

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a language skill that is very important and useful in everyday life. Reading is very beneficial for the nation's future generations (Grabe & Stoller, 2019). Reading has a very important role in giving birth to the nation's next generation who are intelligent and think critically. The nation's next generation is the generation that will build and advance the nation. Reading can broaden a person's insight and knowledge. Someone who reads often will have much broader insight than someone who rarely or never reads. Reading can be said to be an indispensable need for a person, because by reading he discovers new things and new information. Interest in reading in our country.

Indonesia is very low in literacy of reading, this is proven by the frequent occurrence of hoaxes in society because people are lazy about reading (Kusuma, 2017). Apart from that, Indonesia is also recorded as having the lowest interest in reading (Kusuma, 2017). Data taken from UNESCO shows that Indonesia is only ranked 62nd out of 70 countries. It is recorded that the Indonesian people's interest in reading is only 0.001% of the total population of Indonesia (Nirmala et al., 2022). Only a few people care about the importance of reading, seen from UNESCO data. This is concerning, considering that reading plays a crucial role in increasing knowledge, sharpening critical thinking, and helping individuals discern important information, including identifying hoaxes more effectively.

SDN 2 Bengkala, located in Bali, is a public elementary school that has been an inclusive school since 2007, welcoming both deaf and hearing students. The school adopts an innovative inclusive teaching model where two teachers work together in one classroom—one teaches in spoken Indonesian, while the other interprets the lesson into sign language. This method not only ensures that deaf students can fully grasp the learning materials but also promotes social interaction among all students, helping to build an inclusive environment that supports the use and development of sign language.

Currently, the school has six deaf students enrolled across different grade levels. Those in grades one to three study in separate inclusive classrooms, while students in grades four to six are integrated with their hearing peers. Regardless of hearing ability, all students receive the same lessons. During joint classes, two teachers are present: one communicates in sign language, and the other teaches verbally. As a result, hearing students gradually learn sign language and are able to communicate effectively with their deaf classmates.

Reading books in English is very important because English is an international language that is very useful for the future, and is a global language that is used as a tool to communicate with all nations in the world. So indirectly someone is required to be able and able to use English. In the era of globalization and increasingly developing technology, it cannot be denied that the role of communication is increasingly important (Ogunsola, 2005). So that it can provide opportunities for each individual to interact internationally using international languages as well.

Individuals who are reliable and competent in using or communicating using English are part of the resources needed to be able and able to master the current changing times (Richards, 2005). In the next few years, every individual will compete in an effort to master various types of employment/business opportunities, so it is mandatory for every individual to be able to master international languages. However, the use of international languages in several countries other than English as a second language will make it a little difficult to use the foreign language. One of them is in Indonesia. This is because English has very complex aspects that must be learned, these aspects consist of reading, writing, speaking and listening (Escobar Fandiño & Silva Velandia, 2020). Therefore, to master all these aspects requires time and regular training. Of course, this difficulty is not only felt by sighted students, but is also felt by students with special needs or disabilities. One of the obstacles experienced is deaf and mute children. Early education for deaf children is considered important because language behavior (receiving and expressing) can be instilled from an early age (Hall et al., 2019).

This means that if normal people receive language automatically through hearing, then deaf children receive language through their eyes. At an early age, it is most appropriate to start directing eye movements so that slow eye movements become language instincts. In this case, the habit is instilled that the eyes must always see people's mouth movements and the mouth moves with various language messages. Gradually children are guided to realize that language messages in mouth movements need to be understood and responded to. Another important aspect of early education/habilitation is providing stimulation to the vocal cord muscles as early as possible, correct breathing exercises so that there are no

problems in producing sounds in speaking such as high and low sounds, sounds do not come out as if they are being held back. back and stuttered.

Deafness and hearing loss are commonly classified as speech disorders, which refer to a person's inability to hear and, consequently, to speak effectively. Muteness or slow speech can be caused by problems with several organs ranging from hearing, brain or mental health and speech organs such as the vocal cords, throat, mouth, tongue and others (Said et al., n.d.). Deafness has two meanings according to its purpose, namely the definition for medical purposes, deafness means lack or loss of the ability to hear caused by damage and non-functioning of part or all of the hearing apparatus.

