

## NEW PERSPECTIVES OF FLIPBOOK AS ASYNCHRONOUS ENGLISH READING MEDIA

<sup>1</sup>Edi Sunjayanto Masykuri, <sup>2</sup>Ivan Mezentsev, <sup>3</sup>Nebolsina M.S, <sup>4</sup>Nathalie Anastasi, <sup>5</sup>Yusri Bin Kamin

<sup>1</sup>\*English Language Education, Universitas Muhammadiyah Purworejo, Indonesia

<sup>2</sup>English language department, Linguistics Institute, Altai State Pedagogical University, Russia

<sup>3</sup>Associate professor, Department of General and Russian linguistics, Altai State Pedagogical University, Russia

<sup>4</sup>English Teacher, Lycee Beaussier, La Seyne/mer, France

<sup>5</sup>Department of Technical and Engineering Education, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia

\*Corresponding Author Email: [esunjayanto@umpwr.ac.id](mailto:esunjayanto@umpwr.ac.id)

Article Info	Abstract
<b>Article History</b> Received: April 2024 Revised: June 2024 Published: July 2024	<i>This purpose of the study was determining the students' attitudes toward the use of flipbook as English reading media. The teacher met the problem to accelerate the student's skills because of the uninteresting, difficult lesson. They do find the less of time to study in school. The findings of this study provided a comprehensive response to the following question: how do students feel about the use of flipbook as English reading media; How flipbook can increase the students' attention; and What are the challenges for student and teacher in education era 4.0. The mehod of the study was decriptive qualitative. The data was gathered by the researchers through the use of a questionnaire. In this study, there were twenty-seven students who were in their second semester junior high school. Case studies were the method of investigation for this project. In order to assess the data from the questionnaire, descriptive analysis was utilized. The findings of this study revealed that the students had a favorable opinion of flipbook as English reading materials. The average score on the questionnaire was 3.55, which places it in the "High" category when interpreted numerically. Some of these challenges were too large capacity, limited internet packages, and less supporting the old android.</i>
<b>Keywords</b> Flipbook; Teaching media; Online learning; Reading media; Asynchronous Learning;	
<b>How to cite:</b> Masykuri, E.S., Mezentsev, I., Nebolsina M.S., Anastasi, & N., Kamin, Y.B. (2024). New Perspectives of Flipbook as Asynchronous English Reading Media. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(3), 1538-1549. DOI: <a href="https://dx.doi.org/10.33394/jollt.v12i3.11352">https://dx.doi.org/10.33394/jollt.v12i3.11352</a>	

### INTRODUCTION

Reading looks to be given priority in the implementation, despite the fact that all of those skills are vital to develop. In actuality, however, reading is given priority. People all around the world are turning to the internet for assistance with their routine activities and to satisfy their various requirements by reading (Nazarov, 2023). The dramatic late development of innovations associated with the web has caused drastic modifications in almost all aspects of existence, particularly the regions of the modern, exchanging, and instructive spheres (Kassabolat et al., 2020). The computerized universe that is connected to the internet can supply any kind of information that people need to know, and because of this, students' habits regarding the collection of information have shifted significantly (Delcker & Ifenthaler, 2022). Students will, in most cases, access advanced texts on the internet rather than going to the library to look for paper books. Students have access to not only data but also working with devices for

chatting about class content and sharing academic issues through various web-based media thanks to the internet (Bana, 2020)

Students who read on computers have their advantages and disadvantages, just like any other form of reading. Reading and sharing information becomes less difficult and more enjoyable as a result, according to one point of view. On the other hand, it poses a threat to one's capacity to comprehend society. One of the advantages of reading on the internet is that the act of reading no longer requires a certain location, peace, and the beginning of the reading process. The students would now be able to read whenever they want and wherever they want, as long as they respect and agree with the material (Hsieh, 2020). One further advantage is that employing the web in conjunction with media technology (PC) can generate a significant amount of enthusiasm and inspiration for the reader. This fact is evidence that pupils have a favorable perception of the use of the internet in getting the hang of reading appreciative topics (Bana, 2020).

On the internet, there is a large quantity of reading material that can be located with relative simplicity, and one of these is on flipbook by Sigil (Alperi, 2015). Flipbook can be thought of as both an online journal that can be kept and an electronic book that can be read (Alperi, 2015; Maharani et al., 2015; Sari, 2016; Wirasasmita & Uska, 2017). The content of flipbook can be anything; it can be a personal diary, it can contain personal thoughts, or it can contain broad information about any subject. When compared to publishing in a magazine or comic book, publishing on flipbook is a much simpler process. The most compelling reason for adopting flipbook in language education is because when it is developed by students themselves, websites give students more influence over their own learning. In point of fact, as a result of the researcher's experience in Altai State Pedagogical University, Russia, the researchers discovered that the teacher of English use material subjects rarely uses flipbook as reading materials in the course of the learning process. This was one of the findings that he made.

