

Developing Digital Flipbook-Based English Writing Materials for EFL Vocational High School Students

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Received: October 2024; Revised: November 2024; Published: December 2024

Abstract

English writing skills are pivotal for vocational students and their future careers. To improve students' writing skills, technology development provides access for teachers to create digital learning resources. Moreover, the Ministry of Education, Culture, Research, and Technology requires teachers to integrate technology in the classroom. However, preliminary research found that the teacher was not using technological-based learning resources. Therefore, the objectives of this study were to identify the needs of twelfth-grade students of vocational schools and to develop digital flipbook-based English writing materials. This study used a Research and Development (R&D) approach, with participants being twelfth-grade students from SMK Negeri 5 Medan. The research procedures followed ADDIE (Analysis, Design, Develop, Implementation, Evaluation). Instruments included needs analysis, expert judgement, teacher's review, and students' response questionnaires. The data were analyzed quantitatively and qualitatively. The results of needs analysis indicated that most of the students wanted to improve their grammatical accuracy in their writing. After developing the product, the final overall score obtained from the expert, teacher and students was 3.67, categorizing the materials as "very good." The development of digital flipbook-based English writing materials for twelfth-grade students at vocational schools has significant implications for enhancing student engagement and learning outcomes in English instruction. The positive evaluations from experts, teachers, and students indicate that these materials, grounded in the ADDIE framework are effective and well-received. This suggests that similar digital tools has potential in transforming traditional teaching methods.

Keywords: Digital Flipbook; Teaching materials; Writing skills; English for specific purposes

How to Cite: Waluyo, W., Sihite, M.R., & Fransiska, W. (2024). Developing Digital Flipbook-Based English Writing Materials for EFL Vocational High School Students, *Journal of Language and Literature Studies*, 4(4), 810-822. doi: <https://doi.org/10.36312/jolls.v4i4.2248>



<https://doi.org/10.36312/jolls.v4i4.2248>

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INTRODUCTION

English writing skills are pivotal for vocational students and their future careers. Susanti & Agung (2023) emphasized that effective written communication is crucial for vocational students to succeed in the workplace. The ability to articulate ideas clearly and concisely through writing is identified as a core competency desired by employers across various industries. Proficient English writing enhances vocational students' employability and career advancement prospects. Employers often prioritize candidates who can effectively communicate through written documents such as resumes, cover letters, and professional emails. Strong writing skills are viewed as indicative of critical thinking abilities and attention to detail, attributes highly valued in the workplace.

The significance of writing skill is also stated in the basic competency from the syllabus of Curriculum 2013 in English subject for vocational students which encourages

the students of grade XII to write various texts by paying attention to the social functions, generic structure and language features correctly and must be in line with the context. Nevertheless, Maharani et al. (2023) found that many students encounter difficulties to write in English because they are lack of vocabularies and are less competent in grammar mastery. Moreover, they still rely on google translate to help them accomplish their writing tasks.

In order to upgrade students' writing skill, the curriculum serves two types of writing text for students of grade XII in vocational schools, namely procedure text and news item text. Fidriani et al. (2021) explained that procedure text is a type of text that outlines the steps involved in creating or accomplishing something. In this kind of text, the focus is on producing or making something by detailing the process. It begins by stating the goal, followed by listing the necessary ingredients or materials, and ends with the steps that describe how the process is carried out in a logical order.. Meanwhile according to Zuana (2021), news item text is a type of text centered around the news itself. It highlights significant events or occurrences that have recently taken place within the local environment or are deemed important enough to be shared with the public. News items have distinct language characteristics, such as presenting brief and concise information in the headline, using action verbs, adverbs of time, place, and manner, as well as incorporating both reported and direct speech.

Based on the results of preliminary research during an internship program at SMK Negeri 5 Medan. After conducting an observation in a classroom that consists of 27 students of grade XII TITL, it was found that most of the students are disengaged to keep up with the lesson. During the learning process, the teacher was not integrating technology in the classroom and failed to provide sufficient learning materials for students. To further investigate, an interview was conducted with the English teacher to find out the reason why the learning activity is not integrated with technology. In response to this, she stated that the school is lack of learning facilities. This issue prevents her from incorporating technology into her teaching.

