

DEVELOPMENT OF FLIPBOOK-BASED ENGLISH E-MODULES TO IMPROVE THE READING SKILLS OF SEVENTH GRADE JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

In the current era of the Industrial Revolution 4.0, technological developments in education continue to grow rapidly. Technology plays an important role in education. Technology is considered capable of assisting teachers in the learning process both inside and outside the classroom. Technology-based learning media continue to develop, one of which is electronic-based learning media. Flipbook-based E-modules helps teachers and students in the learning process of English both inside and outside the classroom. Through flipbook-based E-modules, teachers and students easily access materials inside and outside the classroom and encourage students to learn further materials independently. Besides, flipbook-based E-module has an interesting design so that the students do not feel bored while studying. This study aims to develop an English subject E-Module based on flipbooks to improve reading skills in seventh-grade junior high school students. This study is a research and development (R&D) study using the ASSURE model (Analyze learners; State objectives; Select methods, media, and materials; Utilize media and materials; Require learner participation; Evaluate and revise). The populations of this study were seventh-grade junior high school students. The sample was purposive sampling. The data collection techniques were interview, observation, and questionnaires. The result of the study showed that the paired sample t-test, the sig. (2-tailed) value was < 0.05 , namely 0.000, which means that there was an increase in the reading skills of seventh-grade junior high school students after using the flipbook-based E-Module for English. Furthermore, based on the N Gain test results, the N-Gain score with a mean of 0.7666 is included in the high criteria. The N-Gain percentage obtained was 76.6% with an effective interpretation. Thus, it can be concluded that the flipbook-based E-Module for English is effective in improving the reading skills of seventh-grade junior high school students. The use of flipbook-based E-module as a learning media increasing the reading skill of seventh-grade junior high school students. Therefore, the flipbook-based E-Module for English can be used as a media in learning English.

Keywords: *English, E-Module, Flipbook, Reading Skill*

Introduction

English is an international language that is widely used by many people around the world for various purposes. English is useful in various fields such as science and technology, engineering, health, pharmacy, education, medicine, business, and so on because of its status as an international language (Rao, 2019b). In the current era of globalization, many people go abroad to study or continue their education, participate in student exchanges, or conduct research. This issue is very important in English language learning because so many people are motivated to learn English so that they can communicate with people from other countries both verbally and in writing. English is widely used by students, teachers, and researchers around

the world (Rao, 2019a). In Indonesia, English is a foreign language that is only taught in schools. A foreign language refers to the use of a language other than one's mother tongue and the learning of that language in context (Fandiño et al., 2019). In Indonesia, English is studied from preschool to university level for a certain number of hours each week, depending on the level of education. Based on the Merdeka Curriculum, English is a compulsory subject for junior high school students. Under the Merdeka Curriculum, schools are given the freedom to design their own curriculum, including English language learning, so that teachers can integrate it with the use of digital media to develop students' language skills in order to improve their foreign language

proficiency.

In English learning, there are four skills that students must master, namely listening, speaking, reading, and writing skills. Reading skills are one of the skills that students must master well so that they can receive written information from both print and electronic or digital media properly. The rapid advancement of technology in the 21st century has fundamentally transformed educational environments, making the integration of digital media a critical component in fostering essential literacy skills, such as reading comprehension, critical thinking, and digital fluency (Rahmah Agustiani et al., 2025). Reading skills are very important in language learning, whether as a first language or a second language (Al-Jarf, 2019). Similarly, reading is a lifelong learning skill for students both inside and outside of school (Habók et al., 2024). Therefore, reading skills need to be mastered well in order to easily understand information from a reading passage. The learning outcomes for English, especially at the junior high school level in the independent curriculum, are to evaluate the main ideas and specific information in various types of texts, as well as to identify the purpose of the text and understand the implied information in a text. It is not uncommon for students to find it difficult to understand the content of a text, especially English texts, due to various factors, one of which is the students' lack of reading habits, especially reading English texts. Therefore, there is a need for learning media that helps students to attract their interest in reading, especially English texts that can be read both inside and outside of school.