For pedagogical purposes, deafness is a deficiency or loss of hearing that results in stunted development and thus requires special guidance and education (Said et al., n.d.). Reading problems for deaf students can be said to be quite an obstacle in carrying out reading activities, especially reading books that use English vocabulary. The ability to read is something that is a challenge for deaf people (Lederberg et al., 2013). The lack of language acquisition and mastery among deaf people cannot be separated from the low understanding of written language for deaf people, because to be able to understand written language a person must have an understanding of that language. Likewise, when starting to read, children are required to be able to understand the sounds of the letters that form words (Amri et al., 2021).

The biggest problem for deaf children in reading is understanding letters and punctuation marks (Andrews et al., 2016). Because their sense of sight and hearing are lacking, it is very difficult to recognize letters to read. Difficulty

understanding how to arrange letters into words is also a problem that occurs in the learning that will be carried out. Because the limited language he knows and understands creates very serious obstacles. The average reading ability score for deaf children is 11.889 (maximum score 16) or 74% (Widuri, 2015). In accordance with articles and research conducted by previous experts, there are obstacles in speaking and listening. Because according to what we know, communication is very important for initial knowledge of reading and learning. Potential intellectual abilities of deaf children.

The intellectual capacity of deaf children may be the same as that of deaf children. Deaf children have high intelligence, medium intelligence, and 4,444 low intelligence (Nur., & Euis, 2010). The development of functional intelligence in deaf children is not the same as in hearing children (Meinzen-Derr J. et al., 2014). Hearing children easily understand everything they hear, and everything they hear is a kind of mental exercise, but this is not the case with deaf children. The low performance of deaf children is not caused by low intellectual abilities, but is generally caused by limited hearing abilities, and is often associated with a lack of verbal command abilities, communication disorders, and difficulty obtaining information. This will cause restrictions. intelligence does not offer the greatest development opportunities that can be offered. The intellectual aspects of deaf children are not affected and can develop rapidly unless they have many visual and motor-based disabilities (Shield et al., 2017).

Several previous studies found that interesting learning material can increase students' interest in reading. Such as research on the influence of learning materials in the form of picture story books as learning to live in harmony at school

to increase the reading level of 2nd grade elementary school students (Liu et al., 2023). The use of learning media in schools is very important to increase students' reading interest. At the lower grade level, teachers focus on how to get their students to read quickly without faltering later. Having interesting learning media can add motivation to students.

Interesting learning media can increase students' attention to the material and increase initial responses to the learning process (Puspita & Handayani, 2024). The use of media is very necessary in the learning process. Learning media has an important role in supporting the quality of the teaching and learning process. Learning media is everything, both physical and technical, in the learning process that can help and make it easier for teachers to convey learning material to students to achieve learning goals (Hasanah Lubis et al., 2023).

Learning media that is suitable for increasing students' interest in reading is picture story books (Alpiyah et al., 2021). Because picture story books have become something common and commonplace for students and are also used as a learning resource. Interesting as a learning resource, because stories can be visualized with attractive pictures and colors according to the plot and setting of the story (Dini, 2023).

These results are relevant to the development of multimode learning materials such as flip books for teaching English in inclusive classes. By combining visual and text elements in flip books, students in inclusive classes can be more involved and interested in the English learning process, thereby increasing their interest in reading. Meanwhile, the research is the teacher's efforts to increase interest in studying in fifth grade elementary school students using the online

flipbook method at SD Inpres Samata, Somba Opu District. Gowa Regency (Bahri & Ulviani, 2023).

Bahri & Ulviani research in 2023 explain to determine the impact of implementing Indonesian language learning using online flipbook media on fifth grade students' interest in learning. This research data includes student learning interest data consisting of pre-test and post-test data obtained through a 20-item questionnaire-based test. Research data shows a significant increase between pre-test and post-test scores (Bahri & Ulviani, 2023). This can also be seen from the study interest survey data. The average pretest score was 59.5, while the average post-test score after being given treatment was 98.7. Data shows that the use of online flipbook media influences students' interest in learning. Printing online flipbook media in a structure specifically designed to influence student interaction patterns and improve mastery of the material.

