

# THE INFLUENCE OF USING FLIPBOOK MEDIA (PRINTED VS. DISPLAYED) TO STUDENTS READING COMPREHENSION ACHIEVEMENT AT STIT.M BERAU

Yuli Puji Astutik

English Education Study Program STIT. Muhammadiyah Tanjung Redeb  
line 3: STIT. Muhammadiyah Tanjung Redeb  
Berau, Indonesia  
jasmine\_ypa@yahoo.co.id

**Abstract**—This study aims at investigating students' reading achievements before and after given treatment by using Flipbook media (printed vs. displayed). This is an experimental research which covers three steps namely pre-test, treatment, post-test. The samples of this study are two classes of second semester students of STIT. Muhammadiyah Berau which are chosen randomly. The data of this study are students' test after given treatment by using Flipbook media (printed vs. displayed). The findings of this study indicated that there are significant differences between students' achievements before and after treatment by this media.

**Keywords**—Flipbook Media (printed vs. displayed), Reading Comprehension Achievements.

## I. INTRODUCTION

Learning is an effort to teach students not only limited about how to transform knowledge itself, but also there are attempts to build students' character, especially the character of learning. One of the effects of learning is expected to be a good way to form characters which is willing to learn under any circumstances. Learning English, especially at schools is intended for students to have knowledge and skills as a tool to become members of the global community. In general, English language learning at STIT.M Berau went well. However, there are still some problems, dealing with English learning. One of the problems is the opportunity to use English as international communication. It can be seen from the lack of students who use English as their communication at the college.

The author suspects that one of the obstacles of teaching and learning is that there are not many available learning infrastructures and facilities support. Progress in Information and Technology has not been fully utilized as a medium and means of learning. As a result, it needs to be improved both in terms of the delivery method and the media used for the creation of successful learning activities. The phenomenon that occurs shows that the English learning system that develops in most educational institutions still uses the conventional Grammar Translation Method. In this learning system, teachers emphasize their students more on understanding

grammar rules, memorizing vocabulary, hyphens, and focusing more on the translation side. Prator & Calce Murcia n Brown (2007) mention 8 characteristics of Grammar Translation Method including: (1) Classes are taught using mother tongue, with very little use of target language actively, (2) Vocabulary is taught in the form of separate word lists, (3) Too long and detailed description and ins and outs of grammar, (4) Grammar produces rules for arranging words into unity, and the commands given are often centered on the structure and changes of words, 5) Activities begin with reading difficult text, 6) Very little attention is given to the content of the text in the grammar analysis exercise, 7) In general, training is only focused on translating sentences from the target language into mother tongue, 8) Very little emphasis is given on pronunciation.

These Learning systems are still developing in Indonesia for several reasons which are quite reasonable. Among them is because the grading system in sentence construction based on grammar is easier to apply. As Brown's opinion (2007) states. On the other hand, one can understand why Grammar Translation remains so popular. It requires a number of specialized skills on the part of teachers. Tests of grammar rules and translations are easy to construct and can be objectively scored. Many of the standardized tests of foreign languages still don't attempt to tap into communicative abilities, so students have little motivation to go beyond grammar, analogies, translation, and rote exercises.

In English teaching and learning, students are expected to have the ability to master four English skills namely, reading, writing, speaking and listening. One of the most important parts of those skills is reading. In the era of information society nowadays, reading skills and abilities have always been important in the educational context. These skills give the students chance to reach educational achievement since the vast majority of information in education is transferred through written materials.

Reading helps students to get some information, knowledge, and also helps the students building their

vocabulary from the text they read. English teachers should understand that in teaching reading students are not only expected to master the first language (L1) but they are also expected to master the target language (L2). It is understandable that sometimes, mastering both second and foreign language is not an easy task. So, teacher as the facilitator of learning processes need to understand which of their students who can read, and which of them who can read well? What they do to comprehend a text? What specific skills and abilities they have? How do they read differently for different purpose? The most important is how to make the students fluent readers.

Based on the above problems, it is necessary to take concrete steps and creative and innovative efforts for the creation of an effective and efficient Reading English learning system in order to be able to produce graduates who are able to communicate actively later.

One of the important learning tools is technology-based. Because by using technology, teachers not only can create a good learning environment but also can get more attention from their students as now technology has been used in all life aspects. Technology development should be followed by a maximum improvement in the quality of learning standards. But in reality there are still many teachers who have not been able to utilize technology as a support for the process of teaching and learning activities. Smaldino, et al (2007) asserted that technology plays an important role in the education of students who have specificities. Technology and media that are tailored and specifically designed can contribute to learning that is carried out traditionally without using multimedia.

Spector & Anderson (2000) states: We support this trend and believe, along with many others, that technology can be used in distributed learning environments to support learning in and about complex systems.

Besides Tomei (2005: xii) emphasizes that: "Classrooms and schools are the most successful use of best practices strategies for teaching and learning, including technology. Teachers who serve not only as dispensers of knowledge (the proverbial "sage on the stage") but also alongside their facilitators (the "guide by the side") form true learning communities that are supported by technology-based resources that become part and parcel of their curriculum.

