

Developing An English E-Book For Young Learners By Using Flipbook Maker Application at SDN 001 Sambaliung

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Abstract

This research aims to develop an English e-book for young learners at SDN 001 Sambaliung using the Flipbook Maker application. The study addresses potential challenges in creating English e-books, such as engaging students with short attention spans and limited early literacy skills. Additionally, it explores the need for teacher and student training to use the Flipbook Maker technology. The research utilizes a qualitative approach combined with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model and Research and Development (R&D) methodology. Participants include students and teachers at SDN 001 Sambaliung. The findings reveal that using interactive e-books through Flipbook Maker offers advantages, including increased student interest and engagement. Moreover, the e-books can be adapted for other foreign language materials and provide easy accessibility for teachers, facilitating effective learning activities. This research successfully achieves its goal of developing an interactive and effective English e-book for young learners, integrating ADDIE principles and an R&D approach. The results can serve as a foundation for further development in utilizing Flipbook Maker technology in education.

Keywords: English, Flipbook Maker, e-book, education

INTRODUCTION

The importance of English education in today's global context cannot be overstated, as proficiency in English is considered a crucial skill for students to navigate the interconnected world (Li et al., 2021). In Indonesia, primary schools are placing a significant focus on English language teaching, aligning with the national curriculum's guidance and an emphasis on integrating technology into English learning. Teachers play a pivotal role in creating engaging learning environments, while students can enhance their skills through participation in English competitions.

In the era of digital technology, the rapid development of educational materials has led to a shift from traditional printed books to digital resources such as e-books (Tzagari & Sifakis, 2014). The Flipbook Maker application emerges as a tool of choice for creating English e-books at SDN 001 Sambaliung due to its user-friendly interface, interactive features, and the ability to integrate multimedia elements, providing an enhanced learning experience (Jaekel et al., 2022).

Young learners, typically aged 3 to 12, are in a crucial stage of developing language, cognitive, social, and motor skills. Surah Luqman [31]: 13 from the Quran emphasizes the duty of gratitude and the importance of avoiding ascribing partners to Allah, providing a moral and educational foundation for parents and educators. This verse indirectly highlights the significance of imparting Islamic understanding and values to young learners from an early age.

In the context of learning English, young learners require a tailored approach that incorporates content-based learning with playful, collaborative, and creative activities. This approach, often involving games, songs, stories, and attractive visuals, aims to build a solid foundation in English for young learners while creating a positive and enjoyable learning environment (Guo et al., 2021).

The integration of the Flipbook Maker application for creating English e-books caters to the technological preferences of today's digital-native generation. This study seeks to explore the effectiveness and benefits of technology-based learning materials in the primary school setting, where the primary focus is on enhancing language acquisition, cognitive development, and overall learning outcomes for young learners.

METHODOLOGY

The research design for "Developing an English E-Book for Young Learners by Using Flipbook Maker Application at SDN 001 Sambaliung" adopts a comprehensive approach that combines qualitative methods with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model and

Research and Development (R&D) methodology (Branch, 2010). This design allows for a systematic and structured investigation into the effectiveness and feasibility of utilizing the Flipbook Maker application in creating English e-books tailored for young learners. The qualitative approach enables in-depth exploration of participants' experiences, perceptions, and the overall impact of the e-books on learning outcomes.

Concurrently, the ADDIE model guides the step-by-step process of analysis, design, development, implementation, and evaluation, ensuring a systematic and iterative development of the e-books. The incorporation of the Research and Development methodology emphasizes the practical application and validation of the e-books in an educational context, providing insights into their effectiveness and potential for further refinement. This multi-faceted research design aims to produce valuable insights for both educators and researchers in the realm of technology-enhanced language education for young learners.

