

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading represents a crucial competency for thriving in the contemporary digital age. According to Haryadi (2020), reading is an important language skill that connects humans with knowledge. Beside that, according to Kadek et al (2022), Reading is very important because it helps improve how well someone can read and write, understand different kinds of information, and increase their general knowledge. Moreover, the ability to read is an essential skill in the context of the Fourth Industrial Revolution, as it contributes significantly to the enhancement of various other abilities, as conveyed by Pitaloka and Napitupulu (2023). In the era of Industrial Revolution 4.0, four skills are needed: creative thinking, critical thinking, communication, and collaboration. In today's era, reading is not only through books but also through digital, because with the advancement of science and technology supported by the internet, it is easier for someone to access information digitally. Sari et al (2021), also explained that Digital literacy refers to an individual's capability to read, evaluate, sift through, and manage information presented in digital formats conveyed via multiple forms of media.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that skills for reading and writing that can be developed through various media channels are called digital literacy (Jannah et al 2022). Although digital literacy is useful for increasing knowledge through information obtained digitally, digital literacy can also negatively impact if the information conveyed in digital media is false or fake news, called Hoax. According to

the *Kementerian Komunikasi dan Informatika* (Kominfo) (2024), from August 2018 to the end of 2023, Kominfo handled 12,547 hoax issues. Furthermore, reading can also help a person broaden their horizons, understand different points of view, and hone problem-solving skills in creative and effective ways. The importance of reading is in line with the explanation of Jannah et al (2022) , Reading constitutes a fundamental ability within digital literacy as it aids in combating the dissemination of false information, enhances the cultivation of critical thinking abilities, and bolsters problem-solving skills.

In addition, reading is also useful for improving English language mastery because reading can increase vocabulary, grammar, and cultural understanding in English. Vocabulary mastery is influential in making English sentences and understanding English. According to Prasetya et al (2022), reading also has a relationship with English grammar because, through reading, one can see and understand the correct use of grammar in the texts they read, which helps in understanding sentence structure and proper grammar. This is in line with the aspects of understanding reading described by Rahmayani et al (2021), where aspects of reading comprehension include understanding the meaning of words, understanding the meaning of sentences, understanding the meaning of paragraphs, and understanding the entire text.

Although many positive things can be obtained through reading activities, reading activities are still a problem for Indonesian students, especially inclusive students. According to *Direktorat Pembinaan Sekolah Luar Biasa* (2011), an inclusive education system that serves all students, including those with disabilities. Based on this, reading activities in inclusive classes are a challenge in themselves, due to the differences in abilities and learning styles among students, including students with special needs. Some factors that cause reading activities to be a problem in inclusive classes include differences in reading ability, which makes it difficult for teachers to present appropriate material for all students. This is in line

with the opinion of Supena et al (2021), that students with learning difficulties often make school very difficult. Then, students with special needs usually have difficulty processing visual, auditory, or motor information needed to read. For example, students with special needs at SD N 2 Bengkala are mute and deaf. When we discuss deaf and mute students, additional difficulties arise, particularly when reading English materials due to possible restrictions in understanding and producing sounds and spoken words, and because English is a foreign language whose structure and format differ from the mother tongue and everyday language used in Indonesia.

One of the problems and reasons that deaf and mute students face in reading is the accessibility of reading media because deaf and mute students need reading media adapted to methods that allow them to access texts. As stated by Wikaningtyas (2023), mute students require special tools or media in learning, such as using oral language, pictures or symbols, and sign language, because mute students find it easier to understand learning through practice or direct learning that has visuals. Then there is the issue of language limitations, as deaf and mute students may have limitations in the spoken language or sign language used to communicate. “When communicating, deaf people often find it difficult to convey messages and understand messages, so they need language that suits their needs, namely, using sign language.” (Zaenuri and Maemonah 2021). This is in line with the opinion of Fillah et al (2023), that the way deaf people communicate with other people is through sign language. This may impact their capacity to grasp the complete significance of the written material.

