

THE DEVELOPMENT OF A VOCABULARY MODULE USING FLIP PDF CORPORATE SOFTWARE AT SECONDARY SCHOOL

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ABSTRACT

The research aims to contribute to teaching and learning activities in English vocabulary by developing technology-based teaching modules using Flip PDF software so that the implications are expected to arouse students' motivation to continue to like the subject. The research model used is development, with the results presented quantitatively and qualitatively descriptively. The subjects are divided into three, namely: a. material validators, media validators, and teachers. At the same time, the informants were taken from students and students of class VIII MTs Terpadu Berkah Palangka Raya. Data collection techniques use observation, tables or lists of questions, interviews, and documentation. The analysis techniques use three stages: data reduction, data presentation and data verification, and validity testing using triangulation techniques. The results showed that: 1). The development of vocabulary modules using flip pdf corporate software in class VIII at MTs Terpadu Berkah Palangka Raya is carried out with the ADDIE development model through 5 stages of development, namely: a) analysis, including performance analysis and need analysis; b) design, including display design on teaching materials made using storyboards; c) development, including the manufacture of learning materials; d) implementation, including product validation with material expert validators and media experts, then trials are carried out on students and English language subject teachers, namely small group and large group product trials and teacher responses; e) evaluation, including improvements according to suggestions and comments obtained by researchers at the implementation stage and the results of pretests and posttests. 2. Response results in the trial of students in class VIII MTs Terpadu Berkah Palangka Raya which was carried out in small group trials (5 people) obtained a percentage of 93.42% with a very good category, large group trials (1 class) obtained a percentage of 89.34% with a very good category. The response results were obtained by distributing student response questionnaires. And the results of the teacher response assessment can be known by using a questionnaire instrument in this case the English subject teacher. The assessment results obtained a percentage of 80.55% with a very good category.

Keywords: Development, Vocabulary Module, Flip PDF Corporate Software

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Introduction

Modules are one of the teaching materials that have been adapted to the 2013 curriculum standards (Sungkono, 2012). Modules are instructional resources that are methodically prepared in an easy-to-understand language according to the student's knowledge level and age, allowing children to study independently with minimum supervision or guidance from educators (Mushlihuiddin et al., 2022). Students learning independently can make them learn actively and creatively. Modules are also flexible in that they can be used for a few minutes or a few hours, and can be done separately or varied with other methods to make it easier for students (Kristiawan et al., 2019).

Vocabulary mastery plays an important role in mastering a language. A learner with an inadequate amount of vocabulary will not function well in every aspect of the language itself. Students cannot comprehend others or communicate their thoughts if they lack proper vocabulary, which is at the heart of English language instruction. A lack of language knowledge might make it difficult for pupils to comprehend literature. For example, an English reading text and also answering the questions of the book, or they may answer them, but their replies are not related to the questions (AF et al., 2021).

Vocabulary is crucial to acquire in addition to vocabulary, as it may help us extend our language expertise. English vocabulary may be a useful education for youngsters and adults about their future (Sari et al., 2023). Sometimes students are still confused with the material in the textbook because the material is in full English. This sometimes makes students wonder about the meaning of each vocabulary in the material provided (Rifai et al., 2023). To grasp the language, the student must first know the vocabulary. Vocabulary competence is required to communicate our ideas and understand other people's words. Hornby (1995), as referenced by (Alqahtani, 2015), defined vocabulary mastery as comprehensive knowledge or skill. According to that definition, mastery refers to comprehensive knowledge or

significant talent that qualifies someone as a master in a specific area. Flip Pdf Corporate Edition is a flash software or application that may be used to produce flipbook-style e-books or e-modules (Erniwati et al., 2022).

The Flip Pdf Corporate application is a tool for building animated modules in the form of flip books that can be viewed on both desktop and mobile devices, it allows to generate a good first impression at all time. When combined with movies, animations, and simulations, Flip Pdf Corporate Edition transforms educational materials into very powerful tools. This program provides output formats such html, zip, exe, app, and fbr, which may be selected based on the user's demands (Fadilah & Sulistyowati, 2022). Flip PDF Corporate is software that converts PDF files into digital books when flipped. Professionals may use flip pdf to include various learning resources like graphics, music, video, animation, quizzes, buttons, and others to make the presentation more entertaining and interactive. The advantages of Flip PDF Corporate include the convenience of processing and operation of the product's outcomes. Furthermore, the outcomes of the Flip PDF Corporate program may be used on desktops and cell phones (Nugroho et al., 2023).

