

The Use of Flipbook to Improve The Early Childhood Students' English Vocabulary Mastery

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Abstract

Due to a lack of vocabulary mastery, many early childhood students have difficulty acquiring and conveying messages. The purpose of this study was to learn more about the effectiveness of using a Flipbook to improve early childhood students' English vocabulary mastery. It is conducted to investigate whether using Flipbook may help the students improve their understanding of English vocabulary and interest to learn it through fun and meaningful learning. This study used action research which undergoes four steps: plan, act, observe and reflection. The data were collected through test, observation and interview then analyzed descriptively using qualitative. Based on the result, from the thirty early childhood students, twenty five of them can have six correct answers, while the five of them can have three correct answers. Finally, the result of the analysis of the post-test showed that majority students can have six correct answers (83%) while only minority students can have three correct answers (17%). Therefore, based on the analysis, using Flipbook approach is effective in improving students' English vocabulary. Furthermore, the students' showed positive responses in the post intervention interview and they were fun and interested with the implemented intervention and have meaningful learning. Further research can be conducted by developing this flipbook as the media for English vocabulary mastery.

Keywords: Vocabulary mastery, Flipbook, Action research.

Introduction

Vocabulary is one of the language aspects that is very important for English communication.

Vocabulary mastery is vital in learning English as it is needed to improve the four language skills. If someone has less vocabulary, he/she will not understand what other people say. Based on pre-observation, when the students were given some simple instructions and colors introduction by the teacher, they did not understand them and seemed lost. It seemed that the colors introduction taught by the teacher cannot be understood by the students and did not interest them. Due to the lack of vocabulary mastery, the students were not able to acquire messages in the lessons as vocabulary was the basic requirement to learn language. From the pre-observation data, it is clear that the students have lots of problems in the English vocabulary mastery. The focus of investigation in this study is on the English vocabulary mastery focusing on the theme of colors to early childhood students.

According to Saputri and Ramli (2018), the problems dealing with English vocabulary mastery may be caused by many reasons: 1. The students do not have any interests in the teaching learning process, 2. The teachers are still having less creativity when teaching English, 3. The use of media and method is not appropriate with the students' situation. The problems above are also faced by the second year of early childhood students in Pos Paud Terpadu (PPT) Kuncup Melati Surabaya. In the process of teaching and learning English vocabulary in that school, the teacher does not use media or method that is able to improve the students' understanding and interest. Therefore, the researchers need to implement a media as a method of English teaching that can improve the students' interests in learning English vocabulary. Based on the problems above, the researchers try to implement Flipbook in teaching English vocabulary in PPT Kuncup Melati Surabaya in order to improve the students' understanding and interest in learning English vocabulary. The researchers use Flipbook as a problem solving in learning English vocabulary in that school. Flipbook is an application designed to convert PDF files into other forms as digital or electronic book publications (Rahayu et al., 2021). Flipbook as digital learning media will later contain materials presented in various media types, such as text, images, and video support regarding learning materials (Linda et al., 2018) (Nufus et al., 2020). Flipbook-based interactive digital books are innovative learning media in the digital era (Perdana et al., 2021). In line with that, flipbook is more interesting than printed book (Andini et al., 2018) (A et al., 2020). It could be accessed through smart phone, computer or tablet; thus, its development and implementation could support students' digital literacy (Ristante et al., 2020). Prasetyono stated that learning integrated with technology through Flipbook provides benefits for students in the learning process (2020). Therefore, this action research will be conducted to improve the students' English vocabulary mastery. The practice of using Flipbook is able to grab the students' attention. It is found to help to minimize unnecessary movement among the students during the lessons. It is important especially when it deals with the early childhood students who are considered young learners who like to be easily distracted and like to move around if not kept under control. Hence, using the Flipbook could direct the students' attention towards the lesson and the points that teachers needed to focus.