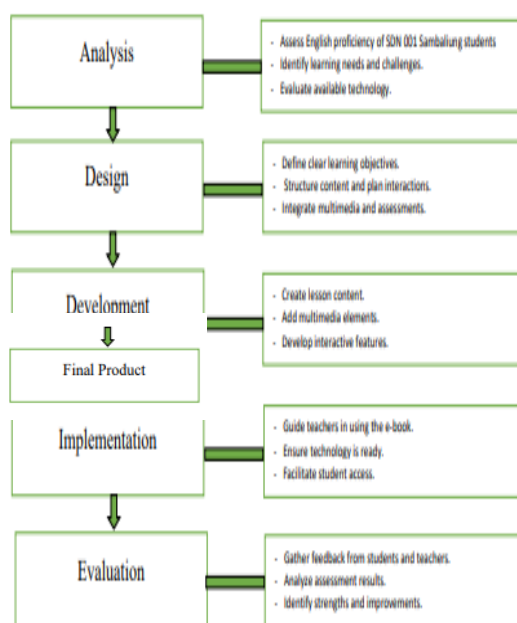


Figure 1. ADDIE Procedure Diagram

In the analysis phase of the research, the primary focus will be on understanding the specific needs and requirements of young learners at SDN 001 Sambaliung in the context of English language learning. This involves a thorough examination of their proficiency levels, learning preferences, and areas of specific interest. The

goal is to gather comprehensive insights that will inform the subsequent phases of the research, ensuring the development of an English E-Book that aligns with the learners' unique characteristics and preferences.

Moving into the design phase, the researcher will leverage the information obtained during the analysis to plan the structure and content of the E-Book. This phase includes careful consideration of curriculum alignment, ensuring that the material meets educational standards and addresses the identified needs of the young learners. Additionally, the design will incorporate interactive elements, multimedia integration, and a user-friendly interface, taking advantage of the features provided by the Flipbook Maker application. This phase aims to create a well-structured and engaging E-Book that caters to the specific learning needs and preferences identified in the analysis.

Subsequently, in the development phase, the researcher will actively utilize the Flipbook Maker application to bring the E-Book to life. This involves designing interactive activities, integrating visually appealing elements, and organizing the content in a logical manner. The E-Book will be crafted with a focus on fostering active engagement and language skills development among young learners. The iterative nature of the ADDIE model ensures that feedback from each phase informs and refines the subsequent steps, leading to a comprehensive and effective English E-Book tailored to the context of SDN 001 Sambaliung.

RESULT AND DISCUSSION

1. Analysis

In the initial stage of the research and development process, the analysis phase focuses on understanding the specific needs and context of English language learning at SDN 001 Sambaliung. Through observations conducted in class 1, the researcher assesses the effectiveness of current interactive learning media and identifies areas for improvement. The pre-test results reveal valuable insights, indicating that teachers and students have prior experience with digital media, demonstrating enthusiasm for interactive learning using the flipbook maker application. However, there is room for enhancement in terms of ensuring simplicity, clarity, and alignment with learning objectives.

The average score suggests a positive response to the preliminary implementation of e-book-based interactive learning media. Based on this feedback, the researcher concludes that there is a foundation to further develop and refine the English e-book, incorporating the insights gained from the analysis phase. The next step involves a more detailed development process, aiming to create an engaging and effective e-book that aligns closely with the identified

needs and preferences of young learners at SDN 001 Sambaliung. Once developed, the e-book will undergo testing with a limited group of students, allowing for iterative improvements before broader implementation in the classroom.

2. Design

a. Flowcart

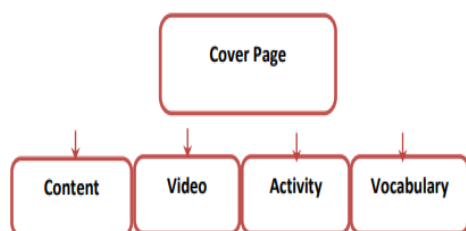


Figure 2. Flipbook Learning Media Flowchart Design

The flowchart illustrates the structure and interactivity of the flipbook-based interactive learning media, providing a visual representation of the content and navigation within the educational resource. It serves as a guide for users, showcasing the seamless progression and engagement features embedded in the flipbook.

b. Storyboard

The storyboard outlines a comprehensive structure for the flipbook-based interactive learning material. Starting with the cover page, it includes a subject title, visual image, and author's name, providing a visually appealing introduction to the content.

