

IMPLEMENTING FLIPBOOKS FOR ENGLISH LANGUAGE LEARNING AT THE ELEMENTARY LEVEL

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Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan flipbook dalam pembelajaran Bahasa Inggris di tingkat Sekolah Dasar, serta untuk mengetahui respon siswa terhadap penggunaan flipbook dalam pembelajaran. Metode penelitian yang digunakan adalah penelitian kualitatif, dan subjek penelitian adalah siswa kelas VI di SDN Wangkal. Hasil penelitian menunjukkan bahwa penerapan Flipbook dalam pembelajaran di kelas dapat digambarkan sebagai guru mengajar di kelas dengan menggunakan media Flipbook dan menjelaskan materi pelajaran di dalam Flipbook dengan menggunakan metode ceramah, sementara siswa mendengarkan dan memperhatikan materi dalam Flipbook. Hasil penelitian tentang penerapan media Flipbook dalam pembelajaran dibagi menjadi beberapa tahap. Diawali dengan memperkenalkan media Flipbook kepada siswa sebelum pembelajaran dimulai, melakukan kegiatan pemanasan, menjelaskan materi dengan menggunakan media Flipbook, membuka video dari Flipbook, mengakses link quizizz di Flipbook dan terakhir siswa merangkum/menyimpulkan materi dan kegiatan yang telah dipelajari. Respon siswa saat menggunakan Flipbook dari aspek kognitif, siswa setuju bahwa Flipbook sangat membantu mereka dalam memahami dan menghafal materi pembelajaran. Pada aspek motivasi, siswa juga merasa lebih termotivasi dalam belajar saat menggunakan Flipbook. Pada aspek afektif, siswa juga setuju bahwa tampilan Flipbook membuat proses belajar menjadi lebih menyenangkan.

Kata Kunci : implementasi, Flipbook, pembelajaran

Abstract: The purpose of this study is to describe the implementation of flipbooks in English learning at the elementary level, as well as to determine students' responses to using flipbooks in learning. The research method used was qualitative research, and the subjects is grade VI students at SDN Wangkal. The results of the study show that the implementation of Flipbook in classroom learning can be described as teachers teaching in class using Flipbook media and explaining the subject material inside the Flipbook using the lecture method, while students listen and pay attention to the material in the Flipbook. The results of the study on the application of Flipbook media in learning are divided into several stages. It begins with introducing Flipbook media to students before learning begins, conducting warm-up activities, explaining the material using Flipbook media, opening videos from the Flipbook, accessing the quizizz link in Flipbook and finally students summarize/conclude the material and activities that have been learned. The response of students when using Flipbook from the cognitive aspect was agreed by the students that Flipbook really helps them in understanding and memorizing learning materials. In the motivational aspect, students also feel more motivated in learning when using Flipbook. In the affective aspect, students also agree that the appearance of Flipbook makes the learning process more enjoyable.

Keywords : implementation, Flipbook, learning

INTRODUCTION

According to Maghfirah et al (2023), understanding and using English became very important in the era of globalization and increasingly advanced technology. Learning English at school provides many essential benefits for students. English learning could improve students' general learning abilities because learning English involves intensive brain involvement, including understanding,



memory, and information processing. This could stimulate students' cognitive development and help them become more effective learners in all areas of study.

Increasingly advanced technological developments in education have produced new digital media. Researchers usually called them flipbooks or e-books. A flipbook was a series of illustrations of an animated scene bound together in sequence so that an illusion of movement could be imparted by flipping them rapidly. According to Amanullah, Flipbook is a professional software for converting PDF, image, text, and video files into a form similar to a book. According to Adawiyah et al (2023), Flipbook is a three-dimensional digital book or e-book technology that is trendy in today's society. According to Firdaus et al (2023), Flipbook is a medium that could accommodate several features, such as text, images, sound, and even video.

With the digital media Flipbook, students could enthusiastically participate in learning English comfortably without feeling bored. Students could also more easily understand the material presented by the teacher. Flipbooks, which had a simple appearance and were easy to use, made it easier for educators to prepare interactive learning materials and the materials could be contained in great detail and were easy for students to understand. Increasingly advanced technology in the world of education requires all teaching staff to utilize existing technology for learning. It was hoped that from this, students could continue to concentrate and be enthusiastic in learning.