Theoretical framework

Vocabulary is the knowledge of words and word meanings (Thulasi Palpanadan et al., 2019). It usually grows and evolves with age, and serves as a useful and fundamental tool for

communication and acquiring knowledge. Although there are some researches done on vocabulary, not many researches were conducted on the issues of using the Flipbook approach. Asgari and Mustapha (2012), have highlighted five vocabulary learning strategies which were useful in the teaching and learning of English: Determination strategies, social strategies, memory strategies, cognitive strategies and meta-cognitive strategies. The strategies mentioned were associated with the interventions of the Flipbook approach.

It is important to understand that how words are remembered and stored in students' minds and how long memory term is organized in order to be able to teach effectively. Therefore, the methods to teach the vocabulary became the main concern for the teachers. There are some teachers who preferred the use of picture clues and phonics, instead of guessing meaning from context, to learn vocabulary especially in the classrooms (Ali et al., 2012). It was very interesting since the early childhood school students were frequently guided to look at the pictures first whenever they came across a new book. The use of pictures in defining the words did not seem to bring significant encouragement to the students in learning new vocabulary. It is clear that despite all the effort taken and practiced, the English teachers especially those teaching in the primary school are still struggling to teach vocabulary meaningfully. Therefore, this action research is an important study to help teachers to teach vocabulary effectively to a certain extent. Digital skills have extended fast worldwide, and flipped teaching became an advanced teaching and learning method for higher education institutions (Thulasi Palpanadan et al., 2019). The Flipbook as a collection of combined pictures intended to be flipped over to give the illusion of movement and create an animated sequence from a simple small book without the help of machines. Flipbook is a compilation of flashcards which is being stapled in the ladder form. Using Flipbook approach required the students to do preparation by themselves where they had to create their own Flipbook by drawing the meaning of the highlighted words. Students also had to list the words accordingly and correctly. The activity of drawing themselves helped to enhance their cognitive in memorizing the words and the meanings. Fahmi (2019) also stated that flipbook can be the solution in providing learning media. In line with this, Sriyanti (2021) stated that flipbook is an alternative way for the students' result improvement. Through flipbook, teacher can teach any subjects more interestingly and can improve the students' ability.

Ladamay (2021) has studied about designing Electronic Student Worksheets based on Kvisoft Flipbook Maker on thematic learning for grade III and IV of elementary school as well as analysing its effectiveness. The developed of Electronic Student Worksheets was analyzed with descriptive analysis methods with observation sheet instruments adjusted with criteria of Electronic Student Worksheets. The worksheet criteria consisted of content, language, cognitive level, features, and utilities. The analysis results show that the developed Electronic Student Worksheet is satisfactory in terms of content and language. It is necessary to develop electronic student worksheet that have interesting features and easy to use to help and motivate students learning. The implication of this research is that appropriate evaluation instrument using Flipbook will be able to develop students' thinking abilities and interests in learning.

In the research conducted by Thulasi Palpanadan (2019) about Flipbook approach showed

that this study was conducted in order to obtain information regarding the effectiveness of using Flipbook in increasing Year 3 pupils' mastery of vocabulary in English. This study investigated the use of Flipbook approach in helping the students to improve vocabulary through fun and meaningful learning. The results showed significant positive changes in the performance of the students from time to time. Flipbook approach was found to help the weak students who faced problems in understanding the meaning of the vocabulary taught in the classrooms. From both previous studies, it is clear that using Flipbook could be a useful method in teaching and learning process on vocabulary acquisition. This study differs from both previous studies because it focuses on the effectiveness of using a Flipbook to improve early childhood students' English vocabulary mastery.

Methodology

The research method used in this study was action research. The classroom action research was carried out at PPT Kuncup Melati Surabaya. It is located on Pandegiling street No. 272 Surabaya. The participants in this action research were from an early childhood school that are 30 students selected to be the participants in this study.

There are some definitions of action research. The first definition is given by Kemmis in Saputri and Ramli (2018) that action research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justices, their understanding of these practices and the situations in which the practices are carried out. Second, according to Dove Ebbutt in Saputri and Ramli (2018), action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical action and by means of their own reflection upon the effects of those actions. Third, definition is given by Robert Rapport in Saputri and Ramli (2018) that action research aims to contribute both of the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. Based on many definitions above about action research; the researchers concluded that action research is a research that trying out an idea in practice of a social situation with a view to improving or changing something, trying have a real effect on the situation. The procedures of this research are illustrated in the following scheme.

