

PROCEEDINGS



2022  
**ELLiC**

*5th English Language & Literature  
International Conference (ELLiC 2022)*

*“Innovative Practices in Language Teaching,  
Literature, Linguistics, and Translation”*

**FACULTY OF FOREIGN LANGUAGE AND CULTURE  
UNIVERSITAS MUHAMMADIYAH SEMARANG**

**2022**



# 5<sup>th</sup> ENGLISH LANGUAGE AND LITERATURE INTERNATIONAL CONFERENCE (ELLiC) PROCEEDINGS

"Innovative Practices in Language Teaching,  
Literature, Linguistics, and Translation"

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## Forewords

Thanks, Allah SWT, for allowing us to successfully publish the 5th ELLiC Proceedings. This volume 5 is one of the facilities provided by the ELLiC committee for those who have submitted as well as disseminated their research results in the virtual ELLiC held on May 21, 2022.

As of the 5th ELLiC conference, this occasion was our latest and most extraordinary edition of the entire ELLiC occasions. The event was held online.

The event was attended by academicians from various countries such as Hongkong, Singapore, Thailand, Brazil, and, of course, Indonesia. These include the honorable speakers the plenary speakers Prof. Louise Cummings from Hongkong Polytechnic Universities Dr. Willy Renandya from National Institute of Education, Nanyang Technological University, Singapore, Dr. Jennifer Smith from Queensland University of Technology and Dr. Gumawang Jati from ITell Indonesia.

We thank you all of the contributors of the 5th ELLiC for helping us to succeed the event and also the publication of this volume. May Allah SWT, God the Almighty, blesses us all.

Best regards,



Yunita Nugraheni, M.Hum

# Table of Contents

Cover Page	i
Editors	ii
Forewords	iii
Table of Contents	iv

## Articles

Postmodern Aspect And Image Of The Alien From Postmodern Perspective In A Quiet Place (2018) <i>Ahmad Rhoziqin, Budi Tri Santosa</i>	1-7
Postmodernism of Remy Sylado's Menunggu Matahari Melbourne <i>Eva Dwi Kurniawan</i>	8-15
Cultural Content Analysis On English Textbook "Think Globally Act Locally" For Junior Highschool Grade IX <i>Fikrotul Amna Salsabila, Susanto Susanto</i>	16-29
Empowering Digital Technologies: Students' Literacy Ability <i>Kartika Kartika, Triarko Nurlambang</i>	30-35
Behavior of Life Influenced by Drug Addiction on the Text of Drama "A Prayer Before Dawn" <i>Yoga Agung Priambodo</i>	36-47
Magic Realism In Central Java Folklore <i>Amara Arsyisyah Faradita, Budi Tri Santosa</i>	48-56
Women's Voices in Tiffany Reisz's The Night Mark <i>Heri Dwi Santoso</i>	57-62
Black Heroism's Representation On Black Panthers Movie <i>Lintang Tavana, Budi Tri Santosa</i>	63-77
Children's Hope: Semiotic Analysis on Atouna El Toufoule's Video Clip <i>Dini Anggraheni, Mamdukh Budiman</i>	78-92
Quality Analysis of English Subtitles in Indonesian YouTube Video using Appraisal Theory <i>Efrain Aero, Safirina Noorman</i>	93-100
Acceptability in The Serial Cartoon Film Entitled Carl Transform into Carl Dadi (English-Javanese Translation) <i>Ika Oktaria Cahyaningrum</i>	101-108
The Indonesian Subtitles of Qiqi and Bennett Characters' Utterances in Genshin Impact Game: A Study of Subtitling Strategies <i>Ivan Chandra Nova, Harris Hermansyah Setiajid</i>	109-120

