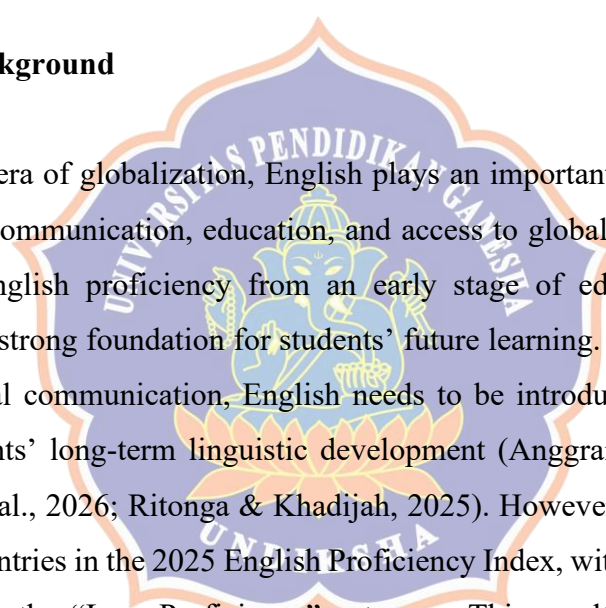


CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, identifies the problems encountered in English learning among sixth-grade students, and describes the limitations of the study. It also presents the research questions and objectives that guide the development of the Multi-Plot Digital Storytelling Flipbook “*Singaraja Adventures*.” Finally, this chapter explains the theoretical and practical significance of the research for teachers, EFL students, and future researchers.

1.1 Research Background



In the era of globalization, English plays an important role as an international language for communication, education, and access to global information. Therefore, developing English proficiency from an early stage of education is essential for establishing a strong foundation for students’ future learning. As a dominant language in international communication, English needs to be introduced at an early stage to support students’ long-term linguistic development (Anggraini & Sriemulyaningsih, 2024; Aisy et al., 2026; Ritonga & Khadijah, 2025). However, Indonesia ranked 80th out of 113 countries in the 2025 English Proficiency Index, with a score of 471, placing the country in the “Low Proficiency” category. This result highlights the need to continue improving English language education, particularly at the primary school level, where early language development can provide an important foundation for students’ future English learning.

Sixth-grade students represent an important group in elementary English education because they have accumulated foundational learning experiences that can support the development of more complex language skills. At this stage, students are also still developing their language abilities, making English learning important for building communication skills, confidence, and readiness for future global

competencies (Putri et al., 2026). However, maintaining students' motivation and engagement in English learning remains a challenge. This issue was identified through preliminary observations conducted at the UNDIKSHA Laboratory Elementary School on July 27 and 28, 2026. The preliminary study involved classroom observations, syllabus analysis, and interviews with an English teacher and 52 sixth-grade students. The findings indicated that students often had difficulty maintaining their interest during English lessons because learning materials were mainly delivered through conventional methods and provided limited opportunities for interaction. The lack of engaging and interactive learning media also made it more difficult for students to participate actively in the learning process. Therefore, appropriate teaching approaches and engaging learning media are needed to support students' English development while maintaining their motivation and participation.

Adopting an interactive technological approach offers a way to address these challenges. According to Santosa et al. (2022) found that an interactive, technology-based gamification guidebook proved effective in enhancing learners' active engagement in 21st-century English language learning. These findings indicate that technology can facilitate a more interactive and student-centered learning experience. One approach that can be integrated to tackle these challenges, as suggested by researchers in the field is digital storytelling, which has emerged as a promising method for teaching English. Digital Storytelling extends traditional storytelling by combining narratives with multimedia elements to create more engaging and meaningful learning experiences (Korosidou & Griva, 2024). Rather than relying mainly on memorization and teacher-centered activities, Digital Storytelling brings together stories, visual elements, audio, and interactive features to present language in a more contextualized way. Through this combination, students can encounter and practice English in meaningful contexts while remaining actively involved in the learning process.

Previous studies have shown that Digital Storytelling can support vocabulary acquisition, reading comprehension, motivation, and classroom participation because stories provide meaningful contexts in which learners can understand and apply

language (Sembiring et al., 2023). Supporting these findings, recent studies have also demonstrated the potential of Digital Storytelling in primary education. According to Draji et al. (2023), in their study entitled “*Adopting Digital Storytelling in English Classrooms: Lessons Learned from Indonesian EFL Teachers’ Reflective Practice*,” examined the implementation of Digital Storytelling in Indonesian EFL classrooms and explored teachers’ and students’ pedagogical responses. The findings showed that Digital Storytelling increased students’ engagement, narrative comprehension, and motivation to learn English. Similarly, According to Aulia et al. (2024) found that the integration of multimedia elements, including text, images, audio, and video, supported students’ fundamental literacy skills, such as narrative writing, reading comprehension, and problem-solving. Furthermore, According to Asyadi et al. (2025) and Efendi et al. (2026) reported that Digital Storytelling could support elementary students’ speaking skills, oral communication fluency, vocabulary mastery, and self-confidence by encouraging interaction and collaborative narrative activities. Taken together, these studies indicate that Digital Storytelling can create a more engaging learning environment and support different aspects of language development. Nevertheless, there is still room to develop Digital Storytelling materials that give students a more active role in determining how a story progresses.

