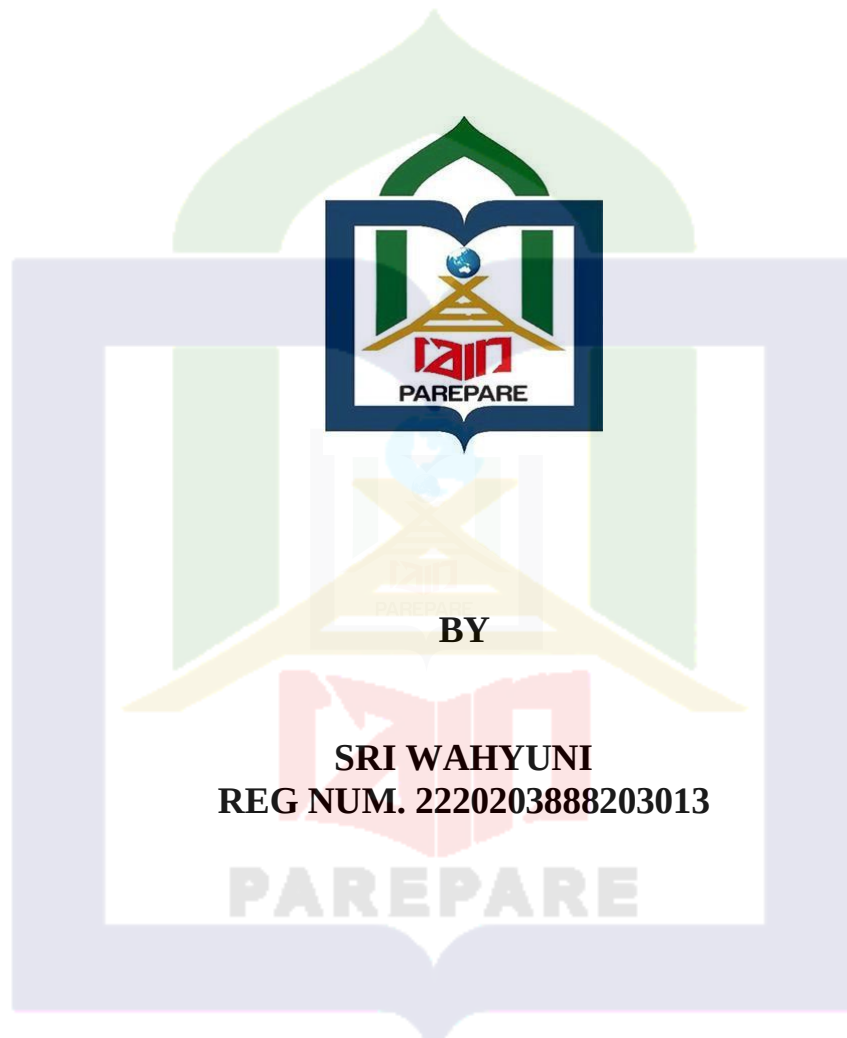


A THESIS

**DEVELOPING A MULTISENSORY DIGITAL FLIPBOOK FOR
ENGLISH VOCABULARY LEARNING FOR ELEMENTARY
SCHOOL STUDENTS**



**ENGLISH EDUCATION PROGRAM
UNDERGRADUATE PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI PAREPARE
2026**

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ENGLISH VOCABULARY LEARNING FOR ELEMENTARY
SCHOOL STUDENTS**



BY

SRI WAHYUNI

REG NUM. 2220203888203013

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare
in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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2026**

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Parepare, 20 June 2026



Sri Wahyuni

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DECLARATION OF THE RESEARCH AUTHENTICITY

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English Vocabulary Learning for Elementary School
Students

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 20 June 2026
The Writer



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ABSTRACT

Sri Wahyuni. *Developing a Multisensory Digital Flipbook for English Vocabulary Learning for Elementary School Students.* (Supervised by Muajiz Muallim).

This study aims to develop a multisensory digital flipbook as a learning medium for English vocabulary learning for elementary school students. The research was conducted based on the problem that students often experience difficulties in understanding and memorizing English vocabulary due to limited and less interactive learning media. Therefore, this study developed a digital learning medium that integrates visual, auditory, and interactive elements to support vocabulary learning.

This study employed a Research and Development (R&D) method using the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The product was developed by incorporating vocabulary materials, illustrations, audio pronunciation, example sentences, and interactive activities. The developed product was validated by experts and implemented with 26 fifth-grade students at SD Negeri 75 Parepare to determine its practicality.

The findings revealed that the multisensory digital flipbook was considered appropriate based on expert validation and practical based on students' and teachers' responses. The integration of images, pronunciation audio, and interactive features provided a more engaging learning experience and helped students in learning English vocabulary. It is concluded that the developed multisensory digital flipbook can be used as an alternative learning medium to support English vocabulary learning for elementary school students. Future researchers are suggested to develop similar digital media with more interactive features and broader implementation.

Keywords: Multisensory Digital Flipbook, English Vocabulary Learning, Elementary School Students, ADDIE Model, Learning Media

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes are symbolized by letters in the Arabic writing system. In this transliteration, some are symbolized by letters, and some are symbolized by signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)

ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) begins a word and follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- 1) Single vowels (monophthong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- 2) Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ

كَيْفًا:Kaifa

3. **Maddah** حَ: Haula

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ اِي	Fathah and Alif or ya	Ā	a and the line above
اِ اِي	Kasrah and Ya	Ī	I and line above
اِ اِي	Kasrah and Ya	Ī	I and line above
اُ اُو	Kasrah and Wau	Ū	u and the line above

Example :

مات	:māta
رمى	: ramā
قيل	: qīla
يموت	: yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- 1) Tamarbutah, alive or received fathah, kasrah, and dammah, is transliterated as [t].
- 2) Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ	: rauḍahal-jannahataurauḍatuljannah
بَلَدِيَّةُ الْفَيْلَةِ	: al-madīnahal-fāḍilahatau al-madīnatulfāḍilah
بَلَحْ هَكَّة	: al-hikmah

5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	:Rabbanā
نَجِّنَا	: Najjainā

هَاقِق	: <i>al-haqq</i>
هَاجِج	: <i>al-hajj</i>
نُعم	: <i>nu‘ima</i>
عُدُو	: <i>‘aduwwun</i>

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah يِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيّ : Arabi (not ‘Arabiyyor ‘Araby)

عَلِيّ : ‘Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example:

سَامْسُ : *al-syamsu* (notasy- syamsu)

زَلْزَلَة : *al-zalزالah* (notaz-zalزالah)

فَلْسَفَة : *al-falsafah*

بِلَادَة : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only apply to hamzahs in the middle and end of words. However, if the hamzah is located at the

beginning of the word, it is not symbolised because it is an alif in Arabic writing.

Example:

تَاْمُرُون : *ta'murūna*

النَّوع : *al-nau'*

شَيْء : *syai'un*

أُمُورْت : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms, or sentences that are transliterated are words, terms, or sentences that have not been standardised in Indonesian. Words, terms, or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method—for example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, they must be transliterated. Example:

Fīzilāl-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah, " preceded by particles such as the letters jar and other letters, or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينِ اللّ : *Dīnullah*

بِاللّ : *billah*

As for the tamarbutah at the end of a word attributed to lafzal-jalālah is transliterated with the letter [t]. Example:

هُمْفِرَاهْمَاتِillāh : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration, they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnās ilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-

Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid,

NaşrḤamīdAbū)

B. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subhānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص بدون	=	صفحة
دم	=	صلى الله عليه وسلم
ط بدون	=	طبعة
نن	=	ناشر
الخ جزء	=	إلى آخرها / إلى آخره
ج	=	

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Mastery of English vocabulary is a fundamental component of learning English as a foreign language, particularly for elementary school students as young learners. Vocabulary serves as the foundation for developing the four language skills listening, speaking, reading, and writing because without adequate vocabulary mastery, meaning cannot be conveyed effectively.¹ At this stage, elementary school students exhibit cognitive characteristics that tend to involve understanding concepts through concrete objects, visual representations, and direct experience, as described in cognitive development theory.² Therefore, vocabulary instruction should be presented in a concrete, contextual, and engaging manner. In this regard, the use of multisensory learning materials is essential because they integrate visual, auditory, and interactive elements that align with students' learning styles.

The integration of technology into education is a key factor in supporting effective and meaningful learning. In the Indonesian context, the implementation of the Merdeka Curriculum encourages the use of technology to create student-centered learning.³ However, in practice, the use of digital media in English language instruction in elementary schools remains suboptimal, particularly in vocabulary instruction. Teachers tend to rely on conventional methods such as textbooks and

¹ David Arthur Wilkins, *Linguistics in Language Teaching*, 1972, <https://xpdf4u.com/reviews/A12FB9/998998/4991876-linguistics-in-language-teaching-wilkins>; Norbert Schmitt, "Vocabulary in Language Teaching," n.d.

² Jean Piaget, *The Psychology of The Child*, 1972, <https://www.scribd.com/document/483167639/The-Psychology-Of-The-Child-PDFDrive-1-pdf>.

³ Kurikulum dan Asesmen Pendidikan Prof. Dr. Toni Toharuddin, S. Si, M. Sc., Kepala Badan Standar, *Panduan Pembelajaran Dan Asesmen*, 2025.

verbal explanations, resulting in lessons that fail to provide students with concrete and interactive learning experiences. This situation indicates that, although the technology is available, its application in supporting vocabulary instruction remains limited, highlighting the need for instructional media that better align with students' needs.

Teaching English as a foreign language to elementary school students requires materials that can present vocabulary and language concepts in a contextual and easily understandable way.⁴ Vocabulary is often abstract when presented solely through text or verbal explanations, making it difficult for students to understand and remember the meanings of words. Therefore, multimodal representations that integrate visual, auditory, and interactive elements are needed to help students understand vocabulary in a more concrete way. The use of multisensory learning media allows students to have a more meaningful learning experience and increases their engagement in the learning process.

Vocabulary plays a crucial role as the foundation of all language skills.⁵ However, EFL students at the elementary school level often face various challenges in learning English vocabulary. These challenges include pronunciation, retention, and contextual use. Furthermore, the limited variety of teaching methods and the use of less interactive media result in low student engagement. Consequently, vocabulary learning becomes less effective, and the vocabulary that has been learned is easily forgotten. Therefore, there is a need for learning media capable of enhancing students' comprehension, memory, and engagement in the learning process.

⁴ Scott Thornbury, *How To Teach Vocabulary*, 2002.

⁵ I. S. P. Nation, *Learning Vocabulary in Another Language*, 2022, <https://books.google.co.id/books?id=iNduEAAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>.

Based on the results of observations and a needs analysis conducted at SDN 75 Parepare, it was found that the English language learning process is still dominated by conventional methods, such as lectures and the use of textbooks as the primary teaching materials. Interviews with teachers revealed that students' ability to understand and remember English vocabulary remains relatively low and is influenced by a lack of interest in learning and poor memory retention. The learning materials used are generally limited to textbooks, dictionaries, and a few simple teaching aids, thus failing to provide an engaging and interactive learning experience. Furthermore, the results of the needs analysis indicate that teachers urgently require digital learning media to boost students' interest in learning, and they emphasize that the use of visual and audio media is crucial because it is more engaging and less monotonous for students. Regarding content needs, the vocabulary most needed by students includes themes related to daily activities, animals, food, and the surrounding environment. Additionally, desired features in learning media include pictures, audio pronunciation, example sentences, and simple exercises.

These findings indicate that students need learning materials that are not only visually engaging but also incorporate audio and interactive elements to support vocabulary comprehension and mastery. Consequently, there is a gap between students' learning needs and the materials currently used in the classroom, highlighting the need to develop multisensory digital learning materials that are better suited to the characteristics of elementary school students.

The need to master vocabulary as the basis for language learning is also in line with the Islamic perspective. In QS. Al-Baqarah verse 31, it is explained that :

مَلِكِينَ كُنْتَ أَمْ إِن هُؤُلَاءِ بِأَسْمَاءِ أَتَّبُونِي فَفَقَّ أَلَمْ لِيكَ عَلَى عَرَضِهِ أَمْ تُمْ كُلُّهَا أَلَّ أَسْمَاءِ عَادَمَ وَعَلَّمَ

Meaning: And He taught Adam all the names (of things), then presented them to the angels and said, "Tell Me the names of these things if you are truthful."⁶

This verse demonstrates that vocabulary acquisition is the foundation of human knowledge and communication skills, thereby underscoring the importance of vocabulary development in language learning.

Theoretically, this study is based on several main foundations. The Dual Coding Theory proposed by Paivio states that information is processed through two cognitive systems, namely verbal and visual, so that learning will be more effective if it involves both systems simultaneously.⁷ Multisensory learning emphasizes the engagement of more than one sense in the learning process, which is highly relevant for elementary school students, as learning in early stages is optimized in multisensory environments that integrate visual and auditory information.⁸ In addition, Mayer's Cognitive Theory of Multimedia Learning explains that learning will be more optimal if information is presented through visual and auditory channels in an integrated manner while still paying attention to the limitations of students' cognitive capacity.⁹ These three theories form the foundation for the development of multisensory digital learning materials.

Based on the identified issues, this study offers a solution in the form of developing multisensory digital flipbook learning media to support English vocabulary learning in elementary schools. This study bridges the gap between

⁶ Kementrian Agama Republik Indonesia, *Quran Al-Karim and its Translation with Transliteration*

⁷ Allan Paivio, *Mental Representation : A Dual Coding Approach*, 1986.

⁸ Ladan Shams and Aaron R Seitz, "Benefits of Multisensory Learning," 2008, 22–25, <https://doi.org/10.1016/j.tics.2008.07.006>.

⁹ Roxana Moreno and Richard Mayer, "Interactive Multimodal Learning Environments," 2007, 309–26, <https://doi.org/10.1007/s10648-007-9047-2>.

students' need for interactive and contextual learning media and the current learning environment, which is still dominated by conventional media. This study is novel in its development of multisensory digital flipbook media specifically designed for vocabulary learning among elementary school students, a topic that has not been extensively studied in previous research. Unlike experimental studies that focus on testing effectiveness, this study employs a Research and Development (R&D) approach using the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation.¹⁰ This study focuses on product development as well as testing the validity and practicality of the developed media. Therefore, the objective of this study is to produce a valid, practical, and appropriate multisensory digital flipbook that meets the needs of elementary school students in learning English vocabulary.

B. Research Questions

1. What are the learning needs of elementary school students in learning English vocabulary at SDN 75 Parepare?
2. How is a multisensory digital flipbook for English vocabulary learning for elementary school students developed through the ADDIE model?
3. To what extent is the developed multisensory digital flipbook valid and practical based on expert judgement and students' responses?

C. Objective of the Research

1. To identify the learning needs of elementary school students in learning English vocabulary at SDN 75 Parepare.

¹⁰ Robert Marble Branch, *Instructional Design: The ADDIE Approach*, 2009, <https://doi.org/10.1007/978-0-387-09506-6>.

2. To develop a multisensory digital flipbook for English vocabulary learning for elementary school students through the ADDIE model.
3. To evaluate the validity and practicality of the developed multisensory digital flipbook based on expert judgement and students' responses

D. Significances of the Research

This study is expected to make theoretical and practical contributions to English vocabulary learning at the elementary school level through the development of digital flipbook media.

1. Theoretical Significance

Theoretically, this study offers a more focused and realistic contribution to the field of English for Young Learners (EYL) by reinforcing the application of multimedia learning theories specifically Dual Coding Theory, multisensory learning, and the Cognitive Theory of Multimedia Learning in the context of vocabulary instruction for young EFL learners. Furthermore, this study enriches the model for developing vocabulary learning media through the integration of visual, auditory, and interactive elements in a digital flipbook format, and provides practical guidance for designing digital instructional materials tailored to the characteristics and learning needs of elementary school students. Thus, this study is expected to serve as a modest yet meaningful contribution as a reference for future research in the development of digital media for vocabulary learning within the EYL context.

2. Practical Significance

This study is expected to provide practical benefits for several parties:

a. For Teachers

The digital flipbook developed in this study can serve as a practical and user-friendly learning tool to support English vocabulary instruction. This tool helps teachers present vocabulary in a more visual, contextual, and interactive way, and supports student-centered learning.

b. For Students

The use of digital flipbooks provides a more engaging and interactive learning experience. This medium is expected to boost students' motivation to learn and help them better understand and remember English vocabulary through a multisensory approach.

c. For School

This study supports the integration of digital learning media into the classroom learning process. This contributes to improving the quality of English language learning in line with current educational demands and the implementation of the Merdeka Curriculum.

d. For Future Researchers

This study can serve as a reference for future research on the development of digital technology-based vocabulary learning materials. In addition, this study provides a clear overview of the application of the ADDIE model in designing and evaluating learning materials based on validity and practicality, and can be followed up by testing the effectiveness of the developed product in improving student learning outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Several previous studies have discussed English vocabulary learning using a multisensory approach and digital learning media. In general, the results of these studies show that learning that involves various senses can help students understand and remember vocabulary better. However, most studies still focus on the application of a multisensory approach in the learning process, so that the development of systematically designed learning media has not been a major concern.

Sambas and Dara (2025) in Indonesia, entitled "Exploring English Vocabulary Mastery in Students with ASD at Upper Primary School Level: Case Study of Multisensory Approach Implementation." This study examined the application of a multisensory approach in teaching English vocabulary to upper primary school students with Autism Spectrum Disorder (ASD). The issue raised relates to the limited vocabulary mastery of students with special needs. This study used a qualitative case study design with a multisensory learning theory foundation that emphasizes the involvement of visual, auditory, kinesthetic, and tactile elements. The results show that the multisensory approach can help students understand the meaning of vocabulary, increase vocabulary use in context, and strengthen vocabulary memory. Although relevant to the planned research in terms of the use of multisensory principles and the elementary school education level, this study did not develop learning media as a product and did not use the Research and Development

(R&D) approach with the ADDIE model. Furthermore, the research subjects were limited to students with ASD.¹¹

A multisensory approach to vocabulary learning was also studied in regular elementary school students by Alvarado Arévalo et al. (2025) through a study titled "Multisensory Instruction in English Vocabulary Acquisition among 3rd Graders at a Public Institution." This study was motivated by the low level of English vocabulary mastery among third graders and used a quasi-experimental design with pre-tests and post-tests. The theoretical basis used states that learning will be more effective if it involves multiple sensory channels simultaneously. The results of the study show a significant increase in students' English vocabulary mastery after the implementation of multisensory learning. Although it has similarities with the planned study in terms of the focus on English vocabulary learning and the use of multisensory principles in elementary school students, this study emphasizes the measurement of learning effectiveness and does not lead to the development of learning media as a product that has been validated and tested for practicality.¹²

In addition to elementary school, multisensory learning is also applied at earlier levels of education. Research conducted by Kamila et al. (2024) in Indonesia entitled "The Application of Multisensory Learning Methods in Improving English Vocabulary Mastery in Early Childhood" examined the use of multisensory learning to improve vocabulary mastery in early childhood. This study used the classroom action research (CAR) method with a theoretical basis of multisensory learning for early childhood. The results showed that children's involvement through movement,

¹¹ Emeliyah Sukma Dara Ela Carmelia Mukti Sambas, "Exploring English Vocabulary Mastery School Level : Case Study of Multisensory" 4778 (2025): 2177–99, <https://doi.org/10.24256/ideas>.

¹² Marlon Richard and Armijos Ramirez, "Multisensory Instruction in English Vocabulary Acquisition among 3rd Graders at a Public Institution" 5537 (2025): 2558–80.

sound, and visual stimulus activities could improve their understanding and memory of vocabulary through several learning cycles. Although this study demonstrated the effectiveness of multisensory learning, it differed from the planned study because it focused on early childhood and did not develop digital learning media through a Research and Development (R&D) approach.¹³

Along with the development of educational technology, several studies have begun to examine the use of digital learning media in elementary schools. In this context, Fatonah and Muzaki (2024) conducted a study entitled "Optimizing Interactive Flipbooks as a Literacy Learning Media in Elementary School." This study discusses the low level of student engagement in literacy learning and uses a literature study approach based on multimedia learning theory that emphasizes the integration of text, pictures, audio, and animation. The results of the study show that the use of interactive flipbooks can increase student motivation, understanding of the material, and independence in learning. Although relevant to the planned research on the use of digital flipbook media and elementary school students, this study does not specifically target English vocabulary learning and has not explicitly integrated multisensory learning principles.¹⁴

Another study that also examined the use of digital flipbooks was conducted by Khoirunnisa (2025) entitled "The Effect of Digital Flipbook Utilization on English Literacy Skills in Early Childhood." This study used a quantitative experimental design to examine the effect of digital flipbooks on the English literacy skills of early childhood. The theoretical basis used was multimedia learning theory, which

¹³ Usnida Husna Kamila et al., "Penerapan Metode Multisensory Learning Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Pada AUD" 8 (2024).

¹⁴ Khusnul Fatonah et al., "Optimizing Interactive Flipbooks as a Literacy Learning Media in Elementary School," 2024, 165–76.

emphasizes the use of visual and auditory channels. The results showed that digital flipbooks had a significant effect on improving children's English literacy skills, including vocabulary, phonics, reading fluency, and reading comprehension. However, this study differs from the planned study because the research subjects were early childhood, the focus was on learning outcomes, and the learning media was not developed using the ADDIE model and was not evaluated in terms of validity and practicality.¹⁵

Based on a comparison of these studies, it can be concluded that research on multisensory learning tends to focus on learning strategies and student learning outcomes, whereas research on digital flipbooks places greater emphasis on the use of media and its impact on learning. However, there remains a lack of research that integrates these two aspects into systematically designed learning products.

Previous studies have shown the benefits of multisensory instruction and digital flipbooks for vocabulary and literacy learning. However, most of them focused either on classroom implementation or learning effectiveness rather than on developing a specific instructional product. Limited studies have developed a multisensory digital flipbook specifically for English vocabulary learning for elementary school students using the ADDIE model and evaluated it in terms of validity and practicality. Therefore, the present study attempts to fill this gap.

B. Some Pertinent Ideas

1. Vocabulary in English Language Learning

Vocabulary is one of the most important aspects of language learning because it directly influences how learners understand and use language. Without

¹⁵ Tsani Khoirunnisa, "Pengaruh Pemanfaatan Digital Flipbook Terhadap Kemampuan Literasi Bahasa Inggris Pada Anak Usia Dini" (2025).

sufficient vocabulary, learners will struggle to express ideas or even understand simple messages. Therefore, many experts emphasize that vocabulary is at the core of language proficiency and plays a crucial role in successful communication.¹⁶ In the context of English as a Foreign Language (EFL), vocabulary becomes increasingly important because students rely heavily on their knowledge of words to understand the language they are learning. For elementary school students as EFL learners (young learners), vocabulary serves as the primary foundation for language skill development. At this stage, students are still building an initial understanding of English, so they need a sufficient vocabulary to support comprehension and expression. Vocabulary helps them understand what they hear and read, while also enabling them to begin expressing simple ideas in speaking and writing.¹⁷ This suggests that vocabulary learning should not be viewed merely as the act of memorizing a list of words, but rather as a meaningful process that supports overall language development. When teaching vocabulary to elementary school students, it is important to consider how they learn, which is particularly important in designing instructional media such as digital flipbooks. Young students tend to grasp new words more easily when those words are connected to daily life and supported by clear examples. They also respond better to visual aids such as pictures, real objects, or familiar

¹⁶ Mofareh Alqahtani, "The Importance of Vocabulary In Language Learning and How To Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>; Adel M Alharbi and Doctoral Candidate, "Building Vocabulary for Language Learning : Approach for ESL Learners to Study New Vocabulary" 5, no. 4 (2015): 501–11.

¹⁷ Dr. NorAlhadi Hamed Ali Abdalla, "Teachers' Perspective in Developing EFL Learners' Vocabulary," *International Journal Of English and Studies (IJOES)* 421, no. 1 (2021).

situations.¹⁸ Therefore, vocabulary instruction should be presented in a concrete and contextual manner, rather than abstractly or in isolation from context. This supports the use of visually and contextually rich media such as digital flipbooks in vocabulary learning. In this regard, instructional materials play a crucial role in helping students connect words with their meanings in a more meaningful and engaging way.

Vocabulary is generally divided into two types: receptive vocabulary and productive vocabulary. This distinction is important for designing activities in the digital flipbook. Receptive vocabulary refers to words that students can recognize and understand when they listen or read, while productive vocabulary refers to words that they can actively use in speaking and writing.¹⁹ Both types of vocabulary are equally important and need to be developed in a balanced way. Receptive vocabulary can develop through language exposure, while productive vocabulary requires active practice in usage. Based on this explanation, it is clear that effective vocabulary learning requires a balance between comprehension and usage. Students not only need to know the meaning of words but also need to practice using them in simple and meaningful contexts. Learning media can support this process by providing visual representations, contextual examples, and opportunities for interaction. In this context, multimedia-based tools such as digital flipbooks can provide such support in vocabulary learning. Therefore, the

¹⁸ Dana Kristiawan, Sandi Ferdiansyah, and Michelle Picard, "Promoting Vocabulary Building , Learning Motivation , and Cultural Identity Representation through Digital Storytelling for Young Indonesian Learners of English as a Foreign Language" 10, no. May 2021 (2022): 19–36.

¹⁹ Hafidz Tresna Yudha and Berlinda Mandasari, "The Analysis of Game Usage For Senior High School," *Journal of English Language Teaching Ang Learning (JELTL)* 2, no. 2 (2021): 74–79; Nursina Abdul Halim Abdul Rabbi Arrasul, "Improving Students' Vocabulary Mastery By Using Extensive Reading at SMP Muhammadiyah Luwuk," *BABASAL English Education Journal* 2, no. 1 (2021): 34–40.

use of learning media such as digital flipbooks is relevant because they can create a more engaging learning environment and support vocabulary learning for elementary school students in an EFL context.

2. Young Learners Characteristics

Elementary school students (young learners in an EFL context), have specific characteristics that influence how they learn English. Unlike adult learners, they tend to rely more on concrete experiences, familiar contexts, and sensory stimuli than on abstract explanations. Therefore, understanding their characteristics is crucial for designing effective vocabulary instruction. This is particularly important in designing digital learning media such as flipbooks. Learning activities need to be adapted to their developmental stage so that the material is easier to understand and feels meaningful.²⁰ From a cognitive perspective, elementary school-aged students generally learn more easily when information is presented in concrete and visual forms. At this stage, their ability to understand abstract concepts is still limited, so they need aids such as pictures, examples, and real-life situations. In vocabulary learning, this means that new words should be introduced through visual aids, simple contexts, and meaningful examples.²¹ When verbal explanations are supported by relevant visuals, students will find it easier to understand and remember the material.

In terms of attention span, elementary school students generally have a relatively short attention span. They easily lose focus if learning activities are too monotonous or repetitive. Therefore, they need activities that are varied,

²⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, n.d.

²¹ Richard E. Mayer, *Multimedia Learning 3rd Edition*, 2021, <https://books.google.co.id/books?id=jMfjDwAAQBAJ&lpg=PP1&hl=id&pg=PR4#v=onepage&q&f=false>.

engaging, and interactive.²² Learning materials should be presented in small, easy-to-understand segments and supplemented with elements that keep students engaged. In this regard, interactive digital media can help maintain students' attention by presenting the material in a more dynamic and enjoyable way. Emotionally, young students are greatly influenced by their feelings during the learning process. This highlights the importance of engaging learning media design, such as digital flipbooks, in supporting vocabulary learning. They tend to learn better when they feel happy, motivated, and comfortable. A positive, non-pressured learning environment can encourage them to be more active and reduce their fear of making mistakes.²³ This indicates that learning materials serve not only to convey content but also to create an enjoyable learning environment through engaging visuals, sounds, and simple interactions. Social interaction is also a crucial aspect of language learning for elementary school students. Although digital media cannot fully replace real interaction, it can partially support this aspect through features as audio models in digital flipbooks. They learn language not only from teachers but also through interactions with others, the process of imitation, and communication.²⁴ Therefore, providing pronunciation models and using simple language is essential. Audio features in learning materials can help students hear correct pronunciation and practice on their own, especially in an EFL context where exposure to English is limited.