(Planning-Action- Observation- Reflection)

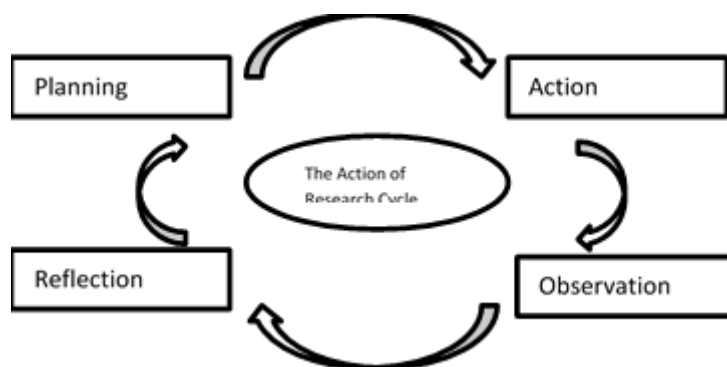


Figure 1. The action of research cycle

This study used the spiral model by Kemmis and McTaggart in the process of action research. In this study, there two cycles which are part of the action research. In each cycle of the procedure, there are four steps which consisted of:

Step 1: Plan

Planning was the first phase in this action research model. At this point, the researchers faced an issue that might affect the students learning process. Once the issues were identified, the researchers planned an action that will be solution to the issue. According to Huang (2012), with the realities and constraints of our particular practices in mind, hypothesize what changes/interventions might bring an improvement and planned how to implement them. In planning, all factors regarding the correspondents were taken into account.

Step 2: Act

Action, the second phase, was about acting upon the plan or implement the plan that had carefully been planned in the planning phase. Huang (2012) emphasized that there were some required ethical clearance to safeguard confidentiality, ensure consent, minimize power relations, and so on must be obtained prior to the action phase, and then informed ethical consent must be obtained from those involved before carrying out the action.

Step 3: Observe

Observation, the third phase, required the researchers to observe and record the responses to the action, noting any changes in the behavior of the students or asking them for feedback. The process of recording the responses and noting changes was a part of collecting data process. Triangulation method was used in the collecting data process for a more reliable result and responses where more than one method is used.

Step 4: Reflection

In this reflection, the fourth phase, the researchers reflected and then revised the plan and action based on the process of previous phases. There might be factors that affect the intervention which produce undesired results.

In this study, the researchers had arranged two cycles: cycle 1 and 2. In each cycle, there were six stages involved, they are:

A. Planning of Action/ Implementation

The researchers planned and executed the action research in six stages (Stage 1 to Stage 6). Varied activities were planned and related actions were taken to make sure that the implementation took place smoothly. The table below shows the six activities and the actions planned and implemented according to the stages in detail.

Table. The Stages of Research Action

Stage	Action
1. Test	to identify the students' ability in English vocabulary by conducting pre-test about colors in the class
2. Problem Identification	to identify the English vocabulary problems faced by the students in the class by observing and asking the teacher
3. Introduction	To introduce the Flipbook to the students
4. Words Drilling	To drill the students the listed English words in the Flipbook
5. Picture Identification	To ask the students to identify the pictures in the Flipbook
6. Creation	To ask the students to make their own Flipbook and have post-test

1. Test

Test was conducted to identify the students' ability in English vocabulary by conducting pre-test about colors in the class.

2. Problem Identification

Problem identification was conducted to identify the English vocabulary problems faced by the students in the class by observing and asking the teacher.

3. Introduction

Introduction was conducted to introduce the Flipbook to the students.

4. Words Drilling

Words Drilling was conducted to drill the students the listed English words in the Flipbook.

5. Picture Identification

Picture identification was conducted to ask the students to identify the pictures in the Flipbook.

6. Creation

Creation was conducted to ask the students to make their own Flipbook and have post-test.

