



Application of Interactive English E-Module with Flipbook Application for Early Childhood Education Students

Tiyas Saputri^{1*)}, Djuwari², Nailul Authar³, Nanang Rokhman Saleh⁴, Berda Asmara⁵, Nabila Putri Rahmadani⁶, Devi Ayu Chrestina⁷

Published online: 24 September 2022

ABSTRACT

Education is one of the pillars of the progress of a nation. Education is still a serious concern in each region in order to increase. The quality of education at the Integrated Early Childhood Post (PPT) Kuncup Melati Surabaya is quite good but still needs to be improved. One of them is in technology-based English learning. Learning English at PPT Kuncup Melati Surabaya will be much more interesting if it is packaged with a blend of technology and presented to Early Childhood Education students in the form of visual learning. In addition, online learning is currently being promoted again along with the increasing number of Covid-19 victims during this pandemic. Mastery of technology-based English learning at PPT Kuncup Melati Surabaya is still minimal. This is evident from the learning that is still carried out face-to-face, even though it is carried out in alternating schedules. Even though there are clear rules from the government that suggest that learning is done online. As a solution, assistance is needed in technology-based online English learning with a variety of methods and is carried out in a sustainable manner so that learning can be done online but still interesting. By applying the flipbook application in learning English, it is hoped that it will stimulate Early Childhood Education students in learning technology-based English. Flipbook is a powerful software application designed to convert PDF files to page-turning digital publications. With the flipbook application, a digital bookshelf can be created from several E-Modules that have been produced so that teachers and students can choose which E-Module to read by simply pressing the click button to select it. This Community Service (PKM) activity plan is focused on implementing an interactive English E-Module with a flipbook application for Early Childhood Education students at PPT Kuncup Melati Surabaya. The target of this PKM activity is the students in the school. The expected output is to apply a flipbook application to students at the school and to create a digital literacy corner and e-learning regeneration which is expected to be able to increase the knowledge, skills, interests and motivation of Early Childhood Education students in learning English. With the digital literacy corner, it is hoped that it can increase student interest in literacy.

Keywords: Flipbook; E-Module; English; Early Childhood Education

Abstrak. Pendidikan merupakan salah satu pilar kemajuan suatu bangsa. Pendidikan masih menjadi perhatian serius di setiap daerah agar dapat meningkat. Kualitas pendidikan di Pos Anak Usia Dini Terpadu (PPT) Kuncup Melati Surabaya cukup baik namun masih perlu ditingkatkan. Salah satunya dalam pembelajaran bahasa Inggris berbasis teknologi. Pembelajaran bahasa Inggris di PPT Kuncup Melati Surabaya akan jauh lebih menarik jika dikemas dengan perpaduan teknologi dan disajikan kepada siswa Pendidikan Anak Usia Dini (PAUD) dalam bentuk pembelajaran visual. Selain itu, pembelajaran online saat ini kembali digalakkan seiring dengan meningkatnya jumlah korban Covid-19 di masa pandemi ini. Penguasaan pembelajaran bahasa Inggris berbasis teknologi di PPT Kuncup Melati Surabaya masih minim. Hal ini terlihat dari pembelajaran yang masih dilakukan secara tatap muka, meskipun dilakukan dengan jadwal yang berselang-seling. Padahal sudah ada aturan jelas dari pemerintah yang

¹⁻⁷ Universitas Nahdlatul Ulama Surabaya
Jl. Jemursari No. 51-57 Surabaya 60237

*) *corresponding author*

Tiyas Saputri

Email: tiyass@unusa.ac.id

menyarankan agar pembelajaran dilakukan secara online. Sebagai solusi, diperlukan pendampingan dalam pembelajaran bahasa Inggris online berbasis teknologi dengan berbagai metode dan dilakukan secara berkelanjutan agar pembelajaran dapat dilakukan secara online namun tetap menarik. Dengan penerapan aplikasi flipbook dalam pembelajaran bahasa Inggris diharapkan dapat merangsang

siswa PAUD dalam belajar bahasa Inggris berbasis teknologi. Flipbook adalah aplikasi perangkat lunak canggih yang dirancang untuk mengonversi file PDF menjadi publikasi digital pembalik halaman. Dengan aplikasi flipbook, dapat dibuat rak buku digital dari beberapa E-Modul yang telah dihasilkan sehingga guru dan siswa dapat memilih E-Modul mana yang akan dibaca hanya dengan menekan tombol klik untuk memilihnya. Rencana kegiatan Pengabdian kepada Masyarakat (PKM) ini difokuskan pada implementasi E-Module Bahasa Inggris interaktif dengan aplikasi flipbook untuk siswa PAUD di PPT Kuncup Melati Surabaya. Sasaran dari kegiatan PKM ini adalah para siswa di sekolah tersebut. Luaran yang diharapkan adalah menerapkan aplikasi flipbook kepada siswa di sekolah dan menciptakan pojok literasi digital dan regenerasi e-learning yang diharapkan mampu meningkatkan pengetahuan, keterampilan, minat dan motivasi siswa PAUD dalam belajar bahasa Inggris. Dengan adanya pojok literasi digital diharapkan dapat meningkatkan minat literasi siswa.