Another equally important characteristic is students' tendency to learn in a multisensory input, particularly when visual and auditory channels are combined.

²² Jeremy Harmer, *How To Teach English*, 1998.

²³ Stephen D Krashen, *Principles and Practice in Second Language Acquisition*, 1982.

²⁴ Vygotsky, *Mind in Society The Development*, 1978.

They tend to understand and retain information more easily when more than one sense is engaged in the learning process. Combining visual and auditory inputs, such as pictures and sounds, can help students connect word forms, meanings, and pronunciation more effectively.²⁵ However, in this study, the multisensory approach was applied only to a limited extent, primarily through visual and auditory elements, supported by simple interactive responses, rather than through full physical or kinesthetic activities. Based on these characteristics, vocabulary learning for elementary school students should be designed to be concrete, visually supported, engaging, interactive, and multisensory. Learning media must take into account students' cognitive abilities, emotional needs, and learning preferences. Therefore, the use of multisensory digital flipbooks is relevant because they can provide meaningful support in vocabulary learning while aligning with the characteristics of EFL learners at the elementary school level.

3. Language Learning Media

a. Definition of Learning Media

Instructional media refers to any form of tool, resource, or technology used to convey educational content from teachers to students, thereby making the learning process more effective and meaningful. Media serves not only as a teaching aid but also as an integral part of the learning process itself, as it can influence how students understand the material.²⁶ Therefore, choosing the right media is crucial to ensuring that learning objectives are effectively achieved. In English language learning, instructional media play a vital role, particularly in

²⁵ Shams and Seitz, "Benefits of Multisensory Learning."

²⁶ Arif Budiman, *Media Pembelajaran*, ed. M.Si. Dr. Hj. Erni Qomariyah and M.Pd. Dr. Sitti Rahmaniar Abubakar, S.Pd. (EUREKA MEDIA AKSARA, 2025).

helping students understand abstract linguistic concepts. Through media, the meanings of words can be visualized, contexts can be clarified, and the learning experience becomes more varied.²⁷ This is particularly relevant in vocabulary learning, where students need concrete support to understand the meanings of new words. Thus, learning materials serve as a bridge between the abstract nature of language and a more tangible understanding for students.

In this study, it is important to distinguish between several terms that are often used interchangeably: digital media, multimedia learning, multisensory learning, and digital flipbooks. Although they are interrelated, these four terms have different meanings and cannot simply be equated.

Digital media refers to all forms of technology-based media used in the learning process, such as apps, videos, or digital learning materials.²⁸ Meanwhile, multimedia learning refers to the use of various forms of representation such as text, images, and audio to help students understand the material more effectively.²⁹ In contrast, multisensory learning emphasizes the engagement of more than one sense in the learning process. In this study, it is primarily applied through visual and auditory engagement. This approach aims to enhance students' understanding and memory through a combination of various sensory inputs.³⁰ However, in practice, not all multisensory learning fully engages all the senses; rather, it may focus on just a few key channels. A digital flipbook is a

²⁷ Maulida Yuta, "Implementasi Budaya Akademik Pada Mata Pelajaran Sejarah Di Madrasah Aliyah Negeri 2 Bandar Lampung," *Laboratorium Penelitian Dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur* 1, no. 1 (2021): 105–12

²⁸ Budiman, *Media Pembelajaran*.

²⁹ Moreno and Mayer, "Interactive Multimodal Learning Environments."

³⁰ Shams and Seitz, "Benefits of Multisensory Learning."

type of digital media that presents learning materials in a book-like format but includes interactive elements such as images, audio, and page navigation.³¹ In other words, a digital flipbook is a tangible form of digital media that can incorporate the principles of multimedia learning while supporting a multisensory approach to a certain extent.

By understanding these differences, this study specifically positions the digital flipbook as a digital medium that utilizes multimedia elements (text, images, audio) and employs a multisensory approach to a limited extent, primarily through visual and auditory aspects.

b. The Function of Learning Media in English

Learning materials serve several important functions in English language learning, particularly in vocabulary acquisition. This also applies to digital formats such as digital flipbooks. One of their primary functions is to help clarify meaning. Through pictures, illustrations, or visual contexts, students can more easily understand the meaning of words, especially abstract vocabulary.³² As a result, educational media helps make learning more concrete and easier to understand. In addition, educational media also plays a role in boosting student motivation and engagement. Engaging and interactive media can encourage students to be more active in the learning process and reduce boredom.³³ This is important given that elementary school students have a limited attention span. Media can also increase vocabulary exposure by presenting words in various

³¹ Indri Setyaningsih, Pande Agus Adiwijaya, and I Wayan Numertayasa, "Development of E-Flashcard Vocabulary on I Like Fruits as a Learning Media Assisted by Heyzine Flipbook A . Introduction" 5, no. 2 (2024): 941–56.

³² Nation, *Learning Vocabulary in Another Language*.

³³ Budiman, *Media Pembelajaran*.

contexts, thereby helping to improve students' comprehension and memory. This can be achieved, for example, through thematic presentation in digital flipbooks. Furthermore, educational media also supports interaction and language practice. Through media, students not only receive information but can also practice using language in simple ways. Thus, educational media serves not only as a vehicle for delivering content but also as a means of fostering a more active and meaningful learning experience.

c. Characteristics of Effective Media for Elementary School Students

Effective learning materials for elementary school students must be tailored to their characteristics. This is particularly important in digital learning environments such as digital flipbooks. One of the most important factors is an engaging visual presentation. Bright colors, clear images, and an appealing design can help capture students' attention and improve their memory.³⁴ In addition, interactivity is also a key factor. Media that allow students to actively participate such as through simple exercises or interactive navigation can enhance understanding and motivation to learn.³⁵ The materials should also be organized systematically and progressively so that students can easily follow the learning process without feeling confused.

Contextualization is also very important in vocabulary learning. Words need to be presented in situations that are relevant to students' lives so that they can understand their meanings and usage in a more concrete way.³⁶ In addition, effective teaching materials should also support multisensory learning by

³⁴ Moreno and Mayer, "Interactive Multimodal Learning Environments."

³⁵ Budiman, *Media Pembelajaran*.

³⁶ Paul Nation and Jack C Richards, "How Vocabulary Is Learned" 12, no. 1 (2017).

combining visual and auditory elements. Research shows that engaging multiple senses can help improve comprehension and retention, especially among elementary school students.³⁷ Based on this, it can be concluded that effective learning materials for elementary school students must be visually engaging, interactive, structured, contextual, and support multisensory learning. Therefore, the use of digital flipbooks is particularly relevant because they can incorporate these characteristics into a single, integrated media.

4. Instructional Material Design

a. Concept of Instructional Material Design

The instructional material design in this study refers to the systematic process of developing a learning product, namely a digital flipbook for teaching English vocabulary. Unlike curriculum design, which is broad in scope, instructional material design focuses more on how content is selected, organized, and presented to meet students' needs and learning objectives.³⁸ In this context, the development of instructional materials is based on three main considerations: student needs, learning objectives, and the instructional principles employed.

First, given the characteristics of elementary school students, instructional materials should be designed to be concrete, engaging, and easy to understand. Students at this level learn more effectively through visual aids and examples that are relevant to their daily lives.³⁹ Therefore, the vocabulary material in the flipbook is presented with the aid of illustrations, simple examples, and familiar contexts. Second, the learning objectives serve as the basis for determining the

³⁷ Shams and Seitz, "Benefits of Multisensory Learning."

³⁸ Lou Carey and James O. Carey, Walter Dick, *The Systematic Design of Instruction*, vol. 54, 2006.

³⁹ Nation and Richards, "How Vocabulary Is Learned."

content and format of the material. In this study, the learning objectives focus on students' ability to recognize, understand, and use simple English vocabulary in limited contexts.⁴⁰ With clear objectives, the instructional materials are more focused and aligned with learning needs. Third, the design of the instructional materials also incorporates the principles of multimedia learning, specifically the structured use of text, images, and audio to support student understanding, while multisensory aspects are applied in a limited way through visual and auditory elements.⁴¹ The use of these elements is not only intended to enhance the visual appeal but also to help students process information more effectively without causing excessive cognitive load.

In addition, ease of use is also a key consideration. The digital flipbook is designed with a simple interface, easy navigation, and clear text size so that students can use it independently. This demonstrates that instructional material design is not only about the content but also about how students interact with the medium. Thus, the instructional material design in this study focuses on developing media that is practical, engaging, and suited to the characteristics of elementary school students.

b. Principles of Instructional Material Design

The development of the digital flipbook in this study is based on four key principles : clarity, engagement, accessibility, and alignment, which were directly incorporated into the product design.

⁴⁰ Brian Tomlinson, "Material Development in Language Teaching," *Cambridge University Press*, 2024.

⁴¹ Mayer, *Multimedia Learning 3rd Edition*.

Table 2.1 Teaching Material Design Principles in Digital Flipbooks

No	Principle	Description	Implementation in a Digital Flipbook
1	Clarity	The material is presented in a simple, structured, and easy-to-understand manner	Vocabulary is presented with clear illustrations, example sentences, and a consistent layout. ⁴²
2	Engagement	The ability of instructional materials to capture attention and enhance learning motivation	The use of color illustrations, interactive features (page-turning), and audio pronunciation. ⁴³
3	Accessibility	Ease of access and use for all students	Accessible via smartphone or laptop, featuring clear fonts, simple navigation, and a multimodal format (text, images, audio). ⁴⁴
4	Alignment	Alignment between objectives, content, activities, and assessment	There are exercises such as matching words with pictures and simple quizzes that align with the learning objectives. ⁴⁵

In a digital flipbook, clarity is achieved through the simple and structured presentation of vocabulary. Each word is accompanied by a clear image, example sentences, and a consistent layout, making it easier for students to understand the meaning without confusion.⁴⁶ Engagement is achieved through the use of colorful illustrations, interactive features such as page-turning effects, and audio pronunciation. These elements support student engagement within the scope of multimedia-based interaction.⁴⁷

⁴² Walter Dick, *The Systematic Design of Instruction*.

⁴³ Moreno and Mayer, "Interactive Multimodal Learning Environments."

⁴⁴ Branch, *Instructional Design : The ADDIE Approach*.

⁴⁵ John Biggs and Catherine Tang, *Teaching for Quality Learning at University*, 2011, <https://books.google.co.id/books?id=VC1FBgAAQBAJ&lpg=PP1&hl=id&pg=PR3#v=onepage&q&f=false>.

⁴⁶ Walter Dick, *The Systematic Design of Instruction*.

⁴⁷ Moreno and Mayer, "Interactive Multimodal Learning Environments."

Accessibility is evident in how easy it is to use the flipbook on various devices, such as smartphones and laptops. The content is presented with easy-to-read font sizes, simple navigation, and a multimodal format (text, images, and audio), making it suitable for elementary school students with diverse abilities.⁴⁸ Alignment is achieved by connecting learning objectives with vocabulary content, learning activities, and exercises. The flipbook includes tasks such as matching words with pictures and simple quizzes that directly support vocabulary mastery, in line with the concept of constructive alignment.⁴⁹ By concretely applying these principles, the developed flipbook is not only theoretically sound but also practically effective for vocabulary learning.

c. Relevance of Digital Flipbook in Instructional Material Design

Digital flipbooks are a relevant learning tool for vocabulary instruction because they integrate various key elements of the learning process. By combining text, images, and audio, flipbooks can help students understand word meanings, pronunciation, and usage in simple contexts.⁵⁰ One of the key advantages of digital flipbooks is their ability to link words with visual representations. This is particularly beneficial for elementary school students who require concrete representations to understand new vocabulary. Additionally, the audio feature allows students to hear and imitate correct pronunciation, thereby supporting the development of their phonological skills.⁵¹

Digital flipbooks also allow for the contextual presentation of material through simple example sentences. As a result, students do not merely memorize

⁴⁸ Branch, *Instructional Design : The ADDIE Approach*.

⁴⁹ Tang, *Teaching for Quality Learning at University*.

⁵⁰ Mayer, *Multimedia Learning 3rd Edition*.

⁵¹ Nation and Richards, "How Vocabulary Is Learned."

words but also understand how those words are used in specific situations. Additionally, flexible navigation features allow students to review material as needed, thereby helping to reinforce retention. In terms of usage, digital flipbooks also support self-directed learning because they can be accessed anytime and anywhere. The simple interface and interactive features make this medium suitable for elementary school students. Therefore, the digital flipbook is not only technologically relevant but also aligns with vocabulary learning needs that emphasize comprehension, pronunciation, context, and repetition. Thus, the use of the digital flipbook in this study has a strong foundation, both theoretically and practically, as a medium that can support English vocabulary learning more effectively and meaningfully.

5. Multisensory Learning and Digital Flipbooks in Vocabulary Learning

a. Multisensory Learning Concept

Multisensory learning is an approach that involves multiple sensory modalities in the learning process. However, in this study, it is primarily limited to visual and auditory channels. This approach is supported by the dual-coding theory, which states that combining visual and verbal information can improve learning effectiveness compared to using a single channel alone.⁵²

Shams and Seitz explain that multisensory integration allows the brain to process information more efficiently because information received through various sensory channels can strengthen cognitive connections. In the context of language learning, this approach is highly relevant because vocabulary acquisition requires students to simultaneously link word forms, meanings, and sounds.⁵³ Goh

⁵² James M. Clark and Allan Paivio, "Dual Coding Theory and Education" 3, no. 3 (1991).

⁵³ Shams and Seitz, "Benefits of Multisensory Learning."

and Taib state that vocabulary is easier to learn when presented through visual representations, auditory input, and meaningful contexts.⁵⁴ In line with this, Nation emphasizes that a multimodal approach can enhance vocabulary comprehension and retention, particularly for young learners.⁵⁵ However, multisensory learning must be distinguished from the mere use of multimedia. Multisensory learning not only involves various media but also the integration of meaningful sensory experiences to support active learning. In this study, the multisensory aspect was operationalized primarily through visual and auditory channels, while student interactions (e.g., answering exercises or responding to simple questions) served as supporting elements rather than full-fledged physical (kinesthetic) activities.

Several studies have shown that multisensory learning can enhance students' engagement and vocabulary retention. Kamila et al. found that students who learn vocabulary through a combination of visual and auditory stimuli tend to recall words more easily and are more active in the learning process.⁵⁶ In addition, this approach is also able to accommodate students' diverse learning needs by providing various pathways to understanding.⁵⁷ Multisensory learning also helps boost motivation and emotional engagement, as interactive and varied learning experiences make vocabulary learning more engaging.⁵⁸ Thus, in this

⁵⁴ Educational Psychology Review et al., "Benefits and Pitfalls of Multimedia and Interactive Features in Technology-Enhanced Storybooks : A Meta-Analysis" 85, no. 3 (2006): 149–210, <https://doi.org/10.1093/elt/ccl002>.

⁵⁵ Nation and Richards, "How Vocabulary Is Learned."

⁵⁶ Kamila et al., "Penerapan Metode Multisensory Learning Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Pada AUD."

⁵⁷ Ela Carmelia Mukti Sambas, "Exploring English Vocabulary Mastery School Level : Case Study of Multisensory."

⁵⁸ Kalauova Sogdiana Saydullayevna, "Improving Vocabulary Learning With Multisensory Approach," 2025, <https://doi.org/https://doi.org/10.5281/zenodo.15477290> Abstract.

study, multisensory learning was implemented primarily through the integration of visual and auditory elements, supported by interactive student responses, to enhance vocabulary learning.

b. Digital Flipbook as a Multisensory Learning Media

A digital flipbook is a digital learning tool that presents content in a format resembling a printed book, but enriched with multimedia elements such as text, images, audio, and interactive navigation.⁵⁹ Compared to conventional print media, digital flipbooks offer a more flexible and engaging learning experience because they can integrate various forms of content into a single platform. However, the effectiveness of digital flipbooks depends heavily on the quality of their design. Not all digital flipbooks automatically support effective learning; their pedagogical value is determined by the alignment between content, design, and learning objectives.

In this study, the digital flipbook was designed to support vocabulary learning through several key features, namely:

- 1) systematic presentation of vocabulary items,
- 2) picture support to help convey meaning,
- 3) audio pronunciation to demonstrate correct pronunciation,
- 4) simple example sentences to provide context,
- 5) thematic organization to facilitate understanding, and
- 6) simple exercises to reinforce understanding.

⁵⁹ Indra Hartoyo et al., “Interactive Digital Flipbooks : Enhancing Engagement and Accessibility in Education for Diverse Learners in Technology in ELT Course at Universitas Negeri Medan” 7, no. 2 (2024): 342–55.

These features enable the integration of visual elements (text and images) and auditory elements (audio pronunciations), while interactive responses (such as quizzes or simple tasks) support active student engagement. Based on this integration, digital flipbooks can be categorized as multisensory learning media, with a primary focus on visual and auditory channels rather than full physical interaction.

Research shows that digital flipbooks have potential for vocabulary learning if developed systematically. Setiyaningsih, Adiwijaya, and Numertayasa found that flipbook-based media have a high level of validity in terms of both content and design.⁶⁰ In addition, Novitasari points out that integrating text, images, and audio into a single medium can help students understand both the meaning and pronunciation of vocabulary at the same time.⁶¹ Furthermore, digital flipbooks also support self-directed learning, as students can access the material at any time and review the material as needed.⁶² This flexibility aligns with the principles of student-centered learning and can enhance motivation and engagement in learning. The development of these materials typically employs systematic models such as ADDIE to ensure that the resulting products are valid, practical, and tailored to students' needs.⁶³

⁶⁰ Setiyaningsih, Adiwijaya, and Numertayasa, "Development of E-Flashcard Vocabulary on I Like Fruits as a Learning Media Assisted by Heyzine Flipbook A . Introduction."

⁶¹ Wulan Novitasari et al., "The Influence of the Flipped Classroom Learning Model Flipbook Media Assistance for Financial Literacy in Elementary School Students," *JOSAR* 10, no. 2 (2025): 87–98, <https://doi.org/https://doi.org/10.35457/josar.v10i2.4797> The.

⁶² Al Wardatul Mustaghfirotus, "Improving Elementary School Students ' Reading Comprehension Skills with Digital Flipbooks : Peningkatan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar Dengan Flipbook Digital" 20, no. 4 (2025): 1–9, <https://doi.org/10.21070/ijemd.v20i4.912>.

⁶³ Alviyana Jami, S Suratmi, and H Hartono, "Developing Flash Flipbook as a Learning Resource to Improve Students ' Digital Literacy in Elementary School," 2025.

c. The Relevance of Multisensory Digital Flipbooks in Elementary School Vocabulary Learning

The use of multisensory digital flipbooks is highly relevant for vocabulary learning in elementary schools because it aligns with students' developmental characteristics, as they tend to grasp material more easily through concrete, visual, and engaging learning experiences. By integrating visual and auditory elements along with interactive features, digital flipbooks help students understand vocabulary more meaningfully—in terms of meaning, pronunciation, and contextual usage. Additionally, this medium can also boost student motivation and engagement through its attractive and interactive interface.⁶⁴ On the other hand, the use of digital media in education also supports the development of students' digital literacy, which is an essential skill for 21st-century learning.⁶⁵

Overall, multisensory digital flipbooks are an effective learning medium because they bridge the gap between learning theory, student needs, and practical learning in a tangible way. Therefore, the development of multisensory-based digital flipbooks has a strong theoretical and practical foundation to support effective and meaningful vocabulary learning in elementary schools. Thus, the development of multisensory-based digital flipbooks in this study has a strong conceptual foundation and is relevant to the needs of vocabulary learning in elementary schools.

⁶⁴ Anak Agung et al., "Flipbook Digital Dwibahasa Berbasis Satua Bali Meningkatkan Motivasi Dan Pemahaman Kosakata" 9, no. 2 (2025): 375–83.

⁶⁵ Syifa Andriana Maulidya, "1 St Flip Flipbook Creator-Assisted E-Module to Advance Learning Quality in Elementary Schools" 8, no. 2 (2024): 249–57.

6. Product Validity and Practicality

In Research and Development (R&D), the quality of the products developed is determined by several key criteria, including validity and practicality. These two aspects are essential to ensure that the products are not only theoretically sound but can also be effectively used in real-world learning contexts.⁶⁶

a. Product Validity

Validity refers to the extent to which a product is appropriate in terms of content, design, and alignment with learning objectives.⁶⁷ In the development of educational materials, validity is generally assessed through expert judgment.

Table 2.2 Operational Indicators of Product Validity

No	Aspect	Indicator	Description
1.	Clarity of Material	Suitability of vocabulary	Vocabulary is appropriate to students' level
		Clarity of explanation	Material is easy to understand
		Systematic presentation	Material is structured
		Use of illustrations	Images support understanding
		Relevance to objectives	Material aligns with objectives
2.	Practicality of	Ease of use	Easy to use

⁶⁶ Dr. Arif Rachman, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*, ed. Dr. Bambang Ismaya, 2024.

⁶⁷ Tjeerd Plomp & Nienke Nieveen, *Educational Design Research*, 2013.

	Use	Clear navigation	Easy-to-understand menu/buttons
		Media display	User-friendly layout
		Technical feasibility	There are no technical issues
		Applicability	Appropriate for classroom use
3.	Usefulness	Learning support	Supporting vocabulary learning
		Clarifying the material	Helps with understanding
		Suitability	Suitable for learning
		Student engagement	Increasing participation
		Relevance	Relevant to vocabulary learning

In this study, product validity was evaluated using a validation sheet completed through expert judgment. The assessment focused on three main aspects. First, clarity of material, which includes the appropriateness of vocabulary for the students' level, clarity of presentation, organization of content, use of illustrations, and relevance to learning objectives. Second, practicality of use, which includes ease of operation, clarity of navigation/menus, media display, and technical feasibility. Third, the usefulness of the media, which includes the role of the flipbook in supporting vocabulary learning, clarifying the material, increasing student engagement, and its relevance to learning.⁶⁸

⁶⁸ Nieveen; Martin Tessmer, *Planning and Conducting Formative Evaluations*, 1993; Branch, *Instructional Design : The ADDIE Approach*.

These aspects indicate that the validity of this study is comprehensive, encompassing not only content accuracy but also instructional design and ease of use. A product is considered valid if it meets the minimum criteria of “valid” or “highly valid” based on expert evaluation results.⁶⁹

b. Product Practicality

Practicality refers to the ease of use, appeal, and usefulness of a product when used by students in real-world learning situations.⁷⁰ This practical product allows students to use the media independently without significant difficulty and supports an enjoyable learning experience.

Table 2.3 Operational Indicators of Product Practicality

No	Aspect	Indicator	Description
1.	Ease of Use	Ease of operation	The flipbook is easy to operate
		Clear navigation	Menus and buttons are easy to understand
		Media display	The layout is clear and user-friendly
		Visual attractiveness	Colors and images are appealing
		Student interest	The media attracts students' attention and interest

⁶⁹ Tessmer, *Planning and Conducting Formative Evaluations*.

⁷⁰ Jan Van Den Akker, *Principles and Methods of Development Research*, 1999.

2.	Clarity of Material	Suitability of vocabulary	Vocabulary is appropriate to students' level
		Clarity of explanation	Material is easy to understand
		Use of illustrations	Images help students understand vocabulary
		Content organization	Material is well-structured and easy to follow
3.	Usefulness	Learning support	The media supports vocabulary learning
		Clarifying the material	Helps students understand the material
		Learning motivation	Increases students' motivation to learn
		Engagement	Encourages active participation
		Relevance	Relevant to vocabulary learning objectives

In this study, practicality was measured through a student response questionnaire administered after using the digital flipbook. The assessment covered three main aspects. First, ease of use, which includes the ease of operating the media, clarity of navigation and menus, visual presentation, and the overall attractiveness of the flipbook, such as the use of colors and images that

support students' interest and engagement. Second, clarity of the material, which relates to students' ability to understand vocabulary, the clarity of explanations, and the ease of following the content presented in the flipbook. Third, usefulness, which covers the role of the flipbook in supporting vocabulary learning, facilitating understanding, increasing students' motivation, and encouraging their willingness to continue learning using the media.

These aspects are aligned with the student characteristics identified in the needs analysis, indicating that students prefer visual and auditory learning and show interest in digital media. Therefore, practicality also reflects the extent to which the product is easy to use, visually engaging, and supportive of students' learning preferences.

c. The Relation between Validity and Practicality

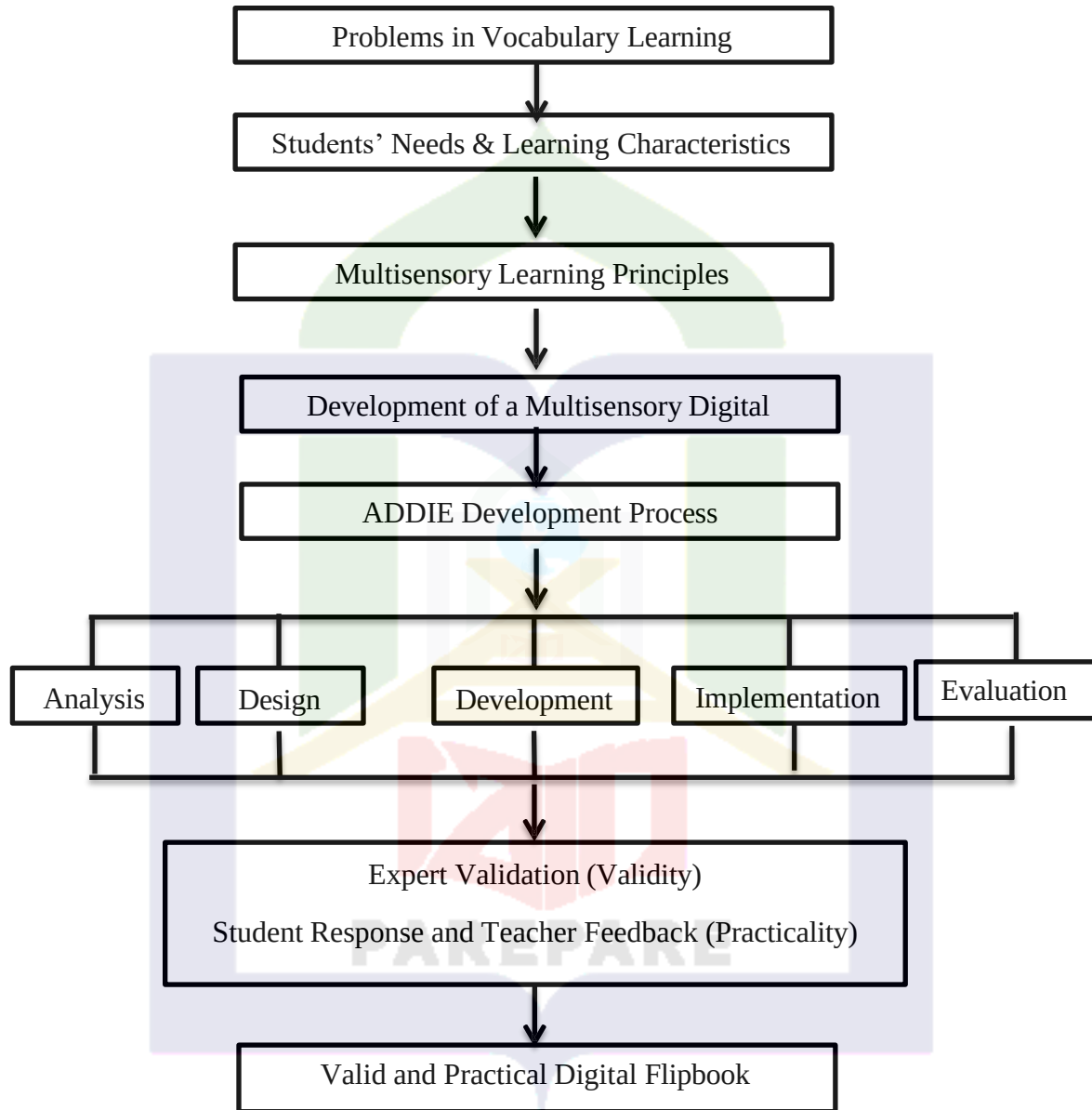
Validity and practicality are two interrelated aspects in determining product quality. A valid product ensures that its content and design are theoretically sound, while practicality ensures that the product can be used effectively in real-world situations.⁷¹ A valid but impractical product will be difficult to use, whereas a practical but invalid product will not optimally support learning objectives. Therefore, both of these aspects must be met simultaneously. It can thus be concluded that the primary objective of this study is to produce valid and practical learning materials, not to test their effectiveness.