<b>Errors Made by English Literature Students in Translating News Text</b> <i>Mochamad Rizqi Adhi Pratama, Maya Kurnia Dewi</i>	121-128
<b>Translations and Rewritings of Hamlet in Indonesia</b> <i>Diana Hardiyanti, Riyadi Santosa, M.R. Nababan, Mugiyatna Mugiyatna</i>	129-133
<b>The Archaicism of Vocabularies in Malay Panai Language (MPL) from Language Attitudes</b> <i>Hilman Haidir, T.Silvana Sinar, Mulyadi Mulyadi, Eddy Setia</i>	134-160
<b>Turn Taking Strategies in Loukgolf's English Room Talk Shows</b> <i>Kassima Thainaphraio, Yesika Maya Ocktarani, Yunita Nugraheni</i>	161-171
<b>Nationalism Ideology: Critical Discourse Analysis of Joko Widodo's Speech in The Meeting of The Association of Indonesian Village Governments (APDESI)</b> <i>Kharis Marpurdianto</i>	172-181
<b>Iconic Meaning and Index Meaning of Traditional Culinary in Labuhanbatu: Ecolinguistic Study</b> <i>Liani Hasnita Ulfa Br Sagala, Safrina Noorman</i>	182-192
<b>A Critical Discourse Analysis on Lily by Tsana Beauty Product Advertisements</b> <i>Adha Estu Rizqi Susetya Radi, Stephanie Renata, Arie Oktaviany Laurenzo</i>	193-203
<b>Idiomatic Expression in American Sitcom Series Entitled Fresh Off the Boat Directed by Nahnatchka Khan</b> <i>Ayunda Permatasari, Yesika Maya Ocktarani, Yulia Mutmainnah</i>	204-208
<b>The Gap in Social Stratification in Mark Twain's Novel The Adventure of Huckleberry Finn based on Marxist Sociological Review</b> <i>Muiz Yusron Hamdi</i>	209-214
<b>English as Foreign Language Teachers' Beliefs in Developing Pragmatic Competence</b> <i>Tagsya Puspita, Lulu Laela Amelia</i>	215-227
<b>Social Semiotics of Low Multi-Purpose Vehicle (MPV) Car Ads in Indonesia</b> <i>Yudhistiro Pandu Widhoyoko</i>	228-237
<b>Flouting Maxim in Netizen's Utterance on The Comment Page of Danise Chariesta's Instagram Account</b> <i>Mutia Fitri Hanum, Dadang Sudana, R. Dian Dia-an Muniroh</i>	238-249
<b>Types and Factors of Code-Switching in Deddy Corbuzier's Podcast</b> <i>Yulia Mutmainnah</i>	250-254
<b>Gender Roles in Nafsu Serakah (2019) Short Story through Appraisal Analysis</b> <i>Yunita Nugraheni, Budi Tri Santosa</i>	255-259
<b>The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English Teachers' Points of Views</b> <i>Arina Risqonah, Dwi Agustina</i>	260-266
<b>Quizlet And Vocabulary Mastery: Students' Perception</b> <i>Ayumi Pratiwy Tanjung, Sholihatul Hamidah Daulay</i>	267-276
<b>"I'm a Man, I'm a Nurse": Breaking Strong Gender Stereotype towards Evocative Personal Narrative"</b> <i>Dwi Rosita Sari</i>	277-286
<b>Exploring Nursing Students' Perception on Online Class with the Implementation of TPACK Framework within Task-based Language Teaching</b> <i>Fitri Handayani, M. Zaim, Hermawati Syarif, Yetty Zainil</i>	287-299
<b>Developing Instagram Account as Learning Platform of Writing Text Types</b> <i>Inayatul Ulya</i>	300-313
<b>Students' Motivation to Complete the Study in the Pandemic Time: Some Reflections for Post Pandemic Era</b> <i>Leni Fitriani, Dwi Agustina</i>	314-325

