

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The development of the education system in Indonesia leads to students' adaptation to future conditions such as globalization, environmental issues, information advancement, and the convergence of science and technology. The *Kurikulum Merdeka Belajar* is one of several items established by the government in the field of education in Indonesia. Kemendikbud states that The Merdeka Curriculum is a curriculum with diverse intra-curricular learning in which content will be more optimal so that learners have enough time to deepen concepts and strengthen competencies. Teachers have the ability to choose a variety of teaching devices so that learning can be adapted to the learning needs and interests of the students. Projects to strengthen the achievement of the student profile of Pancasila are developed based on specific themes set by the government. The project is not aimed at achieving a specific learning access target, so it is not bound to the content of the subject (Kemendikbudristek, 2022).

With the advancement of technology, books, specifically educational resources, are now available in electronic format, commonly referred to as e-books. These e-books can be downloaded by students to supplement their learning alongside traditional printed books. Nevertheless, the substance of e-books in Indonesia does not exhibit substantial divergence from that of printed

books. In essence, the content remains unchanging, with the sole distinction being the medium of the book, transitioning from the conventional printed format to the electronic format for enhanced portability (Darlen et al., 2015). In light of the swift progress of technology, it is imperative for an e-book to encompass a compilation of educational films, animation, music, and images. In order to prevent the e-book contents from being monotonous, it is important to make them engaging, interactive, and captivating.

According to the previous study by (Çetinkaya et al., 2019) that entitled “Effects of Interactive Book Reading Activities on Improvement of Elementary School Students’ Reading Skills”. The purpose of the study was to determine whether interactive book reading exercises improved the reading abilities of elementary school students. Additionally, the study focused primarily on the usefulness of interactive reading from a statistical perspective. The study discovered that interactive book reading exercises were successful in improving the reading abilities of elementary school students. The research also emphasized how crucial it is to integrate children's literature into phonics-based or other reading-writing instruction approaches. In the end, the study offers insightful information about how interactive book reading activities affect the reading abilities of students in elementary schools.

Another related previous study also conducted by (Asrowi et al., 2019) focuses to investigate the impact of using interactive e-books on students' learning outcomes in social studies. When compared to traditional printed books, the study showed that using interactive e-books significantly improved students' learning results. The study also discovered that students were drawn

to and motivated by interactive e-books with multimedia components, such as animated learning videos and interactive activities, which made learning more interesting and enjoyable. The findings of the research are in line with previous studies that have demonstrated how using multimedia and interactive teaching resources may enhance students' learning outcomes. In summary, the study offers actual proof that using interactive e-books with multimedia features can enhance students' social studies learning results. The results of the research have consequences for educators and decision-makers who want to encourage the use of interactive e-books in education. To validate the research's findings and increase their generalizability, more research with larger sample numbers and in other circumstances is required.

The last previous research was conducted by (Lieung et al., 2021) with entitled “Interactive E-book to Improve Student's Problem Solving”. The purpose of the study was to develop an interactive e-book and evaluate its effectiveness in helping grade IV students improve their problem-solving abilities. According to the study, the interactive e-book was able to develop, be useful, and be helpful in improving students' abilities in problem-solving, as shown by an increase in their test results after using it. In order to demonstrate the importance of technology in teaching and learning, the article also offers a list of references for various research and journals relevant to the development and implementation of interactive e-books and e-modules in education. Overall, this research seems to be a carefully planned empirical study that offers insightful information about the use of interactive e-books to improve students' problem-solving abilities. Without having access to the complete publication, it

is challenging to evaluate the study's methodology and the validity of the results in further depth.

Based on preliminary observations researchers discovered that teachers in English language learning classrooms especially in SDN 1 Baktiseraga, are still using printed books as the primary tool in the learning process, although the government has facilitated the school with LCDs and Chromebook. The technology employed only uses LCDs to show PowerPoint. Furthermore, because to LCD limits, teachers must share and connect with other teachers, whereas schools have Chromebooks that may be used in the learning process but are not properly utilized. The use of additional learning media is currently insufficient to help the learning process. As is well known, textbooks are the main media in the learning process that is expected to be used to supplement the learning process and add to students' knowledge, but according to an interview with an English teacher at SDN 1 Baktiseraga, the teacher stated that textbooks were very difficult for students to understand due to the use of complex sentences and no sentence translation. With the level and ability of students who have not yet adapted to the media utilized, textbooks as the primary medium in the learning process become less effective. This is what causes the need to tailor learning materials to students' abilities and needs. Proper media may assist students in better comprehending the learning content and can increase students' comprehension of the offered subject. The Merdeka curriculum requires students learn independently. However, teachers continue to employ books that contain only images and sentences and provide monotonous activities. In order to solve this problem, the researcher intends to create an interactive e-book that

is designed specifically to meet the students' needs and is in accordance *Merdeka Belajar* curriculum.