The researcher had raised the problem of students who were less enthusiastic about learning and students who had easily gotten bored with learning that used fewer interactive media, which had an impact on students' learning focus and ultimately, students were unable to understand the material presented by the teacher. Therefore, researchers wanted to analyze the implementation of Flipbooks in English language learning, where, at that time, this media had been implemented. Thus, in an educational context, flip books could be a fun and effective tool for visualizing complex ideas, as they could be used to teach simple concepts such as movement, change, or chronological processes.

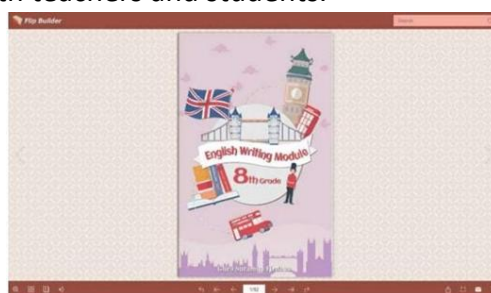
The speciality of this Flipbook was that it looked attractive to students and was very easy for students and teachers to use. In the school that was the subject of the research, this Flipbook really helped students to concentrate on learning English. Meanwhile, its attractive appearance made students enthusiastic about language learning. This had an impact on students' grades, which had increased little by little because students could understand the material explained by the teacher. This meant that with the help of Flipbook, students became more enthusiastic and concentrated on learning English.

LITERATURE REVIEW

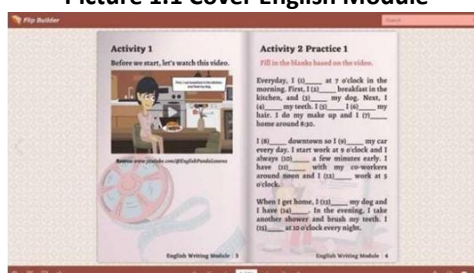
According to Kalalo et al (2020), a Flipbook was a series of images that varied from one page to the next; when the page was opened quickly, the image appeared to be animated by several other images. Flipbook served as a learning medium that contained animation, audio, and navigation, which became more interactive. Flipbook was a form of presenting independent learning materials that were systematically arranged into the smallest learning units to achieve certain learning objectives. It was presented in a digital format, including multimedia elements and

navigation that made users more interactive with the media. Flipbook media is an alternative media that could be used during online learning because students can access reading materials easily. Flipbook media had been used as a substitute for printed books because flipbooks were digital books.

Amidst technological advancements and the trend towards distance learning, the development of Flipbooks was initiated as a response to the challenges faced by English teachers in effectively delivering materials via digital platforms. According to Yanto, technology enabled the use of interactive teaching media such as videos, animations, simulations, and educational games, which enhanced student engagement and facilitated a better understanding of the material. Through digital learning media, students could access learning materials from anywhere and at any time, provided they had an internet connection, thus increasing flexibility in the teaching and learning process. With the growing demand for digital learning resources, the implementation of Flipbooks aimed to provide easily accessible facilities that could integrate with conventional learning methods. Efforts were made to enhance the quality of English learning by offering interactive, responsive content that met the needs of both teachers and students.



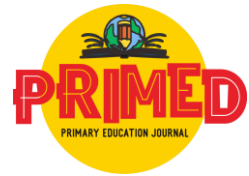
Picture 1.1 Cover English Module



Picture 1.2 Video Display and English Module Practice Questions

The most needed development of teaching materials at that time was Flipbook teaching materials. According to Amanullah Abror, there had been a shift in the conception of providing education to a more modern one, which led to demands for the digitalization of learning activities. This thinking was supported by Munir's opinion, who believed that digitalization could positively impact the quality of education, especially by directing the learning process to be more student-oriented. One result of integrating education and technology in the digitalization of the learning process was the emergence of digital Flipbook teaching materials.

According to Khasanah & Nurmawati (2021), the use of digital Flipbooks was similar to electronic books (e-books), but the advantage was that these Flipbooks could be opened sheet by sheet and were supported by animations, videos, writing, and images that were relevant to the context of the book. According to Anandari et al, the advantage of this application was that it was



able to provide flip effect modules or pages that could be flipped, making modules with this application very easy to create.

