IDEAS

Using Flipbooks in English Lessons

for Formative Assessment in a Junior High School

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Abstract

Many studies use a developmental design for media such as flipbooks, but there is small research that focuses on the implementation of flipbooks for English lessons for formative assessment. This study aims to explain the procedure and the experience of using flipbooks for English lessons for formative assessment because it is fully integrated into the teaching and learning process. A teacher and 8_grade students taking an International Class Program (ICP) were observed and interviewed. This study shows that the implementation of using flipbooks for learning English for formative assessment can be implemented well in schools that have technological means to support them. Some students feel like it is fun and practical to use flipbooks but there are also some who even feel uncomfortable using flipbooks.

Keywords: English lesson; flipbook; formative assessment

Introduction

Entering the era of digital like nowadays, education must adapt to technological developments and advancements, where this technology has the possibility to create the new learning spaces required to facilitate learning activities (Marta, 2019). In the educational aspect, the use of ICT was able to reform the process of education and learning (Ishaq et al., 2020). Moreover, many individual opportunities have been created by ICT can access and learn various knowledge of assets outdoor from school (Ghavifekr et al., 2014). Being able to serve the process

of a dynamic teaching and learning environment is a form of advantage in using ICT (Shatri, 2020). When conducting the process of learning, ICT should be integrated in teaching by teachers and traditional methods should also be replaced with modern facilities and tools (Singh, 2021).

In this era 4.0, books have metamorphosed instead of print form then become digital one thus they can be practice, can keep the quality of books, and will not become worn from time to time. Nurhayati (2019) stated that digital books are easy to use and easy to carry every time and everywhere. Awang (2010) convinces that the digital book is one of optional technology which undertakes readers simply access and read books. It can help readers to find relevant materials quickly without reading the whole content of the books. As a result, using digital books can be interesting for the students since they can be accessed anywhere and at any time (Linda et al., 2018).

In English teaching and learning, students are expected to have the ability to master four English skills namely, reading, writing, speaking, and listening (Astutik 2019). Ma'arif (2017) said that nowadays English becomes the international language. In this modern world, English plays a very important role. Four English skills must be effectively developed. To extend the competence of communication, skills are one of the things that should be managed by fulfilling the criteria assigned by educators. The sector of education is currently undergoing changes or transformations in consequence of COVID-19. The Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 issued by the government is a concern to online learning and working from home to avoid the transmission of Covid19, from the regulation the learning processes turn to an online or limited in-person meeting. All Indonesian students at different degrees of education must shift to learn online. All educators also shift the methods of learning. Therefore, educators have to use interesting media in order for students to always engage with the topic. In addition, they totally study from home. Occasionally students get tired of the media used by the teacher if it is only reading and watching the video (Ma'arif & Sunniyah, 2021).

The important thing is the need to provide a digital book in English lessons is very important. Students sometimes feel bored in studying. The use of technology-based teaching materials is can facilitate the learning process delivery and also make the overall learning process interesting. This is important to strive for because the use of textbooks in a classroom can be very boring for the students because of the absence of interactive teaching materials that can increase the students' enthusiasm for learning (Divayana et al., 2019). Digital book features to support the learning of multisensory, which compensates for both children's deficiencies in perception and memory. For example, new words are visualized and illustrated very clearly from the explanations listened to, which is more useful than verbal explanations explained by the teacher than reading the printed version. (Hsieh & Huang, 2020).

Learning and assessment are two separate things, however, the student learning process should be integrated with the assessment, which should not be at

the end. One very basic component of the curriculum is assessment. The assessment itself is created to support a learning process, not to select students and the assessment should also be attached to the learning process with the aim of being able to provide formative feedback to students. (Berry, 2008; Biggs, 1996; Black, Harrison, Lee, Marshall, & Wiliam, 2003, 2004; McInerney, Brown, & Liem, 2009; Morris, 1995). An assessment method by providing guidance to students and helping them learn is the definition of formative assessment. The assessment must be tailored to the needs of students and the teacher fully integrates it during the teaching and learning process. (Brookhart, 2007).