The study was from mathematic study concept to connect the student studying outdoor independently (Asmawati et al., 2019; Hartono et al., 2021; Riyandiantono et al., 2021). The development study of asynchronous model of learning after pandemic (Malau et al., 2023; Rahmida et al., 2023), The study of european electronic books in multi-perspective has replaced the traditional books even web blog and it is automatically convertible (Nafiáh et al., 2019). The CEO of SEAMOLEC in ASEAN promotes productivity to move forward, but on the other hand, the abilities of teachers and students have not gone in the same direction, it creates a conundrum regarding the usage of flipbook (Fitri et al., 2021). This study is the students' perspective as a result of these researches. There are a variety of perspectives regarding the use of flipbook as an English reading material. Students' attitudes on utilizing the flipbook could range from enthusiasm to apathy. There are two questions as problem statements; how the students and teachers manage the bored learning and manage the time for student's exercise. How the asynchronous learning becomes favorite model in learning language. The researchers tried to describe about the students' impression of flipbook as interesting English reading media is used to accelerate the language skills.

## LITERATURE REVIEW

### *Perception*

People are able to give impressions to the environment through the process of perception, which can be defined as an interaction in which people interpret and coordinate the physical impressions they receive (Hariyati, 2020). Discernment is an interaction that involves the transmission of information or messages into the human cerebrum. The acknowledgment and interpretation of the data that our sense of touch provides is what we refer to as perception

(Hariyati, 2020). Discernment is what enables us to take in the sensory information and transform it into something meaningful.

Insight is a cycle in which individuals are able to make the process involved with noticing something complex in reacting to something and the data around by utilizing our own five senses in order to know, comprehend, and furthermore acknowledge something. Insight is a cycle in which individuals can make the process involved with noticing something complex in reacting to something and the data around. Discernment is a stage that anticipates securing and managing the information pertaining to the hypothesis. (Simanjuntak et al., 2021). According to Irwanto, The interaction that takes place between a person and an object gives rise to two distinct sorts of perception in that person (Mahreda, 2017).

### ***Positive perception***

A favorable perspective is characterized by a favorable evaluation of all details and expertise (recognized or not recognized). In addition, explicit perception is used to refer to explicit interpretations including personal appraising of something that is present in surrounding environment. Next, in this scenario, if a person tolerates a favorable perception, it is likely that they will acknowledge and give their support to the perceived thing.

### ***An unfavorable impression***

The unexplicit perception is an act of perceiving details, whether it is recognized or no, as being thing which is unfavorable or inappropriate for these object which is being tolerated. To put it another way, a person's evaluation of anything in their environment can lead to a negative perception of that object. In this scenario, if a person has a implicit perception, he/ she would resist and refuse any tolerated attempts since he believes it to be futile.

### ***Flipbook***

Flipbook is a hybrid kind of media that combines audio, visual, and animated elements. It is anticipated that the learning media would be able to invigorate the teaching and learning process within the classroom setting. Students' interest in learning may be boosted by using Flipbook media, which also has the potential to influence students' academic performance and learning outcomes (Salsabila, 2013). The usage of Flipbooks can help boost comprehension and increase the likelihood of successfully completing learning goals (2013). The use of flipbooks are one of the arising on the web conversation advances; they offer adaptable and open freedoms for executing communitarian and intelligent composition and learning, either with teachers as well as companions (Kadir & Tasir, 2020).

In education, media have been utilized as an intelligent learning apparatus, and the advantages of companion work and association are expanded by planning a learning climate that empowers students to foster social, shared, informative, and intelligent abilities (Kadir & Tasir, 2020). This can help students turn out to be more media and data literate. Students can develop a sense of self-assurance, improve their capacity for self-expression, and achieve a sense of accomplishment by publishing their writing on flipbook. Because their reading is accessible to a wider audience, flipbook also helps students feel more satisfied with their accomplishments (Kadir & Tasir, 2020).

In Vurdien's research (Yamin et al., 2020), Students can improve their reading abilities through self-reflection and the input of their peers by using e-book to keep a journal online. Those books are exciting forms of media for students because they provide them the opportunity to discuss and elaborate on their experiences. Before creating and delivering their work, they were motivated to better arrange the material and make decisions regarding the appropriate register and style for each errand by the commitment shown in the exchange of importance between their peers. They are able to physically examine one another in order to determine which error was recorded as a tangible copy. When people learn together, they may check each other's work, which makes the learning environment more helpful and positive. Synergistic talents were also developed as a result of the regular connections that students made on the

websites that they visited for the purpose of learning. It is possible to engage with students and motivate them to participate more fully in the creative cycle by integrating contributions to a flipbook into the instruction that students get in their homeroom writing classes. (Yamin et al., 2020).

