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DEVELOPMENT OF FLIPBOOK AS LEARNING MEDIA TO IMPROVE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This research aimed to develop an interactive flipbook as a learning medium to help eighth grade students master vocabulary at SMPN 3 Banjar. The study used the Design and Development (DnD) method with the Design, Development, and Evaluation (DDE) model. The research involved 30 students of class VIII 1. The design stage was based on students' learning needs questionnaires and teacher interviews. The flipbook was developed using Canva, Heyzine, and Quizizz. The evaluation stage included quality judgment and practicality testing. The quality judgment conducted by research supervisors showed an average score of 78, which was categorized as very good based on the Ideal Mean (Mi) and Ideal Standard Deviation (SDi) analysis. In addition, the practicality test involving 30 students obtained an average score of 58.37, indicating that the learning media was categorized as very practical.

Keywords: Design, Development, Evaluation, Flipbook, Vocabulary.

INTRODUCTION

In daily life, language plays a crucial role as a means of interpersonal communication. There are dozens of languages spoken in different parts of the world today. Communication between students and teachers, as well as between students themselves, is another aspect of the learning process (Hasanah et al., 2021). English is the most extensively used language in the world, making it an international language. English is regarded as a crucial language to learn since it is an international language (Rahayu, 2024). English is a fast-evolving international language that is extensively used as a first, second, or foreign language in many

different nations. People from all over the world, including Indonesia, frequently study English (Deviana, 2024). Even though English is regarded as a foreign language in Indonesia, it should be learned carefully because it is an international language.

Because English differs from Bahasa Indonesia (the Indonesian language) in terms of structure, pronunciation, and vocabulary, students in Indonesia frequently have difficulties when studying English (Katemba, 2019). Mastering vocabulary is a crucial part of learning English. Gaining proficiency in vocabulary is essential to learning a new language. Linse (2006) asserts that vocabulary development is a crucial aspect of language development and that teaching vocabulary is appropriate and successful for language learners, particularly school-age learners. But a lot of kids struggle to learn vocabulary in English. This is brought on by a number of things, such as unappealing teaching strategies, teachers' limited use of educational materials, and students' lack of interest in learning foreign languages. According to Damayanti (2024), there are still a lot of educators who do not use the proper resources to instruct their pupils, and many of them continue to distribute documents using outdated techniques. Students tend to be less excited about learning since they find traditional teaching techniques that solely rely on textbooks and written assignments uninteresting.

Preliminary observations at SMPN 3 Banjar revealed that students in class VIII, in particular, still had a relatively poor level of language competence. 83% of students report having trouble remembering and using new vocabulary in sentences, according to survey results. Aside from that, students frequently believe that the teaching strategies employed are uninteresting and do not aid in their comprehension of word meanings. The findings of interviews with English teachers support this. A number of variables are the primary causes, including a lack of learning media variety, low student motivation, and ineffective use of learning practices that promote in-depth comprehension.

On the other hand, many students now have access to electronic gadgets like smartphones due to the quick advancements in technology. According to observations, the majority of students use their personal smartphones at home on a daily basis. Sadly, these gadgets are increasingly frequently used for non-academic purposes including social media access, gaming, and watching entertainment videos. However, if it is required for learning, the instructor will provide permission with a disclaimer stating that it can only be used during learning. Other than that, the instructor will pick up the students' smartphones, although teachers hardly ever utilise them for instruction. In the field of education, where smartphones which ought to be a tool for learning are frequently abused, this is undoubtedly a problem. Smartphone use in the classroom is still unstructured and hasn't been focused on useful tasks. Thus, utilising the right technology to learn English is a problem that

must be solved right away, particularly when it comes to vocabulary acquisition. Innovation is required to provide a more engaging and interactive learning environment for students in order to solve these issues. A digital flipbook is one possible medium. A flipbook is an interactive digital book that enables more engaging reading, visual viewing, and content interaction. Flipbooks can boost student engagement in the learning process with features like motion, audio, and eye-catching pictures. Sari and Ahmad (2021) claim that Flipbook is an organised medium that includes text, sound, and images presented in digital format with multimedia components to encourage user engagement. Additionally, flipbooks are accessible through mobile devices, giving students greater flexibility in their study schedules. Therefore, it can be said that the benefits of Flipbook media include the ability to communicate information more succinctly and clearly, accessibility from anywhere, and portability (Aprilia et al., 2017).

