

The Implementation of Digital Flipbook in Parts of Speech Learning for EFL Students

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Article Info	ABSTRACT
Article History: Submission: 2026-05-26 Revised: 2026-07-27 Accepted: 2026-07-28 Published: 2026-07-31	This research examines the implementation of digital flipbook in learning parts of speech for English Literature students. It aims to investigate students' responses and the effectiveness of digital flipbook as a learning medium for learning grammar. The research employed a quantitative descriptive design combined with Research and Development (R&D) using the ADDIE model covering Analysis, Design, Development, Implementation, and Evaluation. 15 students of the English Literature program were randomly selected as participants. Data were collected using a questionnaire addressing ease of use, material clarity, visual appearance, learning support, and future interest. The results show that students responded positively to the digital flipbook, finding it engaging, accessible, and effective in supporting their understanding of parts of speech. These findings indicate that digital flipbook can serve as an interactive and practical medium for learning grammar and provide useful insights for developing more effective digital learning resources.
Keywords: Flipbook; Grammar; Part of Speech	
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1. INTRODUCTION

English has become a lingua franca that is widely used in global communication across various fields, including education, politic, business, and science (Tamrin & Yanti, 2019). In English language learning, grammar constitutes a fundamental aspect since it helps learners arrange words into meaningful and acceptable sentences (Budi & Ekhsan, 2020). Grammar is present in all languages and serves as the key for producing coherent sentences (Thornbury, 1999). In addition, Harmer (2007) stated that grammar provides the basic structure that enables learners to express ideas

clearly and accurately. Grammar also underlies essential language skills, including listening, speaking, reading, and writing, and using it correctly improves comprehension and clarity in both oral and written communication (Widodo, 2006). English has become an increasingly important component of elementary education because early exposure to a foreign language can provide children with opportunities to develop basic communicative competence and build foundations for subsequent language learning (Asih & Peni, 2026). This suggests that grammatical mastery is necessary for learners to communicate in both

spoken and written forms. English has grown more popular and is extensively used as an international language in this era of globalization. English has become an essential communication tool among people from various languages and cultures as it has grown and developed around the world. It is a communication tool used to share ideas, emotions, and perspectives with others in social situations (Windy & Theresia, 2024). One fundamental aspect in grammar is parts of speech. Parts of speech classify words according to their forms and function (Nurzaenab & Purnawansyah, 2016). Learners should be able to identify these categories, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections as they include one of the essential topics in learning English (aili & Sondari, 2022). Furthermore, parts of speech indicate how words function both meaningfully and grammatically within a sentence (Aprianti, 2020). Understanding parts of speech is essential since it provides learners with a clear framework for recognizing word categories in English. This knowledge facilitates the application of grammar and tense structure, helps learners place words accurately within sentences, and support appreciate punctuation use. As a result, learners can produce sentences that are grammatically correct, coherent, and meaningful.

However, learners' often experience difficulties in learning grammar. These difficulties in learning grammar are influenced by various internal and external factors. Grammar is often perceived as difficult and monotonous, particularly when

learning activities rely on repetitive and teacher-centered approach. Richards and Rodgers (2001) argued that such approaches may reduce learners' engagement in the learning process. Despite its essential role in language development, grammar learning frequently results in unsatisfactory learning outcomes (Harmer, 2007). To address these challenges, the use of appropriate learning media is necessary to support grammar learning. Learning media are designed to improve the effectiveness and efficiency of the learning process through visual, audio, or audiovisual support (Wahid, 2018). One form of technology-based learning media is the digital flipbook, which presents learning material in an electric book format that can be accessed through digital devices. According to Darmawan (2012), technology-based learning provides experiences that are more relevant to learners' needs in the digital learning environment. Digital flipbooks allow the integration of text, image, videos, hyperlinks, and PDF files into a single learning resource (Amalia & Fajar, 2021). The accessibility of digital materials through smartphones support flexible learning and encourages students to review material independently anytime and anywhere (Su'uga et al., 2020). Previous studies have shown that interactive learning media can enhance learners' engagement and improve English learning outcomes (Brown, 2007).

Therefore, this research aims to examine the implementation of digital flipbook in learning parts of speech. This research employed a quantitative approach using questionnaires to collect students' responses and the

research applied the ADDIE model covering Analysis, Design, Development, Implementation, and Evaluation to systematically develop and assess the learning media. The findings are expected to provide empirical evidence on the effectiveness of digital flipbooks and contribute to the development of more effective grammar learning strategies.