In language learning, the media has been tentatively utilized as devices to foster composition and reading understanding abilities. The ramifications show that despite the fact that writing ought not supplant up close and personal association, it might give a training climate where students can think, reflect, and make language gradually for a genuine crowd (Yamin et al., 2020).

### ***Teaching and Learning***

According to Howard, an activity that encourages someone to get, modify, or improve the skills, behaviors, values, appreciation, and knowledge is considered to be a teaching activity (ATTAMIMI, 2019). This definition of learning places an emphasis on changes in behavior that come about as a direct result of experience or practice. In addition, Harold Spears asserts that in order to learn, one must first observe, then read, then imitate, then attempt something new, then listen, and last follow instructions. In this context, "learning activities" refers to activities like observing, reading, mimicking, and trying new things in accordance with a predetermined set of norms (Muslim et al., 2020).

### ***Reading***

Reading is characterized as getting data from the text and translation. All in all, reading is the capacity to draw from the printed message and decipher the data fittingly (Nuraiun, 2017). According to Daiek, a functioning cycle that relies upon both an author's capacity to pass on significance utilizing words and your capacity to make importance from them (Nuraiun, 2017). According to Chettri and Rout, the cost of involvement through which an individual might grow his viewpoints of information, distinguish, spread and increment his mindfulness and advances a more profound comprehension of himself, of others and of the world (Bana, 2020). With regards to schooling, a lot of reading is fundamental since all acquiring exercises include understanding abilities and the accomplishment of students' concentrate likewise relies upon the larger part in their capacity to read.

In the EFL setting, reading is basically the main expertise each students should dominate (Nuraiun, 2017). Pardede identified three reasons why reading is urgent for EFL students (Nuraiun, 2017). To begin with, EFL students need inputs from their day-by-day associations since English isn't the essential language of the general public where they concentrate on it. To beat the information impediment, reading is the best arrangement. Furthermore, reading altogether adds to one's close to home and scholarly turn of events, further investigations, work achievement, and vocation improvement, and the capacity to meet changes. Third, reading abilities improve a student's dominance of different spaces of language educating in light of the fact that it offers the students with different great sentence structures so often that they become acclimated with them. Reading additionally creates EFL students' jargon by allowing them to get the most habitually utilized and valuable words and learn them in setting. It additionally further develops composing abilities for it empowers the students to sort out some way to communicate thoughts through words, how to utilize accentuation effectively, etc. Reading is even the premise of guidance in all parts of language learning.

There are various motivations behind reading. In some cases individuals read a text to learn material, once in a while individuals read for unadulterated joy, and at times they need to follow a set bearing. In the event that a peruser wishes to find out about text content, they will try to ignore the detail of the text and he might peruse in totally different manners than if he is concentrating on a text to distinguish key data. Along these lines, it becomes inescapable to say

that the explanation he is reading a text will impact the manner in which he understands it. Reading brief tale at sleep time is reasonable not the same as reading a hand out for an assessment to the following morning obviously. A readers' reason decides the manner by which he treats an entry and which understanding abilities he employs. Since, as indicated by Hennings, what the perusers get from reading additionally relies upon what they bring to the reading of choice and the reason for understanding it. On different hands, it is obvious to say that reading reason will impact the abilities required or utilized. Expertise isn't just to acquire information, yet additionally capacities to deal with data (Nuraiun, 2017).

### **Asynchronous learning**

Asynchronous learning is called self-regulated means that the student is able to keep track of and take responsibility for his or her own academic performance (De Bruin et al., 2011). The quality of the study might be affected by how well the pupils are able to monitor their own progress in learning. Students are able to comprehend more information and acquire more knowledge when they have daily study routines that they adhere to. In addition, students who are able to self-regulate have a better chance of improving their academic performance since they are more aware of the techniques that they should use or prepare for in the future (Mahlberg, 2015).

### **Review of related research**

The previous study was a research conducted by Wijayaningtyas. The objectives of this review are to realize the Surabaya students' discernment about internet getting the hang of during Coronavirus pandemic (Wijayanengtyas & Claretta, 2020). The effective strategy by learning ELT during pandemic covid-19 (Edi Sunjayanto Masykuri, 2022; Parapi et al., 2020; Sunjayanto Masykuri, 2022). The investigation consisted of an in-depth, subjective examination. A technique that included both meetings and surveys was implemented to compile the information. Students in Surabaya came to the conclusion that having conversations about the disease online during a pandemic was an effective way to control its spread. The vast majority of students in Surabaya think that this discussion taking place online is really insightful. In addition to being founded on sincere beliefs from the experience of online talks held by their individual every college, the majority of the subjects believed that online talks during this pandemic were very acceptable due to the fact that they could accumulate with families. This was the case despite the fact that some subjects referenced complaints or deficiencies regarding offices, organizations, task power, and about the material that was most profound.

