PROTOTYPE DESIGN FLIPBOOK MEDIA IN TEACHING GRAMMAR "SIMPLE PAST TENSE"

Lilik Purwaningsih
English Education Department, Universitas Doktor Nugroho Magetan, Indonesia
lilikpurwaningsih@udn.ac.id

Arie Hadianti
English Education Department, Universitas Doktor Nugroho Magetan, Indonesia
ariehadianti@gmail.com

Marsini
Elementary School Teacher Study Program, Universitas Doktor Nugroho Magetan, Indonesia
marsinimarsini341@gmail.com

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Abstract: Advances in science and technology with the help of existing applications in people's lives today have a great impact on the quality of human resources, especially in the field of education. Therefore, educators must be able to propose innovations to improve the quality of education. Flipbook-style teaching materials allow teachers to convey the teaching material clearly and well without being boring. By using research and development method (Borg and Gall), the researchers investigate the validity and practicality flipbook media in teaching grammar "simple past tense". In collecting the data, researchers conducted both two qualitative data and quantitative data. Analyzing the data, the researchers came to the concise that the developed product had a high level of validity achieved 84% and the practicality reached 86.5%. In nutshell, the flipbook learning media is effective and feasible to use in learning English simple past tense.
Keywords: *prototype design; flipbook media; simple past tense.*

INTRODUCTION

The development of science and technology is increasingly encouraging efforts to update the utilization of technological results in the learning process. Teachers are required to be able to use the devices that can provide by the school and not closed the possibility that the devices are by following the development and demands of the times. The device is media that will be used by the teachers as an intermediary to students in delivering learning materials. This media has its own meaning in the teaching and learning process. As presenters and distributors of messages, learning media in certain cases can represent teachers in presenting learning information to students (Maárif & Putri, 2022). Therefore, verbal visual media the first drawing can be considered a stick figure. The instructional materials are presented visually to make them easier for pupils to understand. Without a detail portion, that is a simple depiction of the main thing. Second, paintings are the result of someone's artistic and symbolic representation of a thing or situation. (Shadlikbaeva, 2022).

The successful of learning support EFL learners to have the occurrence of learning and be able to finish his course. Along with successful EFL learners, the development and advancement of learning media technology, instructional has increased from various sides, balanced with its usefulness in the world of education (Perdana, Wibowo & Budiarto, 2021). Learning media technology nowadays are better chosen according to student's need and interest. Teachers are gradually incorporating network-based learning activities into their curriculum (Fierro et al, 2021). Independent learning and staying at home at length can lead the reduction of students' motivation to learn (Utami & Nur,2021). Thus, a good and persistent collaboration between teacher and

learner is demanded so that learning objects can still be achieved suitably (Novitasari & Wijayati, 2020). The condition at once is a challenge for teacher to be more creative and skilled in developing their teaching methods (Pratiwi, 2021).

Based on the results of observations in June 2021 at SMPN 1 Ngariboyo, the teaching and learning process was carried out online due to the covid 19 pandemic. The interview's result with English teachers, it is found that the material which is delivered to students experienced obstacles. This brought great barrier because almost all students misunderstanding of the learning material provided by the teacher during online learning. The difficulties in understanding material is tend to be grammar especially in mastering tenses. Knowledge of grammar helps the student correct mistakes and improve not only in communication but also in written work (Oranggaga, 2022). Grammar is considered to be the backbone of any language and the foundation for communcation (Salman & Hazem, 2020). Grammar mastery in the realm of writing skills according to facts at SMP 2 Ngariboyo, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually, students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text. Therefore, some media were needed to bring out their ideas.

The bridge which can be uncover the problem in teaching grammar during Covid 19 pandemic is digital learning as delivery in the form of digital media (for example text or images) via the Internet; and, the learning content and teaching methods provided are to improve student learning and aim to improve teaching effectiveness or promote personal knowledge and skills (Sousa & Rocha, 2019). In the era of information and communication technology (ICT) that has developed rapidly as it is currently possible to be used in language learning in the form of multimedia-based learning development in a computer context such as Flip Book (Prasetyono & Hariyono, 2020; Rusli & Antonius, 2019; Riyanto et al., 2020).

