

## THE EFFECTIVENESS OF READING NARRATIVE TEXT WITH A FLIPBOOK IN STUDYING HISTORY OF PURWOREJO

Edi Sunjayanto Masykuri<sup>1\*</sup>, Aris Ariyanto<sup>2</sup>  
Novosibirsk State Pedagogical University, Russia<sup>1</sup>  
Universitas Muhammadiyah Purworejo<sup>2</sup>  
Email: [ymasikuri@mail.ru](mailto:ymasikuri@mail.ru)\*  
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### Abstrak

*Penelitian ini bertujuan untuk meningkatkan kemampuan membaca teks narasi dalam bahasa Inggris bagi siswa kelas 7 internasional SMP N 2 Adimulyo, Purworejo, Indonesia. Peran membaca dalam pengembangan ilmu pengetahuan sangat penting, sehingga perlu ada upaya untuk meningkatkan kemampuan membaca siswa. Menurut pengamatan awal, diketahui bahwa kemampuan membaca naskah narasi siswa SMP N Adimulyo masih rendah, dari 32 orang, hanya 12 yang telah mencapai KKM atau 37,5% dari seluruh siswa. Beberapa media dapat digunakan untuk meningkatkan kemampuan membaca siswa, salah satunya dengan audio-visual yang tersemat di Flipbook. Metode analisis data bersifat deskriptif baik untuk data kualitatif maupun untuk data kuantitatif. Penelitian dilaksanakan di SMP N 2 Adimulyo dengan total 32 siswa. Hasil penelitian menunjukkan bahwa sebelum diberikan pembelajaran menggunakan media video Flipbook teks naratif bahasa Inggris, nilai rata-rata pemahaman bacaan siswa setelah menggunakan media video teks narasi Bahasa Inggris di Flipbook, pemahaman bacaan siswa meningkat menjadi dengan skor rata-rata dan persentase 81,54 (88,46%) dengan kategori yang sangat tinggi. Flipbook memberikan kontribusi positif bagi siswa sehingga ketertarikan anak-anak pada video dan animasi dapat memotivasi siswa dalam belajar sejarah.*

**Kata kunci:** Membaca Teks Narasi, Flipbook, Pembelajaran Sejarah, Pemahaman Lintas Budaya

### Abstract

This research aims to improve the ability to read narrative texts in English for international class 7 students of SMP N 2 Adimulyo, Purworejo, Indonesia. The role of reading in the development of science is very important, so there needs to be an effort to improve students' reading comprehension skills. According to initial observations, it is known that the ability to read the narrative script of SMP N Adimulyo students is still low, out of 32 people, only 12 have reached KKM or 37.5% of all students due to boredom of history lesson. One media can be used to improve students' reading skills, one of which is with audio-visuals embedded in Flipbook. The data analysis method is descriptive both for qualitative data and for quantitative data. The research was carried out at SMP N 2 Adimulyo with a total of 32 students. The results showed that before being given learning using Flipbook video media can increase students' reading ability in average 81.54 (88.46%) with a very high category. Flipbook can make a positive contribution to students to raise the students' curiosity in videos and animations then can increase the students' motivation in learning history.

**Keywords:** Reading Narrative Texts, Flipbooks, History Learning, Cross-Cultural Understanding

## Introduction

History lessons in Purworejo are one of the lesser-known lessons. This is because the material is too expansive, namely the culture of the Dutch-East-Indies, the kingdom of Mataram and the post-war Diponegoro. Purworejo is an old area that holds a long history in the treasures of Indonesian National History. Traces of human civilization in the Purworejo area have existed since the IX century, as written in the *Kayu Ara Hiwang inscription* found in Boro Wetan Village. This study reveals socio-political phenomena in the field of cultural history in the Purworejo region, especially modern Indonesian history based on information from a manuscript in the form of a Javanese manuscript entitled "*Cariyos Lelampahan Ing Purwareja (Bagelen)*" in the collection of the Surakarta Lestari Literature Foundation. This manuscript invites us to go back to the past where European culture dominated the people, especially officials in Java.

History lesson at SMP N 2 Adimulyo, an international school uses English in the narrative text. The low literacy skills and lack of interest in learning history are the problems that must be solved. The achievement of these learning objectives as stated in the curriculum requires the support of all components involved in the learning process in schools. This goal can be achieved through reading. The role of reading is important for the development of science. 60% students in three schools in Purworejo do not understand the meaning or information contained in the writing

they read (E. S. Masykuri & Alekseevna, 2025). These difficulties also occur for students at school, one of which is in English lessons. If we pay attention to the difficulties faced and the solutions needed to overcome them, there needs to be an effort to improve students' reading comprehension skills, especially in learning English in Narrative text materials.