Kata kunci: Flipbook; E-Modul; Bahasa Inggris; PAUD

INTRODUCTION

Education is one of the pillars of the progress of a nation. Education is a means to lead to the growth and development of the nation. Education is also a long-term human resource investment that has strategic value for the survival of human civilization in the world. With this education, humans develop themselves so that they are able to face any changes that occur due to advances in science and technology (Wibowo & Pratiwi, 2018). Therefore, education is one of the important assets to advance a nation because the welfare and progress of a nation can be seen from the level of education. Education is still a serious concern in each region in order to increase because education plays an important role in creating quality individuals.

One part of education that gets attention because it can develop abilities and skills in communication and critical thinking is English education which means that there are English lessons. English is an international language used by most countries in the world as the main language. In addition, English is one of the important international languages to be mastered or learned. Although in Indonesia English is a foreign language, English occupies an important position in society (Maduwu & Pd, 2016). This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college level. The Indonesian government began to introduce English as early as possible.

Learning English in this digital era should also follow the development of the media used as a tool that helps facilitate the learning process. Various English learning techniques can certainly attract students' interest in learning (Maduwu & Pd, 2016). Learning English will be much more interesting if it is packaged with a blend of technology and presented to elementary school students in the form of visual learning. This is a challenge for English teachers in elementary schools because there is a need for continuous innovation from teachers so that students can be actively involved in the learning process.

Mastery of technology by English teachers and students is also a must at this time as online learning is being re-invigorated seeing the increasing number of Covid-19 victims during this pandemic. This online learning (in the network) is also one of the efforts to break the chain of the spread of Covid-19. Online learning or e-learning is defined as learning that involves the use of the internet with accessibility, connectivity, flexibility, and the ability to generate various types of interactions in the process of implementing the learning (Wuladari et al., 2020). At the early childhood education level, learning is carried out online with the help of parents as mentors in the learning process at home. The implementation of online learning is supported by online learning devices such as smartphones, computers/laptops with adequate network connections and supported by several applications, such as Google Classroom, video conferencing, telephone or live chat, Zoom, Whatsapp Group and flipbook. With the implementation of this online learning system, it requires the competence of teachers who are technology literate, as well as the readiness of parents to facilitate

facilities and infrastructure to support the learning process. In addition, it is also necessary to choose the right application in learning.

Based on the pre-observation at the Kuncup Melati Integrated Early Childhood Post (PPT) in Surabaya, it can be seen that at that school, the mastery of technology-based English learning is still minimal. The quality of education at PPT Kuncup Melati Surabaya is quite good but still needs to be improved. This is evident from the learning that is still carried out face to face, even though the schedule is alternated. Even though there are clear rules from the government that suggest that learning is done online. The teacher at the Early Childhood Education requires assistance in online learning with a variety of methods and using technology and is carried out in a sustainable manner. The following is a picture of the situation at the school:



Figure 1. Front view of PPT Kuncup Melati Surabaya



Figure 2. Teacher's room at PPT Kuncup Melati Surabaya



Figure 3. The limited classroom atmosphere of the Early Childhood students



Figure 4. Early Childhood student learning atmosphere



Figure 5. Children's playroom as well as parents' waiting room



Figure 6. Student activities in front of the class

Based on the picture above, it can be seen that PPT Kuncup Melati is an Early Childhood Education school that was founded in 2008 located on limited land. Figure 1 shows the front view of the PPT Kuncup Melati Surabaya. The building still looks pretty good but the land is limited. Picture 2 is the teacher's room at PPT Kuncup Melati Surabaya which is quite limited in space. Figure 3 shows the atmosphere of a clean, but limited, Early Childhood Education student classroom. Figure 4 shows the learning atmosphere of Early Childhood Education students. Figure 5 shows the children's playroom as well as the parents' waiting room. Figure 6 shows student activities in front of the class.

This community service is focused on PPT Kuncup Melati Surabaya because it is a PPT that still needs to be improved in the quality of its education, especially in the field of English. In addition, the low knowledge of the Early Childhood teachers and students about technology-based English learning is caused by lack of knowledge, low learning motivation, inability of teachers and students at school, limitations of technological devices and lack of assistance in online learning with various methods and technologies. This may have an impact on the lack of mastery of technology in learning English during online learning so that the Early Childhood students are still asked for face-to-face learning (offline).