C. Conceptual Framework

Model R & D that will be used in this research is the ADDIE model. This model consists of five stages of development. There are analysis, design,

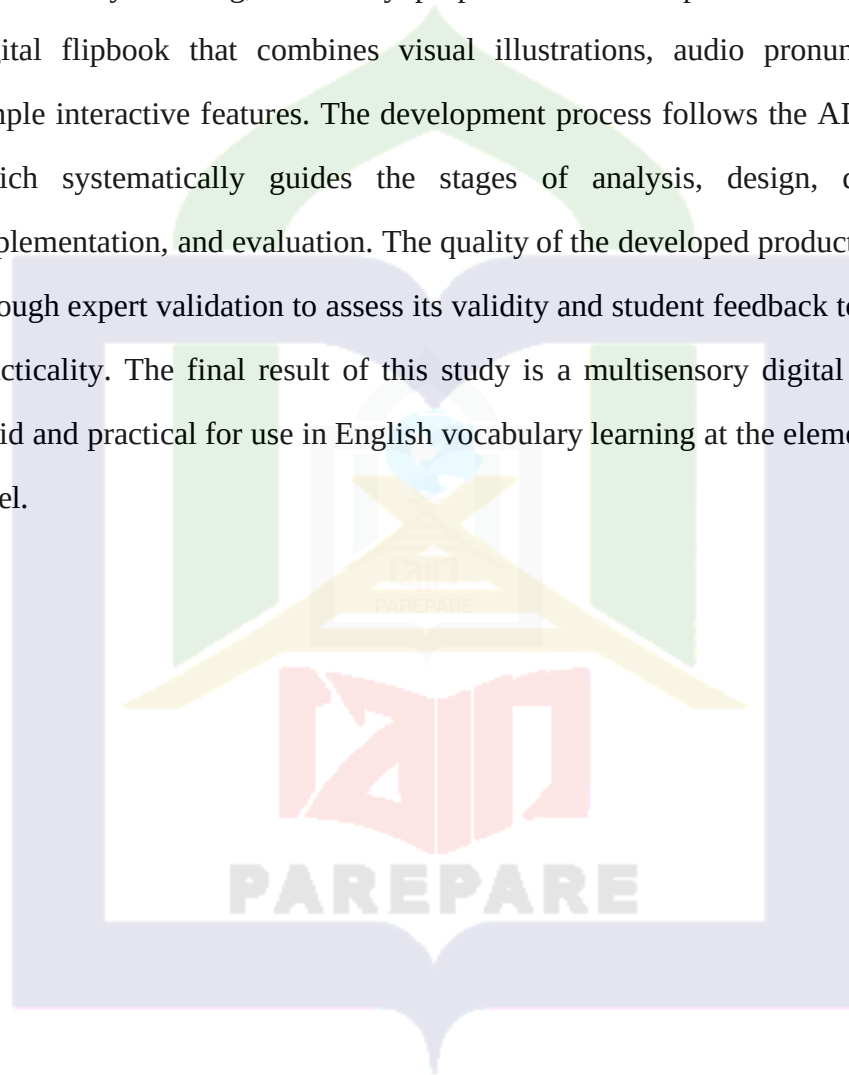
⁷¹ Branch, *Instructional Design : The ADDIE Approach*.

development, implementation and evaluation. The following lines of inquiry ADDIE model of development as follows:



Bagan 2. 1 Conceptual Framework

This study is based on the problems faced by elementary school students in learning English vocabulary, particularly the lack of learning media that suits their visual and auditory learning characteristics. Based on the principles of multisensory learning, this study proposes the development of a multisensory digital flipbook that combines visual illustrations, audio pronunciation, and simple interactive features. The development process follows the ADDIE model, which systematically guides the stages of analysis, design, development, implementation, and evaluation. The quality of the developed product is evaluated through expert validation to assess its validity and student feedback to evaluate its practicality. The final result of this study is a multisensory digital book that is valid and practical for use in English vocabulary learning at the elementary school level.



CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study employed the Research and Development (R&D) method using the ADDIE model developed by Branch (2009). The ADDIE model consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. This model was selected because it provides a systematic framework for developing educational products based on learners' needs and evaluating their effectiveness and practicality.

The product developed in this study was a Multisensory Digital Flipbook for English Vocabulary Learning for Fifth-Grade Elementary School Students. The flipbook integrates visual, auditory, and interactive elements such as colorful illustrations, audio pronunciation, example sentences, QR-code-based educational games, speaker icons, touchscreen icons, and interactive navigation features. The flipbook was designed using Canva, audio pronunciation was generated using Speechma, and the final product was integrated and published through the Heyzine platform. The development procedures followed the ADDIE model as described below.

Research Procedures

1. Analysis Phase

The analysis phase aimed to identify students' needs, learning difficulties, and expectations regarding English vocabulary learning media. This phase involved 26 fifth-grade students and 2 English teachers at SD Negeri 75 Parepare. Data were collected through observation, interview, questionnaire.

The analysis focused on:

- a) Students' difficulties in learning English vocabulary.
- b) Media currently used in vocabulary learning.
- c) Students' preferences toward learning media.
- d) Vocabulary themes needed by students.
- e) Features expected in digital learning media.

The results of this phase became the basis for developing the multisensory digital flipbook.

2. Design Phase

Based on the findings obtained during the analysis phase, the researcher designed the multisensory digital flipbook.

The activities conducted in this phase included:

- a) Determining learning objectives.
- b) Selecting vocabulary themes.
- c) Organizing learning materials.
- d) Designing the structure of the flipbook.
- e) Preparing visual illustrations.
- f) Designing audio pronunciation features.
- g) Designing QR-code educational game features.
- h) Designing speaker icons and touchscreen icons.
- i) Creating the storyboard.
- j) Developing research instruments.

The storyboard served as a blueprint for the development of the digital flipbook and illustrated the sequence of pages, learning materials, visual design, audio features, and interactive elements.

3. Development Phase

The development phase aimed to transform the design prototype into an actual digital learning product in the form of a multisensory digital flipbook. This phase consisted of several stages.

a) Developing Learning Materials

The learning materials were developed based on the learning objectives and selected themes identified during the design phase. Each unit of the flipbook contained: vocabulary items, relevant pictures, audio pronunciation, example sentence, simple exercise.

The materials were designed using simple and clear language suitable for fifth-grade elementary school students.

b) Designing Visual and Layout Using Canva

The visual design of the flipbook was created using Canva.

The activities included:

- 1) Designing page layouts.
- 2) Selecting fonts and colors.
- 3) Organizing visual elements.
- 4) Ensuring consistency throughout the product.

The design emphasized colorful visuals, readable text, and child-friendly layouts.

c) Producing Audio Using Speechma

Audio pronunciation was produced using Speechma. The activities included:

- 1) Inputting vocabulary items.
- 2) Generating pronunciation audio.
- 3) Adjusting pronunciation quality.
- 4) Downloading audio files.

The audio feature was intended to support listening skills and correct pronunciation.

d) Integrating Content into Flipbook Using Heyzine

After all visual and audio components had been completed, the materials were integrated using Heyzine.

- 1) The integration process included:
- 2) Converting Canva designs into PDF format.
- 3) Uploading the PDF to Heyzine.
- 4) Embedding audio pronunciation buttons.
- 5) Adding navigation features.
- 6) Testing multimedia functionality.

The final product could be accessed through smartphones, tablets, laptops, computers, and Smart TVs.

e) Expert Validation

The developed product was evaluated by two expert validators.

- 1) Material Expert Validation

The material expert validator was Nurul Hasanah, M.Pd. The assessment focused on: clarity of material, practicality of use, and usefulness.

2) Media Expert Validation

The media expert validator was Ali Rahman, S.Ag., M.Pd. The assessment focused on: clarity of content and presentation, practicality of use, and usefulness.

The validators provided scores, comments, and suggestions for product improvement.

f) Product Revision

The product was revised based on suggestions from the material expert and media expert.

g) Final Product

After all revisions had been completed, the final version of the multisensory digital flipbook was produced and prepared for implementation.

4. Implementation Phase

The implementation phase aimed to evaluate the practicality of the developed multisensory digital flipbook.

a) Participants

The implementation phase involved 26 students fifth grade of SD Negeri 75 Parepare and 3 Teachers.

b) Time and Setting

The implementation was conducted on June 3, 2026, at SD Negeri 75 Parepare.

c) Implementation Procedures

The implementation consisted of the following activities:

1) Introduction of the Digital Flipbook to Teachers

The researcher introduced the product and demonstrated its features to the teachers.

2) Teacher Feedback

The teachers evaluated the developed product using a Teacher Feedback Questionnaire.

3) Classroom Implementation

The digital flipbook was implemented in a fifth-grade classroom using a Smart TV.

4) Learning Activities Using the Digital Flipbook

Students learned English vocabulary through pictures, audio pronunciation, example sentences, interactive activities, and educational games available in the flipbook.

5) Collection of Student Feedback

Students completed a Student Response Questionnaire after using the digital flipbook.

5. Evaluation Phase

The evaluation phase was conducted to assess the overall quality of the developed multisensory digital flipbook. The evaluation was based on:

a) Expert validation results.

- b) Teacher feedback results.
- c) Student response results.
- d) Teachers' comments and suggestions.
- e) Students' comments and suggestions.

The evaluation aimed to determine whether the developed product met the criteria of validity and practicality and to identify areas for future improvement.

B. Subject of the Research

The subjects involved in this study were:

1. Students

Twenty-six fifth-grade students from SD Negeri 75 Parepare participated in both the analysis phase and the implementation phase.

2. Teachers

- a. Two English teachers participated in the analysis phase through interviews.
- b. Three teachers participated in the implementation and evaluation phases by providing teacher feedback and qualitative comments regarding the developed product.

3. Expert Validators

The product was validated by:

- b. Nurul Hasanah, M.Pd. as the Material Expert Validator.
- c. Ali Rahman, S.Ag., M.Pd. as the Media Expert Validator.

C. Data Collection Technique

The researcher employed several data collection techniques to obtain both quantitative and qualitative data throughout the research process. The techniques included observation, interviews, questionnaires, and expert validation.

1. Observation

Observation was conducted during the analysis phase and implementation phase of the study. The purpose of the observation was to obtain information about the actual learning conditions, students' learning behaviors, classroom activities, and the media used in English vocabulary learning.

During the analysis phase, classroom observation was carried out to identify students' difficulties in learning English vocabulary, students' participation during learning activities, and the instructional media commonly used by teachers. The observation results helped the researcher understand the learning needs and classroom conditions before developing the product.

During the implementation phase, observation was conducted while students used the multisensory digital flipbook. The researcher observed students' participation, engagement, interaction with the flipbook features, and responses toward the learning activities. The observation findings were used to support the questionnaire and interview data.

2. Interview

Interviews were conducted during the analysis phase to obtain detailed information regarding students' vocabulary learning needs and classroom learning conditions. The interviews involved two English teachers of SD Negeri 75 Parepare. A semi-structured interview format was used, allowing the

researcher to ask predetermined questions while also exploring additional information based on the teachers' responses.

The interview focused on several aspects, including:

- a. Students' difficulties in learning English vocabulary.
- b. Teaching strategies commonly used in vocabulary instruction.
- c. Learning media currently used in the classroom.
- d. Teachers' perceptions of students' vocabulary mastery.
- e. Teachers' expectations regarding the development of digital learning media.

The information obtained from the interviews served as a foundation for designing and developing the multisensory digital flipbook.

3. Questionnaire

Questionnaires were used to collect quantitative data from students and teachers during different stages of the research.

a. Student Needs Analysis Questionnaire

The student needs analysis questionnaire was distributed during the analysis phase to 26 fifth-grade students of SD Negeri 75 Parepare. The questionnaire aimed to identify :

- 1) Students' difficulties in learning English vocabulary.
- 2) Students' interest in English learning.
- 3) Students' preferences regarding learning media.
- 4) Vocabulary themes needed by students.
- 5) Features expected in digital learning media.

The results of the questionnaire were used as the basis for designing the multisensory digital flipbook.

b. Teacher Feedback Questionnaire

The teacher feedback questionnaire was administered during the implementation phase to three teachers of SD Negeri 75 Parepare, namely Khadijah Halid, S.Pd., Gr., Padlang, S.Pd.I., and Arif Rahman, S.Pd. The questionnaire consisted of 15 statements covering three assessment aspects: clarity of material, practicality of use, and usefulness. Teachers assessed each statement using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The questionnaire was used to determine the practicality and usefulness of the developed multisensory digital flipbook from the teachers' perspective.

c. Student Response Questionnaire

The student response questionnaire was distributed after students had used the multisensory digital flipbook during the implementation phase. The questionnaire was completed by 26 fifth-grade students and consisted of 19 statements covering four aspects: ease of use, media attractiveness, clarity of material, and usefulness in learning. Students responded using a four-point Likert scale consisting of Strongly Agree, Agree, Less Agree, and Disagree. The questionnaire was intended to measure students' perceptions regarding the practicality and effectiveness of the developed digital flipbook.

4. Expert Validation

Expert validation was conducted during the development phase to evaluate the quality and feasibility of the developed multisensory digital flipbook before implementation. The validation process involved two validators:

a. Material Expert Validator

The material validation was conducted by Nurul Hasanah, M.Pd. The material expert assessed : clarity of material, practicality of use and usefulness. The validation aimed to determine the appropriateness of the content, language, presentation, and instructional value of the flipbook.

b. Media Expert Validator

The media validation was conducted by Ali Rahman, S.Ag., M.Pd. The media expert assessed: clarity of content and presentation, practicality of use, and usefulness. The validation aimed to evaluate the visual design, navigation system, interactive features, and technical quality of the developed flipbook. The results of both expert validations were used as the basis for revising and improving the product before implementation.

D. Instrument of the Research

Research instruments are tools used by the researcher to collect data throughout the research process. The instruments used in this study consisted of observation sheets, interview guides, questionnaires, and validation sheets.

1. Observation Sheet

The observation sheet was used to record classroom conditions, students' learning activities, students' participation, and the implementation of English vocabulary learning. The observation sheet helped the researcher identify learning problems during the analysis phase and evaluate students' engagement during the implementation phase.

2. Interview Guide

The interview guide was used to conduct semi-structured interviews with two English teachers.

The guide contained questions related to:

- a. Students' vocabulary learning difficulties.
- b. Teaching methods used by teachers.
- c. Existing learning media.
- d. Students' learning needs.
- e. Teachers' expectations regarding digital learning media.

The interview guide ensured consistency in data collection while allowing flexibility for follow-up questions.

3. Student Needs Analysis Questionnaire

The student needs analysis questionnaire was used during the analysis phase to identify students' needs regarding English vocabulary learning. The questionnaire consisted of statements related to vocabulary difficulties, learning preferences, preferred themes, and expected media features. The results of this instrument became the basis for product development.

4. Material Expert Validation Sheet

The material expert validation sheet was used to assess the quality of the learning content contained in the multisensory digital flipbook. The assessment covered: clarity of material, practicality of use, and usefulness. The instrument employed a four-point Likert scale ranging from 1 (Poor) to 4 (Very Good).

5. Media Expert Validation Sheet

The media expert validation sheet was used to evaluate the technical and visual aspects of the flipbook. The assessment covered: clarity of content and presentation, practicality of use and usefulness. The instrument employed a four-point Likert scale ranging from 1 (Poor) to 4 (Very Good).

6. Teacher Feedback Questionnaire

The teacher feedback questionnaire was used to collect teachers' perceptions regarding the practicality of the developed product. The questionnaire consisted of 15 statements covering : clarity of material, practicality of use, and usefulness. The responses were measured using a five-point Likert scale.

7. Student Response Questionnaire

The student response questionnaire was used to collect students' responses after using the multisensory digital flipbook. The questionnaire consisted of 19 statements covering : ease of use, media attractiveness, clarity of material and usefulness in learning. The responses were measured using a four-point Likert scale.

E. Technique of Data Analysis

1. Quantitative Data Analysis

Quantitative data obtained from the expert validation sheets, teacher feedback questionnaire and student response questionnaires were analyzed using percentage calculations.

The formula used was :

$$\text{Percentage} = \frac{\text{The score obtained}}{\text{Maximum score}} \times 100\%$$

Where :

The score obtained = the total score obtained from respondents.

Maximum score = the highest possible score that could be obtained.

The percentage results were interpreted using the following criteria :

Table 3.1 Criteria for Interpreting Product Validity and Practicality Percentages

Persentase	Kategori
81-100%	Very Valid / Very Practical
61-80%	Valid / Practical
41-60%	Fairly Valid / Fairly Practical
≤ 40%	Invalid / Impractical

Source : Akbar (2013) and Ridwan (2015)⁷²

The percentage analysis was used to determine the validity level of the product and the practicality level based on teacher and student responses.

2. Qualitative Data Analysis

Qualitative data obtained from interviews, observations, validators' suggestions, teachers' comments, and students' comments were analyzed descriptively using the interactive model proposed by Miles, Huberman, and Saldaña (2014).

The analysis consisted of three steps:

a. Data Reduction

Data reduction refers to the process of selecting, simplifying, and organizing relevant information obtained from interviews, observations, comments, and suggestions.

b. Data Display

The reduced data were presented in the form of descriptive narratives, tables, and summaries to facilitate interpretation.

c. Conclusion Drawing

⁷² S Akbar, *Instrumen Perangkat Pembelajaran* (Bandung: Remaja Rosdakarya, 2013); Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2015).

The final step involved drawing conclusions based on the analyzed data and identifying important findings related to the validity, practicality, strengths, weaknesses, and potential improvements of the developed multisensory digital flipbook.

The qualitative findings were used to support the quantitative results and provide comprehensive evaluation of the developed product.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Analysis Phase

a. Description of Respondents and Data Collection Methods

This study involved 26 fifth-grade students and 2 English teachers at SD 75 Parepare. Data were collected using two types of instruments, namely:

- 1) A student questionnaire, consisting of closed-ended and open-ended questions designed to identify learning difficulties, learning materials, learning characteristics, and students' needs regarding learning materials.
- 2) A Google Forms-based teacher questionnaire (open-ended) used to identify learning conditions, media needs, content, the practicality of media use, and suggestions for improvement.

The data were analyzed using quantitative descriptive analysis for the student questionnaire data, which are presented as percentages, while qualitative descriptive analysis was used for the teacher questionnaire responses.

b. Classroom Condition

Based on the results of the student and teacher questionnaires, English vocabulary instruction in the classroom is still dominated by the use of textbooks as the primary teaching material. The use of supplementary media such as pictures, posters, or videos remains limited. Teachers stated that this situation causes students to lose interest in learning, resulting in poor vocabulary comprehension and retention. Furthermore, the lack of media variety makes

lessons monotonous and less interactive. Thus, current learning conditions indicate the need for more engaging and interactive media capable of increasing student engagement in the learning process.

C. Analysis of Student Difficulties

1) Understanding Vocabulary

The following figure presents the students' responses regarding their difficulty in understanding English vocabulary.

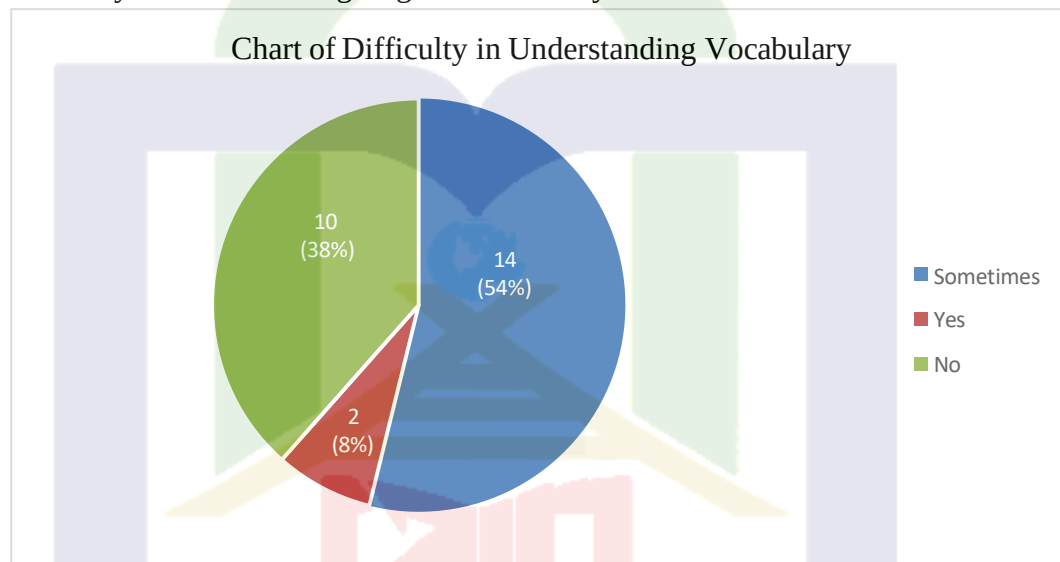


Figure 4.1 Difficulty in Understanding Vocabulary

Based on Figure 4.1, 14 students answered “sometimes”, 2 students answered “yes”, and 10 students answered “no”. These findings indicate that many students still experience difficulties in understanding English vocabulary, although the level of difficulty varies among individuals.

2) Remembering Vocabulary

The following figure shows the students' responses related to their ability to remember vocabulary.

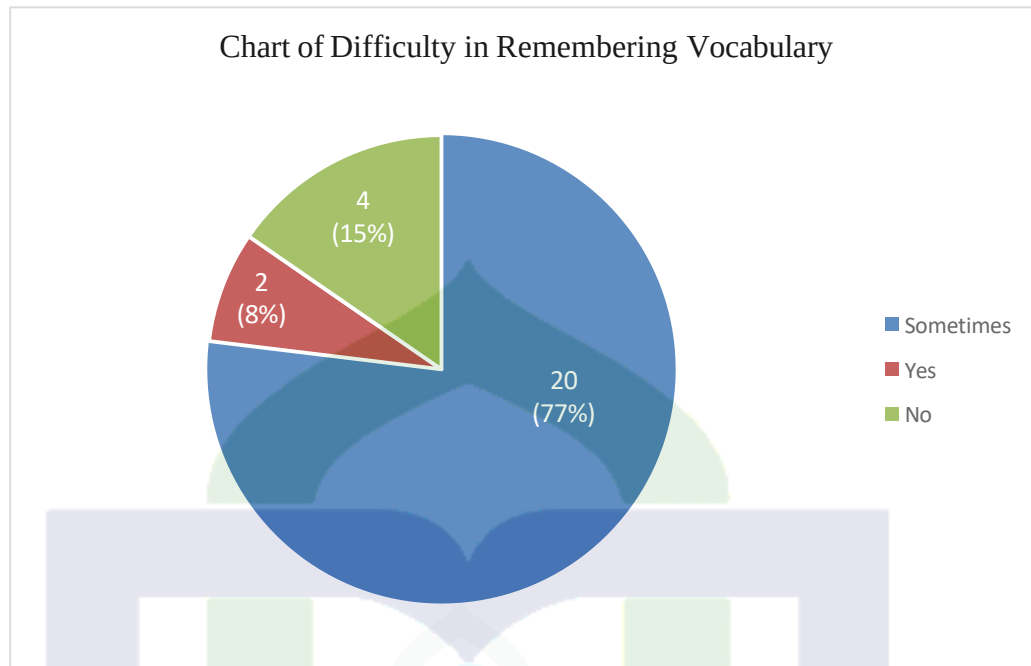


Figure 4.2 Difficulty in Remembering Vocabulary

Based on Figure 4.2, 20 students answered “sometimes”, while 4 students answered “yes” and 2 students answered “no”. This indicates that remembering vocabulary is one of the major difficulties experienced by students during English learning activities.

3) Pronunciation

The following figure illustrates the students’ responses regarding their difficulty in pronouncing English vocabulary.

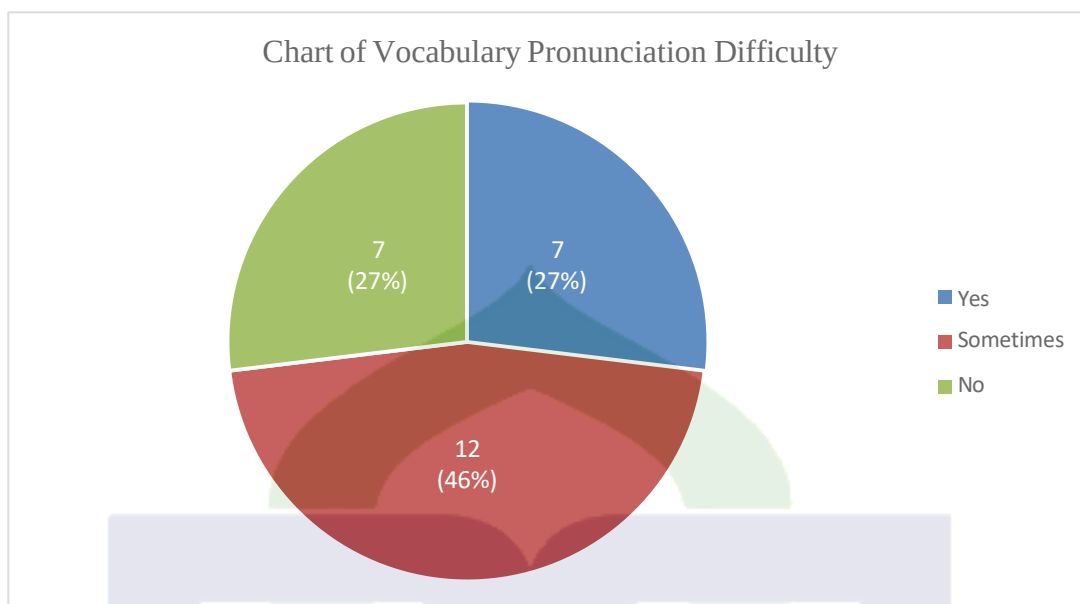


Figure 4.3 Vocabulary Pronunciation Difficulty

Based on Figure 4.3, 12 students answered “sometimes”, 7 students answered “yes”, and 7 students answered “no”. This indicates that students experience a moderate level of difficulty in pronunciation.

Table 4.1 Summary of Students’ Vocabulary Learning Difficulties

No	Challenges	Percentage
1	Understanding vocabulary	54%
2	Remembering vocabulary	77%
3	Pronunciation	46%

Based on Table 4.1, students’ greatest difficulty in learning vocabulary is remembering vocabulary (77%), followed by understanding vocabulary (54%) and pronunciation (46%). These findings indicate that students need learning materials that can support vocabulary retention, comprehension, and pronunciation practice. The teacher questionnaire also revealed that students’

vocabulary mastery remains relatively low, highlighting the need for more engaging learning media.

d. Analysis of instructional media

1) Media used by teachers

The following figure shows the media used by teachers in vocabulary learning. Students were allowed to select more than one option in this item.

