

CHAPTER I

INTRODUCTION

1.1 Research Background

Language is a very important thing in everyday life; it is a way for people to communicate with each other. Currently, there are thousands of languages in various countries in the world. The learning process is also one of communication between students and students, and students and teachers (Hasanah et al., 2021). Among all languages, English is the most widely used language, which makes English an international language. English has developed into an international language that is utilized in practically every sphere of life, including social interactions, commerce, and education (Sujana et al., 2024). As a global means of communication, English is acknowledged as one of the most important languages to be learned (Rahayu, 2024). As an international language widely used in various countries, either as a first or second language or a foreign language, English is developing rapidly and is often studied by people worldwide, including in Indonesia (Deviana, 2024). In Indonesia, English is used as a foreign language, so it needs to be studied seriously because it is an international language, even though it is considered a foreign language in Indonesia.

Indonesian students commonly experience difficulties in learning English since the language differs substantially from Bahasa Indonesia in terms of sentence structure, pronunciation, and vocabulary, making the learning process more challenging (Katemba, 2019). One important aspect of learning English is vocabulary mastery. According to Jayanta et al. (2025), Mastery of basic vocabulary is essential because it is the foundation of communication. To learn a new language, mastering vocabulary is a fundamental thing to pursue. Students will struggle to properly and clearly communicate their ideas and thoughts if they lack a sufficient vocabulary (Agustini et al., 2025). According to Linse (2006), vocabulary development is an important feature of language development, and several studies have proven that vocabulary teaching is suitable and effective for language students, especially school-aged students. Mastery of vocabulary greatly influences students' communication skills; being rich in

vocabulary allows students to express their ideas and feelings more precisely and effectively. Becoming proficient in the English language requires mastery of vocabulary (Cahyani, N. P. E. M., Dewi, K. S., & Mahendrayana, G., 2024). Without good vocabulary mastery, students will experience difficulties in understanding texts, speaking, listening, and writing in English.

However, many students have difficulty mastering English vocabulary. This is caused by several factors, including unattractive learning methods, limited learning media used by teachers, and students' lack of motivation in learning foreign languages. There are still many teachers who do not use the right tools to teach their students; many of them still use traditional methods to send documents (Damayanti, 2024). Conventional learning methods that only rely on textbooks and written exercises are often considered boring by students, so they tend to be less enthusiastic about learning.

The results of preliminary observations held at SMPN 3 Banjar, especially for class VIII students, showed that their mastery of English vocabulary was still relatively low. Based on the results of questionnaires given to 30 students, 83% of them find it difficult to remember and use new vocabulary in sentences. Apart from that, students tend to feel that the learning methods used are less interesting and do not help them understand the meaning of words. This is reinforced by the results of interviews with English teachers, several factors that are the main causes include the limited variety of learning media, lack of student motivation to learn, and the lack of optimal implementation of learning strategies that encourage in-depth understanding. The media used by teachers is still centered on textbooks and worksheets, with little visual or digital support applied. Strategically, the teacher has implemented a deep learning-based learning approach, namely a strategy that emphasizes understanding meaning, application of words in context, and reflection on the use of vocabulary in various situations. However, this approach cannot work optimally because the supporting media are not yet optimally available. Deep learning requires students to build an active and in-depth understanding, but in classroom reality, learning activities still tend to be one-way and

rely on lecture methods and written exercises, without media that support students' active exploration and participation.