The results of the analysis of the situation in the field with school partners, the principal revealed that he had provided assistance on technology-based online learning. But on the other hand, English teachers and students do not understand online learning with a variety of methods and technology, especially during the Covid-19 pandemic as it is today because they find it difficult to digest the material and apply it to learning English. The frequency of mentoring or training in technology-based online English learning is felt to be lacking and much needed. In addition, the number of books in the newly established library is still minimal, so it still requires a lot of subsidized reading books for the Early Childhood students at the school. Even the English E-Module is still not available at the school.

From the results of the situation analysis and discussions with partners, three main problems were formulated, including:

(1) The Early Childhood students' knowledge of technology-based English learning is still low.

The low knowledge of Early Childhood students about technology-based English learning is due to the lack of assistance on technology-based online English learning because the frequency of mentoring or training in technology-based online English learning is still lacking and rarely done.

(2) Lack of mastery of technology in learning English during online learning.

Early childhood teacher technology mastery in learning English during online learning is still lacking due to lack of knowledge, low motivation and inability of teachers to learn new technologies, limitations of technology tools and lack of assistance in technology-based online English learning.

(3) The lack of English reading books and the absence of an English E-Module for Early Childhood students at the school.

The number of English reading books in the form of English E-Modules for Early Childhood students is still minimal, even English E-Modules for Early Childhood students do not yet exist.

As stated in the partner problems, there are solutions to overcome these problems. The solution offered at this community service is the Implementation of an Interactive English E-Module with a Flipbook Application for the Early Childhood students at PPT Kuncup Melati Surabaya. Assistance is needed in technology-based online English learning so that learning can be done online but still interesting. This solution is related to research conducted in 2022, namely the use of flipbooks to improve the vocabulary skills of the Early Childhood students. This is a follow-up research which this flipbook media were socialized and applied to the Early Childhood students at PPT Kuncup Melati Surabaya.

In the process of learning English, of course, a module is needed as a learning tool. Modules are media or learning tools that contain materials, methods, limitations of learning materials, instructions for learning activities, exercises and ways to evaluate which are designed systematically and attractively to achieve the expected competencies and are used independently (Wibowo & Pratiwi, 2018). To support the online learning process during the Covid-19 pandemic and reduce student saturation, the module needs to be combined with electronic media, which is often called an electronic module (e-module).

By applying the flipbook application in learning English, it is hoped that it will stimulate the Early Childhood students in learning technology-based English. Flipbook is a powerful software application designed to convert PDF files to flip-page digital publications into a digital electronic book in the form of an E-Module flipbook. By using these learning media, it is expected to provide renewal in the learning process in the classroom because the use of Flipbooks can increase students' learning motivation, affect student achievement or learning outcomes, increase understanding and improve achievement of learning outcomes (Sugianto et al., 2017). So e-modules using the flipbook application can be accessed offline and do not have to spend a lot of money because they are in the form of soft files. With the flipbook application, digital bookshelves can be made from several E-Modules that have been produced so that teachers and students can choose which E-Module to use by simply pressing the click button to select it.

This Community Service activity is focused on the Implementation of an Interactive English E-Module with a Flipbook Application for the Early Childhood students at PPT Kuncup Melati Surabaya. This activity is an effort to assist in technology-based online English learning. The target of this Community Service activity is the Early Childhood students at the school. The Community Service activity plan is shown in the flow chart below:

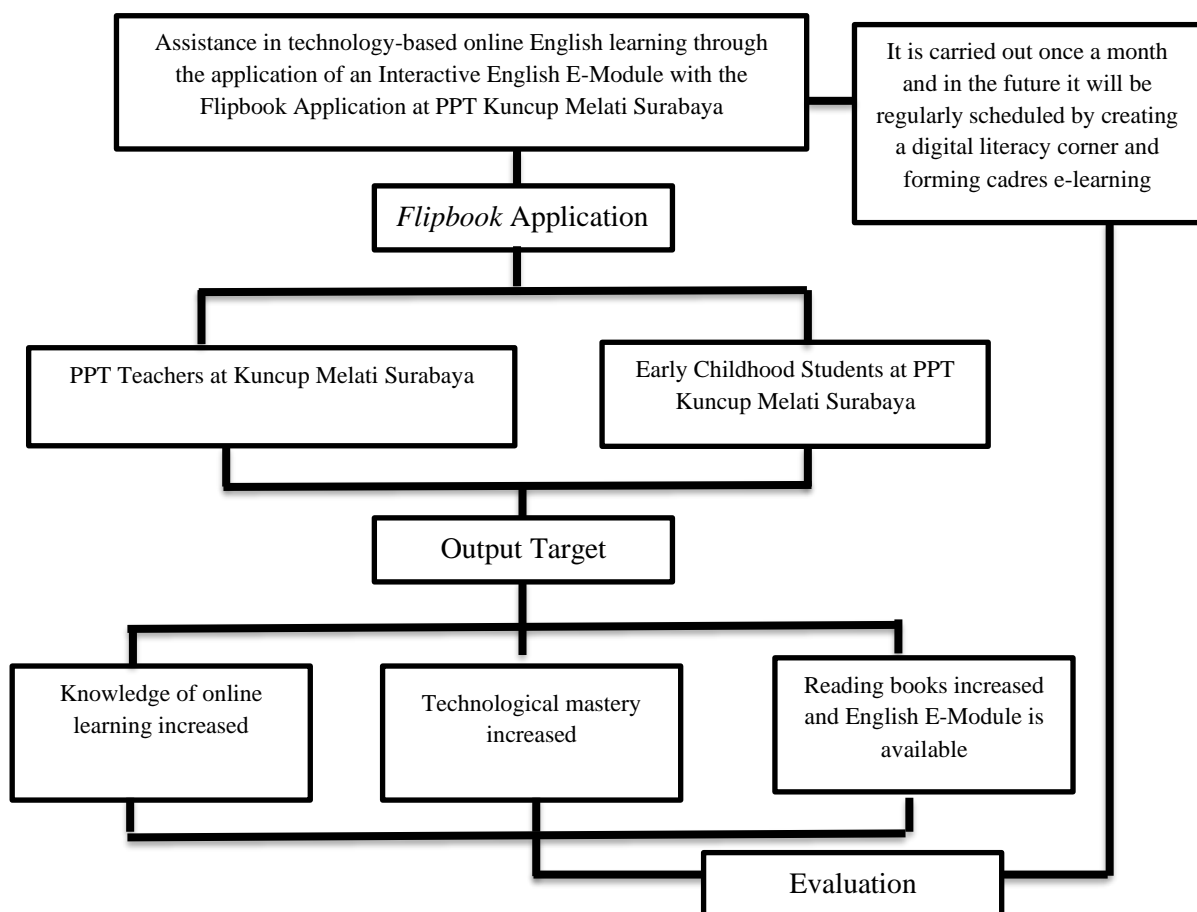


Figure 7. The Community Service Activity

From the chart above, it can be seen that the community service activity plan begins with assistance in technology-based online English learning through the application of an Interactive English E-Module with the Flipbook Application at PPT Kuncup Melati Surabaya which is planned to be carried out once a month.

The output targets of this community service activity are in accordance with the problems faced by partners. The output targets include: 1) Increased knowledge of online learning, 2) Improved technology mastery and 3) Increased reading books and English E-Module. With the fulfillment of the three output targets, the community service activity targets are met.

The achievement indicator of increasing online learning knowledge is the increasing knowledge of online English learning of teachers and students at PPT Kuncup Melati Surabaya on the application of the Interactive English E-Module with the Flipbook Application which can be seen from the results of the pre-test and post-test Quizizz about learning knowledge online English where the criteria are as follows: If the score obtained: 0-2 correct answers (Very not good); 2-4 correct answers (Good); 4-6 correct answers (Very good). The results of the pre-test and post-test will be compared later.

The achievement indicator of increased mastery of technology is the increasing mastery of online English learning technology of students at PPT Kuncup Melati Surabaya on the application of the Interactive English E-Module with the Flipbook Application which can be seen from the results of the distribution of questionnaires to the students of PPT Kuncup Melati Surabaya. This is of course supported by observations in the field by directly seeing their practice where community service team will fill out an observation checklist based on the results of observations on sampling. If the acquisition is obtained at least 80% of the ability of teachers and students have mastered technology and based on the results of the observation checklist, it can be concluded that mastery of technology has increased.

The indicators of achievement of reading books are increasing and the existence of an English E-Module, namely the increasing number of reading books and the existence of an English E-Module for online English learning teachers and students at PPT Kuncup Melati Surabaya on the application of an Interactive English E-Module with a Flipbook Application that can be seen from the results of observations on the number of English reading books and English E-Modules that have been made by students at PPT Kuncup Melati Surabaya. This is certainly supported by direct observation data obtained by community service team. Reading books will be placed in the library, while the English E-Module can be accessed anywhere but through the library's website at the school. The school library is also planning to provide computer/laptop devices so that students can access the E-Module through the available devices.

The results of research on other activities regarding the use of flipbooks have been carried out by several researchers:

1. Dwi (2021) in his research entitled "Developing Displayed Flipbook as Teaching Material for Assisting Teacher to Teach English in Online Learning for the Fourth Grade Elementary School Students" focuses on making teaching materials with Flipbook. This type of research was developed using three stages, namely design, development, and evaluation. Data was collected through interviews and document analysis. There are two instruments used in this study, namely interview guidelines and expert assessment. The subject of this research is the English teacher. The data analysis technique used is descriptive qualitative and quantitative analysis. The results showed that the quality of the Flipbook assessed by the first expert scored 56. The quality of the assessment given by the second expert jury was 61, with a good category. The quality value given by the user is 62, with a good category. Thus, flipbooks are categorized as suitable teaching materials so that it can be said that the flipbook teaching materials developed are feasible to be applied in the learning process. This research implies that the developed Flipbook can be used by students in independent learning.