2. METHOD

This research employed a quantitative descriptive research design with a Research and Development (R&D) design to develop and evaluate a digital flipbook for learning parts of speech. Creswell (2014) stated that a quantitative approach is a research method that emphasizes the measurement and numerical analysis to examine research phenomena. In addition, Sugiyono (2020) stated that Research and Development is a method used to develop a product and examine its effectiveness. The Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model was employed as the instructional design framework for developing the learning media, consisting of Analysis, Design, Development, Implementation, and Evaluation stages.

2.1. Respondents

The participants of this research were students of English Literature program. A total of 15 students were randomly selected as respondents. The participants were chosen to examine the implementation of a digital flipbook in learning parts of speech. They served as the main source of data to obtain in-depth information regarding students' response, experiences, and perceptions of the use

of the digital flipbook in learning parts of speech.

2.1. Instruments

The research instrument employed in this research was a questionnaire to collect data related to students' perceptions of the use of the digital flipbook in learning parts of speech. Sugiyono (2020) argued that a questionnaire is a data collection technique conducted by providing a set of written questions or statements to respondents to be answered. This research employed a closed-ended questionnaire, in which respondents were required to select one option from the predetermined options provided. The responses were measured using a five-point likert scale ranging from 1 to 5, where 1 represented very easy, 2-3 indicated moderate, and 5 represented very difficult, to assess students' perceptions of the use of the digital flipbook in learning parts of speech. The questions included: (1) the ease of understanding how to use the flipbook (1 item), (2) attractiveness of the flipbook appearance and content (1 item), (3) clarity of material presentation (1 item), (4) effectiveness in enhancing understanding of the material (1 item), and (5) interest in future use (1 item). These questions were designed to measure students' perceptions of the digital flipbook, providing insights into its usability, visual appeal, clarity of content, and overall effectiveness as a learning medium.

2.2. Data Collection

The data collection technique employed in this research was a questionnaire, which is considered an efficient, cost-effective, and reliable method for obtaining information

(Mills and Gay, 2018). A closes-ended questionnaire was employed in this research in which respondents could only select one from the options provided by the researcher. The data collection procedure was conducted in two stages, first one, participants were instructed to thoroughly study and review the content of the digital flipbook. After studying and reviewing the material, participants subsequently responded to each question based on their personal experiences via the provided link, second one is procedure ensured that respondents had sufficient exposure to the flipbook content, thereby allowing them to provide informed and accurate feedback.

2.4 Data analysis

The data collected in this research were analyzed using descriptive quantitative methods, which involve processing numerical data to provide clear and systematic descriptions of the findings. The researcher analyzed data obtained from students' responses to a questionnaire using a 1 – 5 likert scale, particularly regarding their perceptions of the learning material and the use of the digital flipbook as a learning medium. Descriptive quantitative analysis enabled the researcher to calculate frequency distributions, percentages, and mean score, which allowed the findings to be presented in a clear and structure manner.

3. FINDINGS AND DISCUSSION

3.1 Analysis

At the initial stage of digital flipbook development, the researcher conducted a needs analysis by considering English Literature students' characteristics, their difficulties in understanding and

applying parts of speech, and the need for flexible and accessible learning media. The findings guided the formulation of the main objective, which was to develop an interactive digital learning medium to support independent and systematic learning of parts of speech. The development process involved planning the timeline, selecting and organizing appropriate instructional material, choosing suitable flipbook software, and designing the visual layout along with supporting learning features. The materials were arranged clearly to address varying levels of students' proficiency. Considering students' technological readiness and access to digital devices, the digital flipbook was regarded as an appropriate medium to support interactive and systematic learning.

3.2 Design

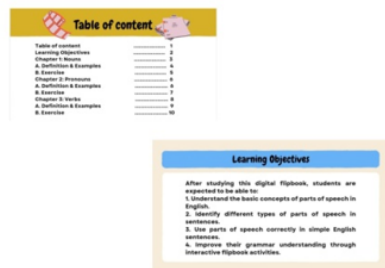
As a continuation of the analysis stage, the design stage emphasized the planning of the digital flipbook's structure and instructional content for learning parts of speech. During this stage, the researcher developed learning objectives and achievement indicators based on the needs of English Literature students, especially in recognizing, differentiating, and applying parts of speech in a sentence formation. Moreover, the layout, visual design, and interactive features of the digital flipbook were arranged to enhance clarity, accessibility, and student engagement. In addition, appropriate evaluation strategies were planned to measure students' learning outcomes and to assess the effectiveness of the developed flipbook in the learning process.