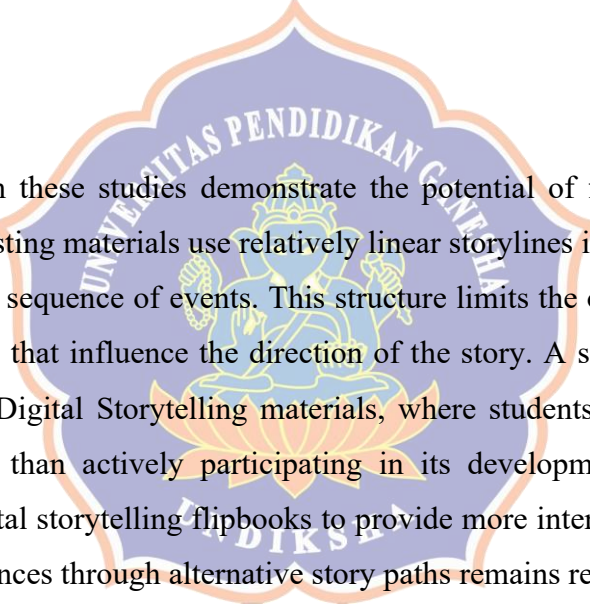
Apart from that, when choosing interactive technology as a learning approach, it is important that the tool is easy to use. According to Kusuma (2022), in a study examining the challenges faced by Indonesian teachers in using technology-based media for English language teaching, highlighted the need for digital learning media that are flexible, intuitive, and adaptable to different levels of technological access. Similarly, According to Suardewa et al. (2024), in their study titled “*The Impacts of Preservice English Teachers’ Self-efficacy of Using AI Towards Their Intentions of Teaching Writing Skills Using AI*,” found that teachers’ self-efficacy significantly influenced their acceptance of and intention to use technology in writing instruction. These findings demonstrate that digital learning media should be easy to use and help teachers feel confident when integrating technology into the classroom. Therefore, this study proposes a flipbook as a medium that can provide these features while serving as a practical tool for implementing digital storytelling in the classroom. A flipbook is a

digital publication that resembles a printed book while offering additional multimedia features, such as audio, video, animation, and interactive components (Muna et al., 2025). These features allow learning materials to be presented in a more visually engaging and interactive format. Similarly, According to Arsini et al. (2022) also found that technology-based media incorporating interactive and visual elements, such as Wordwall, could improve students' vocabulary mastery and memory retention. This finding is relevant to the present study because the developed flipbook combines text, images, navigation features, and interactive activities. As a result, vocabulary is introduced within meaningful story contexts rather than presented as isolated words, providing students with opportunities to encounter and use new vocabulary while interacting with the learning materials.

In line with these considerations, gender dynamics among future teachers also influence how technology is used in the classroom. According to Kusuma (2023), in a study titled *"The Role of Gender in Student Teachers' Technology Integration in Teaching English Speaking Skills During the Covid-19 Pandemic,"* both male and female student teachers showed similar levels of confidence and adaptability when integrating digital media. These findings show that gender is not a major barrier to using technology in teaching. Instead, practical factors like media accessibility, digital literacy, and institutional support play a much bigger role in successful technology integration. Therefore, this study uses a digital flipbook because it is accessible and easy to use for both teachers and students. Ultimately, it can be integrated smoothly into the classroom to create a more engaging, inclusive, and effective English learning experience.

Previous research has also reported positive effects of flipbook-based learning media on students' engagement, comprehension, and language development. According to Izzati's (2022) thesis findings indicated that a digital storytelling flipbook could support young learners' comprehension. Similarly, According to Wisudawati and Sumardi (2023) developed a flipbook-based fable module integrating Pancasila values for seventh-grade students. The module was considered highly feasible, achieving an

expert validation score of 98%, and received highly positive responses from students. According to Safana et al. (2024) also developed an interactive flipbook using the ADDIE model and reported that it increased students' interest and active participation in learning activities. In early childhood education, According to Triatna et al. (2025) developed a digital picture flipbook entitled "*Where Is Aunt Hiding?*" using the 4D model. The product achieved a media expert feasibility score of 98.75% and increased the active engagement of children aged 5–6 years during early reading activities. More recently, According to Pratiwi et al. (2026) validated an interactive digital flipbook storybook based on local wisdom for third-grade elementary school students and reported an N-Gain score of 0.64 ($p < .05$), indicating its effectiveness in improving reading literacy.