<b>A Case Study: The Inclusion of Teaching Grammar in ESP Speech Course At Accounting Departement – State Polytechnic of Malang</b> <i>R. Setiawan, Lia Agustina</i>	326-336
<b>USING MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT</b> <i>Niken Athifah Alya Fitri, Chyntia Heru Woro Prastiwi, Oktha Ika Rahmawati</i>	337-342
<b>Overviewing Ecological Mindedness in Indonesian Education: From Regulation to Instructions</b> <i>Yohanes Heri Pranoto</i>	343-349
<b>EFL University Students' Reading Strategy Use across Personality Types in Understanding English Online Texts</b> <i>Merliyani Putri Anggraini, Bambang Yudi Cahyono, Mirjam Anugerahwati, Francisca Maria Ivone</i>	350-359
<b>EXPLORING AN ONLINE LANGUAGE TEACHING TASK DESIGN AND ITS IMPLEMENTATION: A CASE STUDY IN AN ONLINE COURSE</b> <i>Romadhon Romadhon, Didi Sukyadi, Pupung Purnawarman</i>	360-381
<b>Observing Teacher's Motivational Teaching Practices in an EFL Class during Covid 19 Pandemic</b> <i>Rizki Farani, Qowiyun Ma'rufah</i>	382-389
<b>Teachers' Perspectives of Strategies on Managing Students' Misbehavior during Synchronous Online Learning</b> <i>Refi Aksep Sativa, Didi Sukyadi, Pupung Purnawarman</i>	390-401
<b>Emerging an Innovation through Blended Learning Method in Post Pandemic Era: EFL Learner's Perception</b> <i>M. Fadhly Farhy Abbas, M. Zaim, Hermawati Syarif, Yetty Zainil</i>	402-413
<b>Male Gaze in 10 Tips to be More Elegant Lady Video by Farah Quinn (A Critical Discourse Analysis by Sara Mills)</b> <i>Yuli Rahmawati Dewi, Eri Kurniawan</i>	414-423
<b>GRAMMATICAL ANALYSIS OF "ONE STOP ENGLISH LEARNING" TEXTBOOK GRADE 6</b> <i>Khoirun Nikmah, Ayu Fitriyaningsih, Dian Ratna Puspananda</i>	433-440
<b>AN ANALYSIS OF INTERACTION PATTERNS IN THE ENGLISH WRITING CLASS</b> <i>Anggita Refida Prismutitomi, Ima Isnaini Taufiqur Rohmah, Moch. Fuadul Matin</i>	441-448
<b>A Graduate Student's Thesis Writing Process</b> <i>Geby Maryono, Emi Emilia, Gin Gin Gustine</i>	449-461
<b>Developing online module uses online application</b> <i>Oktha Ika Rahmawati, Fitri Nurdianingsih, Andri Andri</i>	462-470
<b>The Effect of Literal Comprehension on the Higher Levels of Comprehension in Reading Skill: A Longitudinal Case Study</b> <i>Ratih Laily Nurjanah, Salma Rafita Putri</i>	471-476
<b>Students' Perceptions of the Fairness in EFL Classroom Assessment</b> <i>Yuniarti Yuniarti, Sunarlia Limbong, Citra Prasiska Puspita Tohamba</i>	477-501
<b>Analyzing the Generic Structure of Recount Text Written by The Tenth Graders</b> <i>Anggi Eka Aprilina, Meiga Ratih Tirtanawati, Puput Suriyah</i>	502-508
<b>Strategies For Teaching Reading In Efl Classroom</b> <i>Ratna Nidya Primasari, Chyntia Heru Woro Prastiwi, Oktha Ika Rahmawati</i>	509-515
<b>Using Writing Tasks as an Assessment in Extensive Reading in a University-Level EFL Course</b> <i>Pratama Irwin Talenta, Maria Dimitri, Angie Pavita</i>	516-522
<b>The Antihero with the Mask: Slipknot and Mesin Tempur Represent the Criticism of Social Condition</b> <i>Deswandito Dwi Saptanto</i>	523-535

<b>Indonesian Women Resistance as Eastern Representation in Darah Garuda Movie</b> <i>Evi Irawanti Br Saragih</i>	536-549
<b>Aspects of Cultural Memory in Jazz, by Toni Morrison</b> <i>Prila Leliza Calado</i>	550-560
<b>The digital app “Jeriguigui and the Jaguar” as a pedagogical subsidy in literacy practices at Elementary Schools</b> <i>Maria Sílvia Cintra Martins</i>	561-571
<b>The Translation Procedure Two English Translated Song Versions: A Case Study on Japanese Song “Ano Yume Wo Nazotte” by Yoasobi</b> <i>Vincensius Radhitya Trisnabudi, Harris Hermansyah Setiajid</i>	572-587
<b>The Students’ Engagement Realization in Academic Writing Flipped Classroom</b> <i>Enny Dwi Lestariningsih, Testiana Deni Wijayatiningsih, Dian Ratu Ayu Uswatun Khasanah</i>	588-595
<b>The Digital App “Jeriguigui and the Jaguar” As a Pedagogical Subsidy in Literacy Practices at Elementary Schools</b> <i>Maria Sílvia Cintra Martins</i>	601-611
<b>Promoting Contextual Teaching and Learning Method of EFL Students in Post Pandemic for 21st Century Skill: Teachers’ Perception</b> <i>Vina Fathira, M. Zaim, Hermawati Syarif, Yetty Zainil</i>	612-626
<b>English Communication Skill Used by Indonesian Seafarer on Radio Communication</b> <i>Haryani Haryani, Januarius Mujijanto, Rudi Hartono, Issy Yuliasri</i>	627-634
<b>The Application of Strategic Competition in EFL Setting in Transactional and Interpersonal Conversation Class</b> <i>Riana Eka Budlastuti, Testiana Deni Wijayatiningsih</i>	635-645

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## Developing Online Module Uses Online Application

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### ABSTRACT

This study aims to develop online digital module by using Heyzine online application. The method used was simple ADDIE model of RnD. The object of this study was grammar and the subject was the second semester of English department students in IKIP PGRI Bojonegoro. The module prototype made based on the result of RPS analysis and then it was uploaded to the application. The result showed that the module was eligible to be used in the class with the value are 83% for the media effect, 83.3% for instruction, and 60% for design from the experts. Meanwhile from the students are 86,7% for media effect, 80% for instruction, and 86,7 % for design.

