

**INTEGRATING DIGITAL LITERACY THROUGH
FLIPBOOK PROJECT IN ENGLISH FOR
LITERATURE COURSE**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**INTEGRATING DIGITAL LITERACY THROUGH FLIPBOOK
PROJECT IN ENGLISH FOR LITERATURE COURSE**

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in partial fulfillment of the requirements for the degree of
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by
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I, the undersigned, Melda Nursalna, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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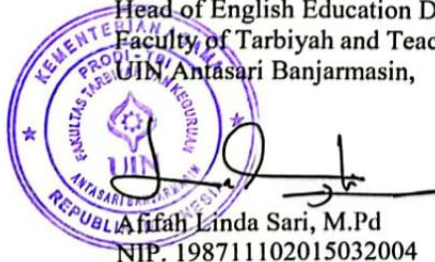
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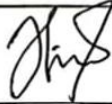
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ABSTRACT

Melda Nursalna. 2022. *Integrating Digital Literacy through Flipbook Project in English for Literature Course*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Hj. Raida Asfihana, M.Pd., (II) Afifah Linda Sari, M.Pd.

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The rapid growth of digital technology has transformed the learning concept and source of reference which can be found through digital media, so students may learn and do assignments through myriad learning platforms. Students must use the convenience of the internet smartly and effectively to obtain high-quality information as references, therefore they must have digital literacy abilities.

Based on the phenomenon, the researcher is interested in investigating (1) the stages used by the lecturer to utilize digital literacy in teaching English Literature and (2) the challenges faced by students in implementing digital literacy through flipbook project. The researcher acquired the data by observing and conducting interviews with an English literature lecturer and 30 English Education Department students at UIN Antasari Banjarmasin who took Introduction to Literature course.

This study design was a case study, and applied data analysis theory from Miles and Huberman which consists of three foremost stages: data reduction, data display, also conclusion drawing, and verification. The resulting data revealed five accomplished stages by the lecturer to utilize digital literacy: (1) warm-up/review, (2) introduction, (3) presentation, (4) practice, and (5) evaluation. Also, the challenges faced by students in implementing digital literacy; the challenges in finding sources, working on digital projects, and learning English Literature.

ABSTRAK

Melda Nursalna. 2022. *Mengintegrasikan Literasi Digital melalui Proyek Flipbook dalam Mata Kuliah Sastra Inggris*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Dosen Pembimbing: (I) Dr. Hj. Raida Asfihana, M.Pd., (II) Afifah Linda Sari, M.Pd.

Kata Kunci: Literasi Digital, Mata Kuliah Sastra Inggris, Proyek Flipbook

Pesatnya perkembangan teknologi digital telah merubah konsep pembelajaran dan pencarian sumber referensi yang bisa ditemukan melalui media digital, sehingga siswa bisa belajar dan mengerjakan tugas melalui berbagai *learning platform*. Meskipun ada banyak kemudahan yang ditawarkan oleh internet siswa harus tetap menggunakannya dengan bijak untuk mendapatkan informasi yang berkualitas sebagai sumber referensi, oleh karena itu mereka harus memiliki kemampuan literasi digital.

Berdasarkan fenomena tersebut, peneliti tertarik untuk menginvestigasi (1) tahapan-tahapan yang dilakukan oleh dosen untuk memanfaatkan literasi digital dalam pembelajaran Sastra Inggris dan (2) tantangan yang dihadapi siswa untuk mengimplementasikan literasi digital melalui proyek *flipbook*. Peneliti memperoleh data dengan mengobservasi kegiatan pembelajaran serta melakukan wawancara dengan seorang dosen *Intoduction to Literature* dan 30 mahasiswa Tadris Bahasa Inggris UIN Antasari Banjarmasin yang mengambil mata kuliah *Intoduction to Literature*.

Penelitian ini adalah sebuah studi kasus yang menggunakan teori analisis data dari Miles dan Huberman yang terdiri dari tiga langkah utama: reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Selain itu, data yang dihasilkan mengungkapkan bahwa ada lima tahapan yang dilakukan dosen untuk memanfaatkan literasi digital: (1) *warm up/review*, (2) *introduction*, (3) *presentation*, (4) *practice*, and (5) *evaluation*. Serta tantangan yang dihadapi siswa dalam mengimplementasikan literasi digital, baik itu tantangan dalam mencari referensi, mengerjakan digital proyek, serta mempelajari Sastra Inggris.

MOTTO

“Heal, learn, and grow”

“The harder you work, the luckier you get”

(Natalie Massenet)

DEDICATION

Thanks to Allah the Almighty who has given me everything so I can finish this thesis.

I dedicate this thesis for:

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December, 5th 2022 A.D



Melda Nursalna

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