Flipbooks are supposed to make it easier for students to comprehend and commit terminology to memory when learning English. Additionally, by making studying more pleasurable, this medium can boost students' motivation to learn English. Andarini (2013) asserts that flipbooks have additional benefits, such as enhancing pupils' comprehension of abstract concepts or unachievable occurrences. Students will become more accustomed to using technology in the classroom by incorporating it into their education, which is a crucial ability in the present digital era. Additionally, employing flipbooks on cellphones as a teaching tool can help students use technology more sensibly and effectively.

In addition to helping students, flipbooks can improve teachers' ability to teach content. According to Susilani & Riyana's 2017 article in the Rahmawati journal, flipbooks can convey information in the form of words, sentences, and pictures that are colourful, easy to create, and can boost students' engagement during the learning process. Teachers might incorporate sounds to aid in proper pronunciation, give instances of vocabulary usage in phrases, and present terminology with eye-catching pictures. Flipbooks can therefore be a helpful way to help students become more proficient in English vocabulary while maximising the usage of smartphones for educational purposes. The development of flipbooks has been the subject of numerous research. Makhroji (2023) focuses on creating flipbook media to help students become more proficient speakers. Yosintha et al. (2024) then concentrate on creating flipbooks that use a project-based learning methodology to introduce grammar. Additionally, Fitriyah and Sahda (2023) concentrate on creating flipbooks to boost motivation for learning.

The goal of this reserach is to create and use flipbooks as a teaching tool to help junior high school students become more proficient in English vocabulary while also making good use of their cellphones. This study's flipbook is intended to be utilised as an additional learning resource. This means that rather than taking the

place of the traditional textbook and classroom activities, the flipbook will supplement them. This flipbook's primary goal is to make vocabulary easier for students to learn and retain through examples, brief practice exercises, and visual aids. Because students will concentrate on comprehending certain vocabulary items, their meanings, pronunciation, and how they are utilised in context, this flipbook is more akin to intense reading. The flipbook will be used for targeted vocabulary study rather than lengthy, leisurely reading. It is believed that this research would enhance the quality of English language instruction at the junior high school level and aid in the creation of creative and useful educational materials.

RESEARCH METHOD

This study employed Richey and Klein's (2007) DDE (Design, Development, Evaluation) model in conjunction with the Design and Development (D&D) technique. The design and development of a learning product in the form of a digital flipbook, along with an assessment of the product's usefulness as a medium for learning English vocabulary, was the primary emphasis of this research, which is why the D&D technique was selected. D&D research, according to Richey and Klein (2007), is a research methodology that integrates the process of creating educational goods with the goal of generating theory-based answers as well as carrying out assessments to guarantee the products' efficacy. As a result, this approach is highly pertinent while doing research to create novel goods and evaluate their efficacy and quality.

The three primary phases of the DDE model in D&D are design, development, and evaluation. The researcher first conducted structured observation in class VIII 1 to construct a research design at the Design stage. The observation concentrated on several areas, including students' use of cellphones in educational activities, teachers' use of educational media, and students' comprehension of their terminology. Students were given questionnaires by researchers during observation to find out how they felt about vocabulary challenges and their interest in digital media. To corroborate the findings of the observations, the researcher interviewed English teachers to learn more about their perspectives on the use of smartphone-based flipbooks and the learning tactics employed. In order to ensure that the result adheres to the curriculum, the themes covered in the flipbook were chosen based on the relevant English subject syllabus (Asking for, Offering, Accepting, and Refusing Help/Services). All this information served as the foundation for creating flipbooks that are pertinent to the needs of the pupils.