**Keywords:** flipbook, e-module, online application

### INTRODUCTION

One of the important aspects in teaching and learning is source of materials. There are various types of sources that can be used by teachers, one of them is module. Module is a learning tool that contains materials, methods, limitations, and evaluations that are designed systematically and attractively to achieve the expected competencies in accordance with the complexity (Depdiknas, 2008). Module is usually made by combining materials from many different sources which are needed to achieve the objective of learning. By doing so students are expected to be able to learn by themselves (Pratowo, 2011).

Module is usually printed, but nowadays many digital modules are produced. Those digital modules are the result of the impact industry revolution 4.0 eras. In this era, the use of digital technology is inevitable. Therefore, the used of printed module should be replaced by digital module (Hartanto, D, et.al, 2020). By changing the learning media, it not only helps students in learning but also help them in dealing with the development of technology (M. Abror. A, et. al, 2019).

One of popular digital book is flipbook. It is adopted by vendors for various types of digital application for magazines, books, comics, and

others. Flipbook was originally used to display animation. It is created from a piece of paper, such as a thick book, and each paper displayed animation pictures series in order and when the papers were opened slowly, the pictures seemed to move and live. (Hardiansyah, 2016; Nafi et al., 2018). Digital flipbook module has many advantages. Flipbook module differs from printed module. It not only consists of words or pictures which makes students sometimes get bored and difficulties in understanding it. Some attractive elements (such as video, song, audio, animation or moving graphic) can be integrated in module. Those elements make module more interesting so that students are attracted to read and learn about the materials which are not only full of words (M. Abror. A, et. al, 2019; Diani & Hartati, 2018; Safitri, 2017).

Moreover, by making module digitally, it can be accessed easily from students' smart phone without bringing thick module in their bag. It is more effective and efficient since students can read the material anytime in the phone. Then, it can increase students' self-learning. A lot of tools can be used to make flipbook by using software or online application. Many researchers have been carried out in developing flipbook by using software such as Kvisoft Flipbook Maker or Flip PDF professional but only some using online applications. Thus, this study is trying to develop digital flipbook module by using online application "Heyzine.com" in Google. This application is chosen because it provides free access to make flipbook and easy to use even for the amateur. Besides, by using online application, the students can easily access the module anywhere from their smart phone. The teacher can share the link and the students can start to read. Actually, it can also be downloaded, but it is not for free.

## **METHOD**

The method used was simple RnD (Research and Development) of ADDIE model. ADDIE stands for Analyze, Design, Development, Implementation, and Evaluation which proposed by Lee and Owen (2004). That acronym reflects the steps that should be done in the research. The research was conducted in IKIP PGRI Bojonegoro. The subject of the research was the second semester of English study program students. Data collection techniques were scoring assessment for expert and students for seeing if the module is eligible to be used or not. The scoring assessment used was from Arikunto (2006). The data analysis used was Miles and Huberman (2009) model which consists of data reduction technique, data display (presentation of data), and conclusion drawing or verification. The criteria for the assessment used was as follow

Table 1:  
 Assessment Criteria

No.	Assesment Aspects	Indicators	Total
1	Media effect	Increasing students' knowledge	1
		Ease of use	1
		Motivating students	1
2	Instruction	Ease of starting the program	1
		Having clear instruction	1
		Language used	1
3	Design	words	1
		Pictures/image	1
		ilustration	1
		audio	1
		<b>total</b>	10

After getting the result from the expert and the students, the data then calculated by using the following formula (Sugiyono, 2014):

$$\text{Eligibility percentage (\%)} = \frac{\text{obtained score}}{\text{expected score}} \times 100\%$$

To know if the score is eligible or not, then it must be checked in the eligibility rubric as follow (Arikunto, 2006).