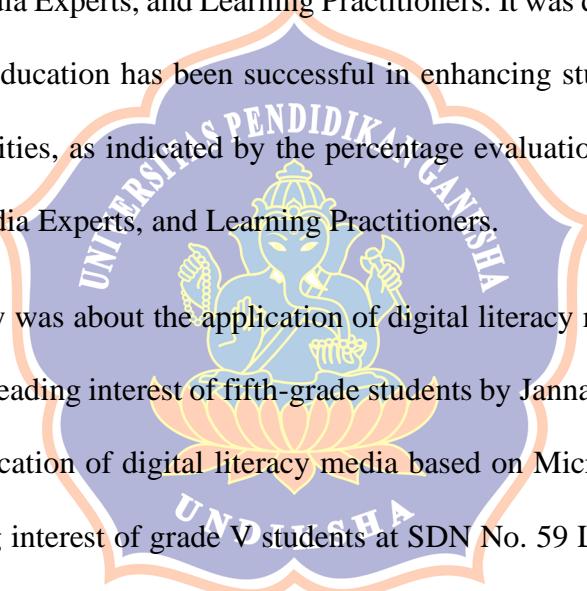
Then, the problem of Visual intelligence skills because for deaf students, the development of visual intelligence skills, such as the ability to read the teacher's lips and facial expressions or body language, can help them understand the text better. According to Bintoro

et al (2023), Sign language is a form of visual communication that incorporates body language and lip movements, and is frequently accompanied by sounds. Then there is the issue of lack of access to support resources, as many schools may not have adequate resources to support deaf and mute students' learning. This includes a lack of adapted textbooks, a lack of training for teachers in supporting students' needs, and limitations in technology that support their learning. These issues explain that educational media plays a crucial role for children with unique requirements, especially for deaf and mute people in reading English texts, because they may have limitations in the perception and production of sounds and spoken language.

Some previous studies have found that interesting learning media can improve students' reading. The first is research on the effect of presenting material in the form of comic media on reading interest and learning outcomes of third-grade students of SDN Kertaungaran on social studies subjects, on the Cooperation material by Suparman et al (2020). The findings showed that comic media significantly improved student learning outcomes and positively affected student reading interest. Utilizing a variety of interesting and diverse learning media, such as comics, audio-visual, and interactive, can increase students' interest in reading in inclusive classes on English media. The second study is about the development and benefits of picture storybooks in increasing reading interest, by Ramadhan et al (2023), The result of the study is that the use of picture storybooks can increase students' interest in reading. These findings support creating multi-mode learning tools like flipbooks for English lessons in inclusive classrooms. By blending visuals and text, flipbooks can boost student engagement and spark interest in reading

The third research is about increasing the reading interest of class 1A students of Muhamadiyah Pakel Elementary School, which focuses on improving student learning

outcomes on noun and verb material with flashcards by Sari and Aprilia (2023). The findings indicated an improvement in students' learning results when the Program-Based Learning (PBL) approach was utilized alongside Flash Card media. These findings are significant for creating diverse learning resources for teaching English in inclusive settings, as the use of Flash Card media aids students with different learning preferences in grasping the content more effectively and boosts their enthusiasm for reading. It was discovered that employing interactive media in education has been successful in enhancing students' interest in reading and their reading abilities, as indicated by the percentage evaluations from three specialists: Material Experts, Media Experts, and Learning Practitioners. It was discovered that employing interactive media in education has been successful in enhancing students' interest in reading and their reading abilities, as indicated by the percentage evaluations from three specialists: Material Experts, Media Experts, and Learning Practitioners.



The fifth study was about the application of digital literacy media based on Microsoft Sway to increase the reading interest of fifth-grade students by Jannah et al (2022). The results showed that the application of digital literacy media based on Microsoft Sway succeeded in increasing the reading interest of grade V students at SDN No. 59 Labbo. A more varied and interesting learning process with the use of images or animations can increase students' interest in reading the material. These results are relevant in the development of multi-mode learning media for English language teaching in inclusive classrooms.

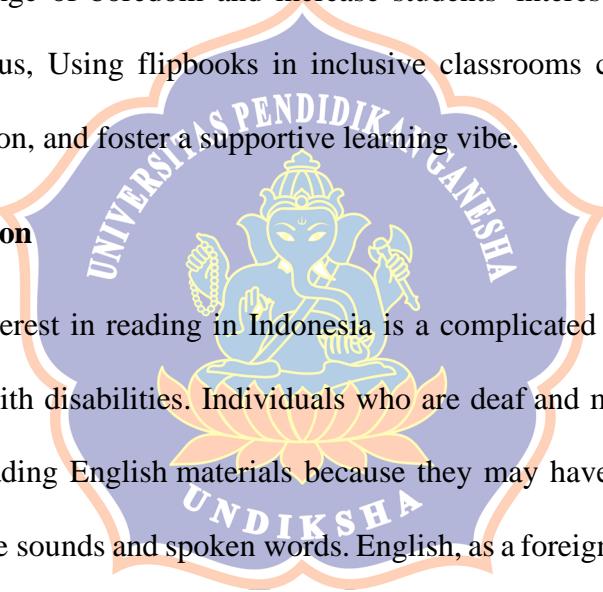
Previous studies show that mixing learning media boosts engagement and interest in reading for students, but they've mostly looked at regular classrooms without disabilities. There's a gap in exploring tech-based methods like flipbooks in inclusive English classes. Developing flipbook-based learning media could be a game-changer for reading interest in