The process of transforming a design into an actual product is known as the development stage. Based on the findings of the observation and design from the earlier stage, the researcher created a flipbook at this point. Asking for, Offering,

Accepting, and Refusing Help/Services are the main topics of the prepared material, which is based on the English curriculum for eighth grade. This flipbook was intended to be 25 pages in total, with unit divisions 1-4 of five pages each, an introduction, usage guidelines, and a brief assessment. Supporting multimedia for each unit includes interactive exercises like matching and fill-in-the-blanks, audio pronunciation of vocabulary and dialogue, and explanatory images. One of the tasks completed is using Canva, Heyzine, and Quizizz to create a digital flipbook based on a storyboard design.

The Evaluation was carried out by two steps:

1. Quality Judgement

The research supervisor used a quality judgement sheet to make the decision. The Nurkancana and Sunarta formula in Chandra (2019), which yields a percentage level of flipbook quality, was used to analyse the judgement outcome. The percentage serves as a foundation for determining the validity of the product's content.

2. Practicality Test

Students were given questionnaires to complete as product consumers to conduct the practicality test. The Nurkancana and Sunarta formula in Chandra (2019), which yields a percentage level of practicality, was used to analyse the data. To ascertain whether the media is user-friendly for pupils, the percentage is then translated into a practicality category.

In order to assess the flipbook's quality and usefulness, data from the quality evaluation and practicality questionnaire was subjected to quantitative descriptive analysis. The class average student replies and the opinions of professionals served as the foundation for this investigation. According to Nurkancana & Sunarta in (Chandra, 2019), the following method is used to get the class average based on student response scores:

$$\bar{x} = \frac{\sum x}{N}$$

Explanation:

$\bar{x}$ = The average of class for student response

$\sum x$ = The student responses total scores

N = Number of students

This study employed a Likert scale with the following five possible answers to gather responses to interactive flipbooks:

1. Strongly Agree = 5
2. Agree = 4
3. Neutral = 3
4. Disagree = 2

5. Strongly Disagree = 1

The researcher used Mean Ideal (Mi) and Standard Deviation Ideal (SDi) to analyze the quality judgement and practicality questions. Based on the Likert scale employed, these metrics assist in categorizing the average scores into distinct groups (very high, high, moderate, low, and very low). The formula is as follows:

1. Mean Ideal (Mi) = $\frac{1}{2}$ (Highest Score + Lowest Score)
2. Standard Deviation Ideal (SDi) = $\frac{1}{6}$ (Highest Score – Lowest Score)

Next, using criteria like the following table, the average $\bar{x}$ of the student response scores is categorised:

Table 1: Flipbook Qualification Table

Number	Alternative	Qualification
1	Mi + 1,5 SDi ≤ $\bar{x}$	Very Good
2	Mi + 0,5 SDi ≤ $\bar{x}$ < Mi + 1,5 SDi	Good
3	Mi – 0,5 SDi ≤ $\bar{x}$ < Mi + 0,5 SDi	Moderate
4	Mi – 1,5 SDi ≤ $\bar{x}$ < Mi – 1,5 SDi	Bad
5	$\bar{x}$ < Mi – 1,5 SDi	Very Bad

FINDINGS

Design Stage

The findings at the design stage showed that students experienced several difficulties in learning vocabulary, especially in understanding and using expressions in daily communication. Based on the structured observation conducted in the classroom, the researcher found that the learning process was still dominated by textbooks and teacher explanation, while the use of interactive digital media was still limited. Students tended to be passive during the lesson and had difficulties using English expressions appropriately in conversations. In addition, the researcher observed that students frequently used smartphones during school activities, but the devices were rarely integrated into the learning process as educational tools.

The findings from the students' learning needs questionnaire also revealed that most students had difficulties memorizing and understanding vocabulary meanings in context. Many students stated that they preferred learning media that contained pictures, colors, and interactive elements because such media were more interesting and easier to understand. Furthermore, students expressed interest in learning materials that could be accessed through smartphones since they used smartphones frequently in their daily lives. These findings indicated that students needed a digital learning medium that was visually attractive, interactive, and contextual.

