PROJECT
(Professional Journal of English Education)
Volume 9, No. 6, November 2026
p–ISSN 2614-6320
e–ISSN 2614-6258

The Development of Teaching Materials Through Flipbook for Teaching Procedure Text Writing Skills

Syakira Shaufa Supis[1], Acep Haryudin[2], Arham Mauriyat[3]

IKIP Siliwangi
[1]syakirashaufa@student.ikipsiliwangi.ac.id, [2] acepharyudin@ikipsiliwangi.ac.id, [3] arham@ikipsiliwangi.ac.id

Abstract

This study aimed to develop flipbook-based teaching materials for teaching procedure text writing skills to eighth-grade students. The study employed a Research and Development (R&D) method using the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The developed teaching materials integrated procedure text content with instructional videos, visual illustrations, structured writing activities, and interactive features to support students' learning processes. Data were collected through expert validation sheets and student response questionnaires after limited and wider classroom trials. The expert validation results obtained an average score of 78.75%, indicating that the developed teaching materials were categorized as feasible and required minor revisions before classroom implementation. The limited trial involving ten students resulted in an average response percentage of 92.25%, while the wider trial involving thirty students achieved 90.17%, indicating very positive student responses and practicality. The findings suggest that the flipbook-based teaching materials provided an engaging learning environment, supported students' understanding of procedure text structures, and facilitated writing activities in English as a Foreign Language (EFL) classrooms. Therefore, the developed materials can serve as a practical digital learning resource to support procedure text writing instruction for junior high school students.

Keywords: Teaching Materials; Flipbook; Procedure Text; Writing Skills; ADDIE Model

INTRODUCTION

Writing is an essential productive skill in English as a Foreign Language (EFL) learning because it enables students to express ideas, organize information, and communicate meaning through written texts. However, writing is considered a complex skill since learners must simultaneously manage vocabulary, grammar, text organization, and coherence. Many EFL students still experience difficulties in generating ideas, arranging information logically, applying appropriate language features, and revising their written products effectively (Nurlina Et Al., 2024; Ramamuthie and Aziz, 2022). Previous research also highlights that guided revision processes and reflective writing activities can support learners in improving the quality of their second-language writing (Li and Hebert, 2024). Therefore, effective writing instruction requires appropriate strategies and supportive teaching materials that can assist students throughout the writing process.

At the junior high school level, procedure text is one of the important genres that students are expected to understand and produce. This text requires students to organize information through clear objectives, sequential steps, and appropriate linguistic features, such as imperative verbs and sequencing expressions. However, many students encounter difficulties in constructing procedure texts due to limited vocabulary, lack of understanding of text structures, and insufficient learning support (Nurlina et al., 2024; Shang, 2025). Thus, the availability of

relevant teaching materials is necessary to provide structured guidance and improve students' writing performance.

The development of digital learning materials has become an alternative solution to support more interactive and flexible learning environments. Digital tools can assist students' writing development by providing multimedia resources, interactive activities, and opportunities for independent learning (Ramamuthie and Aziz, 2022; Sawaki et al., 2024). Shang (2025) further demonstrated that technology-supported writing instruction enables students to participate more actively in drafting, revising, and improving their EFL writing performance. In addition, digital materials designed for productive language skills can promote creativity, collaboration, and 21st-century learning competencies (Br. Batubara et al., 2025). One digital medium that has gained attention in educational contexts is the interactive flipbook. Flipbooks combine written materials with digital features, including images, navigation systems, animations, and multimedia components, which can enhance students' learning experiences. Previous studies have reported that flipbook-based materials support student engagement and improve learning accessibility (Chaeratunnisa et al., 2025; Wulandari and Nurharini, 2023). Furthermore, flipbook media has been utilized in English learning to provide flexible access to digital materials and support language development (Masykuri et al., 2024; Waluyo et al., 2024).

Previous studies have demonstrated that flipbook-based teaching materials can effectively support English writing instruction. Hajar et al. (2023) reported that interactive flipbook materials provided structured support for students in writing non-literary texts. Likewise, Waluyo et al. (2024) found that digital flipbook-based English writing materials contributed positively to EFL students' writing practices. In the context of procedure text instruction, Pratiwi et al. (2024) developed flipbook and Wordwall-assisted digital media, while Pertiwi et al. (2025) developed Flip PDF-based teaching materials for learning procedure texts. Collectively, these studies suggest that flipbook-based teaching materials facilitate students' understanding of text structures and the production of organized written texts. Suprihatindariani and Nuryanto (2025) also demonstrated that flipbook media effectively improved students' writing skills by providing structured digital learning activities.