In the current era of the Fourth Industrial Revolution, technology is indispensable in the learning process. In fact, multimedia technology plays an important role in teaching English, especially for non-native speakers (Juraboev, 2021). Multimedia technology assists teachers in the learning process both inside and outside the classroom. The use of technology in education enables more varied, easier and more enjoyable learning activities (Sari Tjahyanti & Fitria Dewi, 2021). In addition, the use of technology in learning is also able to attract students' attention, thereby creating communicative and interactive learning. As shown in a study titled "Development of Digital Flipbook Learning Media to Support the Learning Process in the Era of the Industrial Revolution 4.0," the results indicate that the use of digital flipbook learning media is a smart solution to create an interesting, communicative, and interactive learning atmosphere in the classroom

and to support students' understanding of the material presented by the teacher (Amanullah, 2020). In line with this, research entitled "Digital Technology - Flipbook Maker as a Learning Media to Improve English Reading Skills" showed that students' post-test results improved compared to their pre-test results, with an average score of $54.83 > 82.17$ and the average score for student interest was in the very interested category with an average score of 88.17 (Litta et al., 2023). Thus, it can be said that the use of multimedia technology, namely flipbooks, can improve students' understanding of the material presented and increase student interest in the learning process. Furthermore, a study entitled "The Effect of the Word Square Learning Model Assisted by Flipbook Media on English Vocabulary Comprehension" shows that the average student score on the pre-test was 47.62 and the average post-test score was 80.24. It can therefore be concluded that the word square learning model assisted by flipbook media has an influence of 37.1% on students' understanding of English vocabulary (Farradhillah et al., 2024). In line with this, research entitled "Development of E-Modules Based on the Pdf Flipbook Application to Improve Students' Writing and Independent Learning Skills (E-Module Based on The Corporate Pdf Flipbook Application Which is Useful in The Covid-19 Era), the results showed that the E-Module based on the Corporate Pdf Flipbook application is feasible and effective as a learning medium to improve students' letter writing skills and independent learning (Safitri et al., 2021). Moreover, the study titled "Pengembangan Modul Elektronik 'Flipbook' Sebagai Bahan Ajar Pengayaan Keterampilan Menulis Bahasa Inggris" showed that the tryout results showed that average score 89.10, indicated that this product did not only increase students' interest but also improve students' skill (Firdaus & Hartatik, 2023)

From the above description, it can be concluded that the use of multimedia technology can improve students' understanding and attract their attention, thereby creating communicative and interactive learning. In addition, the use of multimedia technology can be done both inside and outside the classroom so that learning is not limited to the classroom, but students can learn independently outside the classroom, and learning is not only focused on printed textbooks. Technological developments in education have led to the availability of many digital textbooks. However, there has been no research on the development of flipbook-based E-Modules for

English subjects in junior high schools in terms of reading skills. In addition, teachers are still fixated on the use of printed textbooks. Therefore, this study aims to develop flipbook-based E-Modules to facilitate teachers and students in the learning process both inside and outside the classroom. Therefore, the research questions in this study are 1. How can we develop a flipbook-based e-module for English lessons to increase the reading skills of Year 7 secondary school students? 2. Is there an increasing in reading skills after using flipbook-based E-Modules among seventh-grade junior high school students? The urgency of this research is the availability of educational products, namely flexible and attractive English subject E-Modules based on flipbooks that are easy to use by both teachers and students inside and outside the classroom.

Method

The research conducted by the research team is a type of development research or Research and Development (R&D). Development research or Research and Development (R&D) is a research method used to produce certain products and test their effectiveness (D. Sugiyono, 2014). This research uses a development research type with the ASSURE model approach, which consists of six stages, namely analyze learners-state objectives; select methods, media, and materials; utilize media and materials; require learner participation; evaluate and revise (Kustandi & Darmawan, 2020). This study aims to develop an English subject E-Module based on flipbooks to improve reading skills in seventh-grade junior high school students. This study was conducted at SMP Negeri 8 Kotabumi Lampung Utara in the 2025/2026 academic year. The population in this study were seventh-grade students consisting of two classes with a total of 48 students. The sample in this study were seventh-grade students in class A, consisting of 24 students. Sampling was conducted using purposive sampling. Data collection techniques included observation, interviews, and questionnaires. Data analysis techniques used were the Paired Sample T-Test and the N Gain test.