inclusive classrooms

With this gap, this study intends to create engaging learning materials to enhance the reading skills of deaf and mute and also normal students with English texts through flipbooks. The implementation of flipbooks remains quite limited in the field of education, particularly in inclusive education. A flipbook is a digital medium used in the learning process that provides a variety of learning resources that are systematically arranged to achieve learning objectives. According to Ayu et al (2024), A flipbook is a digital format that includes interactive content, making it engaging and applicable to everyday situations. According to Anandari et al (2019), The features of a flipbook are as follows: (1) it may provide a flip effect or a halaman that can be flipped, (2) creating a module using this application is very simple, (3) The module's contents are not limited to text and images alone; audio and video formats can be combined when presenting content. The final product can be published in HTML (Hyper Text Markup Language) or SWF (Shock Wave Flash) format if it is not published through a website. Meanwhile, Ramadhina and Pranata (2022), stated that the characteristic advantage of flipbook media compared to other media is that digital flipbook media can display or present a different appearance to other media, namely combining text displays with images, videos, or sounds, which makes the learning module display more attractive. "A flipbook is a series of images that vary from one page to the next. When the page is opened quickly, the image appears animated by several other images." (Mirnawati and Fabriya, 2022). During the time of the Fourth Industrial Revolution, technology is becoming more advanced, and the creation of printed books may be substituted with digital books, specifically flipbooks. "Flipbook media is a picture book media with one story theme that is made interestingly using other paper to cover (flip) the story inside in the form of pictures or writing." (Pitaloka and Napitupulu, 2023).

Therefore, using flipbooks as teaching media in inclusive classrooms is very beneficial because it provides an interactive visualization of the concepts being taught. It can help students with visual learning styles understand the material better while providing a pleasant sensory experience for students with different learning types. Teachers can customize the contents of the flipbook according to students' needs by adding images, text, or other interactive elements. Students can be directly involved in the process of opening flipbook pages, moving images or text, and interacting with learning media. Flipbooks can help create different and interesting learning experiences for students in inclusive classrooms. It can help overcome the challenge of boredom and increase students' interest and engagement in the learning process. Thus, Using flipbooks in inclusive classrooms can boost understanding, encourage participation, and foster a supportive learning vibe.

1.2 Problem Identification

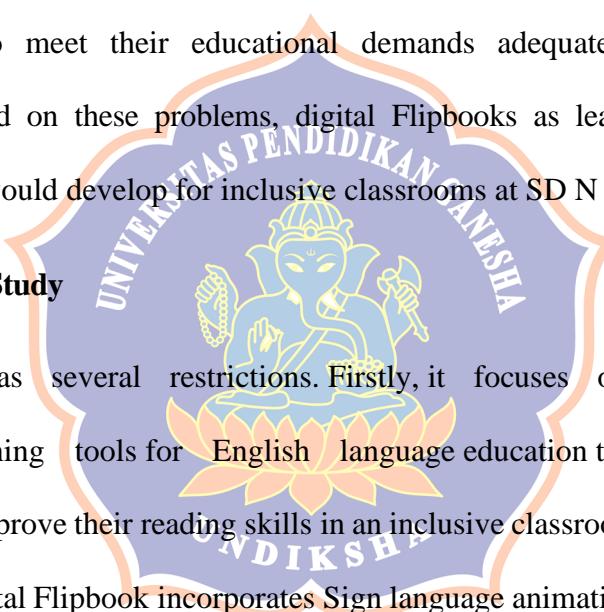


Declining interest in reading in Indonesia is a complicated issue, especially when it comes to students with disabilities. Individuals who are deaf and mute encounter additional difficulties when reading English materials because they may have restrictions in how they perceive and produce sounds and spoken words. English, as a foreign language, has a different structure and format from the mother tongue and the everyday language used in Indonesia. Therefore, the author identifies several problems, the first one being the lack of facilities for reading media because deaf and mute students need customized reading media adapted to methods that allow them to access texts. Then, deaf and mute students may have limitations in spoken language or the sign language used to communicate. Visual intelligence skills because for deaf students, the development of visual intelligence skills, such as the ability to read the teacher's lips and facial expressions or body language, can help them understand the text better. The lack of access to supporting resources, as many schools may not have adequate resources

to support deaf and mute students' learning, including limited technology to support learning.