Although these studies demonstrate the potential of flipbook-based learning media, most existing materials use relatively linear storylines in which students follow a predetermined sequence of events. This structure limits the opportunity for students to make choices that influence the direction of the story. A similar limitation can be found in some Digital Storytelling materials, where students mainly follow a fixed narrative rather than actively participating in its development. Consequently, the potential of digital storytelling flipbooks to provide more interactive and personalized learning experiences through alternative story paths remains relatively underexplored.

To address these limitations, this study integrates multi-plot narratives into a digital storytelling flipbook. A study by Sari et al. (2025), entitled "*Reducing Cognitive Load in Mathematics Learning: A Systematic Review of Learning Strategies and Interventions*," demonstrates that excessive mental load can hinder learning. These findings support the design of the multi-plot flipbook in this study, where storylines and language tasks are presented gradually and interactively so young learners can process information without feeling overwhelmed.

By offering a multi-plot structure, students can make choices that shape the story and lead to different endings. This shifts students from passive readers to active participants as they evaluate options and navigate different paths. In turn, these activities help build curiosity, decision-making, critical thinking, and overall classroom engagement. However, research on multi-plot Digital Storytelling flipbooks for elementary English instruction is still sparse. This research gap creates an opportunity to explore how such a flipbook can be designed to make young learners' English education more dynamic and interactive.

Cultural context within learning materials plays a crucial role in creating meaningful learning experiences for young learners. English language materials sometimes employ settings and situations that are unfamiliar to students, making it difficult for them to connect the language to their daily lives. In their book *Pembelajaran Bahasa Inggris untuk Anak Abad 21*, by Ratminingsih et al. (2023) emphasize that 21st-century young EFL learners fundamentally require interactive instruction, diverse learning experiences, and themes relevant to their everyday lives. That is why this research develops a digital storytelling flipbook entitled "*Singaraja Adventures*". The setting of Bali was selected because the target students are from Bali, and the flipbook is enriched with local places and cultural elements. By combining familiar narratives with the local context of Singaraja, the flipbook offers an interactive and engaging learning experience. Consequently, this helps sixth-grade students connect the English language directly to their immediate surroundings, making the learning process more meaningful.

Based on these considerations, this study aims to develop a Multi-Plot Digital Storytelling Flipbook entitled "*Singaraja Adventures*" for sixth-grade students at the UNDIKSHA School Laboratory. The study employs a Research and Development (R&D) methodology using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Through this systematic process, the study seeks to develop and evaluate an engaging, student-centered, interactive, and culturally relevant learning medium that responds to students'

identified learning needs. Ultimately, the “*Singaraja Adventures*” Multi-Plot Flipbook is expected to support students’ English learning, increase their motivation and engagement, and provide an alternative digital learning medium for English language education at the UNDIKSHA School Laboratory.

1.2 Identification of The Problem

The identification of this issue is clearly evident from the researcher’s initial observations through classroom observation, interviews with 52 sixth-grade students and an English teacher, as well as a syllabus analysis at the UNDIKSHA Laboratory Elementary School on July 27 and 28, 2026. The researcher found that the English learning process was ineffective, particularly due to the minimal use of applications in teaching. Teachers predominantly relied on traditional methods such as textbooks and blackboards. The main cause of this problem was the difficulty teachers faced in integrating the four basic language skills into interactive learning using applications, leading to low levels of interaction during lessons.

This was reflected in the limited communication between students and the teacher, where only talented students actively participated and responded to the teacher. When the teacher asked the less active students to respond, they remained silent, displaying signs of fear, as observed by the researcher in the classroom. However, the students also demonstrated a strong preference for the use of technology in learning due to the convenience and ease of access they experienced, especially given their familiarity with technology at home.

Considering this situation, the researcher conducted this study at the UNDIKSHA Laboratory Elementary School based on the identified issue of the lack of effectiveness in learning caused by minimal interaction between teachers and students. Therefore, this research aims to provide a solution that meets the learning needs by developing digital storytelling using a Multi-Plot Flipbook "*Singaraja Adventures*" for 6th-grade students at UNDIKSHA School Laboratory.

1.3 Limitation of The Problem

This study has several key limitations: first, its geographic scope is limited to the UNDIKSHA Laboratory Elementary School in Bali, so the results may not be generalizable to other regions. Second, the small number of participants and the focus on Multi-Plot Flipbook technology may limit broader conclusions about the effectiveness of this method compared to other technologies or methods. Third, the short duration of the study may affect the evaluation of the long-term impact of Flipbook use. Fourth, variations in implementation by teachers and resistance to new technology may also influence the study's outcomes. These limitations should be considered when assessing the effectiveness and impact of the developed method.