The teacher interview supported these findings. The English teacher explained that students often struggled to use expressions such as asking for help, offering help, accepting, and refusing appropriately in conversations. The teacher also mentioned that the available learning media was still limited and that the use of technology in classroom learning had not been fully optimized. Therefore, the teacher considered that the development of a digital flipbook could help students learn vocabulary more effectively while increasing their learning motivation. Based on the findings from the observation, questionnaire, interview, and syllabus analysis, the researcher designed a flipbook focused on functional vocabulary related to asking for, offering, accepting, and refusing help/services. The material was divided into four units: Asking for Help/Services, Offering Help/Services, Accepting Help/Services, and Refusing Help/Services. Each unit was systematically organized with learning objectives, vocabulary focus, explanation of language functions, contextual dialogues, and exercises. The design also emphasized visual appearance, smartphone accessibility, and contextual learning activities to meet students' needs and learning characteristics.

Development Stage

The findings at the development stage showed that the designed blueprint was successfully transformed into an interactive digital flipbook using several digital platforms. The researcher developed the learning material using Canva to create the visual layout and organize the content systematically. The findings showed that Canva provided flexible features for combining text, illustrations, colors, icons, and layouts into an attractive digital learning medium. Through this platform, the researcher developed the flipbook with a smartphone-friendly layout, consistent color organization, and contextual illustrations to support students' understanding of vocabulary. The developed flipbook consisted of four units containing vocabulary focus, explanation of expressions, example dialogues, and exercises. The vocabulary focus included verbs, modal verbs, and polite expressions related to asking for, offering, accepting, and refusing help/services. Each unit also contained contextual dialogues and gradual exercises such as matching activities, fill-in-the-blank exercises, and multiple-choice questions. These components were designed to help students understand vocabulary meaning and usage in real-life communication contexts.

After the design process was completed, the PDF file was converted into an interactive flipbook using Heyzine. The findings showed that the platform successfully transformed the static PDF into a digital flipbook with a page-flipping effect, responsive display, and navigation features. The flipbook could be accessed through smartphones, allowing students to read the material flexibly anytime and anywhere. The researcher also adjusted the display settings to ensure that the text,

images, and navigation functioned properly on mobile devices. In addition, the researcher developed interactive evaluation activities using Quizizz. The findings showed that Quizizz enabled the researcher to create game-based quizzes related to the vocabulary material in the flipbook. The quizzes consisted of multiple-choice and situational questions designed to measure students' understanding of vocabulary and language functions. Features such as automatic scoring, instant feedback, and leaderboard created a more interactive and enjoyable learning experience.

Evaluation Stage

The quality of the developed media was evaluated through a quality judgment conducted by two research supervisors. The assessment instrument consisted of 17 aspects with a scoring range of 1–5 for each aspect, resulting in a maximum possible score of 85. The first supervisor gave a score of 79, while the second supervisor gave a score of 77,

a. Calculation result of the average score

$$\tilde{x} = \frac{\sum x}{N} = \frac{156}{2} = 78$$

b. Calculation results of Mean ideal (Mi)

$$\text{Mi} = \frac{1}{2}\text{(highest score + lowest score)}$$

$$\text{Mi} = \frac{1}{2}(85 + 17) = 51$$

c. Calculation result of Standard Deviation ideal (SDi)

$$\text{SDi} = \frac{1}{6}\text{(highest score - lowest score)}$$

$$\text{SDi} = \frac{1}{6}(85 - 17) = 11.3$$

Table 2: Quality Judgement Qualification

Number	Intervals	Qualification
1	$68.00 \leq \bar{x}$	Very Good
2	$56.67 \leq \bar{x} \leq 68.00$	Good
3	$45.33 \leq \bar{x} \leq 56.67$	Moderate
4	$34.00 \leq \bar{x} \leq 45.33$	Bad
5	$\bar{x} < 34.00$	Very Bad

Resulting in an average score of 78. The result was analyzed using Mean Ideal (Mi) and Standard Deviation Ideal (SDi). The analysis showed that the Mi was 51 and the SDi was 11.33. The minimum score required for the very good category was 68, calculated from Mi + 1.5SDi. Since the obtained average score of 78 was higher than 68, the developed media was categorized as very good.