Beyond its application in writing instruction, flipbook media has also been integrated with various instructional approaches and digital platforms. Lestari et al. (2025) implemented flipbook media through Project-Based Learning to improve narrative writing skills, whereas Anggita et al. (2024) developed Problem-Based Learning flipbook media to enhance students' listening and writing skills. Similarly, Arifani and Purwati (2025) reported that Project-Based Learning-assisted e-Flipbooks improved students' writing skills through structured learning activities and interactive experiences. Furthermore, Asih et al. (2024) integrated Canva into flipbook development, while Septiani et al. (2024) developed an English e-module using the Heyzine flipbook platform.

The feasibility and effectiveness of flipbook-based teaching materials have also been supported across different educational contexts. Dharmayanti et al. (2021) developed and validated displayed flipbook materials that were found to be feasible for English instruction, whereas Rohmatin et al. (2022) designed a flipbook-based e-module that was considered valid and effective for classroom implementation. Likewise, Putra et al. (2023) concluded that flipbook-based teaching materials provide attractive and accessible learning resources. Renaldy et al. (2024) further demonstrated that problem-based flipbook e-modules promoted active learning,

while Nafiah and Djazilan (2025) reported that interactive flipbooks effectively increased students' learning interest and classroom participation.

Although previous research has confirmed the benefits of digital flipbook materials, several gaps remain. Many previous studies have focused on elementary education, general learning outcomes, reading activities, or different text genres, such as narrative, explanation, and non-literary texts (Jaya et al., 2024; Masykuri et al., 2024; Wulandari and Nurharini, 2023). Therefore, limited studies have specifically focused on developing flipbook-based teaching materials for procedure text writing among eighth-grade junior high school students in EFL contexts.

Based on this gap, this study aims to develop flipbook-based teaching materials for teaching procedure text writing to eighth-grade students. The developed materials integrate procedure text explanations, guided writing activities, multimedia components, and interactive features. This study applies the Research and Development (R&D) approach using the ADDIE model to produce feasible and practical digital teaching materials that support English writing instruction at the junior high school level.

METHOD

This study employed a Research and Development (R&D) approach to develop flipbook-based teaching materials for teaching procedure text writing to eighth-grade students. R&D was selected because it enables researchers to produce an educational product through a systematic process of design, validation, implementation, and evaluation while ensuring that the product meets learners' instructional needs. Among various instructional design models, the ADDIE model was adopted because it provides a systematic framework consisting of five sequential phases—Analysis, Design, Development, Implementation, and Evaluation—and has been widely applied in the development of digital teaching materials due to its flexibility, iterative revision process, and emphasis on product quality through expert validation and field testing (Chaeratunnisa et al., 2025; Rohmatin et al., 2022). The overall research procedure followed the five stages of the ADDIE model, beginning with the identification of students' learning needs and ending with the evaluation of the developed product after classroom implementation.

To compile valid research data, the study utilized customized expert validation matrices and student response questionnaires. The expert validation tool comprised ten distinct assessment indicators distributed across four critical dimensions: content appropriateness, linguistic clarity, systematic presentation, and media appearance. Each indicator item was measured quantitatively using a four-point Likert scale. To achieve high replicability and eliminate evaluation bias, the precise operational definitions of the Likert scale distribution are presented in Table 1.

Table 1. Operational Definitions of the Four-Point Likert Scale

Score	Category	Operational Definition
4	Excellent	The indicator is fully realized without any errors or structural flaws.
3	Good	The indicator is well realized but contains minor areas for improvement.
2	Fair	The indicator is partially realized and requires noticeable revisions.
1	Poor	The indicator is poorly realized or completely missing from the product.

In addition, the student perception questionnaire comprised ten targeted statements designed to capture students' perspectives regarding the attractiveness, operational practicality, and instructional utility of the flipbook. The entire development process was executed according to the strict ADDIE steps detailed below.