Teachers are now expected to be able to use and use emerging technology. With the fast growth of technology, instructors are expected to be able to use or build learning tools and media that can optimize the learning process (Rozi & Hanum, 2019). In this instance, teachers must have a thorough understanding of learning media to help students learn more effectively and efficiently. To properly communicate content, teachers require tools or media that are entertaining and capable of improving students' higher-order thinking skills (Artiani, 2020; Susanto & Akmal, 2019). One of the interesting learning media is learning media in the form of modules. (Sugianto et al., 2017) revealed that the module is one of the learning media that contains content along with images that are packaged attractively and displayed simply to facilitate understanding of concepts. Based on the findings from interviews with English teachers at MTs Terpadu Berkah Palangka Raya using media as follows:

“Saat kita belajar mata pelajaran bahasa inggris, kita biasanya hanya menggunakan buku LKS, belum ke referensi yang lain. Anak-anak kadang bosan kalau hanya menggunakan buku, kalau ada peneliti yang mengajukan pengembangan media kami sangat menerima itu, karena kami disini juga masih kekurangan media dalam pembelajaran. Dan untuk bahasa inggris sendiri kendala yang paling sering saya temui adalah keterbatasan kosakata/vocabulary, selebihnya tidak ada. Untuk menambah vocabulary, saya menggunakan cara seperti saya kasih gambar dan mereka harus membuat kalimat menggunakan gambar itu. Kalau ada peneliti pengembangan yang nawarin belajar menggunakan alat bantu seperti proyektor, bisa disiapkan alatnya. Alhamdulillah di sekolah ini proyektor sudah ada dan jarang digunakan” (Results of interviews with English teachers on June 4, 2023, at 10:40 AM).

According to preliminary observations done at MTs Terpadu Berkah Palangka Raya, educators have exclusively used worksheets as instructional resources to satisfy the demands of class VIII pupils. With these conditions, students' interest in English courses is low due to a lack of attractive teaching materials, thus they prefer to disregard the teacher and instead focus on chatting and even playing with their friends during class hours. In addition to students' varying cognitive capacities and the necessity for curriculum-aligned learning materials, the provision of modules as an autonomous learning resource for students is required. The availability of English modules for students of MTs Terpadu Berkah Palangka Raya is still not available at school so pupils are still not enabled to be able to learn independently.

According to the interview results, instructors' use of media is still limited and does not cover a wide range of learning activities. Teachers find it challenging to identify what form of media is appropriate for student comprehension. As a result, teachers expect that new learning tools will emerge to assist pupils in better comprehending the topic. This expectation derives from the fact that using a variety

of media may improve learning efficacy and make information easier for pupils to absorb. As a result, researchers created module-based learning materials utilizing the Flip Pdf Corporate program. The Flip Pdf Corporate program is one of the most effective learning tools (Nisa et al., 2020; Rahman et al., 2021).

Based on the explanation above, an alternative to overcoming the problems obtained during observations and interviews is to develop learning media that is attractive to students, namely modules with the help of the Flip Pdf Corporate application. Based on the description above, the solution to the existing problems based on the results of interviews, observations, and data requires research entitled “The Development Of A Vocabulary Module Using Flip Pdf Corporate Software At Secondary School”.

Method

Development research with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation) is used as a research method, the results of which are loaded into 2 stages of description, namely quantitatively (counting numbers) and qualitative-descriptive (sentences). The subjects are divided into 3 namely: a. material validators, media validators and teachers. While the informants were taken from students and students of class VIII Mts Integrated Blessing. For data collection techniques carried out by means of observation, tables or lists of questions, interviews and documentation. Then for the analysis technique using 3 stages, namely data reduction, data presentation and data verification followed by validity testing using triangulation techniques.

Findings

This research uses the Research and Development (R&D) research type. The product developed is a vocabulary module using flip pdf corporate software for class VIII MTs Terpadu Berkah Palangka Raya, which has been given an assessment and

a statement worthy of use by media expert validators and material experts to be tested at school.

1. The Development Of A Vocabulary Module Using Flip Pdf Corporate Software At Secondary School

The results of this research and development are vocabulary modules made using Canva and then edited using Flip PDF corporate. The module's results are a link easily accessible anywhere, consisting of 35 sheets. This study uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).

a. Analysis

There are several things that researchers do at the analysis stage, including the following.

1) Performance Analysis

The first stage is performance analysis, which is carried out to identify and classify the problems faced in schools related to teaching materials or learning media used so far and then find solutions by developing learning media. Based on the findings from interviews with English teachers at MTs Terpadu Berkah Palangka Raya, they still use LKS only at school; there are no other references. Teachers are now expected to use and utilize emerging technologies. In this case, teachers must thoroughly understand learning media to help students learn more effectively and efficiently. One interesting learning media is teaching media in the form of modules. Therefore, researchers offer to develop module media to add to their teaching materials.

2) Need Analysis

The second stage is a needs analysis, which determines the learning media students need to improve the quality of their learning. This requires analysis to become the basis for designing the developed learning media that can meet students' individual needs and support the achievement of learning objectives.