Kholili (2023) revealed that one of the key factors contributing to students' disengagement is the absence of technology integration in the learning process. His findings indicated that students find classes more captivating with the presence of technology, including the use of digital learning media or materials. To emphasize, teaching students without utilizing technology is not ideal as the Curriculum of 2013 says that any learning approach used by the teachers should be based on scientific-TPACK (Technological Pedagogical Content Knowledge). Through this approach, the teacher is prompted to provide an engaging learning atmosphere by integrating technology in the classroom. Moreover, according to Permendiknas Nomor 14 Tahun 2005 which relates to academic qualifications and teacher's competency, one of the most crucial teachers' obligation is to use Information, Communication, and Technology (ICT) as a form of self-development. Marlyya et al. (2021) also emphasized that educators should be able to keep up with the development of technology.

The integration of technology and internet offers an excellent way to deliver an attractive and captivating lesson. Teachers can utilize various platforms, websites or e-book to equip students with comprehensive and interactive learning materials. According to Widyastuti et al. (2020), learning materials refer to the resources used to support students' learning activity in the classroom. Learning materials should be prepared systematically, coherent, comprehensive and based on students' needs. Zamjani et al. (2020) stated that with the development of technology, learning materials can now be developed intensively and can be accessed for free by the students. Thus, turning learning materials into digital-based learning resources can be done to realise it. To give a better idea of what digital learning materials are, Alenezi (2020) proposed the definition of digital

learning materials as a group of digital features designed appropriately and linked to education-based goals

Digital learning materials can be used to facilitate students' writing activity. Andi et al. (2023) stated that writing is considered the most challenging skill because it has numerous aspects. Ramamuthie & Aziz (2022) said that the absence of digital learning material leads to the failure of English teachers in teaching writing because there is no interactive resource available for the students. It can be said that the presence of digital learning materials are important to address the problems faced by students in fostering their writing skills.

Digital flipbook can be a brilliant alternative to teach writing and assist them to enhance their writing skill for any types of writing text. Flipbook is fundamentally an interactive e-book with flipping animation effect. According to Gusman et al. (2021), flipbook is software that has an experience like opening a book page but is supported by digital media such as animations, images, video and audio. Flipbook also makes teaching materials more fascinating for the students and becomes a facility for teachers to teach writing more comprehensively in the most fun way. Moreover, Aprilutfi (2022) argued that flipbook is considered effective to enhance critical thinking skills, boost students' creativity, engage students more actively in learning, improve students' understanding and retention of taught material, develop students into active individuals who are articulate, possess a high memory capacity, and creatively generate new ideas relevant to their daily lives.

Several studies have been conducted on the use of flipbook. Firstly, a research conducted by Kinayoh & Ambarwati (2023) entitled "The Development of Flipbook Based on Digital Literacy on Animalia-Vertebrates of High School Student Grade 10th" exposed that digital flipbook is Valid and Practical for Animalia-Vertebrates Materials. Next, the result of a research conducted by Yuyun et al. (2022) entitled "Developing Flipbook-Based Physics E-Module to Increase Students' Learning Outcome and Motivation" has proven that flipbook is categorized practical to be used in learning. Additionally, Rahmawati et al. (2023) carried out a research entitled "Online Digital Flipbook module: An Alternative Teaching Material in the 21st" which shows that flipbook gave a positive impact for teaching-learning process.

While their findings indicated that flipbooks gave positive impacts on learning activities, using flipbooks also have some drawbacks. According to Fitriyani et al. (2022), the weaknesses of flipbooks include the need of internet data and it must be used through electronic devices such as gadgets or computers. However, although flipbooks can only be accessed online, it only requires minimal utilization of internet data.

A number of studies discussed the effectiveness of flipbook as an alternative for learning materials. However, this research holds a novelty in the writing topics namely procedure text and news item text. Hence, this literature gap has established the urgency of this research. Based on the phenomena between the expectation and reality along with the identified gap from several literatures above, the research questions are: What are the needs for writing materials by students of grade XII at SMKN 5 Medan?; How is the development of digital flipbook-based English writing learning materials to teach procedure and news item text for students of grade XII at SMKN 5 Medan?

RESEARCH METHOD

Research Design

The research method employed Research and Development (R&D). According to Sugiyono (2018), Research and Development is a research method used to design or develop certain products and investigate the feasibility of the products. In this research, digital flipbook-based English writing learning materials were developed so that the students of grade XII are equipped with comprehensive procedure and news item text

materials. This development process employed the ADDIE (Analyze, Design, Development, Implementation, Evaluation) retrieved from Branch (2009). ADDIE model is selected as it is considered adequate for product development in the form of learning materials to facilitate students in upgrading their writing skills. It is more direct, simple and comprehensive because there are only five steps of development involved in this model.