Several studies have been undertaken aimed at enhancing pupils' reading skills. The research conducted by Samsi and Zahra concentrated on enhancing reading and writing proficiency in the instruction of procedural texts (Zahra & Samsi, 2022). The researchers employed a medium to instruct the content. The findings of their study indicated that students exhibited greater comfort and shown improvement in their writing skills for procedural texts. The scholars are prepared to enhance the proficiency in producing academic texts by using media. In this case, teacher gave some ideas for creating media in specific purpose (Agung Prasajo et al., 2023; Basuki & Sunjayanto Masykuri, 2022; Sunjayanto Masykuri et al., 2022). It is employed a flipbook to enhance reading proficiency through technological integration. The study mentioned that media must be relevant to the students' curiosity (Aktay, 2024; Whitfield & Hofmann, 2023). The study demonstrated a substantial enhancement in the students' reading abilities. Consequently, the researchers employ the medium to enhance the

academic reading skills of 8<sup>th</sup>-grade-student in SMP N2 Adimulyo.

The previous studies are about problem based learning to strengthen the student character effectively, that are critical thinking, logical, autonomous, and creative (Fischer & Roseman, 2007; E. S. Masykuri, 2017) The study about the student's perspective of using platform in asynchronous learning, there is first-semester-student in Altai State Pedagogical University, Russian Federation. It is found that Odnaklasniki was the best platform in Russia in learning English (E. S. Masykuri et al., 2024; E. S. Masykuri & Wan, 2023). It was the same case but different population for comparison study. The next was about the how to put the audio as one aspect in assessment in asynchronous learning. It is found that even students have some problem to access the apps; padlet, YouTube and so on. So it is not only for normal student but also disabilities. Yet they can enjoy the lesson and can motivate the student's score. The author(s) may provide literature pro-cons towards research issues and give his/her argumentation on the side he/she prefers to espouse (Maskuri et al., 2022; E. Masykuri et al., 2024; E. S. Masykuri et al., 2024). It is also suggested to mention the scope and contribution of the current research to the field of the study. The proper book as a module with visual can raise the student literacy (E. Masykuri et al., 2024; E. S. Masykuri, 2013; Prihatini et al., 2023). The model of flip class with blended learning has been the center of learning (Santoso

et al, 2018). The use of flipbook as a medium for can stimulate students' interest and motivation in learning so that learning will be fun and easy to do (Sari & Prasetyo, 2024). When students feel that learning is fun, students will have the desire to learn without any coercion so that it can become a habit if it is done continuously (Sudrajat et al., 2021). The use audio-visual in Flipbook was able to Improve reading comprehension. it has a positive effect in student learning. The advantages of learning through Flipbook include: increasing students' creativity in learning, making learning more flexible, familiarizing students with technological advancements, and helping students understand the information offered (Rahmawati, R., & Simanungkalit, O. Y. S. B., 2021). This media integrated text, and animation simultaneously to stimulate the student's interaction, participation and motivation in learning text (Parapi et al, 2020; Khotimah et al., 2017; Masykuri et al, 2022).

The researchers want to investigate the impact of employing Flipbook on enhancing students' academic reading narrative text based on history of Purworejo. The researchers solely examined Eighth-grade-student in SMP N 2 Adimulyo, relying on the outcomes of diagnostic assessments in both cognitive and non-cognitive dimensions as preliminary observations. The results indicate 8<sup>th</sup>-grade-students have low motivation and a deficiency in vocabulary for academic writing. The group was selected and classified as the subject of the study

. Based on Rayne and Symons (2005: 6) there are several components in a good medium which will be explained students working together in small groups cooperatively and provide a framework in which students can help to develop their level of understanding of the material. The medium often presented everyday problems which means it scaffold the learners at any time in their lives which requires critical investigation and analysis to solve. It discovers new knowledge contextually. Students must seek new knowledge. In this case the area of history, the important actors and big events. The main emphasis is on encouraging students to start thinking like an expert early in their careers, making it easier for them to solve their everyday problems in real life.

