

Developing Phonics Teaching Media and Materials-Based Flip Book

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Abstract

Phonics is commonly recognized as the discipline that instructs on the relationship between written and spoken words, with the goal of improving children's reading abilities in their initial language learning environment. In global preschools, Phonics is typically incorporated into their curriculum. This research aimed to develop an electronic book for teaching phonics. This was a Research and Development (R&D) study with four stages, they are identification of need for materials, production of materials, student use of materials, evaluation of materials against agreed objectives. The subjects of the study were K2 students and K2 teachers of Tunas Bangsa school. This research data was collected through interview, observation and material aspects validation sheet which are analyzed quantitatively and qualitatively. From the data that has been analyzed, the electronic flip book was considered appropriate and relevant with the students' and teachers' needs as they provided specific phonics materials and meaningful activities for K2 students. In conclusion, the use of electronic flip books for teaching phonics in kindergarten can be a valuable tool when implemented thoughtfully and in conjunction with a holistic approach to early literacy education. Balancing technology with traditional methods is key to providing a comprehensive and effective learning experience for young learners.

Keyword: electronic flip book, phonics, K2 students

INTRODUCTION

For kindergarten or pre-school educators, the phonics subject forms an essential and fundamental aspect of their daily responsibilities. Historically acknowledged as a foundational method for imparting literacy skills to young children, phonics instructs on the correlation between written symbols (graphemes) and their corresponding sounds (phonemes), enabling the decoding of words for both reading and writing. Children can readily grasp the process of assembling letters into words, contributing to the development of text recognition skills that facilitate their learning of reading and writing (Audina et al., 2022). Especially in Indonesia, numerous international kindergartens and preschools embrace global curricula, incorporating the teaching of phonics (Gozali, 2019). Besides that, phonics is one of the English subjects outside the unit of inquiry or mandatory subject, hence it must be taught at the kindergarten 2 level. Compared to other level Playgroup (PG) and K1 (Kindergarten 1) level, in the K2 level, students were focused on learning to read and write words. At this level, the students require one of the subjects taught to K2 students: phonics. When teaching this level, teachers need to design phonics materials that are appropriate for their level to accomplish the goal.

In designing materials, educators are able to design their own phonics resources. Teachers are also encouraged to develop phonics materials and media that are more suited for the children. It is because using media like photos, videos, and other aspects is crucial for teachers, especially those who work with young language learners, to support teaching and learning process. Narlis & Nepi (2020) claims that the learning media is necessary to enhance students' motivation for learning and facilitate teachers in explaining the study materials more effectively. To maintain the effectiveness of the learning process, the proper materials and media are required.

Based on the observation, teaching and learning phonics at the K2 level in Tunas Bangsa School faced some challenges. First, the students did not have a book to support their learning. During the teaching and learning process, the teacher prepares the materials and the worksheet for the students. Second, students have low motivation to learn phonics. It is because students find it hard to identify letters and specific phonics sounds. Therefore, the teacher needs to put extra effort into making them enjoy teaching and learning activities.

Based on the problem, the teacher must create materials and choose the appropriate media suitable for K2 students. One of the proper media for students is an electronic flip book. This media has an edge over other learning media in terms of format because it combines text, animation, video, sound, and other elements. It might help in students' reading development. By having good media for teaching, it is good to encourage students to read and comprehend the words. It is because the flip book's content can be fiction text with various pictures and videos. Developing suitable materials is expected to make students more active in the learning process. In this way also, it can make the students interested in the phonics lesson. So, they are not only passive or just silent in teaching and learning. As a result, K2 students need appropriate learning materials to develop their beginning reading skills, and electronic flip book as the appropriate media to boost students' interest in learning phonic. This media has an edge in format compared to other learning media because it combines text, animation, video, sound, and other elements. The teacher will benefit from designing phonics materials using electronic flip book to discover an engaging activity during teaching and learning activities in the classroom. According to Rachim & Ambarwati (2021) this electronic flip book makes the students to obtain information easily. Additionally, it aids kids in their study of learning phonics.

The students' ability to read more quickly and easily can be improved if the contents are engaging and enjoyable. In addition, the materials can be delivered directly by using electronic flip book.