Research Subject

The population of this research is students of twelfth-grade at SMK Negeri 5 Medan. The subject or the sample of this research was directed towards the students of grade XII SMK Negeri 5 Medan majoring Fashion Design and Production Specialization. This research used purposive sampling technique. The sample is selected because students' problem had been identified in the making procedure text during the researcher's internship program, particularly the students of twelfth-grade. They were not able to write a descriptive text directly in English. This research was conducted in the odd semester of the 2024/2025 academic year. The following table represents the research subject.

Data Collection and Data Analysis

The data were obtained through observation, interviews, and questionnaires. The observation was conducted to find out students' way of learning in the classroom and the learning materials used during teaching-learning activities. It was carried out at the beginning of the research to obtain preliminary data, which showed that students were still being taught conventionally with only paper-based materials. Interviews were conducted with both the teacher and students to gather secondary data during the preliminary research. Three types of questionnaires were distributed: the needs analysis questionnaire, the expert judgment questionnaire, and the student response questionnaire. The needs analysis questionnaire focused on target needs and learning needs as proposed by Hutchinson & Waters (1987) and Nunan (2004). The expert judgement questionnaire was developed from National Education Standards Board (BSNP) which evaluates the appropriateness of content, language, presentation and graphic. The expert judgement and teacher's review questionnaires are adopted from the previous research by Sihite et al. (2022). This research conducted materials development and the the final product was categorized as "very good". Hence, the questionnaires were adapted from this research. Each statement from the questionnaires align with the four aspects of a good learning materials, emphasizing the appropriateness of content, language, presentation and graphic.

This research involved two types of data: quantitative and qualitative. The quantitative data consisted of numbers or percentages derived from the needs analysis questionnaire and the expert judgment questionnaire. These data were analyzed using formulas to determine the percentage of results of the needs analysis and to calculate the mean score from the expert judgment questionnaire. Meanwhile the qualitative data were provided in the form of descriptive analysis that explains the numeric results. The mean scores of the expert judgement questionnaire were elaborated through descriptive analysis and the results were converted to the following categories.

Table 2. Data Conversion Table

No	Interval	Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.24 \leq x \leq 4$	Very Good

Source: Habibi & Agustini (2022)

RESULTS AND DISCUSSION

Research Results

The first step in research and development deals with analysis. In this research, needs analysis was conducted at SMK Negeri 5 Medan in order to develop digital flipbook-based English writing learning materials according to students' needs. The following data presents the results of needs analysis.

Table 3. The Results of Target Needs

No	Questions	Options	Result
TARGET NEEDS			
Goal			
1	What is your goal of mastering writing skill	a. To be able to write sentences without grammatical errors b. To enhance my career opportunity c. To pass the national examination with satisfying scores	66.7% 33.3% 0%
2	Based on my perspective, writing an English text is...	a. Very easy b. Easy c. Hard d. Very Hard	12.5% 62.5% 25% 0%
3	In my opinion, having a good writing skill is...	a. Very important b. Important c. Quite important d. Not important	70.8% 20.8% 8.3% 0%
4	I... write in English	a. Always b. Often c. Sometimes d. Never	0% 12.5% 87.5% 0%
5	Which skill do you want to improve in writing?	a. The ability to write a text based on the correct structure and word selection b. The ability to use concise grammar and vocabulary in the right context c. The ability to express ideas into some different sentences	25% 62.5% 12.5%
Lacks			
6	So far, my writing is in the level of...	a. Beginner, being able to write about very general topics. b. Intermediate, being able to write about certain unfamiliar topics. c. Advanced, being able to write academic essays.	54.2% 41.7% 4.2%
7	So far, the number of vocabularies I know in English is...	a. Less than 100 words b. 100-200 words c. 200-500 words d. More than 500 words	62.5% 25% 12.5% 0%
8	When writing in English. It is difficult for me to...	a. Describe particular things b. Find the right words related to the context c. Use the pattern or formula of tenses d. Comprehend particular terms in English	45.8% 12.5% 25% 16.7%
9	In writing, I think my weakness is in...	a. Vocabulary b. Grammar c. Sentence building d. Generating ideas	16.7% 25% 25% 33.3%
Wants			

No	Questions	Options	Result
10	Generally, I want to improve my writing so that...	a. I will be able to write many types of texts in English b. I will be able to use the English vocabularies that I already know c. I will be able to master grammar in writing d. I will be able to find a job that requires a good written English.	37.5% 8.3% 25% 29.2%