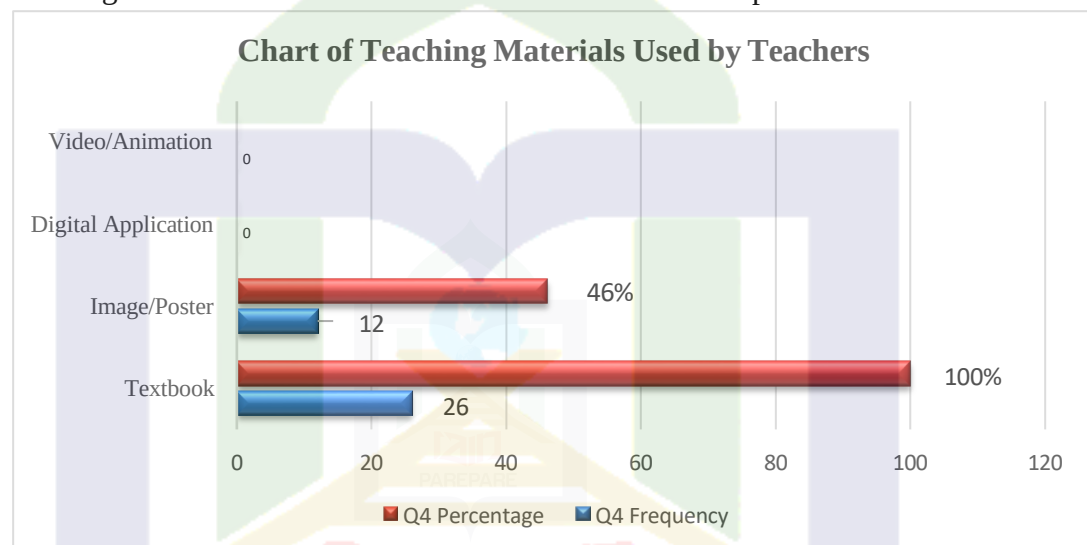


Figure 4.4 Teaching Materials Used by Teachers

Based on Figure 4.4, all students (100%) indicated that teachers use textbooks in vocabulary learning, while 12 students (46%) reported the use of pictures or posters. However, none of the students reported the use of digital applications or videos. These findings indicate that vocabulary instruction is still dominated by conventional learning media.

2) Media that help students

The following figure presents the types of media that help students understand vocabulary. It is important to note that students were allowed to select more than one option in this item.

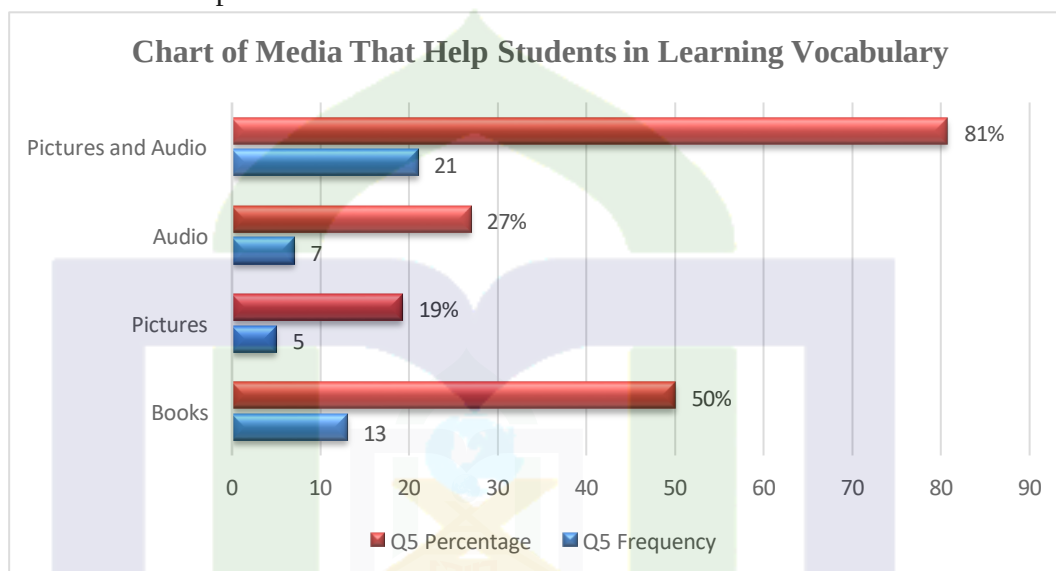


Figure 4.5 Media That Help Students in Learning Vocabulary

Based on Figure 4.5, 21 students (81%) selected pictures and audio as the most helpful learning media, followed by books selected by 13 students (50%), sound selected by 7 students (27%), and pictures selected by 5 students (19%). These findings indicate that students prefer learning media that combine visual and auditory elements.

Table 4.2 Summary of Instructional Media Used by Teachers and Students'

Preferences		
Category	Media	Percentage
Media Used by Teachers	Textbook	100%
	Pictures/Posters	46%
	Digital Applications	0%
	Video/Animation	0%

Media that Help Students	Book	50%
	Pictures	19%
	Audio	27%
	Pictures and Audio	81%

The results of the analysis show that teachers still rely heavily on textbooks as the primary instructional media, with 100% of students indicating their use. In contrast, only 46% reported the use of pictures or posters. Meanwhile, students demonstrate different preferences. A majority of students (81%) prefer media that combine pictures and audio, followed by books (50%), audio (27%), and pictures (19%). It is important to note that students were allowed to select more than one option; therefore, the total percentage exceeds 100%. This indicates a mismatch between the media used by teachers and the media preferred by students. The current reliance on textbooks has not fully supported engaging and interactive learning. Therefore, it is necessary to develop learning media that integrate visual and audio elements to better meet students' needs and improve their vocabulary learning outcomes.

e. Analysis of Student Learning Characteristics

1) Learning Style

The following figure shows the students' learning styles. Students were allowed to select more than one option; therefore, the total responses may exceed the number of participants (26 students).

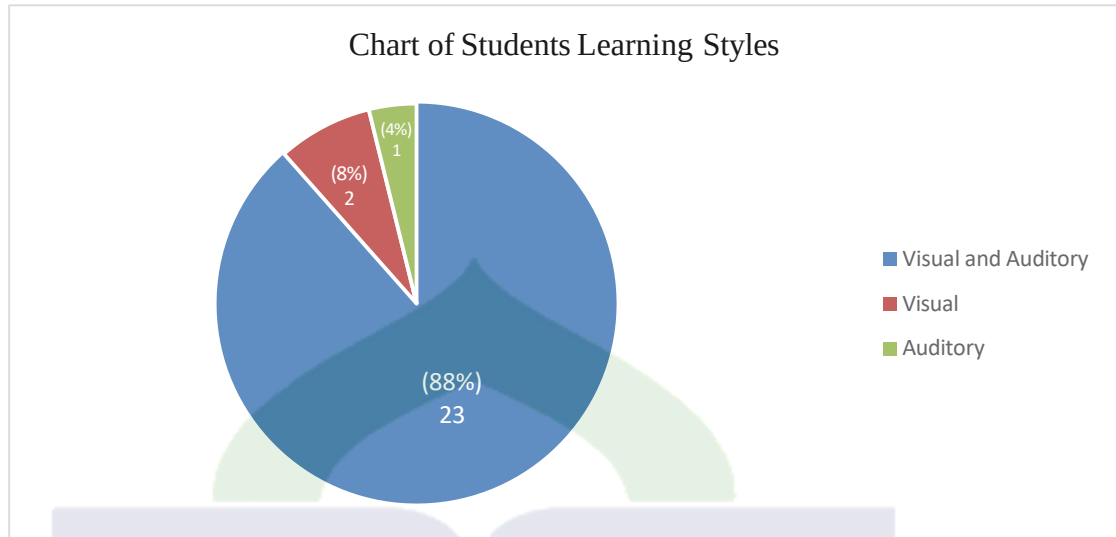


Figure 4.6 Students' Learning Styles

Based on Figure 4.6, 23 students (88%) prefer a combination of visual and auditory learning, while 2 students (8%) prefer visual learning and 1 student (4%) prefers auditory learning. These findings suggest that most students tend to prefer learning through a combination of visual and auditory modalities. It is important to note that students were allowed to select more than one option; therefore, the total frequency exceeds the number of respondents.

2) Interest in Digital Media

The following figure shows the students' interest in digital learning media.

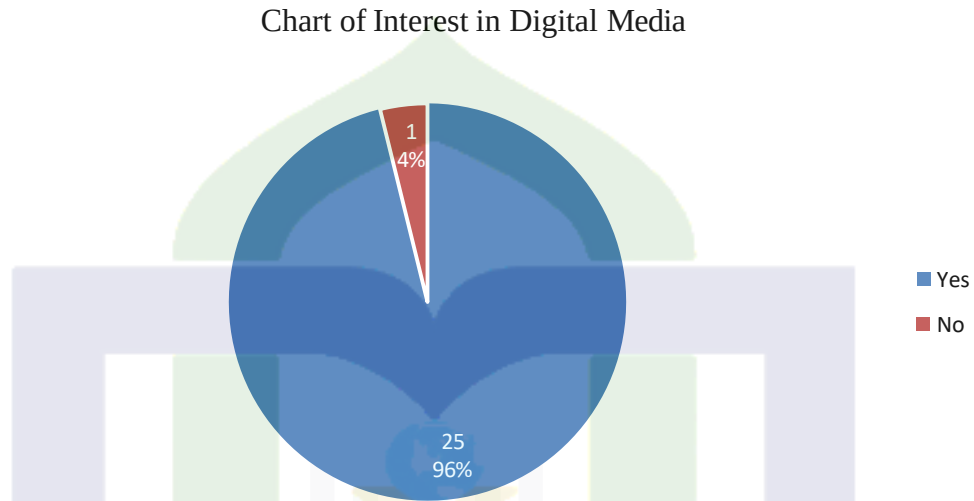


Figure 4.7 Students' Interest in Digital Learning Media

Based on Figure 4.7, 25 students (96%) answered “yes”, while only 1 student (4%) answered “no”. This indicates that students have a high level of interest in digital learning media.

Table 4.3 Summary of Students' Learning Characteristics

Category	Item	Percentage
Learning Style	Visual	8%
	Auditory	1%
	Visual and Auditory	88%
Interest in Digital Media	Yes	96%
	No	4%

Based on the findings, most students prefer learning through a combination of visual and auditory modes. Furthermore, almost all students

expressed interest in using digital media during learning activities. These findings suggest that learning media integrating visual and auditory elements are highly suitable for supporting vocabulary learning.

f. Students Need Analysis

1) Vocabulary Themes

Students were allowed to select more than one option, including the “others” option; therefore, the total responses may exceed the number of participants (26 students). The following figure shows the students’ preferred vocabulary themes.

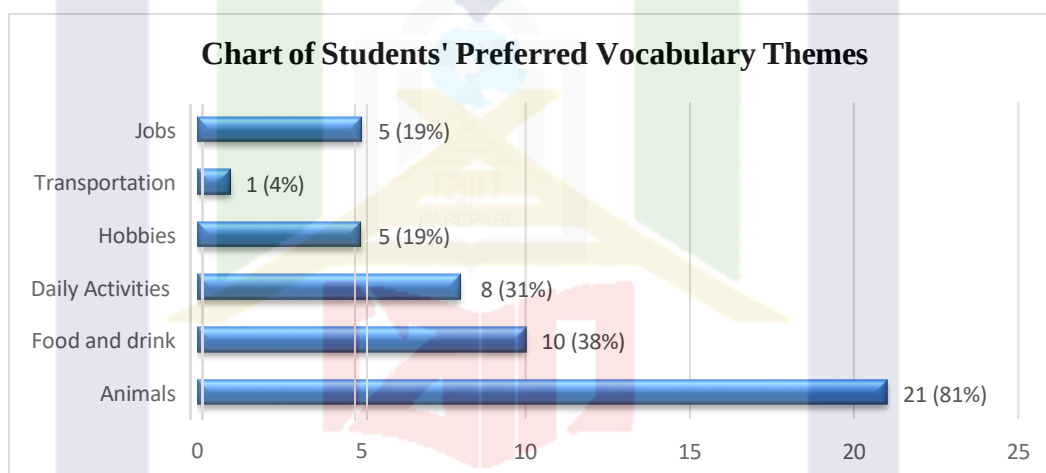


Figure 4.8 Students' Preferred Vocabulary Themes

Based on Figure 4.8, 21 students (81%) selected animals, 10 students (38%) selected food and drink, and 8 students (31%) selected daily activities. In addition, some students selected the “others” option and specified additional themes, including hobbies 5 students (19%), transportation (1 students, 4%), and jobs (5 student, 19%). These findings indicate that students prefer vocabulary topics that are concrete and closely related to their daily lives.

2) Required Features

The following figure presents the features needed in learning media based on students' responses. It is important to note that students were allowed to select more than one option; therefore, the total responses may exceed the number of participants (26 students).

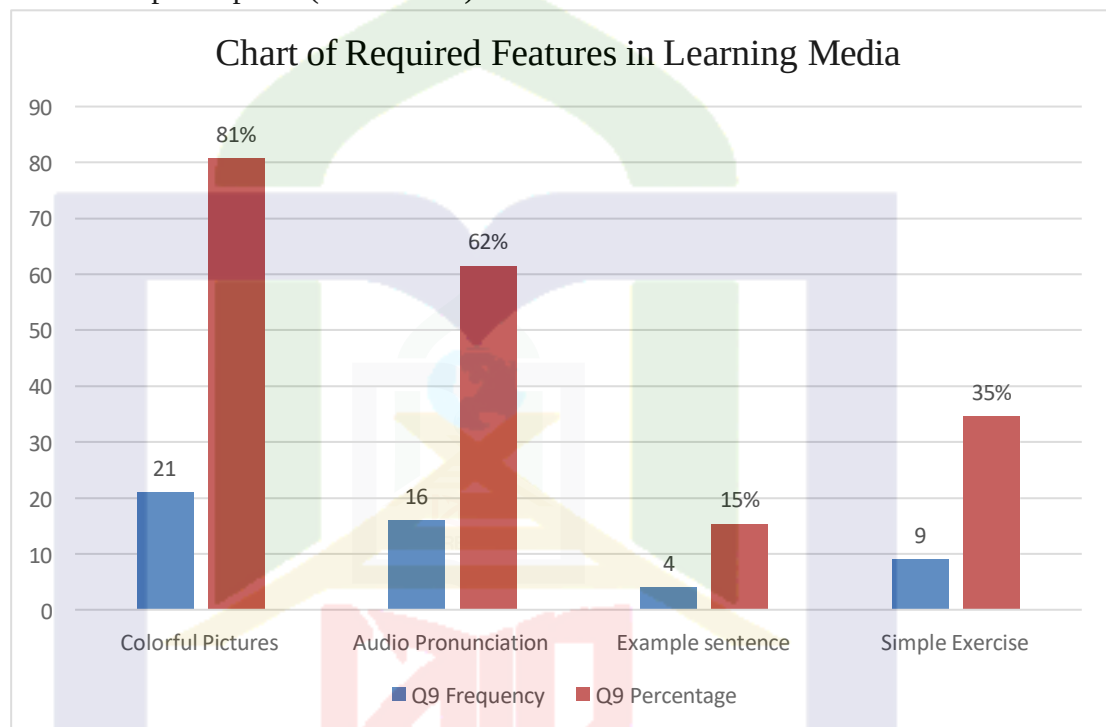


Figure 4.9 Required Features in Learning Media

Based on Figure 4.9, 21 students (81%) selected colorful pictures, 16 students (62%) selected audio pronunciation, 9 students (35%) selected simple exercises, and 4 students (15%) selected example sentences. These findings suggest that students tend to prefer learning media that integrate multiple features, particularly visual and audio elements, to support their vocabulary learning.

Table 4.4 Summary of Students' Needs

Category	Item	Percentage
Theme	Animals	81%
	Food and Drink	38%
	Daily Activities	31%
	Hobbies	15%
	Transportation	1%
	Jobs	19%
Features	Colorful Pictures	81%
	Audio Pronunciation	62%
	Simple Exercises	35%
	Example Sentences	15%

Based on the analysis, students tend to prefer concrete themes that are closely related to their daily lives, such as animals. In terms of features students need colorful pictures and audio pronunciation as supporting features in vocabulary learning. Additionally, simple exercises are required to reinforce students' understanding. The open-ended responses also indicate that students find it easier to learn using digital media such as smartphones or computers, and that they prefer learning activities that incorporate visual, auditory, and interactive elements.

g. Teacher Needs Analysis

Based on the results of the teacher questionnaire conducted through Google Forms, the data were analyzed qualitatively using descriptive analysis. The findings are presented as follows:

1) Classroom Condition

The results show that students' ability in understanding and remembering English vocabulary is still low. Both teachers stated that students experience difficulties in mastering vocabulary due to several factors, such as

low learning interest, excessive use of gadgets, and environmental influences. In addition, teachers reported that the teaching media used in the classroom are still limited to textbooks, dictionaries, and simple teaching aids. Although some variations such as videos and real objects are occasionally used, the overall learning process is still considered less engaging and not fully interactive.

2) Media Needs

The findings indicate that teachers need digital learning media to support vocabulary instruction. Teachers stated that digital media can increase students' interest and motivation in learning English. Furthermore, visual and audio elements are considered very important in vocabulary learning, as these elements can make the learning process more interesting and less monotonous for elementary school students.

3) Content Needs of Digital Flipbook

In terms of content, teachers suggested that the learning materials should include vocabulary themes that are relevant to students' daily lives, such as daily activities, animals, and food. In addition, teachers emphasized that the digital flipbook should include several important features, such as pictures, audio pronunciation, example sentences, and simple exercises. These features are expected to help students understand, remember, and use vocabulary more effectively.

4) Practicality of Media Use

The results also show that visual and audio-visual media are considered practical to use in the classroom. Teachers stated that such media can support teaching activities and make learning more efficient. Moreover, teachers

agreed that a digital flipbook can be used both in the classroom and at home, as the school already provides facilities that support the use of digital learning media.

5) Suggestions for Development

Based on the teachers' responses, multisensory learning is considered very important, especially for elementary school students. Teachers suggested that learning activities should involve multiple senses, such as seeing, hearing, and even physical interaction. They also emphasized that the use of concrete objects, interactive activities, and engaging media can improve students' understanding and retention of vocabulary.

Based on the findings above, it can be concluded that teachers strongly support the development of interactive and multisensory digital learning media. Therefore, the findings of the needs analysis were used as the basis for developing a multisensory digital flipbook.

h. Formulation of Learning Objectives

Based on the results of the needs analysis, the learning objectives are formulated as follows:

- 1) Students are able to identify English vocabulary related to the theme.
- 2) Students are able to understand the meaning of vocabulary words with the help of visual aids
- 3) Students are able to pronounce vocabulary correctly using audio
- 4) Students are able to use vocabulary in simple exercises

i. Conclusion of the Analysis Phase

Based on the analysis results, it can be concluded that students still face difficulties in understanding, remembering, and pronouncing English vocabulary. Learning that remains dominated by textbooks has not been able to meet the needs of students with multisensory learning styles. Students show a high level of interest in digital media and require materials that combine visual and audio elements. These findings are also supported by teachers who emphasize the importance of interactive, multisensory-based learning media. Therefore, there is a need to develop a multisensory digital flipbook as a learning tool that can help students learn vocabulary more effectively and engagingly.

j. Implications for the Design Phase

The results of this requirements analysis serve as the basis for the design phase, namely:

- 1) Determining the learning theme
- 2) Determining media features
- 3) Organizing the content structure of the flipbook
- 4) Developing multisensory media

2. Design Phase

The design phase was conducted based on the results of the needs analysis in the previous phase. This phase aimed to design a prototype of a multisensory digital flipbook that is appropriate for fifth-grade students and aligned with their learning needs, characteristics, and preferences.

a. Determining Learning Objectives

The learning objectives were formulated based on the findings from the needs analysis and teacher input. The objectives of the developed media are as follows:

- 1) Students are able to identify English vocabulary related to selected themes.
- 2) Students are able to understand the meaning of vocabulary through visual representation.
- 3) Students are able to pronounce vocabulary correctly with the help of audio.
- 4) Students are able to apply vocabulary in simple exercises.

These objectives serve as the foundation for designing the content and activities in the digital flipbook.

b. Selecting Learning Themes

The selection of learning themes was based on students' preferences identified in the analysis phase. The main themes included:

- 1) Animals
- 2) Food and Drink
- 3) Daily Activities

In addition, several supporting themes were also considered, such as :

- 4) Hobbies
- 5) Transportation
- 6) Jobs

These themes were chosen because they are closely related to students' daily lives, making it easier for them to understand and remember vocabulary.

C. Designing the Structure of the Digital Flipbook

The digital flipbook was systematically organized into several sections to ensure a clear and structured learning flow. The structure includes:

1) Opening Section

- Cover page
- Title of the material
- Instructions for use

2) Content Section

Each unit consists of:

- Vocabulary list (with pictures)
- Audio pronunciation for each word
- Example sentences
- Simple explanations

3) Practice Section

- Matching exercises
- Multiple-choice questions
- Simple interactive activities

4) Closing Section

- Summary of the material
- Reflection or short review

d. Designing Media Features (Multisensory Elements)

Based on the analysis results, the flipbook integrates multisensory elements to enhance learning effectiveness. The main features include:

- Visual elements : colorful pictures to represent vocabulary.
- Auditory elements : audio pronunciation to support correct pronunciation.
- Text elements : vocabulary lists and example sentences.
- Interactive elements : simple exercises to reinforce understanding.

The integration of these elements aims to support students' dominant learning style, which is a combination of visual and auditory learning.

e. Designing the Layout and Appearance of the Flipbook

The layout and appearance of the digital flipbook were designed to be simple, attractive, and suitable for elementary school students. The design focused on creating a clear and engaging visual presentation to support students' learning process.

The design considerations include:

- The use of bright and colorful pictures to attract students' attention
- Clear and readable fonts to ensure easy understanding
- Simple navigation buttons, such as next, back, and audio play
- A consistent layout across all pages to maintain clarity and organization

This design aims to create an engaging and user-friendly learning environment, allowing students to focus on the learning material and interact with the flipbook easily.

To provide a clearer illustration of the flipbook layout and interface design, an example of the developed digital flipbook is presented in Figure 4.10.

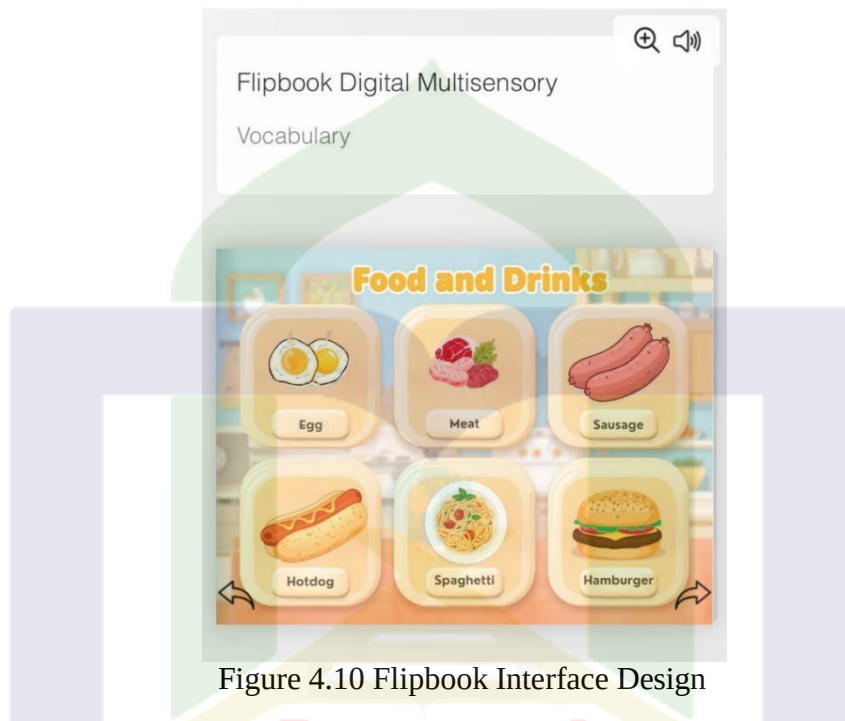


Figure 4.10 Flipbook Interface Design

Figure 4.10 illustrates the interface design of the digital flipbook developed in this study. The layout is organized systematically, including the title, vocabulary items, and visual representations. Each vocabulary item is supported by relevant images to enhance students' comprehension. Furthermore, navigation features such as previous and next buttons are provided to facilitate user interaction. The use of colorful visuals, readable fonts, and consistent layout contributes to an engaging and user-friendly learning environment, particularly for elementary school students.

f. Developing Storyboard

A storyboard was created as a visual guide for the development of the flipbook. The storyboard describes the layout and content of each page, including:

- Placement of pictures
- Position of text and vocabulary
- Audio button location
- Type of exercises on each page

The storyboard ensures that the development process follows a clear and consistent design plan.

g. Selecting Development Tools

The digital flipbook was designed using several digital tools to support the integration of multimedia elements and to ensure that the product is interactive and accessible for students.

The tools used in this study include:

- Heyzine as the flipbook platform, which was used to convert the designed materials into an interactive digital flipbook with a page-flipping effect.
- Speechma as the audio tool, which was used to generate pronunciation audio for each vocabulary item.

- Canva as the design tool, which was used to create visual elements such as layouts, illustrations, and learning materials.

These tools were selected because they are user-friendly, easily accessible, and capable of supporting the integration of visual and auditory elements. In addition, these platforms allow the product to be accessed through digital devices such as smartphones and computers, making it suitable for both classroom and independent learning.

h. Product Design Specification

The digital flipbook is designed as an interactive learning medium that can be accessed through smartphones and computers. The product is presented in the form of a digital flipbook with a page-flipping effect to simulate a real book experience. The flipbook integrates text, colorful pictures, and audio pronunciation. Each page is designed to be simple and user-friendly, allowing students to navigate the content easily. The media can be used both in the classroom and at home, providing flexibility for independent learning.

i. Design Rationale

The design of the digital flipbook is based on the results of the needs analysis, which showed that students prefer learning through visual and auditory elements. Therefore, pictures and audio were integrated into the flipbook based on the learning needs identified in the analysis phase. In addition, the inclusion of simple exercises is intended to reinforce learning

and provide practice opportunities. The use of a digital flipbook is also aligned with students' high interest in digital learning media. This design is also expected to increase students' motivation and engagement in learning vocabulary.

3. Development Phase

The development phase aimed to transform the design prototype into an actual digital learning product in the form of a multisensory digital flipbook. This phase involved the processes of material development, media production, expert validation, revision, and finalization of the product.

a. Product Development

The product development stage focused on creating the initial version of the multisensory digital flipbook based on the learning objectives, students' needs and design plan developed in the previous phase. The product was developed to support English vocabulary learning for fifth-grade elementary school students by integrating visual, auditory, and interactive elements. The learning materials were developed based on selected vocabulary themes related to students' daily lives and local contexts. Each section of the flipbook consisted of vocabulary items, supporting pictures, pronunciation audio, example sentences, simple explanations, and interactive activities.

The development process included several steps :

- 1) Developing Learning Materials

The learning materials were developed based on the learning objectives and selected themes identified in the design phase. The materials focused on introducing English vocabulary suitable for fifth-grade students.

Each unit of the flipbook includes the following components:

- a) Vocabulary items related to the selected themes (e.g., animals, food and drink, daily activities).
- b) Relevant and contextual pictures to represent each vocabulary item.
- c) Audio pronunciation for each word.
- d) Example sentences to show vocabulary usage in context.
- e) Simple explanations to support students' understanding

The materials were designed using simple and clear language to match students' level of comprehension.

2) Designing Visual and Layout Using Canva

The visual design of the flipbook content was created using Canva. This process included:

- a) Designing each page layout (cover, content, exercises, closing).
- b) Selecting appropriate fonts, colors, and illustrations.
- c) Organizing the placement of text, pictures, and visual elements.
- d) Ensuring consistency across all pages.

The design emphasized several important principles to ensure that the flipbook was suitable for elementary school students, namely:

- a) Bright and colorful visuals.

- b) Clear and readable text.
- c) Attractive and child-friendly layout.