Findings and Discussion

In this study, product validation was carried out to assess the feasibility and quality of the materials and media that had been developed. Based on the material experts' judgement of the materials developed in the flipbook-based e-module, it was found that the materials were rated as excellent and suitable for use. Furthermore, based on the media experts' judgement of the

flipbook-based e-module, it was found that the media met the criteria for excellent and suitable for use.

The test was used to measure students' reading ability in English after using the flipbook-based e-module. Before the test was given to the research sample, a trial test was conducted. After the trial, the data was analyzed using validity and reliability tests. The results of the pretest validity test showed that the significance value (2-tailed) was < 0.05 , which means that the questions were valid and could be given to students. The posttest validity test showed that the significance value (2-tailed) was < 0.05 , which means that the questions were valid and could be given to students. Furthermore, the pretest reliability results showed that Cronbach's Alpha value was $0.875 > 0.60$, which means that the questions were reliable, so they had high consistency. The posttest reliability test results showed that Cronbach's Alpha value was $0.857 > 0.60$, which means that the questions were reliable, so they had high consistency.

The data obtained from the research results underwent normality testing to determine whether the data was normally distributed or not, and homogeneity testing to determine whether the samples were similar or had homogeneous variance. Based on the results of the normality test analysis, the significance value for the pretest was 0.177 and the significance value for the posttest was 0.078. The significance values for both data sets were > 0.05 , so it can be said that both data sets were normally distributed. Furthermore, based on the results of the homogeneity test analysis based on the mean, a significance of 0.064 was obtained, with a significance value > 0.05 , so it can be concluded that the data is homogeneously varied.

Afterwards, a paired sample t-test and N Gain test were conducted. Based on the results of the paired sample t-test, the significance value (2-tailed) was < 0.05 , namely 0.000, which means that there was an increase in the reading skills of Year 7 students at junior high school after using the flipbook-based E-Module for English. Furthermore, based on the N Gain test results, the N-Gain score with a mean of 0.7666 was classified as high. The N-Gain percentage was 76.6%, which was interpreted as effective. Thus, it can be concluded that the flipbook-based E-Module for English is effective in improving the reading skills of Year 7 students in junior high school.

This study aims to develop an English Language E-Module Based on Flipbook to Improve the Reading Skills of Seventh Grade

Junior High School Students. This study is a development study using the ASSURE approach model (Analyze learners; State objectives; Select methods, media, and materials; Utilize media and materials; Require learner participation; Evaluate and revise).

Flipbooks are a type of electronic learning media. Flipbooks are digital books that can display text, images, videos, music or songs, and 3D animations. Flipbooks are a type of digital teaching material that have the advantage of being able to contain interactive multimedia that previously could not be included in printed teaching materials, such as images, audio, video, links, and various other media (Astuti et al., 2023). Flipbooks combine text, images, audio, and video to increase student engagement in learning (Roemintoyo & Budiarto, 2021). The flipbooks developed by researchers are designed to be attractive so that students do not get bored when studying the material, making the learning atmosphere more enjoyable. Based on the results of the study showed that media experts judgement gave a final assessment with a total score of 74 and placed the product in the criteria of very good and suitable for use. Similarly, subject matter experts' judgement also claimed that the English reading skills flipbook product developed was a valid product, giving it a total score of 56. Afterward, based on the results of the analysis of student responses to the flipbook-based e-module in one-to-one and small group tests, it was found that the flipbook-based e-module had excellent assessment criteria, with one of the indicators being that learning with the flipbook-based e-module could make the learning atmosphere interesting and students do not get bored, and that learning with the flipbook-based e-module helped in understanding each material. This is in line with the study conducted with the title "Development of Digital Flipbook Learning Media to Support the Learning Process in the Era of the Industrial Revolution 4.0", the results of the study show that the use of digital flipbook learning media is a smart solution to create an interesting, communicative, interactive learning atmosphere in the classroom and support students' understanding of the material presented by the teacher (Amanullah, 2020). The flipbook-based E-Module developed by researchers can be used in both face-to-face and online learning. Through this flipbook-based E-Module, teachers and students can easily access material inside and outside the classroom and encourage students to study the material further independently. As a flexible

learning media, Flipbooks allow students to access materials anytime and anywhere, thus increasing the effectiveness of their understanding of reading (Rini et al., 2021)