The cover of the page can be seen in the following:

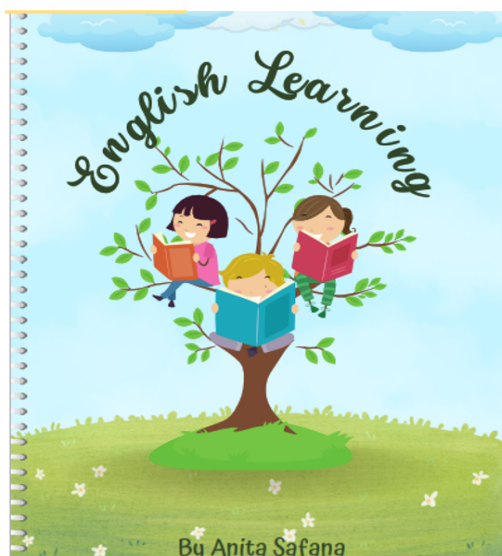


Figure 3. The cover of the Flipbook

This flipbook consists of eight chapters covering various topics such as greetings, alphabet, numbers, colors, animals, body parts, family, and house. This organized content structure ensures a systematic presentation of materials for effective learning.

The figure of the table of contents of the flipbook can be seen as follows:



The image shows a table of contents titled "Daftar Isi" on a pink grid background. It lists the following items and their page numbers:

Cover	1
Kata Pengantar	2
Daftar Isi	3
Chapter 1: Greeting	4
Chapter 2: Alphabet	9
Chapter 3: Numbers	13
Chapter 4: Colors	15
Chapter 5: Animals	18
Chapter 6: Part of Body	22
Chapter 7: My Family	25
Chapter 8: My house	28

Figure 4. Table of Contents of the Flipbook

Moving beyond content, the storyboard incorporates video/listening materials, offering an internet-based learning experience with accessible links. This feature allows for interactive and multimedia-rich lessons that can be opened and played collaboratively in the classroom.

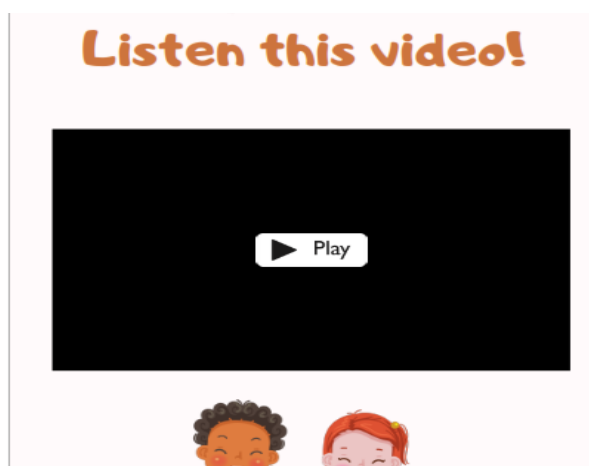


Figure 5. The Video Material

Additionally, the exercise section assesses students' understanding with around five multiple-choice questions, promoting active engagement and reinforcing comprehension. Finally, the vocabulary section serves as a valuable resource, listing key terms from the taught material for students to reference during the teaching and learning process, enhancing vocabulary retention and application. Together, these elements contribute to a well-rounded and interactive educational experience.