Flipbook as a digital teaching material had advantages, especially in being able to contain interactive multimedia, which previously could not be contained in printed teaching materials, such as images, audio, video, links, and various other media. According to Komalasari & Saripudin, teaching materials that contained interactive multimedia were able to provide convenience and feedback in learning. Not only that, this teaching material could also be connected to the internet so that students' needs regarding the integration of teaching materials with technology could be well achieved.

METHODOLOGY

This research uses descriptive qualitative methods. This research took samples from grade 6 students at SDN Wangkal. Data collection for this research used observation, interviews and questionnaires. This research is based on primary data collected using descriptive qualitative methods using the following instruments

Observation Sheet

Research observation sheets were instruments used to collect data when making observations or direct observations in the field. They usually contain notes related to the object being observed or investigated. These notes were arranged systematically, logically, objectively, and rationally so that the data could be analyzed easily.

Interview guideline

In the interview process, the researcher was provided with a very general interview guide, which listed the issues that had to be covered without specifying the order of questions, perhaps even without explicit questions. According to Poerwandaari, interview guidelines were used to remind researchers of the aspects that had to be discussed and served as a checklist for whether the relevant aspects had been discussed or asked about. According to Stewart & Cash, the interviewer prepared the Interview Guide with an outline containing the main elements of the topic

Close-ended questionnaire

According to Sidik, questionnaires were also called surveys or self-administered. Questionnaires were data collection techniques that involved sending a list of questions to respondents to fill in. A questionnaire collected of written questions used to obtain information from respondents based on personal reports or things known to the respondent. A questionnaire was a form of data collection instrument that was flexible and relatively easy to use. This questionnaire was considered an easy and efficient data collection method if the researcher knew exactly the variables to be measured and understood what could be expected from research respondents.

DISCUSSION

Implementation of The Use of Flipbok in The Learning Process That Covers The Findings of Planning, Implementation and Evaluation. Based on data collected through interviews and observations that covered three essential things in that study: (a) pre-teaching, (b) learning, and (c) learning evaluation.

In this aspect, the researcher explained the planning before implementing the use of Flipbook in the learning process, which is usually called pre-teaching. Based on the results of interviews with English subject teachers and the results of classroom learning observations, several data were obtained, precisely at SDN Wangkal. The research location, namely at SDN Wangkal, the researcher stated that learning using Flipbook was applied to grade 6 students.

English teachers at SDN Wangkal prepared teaching modules in advance to adjust the material taught to students in class. Then, the teacher made a Flipbook first. The teacher created material in Flipbook by collecting material from various sources such as reading books, textbooks, LKS, or sources from the internet as an addition. The English teacher at SDN Wangkal said, "Steps in applying or implementing Flipbook in classroom learning were the first step, we had to first determine what material we would teach using the media. Then we collected materials from learning resource books, the internet, and so on". English teachers at SDN Wangkal usually use the Flipbuilder or Book Creator applications to make Flipbooks. Both applications had similar features, such as loading videos, images, YouTube links, and quiz links. In the Flipbuilder application, the material could only be accessed for a few months, while in the Book Creator application, the material could be accessed forever without any time limit.

In the next step, the English teacher at SDN Wangkal entered the text of the material using language that was easy for students to understand and arranged the layout in such a way that it looked attractive to the eyes of the students. The teacher added images to the Flipbook so that students could more easily understand the material to be delivered. The English teacher at SDN Wangkal also added audio/sound recordings, videos of learning materials, and YouTube links to the Flipbook as additional materials. These additions could attract students' attention and help them focus more on the material being taught. The teacher also included a quiz link from the Quiziz application for practice questions as further evaluation material for students related to the material that had been studied.

The English teacher of SDN Wangkal introduced Flipbook media before the learning process took place. The teacher started with an opening material, conducting guessing games that demonstrated the movements of police and doctors. Students listened to the teacher's demonstrations and actively responded to the guesses. Afterward, the teacher proceeded to explain the material scheduled for the day. Then, the teacher opened the Flipbook, instructing students to open or access it. The teacher explained the material in the text within the Flipbook using the lecture method. Students actively asked questions about aspects they needed help understanding in the material. Subsequently, the teacher explained pictures of police, doctors, and other professions to aid students in understanding and retaining the material. Afterward, the teacher instructed students to open the YouTube link in the Flipbook and watch the video for approximately three minutes. Students posed questions related to unclear aspects while watching the YouTube video. The teacher

then clarified these queries using simple grammar for better student comprehension. Finally, the teacher instructed students to access the Quizizz link in the Flipbook and complete practice questions.