Analysis

The analysis phase was conducted to identify students' learning needs and determine the instructional problems related to procedure text writing. Data were collected through classroom observations, interviews with the English teacher, and an analysis of the existing teaching materials used in the classroom (Putra et al., 2023). These activities aimed to obtain comprehensive information regarding students' learning characteristics, the learning objectives specified in the curriculum, and the limitations of the instructional resources available (Chaeratunnisa et al., 2025; Putra et al., 2023). The findings indicated that many eighth-grade students experienced difficulties in organizing procedural steps logically, selecting appropriate imperative verbs, and applying sequence markers accurately in their writing. Furthermore, the teaching materials used during instruction mainly consisted of printed textbooks with limited visual support and interactive learning activities. As a result, students tended to show low engagement and encountered difficulties in understanding the writing process independently. These findings became the basis for designing flipbook-based teaching materials that integrate multimedia elements, contextual examples, and guided writing activities to support students' learning needs.

Design

Based on the findings of the analysis phase, the design stage focused on preparing the instructional framework and visual layout of the flipbook-based teaching materials. At this stage, the learning objectives were formulated based on the English curriculum for eighth-grade students, followed by the preparation of the learning content, procedure text materials, writing activities, formative exercises, and assessment tasks. The instructional flow was organized

systematically to ensure that students could learn the writing process progressively and independently (Chaeratunnisa et al., 2025; Putra et al., 2023).

In addition to designing the instructional content, the researcher also developed the user interface of the digital flipbook by determining the page layout, typography, colour combinations, illustrations, icons, and navigation buttons. Multimedia components, including instructional videos and supporting images, were incorporated to improve students' learning experiences and facilitate their understanding of procedure text writing. The design process emphasized clarity, accessibility, and user-friendliness so that the developed teaching materials could be easily used by both teachers and students during classroom instruction. (Dharmayanti et al., 2021).

Development

During the development phase, the initial design was transformed into a complete flipbook-based teaching material for teaching procedure text writing. The teaching materials were developed by integrating instructional content, visual illustrations, learning videos, guided writing activities, formative exercises, and self-assessment tasks into an interactive digital format. The flipbook was designed to provide students with a more engaging learning experience while supporting independent learning through organized and accessible instructional content. (Waluyo et al., 2024).
After the prototype had been completed, it was submitted for expert validation to determine its quality before classroom implementation. The validation process involved two experts: a material expert and an instructional media expert. The material expert evaluated the relevance of the learning objectives, the accuracy of the content, language appropriateness, and curriculum alignment. Meanwhile, the media expert assessed the visual design, layout consistency, typography, navigation, and technical functionality of the flipbook. The comments and suggestions provided by both experts were used as the basis for revising and improving the product before it proceeded to the implementation stage. This revision process ensured that the developed teaching materials met the expected standards of feasibility and usability for English language instruction (Hajar et al., 2023).

Implementation

The implementation phase was conducted after the flipbook-based teaching materials had been revised based on the recommendations provided by the expert validators (Pertiwi et al., 2025). This phase aimed to examine the practicality and usability of the developed product in an actual classroom setting. The implementation was carried out through two stages of field testing, consisting of a limited trial and a wider field trial, following the common procedure adopted in Research and Development studies (Waluyo et al., 2024).
The limited field trial involved 10 eighth-grade students who were selected to identify potential weaknesses related to the content, navigation, and overall usability of the flipbook. During this stage, students used the teaching materials to learn procedure text writing and subsequently completed the student response questionnaire. Suggestions and comments obtained from the limited trial were considered in making minor revisions before proceeding to the next stage.

After the necessary revisions had been completed, the product was implemented in a wider field trial involving 30 eighth-grade students. During the learning activities, students accessed the flipbook independently under the teacher's guidance and completed the learning tasks provided in the teaching materials. At the end of the learning session, students completed the response

questionnaire to evaluate the attractiveness, practicality, and usefulness of the developed teaching materials. The results obtained from both implementation stages were used to determine whether the product was suitable for classroom use and met the expected instructional objectives (Pertiwi et al., 2025).