Several previous research revealed that the use of digital books packaged in the form of flipbooks has a positive impact on improving the quality of the process and student learning outcomes (Isnaeni & Agustina, 2018). Flipbook as a multimedia contain combination of various media (file format) in the form of text, images, graphics, animation, and other which are package into digital files and use to convey messages to users (Aqidatul, 2018). However, the application used in this study is Flip PDF Corporate. Flip PDF Corporate is software designed to convert PDF files to the back pages of digital publications. The software can change the look of a PDF to be interesting as a book. In Corporate PDF Files, we can add images, audio, video files, and it can also add files as quizzes. While the output or output of this software can be HTML, EXE, ZIP, and APP. HTML output can be uploaded to the website so that it can be view online. EXE output can use when you want to save it on a CD. ZIP output can use to send files by email. Thus, the opportunity to use flipbook-based digital teaching materials shows very positive results when applied to the learning process (Roesmintoyo & Budiarto, 2022). Viewing the background, researchers are interesting to develop flipbook media as a prototype design to teach grammar as one of English language components.

METHOD

This research uses a research and development strategy. Research and development in a world of education aim to bridge between educational researchers and developers. The research procedure by the researcher in this development was taken from ten steps by Borg & Gall with limitations. Given the limited time and funds owned by the researcher, the steps are simplified into four development steps, including: (1) Research and Initial Information Collection, (2) Planning, (3) Initial Product Format Development, (4) Field Trials. Collecting data in this study in the form of test learning results and student questionnaires, including: (1) Test learning result, (2) Questionnaire, and (3) Interview (Simanjuntak, 2018)

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Technique of analyzing data are using qualitative data analysis and qualitative data qualitative. This study is designed "One-Shot Case Study" that is by design there is a group given treatment/treatment, and then observed the results (Sugiyono, 2019). In this study, the research variables are independent, therefore the research hypothesis does not form comparisons or relationships between two or more variables. The design pattern of this research is as follows:

X	**0**

Figure 1. *One-shot case study design pattern*
Note:
X = Treatment given (independent variable)
O = Observation (Dependent variable)

The results of this descriptive analysis are used to determine the level of accuracy, effectiveness, and product development in the form of media flipbook development as a learning medium Simple Past Tense in improving the writing skills of grade VIII junior high school students.

Here is the formula used to know the feasibility of the product (Tsaniyah, 2018):

$P = \frac{\sum xi}{\sum x}$ x 100%

Note:
P : Wanted presentation
∑xi : The number of answers is the ideal value for one item
∑x : Number of answers
100% : Constant number

While the criteria of feasibility assessment of developing products use the following value criteria:

Table 1. *Learning media eligibility criteria*

Percentage	Qualification	Criteria
90 – 100%	Very Valid	Not Revised
75 – 89%	Valid	Not Revised
65 – 74%	Quite Valid	Not Revised
55 – 64%	Not Valid	Revision
0 – 54%	Very Not Valid	Revision

Source: (Tsaniyah, 2018)

RESULTS AND DISCUSSION

Results

Prototype design flipbook media in teaching grammar simple past tense has gone through the stages need analysis, material development, expert validation, try out, and final product. The result are achieved as follows:

Need analysis

Need analysis shows that the needs of students in English are expecting an innovation which is encourage them in expressing the idea both orally and written form (Mahbub, 2021). Based on observation found that during the online class students were not so fond and not so passionate about English lessons. The students think that just reading textbooks does not guarantee they can improve their skills in English lessons. The students also said that they needed more explanation, in learning English. Furthermore, English taught a basic understanding. Thus, students find it difficult to understand because they are constrained by their incompetence in English.

Material development

The effort in making students enthusiastic in online learning activities is to develop learning media using Flip PDF Corporate Flipbook Maker. This media can access by students through their cellphones and can access anywhere. It is supposed to help students in learning English, especially the Simple Past Tense material. In the progress of the Media Flipbook Maker in learning English, the researcher used the Borg and Gall development model, which consists of 10 stages. Therefore, researcher took 4 stages to 10 stages is due to pandemic. Here are the steps performed by the researcher:

Research and preliminary information collection

At this stage, the researcher collects information of supporting theory for the material to be made. The sources used by the researcher are the English curriculum on Core Competency Standards and Basic Competencies, English language textbooks for junior high schools, and other sources relevant to the research.