Table 4. The Results of Learning Needs

No	Questions	Options	Result
LEARNING NEEDS			
Input			
1	The topic of the learning materials that I want is related to...	a. Daily life b. Education c. Science d. Culture	50% 25% 20.8% 4.2%
2	The amount of words in a text should contain...	a. 100-200 b. 200-300 c. 300-400 d. >500	37.5% 20.8% 8.3% 33.3%
3	The kind of input that I want in a learning material is...	a. Picture b. Animation c. Graphic design d. Comic strips	29.2% 45.8% 25% 29.2%
4	Do you think grammar comprehension or explanation is needed in learning materials?	a. Yes b. No	100% 0%
Procedures			
5	The type of writing activity that I want is...	a. Describe a topic b. Describe a picture c. Answer some questions	37.5% 33.3% 29.2%
6	The type of activity that I want for vocabulary enrichment is...	a. Word search b. Jumbled words c. Word translation d. Word match	8.3% 41.7% 50% 0%
Setting			
7	I want to do writing activity...	a. Individually b. In pairs c. In groups	45.8% 16.7% 37.5%
Teacher's Role			
8	When I learn writing, it is better if the teacher...	a. Observes the students while completing the writing task. b. Explains the lesson while sitting in the front desk. c. Give a brief explanation about the lesson and allow the students to explore the rest. d. Leads or guides the students in writing activity.	12.5% 8.3% 25% 54.2%
Students' Role			
9	When I learn writing, it is better if the students...	a. Listen to the teacher's explanation and do the task	87.5%

	based on teacher's instruction.
b.	Actively engaged in classroom discussion with other students. 8.3%
c.	Learn quietly in the clasroom. 4.2%

The next findings are the results of expert judgment and teacher's review for the developed product, as presented in the following tables:

Table 5. Expert Judgment and Teacher's Review

No	Statement	Expert		Teacher	
		Unit 1	Unit 2	Unit 1	Unit 2
Content					
1	The learning materials are relevant to basic competencies and the learning objectives of the current curriculum in English subject for vocational school	4	4	3	3
2	The learning materials are relevant to the course grid that has been designed.	4	4	4	4
3	The learning materials contain a variety of text examples according to students' needs.	4	4	3	3
4	The learning materials are well structured and provide the explanation detail explanation for the topic being discussed.	4	4	4	4
5	The learning materials are related to students' daily lives.	4	4	3	3
6	The learning materials present the social function of the text.	4	4	4	4
7	The learning materials present the generic structure of the text.	4	4	4	4
8	The learning materials present the language features of the text.	4	4	4	4
Language					
9	The language can be understood easily by the students.	4	4	3	3
10	The language used in the learning materials is grammatically correct.	4	4	4	3
11	The language is relevant to students' English language development.	4	4	4	4
12	The language is relevant to the topic or the context of the text.	4	4	3	4
13	The language used is relevant to students' daily lives.	4	4	3	3
14	The language use appropriate English spelling.	4	4	3	3
Presentation					
15	The learning materials stimulate the students to write in English	4	4	3	3
16	The learning materials are presented systematically.	4	4	3	3
17	The learning materials are relevant to scientific approach in curriculum 2013	4	4	4	4
18	The learning materials are equipped with the learning objectives.	4	4	3	3

No	Statement	Expert		Teacher	
		Unit 1	Unit 2	Unit 1	Unit 2
19	The learning materials encourage students to improve their grammar and vocabularies	4	4	3	3
20	The learning materials are equipped with relevant assignments	4	4	3	3
21	The learning materials consist of meaningful lesson that allows the students to reflect what they have learned.	4	4	4	4
Graphic					
22	The learning materials are presented with captivating and eye-catching design.	4	4	4	4
23	The learning materials use standardized font.	4	4	4	4
24	The learning materials use standardized font size.	4	4	4	4
25	The pictures or other elements are relevant to the learning materials.	4	4	3	3
26	The color selection is eye-pleasing.	4	4	4	4
27	The whole layout is interesting.	4	4	3	3
Mean		3.91	3.96	3.55	3.47

For the overall aspect, the first unit achieved 3.91 from the expert and the second unit achieved 3.96. Meanwhile the first unit obtained 3.55 from the teacher and the second one obtained 3.47. These numbers fall within score range of 3.24 to 4 and are categorized as a “very good” product. For the improvement of the product, there are some revisions given by the expert and the teacher as presented in the following tables.