Previously, many researchers who conducted research related to the use of flip books as media in teaching and learning contexts. In research conducted by Ulandari et al. (2018), their study showed that using flip book has a good effect on student learning outcomes. Another research was reported by Sriyanti et al. (2021); the researchers found that using flip book modules was effective as teaching material on students' learning outcomes. Moreover, the other research was conducted by Susanto and Lestari (2020), their research showed that students at PJKR (*Pendidikan Jasmani, Kesehatan, dan Rekreasi*) were able to develop their critical thinking abilities because to the instructional materials that used a flipbook-based anchored instruction methodology.

Based on findings from three prior studies, it was determined that those studies had employed conventional flip books. The researcher then came up with the idea that there was a need for innovation in the development of digitally based teaching materials that students could use without being constrained by time or location. It was also supported by the statement from Ahmad & Ilyas (2018) that teacher need to make innovation to design learning media to improve learning quality. The textbooks created must use software or programs compatible with the Android or IOS platform for students to access these educational resources conveniently. This instructional material is an e-book created with Flip Book Makers, an electronic book program that includes audio, visual, animated, and video elements. It was anticipated that this feature boosts student engagement and makes reading it in real-time simpler. This study was distinctive in that it will concentrate on creating electronic flip books as teaching resources for phonics, particularly for K2 students at Tunas Bangsa School in the academic year 2022/2023. The researcher developed an electronic flip book as material for teaching phonics. The electronic flip book was beneficial for teachers to find the appropriate materials for teaching phonics. Then, it can motivate students in the learning process, especially phonics. By doing this research, it was expected that developing electronic flip book as materials that was appropriate and useful for teaching phonics to K2 students at Tunas Bangsa School.

METHOD

This was a Research and Development (R&D) study. The participants are K2 students at Tunas Bangsa School. The age of K2 students five to six years old. The data were collected through interview, field notes, documents, and interviews were used to compile the data that were gathered through observation. The researcher used a procedure from Jolly and Bolitho in Tomlinson (2011). The researcher followed the dynamic path of the research procedure. The figure of the research procedures is presented in the Figure 1.

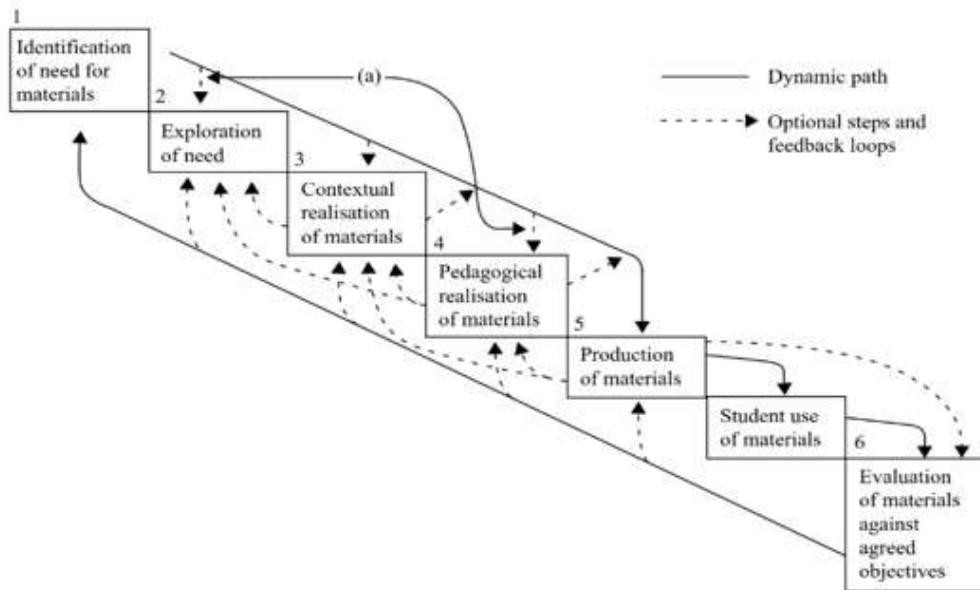


Figure 1. Model Design from Jolly and Bolitho in Tomlinson (2011)

Referring to the Figure 1, there are six steps of the research procedure. In this research, the researcher followed the dynamic path based on Jolly and Bolitho in Tomlinson (2011), they are identification of needs for materials which the need analysis was carried out to identify the competencies that students must acquire to be better in their learning, as well as to gather data on the learning environment of the students and their prior knowledge (Wijayanto et al., 2020). The second step was production of materials is to create and valid which is to create the learning resources. The third step was students use of materials where the researcher implements the materials that have been developed and it was conducted in two classes (K2 Principled) and (K2 Knowledgeable). The fourth stage is evaluation of materials, where researcher was modified and enhance the teaching materials in order to produce a final product that can be used as instructional materials in the classroom.