The results of the interview above show that the use of media in learning is still rare. With this condition, students' interest in English subjects is low due to the lack of interesting teaching materials, so they prefer not to pay attention to the teacher and instead focus on chatting and even playing with their friends during class hours. In addition, students have different cognitive capacities, and there is a need for teaching materials aligned with the curriculum, so providing modules as an independent learning resource for students is needed. The English modules for students of MTs Terpadu Berkah Palangka Raya are still unavailable at school, so students can still not learn independently.

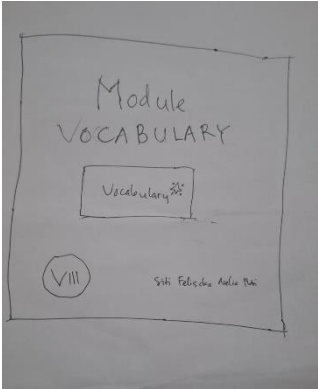
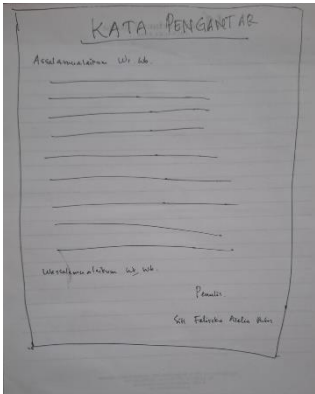
According to the interview results, teachers' media use is still limited and does not cover various learning activities. Teachers need help identifying what forms of media are appropriate for student understanding. As a result, teachers hope that new learning media will emerge to help students understand the subject matter better. This hope stems from the fact that using various media can increase learning effectiveness and make students easily absorb information. Therefore, researchers create module-based learning materials using the Flip Pdf Corporate program. The Flip Pdf Corporate program is one of the most effective learning tools.

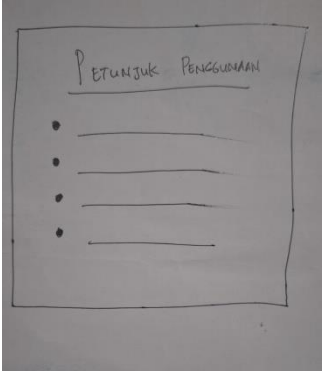
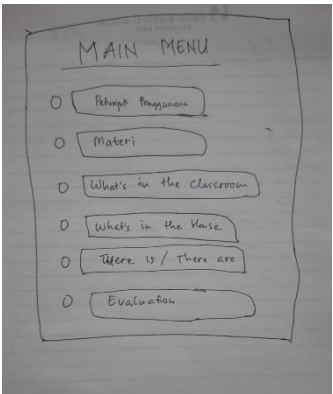
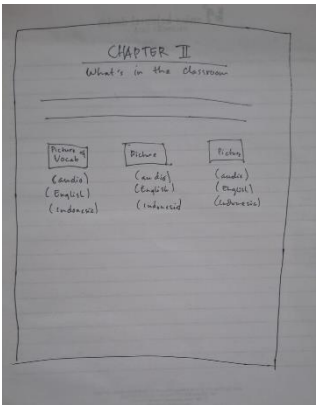
Based on the explanation above, an alternative to overcoming the problems obtained during observations and interviews is to develop learning media attractive to students, namely modules by discussing vocabulary with the help of the Flip Pdf Corporate application.

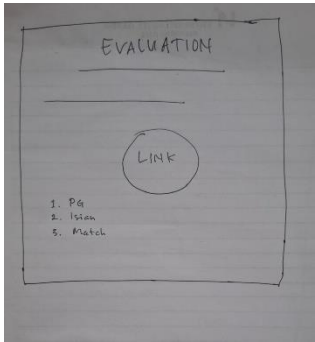
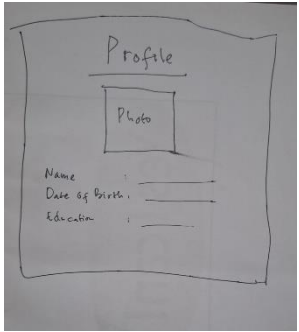
b. Design

The use of storyboards helps researchers visualize the structure and flow of the module so that it can be a guide in an effective and efficient development process. This module product was designed in Canva and then developed using Flip Pdf Corporate. Here is the storyboard of the product.

Table 1. Vocabulary Module Storyboard

No.	Description	Display
1.	Cover	
2.	Preface	

No.	Description	Display
3.	Directions for use	
4.	Main menu	
5.	Material	

No.	Description	Display
6.	Evaluation	
7.	Profile	

c. Development

The development stage is the stage after using the design. At this stage is to produce vocabulary module products. The development of this vocabulary module is designed through Canva and after being made into a pdf file, it is then edited through flip pdf corporate. The steps in developing vocabulary modules using flip pdf corporate are as follows:

- 1) Creating a vocabulary module using flip pdf corporate
 - a) Creating a Cover

Making the front cover is designed using the Canva application containing the module title, class, campus logo, author's name and supporting images.