Planning

After conducting research and collecting pre-information, the researcher made a flipbook media format that would be used. In making this product format, several components need to be included in the learning media. So, it is arranged neatly, systematically, and achieve the learning objectives.

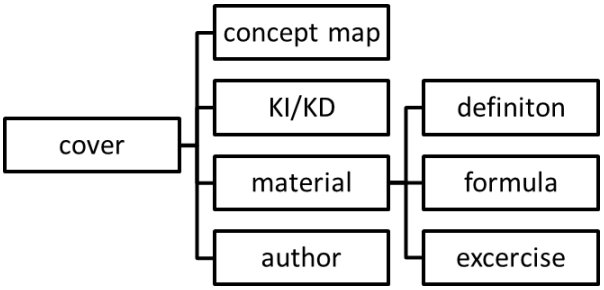

Figure 2. *Prototype flipbook media planning flowchart*

Expert validation

At the expert validation stage, the validation is carried out by media experts and material experts. The assessment of media experts and material experts is carried out by filling out a questionnaire in the form. Meanwhile, the recapitulation of material expert and media validation are shown in Table 2.

Table 2. *Material expert and media expert validation*

Expert	%	Average	Criteria
Material	100 %	90 %	Valid
Media	86 %		
English Learning	84 %		

The result validation that average assessment of media expert, material expert, and learning expert show almost 90% of the criteria are valid. It can show the flipbook media in Simple Past Tense English lesson is feasible to be used as an interactive learning media.

Try out

The product trial was given to class VIII SMPN 1 Ngariboyo students. This stage is carried out to determine the effectiveness of the developed product. At this stage, the researcher distributed questionnaires to 19 students. Here is the percentage result on each detail consisting of 10 components:

Table 3. *The students' result*

No	Component	(%)	Explanation
1.	The media make it easy to learn Simple Past Tense	82%	Quite Easy
2.	The media gives enthusiasm in learning	88%	Enough to give enthusiasm
3.	The media make it easy to understand the material	81%	Enough to understand
4.	The media design is interesting	91%	Very interesting
5.	The media have attractive display and theme	89%	Quite interesting
6.	The instructions in the media are easy to understand	84%	Quite easy
7.	The language in the media is clear and easy to understand	81%	Quite clear
8.	In the media, there are no find difficult words	83%	Enough not to find
9.	The students are interest in learning with flipbook media	92%	Veri interesting
10.	The students are feeling happy after using the flipbook media	94%	Very happy

The product trial was given to class VIII SMPN 1 Ngariboyo students. This stage is carried out to determine the practicality of the developed product. At this stage, the researcher distributed questionnaires to 19 students. The assessment is done by asking students to fill out the questionnaire that has been given by the researcher. The results of field trial calculations showed a validation rate percentage of 86.5%. After converting with a 5 scale conversion table, the 86.5% rate percentage is at an attractive qualifying level so this flipbook medium is worth using in Simple Past Tense English lessons.

Besides questionnaires, the test is used to measure the practicality of the flipbook media. The test shown that the average value of the pre-test is 69 and the final test is 92. Indeed, students' progress in learning English Simple Past Tense after using the media, especially writing skill are improved. The initial test was carried out after the researchers only played videos in the media before going to the explanation. The final test is carried out after students read all the material and explanations contained in the media.

From the implementation of field trials class VIII SMPN 1 Ngariboyo can be presented data in the form of the following table:

Table 4. Pre-test and final tests result by student

	Score	
	First test	Final test
Total	1305	1740
Average	69	92

Based on the table data above, shows that the average value of the pre-test is 69 and the final test is 92. This shows that students are progressing in learning English Simple Past Tense after using the media, especially writing skill. The value in the

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data above is the student's score in the written test, at the time of delivery of the media.