Table 6. Revision from the Expert

Point of the Unit	Point to Revise	Revision
Unit 1		
Activity 1	Change “materials” to “ingredients” Change “grated” to “grate” Remove “the” in “into the another bow” Simplified the steps in the procedure text example	The word is changed The word is changed The word is removed The text is simplified
Activity 4	Combine the ingredients with the spices	These parts are combined
Grammar	Change the formula in simple present tense	The formula is changed
Vocabulary	Change “vocabularies” to “vocabulary”	The word is changed
Learning objectives	Integrate the importance of healthy food in the learning objectives	The topic is integrated
Before pre-writing	Add questions that encourage the students practice a dialogue about healthy food with a friend.	The questions are added
Unit 2		
Language features	Change “saying verb” into “reporting verb”	The word is changed
Grammar	Revise the formula in simple present tense	The formula is revised

The expert’s suggestions emphasized the importance of precise lexical and grammatical accuracy. Several words were required to be revised for the enhancement of the product. Additionally, adding warm-up activity was highly suggested by the expert to gain students’ attention before delving deeper into the lesson.

Table 7. Revision from the Teacher

Point of the Unit	Point to Revise	Revision
Unit 1 and 2		
Learning objectives	Translate the learning objectives into English	The objectives are translated
	Change the word “understand” to “identify”	The word is changed

According to the teacher, the learning objectives must be written in English and the word “understand” must be replaced by “identify”.

After obtaining the results from the expert and the teacher, the product was then distributed to the students in order to investigate its effectiveness and receive additional feedback from students’ perspective as provided below.

Table 8. Students’ Response

No	Statement	Score	
		Unit 1	Unit 2
1	I think these digital flipbook-based English writing learning materials are interesting	3.30	3.37
2	I think the pictures used are relevant to the learning materials.	3.25	3.41
3	I think the font and the color are interesting	3.41	3.5
4	I think the graphic design of these digital flipbook-based English writing learning materials are interesting	3.54	3.54
5	I think the amount of pages provided in this digital flipbook-based English writing learning materials are sufficient.	3.30	3.41
6	I can understand the materials easily through these digital flipbook-based English writing learning materials	3.16	3.33
7	The learning digital flipbook-based English writing materials are accessible.	3.37	3.33
8	The word choice can be easily understood	3.33	3.46
9	The learning materials are presented systematically.	3.33	3.41
10	The digital flipbook-based English writing learning materials use comprehensive language.	3.37	3.37
Mean		3.34	3.41

Based on students’ response above, unit 1 and unit 2 of the developed materials achieved 3.34 and 3.41. These numbers fall within score range of 3.24 to 4, categorizing both units as “very good”. There are some additional written feedback from the students as presented in the following table.

Table 9. Students’ Feedback

No	Student	Feedback	
		Unit 1	Unit 2
1	AFR	“The design and the color of the flipbooks are interesting”	
2	AM	“I started to like English because of flipbook”	
3	ATB	“It is already good but I think it needs more explanation”	
4	NT	“The digital flipbook-based materials are very interesting”	
5	NJ	“I can understand the materials because of the interesting animations”	
		Unit 2	
6	DP	“I think it will be better to add a little more elements”	
7	AFR	“I think flipbook is interesting”	
8	ATB	“The flipbooks look amazing”	
9	NT	“The digital flipbook-based materials are easy to understand”	

No	Student	Feedback
10	AA	“Flipbook makes learning better”

After obtaining several suggestions and feedback from the expert, teacher and students, the digital materials were improved based on those constructive comments for the betterment of the product. The final draft of the product was successfully developed after going through several stages of development process in this research.

Discussion

The initial step in developing the materials was to conduct a needs analysis. Data for this analysis were obtained by distributing questionnaires to the twelfth-grade students. The goal of this step was to identify students' needs regarding learning materials. The needs analysis questionnaires were developed according to Hutchinson and Waters (1987) and Nunan (2004). The questionnaire covers two main aspects of students' needs namely target needs and learning needs. The target needs are associated with students' goals, necessities, lacks and wants, meanwhile the learning needs are related to the input, procedures, setting, teacher's role and student's role.

In terms of the target needs, there are several aspects: goals, necessities, wants and lacks. Regarding students' goal, it was found that they wanted to be able to write sentences without any grammatical errors. For necessities, the students wanted to possess the ability to use concise grammar and vocabulary in the right context. For wants, the students wanted to be able to write many types of texts in English. For lacks, the difficulty faced by most of the students was the ability to describe particular things in writing.