Data were gathered through various methods, including field notes, interviews, documents, and validation of material aspects. Initially, field notes were utilized to observe the strengths and weaknesses of implementing electronic flip books in the classroom during the implementation process. Subsequently, interviews were conducted with 3 K2 teachers and 40 K2 students to understand their needs and gather opinions on the impact of electronic flip books on the teaching and learning process. Thirdly, documents were to collect additional information to support the primary data, ensuring validation and confirmation of data obtained from interviews and field notes. According to Maharani et al. (2012), there exists an extensive array of documents relevant to the research focus, encompassing items such as students' written portfolios, records and profiles, lesson plans, classroom materials, as well as past test or examination papers. In this research, the researcher analyzed anecdotal records, lesson plans, classroom materials, students' writing portfolios and curriculum map. Lastly, validation of material aspects aimed to validate the product, and the collected data underwent examination for revision of materials in the initial draft and post-implementation assessment.

All of the collected data were analyzed using a qualitative and quantitative approach. The final step was to draw a conclusion based on the observation's qualitative

findings. The mean value of the validation sheet was calculated using the quantitative data.

The data were examined after they had been gathered. To gather information from experts to revise the materials created and to gather information from users after this product has been used. The statements in the validation sheet were given score weight.

The score for the evaluation statements by Suharto (2006) was:

4 : if the respondent strongly agree with the statements.

3 : if the respondents agree with the statements.

2 : if the respondents disagree with the statements.

1 : if the respondents strongly disagree with the statements

The formula suggested by Suharto (2006) was used to analyze the data from these validation sheets in the manner described below:

$$R = \frac{Xh - Xi}{4}$$

Legends:

R : Range

Xh : The highest score

Xi : The lowest score

The final result of the data would be transformed into Suharto's (2006) to define analysis in terms of its goodness. The mean (x) is the measurement's indication. The data conversion formula below was used to obtain the mean:

$$Mn = \frac{\sum fX}{N}$$

Legends:

Mn : Mean

$\sum fX$: number of scores

N : Number of statements

Table 1. Data Conversion Table

Rate	Category	Range
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.49$
3	Good	$2.5 \leq x \leq 3.24$
4	Very God	$3.25 \leq x \leq 4$

Adapted from Suharto (2006)

FINDINGS AND DISCUSSION

Findings

The goal of this study was to design and develop an electronic flip book that would be used to teach phonics to K2 children at Tunas Bangsa School during the academic year 2023–2024. The researcher must identify the specific requirements of teachers and students in order to accomplish the goal. The researcher must then base the design or concept on the information that has been acquired. The methodologies from Jolly and Bolitho were employed by the researcher. Further description can be seen in the next explanation.

Identification of Needs for Materials

The researcher's first step in conducting the study was to determine the needs of the teachers and students. The data were acquired by evaluating the interview results and classroom observations to find out the needs of the students and teachers in teaching and learning phonics. The Tunas Bangsa Kindergarten served as the site of this study. The study's participants are the K2 teachers and K2 students at Tunas Bangsa Kindergarten. The majority of the students are between the ages of 5 and 6. These students are referred to as young learners. Three K2 teachers who are responsible for teaching phonics participated in the interview. Here are the findings from the students' interviews with optional questions.

Based on the data gathered by the researcher for the teachers' need analysis, it can be concluded that the teachers described their difficulty in teaching phonics, including limited teaching materials and a lack of students' enthusiasm in the teaching and learning process. First, the teachers had difficulty in teaching phonics. Second, the teachers' educational background is not kindergarten teachers. Third, the kindergarten had limited teaching materials and media for teaching phonics. Fourth, the teacher always asked the students to do the worksheets and did not implement the play-based method. Last, the researcher only used the curriculum maps as a guide for designing phonics materials.