Then, the teacher reviewed the material by asking students, "What did we learn today, children?" Students actively answered in turns with their other friends, and the classroom atmosphere became lively but still conducive. The teacher briefly summarized the material learned that day in the last activity, and students listened carefully to the conclusions conveyed by the teacher.

Learning Evaluation

In this aspect, the researcher explained the evaluation of the use of Flipbook in the learning process. English teachers at SDN Wangkal, at the end of the learning session, asked their students to summarize the material they had just learned. Students actively answered the conclusions of the material they had learned. The active response of the students indicates that the students had been able to understand the material they had learned. The implementation of Flipbook in the learning process at SDN Wangkal went well, and a positive response from students was received.

The evaluation of the implementation of the use of Flipbook media itself in the learning process was only constrained by the internet network. English teachers prepared their own hotspots or school wifi for better access to Flipbook in the future. Flipbook was one of the interactive digital media that could be used in all subjects. English teachers at SDN Wangkal recommended Flipbook as a learning medium to other English teachers or teachers of other subjects. The English teacher at SDN Wangkal said, "From my own experience, I highly recommended the use of Flipbook media for both class teachers and subject teachers because the results I got from evaluating students using Flipbook media actually gave very significant results for my students".

Numb	Answer				Total Student
	Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	9	4		4	17
2.	7	6		4	17
3.		4	13		17
4.	10	7			17
5.	9	4	4		17
6.	8	8	1		17
7.	7	9	1		17
8.	5	11	1		17
9.	15		2		17
10.	10	3	4		17
11.	4	1	6	6	17
12.		8	9		17
13.	9	2	5	1	17

Table 1.1 Questionnaire Results Table

Student responses when implementing Flipbook in classroom learning were divided into three categories. The first category is cognitive. In this response, students found it easy to understand and remember the material delivered by the teacher using Flipbook media. The second category was



the motivation response. One statement item in this aspect asked whether using Flipbook media made students more motivated to learn. In response to this question, 10 out of 17 students strongly agreed. They felt motivated to learn by using Flipbook media, indicating that Flipbook was highly motivating for students in their learning. The last category was the affective response. In this aspect, students liked the displays on Flipbook and felt happy, enthusiastic, and comfortable learning using Flipbook media. They also found it easy to operate Flipbook during their learning sessions.

CONCLUSION

The implementation of Flipbook media in learning is divided into several stages. It begins with introducing Flipbook media to students before learning begins, conducting warm-up activities, explaining the material using Flipbook media, opening videos from Flipbook, accessing the Quizizz link in Flipbook, and finally, students summarizing/concluding the material and activities that have been learned.

Student responses when implementing Flipbook in classroom learning were divided into three categories. The first was the understanding response. In this response, students found it easy to understand and remember the material delivered by the teacher using Flipbook media. The second category was the motivation response. One question item in this aspect asked whether learning using Flipbook media motivated students to learn more. In response to this question, 10 out of 17 students strongly agreed. They felt motivated to learn by using Flipbook media, indicating that Flipbook was highly motivating for students in their learning. The last category was the comfort response. In this aspect, students liked the displays on Flipbook and felt happy, enthusiastic, and comfortable learning using Flipbook media. They also found it easy to operate Flipbook during their learning sessions.

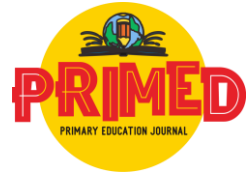
The researcher concluded that most students showed a positive response to the use of Flipbook in learning. They considered Flipbook an exciting tool that helped them understand the material better. The use of Flipbook stimulated active student involvement in the learning process. With Flipbook, students can learn without getting bored. Students were more active in discussing with their friends by exchanging ideas or asking each other questions related to the material presented using Flipbook. This showed that Flipbook was not only a passive learning tool but could also be a social and cognitive interaction tool for students.

Overall, the implementation of Flipbook was effective in improving English learning and other subjects at the elementary school level. Flipbook supported the learning process and helped build English language skills through an attractive visual approach. It was also an interesting and helpful strategy for students and teachers in the context of learning.



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