The pedagogical responsibility of teachers in teaching the English language at the primary education level is an important challenge for teachers. The learning of new knowledge, particularly in the realm of foreign languages, presents significant challenges for young learners (Gusmayanti, 2023). Hence, the use of suitable media is essential in order to encourage and improve students' comprehension. The use of many educational resources may be included into the process of learning. When teaching second-grade elementary school kids in the development of English language skills, educators are required to carefully select suitable educational materials that match with the unique characteristics and needs of their students. Various forms of media may be employed in the educational context, including technology, the utilization of visually rich printed materials, the incorporation of electronic storybooks, and other similar media.

Additionally, the comprehension of concepts can be enhanced through the use of interactive multimedia, including animations, videos, simulations, and images, in the context of English language acquisition (Kiboss 2002). An e-book that is structured in accordance with the *Merdeka Belajar* Curriculum and includes videos, animations, and simulations can enhance the learning process for skills and knowledge (Yurika et al., 2014). According to the description, it is crucial to create interactive e-books that are simple to operate, have a good readability, and are based on LCDs-based material approaches from energy sources. This will enhance students' reading comprehension.

Based on the problems above, the researcher will conduct research under the title: “Developing English E-Story Book as Supplementary Material Based on *Merdeka Belajar* curriculum for 2<sup>nd</sup> Grade Students in SDN 1 Baktiseraga.” The researcher focuses on the development of additional learning media for English language instruction. The learning materials are designed not only to cover the necessary themes for students, but also to be accessible in the form of electronic books, enabling students to engage in learning all the times. The interactive development of learning media is also expected, since the researcher observed a lack of interactive activities for students in the current learning media. The development of an interactive E-story book is proposed to be compatible with the *Merdeka Belajar* curriculum, targeting to support teachers in their instructional practices and adapt to the diverse requirements of students. Additionally, this opportunity seeks to enhance the ability of learners in the English language by providing engaging and interactive learning materials.

## **1.2 Identification of the Problem**

Learning media is one of the instruments for assisting the learning process that may improve the teaching process and make it more effective and understandable to students. The learning process will be engaging and interactive if the appropriate learning medium is employed and the students' needs are met, as students and instructors will engage in active dialogue. Additionally, the utilisation of interactive learning tools will enhance the ethos and spirit of learning among students who are engaged in the learning process. As a consequence, this investigation investigates the effects of employing Interactive E-books as a teaching tool for English, particularly in the context of

supplementary material. According to the facts, students' interest in engaging in the learning process begins with the learning media and the method the instructor teaches students. Students appear to be less passionate about engaging in the learning process since the media and the method the teacher teaches are ineffective, causing students to get easily bored.

Furthermore, students have trouble understanding the content provided since the teacher's teaching style does not meet the demands of the students. Students are expected to be active and motivated in following the learning process in this case, but the teacher selects media and teaching techniques that do not meet the needs of their students and continues to use traditional teaching media that does not keep up with current technological developments. Therefore, researchers will investigate the quality of developed English interactive e-books as supplementary material for second-grade elementary students at SDN 1 Baktiseraga, as well as the responses of teachers and students to the use of Interactive e-books as a teaching medium to improve students' reading comprehension in SDN 1 Baktiseraga.

### **1.3 Research Questions**

According to the background above, the researcher formulated the problem of the study in the form of questions as a follow:

1. How is the development of English interactive e-books as supplementary material for the second-grade elementary students at SDN 1 Baktiseraga?

2. How is the quality of developed English interactive e-books as supplementary material for second-grade elementary students at SDN 1 Baktiseraga?

#### **1.4 Limitation of the Problem**

The scope of this study was limited to the development of interactive e-books using the Book Creator program. These e-books were specifically created to be compatible with the *Merdeka Belajar* curriculum. The target audience for these e-books consisted of second-grade students at SDN 1 Baktiseraga. Therefore, the primary objective of this study is to investigate the development of English interactive e-books' quality.

#### **1.5 Research Objective**

The objective of this research are as follows:

1. To develop English interactive e-books as supplementary material for the second-grade elementary students at SDN 1 Baktiseraga
2. To discover the quality of developed English interactive e-books as supplementary material for second-grade elementary students at SDN 1 Baktiseraga.

#### **1.6 Significant of the Study**

The output of the study is expected to be beneficial theoretically and practically.

##### **a. Theoretical Significance**



- a. Provide an insight as well as broaden the knowledge regarding the development of interactive e-book as supplementary material for second-grade student at elementary school.
- b. As a suggestion for developing theoretical knowledge for further research.

**b. Practical Significance**

- a. For the researcher:

As a useful resource in implementing the author's knowledge about the development of interactive e-book as supplementary material for second-grade student at elementary school.

- b. For further researcher:

Contribute the development of a theory regarding the development of interactive e-book as supplementary material for second-grade student at elementary school.

- c. For teacher:

Can support teachers in improving and supplementing the material in the main book and providing various learning activities