table:

Table 6 Students feedback at One-to-One Evaluation

Students Name	Students feedback
Students 1	The flipbook was very good and easy to understand; the content was equally clear.
Students 2	Create more pages that are easy to understand, as shown in the link.
Students 3	Nice and cool, very motivating.

b. Small Group Stage

The analysis of practicality sheet from three students in Small Group Stage was presented on the following table:

Table 7 Analysis of Practicality Sheet Small Group Stage

No	Aspects	Number of Statement	Max Score	Students Score						Score
				1	2	3	4	5	6	
1.	The appropriateness of content with students' characteristic	1, 2,3, and 4	120	15	17	16	16	16	17	97
2.	Material presentation	5 and 6	60	6	9	9	9	10	9	52
3.	Attractiveness of reading material	7 and 8	60	7	8	10	8	8	8	50
4.	Media quality	9 and 10	60	8	8	10	8	9	8	51

	10×6 (students)=60	300	36	42	45	42	43	42	250
Total									
Average= $\dfrac{Final\ Score}{Maximum\ Score} \times 100$		83							
Remarks		Very High							

The result of small group stage was practical with average score 83which is very high practicality. Researchers also gathered qualitative data in the form of student feedback on the products they had utilized. The feedback from students in small group stage was presented on the followingtable:

Table 8 Students feedback at Small Group Stage

Students Name	Students Feedback
Students 1	Very good to learn, because it is easy to understand and interesting
Students 2	This e-flipbook is interesting to learn, we can learn easily
Students 3	Easy to understand and material was clear
Students 4	I suggest designing more learning systems using the flipbook method, which is easy to understand and clear.
Students 5	Good, easy to understand
Students 6	Good job. Very cool and motivating.

3. Field test Stage

Field test stage was conducted to gathered the result of potential effect. Thisstage was gathered by reading comprehension test that was conducted after implementation product into teaching and learning process. This following tableis present the result of potential effect:

Table 9 Result of Potential Effect Trial

No	Students Name	Score	Remarks	No	Students Name	Score	Remarks
1	S1	85	Passed	19	S19	75	Passed
2	S2	75	Passed	20	S20	75	Passed
3	S3	80	Passed	21	S21	80	Passed
4	S4	85	Passed	22	S22	80	Passed
5	S5	85	Passed	23	S23	80	Passed
6	S6	80	Passed	24	S24	80	Passed
7	S7	85	Passed	25	S25	90	Passed

8	S8	85	Passed	26	S26	55	Not Passed
9	S9	75	Passed	27	S27	75	Passed
10	S10	90	Passed	28	S28	65	Not Passed
11	S11	85	Passed	29	S29	85	Passed
12	S12	75	Passed	30	S30	55	Not Passed
13	S13	85	Passed	31	S31	80	Passed
14	S14	85	Passed	32	S32	80	Passed
15	S15	85	Passed	33	S33	70	Passed
16	S16	70	Passed				
17	S17	85	Passed				
18	S18	85	Passed				

Based on the table 9, it can be infered that 30 students passed the KKTP($\geq$70). To gathered potential effect value, total students who passed kktp divide to total students who follow this test, then the result were multiplied with 100% to gathered percentage data. From this calculation, the result is 90,9% which was very high potential effect.

Data Analysis Results

1. Validator Judgement

The interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau was valid and useable as learning media with average score 88 which is very high validity. All data were obtained from three experts as validator. Three expert validator were: 1) Yuli Fitriyani, S.Pd. as content English validator, 2) Nugroho Ponco Riyanto, M.Kom as Media validator, and 3) Dr. Ani Fiani, S.S., M.Pd. as instructional design and language validator.

a. Practicality Trial Judgement

The interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau is practical to use based on one-to-one evaluation and small group phase. The average result score from three students who participated on one-to-one evaluation is 86 which is very high practicality. The average result score from six students who participated on small group phase is 83 which is very high practicality.
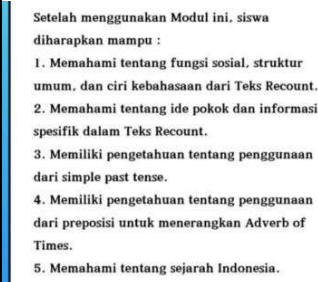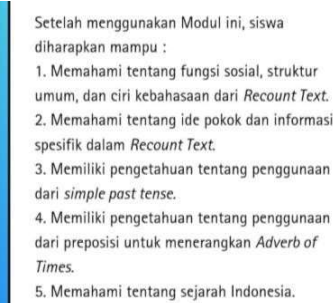
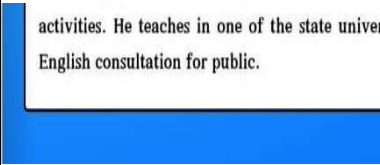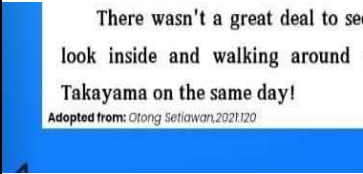b. Potential Effect Trial Judgement

The interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau has average score 90,9% which is very high potential effect. This result was obtained by reading comprehension test after implementation product into teaching and learning process. The students who passed score KKTP is 30 students from 33 students who followed this test.

Final Product Revision

After interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau was validated and practicality trial, researcher revised the product based on comment and suggestion. The final product revision can be seen in following table:

Table 10 Final Product Revision

No	Validation	Before Revision	After Revision
1.	ContentEnglish	**Generic Structure** Word Evaluation must be changeinto Re-Orientation 	**Generic Structure** Word Evaluation has been change into Re-Orientation
2.	Media	**Cover** Insert University logo at modulecover 	**Cover** University logo at module coverhas been insert
3.	Instructional Design and Language	**Change font into italic when using English utterance in Indonesian text** 	**English utterance in Indonesian text has been useditalic**

		The sub topic must be in Indonesian language if the material is located in it mostly used Indonesian language	The sub topic has been change followed the mostly language used in material
		Learning Objectives	**Tujuan Pembelajaran**
		Revise grammatical error Presentation of event … Conclusion of the events ... Bandung at 12.00 am	Grammatical error has been revised <u>Presenting</u> of event …. 2. <u>Concluding</u> of the events ... Bandung at 12.00 <u>a.m</u>
		For text that adopted by any resource, should to input the reference. activities. He teaches in one of the state unive English consultation for public.	Reference resource has been input. There wasn't a great deal to se look inside and walking around Takayama on the same day! Adopted from: Otong Setiawan, 2021:120

5. CONCLUSION AND SUGGESTION

Conclusion

Developing interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau The stage is analysis, design, development, implementation, and evaluation. The five stage is already done by researcher and can answered the formulation of the problems as follows:

1. Developing interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau is valid with average score 88 which is very high validity.

2. Developing interactive e-flipbook module in teaching reading text to the tenth grade

students at SMAN 4 Lubuklinggau is practical at one-to-one evaluation with average score is 86 which is very high practicality and at small group phase with average score is 83 which is very high practicality.

3. Developing interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau have potential effect with average score is 90,9% which is very high potential effect.

Suggestion

The interactive e-flipbook module in teaching reading text to the tenth grade students at SMAN 4 Lubuklinggau has valid, practical, and have potentialeffect. Teacher and students can use this product in classroom teaching and learning process to make students interested with learning activity.

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