



Developing English Material in the Form of a Digital Flipbook as a Medium for Teaching English

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Abstract

This research aims to develop English material in the form of a digital flipbook as a medium for teaching English. This research used the research and development (R&D) method and adopted the 4-D model. The research participants were seventh-grade English teachers and 60 SMP Negeri 3 Wotu students; the researcher chose them using a purposive sampling technique. The needs of teachers and students were analysed through interviews and questionnaires, which used quantitative and qualitative data analysis techniques. The result of the needs analysis showed that the English material needs to be developed. The mean score obtained from the three judges of the flipbook-based English language material is 4.5, categorised as "very good" and deserves to be used without revisions. The English material consists of several components: 1) the chapter about me, culinary and me, home sweet home, my school activities, and this is my school, 2) interesting videos and pictures, 3) various activities, 4) a vocabulary list. The final English material in a digital flipbook is suitable and can be used as an effective English teaching medium.

Keywords: *English Material; Digital Flipbook; Learning Media; Teaching English*

Introduction

Technological developments in this era have become increasingly advanced (Dharmayanti et al., 2021). Therefore, we must stay current on all developments to stay caught up. Renewal and development are essential to ensure the educational system meets students' demands. One way to renew the teaching and learning process is through technological innovations (Rahayu & Sukardi, 2021). Technology in education began to be widely used when COVID-19 started to spread (Muhsyampur et al., 2021). Technology makes it easier for teachers and students to

carry out distance learning activities. Technology is already used as a teaching medium in the teaching and learning process (Jannah et al.). Using technology in the teaching process will arouse students' curiosity and make the class more active and less boring. Because it contains pictures, videos, and games, it can help students increase

their spirit in learning. The use of technology in learning is beneficial. Students can enjoy learning and support teachers by providing learning materials (Rasita et al., 2020). Technology can improve the quality of delivering learning material (Fauzi & Sastra, 2020). Technology also provides many interesting learning applications for language learning. However, its use has several challenges, such as high costs, difficulties in internet access, and a lack of ability to understand technology (Rintaningrum, R., 2023). In addition, technological developments have made it easier for people to teach and learn something. Many types of technology are used as media in learning, such as Instagram, Facebook, Twitter, and others (Ansari & Khan, 2020).

Technology has been used as a medium for learning English and teaching (Loc & Linh, 2021). This is because people must find something interesting and make it easier when learning a new language. Therefore, following the era of digitalisation will make learning English easier. Using technology in learning English will further activate students in the learning process (Mustaeva, 2022). We can access many results of technology on the internet, such as digital books, videos, and even games, for teaching English. All of that can be a medium for teaching English.

Technology can support educators' work with students and be an alternative media (Nachaeef & Afdeva, 2024). It assists them in searching for resources and media that can be used in teaching and learning. A digital book is one technology frequently utilized in teaching media. With digital books, students can learn about what teachers teach at school again without the need to bring physical books from school. Ridho et al (2021) have investigated and demonstrated that digital books are easily accessible anytime and anywhere, enhancing the flexibility of learning. Based on observation at SMPN 3 Wotu, learning with digital books has not yet been used. Teachers still need to rely on printed books provided by the school for teaching English, resulting in limited learning materials. Additionally, the available school books cannot be borrowed or taken home, making it challenging for students to review learning materials.

To improve the efficiency of the English teaching and learning process at SMP Negeri 3 Wotu, the researcher will create English content as a digital flipbook that includes information from printed textbooks and extra materials from other sources. Given its digital nature, the English material in a digital Flipbook allows teachers to assign tasks easily and enables students to access them conveniently. Digital Flipbook is a digital media created to facilitate the effective teaching of English (Roemintoyo & Budiarto, 2021). It is a type of digital book widely used in the education sector.

Digital Flipbook is software with Flip effects like opening a printed book containing text, captivating images, audio, and videos (Gusman et al., 2021). Flipbooks are media frequently used to create engaging content, including magazines, greeting cards, brochures, and other items that can be printed or created digitally (Asterisk & Milarisa, 2020). Digital flipbooks can be utilized as a teaching tool. Flipbooks help teach English to pupils who struggle with reading. Flipbook content can use narrative text with engaging images to increase students' enthusiasm for reading while making the text's purpose more understandable (Dayu & Angrasari, 2023).

With a digital flipbook, teachers can exchange course information with students at any time, from any place, and without having to meet them physically. These elements capture students' interest, preventing boredom during learning. Digital Flipbooks are a practical learning tool, accessible anytime and anywhere with an internet connection. Considering the current trend of widespread digital media use, especially among students (Pratiwi et al., 2023), there is an opportunity to create valuable digital learning resources.

Additionally, digital flipbooks significantly contributed to English teaching by incorporating various instructional materials. Wulandari et al. (2022) found that using digital media to teach speaking skills helps students talk more fluently. Arrum & Nurdyansyah (2023) stated that digital flipbooks can help learners better understand the lessons.