The second previous study the hang off during the Covid19 pandemic at the University of Bengkulu's Graduate Program of English Education. The information assortment utilized a poll and composed meeting (Yunita & Maisarah, 2020). The discoveries of this review show that students' impression of internet learning at the University of Bengkulu's Graduate Program of English are good and that learning through online stages supported them during the pandemic.

The third previous study conducted was a research conducted by Muna et all (MUNA, 2019). The reason for this review was to find out with regards to the students' insight and inspiration in learning English through infographics in the Practicing TEFL Using ICT course at IAIN Salatiga. This review was a spellbinding report that utilized subjective techniques. The information is gathered through poll and meeting. The discoveries of this review are introduced engagingly to give an extensive image of the students' discernments and inspiration. The review found that learning English through infographics enjoys the two benefits and disservices. It likewise found the challenges and inspiration of the students.

The fourth study was self-regulated learning in ELT includes activities such as setting objectives, measuring progress, self-motivating, seeking help, adopting new strategies, and evaluating one's own performance in English language classes. The findings of this study provide implications for English instructors and educators to enhance the quality of the feedback they provide to students participating in English classroom evaluation. The points of this media are portable, easyable and joyable viausalable because the medium can be read anywhere and everywhere.

**RESEARCH METHOD**

In this study, a case-study methodology was utilized for the descriptive research that was conducted. The population of the study was students at SMPN 1 Kajen, Indonesia. The subject was about the use of flipbook as a form of English reading material. This investigation focused on twenty-seven children in the seventh grade as its participants. In order to collect data, the researchers made use of an online questionnaire as their tool. The researchers went through a number of procedures in order to acquire the data. The first step was to prepare the instrument (questionnaire), and the second step was to have the respondent fill out a questionnaire that was already available through the Google Form application. The questionnaire consisted of 15 items, and respondents were asked to indicate the degree to which they agreed or disagreed with each of the items by marking them with a tick mark on a scale that went from "strongly agree" to "strongly disagree." There was a scale that went from "strongly agree" to "strongly disagree." The point of instruments validity are the easiness of accessing the medium, the worth or substance of the medium and the popularity of the medium.

**Table 1.** Mean score interpretation based on interval

No.	Interpretation of mean score	Interval mean score
1	Very Low	1.00 – 1.79
2	Low	1.80 – 2.59
3	Medium	2.00 – 3.39
4	High	3.40 – 4.19
5	Very High	4.20 – 5.00

(Source: Educational Planning and Research Division, MOE, 2006) (Ashfahani Zakaria et al., 2015)

**FINDING AND DISCUSSION**

**Research Findings**

The results of this investigation are presented in this section. A Likert scale from 5 to 1 was used to score the questionnaire items: 5 for "strongly agree," 4 for "agree," 3 for "neutral," 2 for "disagree," and 1 for "not at all" (Strongly disagree). The table below presents the research findings for each indicator. The key finding is about the experience when they use technically it for seven meeting by the smartphone. The investigation will result the students' comfortability and simplicity.

**Table 2**  
Students' Perception towards Flipbook as an English Reading Media

No	Statement	SA	A	N	D	SD	M	Interpretation
1	Flipbook makes the English learning process easier.	2	11	12	2	0	3,48	High
2	Flipbook makes the English learning measure more viable in accomplishing learning targets.	1	13	11	2	0	3,48	High
3	The process of learning English with Flipbook is more fun.	1	7	12	6	1	3,04	Average

No	Statement	SA	A	N	D	SD	M	Interpretation
4	Getting the hang of reading by utilizing Flipbook can work on my energy in picking up reading.	1	15	8	3	0	3,52	High
5	Flipbook can improve students' understanding in learning English.	0	16	9	2	0	3,48	High
6	Getting the hang of reading by utilizing flipbook can't work on my inspiration in picking up reading.	0	12	11	4	0	3,30	Average
7	Learning reading by using flipbook can help me focus more.	3	21	3	0	0	4,00	High
8	Students have issues in utilizing flipbook as a result of restricted smartphone offices, restricted web bundles, and helpless sign issues.	8	11	7	0	1	3,89	High
9	Flipbook is difficult to use because of the lack of students' understanding how to operate.	0	9	13	3	2	3,11	Average
10	Learning reading by using flipbook is make me easier to resume what I have read.	1	13	12	1	0	3,56	High
11	Flipbook is a learning process that utilizes internet networks as a learning tool.	3	17	6	1	0	3,81	High
12	Flipbook makes it simple for students or educators to impart and communicate whenever and anyplace.	2	18	6	1	0	3,78	High
13	Flipbook can save times in the learning process.	1	19	5	2	0	3,67	High
14	Learning English using flipbook is wasteful of internet data.	1	9	14	3	0	3,30	Average
15	In light of the refinement of innovation in this advanced period, flipbook can keep on being created.	5	14	7	1	0	3,85	High
Total							3,55	High

