USING FLIPBOOK TO ENHANCE THE STUDENTS PERFORMANCE IN SPEAKING

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Abstract: *This study aims to analyze the using of the flipbook to enhance the English speaking ability of 1st grade elementary school students. This study was a descriptive quantitative. The research subjects were 21 grade 1 elementary school students. Data were collected by observation and interview. The instruments were pre-test and post-test with 2 (two) criterion being assessed, namely vocabulary and comprehension. They were divided into 4 (four) elements such as accuracy of word, understanding the meaning, speaking easily, and intonation. The result of pre test and post test was analyzed by using statistics descriptive and statistics inferential. The result of analysis is using flipbook can enhance the students performance in speaking English.*

INTRODUCTION

English is the dominant language used globally. By learning English, students are given the opportunity to interact with people around the world. Through these interactions, they gain knowledge, learn various kinds of skills, and human behavior needed to be able to live in the world's diverse cultures. Learning English in schools is directed at improving students' ability to communicate in English, both orally and in writing (Göbel & Helmke, 2010; Harjali, 2012; Hartati, 2021). To make it happen, English lessons are programmed to develop knowledge, positive attitudes towards English, and language skills.

In the Independent Curriculum, English is a compulsory subject taught nationally since elementary school students. Based on Appendix II of the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture Number 033/H/KR/2022 concerning learning outcomes in PAUD, basic education, and secondary education levels in the independent curriculum, it is stated that language skills include four elements, namely listening elements. -speaking, reading-viewing, and writing-presenting. Learning to speak English is not limited to providing knowledge that is memorized (grammatically); but in learning to speak English there is an

active interaction between one student and another. Learning English in a monotonous way does not give students the opportunity to interact with other students.

For elementary school teachers, especially at the lower grade level, namely grades 1, 2, and 3, teaching English is a challenge because it requires more preparation and patience to create comfort and pleasure in teaching. To create this is also not easy because teachers must know effective ways to teach them, such as using the right tricks and treats, creating student interest and making them pay attention to the learning process in class (Ummah, 2017). Good teachers are those who teach and are able to create positive responses in their students.

In Kepmendikbudristek number 033/H/KR/2022, in order to develop English listening and speaking skills, students follow/respond to simple instructions or questions and pronounce simple vocabulary well. For that, students need visual aids and non-verbal communication to help them. Students understand that reading is an individual or group activity that can be done to provide pleasure. They understand that the pictures in the books they read have meaning. They respond verbally, visually, and/or non-verbal communication to simple texts that are read or images they see.

Therefore, along with RI 4.0, a teacher needs technology that can be used as an educational medium in the teaching and learning process. According to Ruth Lautfer (in Tafonao, 2018) learning media are teaching aids for teachers in delivering teaching modules and the level of student attention in the education process. The existence of educational media can make the teaching and learning process more efficient and effective and good bonds are established between teachers and students. Not only that, the media can function in overcoming boredom in the learning process. Therefore, teachers are required to be able to share the motivation of facilities that are not only in the classroom but also take advantage of those outside the classroom. If this is done correctly, the teacher's goals will be achieved.

Based on the explanation above, the researcher conducted an interview with the homeroom teacher of SDN Sananwetan 2. We discussed to find out the obstacles in learning for the class I educator participants. From the information that had been obtained, there was a sense of boredom and difficulty in understanding the material. The first grade teacher also said that in the learning process, on average, students did not understand the module that was informed by the educator, due to the difficulty in interpreting its meaning. Therefore, it is necessary to develop learning media products that seek to make it easier for students to master educational modules and increase students' enthusiasm in participating in learning activities. Researchers convey information to teachers that flipbook learning media will help educators during the learning process.

According to Warista (in Kodi et al., 2019) the advantage of flipbook media compared to other learning media is because this flipbook media not only presents a combination of text but also attempts to include animation, video, sound and so on. Sanaky said flipbooks can be classified as sound slide media which is a type of audio-visual media (Amanullah, 2020). While digital technology itself is a technology that no longer uses human or manual power. Digital is a concept of understanding from the times of everything that is manual to be automatic and from everything that is complicated to be concise (Aji, 2016). It can be concluded that digital flipbooks are media that are systematically arranged containing material in the form of text, objects, and sounds which are then presented in a digital format which contains multimedia elements so as to make users more interactive with the media.

Based on the results of observations in class I at SDN Sananwetan 2, data was generated that in English learning activities, the teacher used the lecture method, asked questions about the meaning of words, then was assigned by answering questions in the book or given by the teacher. This makes students feel bored so they are less enthusiastic and lack of understanding in the learning process which causes learning objectives to have not been achieved. Students are not able to actively communicate verbally with each other using English. In this case, the teacher needs to make variations and changes in the learning process more creatively. Therefore, researchers are encouraged to create new teaching materials in the form of digital flipbooks for learning English introductory materials. With the use of digital flipbook media, it is hoped that it can help achieve learning objectives optimally.