In terms of the learning needs, there are several aspects: input, procedures, setting, teacher's role, student's role. For the input, the students preferred animations to be added and they wanted writing topics that connect to their daily lives. For procedures, they wanted to describe a topic as their writing activity. For setting, most of the students preferred to perform writing task individually. For teacher's role, the students stated that the teacher should lead them in writing. For student's role, they wanted to listen to the teacher's explanation and do the task based on teacher's instructions. By conducting of needs analysis, the first research objective has been successfully achieved.

Following the needs analysis, the next step was to create a course grid. The course grid served as a guide for material development, which focused solely on writing skills. The materials were divided into two units, with each unit representing a different type of text. The first unit is titled “Healthy Food” which focuses on procedure text with 9 activities in it. The second unit is titled “Digital Literacy” which talks about news item text with 8 activities. These units are facilitated with grammar and vocabulary sections as the additional activities. The first unit discusses simple present tense and 10 vocabulary related to procedure text and the second one discusses simple past tense and 10 vocabulary related to news item text.

The next step involved developing the materials. Each unit in the materials was organized into four stages: pre-writing, drafting, responding, and editing. During the pre-writing stage, students were introduced to the text's social function, generic structure, and language features. In the drafting stage, students created their initial draft. In the responding stage, their writing received feedback from the teacher. Finally, in the editing stage, students revised their work. The materials also included a reflection section at the end of each unit.

The subsequent step after developing the materials was expert evaluation. An expert assessed the materials using questionnaires. The questionnaire items were adapted from BSNP (2014) to evaluate the appropriateness of the content, language, presentation, and design. The score for unit 1 given by the expert was 3.91 and the second unit achieved

3.96. The teacher also took role in reviewing the materials. The score for unit 1 given by the teacher was 3.55 and the second unit was 3.47. After being reviewed by the expert and the teacher, the students left their feedback through students' response questionnaire. The final score for unit 1 from students' response questionnaire was 3.34 and the second one successfully hit 3.41. These scores mean that the digital flipbook-based English writing learning materials are overall categorized as "very good" as every score obtained falls within score range of 3.24 to 4.

The last step was evaluation. The product was then developed again based on the suggestions obtained from the expert, teacher and students to finalize the product. Finally, the product had been successfully developed through several stages of development process and achieved many improvements. This indicated that the second research objective has been achieved.

This research is similar and diverge with the previous studies for several aspects. To further investigate, a research conducted by Janah et al. (2023) entitled "Flipbook-Based Digital Teaching Material for Preparation of Creative Writing Fiction at SMP Negeri 1 Tangen" exposed that flipbook meets the learning needs for creative writing. Finally, a research entitled "Development of E-Module Based on Flipbook Learning Model Problem Based Learning (PBL) to Improve Critical Thinking Ability" conducted by Rohmatin et al. (2022) shows that flipbook is suitable to improve students' critical thinking ability. These studies focused on the utilization of flipbook as a tool to improve students' creative writing fiction at junior high school and students' critical thinking ability. The results of these studies have validated that flipbook created positive impacts in teaching learning activity. This study is similar to the previous ones in terms of developing flipbook to meet the students' needs. However, it is diverge due to the focused skills and learning topics. In this research, flipbook was developed for upgrading students' writing skills specifically in procedure text and news item text.

CONCLUSION

The learning needs analysis revealed that a significant portion of students aimed to improve their writing in order to write without grammatical errors. In line with students' needs, the digital flipbook-based English materials were developed by employing ADDIE model. The product received an overall score of 3.67, indicating that the digital flipbook-based English writing materials are categorized as "very good," with all scores falling within the range of 3.24 to 4. The development of digital flipbook-based English writing materials for twelfth-grade students at SMK Negeri 5 Medan has significant implications for enhancing student engagement and learning outcomes in English instruction. The positive evaluations from experts, teachers, and students indicate that these materials, grounded in the ADDIE framework are effective and well-received. This suggests that similar digital tools has potential in transforming traditional teaching methods.

RECOMMENDATION

The final product of this research is a digital flipbook-based English writing material for twelfth-grade students at SMK Negeri 5 Medan. Several recommendations are proposed for teachers, students, and other material developers. English teachers at SMK Negeri 5 Medan are encouraged to use the developed digital materials as a resource for facilitating students' writing activities, particularly in teaching procedure and news item texts, as the materials have been validated by experts and the teacher. Students are advised to utilize the flipbook to enhance their understanding of these writing topics. For other material developers, it is essential to prioritize needs analysis to ensure the materials address students' needs and interests. Additionally, the design of the materials should be visually appealing to engage students from start to finish.

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