2. Astutik (2019) in his research entitled "The Influence of Using Flipbook Media (Printed Vs. Displayed) to Students Reading Comprehension Achievement at Stit.M Berau" aims to investigate students' reading achievement before and after being given treatment using Flipbook media. (printed vs. displayed). This is an experimental study which includes three steps, namely pre-test, treatment, and post-test. The sample of this research is two classes of second semester students of STIT. Muhammadiyah Berau selected at random. The data of this study are the results of student tests after being given treatment using flipbook media (printed vs. on display). The findings of this study indicate that there is a significant difference between students' achievement before and after treatment by this media.

3. Sugianto (2017) in his research entitled "Virtual Module: Multimedia Flipbook Basic Digital Techniques" aims to test the validity of the product so that it meets the feasibility as a learning media. The research procedure was carried out through development research steps, with evaluative methods. The results of the study prove that this virtual module has an attractive appearance, is easy to understand and easy to use. It is hoped that the results of developing this virtual module will have an impact on increasing students' mastery in learning the basics of digital techniques.

From the three previous studies above, this Community Service activity focuses on assistance in technology-based online English learning through the application of an Interactive English E-Module with the Flipbook Application at PPT Kuncup Melati Surabaya by using three stages, namely the preparation stage for e-learning learning, the core activity stage of e-learning learning and the evaluation stage of e-learning learning activities.

MATERIAL AND METHOD

The following is an explanation of the methods or stages of implementing Community Partnership Program activities based on partner problems, which are shown in the image below:

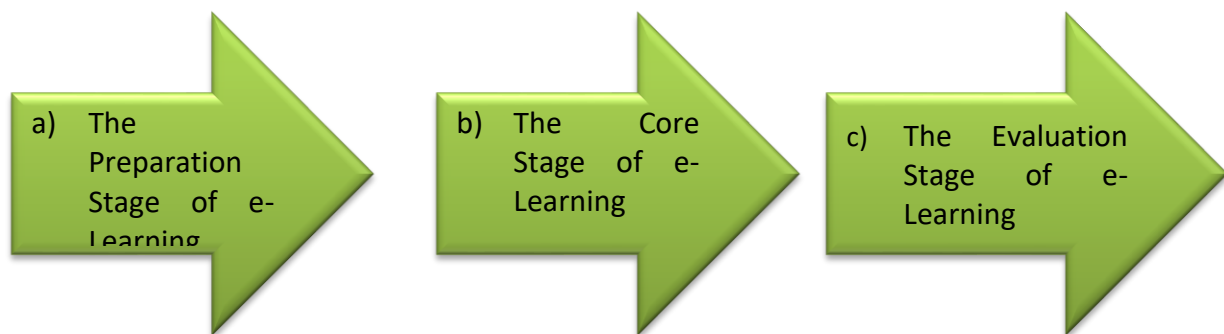


Figure 8. Stages of Implementation of Community Service Activities

a) The preparation stage of e-Learning

This stage is carried out before the e-learning program in schools is run. These activities include:

- 1) Coordination with school principals and teachers related to assistance in technology-based online English learning through the application of an interactive English E-Module with a flipbook application at PPT Kuncup Melati Surabaya. In this activity, the team will explain about the aims and objectives of the learning assistance so that they agree and provide suggestions regarding the core e-learning activities and support this activity until the end.
- 2) Socialization of e-learning activities to principals and teachers (especially English teachers) and student representatives of PPT Kuncup Melati Surabaya related to assistance in technology-based online English learning through the application of an Interactive English E-

Module with Flipbook Applications at PPT Kuncup Melati Surabaya to get support for this activity.

- 3) Data collection on the need for assistance in technology-based online English learning is carried out through a questionnaire to analyze the needs of teachers and students for online English learning. The team distributes the questionnaire via Google Form to teachers and students. The results of filling out the questionnaire will be analyzed and concluded so that the team is able to determine the need for assistance in learning English before implementing e-learning activities.
- 4) Distributing a pre-test before the core activities of e-learning are carried out with the aim of knowing the level of knowledge of teachers and students regarding online English learning before being taught.

b) The Core of e-Learning

The implementation of e-learning English learning assistance is carried out once a month for 1 month with the duration of each meeting being 45 minutes (theory, simulation and discussion) plus 15 minutes which includes opening, praying, and ice breaking. This activity is described in detail as follows:

- 1) Before starting the activity, participants in the e-learning activity fill out the attendance list. After that, the Community Service team open the event and led a prayer before the event started.
- 2) Community Service team lead the chants of the e-learning learning program. At the first meeting, chants of the e-learning learning program will be taught as an ice breaker for teachers and students so that they are not too serious and relaxed.
- 3) Community Service team provide technology-based online English learning materials through the application of the Interactive English E-Module with the Flipbook Application. After the presentation of the material, it is followed by simulation and discussion.
- 4) Community Service team also give assignments to teachers and students to make English E-Modules so that they can be independent to produce E-Module works. Assignments for teachers are done individually, assignments for students are done in groups.
- 5) The Community Service team provides an evaluation to the participants in the form of a post-test to determine an increase in participants' knowledge about learning English online after the presentation of the material and assignment. The teacher will also provide further information regarding learning mentoring activities at the next meeting.
- 6) After finishing, the participants went home.
- 7) Provide activity reports to the school principal

c) Evaluation of e-Learning

Evaluation of e-learning learning activities is carried out by:

- 1) Participation and activity of participants. Evaluation of attendance is based on student attendance which is carried out at every meeting or face-to-face, while the activeness of participants can be seen from the results of direct observations of participant interactions.
- 2) Improving English learning that challenges participants. In this case, it will be found whether the level of knowledge of English learning that students dare to increase or not from the results of the pre-test and post-test scores regarding knowledge of English learning.
- 3) Increasing mastery of English learning technology from participants. In this case, it will be found whether the participants' level of mastery of English learning technology has increased or not from the results of interviews regarding the mastery of English technology.
- 4) Increasing the number of readings and the existence of an English E-Module learning English for teachers and students at PPT Kuncup Melati Surabaya on the application of an Interactive

English E-Module with the Flipbook Application which can be seen from the results of observations on the number of English reading books and E-Modules English which has been made by teachers and students at PPT Kuncup Melati Surabaya. This can be found directly through observation.

RESULT AND DISCUSSION

Based on the method above, the team of community service implemented an interactive English E-Module with a flipbook application for the Early Childhood students at PPT Kuncup Melati Surabaya. The description of the activity is as follows:

a) The preparation stage of e-Learning

This stage is carried out before the e-learning program in schools is run. These activities include:

- 1) The team coordinated with school principals and teachers related to assistance in technology-based online English learning through the application of an interactive English E-Module with a flipbook application at PPT Kuncup Melati Surabaya. In this activity, the team explained about the aims and objectives of the learning assistance so that they agreed and provided suggestions regarding the core e-learning activities and supported this activity until the end.



Figure 8. Display of Coordination with the principal of PPT Kuncup Melati Surabaya

- 2) The team socialized e-learning activities to principals and teachers (especially English teachers) and student representatives of PPT Kuncup Melati Surabaya related to assistance in technology-based online English learning through the application of an Interactive English E-Module with Flipbook Applications at PPT Kuncup Melati Surabaya to get support for this activity.
- 3) The team collected the data on the need for assistance in technology-based online English learning is carried out through a questionnaire to analyze the needs of teachers and students for online English learning. The team distributed the questionnaire via Google Form to teachers and students. The results of filling out the questionnaire were analyzed and concluded so that the team was able to determine the need for assistance in learning English before implementing e-learning activities.
- 4) The team distributed a pre-test before the core activities of e-learning were carried out with the aim of knowing the level of knowledge of teachers and students regarding online English learning before being taught.

b) The Core of e-Learning

The implementation of e-learning English learning assistance was carried out once a month for 1 month with the duration of each meeting being 45 minutes (theory, simulation and discussion) plus

15 minutes which includes opening, praying, and ice breaking. This activity is described in detail as follows:

- 1) Before starting the activity, participants in the e-learning activity filled out the attendance list. After that, the Community Service team opened the event and led a prayer before the event started.
- 2) Community Service team led the chants of the e-learning learning program. At the first meeting, chants of the e-learning learning program were taught as an ice breaker for teachers and students. At that time, they were not too serious and relaxed.
- 3) The team provided technology-based online English learning materials through the application of the Interactive English E-Module with the Flipbook Application. After the presentation of the material, it was followed by simulation and discussion.



Figure 9. Display of Presentation of Flipbook about Colors

- 4) The team distributed assignments to teachers and students to make English E-Modules so that they can be independent to produce E-Module works. Assignments for teachers were done individually, assignments for students were done in groups.
- 5) The team provided an evaluation to the participants in the form of a post-test to determine an increase in participants' knowledge about learning English online after the presentation of the material and assignment. The teacher provided further information regarding learning mentoring activities at the next meeting.
- 6) After finishing, the participants went home.
- 7) The team provided activity reports to the school principal

c) Evaluation of e-Learning

Evaluation of e-learning learning activities was carried out by:

- 1) The team evaluated the attendance and the activeness of the participants.
- 2) The team used the pre-test and post-test to find out whether the level of knowledge of English learning that students dare to increase or not from the results of the tests scores regarding knowledge of English learning.