Table 3

Descriptive Statistics of Problem Faced by Students' Perception towards Flipbook as an English Reading Media

No	Statement	SA	A	N	D	SD	M	Interpretation
1	Concentrating on reading by utilizing flipbook can't work on my inspiration in picking up reading.	0	12	11	4	0	3,30	Average
2	Students have issues in utilizing flipbook due to restricted smartphone offices, restricted web bundles, and helpless sign issues.	8	11	7	0	1	3,89	High
3	Flipbook is hard to utilize due to the absence of students' understanding the utilization of web websites.	0	9	13	3	2	3,11	Average
4	Using flipbook is wasteful of internet data.	1	9	14	3	0	3,30	Average
Total							3,40	High

As a result of conducting an analysis on the required data from the digital questionnaire, they were discovered that the majority of learners enrolled in seventh grade student in Junior High School have a favorable perception regarding the utilization of flipbook as English reading media. The mean of the score of the questionnaire was 3.55. Nevertheless, many students continued to have problems when using flipbook, and the program determined that the mean score was 3.40, which places it in the fourth category, which can be read as "High." According to table 3, the students are in agreement that accessing the flipbook presents them with a number

of challenges, including limited mobile phone facilities, limited internet package options, and problems with bad signal quality. It was determined by calculations that the mean was 3.40, which places it inside the fourth category, which can be translated as "High." The results that were displayed above provided a clear demonstration of how students felt about the five indications that were described earlier.

## **Discussion**

Creative learning plays a pivotal role in significantly motivating students by offering new experiences that extend beyond the boundaries of traditional subjects (Hill & West, 2020). In this context, teachers hold a crucial responsibility in designing engaging learning activities that align with targeted objectives and cater to various educational levels. To achieve this, teachers must develop robust digital skills to effectively leverage information technology. This proficiency enables them to convey educational messages clearly and organize the required skills appropriately for each learning level. Integrating creative learning involves using digital tools and resources to create dynamic and interactive lessons. For example, teachers can incorporate multimedia presentations, virtual simulations, and online collaborative projects to make learning more engaging. These methods not only capture students' interest but also provide them with opportunities to explore and experiment with new concepts in a stimulating environment. Furthermore, creative learning encourages students to think critically and solve problems in innovative ways. By engaging in activities that require creativity, such as project-based learning or problem-solving tasks, students develop essential skills that are transferable across different subjects.

Self-regulated learning empowers students to become autonomous learners by allowing them to manage their own learning schedules, choose their focus areas, and engage in imaginative thinking (Adie et al., 2018). To foster autonomous learning, teachers can assign take-home exercises that encourage students to independently enhance their skills. For instance, in speaking and listening comprehension, students can practice by listening, imitating, creating, and improvising. In grammar and writing, they can focus on writing and composing texts. For reading comprehension, students can read various texts, search for difficult words or phrases, and explore semantic meanings. This autonomy helps students to develop their skills more effectively as they take responsibility for their own learning process.

Smartphones have become an essential tool for integrating technology into English learning, reflecting the impact of Education 4.0 (Indra Kusuma et al., 2021; Parapi et al., 2020; Santoso et al., 2018; Sunjayanto Masykuri, 2022). Globally, students use multiple gadgets, making it impossible to separate visual learning from contextual learning. The advanced technology available today allows students to learn English without geographical limitations, enabling them to read and study anywhere and anytime as long as they have internet access. This technological integration facilitates continuous and flexible learning opportunities, enhancing students' ability to acquire and improve their English skills in a modern, connected world.

Based on the table 2 and 3, most students in seventh grade of junior high school accept the change. The social environment and cultural practices practically shift every single day. In response to the second research question, the findings of this study revealed that the students exhibited characteristics of autonomous learning after accepting the feedback from teacher. These characteristics included how to set the goal, how to monitor them, what should be motivation strategy, how to help and adopt them, and evaluate themselves. According to the findings, receiving feedback from teachers has the potential to help students improve their ability to autonomous their English language learning. These findings are consistent with those found in earlier research which found that feedback activities might motivate students to

become self-regulated learners (Vatoy & Smith, 2019). These findings provide evidence that demonstrates how instructor feedback affects students' ability to self-regulate their learning.