However, flipbooks also have limitations in requiring digital devices such as computers, tablets, or smartphones, which may not be available to all students, especially in areas with limited technological infrastructure. This is an obstacle to implementing flipbooks evenly across all levels of education. In addition, the digital competence of teachers and students requires adequate digital competence from teachers and students. Teachers must understand the process of making flipbooks, while students must understand how to use their interactive features (Purnomo et.al., 2024). Based on the explanation above, the researchers aimed to develop English material as a digital flipbook as a medium for teaching English.

Method

In this research, the researcher created a digital flipbook with English content for SMP Negeri 3 Wotu students, and she applied the R&D (research and development) approach. According to Sugiyono, researchers build certain items and evaluate their efficacy using research and development (R&D) procedures. In this study, the researcher used a 4-D model. The researcher adapted a product from the 4-D model involving four processes. The process consists of four steps: definition, design, development, and dissemination.

An English teacher and sixty-seven-grade students from SMP Negeri 3 Wotu participated in the research, and the researcher chose them using a purposive

sampling technique. The researcher employed a questionnaire and an interview as research instruments. Two lecturers were validated with both the questionnaire and the interview sheet. Some statements and questions were deleted, and the researcher revised them. Based on the students' responses to the questions about their current needs, the information from the needs analysis questionnaire previously given to them during the need's analysis phase is described.

Then, descriptive qualitative and quantitative methodologies are used to handle the data. For the data analysis interview, the researcher used the qualitative method. The researcher interviewed English teachers at SMP Negeri 3 Wotu. After completing the interview, the researcher transcribed the results by playing back the recording and writing the words on paper. The researcher conducted data reduction after writing the interview results into a transcript. The researcher reduced data by abstracting, namely, taking and recording information.

The researcher employed a Likert scale to compute the expert validation results. To find the total score on the Likert scale, the researcher used the following formula to determine the average score:

$$M = \frac{B \times 100\%}{N}$$

N

M = Mean score

B = Total score

N = Total number of values

After determining the mean score, the researcher proceeded to calculate the value. The researcher employed the following formula:

$$\chi = \frac{M \times 100\%}{A}$$

A

X = The value

M = Average score

N = Total number of values

Results

The 4-D Method Application

The media developed is English material in the form of a digital flipbook. The media is based on an English textbook that is used in school. The English material is designed with the Canva application. This digital flipbook contains five chapters: an English video, student worksheets, and a vocabulary list.

The product development result used a 4D development model, which consists of four steps:

Define: The need analysis questionnaire had 20 questions, and the researcher interviewed an English teacher. This step aims to learn about students' and teachers' needs and obstacles in teaching and learning. At this stage, the researcher found that 80% of students aim to learn English for further education. The

researcher also discovered that students face several difficulties in learning English, including pronunciation, a lack of vocabulary, and problems understanding grammar. The researcher also asked the students about their preferred English learning type. They like several learning methods, such as learning through games, videos, and music, and some also mentioned that they enjoy learning using exciting images.

Additionally, at this stage, the researcher interviewed English teachers regarding the difficulties or challenges faced during the learning process. The interviews' results indicate that teachers have difficulty locating instructional materials that effectively spark students' enthusiasm for learning. Therefore, the researcher attempts to develop digital sharing materials for English language learning. This book was developed based on the issues encountered in schools faced by students and teachers.

Design: In this step, the researcher created the product, which is English material, as a digital flipbook. It contains English material based on the textbooks used by the seventh-grade students at SMP Negeri 3 Wotu. The flipbook also includes tasks and worksheets for students. The book has many pictures available, so the students feel energized while teaching and accessing. The flipbook also has a grammar and vocabulary list. The flipbook was made using the Canva application.



Figure 1. Design of English material in the form of a digital flipbook

Develop: In this part, the researcher focused on developing the book based on students' and teachers' needs. After that, three experts judged and revised the product. Based on that, it has been selected for an "outstanding" category, which means it can be disseminated.

Table 1. The Result of Expert Validation

Expert	Score	Category
Material Expert	5	Very Good
Language Expert	4.5	Very Good
Design and Layout Expert	4.25	Very Good

Disseminate: In the disseminated steps, the researcher socialized English material as a digital flipbook developed for teachers and students at SMP Negeri 3 Wotu. During socialization, the researcher gave instructions on accessing the newly developed English material and explained its contents. The researcher also socialized the product to students by conducting a face-to-face Forum Group Discussion for teachers.

In this step, the researcher also provided a questionnaire to ask about their opinions on the product that the researcher had developed. This was accomplished by conducting research that gathered opinions about the product from students. A paper questionnaire with ten items was given to twenty learners. The study included a significant portion of student perception to demonstrate that the English material had been applied to the students. Thus, the table below displays the results of the student perceptions questionnaire.