Consequently, it is imperative for the educator, in their role as facilitator, to select an effective pedagogical approach that aids students in their learning journey. The efficacy of the learning approach is shown in its ability to assist pupils in attaining the learning objectives. In this instance, eight-semester-student at SMP N2 Adimulyo are expected to possess competencies in text planning, text composition, and text presentation. These competencies serve as the learning objectives to be attained by the conclusion of the educational process, enhancing critical thinking skills. Consequently, in this educational setting, the researchers selected the Elicit AI. The strategy is anticipated to enhance students' active learning and foster critical thinking skills for collaborative problem-solving using diverse strategies

(Kumalasari et al, 2019 ; Masykuri et al, 2022; Meilina, 2019). This method involves student learning in unstructured contexts through real-world difficulties. (Ismayanti & Kosim, 2020).

Utilizing flipbook enables pupils to comprehend concepts or content efficiently. Because they are acquiring knowledge pertinent to their lives. Consequently, the attributes of this method represent a genuine issue addressed by research and innovations. Students utilizing this strategy engage in the teamwork to organize the allocation of responsibilities within their group. Consequently, academic writing includes certain syntaxes to facilitate the analytical resolution of problems through various cognitive activities (2022; Rao & Durga, 2018). Problem Based Learning comprises five stages: (1) problem orientation, (2) student and learning organization, (3) problem inquiry, (4) result presentation, and (5) analysis and evaluation of the problem-solving process [3]. (Mochamad Pratama, 2018). The implementation of flipbook demonstrates that students are engaging in 21st-century learning, with materials and information pertinent to their real-life experiences and professional endeavours. Students acquire knowledge about academic writing in this learning exercise. Academic writing aims to how to learn how to read material, instruction well. It should be in a formal and do not have to be interesting—only the research itself needs to be interesting (Gabi Phd, 2022; Kozak, 2022).

The researchers analysed several problems related to students' ability to read comprehension using classroom action research, namely research conducted by teachers in their own classrooms to improve their performance as teachers so that they can improve students' ability to read a narrative text. Teachers carry out learning steps in accordance with the improved teaching modules consisting of the application of learning models and appropriate learning activity steps, namely the application of the problem-based learning model. The score of reading narrative in history lesson of even semester of the Eighth-grade-students in SMP N 2 Adimulyo shows that reading comprehension skills are very weak. There is no motivation from students to practice their reading skills, especially reading English texts. Knowing students' weaknesses in learning and students' lack of ability to comprehend reading, the researcher focuses on improving reading narrative text for history learning of the eighth-grades-student in SMP N 2 Adimulyo. The researchers identified several problems related to students' ability to write low interest in students in memorizing vocabulary and in reading narrative text actually in History. The purpose is to develop flipbook in history lesson.

## Method

This study employed research and development (RnD). The four primary components of research and development are planning, acting, observing, and reflecting (Carr

& Kemmis, 1986). Each experiment comprises two meetings commencing in January-March 2025 (18 weeks). The topic pertains to eighth-grade students in SMP N 2 Adimulyo. This study's data source is the student's writing test scores. The researchers employed observation and reading assessment to get the data. The observation method was employed to evaluate the student's advancement during the learning process. The results of the test; about history of Bagelen part 1 and 2 were utilized to evaluate the enhancement of the pupils' reading skills. This rubric utilized indicators including text organization, vocabulary, target topic, history knowledge, and mechanics. The topic pertains to eighth-grade-student of SMP 2N. The data source for this study is the students' scores on the reading test. The researchers employed observation and writing assessments to get data. The observation method was employed to evaluate the pupils' development throughout the learning process.

## Research Design

This subsection contains author(s)'s statements regarding the design of the research selected from one of three approaches in conducting a research, i.e. qualitative and quantitative. Each approach offers various research designs for various research designs. For example, in quantitative study, there are pre-experimental, true-experimental, and quasi-experimental research designs. Meanwhile, qualitative and mixed methods offer other

designs. This subsection should be part of section about method. Hence, it also provides brief description of variables of the study.

A descriptive-qualitative strategy is employed to study the data, concentrating on ideas and concepts related to the writers' perceptions. A qualitative study is an inductive research approach in which theory is derived from the textual evidence utilized in the investigation. In qualitative research, the researchers focus on analysing data through mastering vocabulary and history comprehension before and after treatment. In descriptive design, researchers provide or provide an overview of research using original data, without conducting any analyses to draw conclusions about the research (Creswell, 2014). In other words, employing a descriptive design entail that the researchers delineate the present condition or situation substantiated by precise facts or data. A descriptive-qualitative approach is a procedure for gathering original supporting data for research, followed by an analysis of the data based on its structures and patterns using an applicable theory.