The visual design process resulted in several prototype pages that represented the initial version of the multisensory digital flipbook. The design focused on creating attractive visual elements, clear presentation of vocabulary materials, and student-friendly layouts suitable for fifth-grade elementary school students. Examples of the initial visual design developed using Canva are presented in Figures 4.11–4.13.



Figure 4.11 Initial Cover Design of the Multisensory Digital Flipbook



Figure 4.12 Example of the Vocabulary Page Design



Figure 4.13 Example Sentence Page Design

Figures 4.11–4.13 present several examples of the initial visual design developed using Canva. The figures show the cover page, vocabulary page, and example sentence page. The design was developed using colorful illustrations, clear typography, and student-friendly layouts suitable for fifth-grade elementary school students.

3) Producing Audio Using Speechma

The pronunciation audio for each vocabulary item was generated using Speechma. The process included:

- a) Inputting each vocabulary word into the platform.
- b) Generating clear and accurate pronunciation audio.
- c) Adjusting speed and clarity if necessary.
- d) Downloading and organizing audio files

The audio feature was intended to help students:

- a) Learn correct pronunciation.
- b) Improve listening skills.
- c) Support multisensory learning

The audio pronunciation files were created using Speechma and prepared for integration into the digital flipbook. The generated audio files provided pronunciation models for each vocabulary item and were intended to support students' listening and pronunciation practice. An example of the audio development process using Speechma is presented in Figure 4.14.

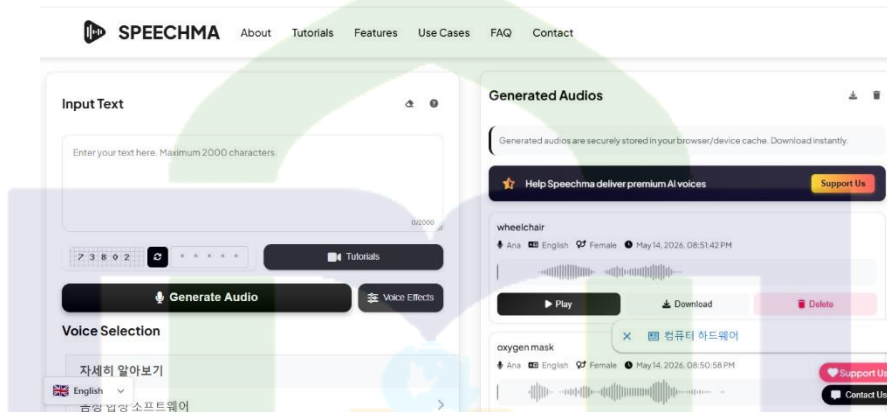


Figure 4.14. Audio Pronunciation Development Using Speechma

Figure 4.14 shows the process of generating pronunciation audio using Speechma. Vocabulary items were entered into the platform and converted into audio files with clear pronunciation. The generated audio files were then downloaded and integrated into the multisensory digital flipbook to support vocabulary learning through auditory input.

4) Integrating Content into Flipbook Using Heyzine

After the visual and audio components were prepared, all materials were integrated into an interactive flipbook using Heyzine. The steps included:

- a) Converting the designed pages from Canva into PDF format.
- b) Uploading the PDF file into Heyzine.
- c) Adding interactive elements such as audio buttons for pronunciation and navigation features (next and previous page).

- d) Adjusting page transitions to simulate a real book (page-flipping effect)

The final product was an interactive digital flipbook that could be accessed online through smartphones, tablets, laptops, and computers. To ensure that the flipbook functioned properly, all multimedia components and interactive features were tested after the integration process. An example of the flipbook integration process using Heyzine is presented in Figure 4.15.



Figure 4.15. Flipbook Integration Process Using Heyzine

Figure 4.15 shows the process of integrating learning materials and multimedia elements into the flipbook using Heyzine. The platform was used to convert the designed pages into an interactive digital flipbook and to embed multimedia features such as audio pronunciation, navigation buttons, and external links. Through this integration process, the flipbook became more interactive and accessible for students.

b. Expert Validation

Expert validation in this study involved two validators, namely a material expert and a media expert. The validation was conducted to evaluate the

feasibility of the developed multisensory digital flipbook. The assessment covered both content quality and technical aspects using a Likert scale ranging from 1 to 4.

Table 4.5 Likert Scale for Expert Validation

Score	Criteria
4	Very Good / Strongly Agree
3	Good / Agree
2	Fair / Less Agree
1	Poor / Disagree

1) Material Expert Validation

The material validation was conducted by Nurul Hasanah, M.Pd., who served as the material expert in this study. This validation focused on evaluating the quality and appropriateness of the learning content in the digital flipbook. The assessment included three main aspects:

- a) Clarity of Material: appropriateness of vocabulary, clarity of explanation, systematic presentation, use of illustrations, and alignment with learning objectives
- b) Practicality of Use: ease of use, clarity of navigation, user-friendly layout, accessibility, and suitability for classroom implementation
- c) Usefulness: the ability of the material to support learning, improve understanding, increase student participation, and its relevance to vocabulary learning

The results of the validation are presented in Table 4.6.

Table 4.6 Material Expert Validation Results

No	Aspect	Score	Category
1	Clarity of Material	100%	Very Valid
2	Practicality of Use	85%	Very Valid
3	Usefulness	90%	Very Valid
Total		91.67%	Very Valid

The material expert also provided several suggestions for improving the developed product. The suggestions included adding local wisdom elements to the vocabulary content, revising the parent guide section by including information that the flipbook can be accessed through digital devices and Smart TVs, revising the cover by clarifying the target users as fifth-grade elementary school students, adding the supervisor's name as the editor, correcting grammatical errors in several example sentences, adding a QR code linked to educational games, improving the quality of audio pronunciation, and adding speaker and touchscreen icons to pages containing interactive features.

Based on Table 4.6, the clarity of the material received a score of 100%, the practicality of use received 85%, and the usefulness received 90%. Overall, the material expert validation reached 91.67%, which falls into the "Very Valid" category. These results indicate that the content of the multisensory digital flipbook is appropriate, practical, and beneficial for fifth-grade elementary school students. Therefore, the product was considered suitable for use after minor revisions based on the material expert's suggestions. The suggestions provided by the material expert were used as the basis for revising the product before the implementation phase.

1) Media Expert Validation

The media validation was conducted by Ali Rahman, S.Ag., M.Pd., who served as the media expert in this study. This validation focused on evaluating the technical quality, visual design, and usability of the digital flipbook. The assessment included three main aspects:

- a) Clarity of Content and Presentation: clarity of content presentation, appropriateness of vocabulary, and support of visual elements
- b) Practicality of Use: ease of operation, clarity of navigation, user-friendly interface, and technical functionality
- c) Usefulness: the ability of the media to support learning, improve understanding, increase student engagement, and its relevance to vocabulary learning

The results of the media expert validation are presented in Table 4.7.

Table 4.7 Media Expert Validation Results

No	Aspect	Score	Category
1	Clarity of Content and Presentation	85%	Very Valid
2	Practicality of Use	85%	Very Valid
3	Usefulness	95%	Very Valid
Total		88.33%	Very Valid

The media expert also provided several suggestions for improving the developed flipbook. The suggestions included revising the description of the target audience to make it more specific to fifth-grade elementary school students and slowing down the pronunciation speed of several vocabulary items to make them easier for students to follow.

Based on Table 4.7, the clarity of content and presentation aspect received a score of 85%, the practicality of use aspect received 85%, and the usefulness aspect received 95%. Overall, the media expert validation reached 88.33%, which falls into the “Very Valid” category. These results indicate that the developed multisensory digital flipbook features clear presentation, is easy to use, and provides high utility in English vocabulary learning. Therefore, the product was considered suitable for use after minor revisions based on the media expert’s suggestions. The suggestions provided by the media expert were also considered in revising the product to improve its usability and effectiveness.

Table 4.8 Overall Product Validation Results

Validator	Percentage	Category
Material Expert	91.67%	Very Valid
Media Expert	88.33%	Very Valid
Average	90.00%	Very Valid

Based on Table 4.8, the material expert validation achieved a score of 91.67%, while the media expert validation achieved a score of 88.33%. The average validation score was 90.00%, which falls into the “Very Valid” category. These findings indicate that the developed multisensory digital flipbook meets the criteria of validity and feasibility for use in English vocabulary learning. Therefore, the product was considered suitable for implementation after minor revisions based on the validators’ suggestions.

c. Product Revision

Based on the validation results provided by the material expert and media expert, several revisions were made to improve the developed multisensory digital flipbook. These revisions were carried out in response to the suggestions and feedback provided by the validators to enhance the quality of the content, visual appearance, and functionality of the media for fifth-grade elementary school students.

Table 4.9 Product Revisions Based on Validators' Suggestions

No	Validators' Suggestions	Revisions Made
1	The curriculum needs to incorporate more elements of local wisdom.	The researchers added vocabulary and illustrations related to local culture, traditional foods, traditional modes of transportation, and activities closely tied to the students' daily lives.
2	The Parent Guidance section needs to be clarified.	The Parent Guidance section has been revised to include an explanation of the role parents play in supporting students as they use the flipbook.
3	It should be noted that the flipbook can be accessed on digital devices and Smart TVs at school.	The researchers included information on how to use the flipbook in the introduction and user guide.
4	The cover design is still too similar to the content pages.	The cover has been redesigned with a more distinctive and appealing look to give it a clear identity as the opening page.
5	The target audience needs to be defined more specifically	The description of the target audience has been revised from "children aged 7–12" to "fifth-grade elementary school students" to align with the results of the needs analysis and the curriculum in use.
6	The name of the academic advisor must be listed as an	The name of the academic advisor was added to the product information

	editor.	section as the editor.
7	Some of the example sentences still contain grammatical errors.	The researchers corrected the grammar in several example sentences to make them more consistent with standard English usage.
8	A barcode or QR code for the game needs to be added.	QR codes linked to vocabulary-based educational games have been added to several sections of the flipbook.
9	The audio pronunciation for some vocabulary words needs to be corrected.	The audio pronunciation has been revised to clarify the pronunciation and adjust the sound quality so that students can understand it more easily.
10	The pronunciation of some words is too fast.	The speed of the audio pronunciation has been slowed down so that students can listen and imitate the pronunciation more easily.
11	A speaker icon should be added to pages that contain audio.	A speaker icon is added to every page that includes an audio pronunciation feature.
12	Touchscreen icons need to be added to the interactive page.	Touchscreen icons have been added to help students identify areas that can be touched or clicked.
13	The bibliography needs to be updated.	The bibliography has been updated with more relevant and recent references.
14	The developer profile needs to be revised.	The developer profile has been corrected and updated to reflect the researcher's identity.

Table 4.9 shows the revisions made based on the suggestions provided by the material expert and media expert during the validation process. The revisions covered content improvement, visual design enhancement, technical adjustments, and the addition of interactive features. These revisions were intended to improve the quality, usability, and effectiveness of the multisensory digital flipbook before it was implemented with fifth-grade elementary school students.



Figure 4.16 Cover Design Revision Before and After

The following figures present several revisions made to the multisensory digital flipbook based on the suggestions provided by the material expert and media expert during the validation process.

1) Cover Design Revision

Figure 4.16 shows the revision made to the cover design based on the validators' suggestions. The revised cover provides a clearer identity for the product, presents a more attractive appearance, and specifies the target users as a fifth-grade elementary school students.

2) Parent Guidance Section Revision

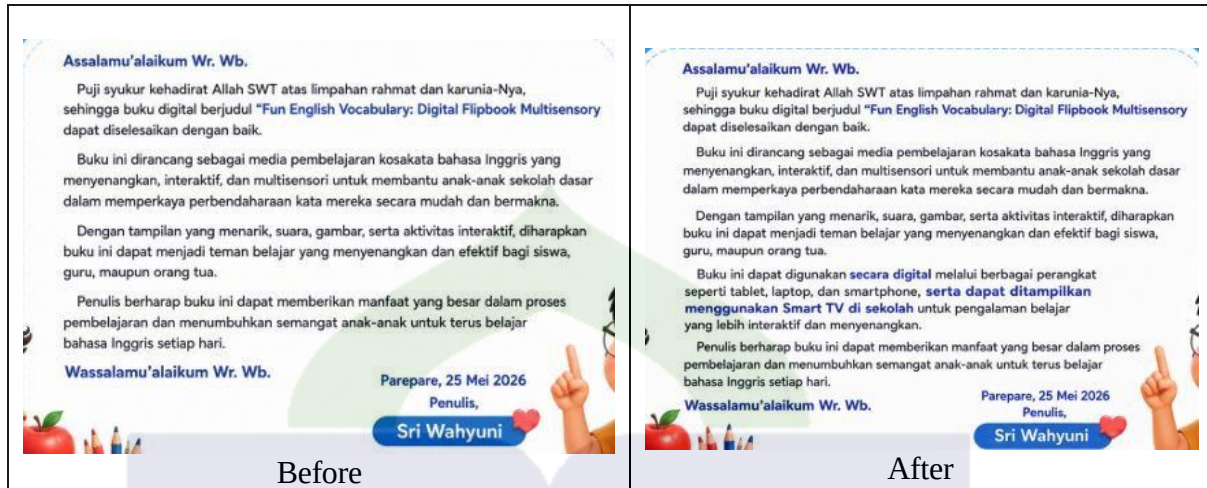


Figure 4.17 Parent Guidance Section Revision

3) Target Audience Revision



Figure 4.18 Target Audience Revision

Figure 4.18 presents the revision made to the target audience description of the multisensory digital flipbook. The description was revised from a general target group of children aged 7–12 years to a more specific target group, namely fifth-grade elementary school students. This revision was made to ensure

consistency with the results of the needs analysis, curriculum requirements, and the characteristics of the research participants.

4) Local Wisdom Content Revision



Figure 4.19 Addition of Local Wisdom Content

Figure 4.19 shows the addition of local wisdom elements to the flipbook content. Vocabulary items, illustrations, and learning materials related to local culture, traditional foods, transportation, and daily activities were incorporated to make the learning materials more relevant to students' experiences and surroundings.

5) Interactive Feature Revision



Figure 4.20 Addition of QR code, Speaker, and Touchscreen Icons

Figure 4.20 presents the addition of interactive features to the flipbook. These revisions include QR codes linked to educational games, speaker icons for audio pronunciation features, and touchscreen icons to help students identify interactive elements that can be clicked or touched during learning activities.

d. Final Product

After all revisions suggested by subject matter experts and media experts were completed, a multisensory digital flipbook was selected as the final product of this study. This final product integrates visual, auditory, and interactive elements to support English vocabulary learning for fifth-grade elementary school students. This flipbook contains vocabulary material based on local wisdom, colorful illustrations, example sentences, pronunciation audio, links to educational games, and interactive navigation features. The product can be accessed via

smartphones, computers, or Smart TVs, allowing students to learn both inside and outside the classroom.

The final version of the multisensory digital flipbook is shown in Figure 4.21





Figure 4.21 Final Version of the Multisensory Digital Flipbook

Figure 4.21 shows the final version of the multisensory digital flipbook after all revisions based on the validators' suggestions were completed. This final product has been refined in terms of content, visual design, audio pronunciation, and interactive features to support English vocabulary learning for fifth-grade elementary school students.

e. Development Outcome

The development phase resulted in a validated multisensory digital flipbook for teaching English vocabulary to fifth-grade elementary school students. The product was developed through several stages, including content development, visual design, audio production, multimedia integration, expert validation, and product revision. Based on the expert validation results, the content expert assigned a validity score of 91.67%, while the media expert assigned a validity score of 88.33%. The overall average validity score was 90.00%, which falls into the “Very Valid” category. These results indicate that the developed multisensory digital flipbook meets validity criteria and is suitable for use in the learning process. Therefore, the revised product was considered to be implemented and evaluated in the next phase of the ADDIE model.

4. Implementation Phase

The implementation phase aimed to apply the developed multisensory digital flipbook in a real classroom setting to evaluate its practicality and to obtain responses from teachers and students after using the developed product. This phase was conducted after the product had completed the expert validation and revision processes. The implementation focused on examining the practicality, usability, attractiveness, and usefulness of the multisensory digital flipbook in English vocabulary learning.

a. User Trial

The user trial was conducted to determine the practicality of the developed multisensory digital flipbook when used directly by the target users. The trial involved fifth-grade students from SD Negeri 75 Parepare as the main users of

the product. The participants consisted of 26 fifth-grade students who had previously participated in the needs analysis phase. They were selected because they represented the target users of the developed media and were considered appropriate to provide feedback regarding the practicality of the product in an actual learning environment.

The implementation was conducted on June 3, 2026, at SD Negeri 75 Parepare during an English learning activity. The activity was carried out in one session with a duration of approximately 45 minutes. The learning activity was conducted in the classroom using the school's Smart TV to display the multisensory digital flipbook. During the trial, students interacted directly with various features provided in the flipbook, including vocabulary materials, colorful illustrations, pronunciation audio, example sentences, and interactive activities. Students observed the vocabulary materials, listened to pronunciation examples, practiced vocabulary pronunciation, and completed the available learning activities.

The implementation procedure consisted of several activities:

- 1) The researcher introduced the multisensory digital flipbook to students and explained the purpose and how to use the media.
- 2) Students participated in vocabulary learning activities using the flipbook through visual, auditory, and interactive features.
- 3) Students explored the vocabulary materials, listened to audio pronunciation, read example sentences, and completed simple exercises.

- 4) After completing the learning activities, students were asked to provide responses through a student questionnaire to evaluate the practicality of the developed media.

The student questionnaire was used to collect data regarding students' perceptions of ease of use, attractiveness, clarity of material, and usefulness of the multisensory digital flipbook.

b. Teacher Response

In addition to student trials, teacher responses were collected to obtain professional evaluations regarding the practicality and suitability of the developed product for classroom implementation. The teacher response involved three teachers from SD Negeri 75 Parepare, namely Khadijah Halid, S.Pd., Gr. as the homeroom teacher, Padlang, S.Pd.I. as the MGMP teacher, and Arif Rahman, S.Pd. as the English subject teacher. The teachers were selected because they have experience teaching elementary school students and understand students' characteristics, learning needs, and difficulties in learning English vocabulary. Before the product was used by students, the researcher introduced the multisensory digital flipbook to the teachers. The researcher explained the purpose of the development, the content of the flipbook, available features, and how the media could be used in learning activities. After reviewing and trying the flipbook, the teachers completed a teacher response questionnaire. The questionnaire assessed three aspects:

- 1) Clarity of material
- 2) Practicality of use
- 3) Usefulness of the media

The teacher responses were used to determine the practicality and suitability of the developed flipbook as a supporting medium for English vocabulary learning.

c. Student Response

After using the multisensory digital flipbook during the learning activity, students were asked to complete a student response questionnaire. The questionnaire aimed to identify students' perceptions and experiences after using the developed media.

The student response questionnaire consisted of 19 statements covering four aspects:

- 1) Ease of use
- 2) Media attractiveness
- 3) Clarity of material
- 4) Usefulness in learning

The questionnaire used a four-point Likert scale consisting of Strongly Agree, Agree, Less Agree, and Disagree. Students' responses were analyzed to determine whether the developed multisensory digital flipbook was practical, attractive, and helpful in supporting English vocabulary learning.

d. Practicality Result

The practicality result were obtained from teacher response questionnaires and student response questionnaires after the implementation process. The collected data were analyzed using percentage calculations with the following formula :

$$\text{Percentage} = \frac{\text{The score obtained}}{\text{Maximum score}} \times 100\%$$

The obtained score refers to the total score given by respondents for each aspect, while the maximum score refers to the highest possible score that could be achieved based on the number of items, respondents, and rating scales used. The percentage results were then interpreted using the practicality criteria presented in Chapter III.

1) Teacher Feedback results

To evaluate the practicality and usefulness of the developed multisensory digital flipbook, teacher feedback was collected from three teachers of SD Negeri 75 Parepare, namely Khadijah Halid, S.Pd., Gr., Padlang, S.Pd.I., and Arif Rahman, S.Pd. The teachers assessed the product using the Teacher Feedback Questionnaire consisting of 15 statements covering three aspects: clarity of material, practicality of use, and usefulness. The assessment used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The results of the teacher feedback are presented in Table 4.10.

Table 4.10 Teacher Feedback Results

No	Aspect	Percentage	Category
1	Clarity of Material	100%	Very Practical
2	Practicality of Use	100%	Very Practical
3	Usefulness	100%	Very Practical
Average		100%	Very Practical

Based on Table 4.10, the teachers gave positive evaluations of the developed multisensory digital flipbook. The clarity of material aspect received a perfect score of 100%, indicating that the vocabulary materials, illustrations, and example sentences were considered highly appropriate for fifth-grade elementary school students. The practicality aspect also received a positive assessment, showing that the flipbook was easy to use and could be

implemented effectively in classroom learning activities. Furthermore, the usefulness aspect obtained a high score, indicating that the developed media was considered beneficial in supporting English vocabulary learning. Overall, the teacher feedback results indicate that the multisensory digital flipbook is highly practical and suitable for use as a learning medium for teaching English vocabulary to fifth-grade elementary school students.

2) Student Response Results

After participating in learning activities using the multisensory digital flipbook, 26 fifth-grade students were asked to complete a Student Response Questionnaire. The questionnaire consisted of 19 statements divided into four aspects: ease of use, media attractiveness, clarity of material, and usefulness in learning. The assessment used a four-point Likert scale consisting of Strongly Agree, Agree, Less Agree, and Disagree. The results of the student response questionnaire are presented in Table 4.11.

Table 4.11 Student Response Questionnaire Results

No	Aspect	Percentage	Category
1	Ease of Use	82.45%	Very Practical
2	Media Attractiveness	90.14%	Very Practical
3	Clarity of Material	85.34%	Very Practical
4	Usefulness in Learning	87.77%	Very Practical
Average		86.64%	Very Practical

Based on Table 4.11, the ease of use aspect obtained a high score, indicating that students were able to use the flipbook easily and understand the available navigation features. The media attractiveness aspect also received a positive response, showing that students found the visual appearance,

illustrations, colors, and interactive features appealing and enjoyable. The clarity of material aspect demonstrated that students could understand the vocabulary materials through pictures, example sentences, and audio pronunciation. Meanwhile, the usefulness aspect indicated that the flipbook helped students learn English vocabulary more effectively and increased their motivation during the learning process. Overall, the student response questionnaire obtained an average score of 86.64%, which falls into the “Very Practical” category. This result indicates that the developed multisensory digital flipbook was well accepted by the students and successfully supported English vocabulary learning through the integration of visual, auditory, and interactive elements.

3) Overall Practicality Results

Table 4.12 presents the overall practicality results obtained from teacher feedback and student response questionnaires.

Table 4.12 Overall Practicality Results

No	Aspect	Percentage	Category
1	Teachers	100%	Very Practical
2	Students	86.64%	Very Practical
Average		93.32%	Very Practical

Based on Table 4.12, the teacher feedback obtained a score of 100%, while the student response obtained a score of 86.64%. The overall practicality score was 93.32%, categorized as “Very Practical”. These results indicate that the multisensory digital flipbook is easy to use, attractive, useful, and appropriate to support English vocabulary learning for fifth-grade elementary

school students. Therefore, the implementation phase showed that the developed product was accepted positively by both teachers and students and was considered practical for classroom use.

5. Evaluation Phase

The evaluation phase was conducted to assess the overall quality of the developed multisensory digital flipbook after the product development, expert validation, revision, and implementation processes were completed. This phase aimed to determine the validity and practicality of the product, identify the strengths and weaknesses, recognize product limitations, and provide recommendations for future development. The evaluation was based on quantitative data obtained from expert validation results, teacher responses, and student responses, as well as qualitative data obtained from teachers' and students' comments after using the multisensory digital flipbook.

a. Summary of Validity and Practicality

The evaluation of the developed multisensory digital flipbook was conducted based on two main aspects: validity and practicality. The validity of the product was determined through expert validation conducted by a material expert and a media expert during the development phase. Meanwhile, the practicality of the product was determined based on teacher responses and student responses during the implementation phase.

1) Validity Result

The first stage of evaluation focused on examining the results of expert validation conducted during the development phase. The product was evaluated

by a material expert and a media expert to determine its validity in terms of content, presentation, language, visual design, and technical usability.

Table 4.13 Expert Validation Summary

Validator	Percentage	Category
Material Expert	91.67%	Very Valid
Media Expert	88.33%	Very Valid
Average	90.00%	Very Valid

Based on Table 4.13, the developed multisensory digital flipbook obtained an average validity score of 90.00%, which falls into the Very Valid category. The material expert assessed the product as highly appropriate in terms of vocabulary content, learning objectives, and instructional usefulness. Meanwhile, the media expert considered the visual appearance, navigation system, and interactive features to be suitable for elementary school students. Although the product achieved a high validity score, several suggestions for improvement were provided by the validators. These suggestions included adding local wisdom content, revising the parent guidance section, improving the cover design, adding QR codes linked to educational games, revising audio pronunciation, slowing down pronunciation speed, adding speaker and touchscreen icons, updating the bibliography, and revising the developer profile. All suggestions were accommodated and implemented during the product revision stage. Therefore, based on the expert validation results, the developed multisensory digital flipbook fulfilled the validity requirements and was considered suitable for implementation in classroom learning.

2) Practicality Result

The second stage of evaluation focused on assessing the practicality of the developed product based on teacher feedback and student responses after the implementation process.

Table 4.14 Practicality Evaluation Summary

Respondents	Percentage	Category
Teacher	100%	Very Practical
Student	86.64%	Very Practical
Average	93.32%	Very Practical

Based on Table 4.14, the teacher feedback questionnaire obtained a percentage score of 100%, while the student response questionnaire obtained a percentage score of 86.64%. The overall practicality score reached 93.32%, which falls into the Very Practical category. The results indicate that the developed multisensory digital flipbook is easy to use, attractive, useful, and suitable for supporting English vocabulary learning. Teachers considered the media practical for classroom implementation, while students responded positively to the visual appearance, pronunciation audio, and interactive learning activities. These findings indicate that the developed product successfully fulfilled the practicality criteria and can be effectively used as a learning media for teaching English vocabulary to fifth-grade elementary school students.

b. Evaluation Based on Teacher's Comments

In addition to the quantitative data obtained from the teacher feedback questionnaire, qualitative data were collected through teachers' comments and suggestions delivered directly during the product presentation session conducted in the teachers' room using a Smart TV. The comments were

analyzed descriptively using data reduction, data display, and conclusion drawing.

Several representative comments from the teachers are presented below:

Padlang, S.Pd.I. stated, *“Menarik sekali. Kalau anak-anak belajar hanya pakai buku biasa, kurang menarik. Kalau media seperti ini lebih menarik untuk digunakan dalam pembelajaran. Karena ini sudah dilengkapi dengan fitur audio pronunciation yang bisa didengar oleh anak-anak”*

This comment indicates that the teacher considered the multisensory digital flipbook more attractive than conventional learning materials and capable of increasing students' interest in learning English vocabulary.

Padlang, S.Pd.I. also commented, *“Saya kira ini sudah sangat membantu anak-anak dalam belajar vocabulary. Hanya memang penggunaannya membutuhkan perangkat pendukung seperti Smart TV atau media digital lainnya agar bisa dimanfaatkan secara maksimal di kelas.”*

This statement shows that the teacher perceived the flipbook as a useful learning medium, although its implementation depends on the availability of supporting technological facilities.

Arif Rahman, S.Pd. stated, *“Tampilannya sudah sangat menarik dan sesuai dengan siswa sekolah dasar. Tapi mungkin bisa ditambahkan vocab yang berkaitan dengan kearifan lokal misalnya pada tema Jobs tadi bisa kamu tambahkan Carpenter, Bricklayer, Fisherman, Farmer karena pekerjaan tersebut dekat dengan kehidupan masyarakat Indonesia.”*

This comment indicates that the visual appearance and design of the flipbook were considered appropriate for elementary school students and capable of supporting learning activities effectively.