Table 2. Students' Questionnaire Results

No	Statements	Mean	Description of Agreement
1	The content in the English material as a whole is easy to understand	4.4	Very Good
2	The instructions in the digital flipbook English material are easy to understand	4.3	Very Good
3	The developed English material contains a sufficient amount of reading texts	4.3	Very Good
4	The English texts used in the English material are easy to understand	4.5	Very Good
5	The language used in the English material is presented clearly	4.5	Very Good
6	The design of the developed English material is attractive	4.5	Very Good
7	The developed English material includes interesting images	4.7	Very Good
8	The English material contains engaging English videos	4.6	Very Good
9	The tasks in the English material have instructions that are easy to understand	4.4	Very Good
10	The developed English material overall does not make students bored	4.5	Very Good

The data provided shows that the English material in the form of a digital flipbook as a teaching medium for seventh-grade students at SMP Negeri 3 Wotu, the researcher's creation, satisfies the usage requirements because most learners find the product highly satisfactory, as the material is attractive and colourful. The instructions in the digital flipbook English material are easy to understand. It has also been demonstrated that learners like the product and enjoy utilizing it. In addition, the researchers conducted the dissemination phase at S.M.P. Negeri 8 Palopo. The researchers presented the product to the students and then allowed them to try the developed product. This is done so that the developed English language materials can be more recognized and used by other students in learning English.

Discussion

When the researcher observed the SMP Negeri 3 Wotu teacher, she found that the teacher did not use digital media in the English learning and teaching process at SMP Negeri 3 Wotu. English material in a digital flipbook can help teachers teach the English language. Such media will help the teacher increase students' interest by containing interesting videos, pictures, tasks, and worksheets that help the teacher assess students. The English material is also available digitally, so the teacher can access the book anywhere, anytime, and still teach without directly meeting students. English material in a digital flipbook is developed using the 4D method. This method has four steps: defining, designing, developing, and disseminating. The researcher first analyzes the students' demands by interviewing the English teacher and distributing a questionnaire.

In the following steps, the researcher designed the digital flipbook containing English material based on the findings of the teacher and students' needs analysis, which was carried out. After designing the product, the English materials are made into digital media, which can be accessed online. After making the product, the next stage is for the flipbook to be validated by an expert. Three experts conduct this validation: one for the materials, one for the language used, and one for the design and layout.

The mean score from three expert judgments about English material in the form of digital flipbooks was 4.5 percent, which qualified "for the excellent" criteria. It indicated that English material in the form of a digital flipbook could be applied without modification. An English teacher approved of this outcome at SMP Negeri 3 Wotu, who stated that the English material was suitable for the textbooks used in school; the English material contained English text and a task with clear instructions. Also, there are many videos, so making the class more active and engaging is helpful.

This research aligns with Firdaus and Hartatik (2023), who found that their trial results, with an average value of 89.10, show that their flipbook product increases student interest and improves student skills. Amanullah (2020:44) stated that by using an e-flipbook-based writing module, teaching and learning activities can be carried out optimally because, in the implementation process, students become more motivated with interactive features, and the images and videos can attract their attention.

The results of the trial and students' opinions regarding the e-flipbook-based writing module that was developed also support Rachim & Ambarwati (2021), who stated that teaching materials that can attract students' interest in learning are teaching materials that are suitable for use in teaching and learning. In addition, the findings of this study are also in line with Sa'adah et al. (2022), who also stated that e-flipbook-based modules not only make students happy but can also be teaching materials that offer easy access and ease of operation.

Given the limited research time, the product development was limited to electronic modules in flipbooks for the seventh graders. The researcher also only disseminated this product to one school. An internet connection is usually required to access Flipbooks, but it may not always be available to all locations or users. Flipbooks can only be opened and read on electronic devices such as smartphones, tablets, or computers. This can be challenging in areas with limited access to electronic devices or environments where electronic devices may be damaged or malfunction.

Conclusion

The researcher has developed English material as a digital flipbook as a medium for teaching English. Based on the need for an analysis of teachers and students conducted through interviews and questionnaires, this English material in the form of a digital flipbook is suitable for teaching and learning English at SMP Negeri 3 Wotu. The material includes several components: (1) this English material contains text based on the book used in the school in SMP Negeri 3 Wotu, (2) this Flipbook includes many tasks and worksheets, so it is easy for teachers to give assessments to students, (3) the English material includes many exciting pictures and an English video, (4) the English material also contains games that can enhance student spirit.

The mean score from the three judgments was 4.5 percent, which achieved the "Very Good" qualification. It stated that the English material, as a digital flipbook, could be applied without adjustment. A teacher of English interviewed verified the outcome, stating that the English material in a digital flipbook suits the book used at school. It contains English text, tasks, pictures, videos, and games, which are helpful in the teaching process.

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