Based on the students' problem, needs and lack. First, the students don't like to learn phonics, it is the reason the students still got the lowest score compared to other subjects. Second, students like the teachers' media but quickly get bored and make noise in the classroom. Third, the students in both classrooms had different characteristics because some students need more attention because they have special needs. Last, students like colorful pictures, watching videos, learning while playing, and using electronic devices while studying.

The researcher prepared some solutions according to those students' and teachers' needs. First, the students need engaging media or something that can arrest their attention. Second, the media should be colorful, appealing, and electronic-based. Based on the point of the solution above, the researcher planned to design an electronic flip book for teaching phonics to K2 students at Tunas Bangsa School. The researcher made the phonics teaching materials based on the second-semester fifth theme in kindergarten. The flip book is also made with games, so students can acquire the materials while playing phonics games.

Production of Materials

The next stage after constructing the course grid was creating phonics teaching resources. Three units were created from the resources. The same process was used to develop and sequence each item. The researcher created the product during this step using the data examined during the analysis phase. The right materials have been chosen by the researcher to teach K2 students phonics. The researcher should utilize the school's current curriculum as a guide when choosing the materials. For kindergarten, the school follows the IB-PYP curriculum. Two semesters each had one of five themes. In the second semester, the researcher only paid attention to the fifth theme. When the content was prepared, the researcher used the fifth subject, "Who We Are," to construct the electronic book. The researcher prepared by designing the content for the electronic flip book, designing a draft of the flip book, and creating a product preview of the electronic flip book for phonics lessons.

Based on the information gathered from the interview, the observation sheet, and the papers used in the need analysis, the researcher created the first unit of the materials. Design, according to Richard and Rodgers (2001), is the level of method analysis that takes into account the following factors: (a) the method's objectives; (b) how the language content is chosen and organized within the method, including the model of syllabus that the method incorporates; (c) the types of learning and teaching activities that the method incorporates; (d) the role of the teacher; (e) the role of the students; and (f) the role of the materials.

In the material design, the researcher started to design concept of material that developed. The researcher has to decide what topic should be designed in the electronic flip book for teaching phonics. In order to create appropriate quality of phonics teaching materials, the researcher did some procedure in drafting including collecting the resources of phonics materials, deciding the materials, and choosing the application (Canva and Publuu flip book maker).

The researcher was designed electronic teaching materials-based flip book based on the students and the teachers' needs, based on the characteristic of the students and based on the kindergarten theme. There are three units of electronic flip book namely letter sounds, CVC, and long vowels.

After creating the first draft of the materials, an evaluation was done to determine their suitability by gathering input from the experts. After receiving the expert opinion, the findings were examined in order to update the materials. The outcomes of the expert judgment are described in the following explanations.

To complete the product, the researchers consulted with the experts. The first validator was curriculum coordinator and the second was phonics trainer of Tunas Bangsa School. The researcher did the evaluation to know whether the product were fulfilled all the criteria of good materials for teaching phonics.

Based on the result from the phonics trainer which is shown in table 1, one component of the materials needs to be updated. First, revise page 43 "Luke pull the bone with rope" to "Luke pull the bone with a rope. Second, change the cover to make it colorful and add back cover. Third, Write the instruction clearly in the unit 2 and 3. Last, add more videos to unit 2 and unit 3. From the mean score of expert's judgments, the whole aspects of the developed materials were 3.66 which was in the range of $3.25 < x \leq 4$ and can be categorized as "very good". After knowing the results from the expert judgement, the researcher should revise the first draft before implementing the materials to the students.

The generated materials should consider the expert's suggestions and recommendations. The second validator suggested to revise the cover to make it attractive for readers. From the mean score of expert's judgments, the whole aspects of the developed materials were 3.88 which was in the range of $3.25 < x \leq 4$ and can be categorized as "very good". After knowing the results from the expert judgement, the researcher should revise the first draft based on the comments from curriculum coordinator before implementing the materials to the students.

The researcher makes revisions after receiving expert opinions in order to create the best resources for teaching phonics to K2 pupils at Tunas Bangsa School. Every exercise in this unit underwent minor modifications.

Students Use of Materials

After the preparation of materials is completed and consulted with the experts, the next step was done the implementation. This step was to know the acceptability of phonics teaching materials for K2 teachers and students. The implementation of teaching materials was given to K2 students (K2 Principled and K2 Knowledgeable). The implementation was done in this class by given an assessment to the teachers and students. The teacher filled the eight assessment criteria, the students filled only two aspects, and the students filled out the evaluation board.