Table 2. Eligibility Criteria proposed by Arikunto (2006)  
 Achievement Percentage

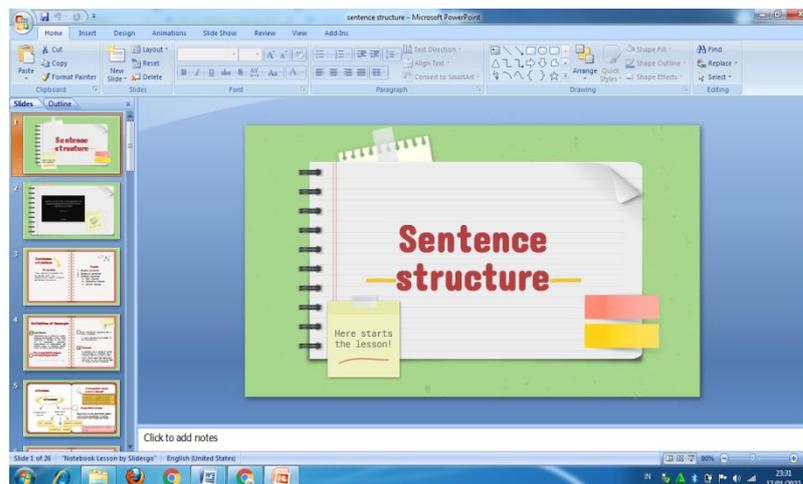
Achievement percentage	Description
76-100%	well-eligible
56-75%	eligible
40-55%	adequate
0-39%	bad

## FINDINGS AND DISCUSSION

The first step in this study was assessment or analysis of RPS to know what students' learning outcomes for intermediate English grammar course. It is important since module made should be able to cover all materials that can help students in the class. After analyzing the students' need, grammar books were collected and the materials were adopted from some books related to the students' outcome. The second steps was design. The design chosen for this digital module was something colorful, eye-catching, and interesting so that students are motivated and attracted to read the materials from the module. A good power point template was used for the design before they were changed into PDF format. The template of power point was taken from

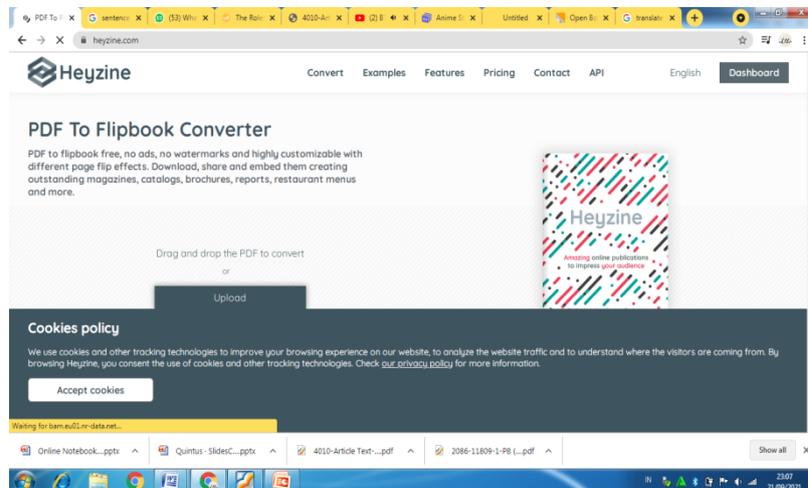
<https://slidesgo.com/>. This module was not included any learning video because the online application does not provide features to assert the video or voice recording. The following was the design of digital module from the PPT template.

Figure 1. The design of digital module from PPT template



After designing how the digital module would be, then the material for the module were developed. Materials in this module were adopted from some different english grammar books. The materials and exercises were taken from Fundamental of English Grammar Workbook, Second Edition by Betty S. Azzar and Donald A. Azzar, Understanding and Using English Grammar, Third Edition by Betty S. Azar (2002), Peterson's TOEFL SUCCESS by Bruce Roger (2004), and Oxford Guide to English Grammar by John Eastwood (2002). The materials were adopted from english grammar book because they are authentic so the students can learn english grammar authentically. The module provided some theories and exercises for checking their understanding toward the theory. The module was design self-learning module so that key words were included in it. After constructing the material, then they were put together in power point and then changed the format into pdf. Why should we change it into pdf? Because it should be in pdf format.