This research involved 32 students, of the eighth-grade in SMP N2. They were categorized into two classes. These students did the test and interviewed. Data was obtained from the needs analysis results of eight-grade. Furthermore, the researchers obtained primary data from unstructured interviews to reinforce the findings of the needs analysis and the results from three validators. The validator result encompasses

substance, apps, and instrument validation. The information gathered from surveys and unstructured interviews with the eighth-grade English instructor. Researchers utilize three types of questionnaires: (1) needs analysis questionnaire, (2) student satisfaction questionnaire administered post-product testing, and (3) expert validation questionnaire. Furthermore, pre-tests and post-tests were done to objectively collect input on the viability of the materials and media generated by the researchers.

The researchers employed both qualitative and quantitative methodologies in their data analysis. The qualitative data analysis technique employs descriptive qualitative analysis, encompassing a process that includes data reduction, data display, and data verification or conclusion formulation. Simultaneously, quantitative data is derived from questionnaire results employing a Likert scale of 1-4 to assess the satisfaction levels of experts and students. Furthermore, it is derived from the outcomes of tests conducted during the implementation phase. In this study, researchers employed a Likert scale comprising four response alternatives, specifically:

The data collection techniques used in this study are tests and observation sheets. The test was given to students to gain students' understanding in reading English. Observation Sheets were used to record information from all ongoing activities. The observation sheet consisted of student activities, timing, student

responses, class situations, and other records that occurred during the action process. Data Collection Tools The tools used to collect data are the results of tests and observation sheets. The data obtained in action: the vocabulary master and the story line will be analysed quantitatively, the data from the evaluation will be analysed using descriptive analysis by looking for the average score of student success in both pre and post-tests and qualitatively, finding out the student's perspective using this medium. The data on student learning outcomes will be analysed descriptively. Meanwhile, qualitative data obtained through observation sheets are analysed so that they can provide an overview of the level of understanding of the lesson, students' attitudes or views on the learning methods applied, students' activities in participating in lessons, attention, enthusiasm in learning, confidence, learning motivation.

## **Findings and Discussion**

### **Before treatment**

The students have not actively received lessons and responded, this is in accordance with the purpose of the Narrative text reading method. Determine the implementation time, which concerns the day, date, according to the research schedule.

Asking friends of teachers in the field of similar studies and the principal as partners in the implementation of the planned Narrative text reading learning. The result is the readiness of

teachers to participate in supervising class visits in observing existing shortcomings.

### **Develop a checking format related to Audio-Visual learning.**

Teacher friends who are asked to observe learning are sought to be debriefed on this learning model by: a) The supervisor is informed in advance and knows the learning method that uses Flipbook Narrative text video media and his presence in the classroom is not to look for mistakes, but for the common good of improving learning.

The researcher proposes that the teacher who observes is willing to return and is willing to observe again on the occasion. For the time being, researchers are not convinced that the implementation of classroom visit supervision will help improve students' abilities, but according to observers, the way researchers do it is quite capable of encouraging increased creativity and learning achievement.

The observer's submission to the researcher can be conveyed as follows: It is necessary to manage the room, time, and learning facilities better. In managing the classroom, time and learning facilities, it can be explained as follows: The researcher provides learning aids/ media; The researcher does not pay attention to the cleanliness of the whiteboard, the cleanliness of students' uniforms, among other things that are useful for fostering students' motivation and discipline; researchers have not been so good in

time. Starting a lesson on time due to certain things and observation.

**Table 1** Before Treatment

No	Name	Score	Description	Minimum Standard
1	Student 1	65	Failed	70
2	Student 2	70	Succeeded	70
3	Student 3	65	Failed	70
4	Student 4	70	Succeeded	70
5	Student 5	70	Succeeded	70
6	Student 6	80	Succeeded	70
7	Student 7	80	Succeeded	70
8	Student 8	65	Failed	70
9	Student 9	65	Failed	70
10	Student 10	70	Succeeded	70
11	Student 11	60	Failed	70
12	Student 12	75	Succeeded	70
13	Student 13	80	Succeeded	70
14	Student 14	70	Succeeded	70
15	Student 15	85	Succeeded	70
16	Student 16	60	Failed	70
17	Student 17	65	Failed	70
18	Student 18	75	Succeeded	70
19	Student 19	75	Succeeded	70
20	Student 20	70	Succeeded	70
21	Student 21	60	Failed	70
22	Student 22	80	Succeeded	70
23	Student 23	75	Succeeded	70
24	Student 24	75	Succeeded	70
25	Student 25	80	Succeeded	70
26	Student 26	60	Failed	70
27	Student 27	80	Succeeded	70
28	Student 28	60	Failed	70
29	Student 29	85	Succeeded	70
30	Student 30	80	Succeeded	70
31	Student 31	65	Failed	70
32	Student 32	60	Failed	70

A certain thing that was discussed was the correctness of the implementation of the

Purworejo history learning model with the video media Flipbook Narrative text. If the implementation is not correct, it will certainly affect the learning outcomes. Observations by peers as described above are very necessary for the success of improving the quality and correctness of the problem-based learning model.