To collect the data in this study, the instruments used are test (pre-test and post-test), observation using field notes and interview. Tests (Pre-test and post-test) were tested to the students to find out the improvement of the students' achievement in vocabulary (How far is the improving students' vocabulary by using flashcards?). Observation using field notes applied to obtain the data during the teaching learning process, (How far is their interest in teaching learning process?). While interview done to find out their responses regarding to the program (process of intervention session) to study the effectiveness of using flipbook.

There were three instrument used to collect the data: test, observation using field notes and interview. The first instrument was test. The test done to the students before and at the end of the intervention process (pre-test and post-test). Comparison of the test result was done to note if there was any improvement or what improvement that they have achieved. The second instrument was observation. Observation using field notes was conducted were taken throughout all the classrooms activities. Cresswell (2014) defined observation as a process of gathering open-ended and firsthand information by observing people and places at a research site. In this action research, field notes were collected for each session of interventions in terms of the changes that occurred before, during and after the intervention sessions. The field notes contributed in making comparison towards the correspondents' change of behavior in learning. The third instrument was interview. The questions of interview were designed very simple as the questions were asked to the early childhood students and to their teacher. The interview was conducted after the last intervention session to obtain their responses regarding to the program (process of intervention session) to study the effectiveness of using flipbook. Based on the three types of data collection techniques, the effectiveness of the flipbook can be answered and the students' perceptions towards using flipbook obtained. Data from those three instruments contributed to the accomplishment of this study.

After collecting the data, then the data were analyzed in order to solve the problems. There are two ways to analyze the data, they are: 1. Descriptive technique and 2. Statistical Technique. A descriptive technique is used to find out the students' behavior during the teaching learning process. In descriptive technique the researchers analyzed the observation checklist result. While statistical technique is a technique used to find out whether there are any influences to the students' vocabulary or not from the result of pre-test and post-test.

The score test is very useful to help make a reflection for what should be improved in the next cycle. To find the degree of the young learners' achievement in each activity, the score of each young learner is counted individually by using the following formula:

The score = $\frac{\text{Number of right answer}}{\text{Number of question}} \times 100$

Number of question

While the average of young learners' score is counted by using the following formula:

The average of young learners' score = $\frac{\text{Total of the score}}{\text{Number of the young learners}}$

Number of the young learners

If the result of the shows improvement, it should indicate that the implementation of using Flipbook brings some effects on solving problem. Moreover, the score test will show the evident of the improvement on test in cycle one and cycle two. The indicator of success is if the average amount score is 75.

Findings and Discussion

By observing the teaching learning process in cycle 1 and cycle 2, they concluded that flipbook can improve the students' vocabulary. The improvement can be seen through the result of activity from cycle 1 and cycle 2.

Cycle 1 (May 23rd, 2022):

In the first cycle, the procedures of the activity were shown below:

1. Test

After conducting pre-test about colors in the class, most of them had low ability in vocabulary acquisition. When they were tested, they had very limited English vocabulary. Based on the test, from the thirty early childhood students, only five of them can have six correct answers, while the ten of them can have three correct answers and the rest cannot have correct answers.

2. Problem Identification

Based on the observation and interview, they had problem in English vocabulary acquisition. They did not know most of the words in English and not also did know how to pronounce it.

3. Introduction

The activity of introduction was started by introducing the students to the Flipbook about colors. They were given the Flipbook about colors to look, flip over and read the listed words. One of the reasons for this activity to be conducted was to ensure that the students become familiar with the Flipbook about colors. Besides, they would able to get some ideas on what they were going to learn.

4. Words Drilling

Words Drilling was done by asking the students to read the listed English words about colors repetitively with the teacher's guidance. They spelled and read the English vocabularies about colors then explained the translation of the words into Indonesian. As their proficiency level was quite low, some drilling was needed to be done with them (at least three times) for them to get familiar with. The link below shows the list of English words about colors used for drilling (<https://online.fliphtml5.com/iwkal/yjey/>). Example of the English words used in the intervention were blue, red, yellow, white, green and black.