Evaluation

The evaluation stage was carried out throughout the development process to determine the feasibility of the teaching materials and identify aspects that required improvement. Data obtained from expert validation and student response questionnaires were analyzed using descriptive statistics in the form of percentages. The percentage score was calculated using the following formula:

$$\text{Percentage} = \left(\frac{\text{Obtained Score}}{\text{Maximum Score}} \right) \times 100\%$$

- **Obtained Score** = the total score obtained from the respondents.
- **Maximum Score** = the highest possible score based on the number of indicators multiplied by the maximum Likert scale score.

For the validation process, the maximum score was obtained from the number of indicators multiplied by the highest Likert scale score. In the limited trial, the maximum score for each questionnaire item was 40 (10 students × 4), while in the wider trial, the maximum score for each item was 120 (30 students × 4). The resulting percentages were then interpreted according to the predetermined feasibility criteria to determine the quality and acceptability of the developed teaching materials.

Table 2. Feasibility and Response Interpretation Criteria

Percentage Range (%)	Category	Qualification
81.00-100.00	Very Feasible / Highly Positive	Can be used immediately without revision
61.00-80.00	Feasible / Positive	Can be used with minor structural revisions
41.00-60.00	Fairly Feasible / Moderate	Requires major instructional revisions
0.00-40.00	Infeasible / Negative	Totally rejected / Not recommended for use

RESULTS AND DISCUSSION

Results

1. Teaching Materials Validation Results

After the development phase had been completed, the flipbook prototype was evaluated by two expert validators before classroom implementation. The validation focused on four aspects: content appropriateness, language, presentation, and media design. The assessment matrices

covered four main pillars: content validity, language accuracy, presentation order, and media interface layout.

Table 3. Expert Validation Results of the Teaching Materials

No	Assessment Indicators	Validator 1	Validator 2
1	The material is aligned with the learning objectives	3	4
2	The learning objectives are clearly formulated and measurable	4	4
3	The examples of procedure texts are relevant and understandable	3	3
4	The language used is appropriate for eighth-grade students	3	2
5	The vocabulary supports students' understanding of the material	4	2
6	The presentation of the material is systematic	3	3
7	The evaluation activities align with the learning objectives	4	2
8	The appearance of the teaching material is attractive and well-organized	3	3
9	The text readability is clear and comfortable to read	3	3
10	The media is easy to use	4	3
Total Score		**34**	**29**
Percentage		**85%**	**72.5%**

Average Percentage = 78.75%

As displayed in Table 3, Validator 1 obtained a total score of 34 out of 40, resulting in an individual validation percentage of 85.00%. Meanwhile, Validator 2 obtained a score of 29 out of 40, resulting in a validation percentage of 72.50%. Although both validators categorized the developed materials as feasible, differences were identified between their evaluation results. The lower score provided by Validator 2 was mainly associated with several aspects requiring improvement. Specifically, Items 4, 5, and 7 received scores of 2, indicating that revisions were needed in terms of language appropriateness, vocabulary support, and the alignment of evaluation activities with learning objectives. These recommendations were used as the basis for revising the teaching materials to improve their clarity, accessibility, and instructional quality before classroom implementation. The cumulative average score from both validators was 78.75%, indicating that the developed flipbook-based teaching materials were categorized as feasible according to the predetermined criteria (see Table 2). The validators concluded that the materials were generally aligned with the junior high school curriculum, although several improvements, particularly related to sentence structure and visual readability, were required before the implementation stage.

2. Results of the Limited Trial

Table 4 presents students' responses to the developed flipbook-based teaching materials after the implementation stage. The questionnaire results describe students' perceptions of the clarity, attractiveness, usability, and usefulness of the developed teaching materials.

Table 4. Students' Responses in the Limited Trial (N = 10)

No	Statements	Percentage (%)
1	The procedure text material was easy to understand.	90.0
2	The material presented was interesting to learn.	95.0
3	I understood the text more easily after using the teaching materials.	95.0
4	The learning video included in the teaching materials helped me understand the material.	92.5
5	Learning through the teaching materials was enjoyable.	92.5
6	The appearance of the teaching materials was attractive.	95.0
7	I did not experience difficulties when using the teaching materials.	87.5
8	The teaching materials encouraged me to participate more actively in learning activities.	92.5
9	The teaching materials increased my interest in writing activities.	87.5
10	The teaching materials *were* helpful in supporting my learning process.	95.0
Average Percentage		**92.25%**