Final product

The prototype design stage of this flipbook-assisted teaching material development product are covered several steps. The steps of preparing the design of this teaching material product, including adjusting the standards of competence and basic competencies and syllabus based on the 2013 curriculum. The design of the presentation of teaching materials is arranged in sequence consisting of the front cover, table of contents, author page, material content, and problem exercises. PDF file creation has been designed before.

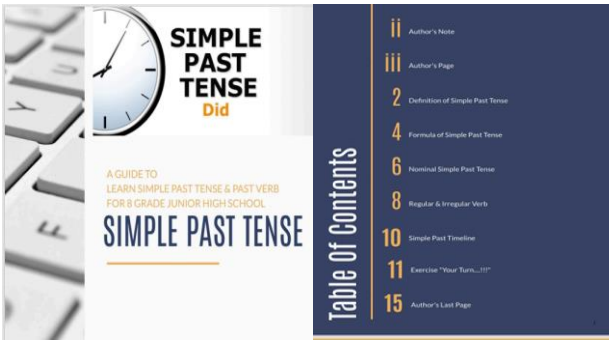

Figure 3. *Cover page*

The cover page described watch which is indicate time. In English grammar, time has substantial role in differencing the utterances or sentences on one's intention in expressing the idea or stating their activity. The differentiate time in grammar called tenses. The material used in flipbook media is simple past tense. Next page is table of content which shows us the whole component in flipbook. Then, we can see the content of the flipbook.

Figure 4. *Material content*

PDF file creation has been designed before. The overview instruction in the creation of learning media are *first*, open the flipbook maker application, here researchers use flip PDF Corporate application in developing learning media in the form of soft files. *Second*, select "new project", in the "select version" choose HTML5, and then click ok. Select Browser to enter a PDF file containing pre-prepared Simple Past Tense English material. Then select import. *Third*, Select "Edit Pages" to add video, audio, animation, images, and others as needed after the file imported. *Fourth*, choose movie to add the video, audio to add sound, the image to add the image, the slide to add an image file that can be slide-shaped, and can also enter some links when needed. *Fifth*, replace the background Flipbook if you want, select "Metro H5" and select the background image and then click ok. *Sixth*, save your media after adding a few items. The first way we have to prepare an empty folder that we will use to record the output of our media files. After that selection, click "Browser" then selects the empty folder that we have prepared, on the "File Name" rename. In "HTML Title" fills the name according to the PDF file name. In the "loading sequence" select HTML5-Flash and then check to create a basic HTLM version. In the "Publish as" section: select the *.html then select convert, wait until the process is complete. *Finally*, look at the folder file that we make as a place to save our flipbook files. Next enter all the audio, video, or images that we import in the flipbook into our flipbook file folder. The flipbook creation process has been completed.

For flipbooks to be used and accessed by every student in online learning, the next process is to upload our media files to the internet. Here's how to get our flipbook online. Previously we had to prepare an e-mail that is active and can still be used. Next, we log into Google drive to upload a flipbook folder that contains HTML flipbooks, audio, video, and all images imported into the flipbook. The trick, right-click on Google drive we choose to upload, upload our flipbook folder and wait until the process is complete. After uploading, the next step is make our Google drive the main host that provides our online flipbook access address. The first way to right-click the uploaded folder, select share. On share get a change link to anyone on the internet who has this link. The next step is to open a new tab in the browser and then

type "drv.tw" and enter. After opening select Host on Google Drive, then enter the e-mail where we put our flipbook folder earlier, click allow and wait a while. After that will appear a lot of HTTP, to remember that used is the file name of our flipbook. After that, to make sure, next step is click the name of our flipbook then will appear the appearance of our flipbook on the web. The image below includes the URL of our flipbook that has been online. The URL can be shared. Then, shorten the URL and rename it as needed we can enter on the web "https:/home.s.id" or by opening a new tap directly type s.id and then enter. Once you sign in, be sure to register first. Then copy-paste the URL address into the available section and then select short it and then we can change the name according to our needs. After changing the name, the name of the new URL can be shared to be accessed. Finally, flipbook learning media on Simple Past Tense English lessons can already be used. It can be used for class learning with HTML5 files and can be accessed at the time of online learning with a link *https://s.id/simplepastminibook.*

Discussion

Quantitative data of the research questionnaires and qualitative data of responses, suggestions, and results of interviews with teach experts (teachers in the field of study). The average assessment of media experts, materials experts, and learning experts in the table above show that almost 90% of the criteria are valid. It can show that the flipbook media in the Simple Past tense English lesson can and is feasible to be used as an interactive learning media.