Black and William (1998b) stated that the assessment should cover all activities carried out by the educators and the learners to gain any information that can be utilized diagnostically to modifier the teaching and learning process. Based on this understanding, formative assessment consists of teacher observations, class discussions, and analysis of student work. The student's work includes homework and tests. Formative assessment occurs when information is used by teachers in learning and teaching to be adapted to meet student needs. At some point, if teachers know the progress and problems of students, they can make mini-information for the instructional adjustments needed by the teacher, such as trying out an instructional approach, re-teaching, or offering more practice opportunities for students. This can help students to increase their success.

To assist the teacher in learning by using formative assessment, there are several affordable technologies and software that can be used. One of these technologies is the class response system; which is known as CRS. Clickers, Socrative, Kahoot, Plickers, and RecaP are not limiting existing technologies. The denominator of these technologies is their ability to collect real formative assessment data that can later assist teachers to provide timely feedback to students. Beatty and Gerace (2009) stated that the time teachers' have is very limited when it comes to assessing student performance and providing feedback, however, new technologies can solve this problem.

From the previous research, the researcher only found some research related to the development of e-modules. E-modules are able to support students independently to learn (Laili et al, 2019; Wijayanti et al., 2016). Other research findings also stated about developing e-module too. E-modules can facilitate student learning and sharpen the learning outcomes of the students. (Darmayasa, Jampel, & Simamora, 2018; Pramana, Jampel, & Pudjawan, 2020). As well as research related to the development of electronic flipbook media that can improve student learning outcomes (Pramana et al., 2020). Where the research only leads to the development of a flipbook, not to its use or implementation. In this research, the researcher will explore the flipbook for English lessons for formative assessment. Popham (2011) defines formative assessment as a series of planned processes for the assessment evidence obtained by students to be subsequently made by the teacher to adjust ongoing instructional procedures or students use to adjust learning tactics for themselves. The researcher uses flipbooks for formative assessment because the

flipbooks have been developed based on the needs of students' materials in the classroom. In the learning process, the teacher implements flipbooks and explain the students' experiences using flipbook in learning English which has not been mentioned in previous studies.

Based on the problem stated above, the research questions addressed in this study are:
(1) How does the teacher implement flipbooks for formative assessment?
(2) How do the students' experiences use the flipbook?

Method

This study employed qualitative research (Sugiyono, 2018). Participants in this study were a female English teacher in a private junior high school of SMP Muhammadiyah 12 GKB who teaches 8th grade of International Class Program (ICP) and 8th grade of 25 ICP students in Gresik, East Java. The teacher taught both ICP and regular class but the researcher took the data from ICP because the teacher in ICP class uses the Cambridge curriculum, uses digital-based learning media, one of which is the use of flipbooks which are not used in regular classes.   Data collection was carried out in the following ways, observation, and interviews. The researcher observed the hybrid class which was carried out by the teacher 3 times using flipbooks in learning English. There are 25 students in the class. The class consists of 10 male students and 15 female students. The researcher interviewed 6 students, 3 male students, and 3 female students. Considering that this research only focuses on implementing the use of flipbooks for English lessons for formative assessment and also the students' experiences of using digital flipbooks. This causes observation and interviews to be designed with points related to research questions.

Results and Discussion

How does the teacher implement flipbooks for formative assessment?

At this point, the researcher presented the results of observations from the teacher using flipbooks for formative assessment in the class.

The steps for the teacher using flipbook

Based on the result, the following were the steps for the teacher to use flipbooks technically; first, the teacher had to inform the students to bring their cellphones before she used a flipbook in the class so the students might access it from their cellphone. Due to the school regulation did not allow students to bring it. If there are instructions to use cellphones for learning activities, students must be informed in advance. Second, the teacher instructed the students to access the flipbook in the school's Moodle Learning Management System (LMS). The teacher already uploaded the flipbook. Then, the teacher conducted the learning process by explaining, discussing, and giving feedback on the materials from the flipbook accessed by the students.

Further is the teacher's steps in implementing the use of flipbooks for formative assessment. As previously explained, 8ICP grade students used a hybrid class. 7 students joined limited face-to-face schooling and 18 students studied online at home. To involve many students actively in the process of using flipbooks for formative assessment, the teacher did the following things. First, after explaining, the teacher invited students to be able to discuss, asked questions related to the topic of the languages of the world that had been uploaded on Moodle LMS. The flipbook already contained materials and assignments according to English learning skills. The students were divided into 7 groups and entered into six breakout rooms in the zoom meeting for online students. For offline students, they discussed keeping their distance. They were given 15 minutes to discuss with 3 questions. Then, they all returned to the main room on the screen. Then the teacher appointed group representatives to share their thoughts with other groups. Next, the teacher asked all students to write down the answers, then read the selected few aloud.