Arif Rahman, S.Pd. also suggested, *“Game yang ada sudah bagus, tetapi mungkin bisa ditambahkan backsound. Jadi setiap siswa menjawab benar atau salah ada suaranya sehingga lebih menarik bagi anak-anak.”*

This comment indicates that the teacher expected the integration of audio feedback features within interactive activities. Such features could provide immediate responses to students’ answers and increase their motivation and engagement during the learning process.

Khadijah Halid, S.Pd., Gr. stated, *“Kalau dari sampulnya, mungkin bisa ditambahkan keterangan bahwa ini untuk kelas 5 supaya lebih jelas sasaran penggunaanya.”*

This comment suggests that the target users should be stated more explicitly on the cover page to improve product identification.

Khadijah Halid, S.Pd., Gr. also commented, *“Bisa juga dipakai di hape, jadi anak-anak bisa belajar tidak hanya di sekolah tetapi juga di rumah.”*

This statement indicates that the flipbook provides flexibility because it can be accessed through various digital devices, including smartphones.

Based on the data reduction process, the teachers’ comments were grouped into four major themes: media attractiveness, usefulness in vocabulary learning, suggestions for content improvement, and suggestions for technical enhancement. Overall, the teachers expressed positive perceptions toward the developed multisensory digital flipbook and considered it appropriate for

supporting English vocabulary learning at the elementary school level. However, several suggestions were provided to improve the quality and functionality of the product. To present the qualitative findings more systematically, the teachers' comments are summarized in Table 4.15.

Table 4.15 Summary of Teachers' Comments

Theme	Description
Attractive Learning Media	Teachers considered the flipbook visually attractive and more engaging than conventional learning materials.
Support for Vocabulary Learning	Teachers believed that the flipbook could support vocabulary learning through visual, auditory, and interactive elements.
Curriculum Relevance	The content was considered appropriate for fifth-grade elementary school students and aligned with learning objectives.
Need for Additional Interactive Activities	Teachers suggested adding more educational games and interactive activities.
Technological Requirements	The implementation of the flipbook requires supporting digital devices such as smartphones, laptops, projectors, or Smart TVs.

Based on Table 4.15, most teachers highlighted the attractiveness, usefulness, and practicality of the multisensory digital flipbook. The comments also revealed several suggestions for improvement, including the addition of local wisdom vocabulary, audio feedback in educational games, and clearer information regarding the target users on the cover page. These findings indicate that the developed product was positively accepted by teachers while still providing opportunities for further refinement and development.

c. Evaluation Based on Students Comments

In addition to the quantitative data obtained from the student response questionnaire, qualitative data were collected through students' written

comments after they used the multisensory digital flipbook. The students' comments were analyzed descriptively using three stages of qualitative data analysis, namely data reduction, data display, and conclusion drawing. Through the data reduction process, similar comments were grouped into several themes. The results revealed four major themes, namely enjoyable learning experiences, attractive visual design, ease of understanding, and increased learning motivation.

Several representative comments from students are presented below

Zuljalali stated that “the flipbook is very good and very clear.”

Irfan commented that “the flipbook is good, easy to understand, and enjoyable.”

Yunita stated that “the flipbook is very good for learning because the material is easy to understand.”

Khairunnisa commented that “learning with the flipbook is enjoyable and makes me more enthusiastic about studying because the pictures and texts are clear.”

Queen stated that “the flipbook helps me learn better and motivates me to study because it is attractive and fun.”

Rafli commented that “the flipbook is very enjoyable and I would like to use it again in future learning activities.”

Rayhan stated that “the flipbook is fun, easy to understand, and supported by clear pictures that increase my motivation to learn.”

Adzkiah explained that “the flipbook is enjoyable because students can learn while playing, the pictures are clear, and the material is easy to understand.”

Afifa stated that “the flipbook is easy to understand, interesting, entertaining, and helps students learn while playing.”

Azizzah explained that “the flipbook is very useful for students, helps increase knowledge, and motivates learning.”

To present the qualitative findings more systematically, the students’ comments were summarized in Table 4.15.

Table 4.16 Summary of Students’ Comments

Theme	Description
Enjoyable Learning Experience	Students stated that learning using the flipbook was fun, enjoyable and entertaining.
Attractive Visual Design	Students appreciated the colorful illustrations, attractive appearance, and clear pictures.
Ease of Understanding	Students reported that the materials were easy to understand through pictures, audio pronunciation and example sentences.
Increased Learning Motivation	Students felt more motivated and enthusiastic to learn English vocabulary using the flipbook.

Based on the students’ comments, the multisensory digital flipbook successfully created a positive learning experience. The integration of pictures, audio pronunciation, example sentences, and interactive activities enabled students to understand vocabulary more easily while maintaining their interest and motivation during the learning process. The qualitative findings support the quantitative results obtained from the student response questionnaire, which achieved an average score of 86.64% and was categorized as Very Practical

d. Strengths of Product

Based on the results of validation, implementation, and user responses, several strengths of the developed multisensory digital flipbook were identified. The first strength is the high level of validity and practicality of the product. The validity score reached 90.00%, while the practicality score reached 93.32%. These results indicate that the product fulfilled the criteria of a feasible and practical learning medium. The second strength is the integration of multisensory learning elements. The flipbook combines visual elements through colorful illustrations, auditory elements through pronunciation audio, and interactive elements through exercises and digital features. This combination provides students with various ways to understand and remember English vocabulary. The third strength is the suitability of the learning materials for fifth-grade elementary school students. The vocabulary content, example sentences, and illustrations were developed using simple language and contextual examples that match students' learning levels. The fourth strength is the accessibility of the product. The flipbook can be accessed through various digital devices such as smartphones, laptops, computers, and Smart TVs, allowing students to use the media both inside and outside the classroom. Based on teachers' and students' comments, the product was also considered attractive and enjoyable. Teachers stated that the flipbook was more engaging compared to conventional learning materials because it provided pictures, audio pronunciation, and interactive activities. Students also reported that the flipbook helped them understand vocabulary more easily and increased their motivation to learn English.

e. Weaknesses of Product

Although the developed multisensory digital flipbook obtained positive evaluation results, several weaknesses were identified during the evaluation process. The first weakness is that some vocabulary materials still require further improvement in terms of contextual relevance. Teachers suggested adding more vocabulary related to local wisdom and students' daily environments to make the materials more meaningful. The second weakness is related to the interactive game features. Although the educational games were considered useful, teachers suggested adding audio feedback features, such as sounds for correct and incorrect answers, to make the activities more engaging. The third weakness is that the product requires supporting digital devices during classroom implementation. The use of Smart TVs, laptops, projectors, or smartphones is necessary to access the multimedia features, especially audio and interactive elements. The fourth weakness is that the product currently focuses mainly on vocabulary learning. Further development may expand the content to include other English skills, such as listening, speaking, reading, or simple language activities.

f. Product Limitations

Several limitations were identified in the development and implementation of the multisensory digital flipbook. First, the implementation was conducted only with fifth-grade students at one elementary school. Therefore, the results may not fully represent students from different schools or educational backgrounds. Second, the evaluation focused mainly on validity and practicality. The study did not measure students' vocabulary

improvement through experimental testing or comparison with other learning media. Third, the effectiveness of the audio and interactive features depends on the availability and quality of technological facilities. Schools with limited digital resources may experience difficulties in implementing the product optimally. Fourth, although the product includes various interactive features, the number of activities and games is still limited and can be expanded in future development.

g. Recommendations for Future Development

Based on the evaluation results, several recommendations are proposed for future development of the multisensory digital flipbook. First, future developers are recommended to add more vocabulary materials related to local wisdom and students' real-life environments to increase contextual learning. Second, additional interactive activities and educational games can be developed with more advanced features, such as automatic feedback, sound effects, and reward systems to increase students' motivation. Third, future development can expand the product content by integrating other English learning skills, such as listening comprehension, speaking practice, reading activities, and simple writing exercises. Fourth, further research is recommended to examine the effectiveness of the multisensory digital flipbook in improving students' English vocabulary achievement through experimental studies. Fifth, the product can be optimized for wider accessibility by improving compatibility with different digital platforms and devices. Overall, the evaluation results show that the developed multisensory digital flipbook is a valid and practical learning medium for teaching English vocabulary to fifth-

grade elementary school students. The product provides meaningful learning experiences through the integration of visual, auditory, and interactive elements while still offering opportunities for future improvement and development.

B. Discussion

The findings of this study indicate that fifth-grade students at SD Negeri 75 Parepare experienced several difficulties in learning English vocabulary, particularly in understanding word meanings, remembering vocabulary, and pronouncing English words correctly. The needs analysis also revealed that students preferred learning media that incorporated pictures, pronunciation audio, colorful visual designs, and interactive learning activities. These findings suggest that vocabulary instruction for elementary school students should not rely solely on conventional textbooks but should provide learning experiences that are more concrete, attractive, and engaging. Vocabulary plays a fundamental role in language learning because students cannot effectively communicate without sufficient vocabulary knowledge. Therefore, appropriate learning media are needed to facilitate vocabulary acquisition and improve students' motivation to learn English.⁷³

The findings further showed that students preferred learning materials that combine visual and auditory elements. Most students reported that pictures helped them understand vocabulary meanings more easily, while pronunciation audio assisted them in learning the correct pronunciation of English words. This finding is in line with Mayer's Multimedia Learning Theory, which states that

⁷³ Alqahtani, "The Importance of Vocabulary In Language Learning and How To Be Taught."

students learn more effectively when information is presented through both verbal and visual channels rather than through a single mode of presentation.⁷⁴

The integration of text, images, and audio in the developed multisensory digital flipbook enabled students to receive information through multiple channels simultaneously, thereby facilitating comprehension and reducing learning difficulties.

In addition, the results of the needs analysis reflect the characteristics of young learners who tend to learn more effectively through attractive visual stimuli, meaningful contexts, and enjoyable learning experiences. Elementary school students generally have shorter attention spans and require learning activities that can maintain their interest and engagement. Therefore, the developed multisensory digital flipbook was designed with colorful illustrations, thematic vocabulary organization, pronunciation audio, example sentences, and educational games to create a more engaging learning environment that matches students' developmental characteristics.

Based on the identified needs, the researcher developed a multisensory digital flipbook using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation phases. The use of the ADDIE model provided a systematic framework for developing instructional media that corresponded to students' needs and learning objectives. According to Branch, the ADDIE model facilitates the development of instructional products through a structured process that includes identifying learner needs, designing learning materials, developing products, implementing them in authentic learning

⁷⁴ Mayer, *Multimedia Learning 3rd Edition*.

settings, and evaluating the outcomes for continuous improvement.⁷⁵ The systematic implementation of each ADDIE phase contributed to the development of a learning medium that was relevant to classroom conditions and students' learning needs.

The developed multisensory digital flipbook integrated vocabulary materials with colorful pictures, pronunciation audio, example sentences, and educational games. These features were designed based on multisensory learning principles, which emphasize the involvement of multiple sensory channels during learning. Shams and Seitz explain that multisensory learning improves information processing because learners receive information through different sensory modalities simultaneously, leading to stronger comprehension and memory retention.⁷⁶ In the present study, the multisensory approach was implemented through the combination of visual elements, auditory pronunciation support, and interactive activities that encouraged active student participation in the learning process.

The expert validation results demonstrated that the developed multisensory digital flipbook achieved a high level of validity, with an average score of 90.00%, categorized as Very Valid. This finding indicates that the content, language, visual design, and technical aspects of the product were considered appropriate for fifth-grade elementary school students. The material expert confirmed that the vocabulary materials were relevant to the learning objectives and students' needs, while the media expert emphasized the suitability of the visual appearance, navigation system, and interactive features.

⁷⁵ Branch, *Instructional Design : The ADDIE Approach*.

⁷⁶ Shams and Seitz, "Benefits of Multisensory Learning."

These results indicate that the product successfully fulfilled the validity criteria and was suitable for classroom implementation.

The implementation results further demonstrated that the developed multisensory digital flipbook was highly practical. The teacher response questionnaire obtained a score of 100%, while the student response questionnaire achieved 86.64%, resulting in an overall practicality score of 93.32%, categorized as Very Practical. These findings indicate that both teachers and students positively accepted the developed learning medium. Teachers perceived the flipbook as useful, attractive, and supportive of vocabulary instruction, while students considered it enjoyable, easy to use, and helpful in understanding English vocabulary materials. The positive responses obtained from both groups suggest that the developed product successfully addressed the learning needs identified during the analysis phase.

The qualitative findings obtained from teachers' comments also support the quantitative results. Teachers highlighted that the multisensory digital flipbook was more attractive than conventional printed learning materials because it integrated visual illustrations, pronunciation audio, and interactive activities. Teachers also emphasized that the flipbook could help students learn vocabulary more effectively and increase their motivation during learning activities. Several suggestions for improvement were provided, including the addition of vocabulary related to local wisdom, the incorporation of audio feedback in educational games, and clearer information regarding the target users on the cover page. These suggestions contributed to the refinement of the product and provided valuable input for future development.

Similarly, the students' comments revealed highly positive perceptions of the developed media. Most students stated that learning with the multisensory digital flipbook was enjoyable, interesting, and easy to understand. Students appreciated the colorful illustrations, clear pictures, pronunciation audio, and educational games included in the flipbook. Many students also reported increased enthusiasm and motivation when learning English vocabulary through the developed media. These findings indicate that the integration of visual, auditory, and interactive elements successfully created a positive learning experience and supported students' vocabulary learning process.

The findings of this study are consistent with several previous studies discussed in Chapter II. Sambas and Dara found that the multisensory approach can improve students' vocabulary understanding and retention by involving multiple senses during learning activities.⁷⁷ Similarly, Ramirez reported that multisensory instruction significantly improved English vocabulary acquisition among elementary school students.⁷⁸ Kamila et al. also found that multisensory learning activities involving visual stimuli, sounds, and learner participation contributed to better vocabulary understanding and memory retention among young learners.⁷⁹ These findings support the positive responses obtained from students in the present study, indicating that multisensory learning can enhance vocabulary learning experiences and outcomes.

⁷⁷ Ela Carmelia Mukti Sambas, "Exploring English Vocabulary Mastery School Level : Case Study of Multisensory."

⁷⁸ Richard and Ramirez, "Multisensory Instruction in English Vocabulary Acquisition among 3rd Graders at a Public Institution."

⁷⁹ Kamila et al., "Penerapan Metode Multisensory Learning Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Pada AUD."

Furthermore, the findings are also consistent with research conducted by Fatonah and Muzaki, who reported that interactive flipbooks can increase students' motivation, comprehension, and participation in learning activities.⁸⁰ The positive responses toward the developed multisensory digital flipbook suggest that integrating digital technology into vocabulary instruction can create more engaging and effective learning experiences for elementary school students.

Unlike previous studies that mainly focused on the implementation of multisensory learning strategies or the effectiveness of digital flipbooks, the present study focused on developing a multisensory digital flipbook as an instructional product through the ADDIE model. The product was systematically developed, validated by experts, implemented in a real classroom setting, and evaluated through practicality testing involving teachers and students.

Overall, the findings indicate that the developed multisensory digital flipbook successfully addressed students' learning needs and fulfilled the criteria of validity and practicality. The integration of visual, auditory, and interactive elements created a learning environment that was more engaging, meaningful, and supportive of vocabulary acquisition. Therefore, the multisensory digital flipbook can be considered an appropriate learning medium for supporting English vocabulary learning among fifth-grade elementary school students.

⁸⁰ Fatonah et al., "Optimizing Interactive Flipbooks as a Literacy Learning Media in Elementary School."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and development process conducted using the ADDIE model, it can be concluded that the development of a multisensory digital flipbook for vocabulary learning was successfully carried out through five phases, namely Analysis, Design, Development, Implementation, and Evaluation.

In the analysis phase, the findings revealed that fifth-grade students at SD Negeri 75 Parepare experienced difficulties in learning English vocabulary, particularly in understanding word meanings, remembering vocabulary, and pronouncing English words correctly. The needs analysis also indicated that students required learning media that integrated pictures, pronunciation audio, attractive visual designs, and interactive learning activities to support vocabulary learning.

In the design phase, the researcher designed a multisensory digital flipbook based on the results of the needs analysis. The flipbook was developed to include thematic vocabulary materials supported by colorful illustrations, pronunciation audio, example sentences, and educational games. The design was intended to accommodate students' visual and auditory learning needs while creating a more engaging learning experience.

In the development phase, the product was created and validated by a material expert and a media expert. The validation results showed that the multisensory digital flipbook obtained an average validity score of 90.00%,

which falls into the “Very Valid” category. This result indicates that the developed product is appropriate in terms of content, language, presentation, visual appearance, and technical aspects.

In the implementation phase, the developed product was used by 26 fifth-grade students and evaluated by three teachers at SD Negeri 75 Parepare. The teacher feedback questionnaire obtained a score of 100%, while the student response questionnaire obtained a score of 86.64%. The overall practicality score reached 93.32%, which falls into the “Very Practical” category. These findings indicate that the developed multisensory digital flipbook is easy to use, attractive, useful, and suitable for supporting English vocabulary learning.

Finally, in the evaluation phase, the quantitative and qualitative findings confirmed that the multisensory digital flipbook successfully fulfilled the criteria of validity and practicality. The product was positively received by both teachers and students and was considered capable of supporting vocabulary learning through the integration of visual, auditory, and interactive elements. Therefore, the developed multisensory digital flipbook can be used as an alternative learning medium for teaching English vocabulary to fifth-grade elementary school students.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed as follows:

1. For English Teachers

English teachers are encouraged to utilize multisensory learning media, such as digital flipbooks, to support vocabulary instruction in elementary

schools. The integration of pictures, pronunciation audio, example sentences, and interactive activities can help students understand and remember vocabulary more effectively while increasing their learning motivation.

2. For Students

Students are encouraged to use the multisensory digital flipbook not only during classroom learning but also for independent study at home. Through repeated exposure to vocabulary materials, pronunciation audio, and educational games, students can improve their vocabulary mastery and pronunciation skills more effectively.

3. For Schools

Schools are expected to provide adequate technological facilities, such as Smart TVs, projectors, computers, or internet access, to support the implementation of digital learning media in classroom instruction. The availability of such facilities can help maximize the benefits of innovative learning media.

4. For Future Researchers

Future researchers are encouraged to further develop the multisensory digital flipbook by adding more interactive features, educational games, audio feedback, animations, and additional vocabulary themes. Future studies may also examine the effectiveness of the developed media through experimental research involving larger numbers of participants and different educational levels.

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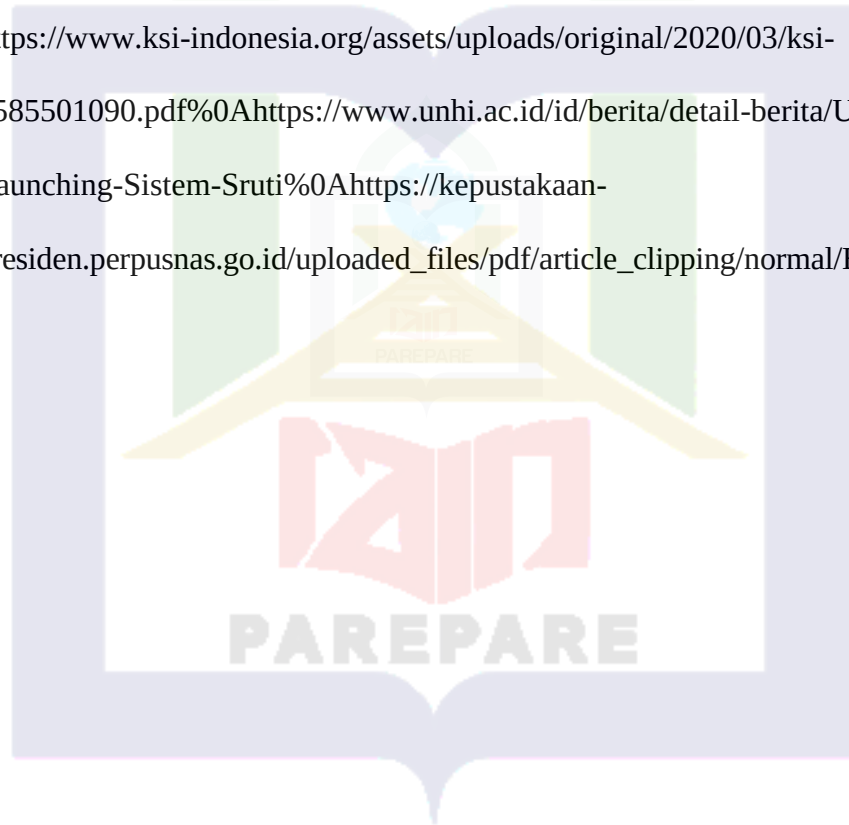
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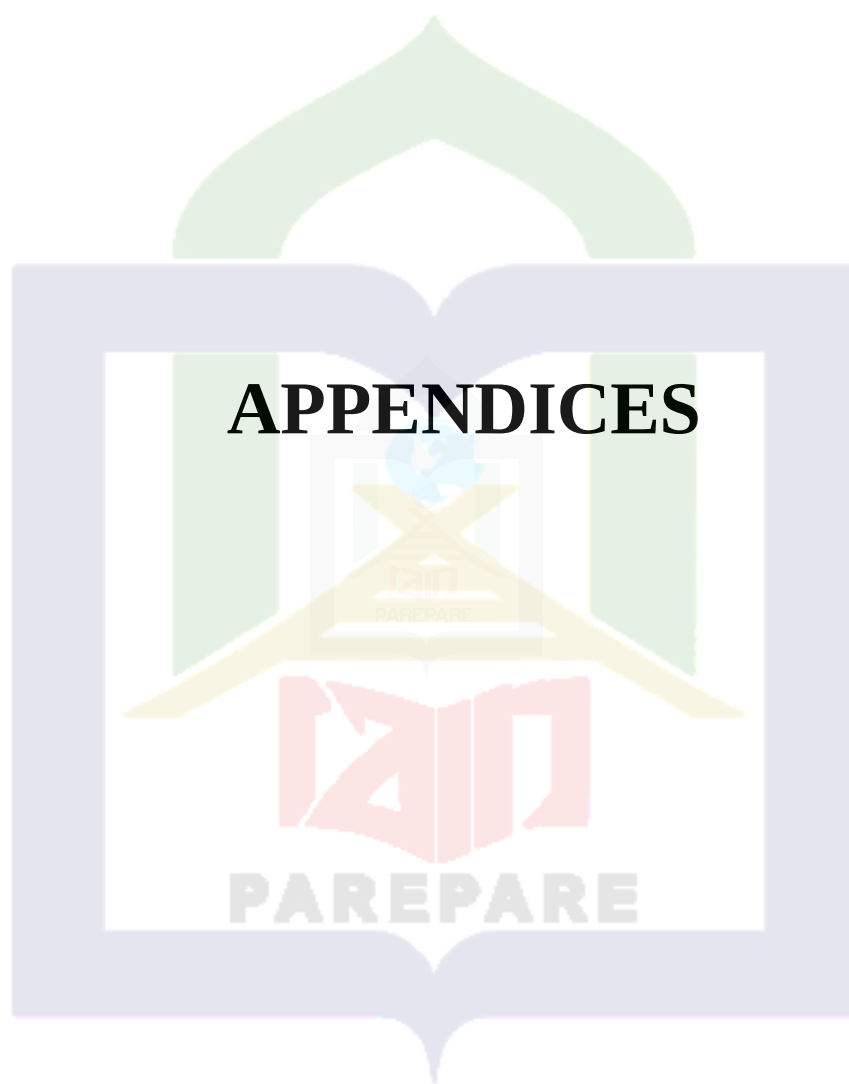
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1. Letter of Appointment of Supervisor



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3701/In.39/FTAR.01/PP.00.9/11/2025

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

- Menimbang
- Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
 - Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk disertai tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
- Mengingat
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
 - Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 - Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 - Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
 - Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 - Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 - Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :
- Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP-DIPA-025.04.2.307381/2024, tanggal 29 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025
 - Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 21 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN
- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025
 - Menunjuk saudara: **MUJIZ MUALLIM. S.HUM.M.A.** sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :
Nama Mahasiswa : SRI WAHYUNI
NIM : 2220203888203013
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : DESIGNING DIGITAL FLIPBOOK MEDIA TO IMPROVE STUDENTS ENGLISH VOCABULARY FOR ELEMENTARY SCHOOL
 - Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
 - Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
 - Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 13 November 2025



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

2. Research Permission Letter from the campus



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1080/In.39/FTAR.01/PP.00.9/04/2026 23 April 2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : SRI WAHYUNI
Tempat/Tgl. Lahir : SOPPENG, 03 September 2004
NIM : 222020388203013
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JALAN H. ANDI MERU, BATU-BATU, MARIO RIAWA, KABUPATEN
SOPPENG, SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

DEVELOPING A MULTISENSORY DIGITAL FLIPBOOK FOR ENGLISH VOCABULARY LEARNING FOR ELEMENTARY SCHOOL STUDENTS

Pelaksanaan penelitian ini direncanakan pada tanggal 23 April 2026 sampai dengan tanggal 23 Mei 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

3. Research Permission Letter from DPMPTSP

SRN IP0000370



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

IZIN PENELITIAN
Nomor : 370/IP/DPM-PTSP/4/2026

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **SRI WAHYUNI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **BATU-BATU, KEC. MARIORIAWA, KAB. SOPPENG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **DEVELOPING A MULTISENSORY DIGITAL FLIPBOOK FOR ENGLISH VOCABULARY LEARNING FOR ELEMENTARY SCHOOL STUDENTS**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SD NEGERI 75 PAREPARE)**

LAMA PENELITIAN : **04 Mei 2026 s.d 15 Juni 2026**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **30 April 2026**



KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE
Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Balai Sertifikasi Elektronik



4. Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 | (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

SURAT KETERANGAN BEBAS KULIAH

Nomor: B-1123/In.39/FTAR.01/PP.00.9/04/2026

Yang bertanda tangan di bawah ini Kabag Tata Usaha Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama : **Naharuddin, S.Ag, M.Pd.**
NIP : 196909062001121001
Pangkat / Golongan : Pembina Tk. I / IVb
Jabatan : Kabag Tata Usaha Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama : **SRI WAHYUNI**
NIM : 2220203888203013
Fakultas : Fakultas Tarbiyah
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jalan H. Andi Meru, Batu-Batu, Mario Riawa, Kabupaten
Soppeng, Sulawesi Selatan

Berdasarkan data Administrasi Bagian Akademik, mahasiswa tersebut telah melulusi semua mata kuliah wajib sehingga diberikan hak mengikuti ujian Komprehensif.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Parepare, 27 April 2026
Kabag Tata Usaha Fakultas Tarbiyah,



Naharuddin, S.Ag, M.Pd.
NIP 196909062001121001

5. Certificate of Research Completion from SDN 75 Parepare



**PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SD NEGERI 75**

Alamat: Jl. Bambu Runcing No. 23 Kel. Bumi Harapan Kec. Bacukiki Barat Kota Parepare
Email: sdn75@pare@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.2/029/UPTDSN75

Nama : **Padlang, S.Pd.I**
Nip : 198010022005021005
Pangkat/Gol : Pembina, IV/ b
Jabatan : Kepala UPTD SD Negeri 75 Parepare
Unit Kerja : UPTD SD Negeri 75 Parepare

Dengan ini menyatakan bahwa :

Nama : SRI WAHYUNI
NIM : 2220203888203013
Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Alamat : Jalan H. Andi Meru, Batu-Batu, Mario Riawa, Kabupaten Soppeng,
Sulawesi Selatan

Adalah benar telah melakukan penelitian pada UPTD SD Negeri 75 Parepare dengan judul
**"DEVELOPING A MULTISENSORY DIGITAL FLIPBOOK FOR ENGLISH VOCABULARY
LEARNING FOR ELEMENTARY SCHOOL STUDENTS"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
sebagaimana mestinya.