The results that provide positive improvement are very relevant to multimode flip books with inclusion classes because they provide their own challenges and stimulate student motivation. The third research is about Increasing Interest in Reading Using Big Book Media in Class 3B Students at Jageran State Elementary School. Big Book Media is a media that combines images and text which is designed with large sizes of text, images, etc. so that students can read together or with guidance (Kementrian PPN/Bappenas, 2018). The big book is a reading book that has a large size, writing and images.

The big book has special characteristics that are enlarged, both text and images, thus enabling increased interest in reading for joint reading activities to occur between teachers and students (Setyorini et al., 2019). The size of the Big

Book can be varied, for example A3, A4, A5, or the size of a newspaper. The Big Book allows students to learn to read by remembering and repeating the reading attract students' attention so that it can foster interest in reading for students Big Book media is one of the media that children like and can be created by teachers themselves inclusion because it uses lots of pictures that can attract students' interest in reading (Prawiyogi et al., 2020).

The fourth research is efforts to increase children's interest in reading and early reading abilities through letter card and word card media. The research results show an increase in student learning outcomes by implementing the Program Based Learning (PBL) method using Letter Card and Word Card media (Robiatul & Basri, 2023). These results are relevant in developing multi-mode learning materials for teaching English in inclusive classes because the use of these media can help students with various learning styles to more easily increase their interest in reading. These results are relevant to the development of multimode learning materials such as flip books for teaching English in increasing students' interest in reading in inclusive classes because they can provide interesting and interactive learning experiences for students, thereby making students motivated. The fifth research is entitled (Wulandari, 2021). From the research conducted, learning for students is carried out in the school library so that students can carry out learning that they are interested in so that students can get more extensive material references and learning carried out in the library makes students focus more on improving reading literacy. These results are also very relevant for the development of multimode English learning in inclusion classes.

Based on previous research results, combining various learning media to create a more interesting and interactive learning experience for inclusive students can strengthen their interest in reading English. However, the limitation of these previous studies is that they only focus on regular classes where there are no students with disabilities, therefore this research does not explore the use of multimode learning methods involving technology such as flip books in teaching English to improve students' learning abilities. interest in reading in inclusive classes (Lubis et al., 2024). Thus, further research that focuses on developing multimode learning materials using flip books can provide new contributions in increasing students' reading interest in inclusive classes. Currently, SDN 2 Bengkala, as an inclusive school, has a physical library with a considerable collection of books; however, access to digital media and internet-based learning tools remains limited. The absence of internet infrastructure in classrooms and the lack of digital reading resources present challenges in engaging students, especially those with special needs such as deaf learners. Therefore, the development of interactive and offline-accessible flip books can serve as an innovative solution to enrich the learning environment and support inclusive literacy development.

With these limitations, this research aims to develop interesting learning media to increase deaf and mute students' interest in reading English texts using online flipbooks. In general, a online flipbook is a three-dimensional digital book that can contain text, images, videos, music or songs, and moving animations. So, online flipbooks themselves are included in the digital book or e-book (electronic book) category (Lubis et al., 2024). It's just more modern and also more attractive with various additional elements in it. Its presence can then help students such as

college students to enjoy the activity of reading textbooks containing lecture material. Where a online flipbook is defined as a sheet of paper similar to an album or calendar measuring 21 x 28 cm. It is said that because a online flipbook actually looks like a bound printed book (Lubis et al., 2024). So, it is composed of several book pages put together and sorted according to scientific order. It is said to be three-dimensional because at first glance this electronic book is able to present many interesting elements. Like adding a video with one click it will play. Then it can be filled with animation, especially moving animation.