Category: Very Feasible

As shown in Table 4, students provided highly positive responses toward the developed teaching materials. The average score of 92.25% indicates that the product was categorized as Very Feasible. These findings suggest that the teaching materials were able to attract students' attention and facilitate their understanding of procedure texts. A deeper analysis of the individual items reveals that the integration of multimedia features significantly optimized the early usability of the developed flipbook. Indicators 2, 3, 6, and 10 achieved the highest satisfaction score of 95.0%, demonstrating that the combination of structured text layouts and engaging visual interfaces successfully sustained the attention of eighth-grade learners during the drafting process. The inclusion of short instructional videos (92.5%) provided additional learning support by helping students visualize the sequential steps of procedure texts before applying them in their own writing. Conversely, the lowest score was observed in Item 7 (87.5%), indicating that several students experienced minor navigation difficulties or had different levels of familiarity with digital learning media. These findings were considered during the revision process before the wider field trial.

3. Results of the Wider Trial

After implementing revisions based on the limited trial results, the flipbook-based teaching materials were applied in a wider field trial involving thirty eighth-grade students. This stage aimed to examine the practicality, usability, and students' responses to the developed teaching materials in a larger classroom context.

Table 5. Students' Responses in the Wider Trial (N = 30)

No	Statements	Percentage (%)
1	The procedure text material was easy to understand.	90.0
2	The material presented was interesting to learn.	88.3

No	Statements	Percentage (%)
3	I understood the text more easily after using the teaching materials.	94.1
4	The learning video included in the teaching materials helped me understand.	92.5
5	Learning through the teaching materials was enjoyable.	92.5
6	The appearance of the flipbook was attractive.	85.8
7	I did not experience difficulties when using the teaching materials.	88.3
8	The teaching materials encouraged me to participate more actively in learning activities.	88.3
9	The teaching materials increased my interest in writing activities.	88.3
10	The teaching materials *were* helpful in supporting my learning process.	93.3
Average Percentage		**90.17%**

Category: Very Feasible

According to the data presented in Table 5, the wider trial obtained an average response percentage of 90.17%, which was categorized as Very Feasible based on the predetermined criteria. The findings indicate that the developed teaching materials received positive responses from students regarding their understanding, usability, and learning support. The highest response was found in Item 3, which stated that students understood the text more easily after using the teaching materials (94.1%). This finding suggests that the combination of structured explanations, visual elements, and multimedia features supported students' understanding of the organization and characteristics of procedure texts.

However, the attractiveness indicator (Item 6) decreased from 95.0% in the limited trial to 85.8% in the wider trial. This difference may be attributed to the broader implementation context, where students had diverse levels of digital familiarity, technological access, and learning preferences. Unlike the limited trial, which involved a smaller group with more intensive guidance, the wider trial represented a more realistic classroom condition where students provided more varied perceptions regarding the visual presentation of the flipbook. Nevertheless, the score of 85.8% still indicated that students positively perceived the appearance and design of the developed teaching materials.

Additionally, Item 7 regarding students' difficulties when using the teaching materials obtained a score of 88.3%. Although this indicator remained within a positive category, the result suggests that some students may have experienced minor challenges during the use of the flipbook. These difficulties may relate to differences in students' experience with digital learning resources, device limitations, or navigation of interactive features. Therefore, future improvements should consider enhancing accessibility and providing clearer user instructions to ensure that all students can use the materials effectively.

Discussion

The findings of this study indicate that the developed flipbook-based teaching materials achieved an acceptable level of feasibility and practicality for teaching procedure text writing

skills to eighth-grade students (Hajar et al., 2023; Waluyo et al., 2024). The expert validation results produced an average score of 78.75%, which was categorized as feasible according to the predetermined criteria. Although the product was considered appropriate for classroom implementation, the difference between Validator 1 (85.00%) and Validator 2 (72.50%) indicates that several aspects required further refinement. The lower evaluation from Validator 2 was mainly related to language appropriateness, vocabulary support, and the alignment of evaluation activities with learning objectives. These revisions contributed to improving the clarity and instructional quality of the developed teaching materials before classroom implementation.