In addition to the observations made by peers, another effort made by the researcher was to tell one of the students who was good at checking whether the implementation of learning to read Narrative text in class had gone as expected or not. Both the teacher who observed, and the student who was told to observe the activities of his friends, had previously been called to the office and given an explanation about the correctness of the implementation of learning to read Narrative text which requires creativity; self-discovery by students; emphasis on intellectual activities; process learning experiences into something meaningful in real life; accustoming students to be more productive, analytical, critical; The use of methods, techniques, and strategies that allow students to search and find answers on their own optimally. In addition, this model demands problem-solving skills for increased intellectual satisfaction, sharpening memory processes for longer mastery, more student-centered learning, developing self-concept and academic talents, avoiding learning by rotting



and cultivating the ability to assimilate and accommodate information.

No	Name	Score	Description	Minimum Standard
1	Student 1	70	Succeeded	70
2	Student 2	80	Succeeded	70
3	Student 3	70	Succeeded	70
4	Student 4	70	Succeeded	70
5	Student 5	70	Succeeded	70
6	Student 6	80	Succeeded	70
7	Student 7	90	Succeeded	70
8	Student 8	60	Failed	70
9	Student 9	60	Failed	70
10	Student 10	70	Succeeded	70
11	Student 11	70	Succeeded	70
12	Student 12	80	Succeeded	70
13	Student 13	80	Succeeded	70
14	Student 14	70	Succeeded	70
15	Student 15	90	Succeeded	70
16	Student 16	60	Failed	70
17	Student 17	70	Succeeded	70
18	Student 18	80	Succeeded	70

**Table 2** Analysis of high score (Hi) and low score (Lo)

Score	Student	total
60	6	360
65	6	390
70	6	420
75	5	375
80	7	560
85	2	170
<b>Total</b>	<b>32</b>	<b>2275</b>

So it can be concluded, there are two students who got high score 85, and there are five students who got low score 75. The average score is  $2275/32 = 71.09\%$ . The absorbency:  $20/32 \times 100 = 62.5\%$

Number of students 32 students. The minimum score standard (KKTP) is 70. There are 20 students who reach KKTP and there are 12 students who got under KKTP.

### After treatment

The researcher begins the stage of implementing the action by bringing all the preparations that have been made, In accordance with the planning that has been prepared in the form of a learning plan with Flipbook with audio-visual, then the learning steps for reading comprehension are arranged in steps according to the method applied in this study. The steps are as follows:

The first step, the first video with the topic "Babad Tanah Purworejo" was played to students by providing some brainstorming to increase students' desire for learning interest.

**Table 3** The result after treatment

19	Student 19	80	Succeeded	70
20	Student 20	80	Succeeded	70
21	Student 21	70	Succeeded	70
22	Student 22	90	Succeeded	70
23	Student 23	80	Succeeded	70
24	Student 24	80	Succeeded	70
25	Student 25	80	Succeeded	70
26	Student 26	70	Succeeded	70
27	Student 27	90	Succeeded	70
28	Student 28	60	Failed	70
29	Student 29	90	Succeeded	70
30	Student 30	90	Succeeded	70
31	Student 31	70	Succeeded	70
32	Student 32	60	Failed	70

After the video in flipbook was played more than 2 times, then the students answered some questions that are general according to the video played. Then the researcher invites students to discuss each answer to each question given. After the discussion was over, then the second video with the topic "Bagelen" was played for more than

2 times. Then students were asked to answer questions given by the presenter orally, but the questions given this time were more detailed related to the video played. Then students are given a multiple-choice test and students are given the opportunity to answer the question. After all the students' answers are collected, then students are given a script from the first video to the last video. The above steps are the essence of the treatment given to students to improve their understanding of listening to English. Thus, student learning outcomes using the Audio-Video Visual in flipbook that can be expected to be more satisfactory and can improve students' Reading skills.