1.4 Research Questions

In connection with the research background described above, the research problems can be summarized in the following questions:

1. What are the learning needs of 6th-grade students at UNDIKSHA Laboratory Elementary School for learning English using the Multi-Plot Flipbook “*Singaraja Adventures*”?
2. How is the instructional design for digital storytelling using the Multi-Plot Flipbook “*Singaraja Adventures*” developed for 6th-grade students at UNDIKSHA School Laboratory?
3. How is the Multi-Plot Flipbook “*Singaraja Adventures*” implemented as a digital storytelling tool in the classroom for 6th-grade students at UNDIKSHA School Laboratory?
4. How is the quality and effectiveness of the digital storytelling using the Multi-Plot Flipbook “*Singaraja Adventures*” assessed in terms of improving the English learning outcomes of 6th-grade students at UNDIKSHA School Laboratory?

1.5 Research Objectives

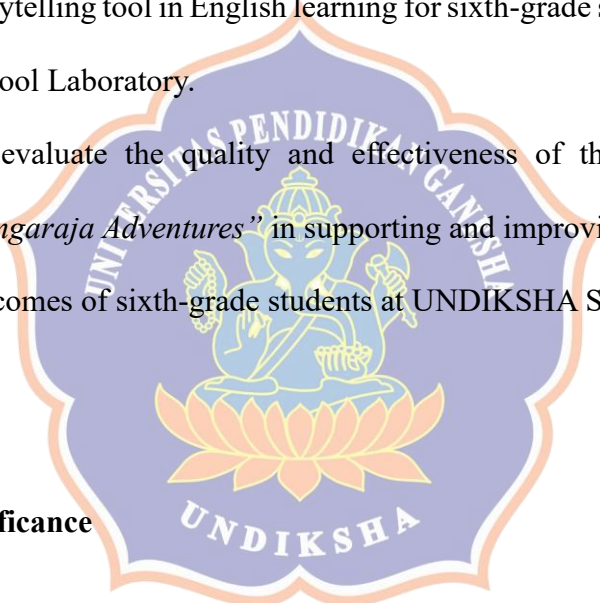
In this study, two proposed objectives are identified: general and specific objectives.

1. General Objective

The general objective of this research is to develop a digital storytelling tool using the Multi-Plot Flipbook “*Singaraja Adventures*” to support English learning among sixth-grade students at UNDIKSHA School Laboratory.

2. Specific Objectives

- a. To identify the English learning needs of sixth-grade students at UNDIKSHA Laboratory Elementary School as a basis for developing the Multi-Plot Flipbook “*Singaraja Adventures*.”
- b. To design and develop a digital storytelling tool using the Multi-Plot Flipbook “*Singaraja Adventures*” based on the identified learning needs of sixth-grade students at UNDIKSHA School Laboratory.
- c. To implement the Multi-Plot Flipbook “*Singaraja Adventures*” as a digital storytelling tool in English learning for sixth-grade students at UNDIKSHA School Laboratory.
- d. To evaluate the quality and effectiveness of the Multi-Plot Flipbook “*Singaraja Adventures*” in supporting and improving the English learning outcomes of sixth-grade students at UNDIKSHA School Laboratory.



1.6 Research Significance

The results of this research contribute both theoretical and practical significance, as explained below.

1. Theoretical Significance

Theoretically, this research contributes to the development of knowledge regarding the design, development, implementation, and evaluation of digital storytelling through a Multi-Plot Flipbook for young EFL learners. It provides insights

into how interactive digital storytelling can be integrated into English language learning to support students' engagement, motivation, participation, and learning outcomes.

2. Practical Significance

Practically, the results of this research are expected to provide benefits to the following parties:

- a. For teachers: The development and implementation of the Multi-Plot Flipbook "*Singaraja Adventures*" provide teachers with an innovative and interactive tool for supporting English language learning. The digital storytelling approach enables teachers to integrate multimedia elements, such as text, images, audio, and interactive activities, into classroom instruction. This can create a more engaging learning environment and support students with different learning preferences while encouraging active participation and understanding.
- b. For EFL students: For English as a Foreign Language (EFL) learners, the Multi-Plot Flipbook "*Singaraja Adventures*" provides a more engaging, interactive, and meaningful English learning experience. Its multi-plot structure allows students to explore different storylines and participate more actively in the learning process. The integration of multimedia and interactive elements can also help students develop vocabulary and language skills through contextualized and meaningful learning activities.
- c. For future researchers: This research provides a reference for future researchers interested in developing digital storytelling and interactive learning media for

young EFL learners. The findings may serve as a foundation for further research on the development, implementation, and effectiveness of digital storytelling, Multi-Plot Flipbooks, and other technology-supported learning media in English language education.