In research (Kodi et al., 2019) stated that the thoroughly developed media was suitable for use in learning activities so that this learning media succeeded in increasing student learning achievement in accordance with the learning mastery obtained by students, this research is in line with (Putri et al., 2020). Then the results of previous research by (Setiadi et al., 2021) that the use of online-based Flipbook learning media can improve learning outcomes and learning activities of fourth grade students in line with research results (Widya Nindia Sari & Mubarak Ahmad, 2021). Then the results of the study (Jauh et al., 2021) stated that the media developed was feasible to be used as a support for learning as well as to attract the enthusiasm of students, the results of this study were in line with (Hayati et al., 2015) (Rahmawati et al., 2017). Meanwhile, the research conducted by (Meidita & Susilowibowo, 2021) is in line with (Anandari et al., 2019) concluding that the results of developing flipbook media are declared feasible to generate learning motivation and reduce the level of boredom in the learning process.

This study also uses digital flipbook learning media which has the aim of increasing student enthusiasm, understanding, and improving performance in speaking English, especially in grade 1 elementary school students.

METHODS

The method in this research is descriptive quantitative. The participants in this study were 21 grade 1 students at SDN Sananwetan 2 Blitar City. They learn Transactional Conversation in the second material. They were selected using purposive sampling for several reasons. First, students have their own cellphones and are assigned to frequently look at flipbooks to improve their speaking skills. Second, participants are eager to learn by utilizing technological innovations. Third, SDN Sananwetan 2 supports the learning process using technology and has implemented technology-based learning inside and outside the classroom. Thus, students have many opportunities to use several technologies as an effort to support independent learning.

This study lasted for 2 (two) weeks, starting from 7 to 21 October 2022. Furthermore, the data collection procedures in this study were obtained by means of observation and interviews. In the observation, the researcher observes the teaching and learning activities of English by applying flipbook to the students of SDN Sananwetan 2. Here the researcher also acts as a companion teacher to teach them. Researchers conducted observations in two stages, divided into three main parts, namely pre-teaching, during-teaching and post-teaching. The researcher observed how the teacher taught them by using a flipbook from the beginning to the end of learning English.

In the interview activity, the researcher conducted interviews with both teachers and students using very simple and unstructured questions because they wanted to get as accurate information as possible. At the end of the teaching process, he interviewed the teacher first and was followed by the students. By doing this, he gets information about students' interests and responses in participating in learning activities.

The researcher used an assessment instrument to measure the students' performance in speaking. Instruments are divided into two types, namely pre-test and post-test. Data analysis emphasized vocabulary and understanding during learning activities. The data analysis technique was carried out by processing the results of the pre-test and post-test using statistical analysis and differential statistics. The steps in analyzing the data are:
1. The researcher distinguished the students' pre-test and post-test scores.
2. Researchers know the average value of the pre-test and post-test.
3. The researcher tested the normality distribution of the data.

Researchers look for results and interpret data. Then the researcher presents the data to answer the research questions and find the discussion. Then the researchers concluded the results of the study.

RESULT AND DISSCUSSION

Grade 1 students at SDN Sananwetan 2 Blitar City are students who are around 6 to 7 years old. They include children who like to play in class, make noise, run here and there or just shout at each other. Therefore, as teachers, choosing the right teaching method is the best solution to get them excited and focused on learning activities. SDN Sananwetan 2 Blitar City also supports learning activities by providing school facilities such as toys, story books, pictures, sports equipment and others. This is one technique to make students feel comfortable and fun while learning. Every child has different habits, so they can choose different types of school facilities.

Before the researcher conducted two stages of observation, the researcher gave a pre-test using conventional methods. The purpose of the pre-test is to measure the understanding of English language skills, especially vocabulary before the flipbook is applied. The researcher divides the assessment components into aspects, namely vocabulary and understanding. The elements that are categorized as aspects of vocabulary are word accuracy. The comprehension aspect can be traced into understanding meaning, intonation, and speaking easily. Each aspect has a maximum score of 100. This score is an indicator of the effectiveness of improving English vocabulary through flipbooks. Indicators of the effectiveness of English skills can be analyzed from student achievement through pre- and post-test assessments. The indicators can be seen in table 1.

Table 1. Indicator of Assessment

No.	Assessed Aspects	Elements	Maximum Score
1	Vocabulary	Accuracy of Word	100
2	Comprehension	Understanding the Meaning	
		Intonation	100
		Speaking easily	

Based on observations at SDN Sananwetan 2 Blitar City, the teacher teaches with a teacher- centered method where the teacher is actively involved in teaching while the students are in a passive, receptive mode of listening when the teacher teaches. In this

method, students place all their focus on the teacher. Teachers often have difficulty maintaining student interest in learning activities and their approach tends to require little or no critical thinking. As a result, students still get low competence in English skills, especially in vocabulary and comprehension. Assessment was given to them by interviewing them in English, then the researcher gave them a score based on their ability.

The results of the pre-test and post test can be seen in table 2 below:

Table 2. Data Analysis of Pre-test andPost-test

No.	Aspect	Mean	DS
1.	Pre test	79.89	4.08
2.	Post test	86.07	3.77

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