Furthermore, the practicality of the media was tested on 30 students using a questionnaire consisting of 14 statements with a scoring range of 1–5. The total score obtained from the students was 1751,

a. The average score calculation result

$\tilde{x} = \frac{\sum x}{N} = \frac{1751}{30} = 58.3$

b. Mean ideal (Mi) calculation results

Mi = $\frac{1}{2}$ (highest score + lowest score)

Mi = $\frac{1}{2}$ (70 + 14) = 42

c. Standard Deviation ideal (SDi) calculation result

SDi = $\frac{1}{6}$ (highest score - lowest score)

SDi = $\frac{1}{6}$ (70 – 14) = 9.3

Table 3: Practicality Qualification Table

Number	Intervals	Qualification
1	$56.00 \leq \bar{x}$	Very good
2	$46.67 \leq \bar{x} \leq 56.00$	Good
3	$37.33 \leq \bar{x} \leq 46.67$	Moderate
4	$28.00 \leq \bar{x} \leq 37.33$	Bad
5	$\bar{x} < 28.00$	Very Bad

Resulting in an average score of 58.37 out of the maximum possible score of 70. The result was analyzed using Mean Ideal (Mi) and Standard Deviation Ideal (SDi), in which the Mi was 42 and the SDi was 9.33. The minimum score required for the very practical category was 56, calculated from Mi + 1.5SDi. Since the obtained average score of 58.37 was higher than 56, the developed media was categorized as very practical.

DISCUSSION

The design stage in this study played an important role in determining the direction and structure of the developed flipbook. The findings from the observation, students' learning needs questionnaire, and teacher interview showed that students experienced difficulties in understanding and using vocabulary in daily communication. Most students tend to memorize vocabulary without understanding its contextual use in conversations. In addition, the learning process was still dominated by textbooks and direct explanations from the teacher, while the use of interactive digital media was still limited. These findings indicate that students needed a learning medium that was not only visually attractive, but also contextual and easily accessible through smartphones. These results are consistent with William Grabe and Karl Stoller's (2019) assertion that learning vocabulary will be more successful if it is delivered contextually and bolstered by engaging media. Based on those findings, the researcher designed the flipbook by focusing on functional vocabulary related to asking for, offering, accepting, and refusing help/services. The selection of these topics was aligned with the syllabus and the competency standard that emphasizes students' ability to respond to interpersonal and transactional conversations. The materials were organized into four units to make the learning process more systematic and easier for students to follow. Each unit contained learning objectives, vocabulary focus, explanation of language functions, example dialogues, and exercises. This design supports students in understanding vocabulary not only at the word level, but also in its communicative use.

The discussion of the design stage also shows that integrating contextual dialogues and gradual exercises can support vocabulary learning more effectively. Students were introduced to vocabulary through meaningful situations, which helped them connect the words with real-life communication. Moreover, the visual design, color organization, illustrations, and smartphone-friendly layout were intentionally developed to increase students' motivation and engagement. Therefore, the design stage demonstrated that a well-planned learning medium should integrate curriculum needs, students' characteristics, and contextual language learning principles.

The development stage focused on transforming conceptual design into a real and interactive digital learning medium. In this stage, the researcher utilized Canva, Heyzine, and Quizizz to produce the final product. The integration of these platforms contributed significantly to the creation of a digital flipbook that was visually attractive, interactive, and accessible through smartphones. The use of Canva supported the researcher in organizing the learning materials systematically and visually. The platform allowed the researcher to combine text, illustrations, colors, and layouts into a cohesive learning material. The inclusion of vocabulary

focus sections, contextual dialogues, and interactive exercises helped students understand the relationship between vocabulary and language functions. The discussion of this stage indicates that visual presentation is an important aspect in digital learning media because it can increase students' attention and reduce boredom during the learning process.