Picture 1. Flipbook Cover Design



Picture 3. Sample Digital Flipbook Display



Picture 2. Flipbook Home Page

3.3. Development

After the analysis and design stages, the development stage focused on the development a digital flipbook as a learning medium for parts of speech. The materials were systematically developed by integrating learning objectives, relevant content, visual elements, and interactive features to support independent learning. The flipbook included explanations, examples, visual illustrations, and practice activities in a structured manner. Once completed, the product was validated by experts in English content and instructional media to ensure content accuracy and the appropriateness of the media design, and the feedback was used to revise the flipbook before implementation.

3.4. Implementation

The implementation stage involved the application of the developed digital flipbook in the learning process of parts of speech for English Literature students. At this stage, the digital flipbook was introduced as a learning medium and utilized by students as part of the instructional activities. Expert opinion and perspective Masitoh (2022) states that a flipbook is an interactive digital book that presents text, images, audio, and video in an engaging manner to foster student enthusiasm and understanding. Hamid & Alberida (2021): Assessing the use of digital flipbooks reveals that they can make the classroom learning atmosphere far more varied and less monotonous.

The purpose of this stage was to examine the feasibility of the developed media and to observe students' responses to its use in supporting their learning. Media is one way to activate students' learning activities in the classroom. Z. R. Hakim (2021) states that media serves as a means to engage students in classroom learning activities. It acts as a learning resource or a physical medium containing instructional content that

stimulates students to learn. Media is crucial in assisting teachers with classroom instruction and helps students grasp the material being presented. The use of media often sparks student interest in lessons; furthermore, it greatly aids teachers in delivering instruction. This is particularly important because young children often lack interest in learning if the teacher relies solely on textbooks, which can lead to boredom and difficulty understanding the material. Media is a component of learning resources or physical facilities containing instructional materials in the student's environment that can stimulate students to learn. Media is very important in assisting teachers in teaching in the classroom. Furthermore, the presence of media also helps students understand the material presented by the teacher. The presence of media usually makes students interested in participating in lessons. Besides being beneficial for students, media also greatly assists teachers in delivering lessons. Generally, early childhood children are less interested in learning. If teachers only teach using textbooks, students will become bored and have difficulty understanding the material presented.

During the implementation, students were encouraged to use the digital flipbook independently to study the materials, completed the provided tasks, and engage with the content. This stage enabled the researcher to obtain data on the practicality, clarity, and effectiveness of the digital flipbook before proceeding to the evaluation stage.

3.5. Evaluation

The evaluation results were obtained through a questionnaire distributed to 15 randomly selected English Literature students. The questionnaire was designed to assess students' perceptions of the digital flipbook in terms of ease of use, material clarity, visual appearance, learning effectiveness, and students' interest in future learning. The data obtained from the questionnaire were then analyzed based on the response scale. The results of the students' evaluation are presented in the following table.

Table 3.1 Ease of Use

Scale	Respondents	Percentage
Scale 1	9	60%
Scale 2	6	40%
Scale 3	0	0%
Scale 4	0	0%
Total	15	100%

Students' perceptions of the digital flipbook in terms of ease of use

Table 3.2 Material Clarity

Scale	Respondents	Percentage
Scale 1	12	80%
Scale 2	2	13.30%
Scale 3	1	6.70%
Scale 4	0	0%
Total	15	100%

Students' perceptions of the digital flipbook in terms Material was very clear.

Table 3.3 Visual Appearance

Scale	Respondents	Percentage
Scale 1	10	67%
Scale 2	5	33.30%
Scale 3	0	0.00%
Scale 4	0	0%
Total	15	100%

Students' perceptions of the digital flipbook in terms Very attractive.

Table 3.4 Learning Effectiveness

Scale	Respondents	Percentage
Scale 1	11	73%
Scale 2	4	26.70%
Scale 3	0	0.00%
Scale 4	0	0%
Total	15	100%

Students' perceptions of the digital flipbook in terms Effectively supported learning.