A lot of writings discuss that educational materials are essential for children with special requirements, particularly for deaf and mute learners when it comes to reading English texts. This is because they might face challenges in understanding and producing sounds and spoken words. Some of these problems are also experienced by sixth-grade students at SD N 2 Bengkala. With limited access to media for reading, limitations in communicating, and limitations in understanding texts, with various limitations, students at SD N 2 Bengakala face many obstacles to developing literacy, so special learning must be available for students at SD N 2 Bengakala to meet their educational demands adequately, with resources and methodology. Based on these problems, digital Flipbooks as learning media for English language teaching would develop for inclusive classrooms at SD N 2 Bengkala.

1.3 Limitations of the Study



This study has several restrictions. Firstly, it focuses only on creating digital Flipbooks as teaching tools for English language education to help deaf and hard-of-hearing students improve their reading skills in an inclusive classroom at SDN 2 Bengkala for Grade Six. The digital Flipbook incorporates Sign language animation, GIF animation, audio, video, and quizzes, which can enhance reading activities for sixth graders in an inclusive setting at SDN 2 Bengkala.

Second, based on the module of sixth-grade students in inclusive class at SDN 2 Bengkala, the digital Flipbook focused on narrative text that related to Pancasila Values. The values are social justice, humanity, believe with one god, democracy, and unity. Beside that, this Flipbook have followed the learning objectives in the module Merdeka Curriculum Unit Six. The learning objectives are to comprehend GIF images and sign language videos, read

sentences with accurate pronunciation, read texts with proper pronunciation and intonation, respond to questions based on the text, and recite vocabulary with correct articulation. The design of the digital Flipbook also follows the module Merdeka Curriculum Unit Six. The activities are Listening to the story, Looking and Reading the story, Listening, Reading, and Answering the quiz.

And then, this research was conducted using the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluation). This research only carried out the assessment stage for the usability of the digital Flipbook, indicating that additional examination of how effective and influential the digital flipbook is on students' reading comprehension abilities over a longer period is not included in this study's focus. This research was carried out exclusively in SDN 2 Bengkala, which features a classroom that promotes inclusivity, allowing both deaf and mute students and regular students to study together.

As a result, the outcomes regarding the media used may not be appropriate for different schools. Future research needs to modify and evaluate this digital flipbook across different educational environments to determine its broader relevance. The objective of this study is to discover multimodal learning resources, particularly digital flipbooks, for teaching English in inclusive classrooms, aiming to enhance student involvement in reading.

1.4 Research Problem

This study is underlined by four questions, such as;

- a. What types of English learning resources are necessary for inclusive students at SD N 2 Bengkala?
- b. What is the design of the Multimode English learning resources for inclusive class

students at SD N 2 Bengkala?

- c. What is the validity of the content in the English learning resources for inclusive class students at SD N 2 Bengkala?
- d. What is the practicality of the multimodal English learning resources for inclusive class students at SD N 2 Bengkala?

1.5 Purpose of the Study

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

- a. To determine the types of English reading materials required by sixth graders in an inclusive environment at SD N 2 Bengkala
- b. To explore the design of the digital flipbook intended for sixth-grade learners in an inclusive setting at SD N 2 Bengkala
- c. To evaluate the content reliability of the digital flipbook for sixth-grade pupils in an inclusive institution at SD N 2 Bengkala
- d. To assess the practicality of the digital flipbook for sixth-grade students in an inclusive classroom at SD N 2 Bengkala

1.6 Significance of the Study

This research has several important significances, including Theoretical Significance and Practical Significance, as follows:

1.6.1 Theoretical Significance

This research contributes to the development of inclusive education theory by identifying effective strategies and approaches in developing multimode learning media

that are accessible to all students, including those with special needs.

1.6.2 Practical Significance:

- a. Provides valuable insights for teachers and educators on how to develop and use multimode learning media, such as flipbooks, for inclusive classrooms.
- b. Helps improve students' reading in inclusive classrooms by providing interesting and relevant learning media.
- c. Increases students' engagement in English language learning by using engaging multimode learning media such as flipbooks.