According to the problem statements, the study findings tolerate how flipbook can increase the students' attention, we might see the flipbook function on picture 1:

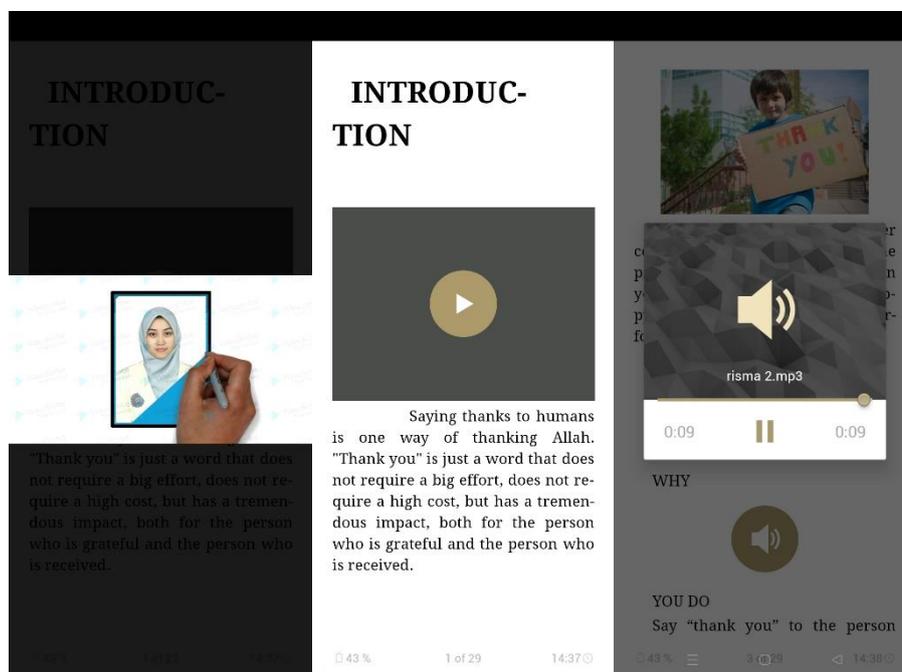


Fig. 1. Display in three smartphones contain animation, text and audio

These displays can show student what they like as teenager, such as animation, film, and music. While they are reading a text, the visual can scaffold them to understand. The asynchronous learning makes them easy to read the articles anywhere and anytime. It seems to them to regulate them selves to study hard using good time. The characteristics also appear the creative teacher how to set a goal, how to monitor, motivate them, seek them help, adopt, make self-evaluation. The third question is about the challenges for student and teacher in education era 4.0. They should aware the media for learning and teaching. It can make them easy to learn but they must pay attention to upgrade the personal digital skills because technology will do self-revolution second to second. They must know when they want to use digital media as a tool.

## CONCLUSION

This study found that students at seventh grade junior high school have a "High" perception toward flipbook as an English reading media. The mean score was 3.55, which lands on the "High" category, and this finding can be interpreted to mean that the process of learning reading is easier with flipbook, and it can foster students' enthusiasm. In addition to this, the use of flipbook was hindered by the poor quality of the internet connection. It was determined that the mean was 3.40, which places it in the fourth category, which may be translated as "High." As a result, the students were made to feel extremely uninterested in the subject matter, and it was often challenging for them to comprehend it. The research is not only discussing about the the teacher's perspective and the teachers' innovation. In the future, it also suggest them how essential for the researchers describe about the teachers' perspective. Therefore in the future the teacher should be provable and solvable. The more challenging situation appear, the more creative, innovative educator. The flipbook is the one sample that force teacher to learn

something new following them to be real creator. It also drive the students to be competitive and premeditated.

## ACKNOWLEDGEMENT

Thank you for Dr. Yusri Bin Kamin, Researchers in Universiti Teknologi Malaysia, who gave me the support by the software sharing. And Marina, S.N willing to be assistance in participating in the study in Altai State Pedagogical University, Russia Federation and also the rector giving the permission for the study.