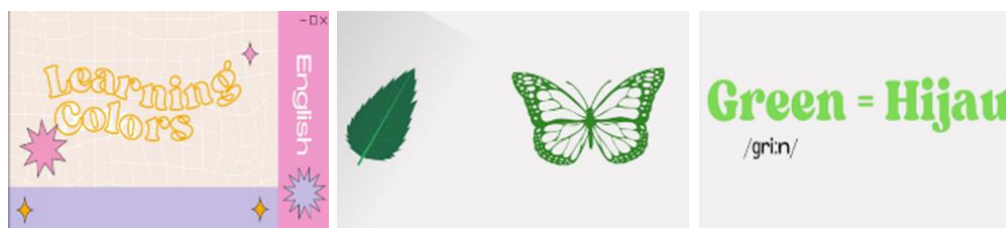


Figure 1. Display of Flipbook about Colors in Cycle 1

5. Picture Identification

This activity required the students to identify the pictures that they have found in the Flipbook. The pictures showed the meaning of the words. Six pictures about colors in the flipbook were shown to them through LCD screen. Next, they had to identify the pictures that they have seen in the Flipbook.

6. Creation

The students were given a set of Flipbook template each. They filled in the Flipbook by writing the words and drawing the picture to show the meaning of the words. The topic was about colors that had not been used in the introduction. Once they had created their own flipbook about colors, the researchers did the post-test with the similar topic to them.

In the first cycle, after observing the students' activity in this action, the researchers concluded that the students were difficult to pronounce English vocabularies about colors. Some students pronounced them incorrectly. They also tested English vocabularies to the students for pre-test and post-test and the result of the test was no improvement.

Cycle 2 (May 27th, 2022):

In the second cycle, the procedures of the activity were shown below:

1. Test

After conducting pre-test about colors in the class. Most of them had low ability in vocabulary acquisition. When they were tested, they had very limited English vocabulary. Based on the test, from the thirty early childhood students, only ten of them can have six correct answers, while the twenty of them can have three correct answers.

2. Problem Identification

Based on the observation and interview, they still had problem in English vocabulary acquisition. They did not know most of the words in English and not also did know how to pronounce it.

3. Introduction

The activity was introducing again to the students about Flipbook which contained of colors they had created. They were given the Flipbook about colors to look, flip over and read the listed words. One of the reasons for this activity to be conducted was to ensure that the

students become more familiar with their own Flipbook about colors. Besides, they would be able to get some ideas on what they were going to learn.

4. Words Drilling

Words Drilling was done by asking again to the students to read the listed English words about colors repetitively with the teacher's guidance. They spelled and read the English vocabularies about colors then explained the translation of the words into Indonesian. As their proficiency level was quite low, some drilling was needed to be done with them (at least three times) for them to get familiar with. The link below shows the list of English words about colors used for drilling (<https://online.fliphtml5.com/iwkal/yjey/>). Example of the English words used in the intervention were blue, red, yellow, white, green and black.

5. Picture Identification

This activity required the students to identify again the pictures that they have found in the Flipbook. The pictures showed the meaning of the words. Six pictures about colors in the flipbook were shown to them through LCD screen. Next, they had to identify the pictures that they have seen in the Flipbook. Once they had identified it, the researchers did the post-test with the similar topic to them.

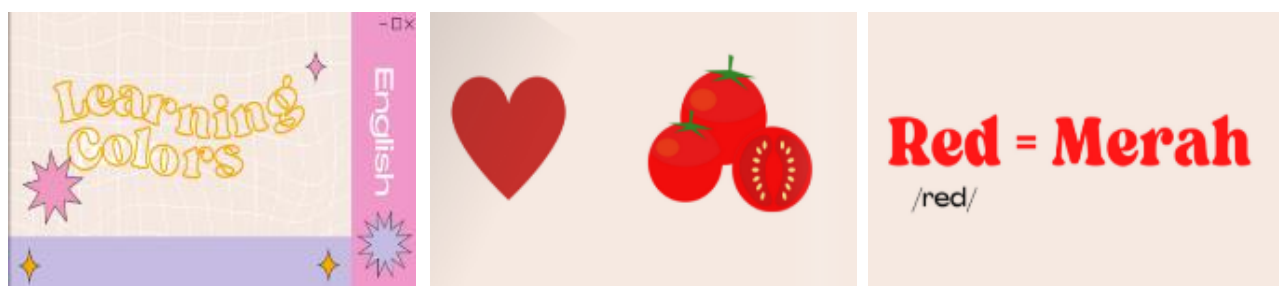


Figure 2. Display of Flipbook about Colors in Cycle 2

6. Creation

The students were given a set of Flipbook template each. They filled in the Flipbook by writing the words and drawing the picture to show the meaning of the words. The topic was about colors that had not been used in the introduction.