The figure of the exercise section can be seen as follows:

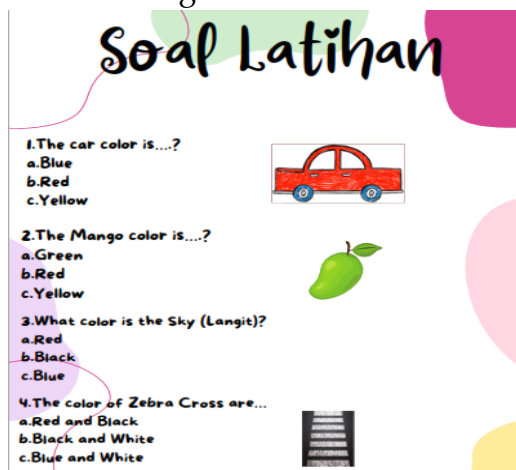


Figure 6. Exercise 1

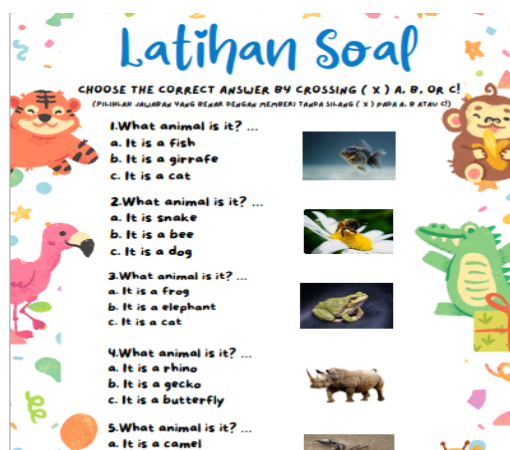


Figure 7. Exercise 2

3. Development

In the development phase, the creation of learning media commenced through the use of a flipbook application. The content was meticulously curated from diverse sources, including books, the internet, and other relevant materials related to the subject matter. This thorough collection process ensured that the learning material incorporated comprehensive and accurate information suitable for the targeted audience, which, in this case, is young learners.

Following the completion of the learning media, the next crucial step involved product validation to assess its feasibility and practicality. This validation process enlisted the expertise of two validators who evaluated various aspects of the interactive learning media. These aspects included the suitability of the media for teaching and learning activities, its effectiveness for individuals or groups, and the overall quality of the media. The results indicate that the interactive learning media achieved an average rating of 3.08, placing it within the valid category. This signifies that the flipbook learning media, developed with careful consideration and expert validation, is poised for further testing and implementation.

The media validation involved considerations such as the suitability of the media for teaching and learning activities, its effectiveness, creativity in ideas and concepts, engaging visuals, simple and intuitive navigation, interactive elements, age-appropriate content, audio support, interactive vocabulary support, responsive design, and user testing and feedback. These criteria ensured a comprehensive evaluation, paving the way for improvements and refinements in response to expert comments and suggestions. Overall, the validation process validated the quality and effectiveness of the developed flipbook learning media.

The comprehensive and systematic procedures undertaken in the

development and validation stages underscore the commitment to creating an interactive learning resource that aligns with pedagogical principles and effectively meets the needs of young learners.

4. Implementation

The implementation stage marks the practical application of the developed English e-book for young learners. After incorporating revisions based on the design, the e-book is introduced into teaching and learning activities within the classroom setting. A limited trial, involving one subject teacher and 20 students, is conducted to assess the practicality of the learning media. The trial aims to gauge the response of both teachers and students to the flipbook learning media, and specific attention is given to its ease of use, language clarity, alignment with learning objectives, and overall visual appeal.

During the limited trial, the researcher provides instructions and explanations regarding the content of the material presented in the flipbook media. Upon the trial's conclusion, a questionnaire is distributed to both teachers and students to gather feedback on their experiences and perceptions. The responses are then analyzed to measure the effectiveness and practicality of the English e-book. The teacher's responses, as depicted in Table 4.3, reveal positive feedback with an average score of 4.3, emphasizing the successful implementation of digital technology in language learning, the variety of language learning media, and the interactive features of the flipbook application.