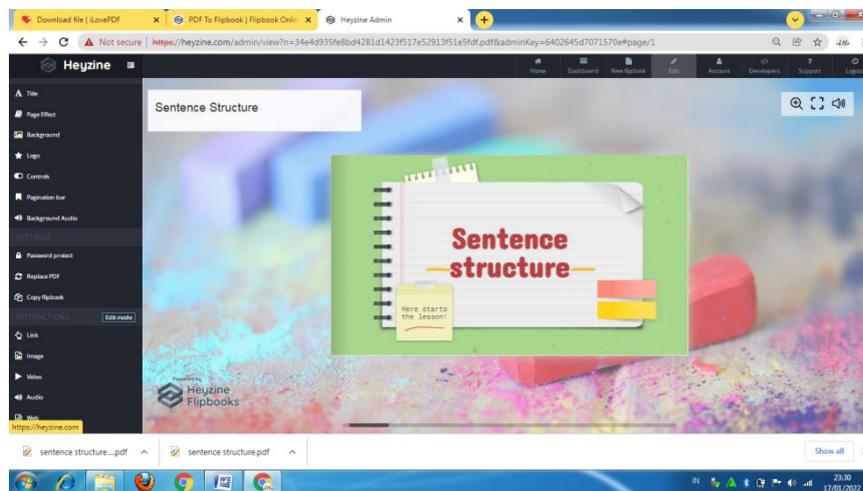
Figure 1. The design of digital module from PPT template



Then, the pdf was ready to be converted to flipbook by Heyzine. This online application is easy to use, we just need to put the file on and Heyzine will help us to make a very interesting digital module. Heyzine provides a feature called page turn effect. It offers five different turn page effects such as: flipbook magazine, book, slider presentation, cover flow and one page flip. Heyzine also support Right-to-left flipbooks. The next feature is Customization. This feature offer the user to customize the publication, changing logo, background, text, navigation control styles, controls to show and hide. You can make the flipbook look the way you want in a quick and easy way. The next features that can make module more interesting are video and picture. Video and pictures can be added in the flipbook to create immersive publications and engage your audience even more.

Those features are placed in the left side. If you want to add something, just click edit in the application. Besides, link, video, audio, or pictures can be added in your flipbook design so that your module can be more interesting and it can make the module slightly different from the printed book. Those features are provided by this amazing flipbook application. The following is the prototype design of flipbook module and some features in it.

Figure 3. Prototype Design



After all those steps to make online digital module in Heyzine.com, then the module was ready to be used and distributed to the students. Because it used the basic plan, then it cannot be downloaded. It can only be used by open the shared link. If you want to be able to download the book, you can use standard type with the price \$49/year.

The next step is implementation. Before starting the class, the students were given link <https://heyzine.com/flip-book/34e4d935fe.html> to access the module. Then they were asked to read and learn the material at home. In the following week, the students were asked some questions related to material in digital module and their opinion about the module compare with the printed module. The students also were asked to give their assessment toward the module. Besides, the assessment also did by some media experts in IKIP PGRI Bojonegoro. The assessors were given rubric that consists of some indicators, and then the result is calculated using the formula from Arikunto (2006). From the experts, the values are 83% for the learning media effect, 83.3% for instruction, and 60% for design. Meanwhile from the students are 86,7% for learning media effect, 80% for instruction, and 86,7 % for design. From those result it can be concluded that the module are well-eligible except for the design because it doesn't include any video or audio.

The last step is evaluation. In this step, the value obtained is evaluated to make this module better and ready to use. From the result it could be seen that this module got low value in design from the expert. The design is quite simple without any pictures or video or link to make this module more interesting for the students. Therefore, the design can be changed by putting some videos or image to make it alive. After getting the result of digital flipbook module from the experts and students, it can be seen that this module is eligible for students with some notes and need some improvements so that it can give maximum impact for students. Online digital flipbook module is one of media that can be used in teaching

English. It is a smart and innovative solution in learning. It can help students learning English easily since it provides some video or audio which can foster their motivation. By having video as supporting material in module, students not only read the text but also they can look at material directly from the video. They can also watch the expression, gestures, and other visual from in the video. Moreover, they learn about listening and pronunciation indirectly which an important part of learning English (Harmer, 2004). The teachers do not have to play video separately in the class, the students can watch it directly from the module. Furthermore, online digital flipbook module also proved that it is easy to be accessed and save time in delivering the material because all are in one place, online digital flipbook model. It improves students' learning interest and motivation (Rafiq & Ameen, 2012).

## CONCLUSION

Online digital flipbook module is one alternative media in teaching English. Teacher can develop materials which accordance with government curriculum. By developing their own materials, teachers can choose materials which suitable with their students and the objective of learning. by developing online digital flipbook module, teachers can add some supporting materials such as video or picture so that the module can be more interesting. When the students are attracted to read and learn, then the objective learning of English can be reached.

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