Furthermore, the conversion of the material into an interactive flipbook using Heyzine provided students with a more engaging reading experience through the page-flipping effect and responsive display. The accessibility of the flipbook through smartphones also supported flexible learning, allowing students to access the material anytime and anywhere. This finding supports the idea that integrating digital technology into learning media can increase students' participation and learning autonomy.

The integration of Quizizz as an evaluation tool also strengthened the development stage. Through game-based quizzes, students could practice vocabulary in an enjoyable and interactive way. Features such as instant feedback and automatic scoring helped students recognize their mistakes directly and encouraged them to participate actively in the learning process. In addition, the score reports provided useful information for evaluating students' understanding of the material.

The result of the quality judgment showed that the developed media obtained an average score of 78 out of the maximum possible score of 85. The assessment instrument consisted of 17 aspects with a scoring range of 1–5 for each aspect. The result was analyzed using Mean Ideal (Mi) and Standard Deviation Ideal (SDi), in which the Mi was 51 and the SDi was 11.33. The minimum score for the very good category was calculated using Mi + 1.5SDi, resulting in a score of 68. Since the obtained score of 78 was higher than 68, the media was categorized as very good. This finding indicates that the media fulfilled important aspects of learning media, including content, language, presentation, and visual appearance.

The high quality of the media was influenced by the integration of visual and interactive elements that were designed based on students' learning needs. This finding is in line with the theory proposed by Richard E. Mayer (2009), who states that students learn more effectively from words and pictures than from words alone. The combination of text, images, colors, and interactive activities in the flipbook helped students understand and remember vocabulary more easily. In addition, the use of digital media created a more engaging learning environment for students.

Furthermore, the practicality test showed that the developed media obtained an average score of 58.37 out of the maximum possible score of 70. The practicality instrument consisted of 14 statements with a scoring range of 1–5 for each statement. The result was analyzed using Mean Ideal (Mi) and Standard Deviation Ideal (SDi), in which the Mi was 42 and the SDi was 9.33. The minimum score for

the very practical category was calculated using Mi + 1.5SDi, resulting in a score of 56. Since the obtained average score of 58.37 was higher than 56, the media was categorized as very practical. The practicality result is supported by Tjeerd Plomp (2013), who states that a good educational product should not only be valid or high quality, but also practical and easy to use in real learning situations. In this study, the use of platforms such as Canva, Heyzine, and Quizizz contributed to the practicality of the media because these platforms allowed the media to be visually attractive and easily accessible for students.

CONCLUSION

The following conclusions can be made based on the findings of study and development of flipbook-based learning materials to enhance students' command of English vocabulary. There are multiple phases involved in creating educational media, including the design and development stages. Researchers create media concepts throughout the design phase that are adapted to the requirements of students and learning goals. The media is then developed into an interactive flipbook with language, illustrations, and interactive features to boost student engagement. The learning media created received an average score of 78 based on the findings of the quality assessment conducted by the research supervisor. An Ideal Mean (Mi) of 51 and an Ideal Standard Deviation (SDi) of 11.33 were used to analyse these findings. The average score falls into the very good category because it exceeds the Mi + 1.5 SDi limit of 58, according to the computation findings. This demonstrates that the learning materials created have satisfied strict quality standards and are appropriate for use in the educational process. Practicality examinations with thirty students yielded an average score of 58.37 out of a possible score of 70. An Ideal Mean (Mi) of 42 and an Ideal Standard Deviation (SDi) of 9.33 were then used to analyse these findings. According to category calculations, the average score falls into the extremely practical group because it is higher than the Mi + 1.5 SDi limit of 56.00. This demonstrates that the educational materials created are user-friendly, simple to comprehend, and effective in helping pupils learn.

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