The material developed in the flipbook-based E-Module is designed in accordance with the textbooks used by teachers. In addition, the material in the flipbook-based E-Module developed by researchers features more short texts in accordance with the Learning Outcomes in the Reading-Viewing element (students read and respond to familiar and unfamiliar texts that contain structures that have been learned and familiar vocabulary independently. Students search for and evaluate main ideas and specific information in various types of texts. These texts can be in print or digital form, including visual, multimodal, or interactive texts. Students identify the purpose of the text and begin to make inferences to understand the implied information in a text. The short texts in the flipbook-based E-Module are developed in such a way as to make it easier for students to learn various types of short texts in each learning material. The short texts in each material in the flipbook-based E-Module are presented in an attractive way to draw students' attention so as to improve their reading skills.

Based on the results of the paired sample t-test, the significance value (2-tailed) was < 0.05 , namely 0.000, which means that there was an increase in the reading skills of seventh-grade junior high school students after using the flipbook-based E-Module for English. Furthermore, based on the N Gain test results, the N-Gain score with a mean of 0.7666 was classified as high. The N-Gain percentage was 76.6%, which was interpreted as effective. Thus, it can be concluded that the flipbook-based E-Module for English is effective in improving the reading skills of seventh-grade junior high school students. This is in line with the results of the study titled "Improving Elementary School Students' Reading Comprehension Skills with Digital Flipbooks" found that flipbook media has a positive implication for students' reading comprehension skills and leads to increased student activity during the learning process. This is evidenced by an increase in student learning outcomes, with post-test scores showing an intensification compared to the low pre-test scores (Mustaghfirotus Sakinah & Nuroh, 2025). In other words, the use of flipbooks as a learning medium can improve the reading skills of seventh-grade junior high school students. Furthermore, the result of the study titled "Flipbook Literacy Narrative Local Wisdom

Palembang Assisted by PQ4R Method in Reading Comprehension of Students” showed that the media effectiveness test showed that there was an increase in the reading ability of students by 47.37 in the small group product trial and an increase of 50.04 in the large group product trial. The pretest scores showed an average increase (N-gain) of 0.81 with the pretest scores showed an average increase (N-gain) of 0.81 with a high criterion, and the posttest scores showed an average increase (N-gain) of 0.80 with a high criterion. It can be concluded that the flipbook media was feasible and effective in improving the reading comprehension skills of fourth-grade students (Nova Dia, et al., 2025). This is in line with a study titled “The effects of interactive multimedia on students' reading skills,” which showed a significant improvement in students' reading skills, as seen from the average scores, namely a pretest score of 70.03 and a posttest average score of 80.13. In addition, the paired t-test results showed a significance value of 0.000, which is less than 0.05, indicating a significant difference between the pretest scores and the students' reading scores on the posttest (Praheto et al., 2025). In other words, interactive multimedia can improve students' reading skills. This is in line with the study titled “Efforts to Improve Early Reading Skills and Learning Motivation Through Digital Flipbook Media” the result showed that The use of digital flipbook media can improve early reading skills and enhance students' learning motivation. This study implies that teachers can effectively utilise digital flipbook media as a learning tool (Aisyah & Wibowo, 2025). In addition to displaying various types of short texts, this flipbook-based E-Module presents various types of exercises to measure students' abilities in relation to the material that has been learned.

Conclusion

Based on the results of the paired sample t-test, the significance value (2-tailed) was < 0.05 , namely 0.000, which means that there was an increase in the reading skills of seventh-grade junior high school students after using the flipbook-based E-Module for English. Furthermore, based on the N Gain test results, the N-Gain score with a mean of 0.7666 was classified as high. The N-Gain percentage was 76.6%, which was interpreted as effective. Thus, it can be concluded that the flipbook-based E-Module for English is effective in improving the reading skills of seventh-grade junior high school students. In other words, the use of flipbooks as a learning medium can improve the reading skills of seventh-

grade junior high school students. The sample used is still very limited. Otherwise, further research with a larger sample is needed. This study provides solutions to improve students' reading skills and the availability of flipbook-based e-modules to enhance students' reading skills. For further research, it is possible to develop a broader and more comprehensive digital-based educational product that is easily accessible to teachers and students in English language subjects.

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