In the second cycle, after observing the students' activity in this action, the researchers concluded that there was improvement from the students who had pronounced words incorrectly before, now they could pronounce correctly. There were few students (5 students) who found difficulties to pronounce the vocabularies about colors in English while many students (25 students) did not get any difficulties to pronounce them. The teaching learning process was very active.

From the findings above in cycle 1 and cycle 2, the researchers analyzed the students' improvement from cycle 1 to cycle 2. The improvement obtained from the three instruments is as follows:

1. Test

Analysis of document was made through the test (pre-test and post-test). The test were conducted to each participant before the intervention (pre-test) and at the end of the intervention session (post-test). The analysis of pre-test showed most of them had low ability in English vocabulary acquisition about colors. When they were tested, they had very limited English vocabulary. Based on the pre-test, from the thirty early childhood students, only five of them can have six correct answers, while the ten of them can have three correct answers and the rest cannot have correct answers. After the intervention, the post-test was conducted to each of them for the second time at the end of the session. The second analysis was made and the students showed improvement in answering the questions. From the thirty early childhood students, twenty five of them can have six correct answers, while the five of them can have three correct answers. Finally, the result of the analysis of the post-test showed that majority students can have six correct answers (83%) while only minority students can have three correct answers (17%). Therefore, based on the analysis made, using Flipbook approach is effective in improving students' English vocabulary. This analysis was used to answer the first question of the study.



Figure 3. The Situation in the Class when The Students were tested about Colors Using Flipbook

2. Observation

Field notes were taken while doing the observation. For each session, field notes were taken based on the students' performances. Based on the observation and field notes, the students showed clear changes in their interest in learning English language. This was shown in their behavioral change and their participation in the activities especially when dealing with the Flipbook. During the first session, a few of them refused to participate in the activity. They would stay quiet and did not respond to the teacher's questions. They were quite passive in the classroom. However, during the second session, they came nearer to the teacher and other students. They started to show interest by watching the other participants. Finally, all the students developed their interest in learning and participated actively in the subsequent activities. This analysis helped to support the answer of the second question of the study.

3. Interview

An interview was conducted at the beginning of the session and at the end of the intervention.

The first interview was done in order to get their response about learning English (pre-observation data). The example was “Do you like English?”, the answers, “English is difficult.” and “English is fun” and many more. The purpose for conducting the interview was to get their responses of learning English before getting the intervention. The questions were designed to apply for the early childhood students. Therefore, the questions were very simple to answer. Most of the participants stated that “English is difficult” and “English is not fun”. This shows that they perceived English as a difficult subject and it was not fun or interesting. Apart from that, there were other statements in the interview. Based on their responses, some of them disagreed that English was easy to understand. However, their responses of English changed in the interview done at the end of the study. All of them agreed that they had acquired new vocabulary during the intervention session and English was fun or interesting to learn. In addition, one of the questions asked in the interview was whether they enjoyed the activities of doing the flipbook by themselves and the correspondents agreed with the statement. This analysis helped to answer the second question of the study where their responses of using Flipbook was positive and it seemed to help the students learn English especially the vocabulary in a fun manner which they enjoyed and interested very much.

Conclusion

Based on the explanation above, the researchers concluded that using Flipbook approach is effective in improving students’ English vocabulary. Furthermore, the students’ showed positive responses in the post intervention interview and they were fun and interested with the implemented intervention and have meaningful learning. Further research can be conducted by developing this flipbook as the media for English vocabulary mastery.

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