At this phase, the teacher also assessed student understanding by instructing students to write down their understanding of vocabulary or concepts before and after instruction. Then, the teacher asked students to summarize the main ideas they had understood from the discussion or assigned reading. The teacher asked the students to solve some questions or problems at the end of the instruction and check their answers. Next, the teacher interviewed students individually and in groups about their thoughts as they solved the problems. And finally, the teacher assigned a short writing task in class. During this limited face-to-face learning, schools applied 35 minutes per hour. Learning English lasts for 2 hours of learning.

Flipbook

The flipbook contained English material along with tasks. The English language material consisted of 5 skills, namely reading, speaking, listening, writing, and grammar, according to the skills used in English learning resources for ICP classes using the Cambridge curriculum. The tasks in the flipbook, which were based on the learning focus, were used by the teacher as a formative assessment. When the writer conducted observations, the teacher explained the topic of the Languages of the world in the flipbook. In this unit, there were several exercises that focus on each skill used by teachers for formative assessment. For listening skills, students listened from recordings, and students were asked to complete the information for each person on the chart. Students had to complete nationality, first language, second language, and language at school for each person on the chart. For speaking skills, students were divided into 7 groups and answered questions related to languages in their families. For reading skills, students were presented with a language spoken text in Papua New Guinea and students are asked to answer several questions from the text. Then for writing skills, students wrote letters to an exchange school.

How do the students' experiences use the flipbook?

Based on the result of the interview conducted by the researcher to the students, these were the results:

Feeling more fun.

There were 3 students who said that learning using flipbooks was more fun. Students were more interested.

Student 1: *"In my opinion, learning is more fun, enjoyable."*

Student 2: *"The lessons are more exciting and fun."*

Student 3: *"It has a unique and Interesting interface. It was much more fun than before"*

Feeling simple, practice

There were 4 students who felt so simple when using flipbooks*.*

Student 1: *"I do not need to carry heavy books at school. Very practice!"*

Student 2: *"In my opinion, learning to use flipbooks will be simpler and more interesting."*

Student 3: *"No need to carry heavy books. I like it because it's very practical."*

Student 4*: "I am very happy with the use of flipbooks because they are practical and in accordance with the development of the digital era."*

Feeling more effective

There were 2 students who felt flipbooks are more effective because they are in digital form.

Student 1: *"By using flipbook, I think I can learn more easily because I can study more effectively by using my phone."*

Student 2: *"I do not need to take, open and take over page by page of a book. I just need to read from my phone. It's very effective for my life."*

Apart from the interview results above, there were 2 students who were against the use of flipbooks.

Student 1: *"I don't like using a flipbook, it is easier if I use a printed book."*

Student 2: "If I use a flipbook, it is harder to focus because looking at the screen for too long can make my eyes tired and hurt."

This flipbook-based digital learning media contains material that has been adapted to essential competencies and learning objectives books could give comprehensive benefits in helping students with English learning objectives and for formative assessment during the learning process. Moreover, the delivery of materials consists of components of text, audio, video, images, and practice questions in its developing

digital books could give comprehensive benefits in helping outstanding students English learning objectives and for formative assessment during the learning process.

In short, the results from interviews with students also showed that they felt more fun, felt simple and practical because there was no need to carry heavy books and again becomes more effective because they are all in digital form.

Conclusion

Based on the results of the study, it showed that the teacher implemented using flipbooks for learning English for formative assessment. It is done via Moodle Learning Management System (LMS). It can be implemented well in schools that provided technological means to support them. Flipbook is created and adapted to the teaching materials of the international class program (ICP) that follow the Cambridge curriculum. It consists of materials and tasks used for formative assessment by the teacher. Some students feel like it is fun and practical to use flipbooks but there are also some who even feel uncomfortable using flipbooks because they are related to being distracted and unfocused in front of the screen. For the next researcher, the researcher hopes to improve this article in terms of using rubrics for formative assessment in flipbooks or also using other learning media to be used in formative assessment for English lessons.

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