Parepare, 03 Juni 2026

Kepala UPTD SDN 75 Parepare



PADLANG, S.Pd.I
NIP. 198010022005021005

6. Instrument of Need Analysis Student

INSTRUMEN ANALISIS KEBUTUHAN

Instrumen ini disusun untuk tahap Analysis pada metode Research and Development (R&D) dengan model ADDIE. Tujuannya adalah untuk mengidentifikasi kesulitan belajar kosakata, media yang dibutuhkan, dan **karakteristik belajar siswa (visual–auditory)**.

KUESIONER ANALISIS KEBUTUHAN UNTUK SISWA SD

Nama :

Kelas :

Petunjuk : Pilih jawaban yang sesuai dengan kondisi dan pendapat kamu.

A. Kesulitan Siswa dalam Memahami Kosakata

1. Saya merasa kosakata Bahasa Inggris sulit dipahami
 - ☐ Ya
 - ☐ Kadang-kadang
 - ☐ Tidak
2. Saya sering lupa arti kata Bahasa Inggris yang sudah dipelajari
 - ☐ Ya
 - ☐ Kadang-kadang
 - ☐ Tidak
3. Saya kesulitan mengucapkan kata Bahasa Inggris dengan benar
 - ☐ Ya
 - ☐ Kadang-kadang
 - ☐ Tidak

B. Media Pembelajaran yang Digunakan

4. Saat belajar kosakata Bahasa Inggris, guru biasanya menggunakan :

a) Buku paket	c) Aplikasi digital
b) Gambar/Poster	d) Video/Animasi
5. Media yang paling membantu saya memahami kosakata adalah :

a) Buku	c) Suara
b) Gambar	d) Gambar dan suara

C. Karakteristik Belajar Siswa

6. Saya lebih mudah belajar jika :
 - Melihat gambar
 - Mendengar suara
 - Melihat gambar dan suara
7. Saya senang belajar menggunakan media digital (HP/Komputer)
 - Ya
 - Kadang-kadang
 - Tidak

D. Kebutuhan Isi Digital Flipbook

8. Tema kosakata yang ingin saya pelajari :
 - Hewan
 - Makanan dan Minuman
 - Kegiatan sehari-hari
 - Lainnya :
9. Dalam buku digital, saya ingin ada:
 - Gambar berwarna
 - Suara cara membaca kata
 - Contoh kalimat
 - Latihan sederhana
10. Menurut saya, belajar kosakata Bahasa Inggris akan lebih mudah jika :

.....

.....

.....

7. Students' Needs Analysis Questionnaire Blueprint

KISI KISI ANGKET NEED ANALYSIS STUDENTS

No	Aspek yang Dikaji	Indikator	Nomor Item	Bentuk Item
1	Kesulitan siswa dalam memahami kosakata Bahasa Inggris	Mengidentifikasi tingkat kesulitan siswa dalam memahami kosakata Bahasa Inggris	1	Pilihan ganda
		Mengidentifikasi kesulitan siswa dalam mengingat arti kosakata Bahasa Inggris yang telah dipelajari	2	Pilihan ganda
		Mengidentifikasi kesulitan siswa dalam mengucapkan kosakata Bahasa Inggris dengan benar	3	Pilihan ganda
2	Media pembelajaran yang digunakan	Mengidentifikasi media pembelajaran yang biasa digunakan guru dalam pembelajaran kosakata Bahasa Inggris	4	Pilihan lebih dari satu jawaban
		Mengidentifikasi media pembelajaran yang membantu siswa dalam memahami kosakata Bahasa Inggris	5	Pilihan lebih dari satu jawaban
3	Karakteristik belajar siswa	Mengidentifikasi kecenderungan gaya belajar siswa dalam memahami kosakata melalui visual, audio, dan kombinasi visual-audio	6	Pilihan ganda
		Mengidentifikasi ketertarikan siswa terhadap penggunaan media pembelajaran digital	7	Pilihan ganda
4	Kebutuhan isi digital flipbook	Mengidentifikasi tema kosakata yang dibutuhkan dan diminati siswa dalam pembelajaran Bahasa Inggris	8	Pilihan lebih dari satu jawaban
		Mengidentifikasi fitur yang diharapkan siswa dalam media digital flipbook	9	Pilihan lebih dari satu jawaban
		Mengetahui pendapat dan harapan siswa terhadap penggunaan media dalam pembelajaran kosakata Bahasa Inggris	10	Pertanyaan terbuka

Dasar Penyusunan Indikator Indikator pada instrumen analisis kebutuhan siswa disusun berdasarkan tahap Analysis dalam model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Pada tahap ini, analisis dilakukan untuk mengetahui permasalahan pembelajaran, kesulitan siswa dalam memahami kosakata Bahasa Inggris, penggunaan media pembelajaran yang tersedia, karakteristik belajar siswa, serta kebutuhan siswa terhadap media pembelajaran digital yang akan dikembangkan. Penyusunan indikator juga disesuaikan dengan tujuan pengembangan produk berupa digital flipbook berbasis multisensori, sehingga indikator mencakup aspek kesulitan belajar vocabulary, kebutuhan media visual dan audio, ketertarikan terhadap media digital, serta fitur yang dibutuhkan dalam produk.

8. Raw Data of the Students' Needs Analysis Questionnaire

DATA MENTAH ANGKET NEED ANALYSIS STUDENTS

No	Nama Siswa	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	ZUL JALALI	K	K	Y	A	D	C	A	HEWAN, CITACITA	B	Saya lebih mudah belajar di rumah menggunakan hp
2	MUBARAK	K	K	K	AB	AD	C	A	HEWAN, HOBI	AB	Ada melihat gambar berwarna, komputer, memakai buku paket
3	FIRMAN	Y	K	T	A	D	C	A	HEWAN	A	Lebih bisa menggunakan buku paket
4	RAIHAN	T	K	Y	A	D	C	A	HEWAN	AD	Gambar berwarna, smart tv
5	FARDI	K	Y	K	A	AD	C	A	SEMUA, CITA CITA	ABD	Menggunakan buku paket, menggunakan hp, melihat gambar dan mendengar suara
6	ALIF	K	K	K	AB	D	C	A	HEWAN	AB	Menonton film yang menggunakan bahasa inggris, belajar menggunakan buku cetak
7	JALAL	T	K	K	A	BC	C	A	HEWAN	B	Menurut saya lebih mudah buku paket dan lebih mudah dilihat dari gambar layar computer
8	NURHALIZA	K	K	Y	A	D	C	T	FD,ACT	A	Berlatih/ belajar sehari hari dalam kamar dan melihat pada hp, tablet , atau computer
9	IRWAN	T	K	T	A	AD	C	A	FD	B	Buku paket yang berwarna, smart tv, dicontohkan nomor satu
10	QUEEN	K	K	Y	A	D	C	A	SEMUA	A	Buku oaket, hp/computer
11	ALBI	T	K	K	A	AD	C	A	HEWAN	AB	Buku, hp
12	SAFIRAH	K	K	K	AB	D	C	A	HN,FD,CTCT	ABD	Menggunakan gambar berwarna, kalimat beserta artinya
13	AFIFAH	T	K	K	AB	AD	C	A	HEWAN	A	Hp, computer,

											aplikasi dan lainnya
14	SABARUDDING	K	T	Y	AB	AD	C	A	SEMUA,HOBI	ABCD	Menggunakan buku paket, buku yang berwarna dan latihan sederhana. Saya suka bahasa inggris karena menyenangkan
15	YUNITA	T	K	K	AB	BCD	C	A	SEMUA,TR	ABCD	Buku, hp, computer
16	KHAIRUNNISA	K	K	K	A	ABC	C	A	HEWAN	AB	Menggunakan hp/computer dan dijelaskan secara langsung oleh guru
17	NAJWA	K	K	T	A	ABC	A	A	HOBBY,PEKERJAAN	A	Yang ada artinya dan menggunakan buku paket bahasa inggris
18	AKRAM	Y	Y	Y	A	BC	C	A	SEMUA	D	Melihat gambar atau buku paket smart tv
19	RAFLI	K	K	K	A	AC	C	A	HEWAN	ACD	Ada buku paket dan suara
20	YUSUF	K	T	Y	AB	CD	A	A	HEWAN, HOBI	A	Menggunakan buku atau menggunakan hp atau computer
21	AZIZA	K	K	T	AB	D	C	A	HOBI, CTCT	AB	Ada buku paket dan pulpen
22	RAVIKA	T	K	T	AB	AD	C	A	ACT	A	Belajar sambil bermain, jika belajar memakai buku, jika belajar menggunakan teknologi
23	FARID	T	K	T	AB	AD	C	A	HN,HB,ACT	ABCD	Menggunakan buku paket atau hp
24	FADILLA	K	T	T	AB	AD	C	A	HN,FD,CTCT	ABD	Belajar dengan hp lebih mudah karena memakai aplikasi
25	IRFAN	T	T	K	A	AD	ABC	A	HN,HB,FD	AB	Saya menggunakan buku paket atau melihat gambar dan suara
26	SATERUDDIN	T	K	K	AB	D	C	A	HEWAN	B	Membaca buku paket, gambar, poster

9. Instrument of Need Analysis Teacher

INSTRUMEN ANALISIS KEBUTUHAN

Instrumen ini disusun untuk tahap Analysis pada metode Research and Development (R&D) dengan model ADDIE. Tujuannya adalah untuk Mengidentifikasi **kebutuhan guru terkait media, isi, dan kepraktisan** flipbook multisensori.

KUESIONER ANALISIS KEBUTUHAN GURU

Nama :

NIP :

Petunjuk : Pilih jawaban dan isilah titik yang sesuai dengan kondisi pendapat bapak.

A. Kondisi Pembelajaran Kosakata

1. Bagaimana kemampuan siswa dalam memahami dan mengingat kosakata Bahasa Inggris?
2. Media apa yang biasa Bapak gunakan dalam pembelajaran kosakata?
3. Kendala apa yang sering Bapak alami saat mengajarkan kosakata Bahasa Inggris?

B. Kebutuhan Media Pembelajaran

4. Apakah Bapak membutuhkan media pembelajaran digital untuk kosakata? Mengapa?
5. Menurut Bapak, seberapa penting penggunaan media visual dan audio dalam pembelajaran kosakata siswa SD?

C. Kebutuhan Isi Digital Flipbook

6. Tema kosakata apa yang paling dibutuhkan siswa?
 - Hewan
 - Makanan
 - Kegiatan sehari hari
 - Lainnya.....
7. Fitur apa saja yang sebaiknya ada dalam digital flipbook?
 - Gambar
 - Audio pelafalan

- Contoh kalimat
- Latihan sederhana

D. Kepraktisan Penggunaan Media

8. Media pembelajaran seperti apa yang dianggap praktis digunakan dikelas 5 SD?
9. Apakah digital flipbook memungkinkan digunakan dikelas dan dirumah? Jelaskan

E. Saran Pengembangan

10. Saran Bapak terkait pengembangan multisensory digital flipbook



10. Teacher Needs Analysis Questionnaire Blueprint

KISI KISI NEED ANALYSIS TEACHER

No	Aspek yang Dikaji	Indikator	Nomor Item	Bentuk Item
1	Kondisi pembelajaran kosakata	Mengidentifikasi kemampuan siswa dalam memahami dan mengingat kosakata Bahasa Inggris	1	Pertanyaan terbuka
		Mengidentifikasi media pembelajaran yang biasa digunakan guru dalam mengajarkan kosakata Bahasa Inggris	2	Pertanyaan terbuka
		Mengidentifikasi kendala yang dialami guru dalam proses pembelajaran kosakata Bahasa Inggris	3	Pertanyaan terbuka
2	Kebutuhan media pembelajaran	Mengidentifikasi kebutuhan guru terhadap penggunaan media pembelajaran digital dalam pembelajaran kosakata	4	Pertanyaan terbuka
		Mengidentifikasi pandangan guru mengenai pentingnya penggunaan media visual dan audio dalam pembelajaran kosakata siswa SD	5	Pertanyaan terbuka
3	Kebutuhan isi digital flipbook	Mengidentifikasi tema kosakata yang dibutuhkan siswa dalam pembelajaran Bahasa Inggris	6	Pilihan ganda
		Mengidentifikasi fitur yang dibutuhkan dalam pengembangan digital flipbook seperti gambar, audio pronunciation, contoh kalimat, dan latihan	7	Pilihan lebih dari satu jawaban
4	Kepraktisan penggunaan media	Mengidentifikasi karakteristik media pembelajaran yang praktis digunakan dalam pembelajaran kelas 5 SD	8	Pertanyaan terbuka
		Mengetahui kemungkinan penggunaan digital flipbook dalam pembelajaran di kelas maupun belajar mandiri di rumah	9	Pertanyaan terbuka
5	Saran pengembangan	Mengetahui saran guru terhadap pengembangan multisensory digital flipbook	10	Pertanyaan terbuka

11. Raw Data of the Teacher Needs Analysis Questionnaire

DATA MENTAH NEED ANALYSIS TEACHER

No	Pertanyaan	Arif Rahman, S. Pd	Padlang, S. Pd
1	Bagaimana kemampuan siswa dalam memahami dan mengingat kosakata Bahasa Inggris?	kemampuan siswa dalam memahami dan mengingat kosakata bisa dikatakan kurang karena adanya beberapa faktor seperti kurangnya minat belajar, penggunaan gadget yg berlebihan dan pengaruh lingkungan sekitar, jadi sebagai guru kita harus kreatif dan menggunakan media yg menarik dalam pembelajaran bahasa inggris	Masih kurang
2	Media apa yang biasa Bapak gunakan dalam pembelajaran kosakata?	ada beberapa media yang digunakan dalam pembelajaran kosakata seperti alat peraga, benda benda yang ditemukan di lingkungan sekitar serta media yg berupa video	Buku paket dan kamus
3	Kendala apa yang sering Bapak alami saat mengajarkan kosakata Bahasa Inggris?	kendala utama yaitu kurangnya minat belajar siswa dan kurangnya daya ingat dalam menghafal kosakata	Kurangnya minat siswa dalam belajar
4	Apakah Bapak membutuhkan media pembelajaran digital untuk kosakata? Mengapa?	media pembelajaran bahasa inggris yg berupa pembelajaran digital sangat diminati oleh siswa sehingga sebagai guru butuh media seperti pembelajaran digital	Butuh.. untuk menarik minat siswa
5	Menurut Bapak, seberapa penting penggunaan media visual dan audio dalam pembelajaran kosakata siswa SD?	sangat penting karena media seperti media visual dan audio sangat disukai oleh siswa karena tdk membosankan	Penting
6	Tema kosakata apa yang paling dibutuhkan siswa?	Hewan, Makanan, Kegiatan Sehari hari, profesi, fasilitas publik	Kegiatan Sehari hari
7	Fitur apa saja yang sebaiknya ada dalam digital flipbook?	Gambar, Audio Pronunciation, Contoh Kalimat, Latihan Sederhana	Gambar, Audio Pronunciation, Contoh Kalimat
8	Media pembelajaran seperti apa yang dianggap praktis digunakan dikelas 5 SD?	media visual seperti gambar, poster dan media audio visual seperti video animasi	Media visual
9	Apakah digital flipbook memungkinkan digunakan dikelas dan dirumah? Jelaskan	sangat memungkinkan karena disekolah sudah dilengkapi media yg bisa digunakan untuk mrngakses plifbook	Ya
10	Saran Bapak terkait pengembangan multisensory	pengembangan multisensory di kls 5 sangat penting karena di kelas 5 pembelajaran sangat efektif jika melibatkan multisensory seperti melihat, mendengar menyentuh bahkan bergerak jadi sebaiknya di setiap pembelajaran melibatkan kemampuan multisensory dari seorang siswa	Menggunakan benda kongkrit dalam penggunaan cerita

12. Summary of Students' Needs Analysis Data

REKAP DATA ANALYSIS STUDENTS

Jumlah Responden			
26			
Pertanyaan	Kategori	Frekuensi (f)	Persentase
Q1. Vocabulary is difficult to understand	Ya	2	8%
	Kadang-kadang	14	54%
	Tidak	10	38%
	Total	26	100%
Q2. Difficulty remembering vocabulary	Ya	4	15%
	Kadang-kadang	20	77%
	Tidak	2	8%
	Total	26	100%
Q3. Pronunciation difficulty	Ya	7	27%
	Kadang-kadang	12	46%
	Tidak	7	27%
	Total	26	100%
Q5. Media yang Membantu	Buku	13	50%
	Gambar	5	19%
	Audio	7	27%
	Gambar dan Audio	21	81%
Q6. Karakteristik Belajar	Visual	2	8%
	Auditory	1	4%
	Visual & Auditory	23	88%
Q7. Minat terhadap Media Digital	Ya	25	96%
	Tidak	1	4%
	Total	26	100%
Q8. Tema yang Dibutuhkan	Animals	21	81%
	Food & Drink	10	38%
	Daily Activities	8	31%
	Hobbies	5	19%
	Jobs	5	19%
	Transportation	1	4%
Q9. Fitur yang Dibutuhkan	Colorful Pictures	21	81%
	Audio Pronunciation	16	62%
	Simple Exercises	9	35%
	Example Sentences	4	15%

13. Percentage Calculation

PERHITUNGAN PERSENTASE

Rumus Persentase

Menurut Riduwan (2015), persentase dihitung dengan:

$$P = \frac{f}{N} \times 100\%$$

Keterangan :

P = persentase

f = jumlah siswa yang memilih jawaban tertentu

N = jumlah seluruh responden (26 siswa)

Bagian Kesulitan Belajar (Q1–Q3)

Q1. Vocabulary is difficult to understand

Data:

Ya = 2 siswa

Kadang-kadang = 14 siswa

Tidak = 10 siswa

Perhitungan:

Ya

$$P_{\text{Yes}} = \frac{2}{26} \times 100 = 7.69\%$$

Kadang-kadang

$$P_{\text{Sometimes}} = \frac{14}{26} \times 100 = 53.85\%$$

Tidak

$$P_{\text{No}} = \frac{10}{26} \times 100 = 38.46\%$$

Tabel

Jawaban	Frekuensi	Persentase
Ya	2	7.69%
Kadang Kadang	14	53.85%
Tidak	10	38.46%
Total	26	100%

Interpretasi:

Sebagian besar siswa (53.85%) menyatakan bahwa mereka kadang-kadang mengalami kesulitan memahami kosakata Bahasa Inggris.

Q2. Difficulty remembering vocabulary

Data:

Ya = 4

Kadang-kadang = 20

Tidak = 2

Perhitungan:

Ya:

$$P_{\text{Yes}} = \frac{4}{26} \times 100 = 15.38\%$$

Kadang-kadang:

$$P_{\text{Sometimes}} = \frac{20}{26} \times 100 = 76.92\%$$

Tidak:

$$P_{\text{No}} = \frac{2}{26} \times 100 = 7.69\%$$

Interpretasi:

Sebanyak 76.92% siswa kadang-kadang mengalami kesulitan mengingat kosakata yang telah dipelajari.

Q3. Pronunciation difficulty

Data:

Ya = 7

Kadang-kadang = 12

Tidak = 7

Perhitungan:

Ya:

$$P_{\text{Yes}} = \frac{7}{26} \times 100 = 26.92\%$$

Kadang-kadang:

$$P_{\text{Sometimes}} = \frac{12}{26} \times 100 = 46.15\%$$

Tidak:

$$P_{\text{No}} = \frac{7}{26} \times 100 = 26.92\%$$

Q4. Analisis Media Pembelajaran

Karena siswa boleh memilih lebih dari satu jawaban, maka:

Rumus:

$$P = \frac{f}{26} \times 100\%$$

Misalnya:

Buku paket

26 siswa memilih

$$P_{\text{Textbook}} = \frac{26}{26} \times 100 = 100\%$$

Gambar/poster

12 siswa memilih

$$P_{\text{Pictures/Posters}} = \frac{12}{26} \times 100 = 46.15\%$$

Aplikasi digital

0 siswa

0%

Video/Animasi

0 siswa

0%

Q5. Media yang Membantu

Buku :

$$P_{\text{Book}} = \frac{13}{26} \times 100 = 50\%$$

Gambar :

$$P_{\text{Pictures}} = \frac{5}{26} \times 100 = 19.23\%$$

Audio :

$$P_{\text{Audio}} = \frac{7}{26} \times 100 = 26.92\%$$

Gambar dan Audio :

$$P_{\text{Pictures and Audio}} = \frac{21}{26} \times 100 = 80.77\%$$

Misalnya:

Media	Frekuensi	Persentase
Buku	13	50%
Gambar	5	19%
Audio	7	27%
Gambar dan suara	21	81%

Karena multiple response, total persentase bisa lebih dari 100%.

Q6. Karakteristik Belajar

Visual

$$P_{\text{Visual}} = \frac{2}{26} \times 100 = 7.69\%$$

Auditory

$$P_{\text{Auditory}} = \frac{1}{26} \times 100 = 3.85\%$$

Visual dan Auditory

$$P_{\text{Visual and Auditory}} = \frac{23}{26} \times 100 = 88.46\%$$

Gaya Belajar	Frekuensi	Persentase
Visual	2	8%
Auditory	1	4%
Visual dan Auditory	23	88%

Rumus:

$$P = \frac{23}{26} \times 100 = 88.46\%$$

Interpretasi:

Mayoritas siswa memiliki kecenderungan gaya belajar visual-auditory.

Q7. Minat terhadap Media Digital

Ya = 25 siswa

Tidak = 1 siswa

Ya:

$$P_{\text{Yes}} = \frac{25}{26} \times 100 = 96.15\%$$

Tidak:

$$P_{\text{No}} = \frac{1}{26} \times 100 = 3.85\%$$

Interpretasi:

Hampir seluruh siswa tertarik menggunakan media digital dalam pembelajaran.

Q8. Tema yang Dibutuhkan

Animals

$$P_{\text{Animals}} = \frac{21}{26} \times 100 = 80.77\%$$

Food & Drink

$$P_{\text{Food and Drink}} = \frac{10}{26} \times 100 = 38.46\%$$

Daily Activities

$$P_{\text{Daily Activities}} = \frac{8}{26} \times 100 = 30.77\%$$

Hobbies

$$P_{\text{Hobbies}} = \frac{5}{26} \times 100 = 19.23\%$$

Jobs

$$P_{\text{Jobs}} = \frac{5}{26} \times 100 = 19.23\%$$

Transportation

$$P_{\text{Transportation}} = \frac{1}{26} \times 100 = 3.85\%$$

Multiple response:

Misalnya:

Tema	Frekuensi	Persentase
Animals	21	81%
Food and Drink	10	38%
Daily Activities	8	31%
Hobbies	5	19%
Jobs	5	19%
Transportation	1	4%

Q9. Fitur yang Dibutuhkan

Colorful Pictures

$$P_{\text{Colorful Pictures}} = \frac{21}{26} \times 100 = 80.77\%$$

Audio Pronunciation

$$P_{\text{Audio Pronunciation}} = \frac{16}{26} \times 100 = 61.54\%$$

Simple Exercises

$$P_{\text{Simple Exercises}} = \frac{9}{26} \times 100 = 34.62\%$$

Example Sentences

$$P_{\text{Example Sentences}} = \frac{4}{26} \times 100 = 15.38\%$$

Fitur	Frekuensi	Persentase
Colorful Pictures	21	81%
Audio Pronunciation	16	62%
Simple Exercises	9	35%
Example Sentences	4	15%

14. Relationship

Keterkaitan Hasil Need Analysis Students dengan Kurikulum Bahasa Inggris Kelas V

No.	Hasil Need Analysis Students	Kompetensi Dasar (Kurikulum Bahasa Inggris Kelas V)	Keterkaitan
1	Sebagian besar siswa menyatakan menyukai pembelajaran Bahasa Inggris.	KI 3: Memahami pengetahuan faktual dan konseptual melalui kegiatan mengamati, menanya, dan mencoba. KI 4: Menyajikan pengetahuan dalam bentuk lisan maupun tulisan.	Minat belajar siswa yang tinggi mendukung tercapainya kompetensi pengetahuan dan keterampilan.
2	Tema yang paling diminati siswa adalah Animals (Hewan).	Tidak tercantum secara eksplisit dalam Kompetensi Dasar Kelas V.	Tema Animals dapat digunakan sebagai konteks pembelajaran agar lebih menarik tanpa mengubah kompetensi.
3	Sebagian siswa memilih tema Food and Drink.	KD 3.4 dan KD 4.4 tentang makanan dan minuman.	Sesuai dengan Kompetensi Dasar sehingga layak diprioritaskan dalam pengembangan media.
4	Sebagian siswa memilih tema Health/Hospital.	KD 3.5 dan KD 4.5 tentang kesehatan dan rumah sakit.	Sesuai dengan materi kurikulum sehingga mendukung pencapaian kompetensi.
5	Sebagian siswa memilih tema Jobs (Pekerjaan).	KD 3.10 dan KD 4.10 tentang pekerjaan dan alat kerja.	Selaras dengan Kompetensi Dasar kurikulum.
6	Sebagian siswa memilih tema Hobbies.	Tidak tercantum secara khusus dalam Kompetensi Dasar Kelas V.	Dapat dijadikan materi pendukung atau konteks pembelajaran.
7	Siswa lebih mudah memahami materi menggunakan gambar berwarna.	Kurikulum mendorong penggunaan media sesuai karakteristik peserta didik.	Media visual membantu meningkatkan pemahaman kosakata.
8	Siswa menyukai pembelajaran menggunakan HP, komputer, Smart TV, video, dan audio.	Guru diberi keleluasaan memilih media sesuai kebutuhan siswa.	Media digital interaktif mendukung implementasi kurikulum.
9	Buku paket masih menjadi sumber belajar utama.	Buku paket merupakan salah satu sumber belajar dalam kurikulum.	Media yang dikembangkan menjadi pelengkap buku paket.
10	Siswa menginginkan latihan sederhana disertai gambar dan arti kosakata.	KI 3 dan KI 4 menekankan pengetahuan dan keterampilan berbahasa.	Latihan interaktif membantu pencapaian kompetensi.

Kesimpulan Keterkaitan Need Analysis dengan Kurikulum

Berdasarkan hasil Need Analysis Students, kebutuhan siswa memiliki keterkaitan yang erat dengan Kurikulum Bahasa Inggris Kelas V. Beberapa tema seperti Food and Drink, Health, dan Jobs telah sesuai dengan Kompetensi Dasar sehingga dapat dijadikan materi utama dalam pengembangan media pembelajaran. Sementara itu, tema Animals dan Hobbies dapat dimanfaatkan sebagai konteks pembelajaran untuk meningkatkan motivasi belajar siswa. Selain itu, kebutuhan siswa terhadap media berupa gambar berwarna, audio, video, HP, dan komputer mendukung pengembangan Digital Flipbook Multisensory yang selaras dengan karakteristik peserta didik serta tetap mengacu pada Kompetensi Dasar kurikulum.



15. Curriculum

KELAS V

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual, yaitu “Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya”. Adapun rumusan kompetensi sikap sosial, yaitu “Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya serta cinta tanah air”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut. Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut.