## REFERENCES

- Adie, L., Van Der, F., & Cumming, J. (2018). The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning. *British Educational Research Journal*, 44(4), 704–723. <https://doi.org/10.1002/berj.3463>
- Alperi, M. (2015). *Peran Bahan Ajar Digital Sigil Dalam Mempersiapkan Kemandirian Belajar Peserta Didik Role of Sigil Digital Learning Materials in Preparing the Students ' Learning Independence*. 99–110.
- Ashfahani Zakaria, Amla Mohd Salleh, Mohd Arif Ismail, & Ghavifekr, S. (2015). Promoting Meaningful Learning via Online Project-based Module. *Meaningful Learning*, 5.
- Asmawati, A., Rismawati, R., & Muhaddas, R. (2019). The Effect of Applying Metacognitive Learning Strategies on Mathematical Connection Ability Based on the Learning Independence of SMP/MTs Students. *Journal for Research in Mathematics Learning*, 2(3), 273–284. <https://doi.org/10.24014/juring.v2i3.7813>
- Attamimi, G. E. (2019). Pengaruh Model Pembelajaran Time Token Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ipa Di Kelas Iv Sd Negeri 101804 Gedung Johor Tahun Ajaran 2018/2019. *Universitas Quality Medan*.
- Bana, A. (2020). Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesi. *JET (Journal of English Teaching)*, 6(1), 60–70. <https://doi.org/10.33541/jet.v6i1.46>
- De Bruin, A. B., Thiede, H., Camp, K. W., & Redford, G. (2011). Generating keywords improves metacomprehension and self-regulation in elementary and middle school children. *Journal of Experimental Child Psychology*, 109(3), 294–310. <https://doi.org/10.1016/j.jecp.2011.02.005>
- Delcker, J., & Ifenthaler, D. (2022). Digital Distance Learning and the Transformation of Vocational Schools From a Qualitative Perspective. *Frontiers in Education*, 7. <https://www.frontiersin.org/articles/10.3389/feduc.2022.908046>
- Edi Sunjayanto Masykuri, I., Ike Nugraeni, J. Kumar. (2022). Performing Discourse Student's Skill by Using Video. In *Islam, Media, and Education in Digital Era* (pp. 336–319). Taylor and Francis.
- Fitri, A., Netriwati, N., & Andriani, S. (2021). Sigil Software as an E-Module Development for Mathematics Learning. In *AlphaMath: Journal of Mathematics Education*.
- Hartono, B. P., & Riyandianto, B. (2021). Development of PERMUTASI Learning Media (Material-Based Snakes and Ladders Game) Mathematics Class VIII Middle School. *Union: Scientific Journal of Mathematics Education*. *Union: Scientific Journal of Mathematics Education*, 9(1), 35–48. <https://doi.org/10.30738/union.v9i1.9195>
- Hariyati, S. (2020). *An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School*.

- Hill, J., & West, H. (2020). Improving the student learning experience through dialogic feed-forward assessment. *Assessment and Evaluation in Higher Education*, 45(1), 82–97. <https://doi.org/doi.org/10.1080/02602938.2019.1608908>
- Hsieh, Y. (2020). Effects of video captioning on EFL vocabulary learning and listening comprehension. *Computer Assisted Language Learning*, 33(5–6), 567–589. <https://doi.org/10.1080/09588221.2019.1577898>
- Indra Kusuma, Ngafif, A., & Masykuri, E. S. (2021). E-Learning Usage Analysis in English Language in Universitas Muhammadiyah Purworejo. *Scripta : English Department Journal*, 8(2), 35–44. <https://doi.org/10.37729/scripta.v8i2.1136>
- Kadir, N. I. A., & Tasir, Z. (2020). Students' Perceptions and Information-Sharing Patterns in Learning Authoring System Course through Blogging. *International Journal of Emerging Technologies in Learning*, 15(19), 187–199. <https://doi.org/10.3991/ijet.v15i19.10950>
- Kassabolat, A., Kadirsizova, S., Kozybayeva, M., Kalkeyeva, K., Zhorokpayeva, M., & Aknur, Y. (2020). *Future Teachers' Opinions on Preparation and Use of Interactive Materials in Teaching*. 15(23), 121–130.
- Maharani, P., Alqodri, F., & Cahya, R. A. D. (2015). Pemanfaatan Software Sigil Sebagai Media Pembelajaran E-Learning Yang Mudah, Murah Dan User Friendly Dengan Format Epub Sebagai Sumber Materi. *Seminar Nasional Teknologi Informasi Dan Multimedia 2015*, 25–30.
- Mahlberg, J. (2015). Formative self-assessment college classes improves self-regulation and retention in first/second year community college students. *Community College Journal of Research and Practice*, 39(8), 772–783. <https://doi.org/10.1080/10668926.2014.922134>
- Mahreda, A. (2017). Students' Perception Toward Business English Elective Subject At English Language Education Department In University Of Muhammadiyah Malang. <Http://Eprints.Umm.Ac.Id/Id/Eprint/35785>.
- Malau, N. D., Lumbantobing, S. S., Masta, N., Sianturi, M., Faradiba, Guswantoro, T., & Nomleni, M. V. (2023). Pelatihan Pengembangan Modul Elektronik Menggunakan Sigil kepada Siswa dan Guru Di SMA Darussalam Ciputat. *Multidisciplinary National Proceeding*, 1, 177–187.
- MUNA, N. (2019). Students' Perception And Motivation In Learning English Through Infographic (A Descriptive Qualitative Study of English Education Department of IAIN Salatiga in Academic Year 2018/2019). *Ayan*, 8(5), 55.
- Muslim, S., Siang, J. L., & Arum, A. P. (2020). Development Of Hybrid Learning Application Model For Lecturers Study Program Doctors Of Postgraduate Education Technology Of Jakarta State University. *International Journal of Education, Information Technology and Others (Ijeit)*, 2(1), 278–285. <https://doi.org/10.5281/zenodo.3558888>
- Nafiáh, U., Mashuri, M., & Wijaya, D. N. (2019). The development of digital book of European history to shape the students' democratic values. In *International Journal of Emerging ... core.ac.uk*. <https://core.ac.uk/download/pdf/270196206.pdf>
- Nazarov, R. (2023). Using Modern Technologies In Teaching English In Teaching English. *Журнал Иностранных Языков и Лингвистики*, Query date: 2023-11-21 08:33:59. <https://fl.jdpu.uz/index.php/fl/article/view/7970>
- Nazeri. (2013). Penggunaan e-FlipBook dalam Topik Elektrik dan Elektronik: Inovasi dalam Pengajaran Reka Bentuk dan Teknologi PISMP RBT. *Prosiding Seminar Penyelidikan IPG Zon Timur*, 1(1).
- Nuraiun. (2017). Improving the Students Reading Comprehension in. *Exposure Journal*, 4(2 November 2015), 37–44.