Based on the theory of experts above, it can be concluded that technology is crucial in supporting the teaching and learning processes. Teachers are not only required to have extensive knowledge but teachers are also required to master technology in order to support the balance of the teaching and learning process at schools.

## II. RESEARCH QUESTIONS

Based on the background of the research stated above, the researcher formulates the research problem as follows:

- a. Do the students taught by using flipbook media printed achieve better than students taught by using Flipbook media displayed?

## Objective of the Study

The objectives of this research are:

- a. To investigate students' reading achievements before and after given treatment by using flipbook media printed.
- b. To investigate students' reading achievements before and after given treatment by using flipbook media displayed

## Research Hypothesis

The research hypotheses are stated as follows:

- a. There is significant difference between students' mean score before and after given treatment by using Flipbook media printed.
- b. There is significant difference between students' mean score before and after given treatment by using flipbook media displayed.

## Significance of the Study

This research is expected to give some benefits to the writer, students, and the readers. For the writer, the result of this research can be used as the reference to add some knowledge theoretically and practically. For the students, it can be used as the learning tool to gain their understanding in an attractive way. For the readers, it is expected to give some clear empirical data about how to do teaching learning activities that can improve students' interest by providing good teaching learning environment. This research is also expected to give practical reference to conduct teaching learning activities based media.

## III. LITERATURE REVIEW

In this section the researcher will describe the topics and variables related to the problem of this research, namely learning activities in English, flipbook media, and teaching Reading Comprehension.

First, as explained by Suparman (2012) learning is a series of events that affect students in such a way so that behavioral changes namely Learning Outcomes are facilitated. Besides according to Dimiyati (2000) Learning is the programmatic activities of teachers in instructional design, to make students learn actively, which emphasizes the provision of learning resources. Based on the opinions of experts above the authors summarized that learning is an active activity where the teacher acts as a designer and facilitator which bridges the process of transforming knowledge to students in order to achieve self-quality and change behavior in a more positive direction.

English is an international language that is used as a bridge of communication between nations. As Richards' opinion (2008:) states:

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning comes in to play. English is no longer viewed as the property of English-speaking countries, but it is an international commodity

sometimes referred to as World Englishes or English as an International Language.

The above theory implies that English is no longer owned by the state with speakers of native English but English is owned by people throughout the world where this language is learned and used.

Second, in teaching and learning activities, multimedia can be used as a supporting tool for teachers. Based on the opinion of Smaldino, et al (2007) there are at least 5 multimedia functions in their application to learning, namely 1) drill and practice; 2) tutorial; 3) simulation; 4) Instructional game; and 5) problem solving. In this research, the author used Kvisoft Flipbook Maker 4 Pro (displayed vs. printed).

Haryanti, F. & Saputro, A. B (2016) states that Flipbook Maker is a software that has the function to open each page like a book. Kvisoft Flipbook allows users to convert Word, Excel, PPT, PDF to flash flipbook with compelling page turning effects. Flipbook is one of the presentation media that is able to create impressive and interesting digital editions such as product catalogs, business brochures, magazines, ebooks, wedding books, greeting cards, annual reports, promotional leaflets, photo books etc. to share online and offline.

Besides, Martin, J (2015) defined Display-devices as an output device for presentation of information for visual reception. The display systems are often referred to as Video Monitor or Video Display Unit (VDU). Display devices are designed to procery, show, exhibit, or display softcopy information.

Flipbook media displayed is software that has been filled with interesting learning material with texts, images, sounds, and videos then displayed on a computer screen or projector which can be flipped like a digital book as a learning tool.

Based on the opinions above, it can be concluded that Flipbook has many advantages and can be used as an alternative technology-based information delivery media. This tool allows users to present the concept of presenting information to be more attractive and the overall presentation material can be displayed on a large canvas

Based on Nemalynyap (2014) Printed materials means any publication, document, or record including, but not limited to the following: newspapers, magazines, books, photographs, drawings, prerecorded magnetic audiotape. From this theory, the writer summarized that flipbook media printed is a software that has been filled with learning material in the form of text, images, and videos and then displayed in the form of printed material.

Reading comprehension is a result of an interactional process between text, background knowledge (contents knowledge and text characteristics knowledge), reading context, motives, and goals, which a reader has during a reading process. Kintsch (1998) defines reading comprehension as a combination of processes which arise from text and integrational processes of that text in reader's knowledge structure, which is indicated in interrelated net of concepts. Most of these processes are automated. Conscious control is necessary only when the information in the text

interferes with reader's background knowledge or when the reader does not possess enough knowledge to form a mental representation of the text

#### IV. METHOD AND DESIGN

This study aims at investigating differences in students' learning outcomes in English Reading Comprehension using flipbook media (printed vs. displayed)

Before conducting the research, she formulates research hypotheses which were:

Ha1: Flipbook media printed gives positive influence on students' reading comprehension achievements.

Ho1: Flipbook media printed doesn't give positive influence on students' reading comprehension achievements.

Ha2: flipbook media displayed gives positive influence on students' reading comprehension achievements.

Ho2: Flipbook media displayed doesn't give positive influence on students' reading comprehension achievements.