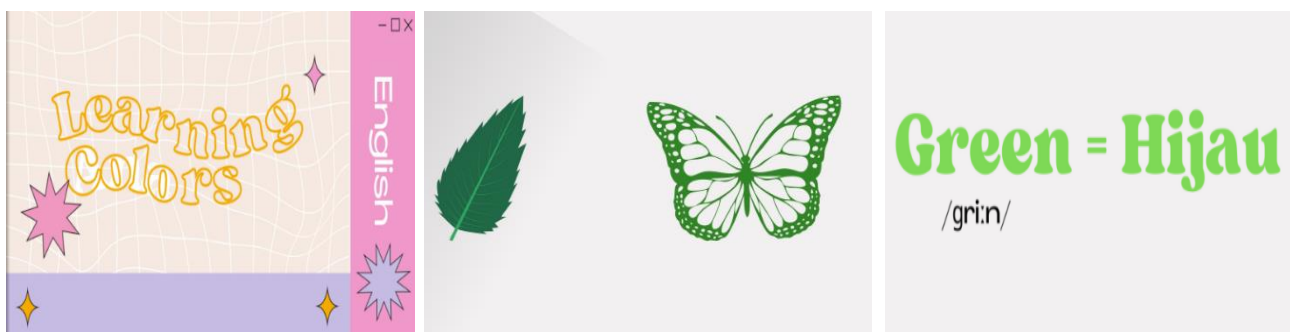


Figure 10. Display of Flipbook about Colors

- 3) The team interviewed the students to find out the result of their level of mastery of English learning technology has increased or not regarding the vocabulary mastery.
- 4) The team observed the number of English reading books and E-Modules English which has been made by teachers and students at PPT Kunci Melati Surabaya.

The result from this community service 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%) which show Good, while only minority students can have three correct answers (17%) which show Very Good. Therefore, based on the analysis made, using Flipbook approach is effective in improving students' English vocabulary.

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/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 / 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.

Based on the result, using Flipbook approach is effective in improving students' English vocabulary. This is inline with Tiyas (2022) who stated in her study that Flipbook is effective to improve 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.

CONCLUSION AND RECOMMENDATION

Using Flipbook approach is effective to improve early childhood students' English vocabulary mastery. Due to the development of the students in answering the test given, it indicated that they were able to master the vocabulary. The test was intended to assist the students in mastering the vocabulary progressively. In addition, some of the students were even able to create their own Flipbooks based on the sample shown without looking at the sample in the subsequent lessons. This showed their interest in using the Flipbook to learn. The students seemed to like using Flipbook mainly because Flipbook was designed to suit their proficiency level which was not too advanced for the early childhood students. Using complicated choice of words in the Flipbook will lead to confusion of the meaning and the students might lose interest in learning. Therefore, using simple words and familiar pictures to show the meaning of the selected vocabulary had helped them to understand the vocabularies that were chosen to be taught during the lesson.

Realizing that the correspondents (the students) were in early childhood, they needed the scaffolding to master the all of the English vocabularies. Thus, using the Flipbook really helped them to improve their English vocabulary. The effectiveness of the Flipbook approach can be seen through their changes of behavior. Before developing the students' ability in language proficiency especially in vocabulary, teachers need to get their attention first. Although, the first session of the intervention did not give good effects the students became familiar with the method where they were able to participate well in the activities. The various colours used for each flip paper in the Flipbook attracted their attention. This was supported by Gaines and Curry (2011), that colour was a powerful design element that produces profound psychological and physiological reactions. Therefore, the choices of colours did affect the students' mood in learning. So, Flipbook method was considered effective in helping the students' to improve their vocabulary in certain topics. The interview results on the students' response in using the Flipbook showed positive remarks. The results of the interview before and after the invention showed a vast difference. The students' showed positive responses in the post intervention interview which was vice versa in the beginning. This proved that the students were fun and interested with the implemented intervention. The result proved that the activities done were meaningful to them parallel with the curriculum which encourages fun and meaningful learning towards the betterment of the students. This action research was able to answer the research questions set in the earlier of the research.

Acknowledgement

The author would like to thank Universitas Nahdlatul Ulama Surabaya for providing support in the implementation of the community service program and the completion of this article. The author is also grateful for the willingness of the principal of PPT Kuncup Melati Surabaya.

Conflict of Interests

The authors declared that no potential conflicts of interest with respect to the authorship and publication of this article.