- Parapi, J. M. O., Maesaroh, L. I., Basuki, B., & Masykuri, E. S. (2020). Virtual education: A brief overview of its role in the current educational system. *Scripta: English Department Journal*, 7(1), 8–11.
- R, F., A, R., & S, S. (2021). Geogebra on the Sigil Application as the Development of E-module Learning Mathematics. *Prism*, 10(1), 106. <https://doi.org/10.35194/jp.v10i1.1118>
- Rahmida, R., Aima, Z., & Muslim, A. P. (2023). Sigil application based e-module validity in statistics material for middle school students. *Union: Jurnal Ilmiah Pendidikan Matematika*, 11(1), 148–153. <https://doi.org/10.30738/union.v11i1.13344>
- Salsabila, R. P. E. G. (2013). Pengembangan Modul Elektronik Fisika Sebagai Media Instruksional Pokok Bahasan Hukum Newton Pada Pembelajaran Fisika Di SMA. *Jurnal Pembelajaran Fisika*.
- Santoso, S. D., Masykuri, E. S., Widiyono, Y., & Sholeh, K. (2018). Does Sony Vegas Platinum Pro 13 Help Students to Understand Pragmatic Well? 322–325.
- Sari, A. S. (2016). Pengembangan buku digital melalui aplikasi sigil pada mata kuliah cookies dan candys. *Jurnal Science Tech*, 1(2), 46–54.
- Simanjuntak, U. S., Silalahi, D. E., Sihombing, P. S. R., & Purba, L. (2021). Students' Perceptions of Using Youtube As English Online Learning Media During Covid-19 Pandemic. *Journal of Languages and Language Teaching*, 9(2), 150. <https://doi.org/10.33394/jollt.v9i2.3567>
- Sunjayanto Masykuri, E. (2022). Technology effect of EFL Listening Comprehension to Teaching during Pandemic. *Journal of English Teaching and Learning Issues*, 5(1). <https://doi.org/DOI:10.21043/jetli.v5i1.13913>
- Vatoy, K. D., & Smith, K. (n.d.). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, 85, 260–268. <https://doi.org/10.1016/j.tate.2019.06.024>
- Wijayanengtiyas, M., & Claretta, D. (2020). Student Perceptions of Online Learning During the Covid-19 Pandemic. *Kanal: Jurnal Ilmu Komunikasi*. <https://doi.org/10.21070/kanal.v9i1.685>
- Wirasasmita, R. H., & Uska, M. Z. (2017). Pengembangan Media Pembelajaran Berbasis Buku Digital Elektronik Publication (Epub) Menggunakan Software Sigil pada Mata Kuliah Pemrograman Dasar. *EDUMATIC: Jurnal Pendidikan Informatika*, 7(1), 11. <https://doi.org/10.29408/edumatic.v1i1.732>
- Yamin, Moh., Setiawan, S., & Anam, S. (2020). EFL Students' Perspectives on the Use of Blog towards Their Writing Performance. *Pedagogy: Journal of English Language Teaching*, 8(2), 115. <https://doi.org/10.32332/pedagogy.v8i2.1793>
- Yunita, W., & Maisarah, I. (2020). Students' Perception On Learning Language At The Graduate Program Of English Education Amids The Covid 19 Pandemic. *Linguists: Journal of Linguistics and Language Teaching*, 6(2).