After the experts evaluated the electronic flip book, the next step was implemented to K2 students. The developed materials were evaluated through the interview with the K2 teachers and K2 students. The interview guidelines were about their feedback after the second draft was implemented. Based on the interview, the analyses of the second draft were conducted.

The implementation in K2 Principled class has done. Based on the results from the interview, the implementation in the first unit of the material, the teacher agreed if the electronic flip book could draw the students' attention because they were excited learning using flip book. Still, there were some notes from the teacher for the better improvement that is the researcher must set the flip book into one page so the students only focus on the page they opened, so they will not look at to the other page. It was supported by the students' answers from the interview transcript, there were 18 students agreed that they were happy study by using an electronic flip book even though they were not familiar with learning using electronic devices, but they showed their interest in learning it. The implementation in the unit 2, the class teacher said the students start to familiar with the teaching and learning process. They were able to use the electronic flip book independently even though there were some students still needed help from the teacher to use it. The results from the interview supported it, there were 17 students said there got a lot of improvement in using electronic flip book and with the help of the electronic flip book they could memorize and blend the letter sounds quickly. The last implementation was unit 3. The teacher was happy and didn't expect that the electronic flip book was successful in helping students learn phonics. They were able to work independently and also work in groups. The results from the students' interview also showed that they were excited to learn phonics by using the electronic flip book, mainly because they love the pictures, the tasks, the way it was delivered, and the way the teacher taught them.

The next implementation was in K2 Knowledgeable class. Based on the results from the interview, the class teachers suggested for the product and the method of teaching. First, the researcher can add specific sign like words to make them recognize which page they should open. The teacher should repeat the instruction because not all the students understand the instruction if the teacher only explain once. In the second unit, also prove that the students were more happy learning phonics by using the electronic flip book. There was a suggestion from the class teacher that for the next teaching, the researcher should review all the letter sounds so when the class started the phonics lesson students already have memories about what they had learned in the day before. Last, the implementation in the unit 3 was successful and it can be proved by the results from the interview showed that the students felt happy with the lesson and they were already familiar with the features in the electronic flip book. The findings of the teachers' interview additionally showed that students had no trouble understanding the lessons because they were able to repeatedly click the sound and retain it within words and

sentences. There was a suggestion from the class teachers to the researcher that the researcher should add more simple sentences in the electronic flip book.

The results of materials implementation for K2 teachers 1, 2, and 3 can be seen below in table 2.

Table 2. The Results of K2 Teachers Validation on the Material Aspects

No.	Material Aspects	Score		
		T1	T2	T3
1.	Delivered content meets the syllabus/curriculum map of Kindergarten level	4	4	4
2.	Well written	4	4	4
3.	Strong visual appeal	4	4	4
4.	The materials in the electronic flip book easy to understand	4	4	4
5.	The materials in the flip book interactive	4	3	4
6.	Appropriate depth of knowledge and activities	4	4	4
7.	The product is easy to use by the teachers and students at school	4	4	4
8.	Complete set of instructions, materials, activities, and assessments	4	4	4
9.	The materials in the electronic flip book suitable with the age-level and the abilities of kindergarten students	4	4	4
	Mean (X)	36	35	36
		(4,0)	(3,8)	(4,0)
	Categories Acceptability	Very High	Very High	Very High

Based on the data in the table 2, the results of the teachers' implementation categorized as very high. The first teacher with mean score (4,0) was categorized as very high. The second teacher was gained mean score (3,8) categorized as very high. The result from the third teacher gained mean score (4,0) categorized as very high. Implementing the K2 teachers was done three times to determine teachers' assessment of the materials as education practitioners. Besides that, electronic flip book can be declared eligible to use for teaching materials.

The results of the implementation from teacher 1 were generally very good materials developed. The learning materials in accordance with curriculum maps with core competencies (KI) and basic competencies (KD) in the IB curriculum. The material presented was good and easier for students and teachers to understand. The materials in the electronic flip book suitable with the age-level and the abilities of kindergarten students. Overall, the electronic flip book was interactive for students and teachers. The result from the teacher 2 was not different from the teacher 1. Overall, the materials assessed by the teacher 2 categorized as very high because the appropriateness of the contents was very good, and the language used was communicative and suitable with the age-level of K2 students. Last, based on the results of the implementation of teacher 3, the overall given assessed as very high, all the aspects considered as very high and suitable for teaching and learning activities. From the results from three teachers, the mean score from three teacher was 3.93 categorized as very high.