**Table 4** The Hi and Lo score after treatment

Score	Student	Total
60	5	300
70	11	700
80	10	800
90	6	540
100	-	-
<b>Total</b>	32	2340

So, it can be concluded, there are two students who got high score 90, and there are five

students who got low score 60. The average score is 73.125 %. The absorbency: 84,375 %. Number of students 32 students. The minimum standard (KKTP) is 70. There are 27 students who reach KKTP and there are 5 students who got under KKTP.

From the results of the observations of peers, it was conveyed that there were advantages conveyed by the observers, namely that the researcher was dressed neatly, used polite language, and guided students well. This leads to an interpretation that the research journey is quite good. The weaknesses conveyed need to be analysed, namely the use of time that is not effective, construction, contribution, students have not been maximized, this fact will be used as a reference for the correctness of the data, validation, internal taken from the informant in accountability, external validity in the form of legal references used theories that support and the reliability of this research data can be believed by the researcher because it is the accuracy of the researcher choosing the informant, namely colleagues.

The factors that affect the maximum learning of audio-visual are because the researcher has only tried this model once. The way to solve the problem is to prepare better, more quality teaching modules. Other things such as comments, additional experiences, and pictures of research success will be seen in the results of the next cycle. Thus, the result qualitative or

quality of learning with flipbook with Audio-visual aid.

Discussion of the results obtained before treatment resulted of the learning achievement test, which is an oral test and multiple-choice test, force students to really understand what has been learned. The average score of students was 71.09. It shows that students after mastering the material taught even though they are not perfect. This result shows that the improvement of students' ability to master English subjects, especially in *reading comprehension skills*.

Discussion of the Results Obtained post-treatment showed that the students' ability to follow the lesson was quite better. This is evident from the average student score of 73,125. These results show that the Audio-Video Visual method has succeeded in improving students' ability to forge knowledge according to expectations. Audio-Video Visual is a suitable model for students if the teacher wants them to have the ability to create, argue, express opinions straightforwardly, exchange ideas, argue, considering that the use of this method is to cultivate students' intellectual abilities, encourage students to be able to find themselves, put students in a central position and try to prevent students from learning by memorization.

The results of this study have turned out to have the main effect that the model applied in the learning process has a significant effect on student learning achievement. These findings prove that teachers have chosen the right method

in carrying out the learning process, because the choice of method is something that should not be ruled out. This is also in line with the findings of other researchers such as those carried out by Inten (2004) and Puger (2004) who basically state that the learning methods applied have an effect on the learning achievement of students English subjects focusing on the cognitive, affective and psychomotor aspects as a guideline, top-of-the-ability of students, both thoughts, behaviours and visuals occupy an important place because they can activate students to the maximum. From the scores obtained by students, it can be believed that students' learning achievement can be improved by using the audio-visual method. Looking at the comparison of the initial score, the value of cycle I and the value of cycle II, there was a significant increase, namely from the average initial score of 71.09 in cycle I to 73.125 in cycle II. This increase cannot be underestimated because this increase in value is from the maximum efforts carried out by researchers to improve the quality of education and educational progress, especially at SMP Negeri 2 Adimulyo.

## Conclusion

Knowing that the trigger for low interest in reading and learning achievement is in factors such as the methods used by teachers, so that the use or replacement of conventional methods into methods that are constructivist in nature is very necessary, as a result, the researcher tried the learning model of reading comprehension of

Narrative text with Flipbook video media in an effort to be able to solve problems in schools. Based on the low interest in reading and student learning achievement conveyed in the background of the problem, the use of audio-visual learning media is sought to be able to complete the purpose of this research, which is to determine the improvement of student learning achievement. How much improvement has been achieved is clearly explained at the end of the analysis.

According flipbook containing Audio-visual as a medium can provide the expected answers according to the purpose of this research. All of this can be achieved as a result of the readiness and hard work of researchers from the time of making proposals, reviewing things that are not good with teachers, preparing grids and research instruments, using data triangulation facilities to maximize research implementation.

Based on the findings that have been concluded from the results of the research, in the efforts of achieve learning objectives in the field of English study, can be conveyed suggestions as follows: If teacher want to carry out the learning process in English material, using flipbook with audio-visual should be an option from several existing methods considering that this method has been proven to increase cooperation, creativity, active action, exchange information, express opinions, ask questions, argue and others. Although this study has been able to prove the main effect of audio-visual media in improving

learning activities and achievement, it is certain that in this study there are still things that are not perfectly done, therefore to other researchers who are interested in researching the same topic to research parts that have not had time to be researched. Furthermore, for reinforcements, it is hoped that other researchers will conduct further research to verify the data of the results of this research

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