The results of learning and testing conducted on students also show that this flipbook media is easy to use. The student's questionnaire shows that the average student answers get a value of 86.5%. It indicates that students are interested in learning to use this flipbook media. From the results of the pre-test and final test, it concluded that using flipbook media is increasing students' writing skills. Writing skills are an inseparable part of the entire learning process experienced by students while studying at school (Indriyani & Prasetyo, 2018). In improving students' writing skills, especially in simple past tense lessons, it must be explained and conveyed properly and clearly so that students' writing skills are more developed.

The development result of flipbook learning media in the English Simple Past Tense indicates that learning is feasible and effective in improving student learning outcomes. Hence, the teaching and learning process that functions to explain the meaning of the message conveyed precisely and perfectly by using learning media (Kustandi & Darmawan 2020).

The flipbook learning media developed by the researcher is an interactive learning media that contains English material, especially the Simple Past Tense. The layout design of the Flipbook is made simple yet attractive under the theory who argues that teaching materials must be attractive such as having attractive designs and layouts, so that students are interested in learning (Herawati & Muhtadi, 2018; Sidiq & Najuah, 2020). The flipbook display created by researcher consist of 21 pages with video, image, audio, and exercises related to the material. The use of video audio in flipbook is in line with the theory, which states that the material should help increase students' self-confidence (Rahmawati, Irdamurni, & Amini, 2019). Visual image in flipbook play a pivotal role in supporting the effectiveness of teaching materials. Visual image representations in textbooks are common in teaching and learning materials and are widely used in the literature in teaching English as a Foreign Language (EFL) (Elmiana, 2019). Exercises on grammar is included when creating flipbook to deepen students' understanding in rules of sentence structure. Grammar as English language components are perfectly taught simultaneously with the writing context, and it is believe more effective than teaching grammar separately from four skills Mufianti, Susilo, Gestanti & Nimasari, 2019). Learning materials must be contextual by the syllabus because they represent student achievement (Hufri et al., 2021; Nendasariruna, MAsjudin, & Abidin, 2018; Suastika & Amaylyla, 2019). Therefore, the learning materials in Flipbook are specifically designed to reflect essential competencies, indicators, learning, and subject matter (Dharmayanti, Putra & Paramartha, 2021). In addition, it can attract students' attention to learn English, and students' motivation will increase in participating in online English learning. This flipbook learning media is published with an output of HTML5 files are uploaded so it can be

operated via a laptop or mobile phone and can be accessed anytime anywhere.

Learning using flipbook media developed by the researcher by using Flipbook in learning activities improves student learning outcomes, motivation and attitudes (Ruspitasari, Munawaroh, Royani & Supeno 2020). The use of media in the learning process aims to arouse interest in learning, provide motivation, foster curiosity about what he sees, and provide stimulation to students to participate in the learning process in class (Astutik, Yuwana & Hendratmo, 2021). The practicality of the use of learning media is seen from the comparison of the pre-test results and the final test of the field trial. Comparison of student learning outcomes shows that there is a significant increase in student learning outcomes after using flipbook media.

CONCLUSION

In brief, prototype design flipbook media arouse students' attention in learning grammar simple past tense. Moreover, the level of feasibility of flipbook learning media for English Simple Past Tense seen from the results of a field trial validation questionnaire results obtained a value of 86.5% which means that they are at the level of valid qualification and are suitable for use as learning media because students feel interested in flipbook-based interactive learning media.

Furthermore, the practicality of using flipbook learning media is seen from the comparison of the results of the initial test and the final test of the field trial. Indeed, the results of the initial and final tests that have been carried out by students proved that the flipbook media practically accepted by students. In addition, flipbook media has implications in increasing students' understanding and improve their writing skills on simple past tense material, students can also enrich their knowledge in the field of technology.

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