Evaluation of Materials

After the implementation, the researcher did an evaluation and the revision toward the developed materials based on the feedback from the students and the teacher. The teacher strongly agreed that this electronic flip book was succeed to conduct teaching and learning process. However, there were some feedback and suggestions from the K2 teachers and improvement from the researcher.

The suggestions from the K2 teachers were about the use of electronic flip book in teaching and learning process. First, the materials should be relevant to students' daily lives; they should also be colorful, straightforward, and appealing. Second, the materials should have consistent patterns, the teacher should use straightforward language, and the exercises should make students aware of their phonics learning.

After revising the second draft, the final product of the phonics teaching materials could be produced. The final product of this stage was the final product of phonics teaching materials for K2 students.

Discussion

The researcher argues that the product developed in this study can benefit teachers and students. Due to the difficulty in finding materials suitable for learning phonics for K2 students, the material in this study can be a reference for the teacher to use. Exciting designs and content were developed based on the teachers' and the students' needs. These main materials for teaching phonics are ready to use and practical with tasks and activities already provided. Furthermore, in the implementation phase, the K2 students express their satisfaction and interest with the materials.

Since this material as the main materials for teaching phonics for K2 students, is designed more for students, they can use it with guidance from the teachers while using electronic devices. Furthermore, this product is not only limited to K2 students but also can be used by learners who want to learn phonics because it provides the basic phonics materials for early reading skills.

This study confirms a previous study by Wicaksono et al. (2021) argues the development of the electronic Flip Book can be used as a solution for innovative teaching material needs for students. It is because visual media is one of the media to enhance the students' motivation in learning phonics. Caldwell (2010) claims that visualization techniques and journeys of the mind allow children to expand and explore their creative minds, extending their imaginative and creative thinking process. It makes the electronic flip book facilitates the students understanding the materials by seeing the visual media such as pictures, animations, videos and so on in the electronic flip book. Moreover, Ulandari et al. (2018) also argue that using electronic flip books has a good effect on student learning outcomes.

This study supports the findings of other studies that claim developing K2 teaching materials should be based on an understanding of the needs of students. This study also makes use of Tomlinson's statements, which stress the significance of creating teaching materials that are useful and relevant by connecting them to the interests of the learners and to tasks that they may encounter in the target language.

In designing the material, there were several challenges that the researcher encountered. First, it is related to the word choice. Due to the limitation of words appropriate for K2 students, the researcher had to ensure which words were commonly used and often used in their daily conversation. Second, choosing the appropriate sound

for teaching material was difficult because the researcher should record the sound manually to ensure the students familiar with the sound. Third, choosing the appropriate activities for students.

There are several limitations to this study. The first one relates to tasks and activities. Since the material's content's design covers a need analysis of one school, different schools might have different needs. Second, listing the CVC and long vowel words is limited, meaning the words only cover words commonly used for kindergarten students.

The researcher came to the following conclusions after using the product: the materials should be relevant to students' daily lives; they should also be colorful, straightforward, and appealing. Third, the materials should have consistent patterns, the teacher should use straightforward language, and the exercises should make students aware of their phonics learning.

CONCLUSION

Based on the discussion in the previous chapter, it can be concluded that electronic flip book for teaching phonics was appropriate for K2 students. It was proved by the result of the material aspects validation, interview, and field notes. By using electronic flip book, the students become more active in teaching and learning activity. The students' reading simple words was getting better memorizing sound, video and pictures through electronic flip book. Finally, the findings of teachers' materials validation show the quality of electronic flip books; the materials were rated as very good after the implementation. There are the limitations in this study. First, the material was limited only for kindergarten students. Since the material's content's design covers a need analysis of one school, different schools might have different needs. Second, listing the CVC and long vowel words is limited, meaning the words only cover words commonly used for kindergarten students. To address these limitations, educators should consider a balanced approach, incorporating a variety of instructional materials and methods that meet the developmental needs of K2 students. This may involve combining electronic resources with hands-on, interactive, and socially engaging phonics activities.

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