On the other hand, today's rapid technological developments make many students have access to electronic devices such as smartphones. Observations show that most students have personal smartphones that are used every day at home. Unfortunately, these devices are more often used for non-academic activities such as playing games, accessing social media, or watching entertainment videos. But when it is needed during learning, the teacher will give permission with the note that it can only be used during learning. Apart from that time, the teacher will collect students' smartphones, but using smartphones in learning is rarely used by teachers. This is certainly a challenge in the world of education, where smartphones, which should be a learning medium, are often misused. The use of smartphones in the learning context is not yet structured and has not been directed towards productive activities. Therefore, using appropriate technology in learning English, especially in mastering vocabulary, is a challenge that needs to be overcome immediately. To overcome these problems, innovation is needed in developing a learning medium that is more interactive and interesting for students. One medium that can be used is a digital flipbook. A flipbook is a digital-based interactive book that allows users to read, view images, and interact with content in a more interesting way. With features such as animation, audio, and attractive images, flipbooks can increase student involvement in the learning process. Sari and Ahmad (2021) explain that a flipbook is a digitally presented instructional medium that is systematically organized and integrates text, images, audio, and multimedia elements to encourage active participation from learners. In addition, flipbooks can be accessed via mobile devices, so students can study anytime and anywhere more flexibly. The selection of interactive flipbook learning medium in this research was based on the characteristics of English vocabulary learning and student needs obtained through interviews and learning needs questionnaires. Compared to other interactive media, flipbook has the advantage of integrating various learning components, such as text, images, audio and interactive exercises, in one medium that is systematically arranged

and easy to access. Therefore, it can be concluded that flipbook media offers several advantages, including presenting learning materials in a clear and concise manner, being accessible from any location, and providing portability for users (Aprilia et al., 2017).

The development of flipbook as learning media does not only focus on product appearance, but also through a structured and systematic process. In this research, the development process was carried out through the design process stage, namely the media design stage based on student needs and curriculum analysis. Next, a development process is carried out, namely the stage of creating and compiling flipbook media by utilizing various digital platforms such as Canva, TTSMaker, Heyzine, and Quizizz to produce interactive media that suits learning objectives. After the product is developed, an evaluation needs to be carried out to ensure the quality of the resulting media. Therefore, a quality judgment was carried out which aims to assess the suitability of the media based on aspects of content, language, appearance and suitability for learning objectives. Apart from that, a practicality assessment was also carried out to determine the level of practicality of using flipbooks in the learning process, including ease of access, use, and effectiveness in supporting vocabulary learning in the classroom.

It is hoped that the use of flipbooks in learning English can help students understand and memorize vocabulary more easily. In addition, this media can provide a more enjoyable learning experience, thereby increasing students' motivation to learn English. According to Andarini (2013), another advantage of flipbook is their ability to help students develop a better understanding of abstract concepts or events that are otherwise difficult to comprehend. By integrating technology into learning, students will also be more familiar with the use of technology in the world of education, which is an important skill in the current digital era. Furthermore, using smartphones as a learning medium through flipbooks can direct students to use technology more wisely and productively.

Apart from providing benefits for students, using flipbook can also help teachers convey material more effectively. Susilani and Riyana, as cited in Rahmawati (2017), explain that flipbooks integrate textual content, images, and colors to enhance students' attention. In addition, they are relatively easy to develop and can promote greater student engagement during learning activities. Teachers can present vocabulary with attractive illustrations, provide examples of usage in sentences, and include sounds to help with correct pronunciation. Thus, flipbooks can be an effective solution for improving students' mastery of English vocabulary while optimizing the use of smartphones to make them more useful in learning. There are several studies related to flipbook development. Makhroji (2023) focuses on developing flipbook media to improve students' speaking skills. Next, Yosintha et al. (2024) focus on developing flipbooks for introducing grammar with a project-based learning approach. Furthermore, Fitriyah and Sahda (2023) focus on developing flipbooks to increase learning motivation.

This research aims to develop and implement interactive flipbook as a learning medium to improve junior high school students' mastery of English vocabulary and utilize students' smartphones as a positive learning tool. The flipbook in this study is designed to be used as a supplementary learning material. It means the flipbook will support the main textbook and classroom activities, not replace them. The main purpose of this flipbook is to help students learn and remember vocabulary more easily through visual support, examples, and short practice activities. In terms of reading type, this flipbook is closer to intensive reading, because students will focus on understanding specific vocabulary items, their meanings, pronunciation, and how they are used in context. The flipbook will not be used for long or free reading like extensive reading, but for focused vocabulary learning. It is hoped that this research can contribute to the development of innovative and effective learning media, as well as improve the quality of English language learning at the junior high school level.