REFERENCES

- A, M. A., Suryani, N., & Ardianto, D. T. (2020). Digital Flipbook Empowerment as A Development Means for History Learning Media. *JPI (Jurnal Pendidikan Indonesia)*, 8(2), 266. <https://doi.org/10.23887/jpi-undiksha.v8i2.24122>
- Ali, Z., Mukundan, J., Baki, R., & Fauzi Mohd Ayub, A. (2012). Second Language Learners' Attitudes towards the Methods of Learning Vocabulary. *English Language Teaching*, 5(4), p24. <https://doi.org/10.5539/elt.v5n4p24>
- Andini, S., Budiyo, B., & Fitriana, L. (2018). DEVELOPING FLIPBOOK MULTIMEDIA: THE ACHIEVEMENT OF INFORMAL DEDUCTIVE THINKING LEVEL. *Journal on Mathematics Education*, 9(2), 227–238. <https://doi.org/10.22342/jme.9.2.5396.227-238>
- Asgari, A., & Mustapha, G. (2012). *Vocabulary Learning Strategies of Malaysian ESL Students*. 14.
- Ayubi, M. S. A. (2022). ORCID NO: 0000-0002-9531-498X Universitas Nahdlatul Ulama Surabaya (Unusa), Indonesia. *SPECIAL EDUCATION*, 13.
- Fahmi, S., Priwantoro, S. W., Cahdriyana, R. A., Hendroanto, A., Rohmah, S. N., & Nisa, L. C. (2019). Interactive Learning Media Using Kvisoft Flipbook Maker for Mathematics Learning. *Journal of Physics: Conference Series*, 1188, 012075. <https://doi.org/10.1088/1742-6596/1188/1/012075>
- Ladamay, I., Kumala, F. N., Susanti, R. H., Ulfatin, N., Wiyono, B. B., & Rahayu, S. (2021). Designing and analysing electronic student worksheet based on Kvisoft Flip Book Maker for elementary school student. *IOP Conference Series: Materials Science and Engineering*, 1098(3), 032028. <https://doi.org/10.1088/1757-899X/1098/3/032028>
- Linda, R., Herdini, H., S, I. S., & Putra, T. P. (2018). Interactive E-Module Development through Chemistry Magazine on Kvisoft Flipbook Maker Application for Chemistry Learning in Second Semester at Second Grade Senior High School. *Journal of Science Learning*, 2(1), 21. <https://doi.org/10.17509/jsl.v2i1.12933>
- Nufus, H., Susilawati, S., & Linda, R. (2020). Implementation of E-Module Stoichiometry Based on Kvisoft Flipbook Maker for Increasing Understanding Study Learning Concepts of Class X Senior High School. *Journal of Educational Sciences*, 4(2), 261. <https://doi.org/10.31258/jes.4.2.p.261-272>
- Perdana, M. A., Wibowo, D. E., & Budiarto, M. K. (2021). Digitalization of Learning Media through Digital Book Development Using the Flipbook Application. *Jurnal Pendidikan Dan Pengajaran*, 54(2), 263. <https://doi.org/10.23887/jpp.v54i2.34639>
- Prasetyono, R. N., & Cipta, R. (2020). Development of Flipbook using Web Learning to Improve Logical Thinking Ability in Logic Gate. *International Journal of Advanced Computer Science and Applications*, 11(1). <https://doi.org/10.14569/IJACSA.2020.0110143>
- Rahayu, W. P., Zutiasari, I., & Munadhiroh, S. (2021). *Learning Media of Canva Based on Flipbook in the Subjects of Creative Products and Entrepreneurship to Improve Students' Digital Technopreneurship Competence: Sixth Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2020)*, Padang, Indonesia. <https://doi.org/10.2991/aebmr.k.210616.033>
- Ristanto, R. H., Rusdi, R., Mahardika, R. D., Darmawan, E., & Ismirawati, N. (2020). Digital Flipbook Imunopedia (DFI): A Development in Immune System e-Learning Media. *International Journal of Interactive Mobile Technologies (IJIM)*, 14(19), 140. <https://doi.org/10.3991/ijim.v14i19.16795>
- Saputri, T., & Ramli, A. mardila. (2018). Improving Vocabulary Mastery Through Flashcards in Sartika Kindergarten Surabaya. *Proceedings of the International Conference on English Language Teaching*

(*ICONELT 2017*). International Conference on English Language Teaching (ICONELT 2017), Surabaya, Indonesia. <https://doi.org/10.2991/iconelt-17.2018.47>

Sriyanti, I., Almafie, M. R., Marlina, L., & Jauhari, J. (2021). The effect of Using Flipbook-Based E-modules on Student Learning Outcomes. *Kasuari: Physics Education Journal (KPEJ)*, 3(2), 69–75. <https://doi.org/10.37891/kpej.v3i2.156>

Thulasi Palpanadan, S., Atim, A., Abdul Kair, Z., K.Ravana, V., & Aiman Mohammad, M. (2019). Improving Students' Mastery of Vocabulary Through Flip Book Approach. *English Literature and Language Review*, 57, 117–122. <https://doi.org/10.32861/ellr.57.117.122>