A closer examination of Validator 2's assessment reveals that Items 4, 5, and 7 received the lowest scores, each obtaining a score of 2. Item 4 concerned the appropriateness of language use for eighth-grade students, indicating that some expressions or sentence structures required simplification to improve readability. Item 5 related to vocabulary support, suggesting that several terms used in the material needed additional explanations or contextual examples to assist students with different levels of English proficiency. Meanwhile, Item 7 evaluated the alignment between evaluation activities and learning objectives, implying that some assessment tasks required further adjustment to better represent the targeted writing competencies. These suggestions became an important basis for revising the teaching materials by simplifying linguistic features, adding vocabulary support, and improving the alignment between learning activities and assessment tasks (Chaeratunnisa et al., 2025).

The positive responses obtained from the limited trial (92.25%) and wider trial (90.17%) indicate that the developed flipbook was highly accepted by students (Nafiah and Djazilan, 2025). However, the decrease in the attractiveness indicator from 95.0% in the limited trial to 85.8% in the wider trial requires further consideration. This reduction may be influenced by differences in learning contexts between the two trials. During the limited trial, students interacted with the flipbook in a smaller group, allowing them to receive more intensive guidance and technical support from the researcher. In contrast, the wider trial involved a larger number of students with more diverse technological experiences and learning preferences. Therefore, although students still perceived the visual design positively, the attractiveness score became slightly lower when the product was applied in a more realistic classroom situation.

Furthermore, Item 7 regarding students' difficulties when using the teaching materials received the lowest score in both trials (87.5% in the limited trial and 88.3% in the wider trial). This finding indicates that although the flipbook was generally considered easy to use, some students still experienced minor difficulties during interaction with the digital material. Possible factors include differences in students' familiarity with digital learning resources, device performance limitations, internet accessibility, and challenges in navigating multimedia components. Therefore, future improvements should consider optimizing file size, simplifying navigation features, and providing clearer user instructions to ensure that all students can access the material comfortably (Putra et al., 2023).

The positive findings of this study may be explained by the characteristics of flipbook-based teaching materials, which combine text, visual illustrations, and multimedia resources in a single digital platform. These features provide step-by-step guidance that helps students understand the structure of procedure texts before producing their own writing (Anggita et al., 2024; Rohmatin et al., 2022). These findings suggest that the integration of text, images, and

instructional videos within the flipbook contributed to students' understanding of procedure text writing. The multimedia features helped present learning content in a more organized and engaging manner, enabling students to follow the writing process more easily.
The findings of this study are also consistent with previous research showing that digital flipbook materials can improve learner engagement and support independent learning (Waluyo et al., 2024; Wulandari and Nurharini, 2023). Flipbook-based teaching materials combine traditional text presentation with interactive features, enabling students to explore learning content more actively compared with conventional printed materials. In procedure text instruction, these characteristics are particularly beneficial because students can observe examples, analyze text structures, and follow guided writing steps before producing their own texts.

Nevertheless, this study has several limitations. The evaluation process mainly relied on expert judgments and students' perceptions through feasibility percentages and questionnaires. Although the findings indicate that the developed materials were practical and well accepted, the study did not measure long-term improvement in students' writing achievement through experimental comparison. Future research is therefore recommended to examine the effectiveness of flipbook-based teaching materials using larger samples and quantitative designs to measure their impact on students' actual writing performance (Sawaki et al., 2024; Shang, 2025).

CONCLUSION

This study aimed to develop flipbook-based teaching materials for teaching procedure text writing to eighth-grade students by applying the ADDIE Research and Development model. The development process included five stages: Analysis, Design, Development, Implementation, and Evaluation, resulting in an interactive digital teaching material that integrates procedure text explanations, guided writing activities, visual illustrations, instructional videos, and formative exercises.

The expert validation results showed an average feasibility score of 78.75%, indicating that the developed teaching materials were feasible for classroom use after minor revisions. Furthermore, the implementation results demonstrated highly positive student responses, with an average score of 92.25% in the limited trial and 90.17% in the wider field trial. These findings indicate that the flipbook-based teaching materials were perceived as attractive, practical, and useful in supporting students' understanding of procedure texts and encouraging their participation in writing activities.