1.2 Problem Identification

Several previous studies have shown that the flipbook medium has been developed in various English language learning contexts. However, research specifically developing flipbooks to improve students' vocabulary mastery, especially at the junior high school level, is still limited.

Based on the results of observations at SMPN 3 Banjar, especially for class VIII 1 students, it was found that their mastery of English was still relatively low. Apart from that, students felt that the learning method used was less interesting and did not help them understand the meaning of words well. The low mastery of vocabulary is caused by the limited variety of learning media, low student motivation to learn, and less than optimal application of learning strategies that encourage in-depth understanding. Teachers have tried to apply a deep learning approach, namely learning that emphasizes understanding and applying meaning in context, but the implementation has not been optimal. On the other hand, almost all students have their own smartphones but only use them for non-learning purposes such as playing games, watching videos, and so on. Based on these conditions, it is necessary to develop digital flipbook learning media that is attractive, interactive, and easily accessible via smartphone. It is hoped that this flipbook can help students improve their mastery of English vocabulary while directing them to use smartphones positively in learning activities. Thus, the development of digital flipbooks is not only an innovation in English language learning but also a means of bridging the gap between the potential of technology and learning needs in schools.

1.3 Research Limitation

This research only focuses on developing learning media in the form of digital interactive flipbooks that can be accessed using a smartphone. The flipbook developed contains English vocabulary material adapted to the ability level of junior high school students. The learning material presented in the flipbook is limited to helping students master English vocabulary, especially vocabulary that is often used in everyday life,

and is in accordance with the junior high school curriculum. The smartphone used in this research will only be used to access flipbooks as a medium for learning English vocabulary. The subjects of this research are limited to VIII 1 class students, according to the needs and level of difficulty of the vocabulary that will be developed in the flipbook. This research does not discuss the long-term effect of using flipbooks on students' vocabulary mastery. The research only includes development and initial trials to see students' responses to flipbook media in improving vocabulary mastery and making positive use of smartphones.

1.4 Research Questions

1. How is the design of the interactive flipbook to support students in learning vocabulary?
2. How is the development process of the flipbook to support students in learning vocabulary?
3. How is the quality of the learning media developed based on expert judgment?
4. What is the result of the practicality of the flipbook as perceived by the students as users?

1.5 Research Objectives

1. Describe the design of the flipbook to support students in learning vocabulary.
2. Describe the development process of the flipbook media.
3. Identify the quality of the learning media developed based on expert judgment.
4. Identify the result of the practicality of the flipbook as perceived by students as users.

1.6 Research Significances

1. Theoretical Significance

It is hoped that the results of this research can contribute to the development of theory and practice in the world of education and be useful for other researchers to increase their insight, especially regarding the use of flipbook media to help students

improve their mastery of English vocabulary and students' responses to developments in flipbook media.

2. Practical Significance

a. For Students

It is hoped that this research can increase motivation and help students improve their mastery of English vocabulary through interesting, interactive and easily accessible media. As well as helping direct students to use cellphones positively and productively as a learning tool, not just for playing or entertainment.

b. For Teacher

This research can help teachers convey vocabulary material in a more interesting way, so that it can increase students' attention and involvement during the learning process. Through innovative and interactive learning media to increase the effectiveness of teaching English vocabulary. As well as providing inspiration for teachers to develop other technology-based learning media according to classroom learning needs.

c. Future Research

This research can be a reference or point of reference for other researchers who want to develop flipbook-based learning media or other digital media and provide a real picture of the process of developing and implementing flipbook media in English language learning in elementary schools.

1.7 Specification of Product

This research produced a product in the form of an interactive flipbook containing English vocabulary according to the curriculum applicable at the junior high school level. The aim of this flipbook was to help students master vocabulary. Apart from that, it was hoped that this flipbook also be able to increase students' learning motivation in learning vocabulary.