Table 3.5 Interest in Future Learning

Scale	Respondents	Percentage
Scale 1	12	80%
Scale 2	2	13.30%
Scale 3	1	6.70%
Scale 4	0	0%
Total	15	100%

Students' perceptions of the digital flipbook in terms High interest.

The final stage was evaluation, in which the researcher analyzed the results of the learning media assessment obtained from students. The use of the digital flipbook as a learning medium for parts of speech received generally positive responses from 15 randomly selected English Literature students. Based on the

questionnaire results, most participants perceived the flipbook as easy to use and functionally accessible during learning process.

The results related to ease to use indicate, out of 15 respondents, 9 students (60%) rated the flipbook at scale 1 and 6 students (40%) at scale 2. No response were recorded at scale 3 or higher, indicating that the flipbook was generally easy to use and did not present significant technical difficulties for students. Regarding material clarity, the results show that 12 respondents (80%) perceived the material as very clear, 2 respondents (13.3%) rated it as clear, and 1 respondents (6.7%) selected scale 3. This finding suggests that the material was systematically organized, certain parts may require further clarification. In terms of visual appearance, 10 respondents (66.7) evaluated the flipbook as very attractive while 5 respondents (33.3%) rated it at scale 2. No negative response were identified for this aspect, indicating that the visual design contributed positively to students' learning experience.

Regarding the effectiveness of the flipbook in supporting learning, 11 respondents (73.3%) rated it at scale 1 and 4 respondents (26.7%) at scale 2. These results indicate that the digital flipbook effectively supported students' understanding of parts of speech.

Finally, students' interest in future learning showed generally positive result. 12 respondents (80%) rated very high interest, 2 respondents (13.3%) indicate positive interest, and 1 respondent (6.7%) respondents selected scale 3. This finding suggests that while the digital flipbook was well

received, further refinement may enhance students' sustained motivation and consistent use of the medium.

Based on the results of the questionnaire analysis, students' perceptions of the digital flipbook varied across several aspects, including ease of use, material clarity, visual appearance, learning support, and future interest. The findings indicate that students' response were generally positive although certain aspects still require further evaluation.

These findings align with previous research by Rahmatullah et al. (2020) and Mulyadi et al. (2020), which similarly demonstrated that interactive digital flipbooks significantly enhance student motivation, material comprehension, and engagement due to their high visual appeal and accessibility. However, in contrast to prior research by Setyowati et al. (2020)—where digital flipbook implementation yielded unanimous high satisfaction across all parameters—the presence of minor neutral responses regarding material clarity and future interest in this study highlights that individual learning preferences and varying digital literacy levels can still result in slight variations in student reception.

Based on the results of the questionnaire analysis, students' perceptions of the digital flipbook varied across several aspects, including ease of use, material clarity, visual appearance, learning support, and future interest. The findings indicate that students' responses were generally positive, although certain aspects still require further evaluation.

The digital flipbook was perceived as easy to use, indicating that its design

and navigation supported independent learning without causing major technical difficulties.

In terms of material clarity, the systematic organization of the content facilitated students' understanding of parts of speech although a small number of responses suggest that certain section may require further refinement for all learners.

The visual appearance of the flipbook contributed positively to students' engagement by creating a comfortable and visually appealing learning content.

The flipbook was considered effective in supporting students' understanding of parts of speech, demonstrating its potential as a supportive learning medium.

Students' interest in using the digital flipbook in future learning was generally positive, indicating that the medium was well-received, despite the need for minor improvements to enhance sustained engagement.

4. CONCLUSION

Based on the results and discussions of this study, it can be concluded that digital flipbook is an effective and practical learning medium for supporting English Literature students in mastering parts of speech. Students responded positively to its ease of use, clarity of materials, visual design, learning support, and interest in future use, indicating that the flipbook facilitates independent and interactive learning by providing structured content, engaging elements, and integrated practice exercises..

In line with these findings, it is recommended to further develop the

digital flipbook by expanding its content to cover additional grammatical topic, such as sentence structure, verb tenses, and modal, as well as enhanced interactive e features. Expanding the scope of the content would increase engagement, deepen

comprehension, and strengthen students' retention of grammatical concepts, making the flipbook a more comprehensive and sustainable learning resource for English Literature students.

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