The integration of multimedia elements and interactive features enabled students to access learning materials more independently while providing structured guidance throughout the writing process. Therefore, the developed flipbook has the potential to serve as an alternative digital teaching material that supports English writing instruction, particularly in teaching procedure texts at the junior high school level.

Despite these positive findings, this study was limited to evaluating the feasibility and practicality of the developed product through expert validation and student responses. It did not examine the effectiveness of the teaching materials in improving students' writing achievement through experimental comparison. Therefore, future studies are recommended to involve larger samples and employ experimental or quasi-experimental research designs to investigate the

impact of flipbook-based teaching materials on students' writing performance in various EFL learning contexts.

ACKNOWLEDGMENTS

The author would like to express sincere appreciation to the junior high school where this research was conducted for granting permission and providing valuable support throughout the research process. Appreciation is also extended to the English teacher and the eighth-grade students who participated in the implementation and evaluation of the developed flipbook-based teaching materials. The author also gratefully acknowledges everyone who contributed to the completion of this study. It is hoped that the findings of this research will contribute to the development of digital teaching materials for English language learning, particularly in teaching procedure text writing skills.

REFERENCES

Anggita, D. A. M. D., Asril, N. M., & Tristiantari, N. K. D. (2024). Problem Based Learning Flipbook Media to Improve Students' Listening and Writing Skills. *Journal of Education Technology*, *8*(4), 641–653. https://doi.org/10.23887/jet.v8i4.91160

Arifani, S., & Purwati, P. D. (2025). Penerapan e-Flipbook berbantuan Project Based Learning dalam meningkatkan keterampilan menulis teks eksplanasi siswa kelas V. *Jurnal Likhitaprajna, 27(1), 1–10*. https://doi.org/10.37303/likhitaprajna.v27i1.354

Asih, C., Purwanto, B. E., & Mulyono, T. (2024). Pengembangan media pembelajaran digital berbasis aplikasi Canva terintegrasi Flipbook untuk pembelajaran menulis cerpen. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya*, *7*(1). https://doi.org/10.24905/sasando.v7i1.239

Br. Batubara, K., Erlita, Y., Oktora, M., Frida, K. D., Khairina, Y., Natalia, C. H., & Dewi, N. R. (2025). Designing SDGs-oriented digital materials to foster 21st century learning in the productive written language skill course. *Jambura Journal of English Teaching and Literature*, *6*(2), 62–72. https://doi.org/10.37905/jetl.v6i2.34765

Chaeratunnisa, E., Utari, E., & Lestari, I. D. (2025). Development of Environment-Based Digital Flipbook Teaching Materials to Enhance Learning Independence Among Elementary School Students. *Jurnal Paedagogy, 12(3), 775–785.* https://doi.org/10.33394/jp.v12i3.16390

Dharmayanti, N. M. D., Putra, I. N. A. J., & Paramartha, A. A. G. Y. (2021). Developing displayed flipbook as teaching material for assisting teachers to teach English in online learning for the fourth-grade elementary school students. Indonesian Journal of Educational Research and Review, 4(1), 113–121. https://doi.org/10.23887/IJERR.V4I1.35314

Hajar, Y., Wuriyani, E. P., & Lubis, M. J. (2023). Developing Interactive Materials of Writing Non-Literary Texts Based on Flipbooks for Secondary School Students. *Journal of Applied Linguistics and Literature*, *8*(1), 195–212. https://doi.org/10.33369/joall.v8i1.22097

Jaya, A. Y. S., Gloriani, Y., & Khaerudin, R. (2024). A learning model for explanation text literacy using Flipbook applications in SMP/MTs. *International Journal of Educational Research Excellence*, *3*(2), 808–831. https://doi.org/10.55299/ijere.v3i2.977

Lestari, H., Cahyono, B. E. H., & Huda, M. B. (2025). Application of project based learning model by using Flipbook media to improve the narrative text writing skill. *International Journal of Essential Competencies in Education*, *4*(2), 140–154.