Moreover, the student responses, outlined in Table 4.4, depict a highly favorable reception of the developed product. With an average score above 80%, students positively assess the attractiveness, user-friendliness, clarity of text, ease of understanding, enthusiasm, and memory retention facilitated by the flipbook interactive learning media. The overwhelmingly positive student responses affirm the effectiveness and engagement levels associated with the English e-book for young learners during the limited trial.

Therefore, the results from both teacher and student feedback suggest that the implemented flipbook learning media effectively contributes to language learning activities. The positive responses reinforce the practicality, appeal, and pedagogical value of the developed English e-book for young learners, encouraging its continued use and potential refinement for broader application.

5. Evaluation

The evaluation is the last stage in the ADDIE development model. This is

because it is only at a limited trial stage, the evaluation is carried out as a form of evaluation of the activities that have been carried out. The results of the evaluation were gathered through students' and teachers' responses or observations in the trial so that this evaluation stage will undergo final revision.

In the process of designing the English E-book for Young Learners, careful considerations were taken to ensure the feasibility and practicality of the learning media. The developer focused on creating a resource that could be utilized independently or in group learning settings. The selection of materials, ranging from greeting to more complex topics like animals and parts of the body, was strategically organized to facilitate a step-by-step learning process. The development involved incorporating content, videos, games, and exercises to enhance the overall learning experience.

Despite the successful outcomes, certain challenges were encountered during the design phase. The meticulous design of audio, video, and supporting features demanded a significant amount of time. Additionally, arranging materials progressively from easy to difficult levels was crucial for ensuring a smoother learning experience. These challenges, while time consuming, underscore the importance of a comprehensive design process to meet the diverse needs of learners.

The limited trial results showcased highly positive responses from both teachers and students to the implementation of the flipbook interactive learning media. The average teacher response of 4.3 highlighted the effectiveness and practicality of incorporating digital technology into language learning in the classroom. Further analysis of student responses revealed that all aspects of the learning activities using flipbook media received an average score on a scale of 5, indicating that over 80% of students positively embraced the learning experience.

The advantages of employing interactive learning media, particularly through the use of flipbooks, became evident through this research. The engaging and interactive nature of the flipbook enhanced students' interest, and the straightforward language used in the e-book made it accessible for both students and teachers. Furthermore, the adaptability of this learning medium for various foreign language materials and its accessibility under diverse conditions were recognized as additional strengths.

In conclusion, the design and limited trial results underscore the significance of integrating interactive learning media, such as the flipbook, into language learning environments. The positive responses from both teachers and students affirm the effectiveness, user-friendliness, and potential pedagogical

benefits of the developed English E-book for Young Learners. These findings encourage further exploration and refinement of interactive learning tools to enhance language education practices.

CONCLUSION

In conclusion, the development of the English Ebook for young learners followed the systematic and comprehensive ADDIE Model, encompassing Analysis, Design, Development, Implementation, and Evaluation. This structured approach ensured a thorough understanding of learners' needs, effective content design, and practical implementation, culminating in a positive limited trial outcome. The results of the trial indicated that over 80% of students responded favorably to the flipbook learning media, emphasizing its viability and acceptance among the target audience.

The learning experience with the flipbook media was not only positively received but also deemed interesting and interactive by students, especially those using it for the first time. The user-friendly language and applicability to everyday life contributed to a seamless understanding for both students and teachers. This highlights the potential of such interactive learning tools in enhancing engagement and comprehension in language education. Looking ahead, there is room for teachers to engage in deeper development of interactive learning media. This involvement can contribute to continuous improvement and innovation, ensuring that future iterations of educational resources align even more closely with the evolving needs of learners.

In terms of suggestions, flipbook learning media can be considered a valuable source for teaching, whether in independent study or group settings. Additionally, subject teachers are encouraged to explore the process of making and developing such learning media, facilitating further innovation in teaching and learning activities. This collaborative and iterative approach can lead to the creation of more effective and tailored educational resources.

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