This study was designed using a type of experiment that aims at determining the cause and effect and to know the relationship between one variable and another. Group selection was conducted randomly in second semester students of STIT Muhammadiyah Berau. In this study, researchers took two reading classes as her research subjects where they were given treatment by using printed flipbook at the first class and displayed Flipbook at the second class. Third, groups of students selected as research subjects were given pre-test in order to find out the initial state, after which the treatment was given, namely teaching them by using flipbook media (printed vs. displayed). Fourth, the researcher then compared the students' mean scores after conducting the tests by using SPSS 25. Fifth, the researcher tested the hypothesis by using one sample t-test of SPSS 25.

#### V. FINDINGS AND DISCUSSIONS

After the researcher collected the data from students' tests, then she analyzed the data by using SPSS 25 to know about the difference between students' achievements before and after treatment by using Flipbook printed and Flipbook displayed.

From the descriptive analysis showed, the mean score value of the students' pre-test class A was 62.94, besides the students' mean score after treatment by using Flipbook printed was 73.65. The data can be seen on the Table I below:

TABLE I. STUDENTS' MEAN SCORE BEFORE TREATMENT BY USING FLIPBOOK PRINTED

	Descriptive Statistic				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Flipbook Printed	17	50	78	62.94	11.600
Valid N (listwise)	17				

TABLE II. STUDENTS' MEAN SCORE AFTER TREATMENT BY USING FLIPBOOK PRINTED

	Descriptive Statistic				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Flipbook Printed	17	50	91	73.65	13.086
Valid N (listwise)					

The data of students' mean scores before and after treatment of Class B was 64.53, while the students' mean score after treatment by using flipbook displayed showed that the value was 81.00. The result of the Descriptive statistic of students mean scores can be seen below:

TABLE III. STUDENT'S MEAN SCORE BEFORE TREATMENT BY USING FLIPBOOK DISPLAYED

	Descriptive Statistic				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Flipbook Printed	17	50	78	64.53	10.695
Valid N (listwise)	17				

TABLE IV. STUDENTS' MEAN SCORE AFTER TREATMENT BY USING FLIPBOOK DISPLAYED

	Descriptive Statistic				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Flipbook Printed	17	67	95	81.00	9.740
Valid N (listwise)	17				

After finding the students' mean scores by using both Flipbook media printed and displayed, the researcher then test her research hypotheses. From the data analysis by using one sample t-test indicated that the test value of lipbook media printed was significant at .000 it was lower than 0.05. So, it can be concluded that Flipbook media printed gave positive influence on students' reading comprehension achievements. So, it rejected the null hypothesis. The analysis of the data can be seen from table V below.

TABLE V. ONE SAMPLE T-TEST ANALYSIS FOR TESTING HYPOTHESIS I

	One Sample t-test					
					95% confidence Interval of the Difference	
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>lower</i>	<i>Upper</i>

	One Sample t-test					
					95% confidence Interval of the Difference	
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>lower</i>	<i>Upper</i>
Flipbook Printed	23.20	16	.000	73.64	66.91	80.37

From the analysis by using one sample t-test of students' test by using Flipbook media displayed, it showed that the value of flipbook media displayed also significant at .000 it was higher than 0.05. So, it can be said that Flipbook media displayed also gave positive influence on students' reading comprehension achievements. It also rejected the null hypothesis. The analysis can be seen on the table VI below:

TABLE VI. ONE SAMPLE T-TEST ANALYSIS FOR TESTING HYPOTHESIS II

	One Sample t-test					
					95% confidence Interval of the Difference	
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>lower</i>	<i>Upper</i>
Flipbook Printed	34.28	16	.000	81.00	75.99	86.00

Both Flipbook media printed and Flipbook media displayed gave positive influence on students' reading comprehension achievements, but students achieved higher mean score on Flipbook media displayed. The researcher thought it might be because of the learning material presented on Flipbook media displayed far more interesting than flipbook printed as it was possible to put some audio-video on displayed Flipbook.

## VI. SIGNIFICANCES AND CONCLUSSIONS

### A. Significances

This research is expected to give some significances and benefits to the followings. A. Theoretically, this research is expected to contribute to, among others: as a guide to solve learning problems, especially learning English. B. This is related to the fact that the use of information-based media and technology is still very minimal to be used by educational providers; contribute to carry out learning activities that are able to excite students by creating a good learning environment, paying attention to and guiding students maximally. C. This research can be used as a reference and a practical and theoretical basis for solving student learning problems in order to create an atmosphere that is more conducive and fun especially in learning English language courses by maximizing the use of computer-based media.

### B. Conclusions

Based on the results of hypothesis testing, it can be concluded that there is a significant difference between students taught by using flipbook media printed and students taught by using flipbook media displayed. Both (flipbook

media printed and flipbook media displayed) have significant influence on students' reading comprehension achievement. This can be seen from students' mean score before and after treatment by using these two media. The value of students' mean score after treatment by using Flipbook media displayed was 81.00, while the value after treatment by using flipbook media printed was 73.65. Thus, flipbook media displayed gave more advantages on students' reading achievements.

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