https://doi.org/10.36312/zgcjb261
Li, A. W., & Hebert, M. (2024). Unpacking an online peer-mediated and self-reflective revision process in second-language persuasive writing. *Reading and Writing*, *37*, 1545–1573. https://doi.org/10.1007/s11145-023-10466-8
Masykuri, E. S., Mezentse, I., Nebolsina, M. S., Anastasi, N., & Bin Kamin, Y. (2024). New perspectives of Flipbook as asynchronous English reading media. *Journal of Languages and Language Teaching*, *12*(3), 1538–1549. https://doi.org/10.33394/jollt.v12i3.11352
Nafiah, N., & Djazilan, S. (2025). The Effectiveness of Flipbook-Based Interactive Teaching Materials to Increase Interest in Learning and the Mutual Cooperation Character of Students in Elementary Schools. *International Journal of Education and Practice*, *14*(2). https://doi.org/10.18488/61.v14i2.4881
Nurlina, S. L., Denistiani, S. A., & Willyian, A. (2024). Uncovering EFL learners' writing problems and effective approaches to overcome them. *Leotech: Journal of Learning Education and Technology*, *1*(1), 19–26. https://doi.org/10.70152/leotech.v1i1.5
Pertiwi, N. H., Widodo, M., Ariyani, F., Sumarti, S., & Samhati, S. (2025). Effectiveness of e-module teaching material development in learning procedure text using Flip PDF for SMP students. *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, *10*(4), 811–820. https://doi.org/10.33394/jtp.v10i4.16888
Pratiwi, C. P., Irma, C. N., & Ivanka, A. B. (2024). Developing flipbooks and Wordwall-assisted digital media for procedural writing in elementary schools. *Edukasia: Jurnal Pendidikan dan Pembelajaran, 5(2), 279–294.* https://doi.org/10.62775/edukasia.v5i2.1394
Putra, A., Sidiq, F., & Mahlianurrahman, M. (2023). Development of Flipbook-Based Teaching Materials for Learning in Elementary School's. *Jurnal Penelitian Pendidikan IPA*, *9*(9), 7651–7657. https://doi.org/10.29303/jppipa.v9i9.5141
Ramamuthie, V., & Aziz, A. A. (2022). Systematic review: The effectiveness of digital tools to improve writing skill of ESL students. *International Journal of Academic Research in Business and Social Sciences, 12*(3), 408–427. https://doi.org/10.6007/ijarbss/V12-I3/12897
Renaldy, P., Sumbawati, M. S., Harimurti, R., & Zuhrie, M. S. (2024). Pengembangan E-Modul Praktikum Teknik Digital Dasar Menggunakan Flipbook Berbasis Problem Based Learning di SMKN 3 Surabaya. *Jurnal Pendidikan Teknik Elektro*, *14*(1), 65–72. https://doi.org/10.26740/jpte.v14n01.p65-72
Rohmatin, I. A., Racmayani, A., & Jumadi. (2022). Development of e-module based on flipbook learning model problem based learning (PBL) to improve critical thinking ability. Berkala Ilmiah Pendidikan Fisika, 10(3), 331–341. https://doi.org/10.20527/BIPF.V10I3.13655
Sawaki, Y., Ishii, Y., & Yamada, H. (2024). Developing and validating an online module for formative assessment of summary writing with automated content feedback for EFL academic writing instruction. *Language Testing in Asia*, *14*, 50. https://doi.org/10.1186/s40468-024-00325-w
Septiani, A. N., Nurfadhillah, S., & Puspita, D. R. (2024). Developing e-module based on Heyzine flipbook in teaching English for elementary students. English Journal of Indragiri: Studies in Education, Literature, and Linguistics, 9(2), 545–558. https://doi.org/10.61672/eji.v9i2.3017
Shang, H.-F. (2025). Flipped instruction: Factors affecting the effects of EFL writing performance. *Innovations in Education and Teaching International*, *62*(1), 16–30. https://doi.org/10.1080/14703297.2023.2283608

Suprihatindariani, A. N., & Nuryanto, S. (2025). Development of flipbook media to improve personification writing skills. *Research and Development in Education (RaDEn)*, *5*(1), 319–336. https://doi.org/10.22219/raden.v5i1.40533

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

Wulandari, T., & Nurharini, A. (2023). Feasibility of digital-based flipbook teaching materials to improve learning outcomes of Grade V elementary school students. Jurnal Pendidikan dan Pengajaran, 56(3), 622–633. https://doi.org/10.23887/JPP.V56I3.67400