Another added value is the sheet feature on the online flipbook that can be opened like opening a printed book. Ordinary eBooks can only be read by moving the cursor or scrolling up and down. So, in a online flipbook the user simply swipes their finger sideways, either right or left to go to the next page. It is not surprising that online flipbooks are then called three-dimensional (3D) ebooks, because they can display animations and videos (Snickars & Vonderau, 2012). This makes the ebook display more sophisticated and attractive. Since the pandemic, a lot of research has been carried out to find out whether or not electronic books are suitable as a learning medium. As a result, many studies have explained that this type of flip book is very suitable for use as a learning medium. Both online and offline.

Apart from that, there are also many advantages of online flipbooks in this technological era (Lakapu et al., 2023). Flip books can really create or arouse students' interest in reading with an attractive appearance, not only in the form of writing or text, online flipbooks can contain pictures or animations. and the voices in the book, the advantage of online flipbooks is that they can present innovative and varied material. Besides that (Lakapu et al., 2023).

The next advantage or advantage is in terms of price, where online flipbooks are easy to make and do not need to be printed. This means it can be sold at an affordable price, so students don't need to spend a lot of capital to own or access it (Muzakki Zein et al., 2024a). The benefits of flip books in learning can also increase students' creative thinking to become broader and more developed, so that students can then see interesting methods of explaining things (Akçayır & Akçayır, 2018). The more often you use or see something unique and creative, the more contagious its impact will be. Students will then think more creatively to create something new, unique and interesting. And online flipbooks increase students' learning motivation so that they are more enthusiastic and don't get bored quickly when reading (Zainal et al., 2021). Learning media that is interesting and fun to read will certainly provide the best experience while in class. Online flipbook has succeeded in serving these needs and has become an interesting learning medium. Thus, using online flipbooks as a teaching medium in inclusive classes can provide various benefits, including increasing student understanding, facilitating active participation, and creating an inclusive and supportive learning environment (Wahyuni, 2022).

Students at SDN 2 Bengkala currently rely solely on LKS (Student Worksheets) and standard textbooks as their primary learning media. This limited access to diverse and interactive tools may hinder student engagement and reduce opportunities for more effective and inclusive learning, particularly for students with special needs. In light of the challenges faced by deaf and mute students in reading, coupled with the potential benefits of using innovative learning media, this research aims to develop a online flipbook to improve the reading skills of deaf

students. The motivation for this study arises from the recognition that deaf and hard-of-hearing students face unique difficulties when interacting with English literature. The context of this research is situated at SDN 2 Bengkala, an inclusive school that faces specific challenges in meeting the educational needs of students with special needs. The current lack of diverse resources to spark students' interest in reading, combined with the limitations of traditional learning materials, calls for the development of more effective tools. Ultimately, this study seeks to bridge this gap, fostering positive and inclusive learning experiences that address the specific needs of the student population.

1.2 Problem Identification

Nowadays, children prefer to play on smartphones rather than seeking knowledge through books like before (Siahaan, 2022). Even though on average every school requires reading books. However, children or students only read as a formality, this is what causes or increases the rate of laziness in today's children and increases interest in reading. In fact, there are many ways you can increase children's interest in reading, such as by creating a book bazaar containing story books, science books and other interesting books.

We as Indonesian people should realize how important it is to read books because reading books does not harm us at all, it actually increases insight and knowledge and can reduce feelings of laziness for the next generation of the nation's children (Andrews et al., 2016). Apart from that, there are many factors that make Indonesian people lazy about reading, namely technological developments such as the ease of getting information through other platforms, unlike in the past which required people to read

newspapers to get information every day, because now they exist. many other search engines are more instant.

The existence of social media also has a big influence because the influence of social media makes people focus on these applications so that people have their own world. Entertainment such as TV and YouTube also make students lazy about reading, and usually entertainment like this may contain content that is less educational and thus influences children's behavior (Widuri, 2015). Ways that can be done to increase children's interest in reading nowadays can be done by varying reading methods, such as inviting children to read while playing or also reading on an open page so that children are happy. And a positive community environment can also help children develop better (Arif et al., n.d.). Apart from that, reading is very important for all humans, reading is very important for normal people and people with disabilities, the benefits of reading are very important for people with disabilities, it really helps to broaden their horizons and increase their knowledge (Widuri, 2015).