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. Memahami pengetahuan factual dan konseptual dengan cara mengamati, menanya dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda- benda yang dijumpainya di rumah, di sekolah dan tempat bermain	4. Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia
SEMESTER 1	
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan, nama waktu atau jam secara sederhana.	4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama waktu atau jam, dengan unsur kebahasaan yang benar dan sesuai konteks.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan tentang ordinal number dan cardinal number serta tanggal secara sederhana.	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang ordinal number dan cardinal number serta tanggal dengan unsur kebahasaan yang benar dan sesuai konteks
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk	4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama

menyatakan dan menanyakan nama pakaian dan perlengkapan Pramuka secara sederhana.	pakaian dan perlengkapan Pramuka dengan unsur kebahasaan yang benar dan sesuai konteks
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama makanan dan minuman secara sederhana.	4.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama makanan dan minuman dengan unsur kebahasaan yang benar dan sesuai konteks
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan tentang hal-hal yang berhubungan dengan kesehatan dan rumah sakit secara sederhana.	4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hal-hal yang berhubungan dengan kesehatan dan rumah sakit dengan unsur kebahasaan yang benar dan sesuai konteks
SEMESTER 2	
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan dengan kata Tanya W. Questios (what, where, when, who dan why) tentang hal-hal yang berhubungan dengan perpustakaan secara sederhana.	4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan dengan kata Tanya W. Questios (what, where, when, who dan why) tentang hal-hal yang berhubungan dengan perpustakaan dengan unsur kebahasaan yang benar dan sesuai konteks
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan tentang kalimat perintah dan larangan secara sederhana.	4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kalimat perintah dan larangan dengan unsur kebahasaan yang benar dan sesuai konteks
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan tentang jenis-jenis modals secara sederhana.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang jenis-jenis modals dengan unsur kebahasaan yang benar dan sesuai konteks
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan tentang kata sifat untuk menjelaskan object tertentu dan kata sifat kata superlative dan comparative secara sederhana.	4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kata sifat untuk menjelaskan object tertentu dan kata sifat kata superlative dan comparative dengan unsur kebahasaan yang benar dan sesuai konteks
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama-nama pekerjaan dan alat yang digunakan dalam bekerja secara sederhana.	4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama-nama pekerjaan dan alat yang digunakan dalam bekerja dengan unsur kebahasaan yang benar dan sesuai konteks

16. Storyboard

STORYBOARD OF MULTISENSORY DIGITAL FLIPBOOK

Product Title: Multisensory Digital Flipbook for English Vocabulary Learning

Target User: Fifth Grade Elementary School Students

Purpose: To develop an interactive vocabulary learning media through visual, auditory, and interactive elements supported by digital games.

A. Product Storyboard

No	Page/Scene	Display Design	Content	Interactive Features
1	Cover Page	Cover with title, illustration, and product identity	Introduction of Multisensory Digital Flipbook for English Vocabulary Learning	Start button to open flipbook
2	Introduction Page	Instructions page for using flipbook	Explanation of navigation, speaker icon, and touch interaction	Students understand how to use media
3	Learning Objectives	Learning objectives display	English vocabulary learning objectives	Page navigation
4	Main Menu Page	Vocabulary theme menu display	List of available vocabulary themes	Button to access each theme

B. Vocabulary Material Section

No	Theme	Display Design	Vocabulary Content	Jumlah Vocabulary	Interactive Features
1	Food and Drink Theme	Vocabulary pages with pictures and words	Rice, Noodle Soup, Meatball, Roast Chicken, Butter, Cake, Toast, Biscuit, Pizza, Sandwich, Fried rice, Yellow rice, Grilled fish, Sweet potato, Traditional cake, Satay, Egg, Meat, Sausage, Hotdog, Spaghetti, Hamburger, Chips, Lollipop, Candy, Popcorn, Milk, Ice Cream, Iced tea, Coffee, Juice, Popsicle, Pudding, Soft drink, Bread, Donut, Chocolate, Cheese, Potatoes, Honey	40	Picture, meaning, audio pronunciation, and example sentence
2	Daily Activities Theme	Vocabulary pages based on daily activities	Wake up, Brush teeth, Wash face, Take a bath, Take a shower, Get dressed, Breakfast, Go to school, Study, Play, Go home, Eat lunch, Watch	16	Visual learning, pronunciation audio, and examples

			TV, Eat dinner, Go to bed, Sleep		
3	Transportation Theme	Transportation vocabulary display	a. Land Transportation : Motorcycle, Bicycle, Scooter, Pedicab, Cart, Racing car, Car, Sedan, Patrol car, Taxi, Truck, Ambulance, Bus, Truck, Fire engine, Train b. Air Transportation : Airplane, Helicopter, Ballon Air, Rocket c. Sea Transportation : Canoe, Dinghy, Cargo ship, Passenger ship, Tangker, Ferry, Sailing Boat, Speedboat	28	Images, pronunciation, and exercises
4	Hobbies Theme	Hobby vocabulary display	Badminton, football, Basketball, Fishing, Swimming, Singing, Reading, Cooking, Drawing	9	Pictures, audio pronunciation, and examples
5	Jobs Theme	Job vocabulary display	Director, Architect, Dentis, Nurse, Carpenter, Bricklayer, Doctor, Ballerina, Farmer, Fisherman, Conductor, Photographer, Musician, Singer, Painter, Announcer, Cameramen, Reporter, Policeman, Soldier, Postman, Pilot, Fireman, Stewardess, Surgeon, Chemist, Gardener, Athlete, Chef, Mechanic, Teacher, Student	32	Visual learning and vocabulary practice
6	Building and Place Theme	Places and buildings vocabulary display	School, University, Mosque, Church, Monastery, Temple, House, Office, Post office, Hospital, Pharmacy, Bank, Railway Station, Airport, Harbour, Factory, Bus Terminal, Restaurant, Museum, Supermarket	20	Pictures, words, and meanings

7	Animals Theme	Animal vocabulary pages with pictures	Cow, Chicken, Goat, Horse, Lion, Monkey, Tiger, Elephant, Eagle, Parrot, Owl, Butterfly, Bee, Bat, Fish, Shark, Dolphin, Octopus, Bear, Penguin, Seal	21	Pictures, pronunciation audio, and example sentences
8	Medical Theme	Health vocabulary display	Sick, Cough, Headache, Fever, Toothache, Stomachache, Dizzy, Tired, Medicine, Thermometer, Syringe, Plaster, Mask, Church, Stethoscope, Handscoon, Oxygen mask, Wheelchair	18	Audio pronunciation and simple example sentences
9	Clothes Theme	Clothing vocabulary display	Coat, Cardigan, Jacket, Shirt, Sweater, Dressing Gown, Sweater, T-Shirt, Vest, Trousers, Night Dress, Jeans, Shorts, Blouse, Gown Work, Prayer Garment, Abaya, Hijab, Bathrobe, Nuptials Gown, Swimsuit, Skirt, Middy Blouse, Long Coat, Maxi dress	25	Pictures, pronunciation, and exercises

C. Interactive Learning Features

No	Feature	Display Design	Description	Interactive Features
1	Audio Pronunciation Feature	Vocabulary with speaker icon	Students listen to correct pronunciation	Click speaker icon to hear audio
2	Touch Interaction Feature	Interactive images	Additional information through image interaction	Touch objects/images
3	Example Sentence Page	Vocabulary with simple sentences	Use of vocabulary in context	Touch the images to pop up the sentence and meaning of the sentence
4	Digital Game Evaluation	Game/QR code page after each theme	Vocabulary evaluation through digital games	Students access games based on theme

D. Digital Game Based on Theme

No	Theme	Platform	Game Link
1	Food and Drink	Wordwall	https://wordwall.net/id/resource/114749588
2	Daily Activities	Wordwall	https://wordwall.net/id/resource/114803818
3	Transportation	Educaplay	https://www.educaplay.com/learning-resources/29553185-transportasi.html
4	Hobbies	Educaplay	https://www.educaplay.com/learning-resources/29555053-hobbies.html
5	Jobs	Educaplay	https://www.educaplay.com/learning-resources/29556314-pekerjaan.html
6	Building and Place	Educaplay	https://www.educaplay.com/learning-resources/29557456-building_and_place.html
7	Animals	Educaplay	https://www.educaplay.com/learning-resources/29566194-animals.html
8	Medical	Blooket	https://play.blooket.com/play?hwId=6a2a9a325a6b0da1fbdca18d
9	Clothes	Educaplay	https://www.educaplay.com/learning-resources/29566972-clothes.html

E. Basis of Storyboard Development

Storyboard ini disusun berdasarkan tahap Design dalam model ADDIE pada penelitian Research and Development (R&D). Rancangan produk dibuat berdasarkan hasil analisis kebutuhan siswa dan guru. Produk mengintegrasikan unsur visual berupa gambar, unsur auditory berupa audio pronunciation, serta unsur interaktif berupa touch interaction dan digital game untuk mendukung pembelajaran kosakata Bahasa Inggris.

17. Instrument of Subject Matter Expert Validation

INSTRUMEN VALIDASI AHLI MATERI

Judul Media : Flipbook Digital Pembelajaran Kosakata

Judul Penelitian : Developing a Multisensory Digital Flipbook for English Vocabulary Learning for Elementary School Students

Nama Validator :

Tanggal :

Petunjuk Pengisian :

Mohon memberikan penilaian terhadap flipbook digital dengan memberi skor (1-4) sesuai dengan penilaian anda.

Skala Penilaian

Skor	Kriteria
4	Sangat Baik / Sangat Setuju
3	Baik / Setuju
2	Kurang Baik / Kurang Setuju
1	Tidak Baik / Tidak Setuju

A. Aspek Kejelasan Materi

No	Indikator	Pernyataan	Skor	Komentar
1	Kesesuaian Kosakata	Materi kosakata disajikan secara jelas dan mudah dipahami		
2	Kejelasan penjelasan	Kosakata sesuai dengan tingkat perkembangan siswa SD		

3	Penyajian sistematis	Penyajian materi sistematis dan terstruktur		
4	Penggunaan ilustrasi	Ilustrasi/contoh mendukung pemahaman materi		
5	Kesesuaian dengan tujuan	Materi relevan dengan tujuan pembelajaran		

B. Aspek Kepraktisan Penggunaan

No	Indikator	Pernyataan	Skor	Komentar
1	Kemudahan penggunaan	Materi dalam flipbook mudah digunakan oleh siswa		
2	Kejelasan navigasi	Navigasi dalam materi mudah dipahami		
3	Tampilan media	Tampilan penyajian materi memiliki tata letak yang ramah pengguna (user-friendly)		
4	Kelayakan teknis	Materi dapat diakses tanpa kendala teknis		
5	Keterterapan	Materi sesuai untuk digunakan dalam pembelajaran di kelas		

C. Aspek Kebermanfaatan

No	Indikator	Pernyataan	Skor	Komentar
1	Dukungan pembelajaran	Materi mendukung pembelajaran kosakata siswa		
2	Memperjelas materi	Materi membantu memperjelas pemahaman siswa		
3	Kesesuaian	Materi sesuai untuk digunakan dalam proses pembelajaran		
4	Keterlibatan siswa	Materi mampu meningkatkan partisipasi siswa		
5	Relevansi	Materi relevan dengan pembelajaran kosakata		

CATATAN TAMBAHAN :

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Kesimpulan Validator

- ☐ Sangat layak digunakan tanpa revisi
- ☐ Layak digunakan dengan Revisi
- ☐ Tidak layak digunakan

Tanda Tangan Validator

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18. Material Expert Raw Data

DATA MENTAH AHLI MATERI

No. Butir	Aspek	Pernyataan	Skor				
1	A. Aspek Kejelasan Materi	Kesesuaian Kosakata	4	Perhitungan Persentase Validasi Ahli Materi			
2	A	Kejelasan penjelasan	4				
3	A	Penyajian sistematis	4				
4	A	Penggunaan ilustrasi	4				
5	A	Kesesuaian dengan tujuan	4				
6	B. Aspek Kepraktisan Penggunaan	Kemudahan penggunaan	3	No	Aspek	Score	Category
7	B	Kejelasan navigasi	3	1	A	100.00%	Very Valid
8	B	Tampilan media	3	2	B	85.00%	Very Valid
9	B	Kelayakan teknis	4	3	C	90.00%	Very Valid
10	B	Keterterapan	4	Total		91.67%	Very Valid
11	C. Aspek Kebermanfaatan	Dukungan pembelajaran	4				
12	C	Memperjelas materi	4				
13	C	Kesesuaian	3				
14	C	Keterlibatan siswa	3				
15	C	Relevansi	4				

19. Material Expert Validation Percentage Calculation

PERHITUNGAN PERSENTASE VALIDASI AHLI MATERI

Validation Formula

$$P = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

Where:

P = Validity percentage

Obtained Score = Total score given by the validator

Maximum Score = Number of items $\times$ Maximum score (4)

A. Clarity of Material

Scores: 4, 4, 4, 4, 4

Total Score = $4 + 4 + 4 + 4 + 4 = 20$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{20}{20} \times 100\% = 100\%$$

B. Practicality of Use

Scores: 3, 3, 3, 4, 4

Total Score = $3 + 3 + 3 + 4 + 4 = 17$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{17}{20} \times 100\% = 85\%$$

C. Usefulness

Scores: 4, 4, 3, 3, 4

Total Score = $4 + 4 + 3 + 3 + 4 = 18$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{18}{20} \times 100\% = 90\%$$

D. Overall Validation

Total Obtained Score = $20 + 17 + 18 = 55$

Maximum Score = $15 \times 4 = 60$

$$P = \frac{55}{60} \times 100\% = 91.67\%$$

Aspect	Obtained Score	Maximum Score	Percentage	Category
Clarity of Material	20	20	100%	Very Valid
Practicality of Use	17	20	85%	Very Valid
Usefulness	18	20	90%	Very Valid
Total	55	60	91.67%	Very Valid

20. Instrument of Media Expert Validation

INSTRUMEN VALIDASI AHLI MEDIA

Judul Media : Flipbook Digital Pembelajaran Kosakata

Judul Penelitian : Developing a Multisensory Digital Flipbook for English Vocabulary Learning for Elementary School Students

Nama Validator :

Tanggal :

Petunjuk Pengisian :

Mohon memberikan penilaian terhadap flipbook digital dengan memberi skor (1-4) sesuai dengan penilaian anda.

Skala Penilaian

Skor	Kriteria
4	Sangat Baik / Sangat Setuju
3	Baik / Setuju
2	Kurang Baik / Kurang Setuju
1	Tidak Baik / Tidak Setuju

A. Aspek Kejelasan Materi

No	Indikator	Pernyataan	Skor	Komentar
1	Kesesuaian Kosakata	Kosakata dalam media sesuai dengan tingkat siswa		
2	Kejelasan penjelasan	Penjelasan dalam media mudah dipahami		
3	Penyajian sistematis	Penyajian materi dalam media tersusun sistematis		
4	Penggunaan ilustrasi	Ilustrasi dalam media mendukung pemahaman		
5	Kesesuaian dengan tujuan	Materi dalam media sesuai dengan tujuan pembelajaran		

B. Aspek Kepraktisan Penggunaan

No	Indikator	Pernyataan	Skor	Komentar
1	Kemudahan penggunaan	Media flipbook mudah digunakan		
2	Kejelasan navigasi	Menu dan tombol navigasi mudah dipahami		
3	Tampilan media	Tampilan media memiliki tata letak yang ramah pengguna (user-friendly)		
4	Kelayakan teknis	Media dapat digunakan tanpa kendala teknis		
5	Keterterapan	Media sesuai untuk digunakan		
		dalam pembelajaran di kelas		

C. Aspek Kebermanfaatan

No	Indikator	Pernyataan	Skor	Komentar
1	Dukungan pembelajaran	Media mendukung pembelajaran kosakata		
2	Memperjelas materi	Media membantu memperjelas pemahaman siswa		
3	Kesesuaian	Media sesuai untuk digunakan dalam pembelajaran		

4	Keterlibatan siswa	Media meningkatkan partisipasi siswa		
5	Relevansi	Media relevan dengan pembelajaran kosakata		

CATATAN TAMBAHAN :

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Kesimpulan Validator

- ☐ Sangat Layak
- ☐ Layak
- ☐ Layak dengan Revisi
- ☐ Tidak Layak

Tanda Tangan Validator

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21. Media Expert Raw Data

DATA MENTAH AHLI MEDIA

No. Butir	Aspek	Pernyataan	Skor				
1	A. Aspek Kejelasan Materi	Kosakata dalam media sesuai dengan tingkat siswa	4				
2	A	Penjelasan dalam media mudah dipahami	3	Perhitungan Persentase Validasi Ahli Media			
3	A	Penyajian materi dalam media tersusun sistematis	3				
4	A	Ilustrasi dalam media mendukung pemahaman	3				
5	A	Materi dalam media sesuai dengan tujuan pembelajaran	4				
6	B. Aspek Kepraktisan Penggunaan	Media flipbook mudah digunakan	4	No	Aspek	Score	Category
7	B	Menu dan tombol navigasi mudah dipahami	3	1	A	85.00%	Very Valid
8	B	Tampilan media memiliki tata letak yang ramah pengguna	3	2	B	85.00%	Very Valid
9	B	Media dapat digunakan tanpa kendala teknis	3	3	C	95.00%	Very Valid
10	B	Media sesuai untuk digunakan dalam pembelajaran di kelas	4	Total		88.33%	Very Valid
11	C. Aspek Kebermanfaatan	Media mendukung pembelajaran kosakata	4				
12	C	Media membantu memperjelas pemahaman siswa	4				
13	C	Media sesuai untuk digunakan dalam pembelajaran	4				
14	C	Media meningkatkan partisipasi siswa	3				
15	C	Media relevan dengan pembelajaran kosakata	4				

22. Media Expert Percentage Calculation

PERHITUNGAN PERSENTASE AHLI MEDIA

Validation Formula

$$P = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

Where:

P = Validity percentage

Obtained Score = Total score given by the validator

Maximum Score = Number of items $\times$ Maximum score (4)

A. Clarity of Content and Presentation

Scores: 4, 3, 3, 3, 4

Total Score = $4 + 3 + 3 + 3 + 4 = 17$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{17}{20} \times 100\% = 85\%$$

B. Practicality of Use

Scores: 4, 3, 3, 3, 4

Total Score = $4 + 3 + 3 + 3 + 4 = 17$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{17}{20} \times 100\% = 85\%$$

C. Usefulness

Scores: 4, 4, 4, 3, 4

Total Score = $4 + 4 + 4 + 3 + 4 = 19$

Maximum Score = $5 \times 4 = 20$

Calculation:

$$P = \frac{19}{20} \times 100\% = 95\%$$

D. Overall Validation

Total Obtained Score = $17 + 17 + 19 = 53$

Maximum Score = $15 \times 4 = 60$

Calculation :

$$P = \frac{53}{60} \times 100\% = 88.33\%$$

Aspect	Obtained Score	Maximum Score	Percentage	Category
Clarity of Content and Presentation	17	20	85%	Very Valid
Practicality of Use	17	20	85%	Very Valid
Usefulness	19	20	95%	Very Valid
Total	53	60	88.33%	Very Valid

Validity Criteria

Percentage	Category
81–100%	Very Valid
61–80%	Valid
41–60%	Fairly Valid
21–40%	Less Valid
0–20%	Invalid

23. Instrument of Student Response Questionnaire

KUESIONER TANGGAPAN SISWA

Judul Media : Flipbook Digital Pembelajaran Kosakata

Nama Siswa :

Kelas :

Tanggal :

Petunjuk Pengisian

Berikan tanda centang (✓) pada jawaban yang sesuai dengan pendapatmu.

Pilihan Jawaban:

- Sangat Setuju (SS)
- Setuju (S)
- Kurang Setuju (KS)
- Tidak Setuju (TS)

A. Kemudahan Penggunaan

No	Pernyataan	SS	S	KS	TS
1	Flipbook mudah digunakan				
2	Tombol/menu mudah dipahami				
3	Saya mudah menggunakan flipbook tanpa kesulitan				
4	Tampilan flipbook jelas dan mudah dibaca				

B. Kemenarikan Media

No	Pernyataan	SS	S	KS	TS
1	Tampilan flipbook menarik				
2	Warna dan gambar dalam flipbook menyenangkan				
3	Flipbook membuat saya tertarik untuk belajar				
4	Saya senang belajar menggunakan flipbook				

C. Kejelasan Materi

No	Pernyataan	SS	S	KS	TS
1	Kosakata dalam flipbook mudah dipahami				
2	Gambar dalam flipbook membantu saya memahami kosakata				
3	Materi dalam flipbook disajikan dengan jelas				
4	Saya mudah mengikuti isi materi dalam flipbook				

D. Manfaat dalam Pembelajaran

No	Pernyataan	SS	S	KS	TS
1	Flipbook membantu saya belajar kosakata				
2	Flipbook membuat belajar lebih menyenangkan				
3	Flipbook membantu saya memahami materi dengan baik				
4	Flipbook membuat saya lebih termotivasi untuk belajar				
5	Flipbook membuat saya aktif dalam proses pembelajaran				
6	Materi dalam flipbook sesuai dengan pembelajaran kosakata saya				
7	Saya ingin belajar lagi menggunakan flipbook				

Komentar Siswa (Opsional)

Apa pendapatmu tentang flipbook ini?

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24. Student Response Questionnaire Data

DATA KUESIONER TANGGAPAN SISWA

no	Nama	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	Total	A	B	C	D	total	
1	zuljalali	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76	343	375	355	639	1712	
2	irfan	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	70					
3	albi	3	2	2	3	4	3	4	4	2	3	2	2	4	3	3	3	3	3	4	4	58					
4	yunita	3	4	3	4	4	4	4	4	4	3	4	3	4	4	4	3	4	3	4	70	Score Maks	Score Maks B	Score Maks	Score Maks	total	
5	khairunnisa	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	73	416	416	416	728	1976
6	nurhaliza	4	3	4	3	3	4	3	3	4	3	3	4	4	4	4	3	3	3	3	4	66					
7	queen	4	3	4	4	3	4	3	4	4	3	3	3	3	4	3	3	4	4	4	67	No	Aspect	Percentage	Category		
8	safirah	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	71	1	Ease of Use	0.82451923	Very	
9	rafli	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76	2	Media Attractiveness	0.90144231	Very		
10	rayhan	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	74	3	Clarity of Material	0.85336538	Very		
11	irwan	3	2	2	4	4	4	3	4	4	3	4	3	4	3	4	3	4	4	4	66	4	Usefulness in Learning	0.87774725	Very		
12	saterudding	4	4	4	3	1	4	4	4	4	3	3	4	2	4	4	4	2	3	4	65	Average		0.86639676	Very		
13	niswa	3	2	2	3	4	4	4	3	3	3	3	4	3	4	3	4	3	3	4	62						
14	akram	3	4	1	1	2	3	3	1	2	3	1	4	4	3	2	2	3	3	3	48						
15	firman	3	3	2	2	2	2	3	2	3	2	2	3	2	2	4	2	2	3	4	48						
16	fardi	4	3	3	3	4	4	2	2	3	3	4	3	2	4	3	3	4	4	3	61						
17	andi rafika	4	3	2	4	4	4	4	3	3	3	4	3	4	4	4	3	3	3	4	66						
18	yusuf	2	2	2	3	3	3	4	3	2	2	3	4	3	2	2	2	3	2	2	49						
19	farid	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76						
20	fadillah	4	4	3	4	4	4	4	4	3	4	3	3	4	4	4	3	4	3	4	70						
21	jalal	4	3	3	4	4	3	3	4	3	4	3	2	2	4	3	1	3	4	4	61						
22	adzkihah	3	3	3	4	4	4	4	3	3	4	3	3	3	4	4	3	4	4	4	67						
23	afifa	3	3	3	4	3	4	4	4	3	4	3	3	3	3	3	4	3	4	3	64						
24	beddu barok	3	3	2	3	3	4	3	3	3	4	2	4	3	3	4	4	3	3	4	61						
25	najwa	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	75						
26	azizzah	4	4	4	3	4	4	4	4	4	3	4	4	3	4	4	4	3	4	4	72						
	Total	92	82	79	90	91	98	95	91	89	89	86	91	89	94	94	84	89	90	99							

25. Student Response Percentage Calculation (Implementation)

PERHITUNGAN PERSENTASE TANGGAPAN SISWA (IMPLEMENTATION)

The student response questionnaire consisted of 19 statements divided into four aspects: Ease of Use (P1–P4), Media Attractiveness (P5–P8), Clarity of Material (P9–P12), and Usefulness in Learning (P13–P19). The percentage of each aspect was calculated using the following formula:

$$\text{Percentage} = \frac{\text{The Score Obtained}}{\text{Maximum Score}} \times 100\%$$

A. Ease of Use

Item	Score Obtained
P1	92
P2	82
P3	79
P4	90
Total	343

Score Obtained = 92 + 82 + 79 + 90 = 343

Maximum Score = 4 × 26 × 4 = 416

Percentage =

$$\frac{343}{416} \times 100\% = 82.45\%$$

Category: Very Practical

B. Media Attractiveness

Item	Score Obtained
P5	91
P6	98
P7	95
P8	91
Total Score Obtained	375

Score Obtained = 91 + 98 + 95 + 91 = 375

Maximum Score = 4 × 26 × 4 = 416

Percentage =

$$\frac{375}{416} \times 100\% = 90.14\%$$

Category: Very Practical

C. Clarity of Material

Item	Score Obtained
P9	89
P10	89
P11	86
P12	91
Total Score Obtained	355

Score Obtained = 89 + 89 + 86 + 91 = 355

Maximum Score = 4 × 26 × 4 = 416

Percentage =

$$\frac{355}{416} \times 100\% = 85.34\%$$

Category: Very Practical

D. Usefulness in Learning

Item	Score Obtained
P13	89
P14	94
P15	94
P16	84
P17	89
P18	90
P19	99
Total Score Obtained	639

Score Obtained = 89 + 94 + 94 + 84 + 89 + 90 + 99 = 639

Maximum Score = 7 × 26 × 4 = 728

Percentage =

$$\frac{639}{728} \times 100\% = 87.77\%$$

Category: Very Practical

Overall Practicality

Total Score Obtained = 343 + 375 + 355 + 639 = 1712

Maximum Score = 416 + 416 + 416 + 728 = 1976

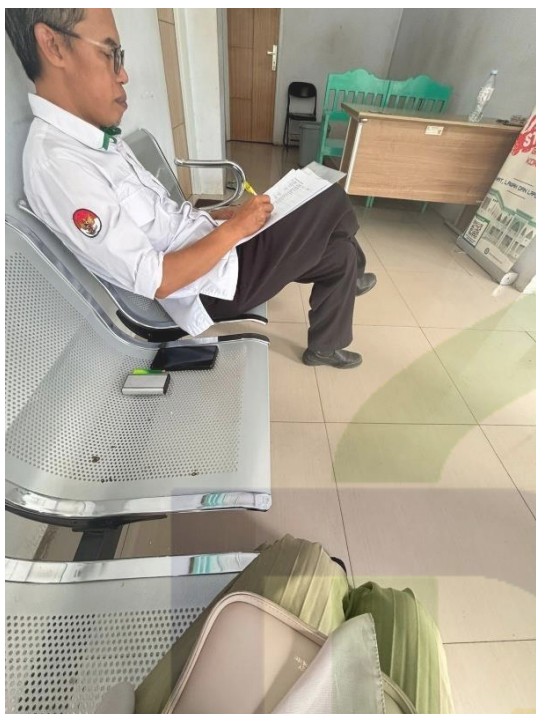
Percentage =

$$\frac{1712}{1976} \times 100\% = 86.64\%$$

Category: Very Practical

Aspect	Score Obtained	Maximum Score	Percentage	Category
Ease of Use	343	416	82.45%	Very Practical
Media Attractiveness	375	416	90.14%	Very Practical
Clarity of Material	355	416	85.34%	Very Practical
Usefulness in Learning	639	728	87.77%	Very Practical
Overall	1712	1976	86.64%	Very Practical

26. Documentation







CURRICULUM VITAE



SRI WAHYUNI was born on September 3, 2004 in Batu-batu. This researcher is the only child, of Mr. H. Ibrahim and Mrs. Hj. Surianti. The researcher's educational history in 2010-2016 at the State Elementary School (SD) 47 Lamarung, then continued in 2016-2019 at the State Junior High School (SMP) 1 Marioriawa. In 2019-2022 he studied at MAN 2 Soppeng, where after graduating in 2022 he continued his education at the State Islamic Institute (IAIN) Parepare and took the English Education Study Program of the Faculty of Tarbiyah. The experience of this organization is that it has been included in the Student Association of the English Education Study Program (HMPS). The author carried out Field Experience Practice (PPL) at State Elementary School (SDN) 75 Parepare and carried out a Community Service Lecture (KPM) in Kel. Bumi Harapan, West Bacukiki District, Parepare City.