Learning media is very important for children with special needs, especially those with hearing impairments, who may have limitations in the perception and production of sounds and spoken words when reading English texts. SD N 2 Bengkulu students face many obstacles in developing their reading and writing skills due to limited access to reading media, limited communication, and limited text comprehension with various limitations.

Due to limited access to reading media, communication restrictions and limited text comprehension, SD N 2 Bengkulu students face many

obstacles in developing their reading comprehension. Therefore, SD N 2 Bengakala students should be provided with specialized learning resources and methods to enable them to adequately meet their educational needs. Based on these issues, multimodal learning materials for English language teaching were developed to increase students' reading interest in the inclusive class of SD N 2 Bengakala.

1.3 Limitation of the Study

Another way to increase or help deaf and mute students is to use innovative learning media that is attractive to students with disabilities so that they can attract motivation or interest in reading in ongoing learning (Mastuti et al., 2020). Let's just look at the future, for example taking advantage of technological advances by using innovative book learning media, for example nowadays such as online flipbooks. This media is very innovative to attract the interest of regular students and is also very likely to be interesting for students with disabilities.

This multimodal developmental study is carried out using the ADDIE approach with a practical evaluation phase, using online flipbooks as a learning medium for deaf students in inclusion classes (Hastiwi et al., 2023). According to ADDIE, development of a multimodal learning project using online flipbooks as a learning medium for deaf students in inclusion classes. The first step is to identify the unique needs and learning goals of deaf students in inclusion classrooms. The second step is to develop clear learning goals and outcomes for the online flipbook-based learning project and align them with the needs and abilities of deaf students. The third step is to create the online

flipbook content based on the design brief and ensure that the book content is interesting, informative and accessible for deaf students.

The fourth step is to introduce online flipbook-based learning materials into inclusion classes and provide guidance and support to teachers and students. And the final step is to gather input from teachers, students, and other stakeholders about the usability, accessibility, and impact of video-based learning materials, and analyze the data collected during the evaluation to identify strengths, weaknesses, and improvements is to identify opportunities. Educational materials and their provision. Throughout the ADDIE process, it is important to work closely with teachers, students, and other stakeholders to ensure that online flipbook learning materials are tailored to the specific needs and preferences of comprehensive silent (Legramante et al., 2023).

1.4 Research Problem

This study is outlined bottom by four questions, such as;

- a. What kinds of English reading media are needed by inclusive students at SD N 2 Bengkala?
- b. How is the design of the online flipbook for inclusive class students at SD N 2 Bengkala?
- c. How is the content validity of the online flipbook for inclusive class students at SD N 2 Bengkala?
- d. How is the practicality of the online flipbook for inclusive class students at SD N 2 Bengkala?

1.5 Purpose of the Study

The purpose of this research is to identify multimode learning materials in the form of online flipbooks for English language teaching in inclusive classrooms with a focus on increasing students' reading interest.

- a. To analyze the kinds of English reading media needed by inclusive students at SD N 2 Bengkulu
- b. To identify the design of the online flipbook for inclusive class students at SD N 2 Bengkulu
- c. To evaluate the content validity of the online flipbook for inclusive class students at SD N 2 Bengkulu
- d. To identify the practicality of the online flipbook for inclusive class students at SD N 2 Bengkulu

1.6 Significance of the Study

1. Theoretical Significance

The results of this research are expected to contribute valuable insights to the body of knowledge related to theories of comprehensive reading, particularly in the context of inclusive education. It will enrich the understanding of how differentiated instruction and communication strategies can be applied to meet the diverse needs of students in inclusive classrooms. This research also adds to existing literature on the development of reading materials tailored for children with special needs.

2. Practical Significance

Practically, this study can serve as a reference for educators, especially those teaching in inclusive settings, by highlighting the importance of developing appropriate learning materials and tools for students with special needs. The findings can help teachers improve their teaching strategies and classroom management by equipping them with practical knowledge on how to support children with diverse learning requirements more effectively.