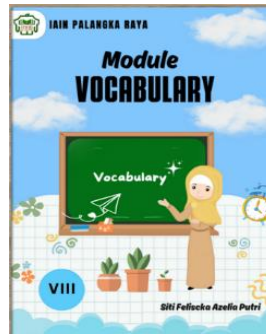


Figure 1. Module Cover After Design on Canva

b) Preface

After making the cover, the next step is to make a preface.

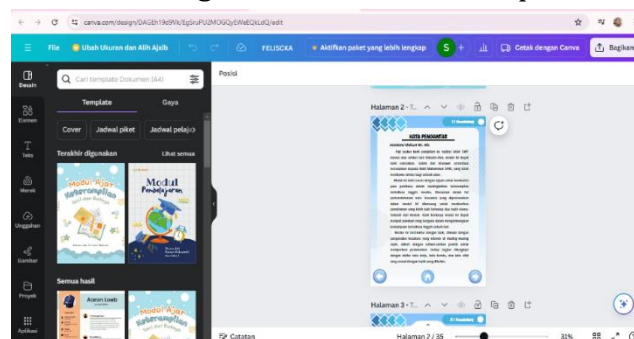


Figure 2. Create a Preface in Canva

c) Create a Main Menu

Create the main menu in canva first, then edit it using flip pdf corporate so that each menu can be clicked to the page that matches the title listed on the main menu.

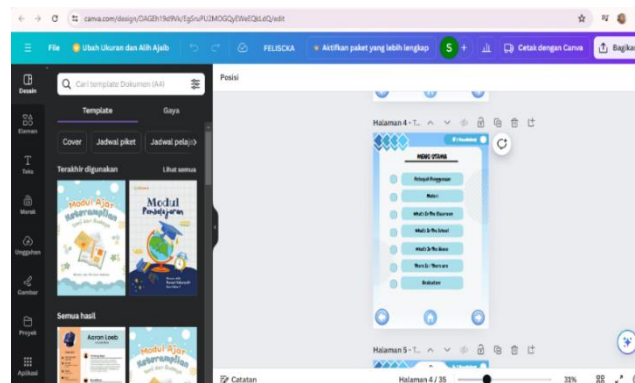


Figure 3. Main Menu on Canva

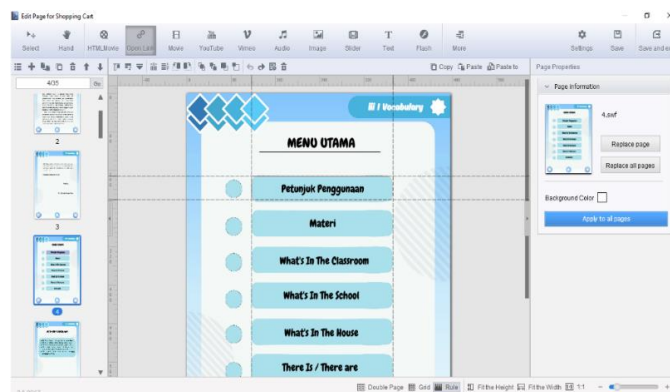


Figure 4. Main Menu View in Flip Pdf Corporate

Click open link so that a line appears as shown above to edit the main menu to switch to the desired page. This is so that when you click on the main menu section it immediately switches to the page according to the title in the main menu.

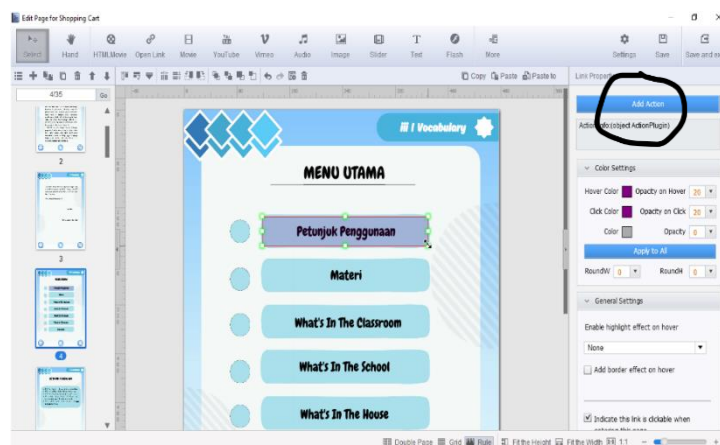


Figure 5. The Next Edit View After Clicking The Open Link

After clicking open link and the lines appear as in Figure 6. Drag and adjust the line in the main menu section, after which a section will appear on the right to edit further as shown above. Then click the add action circled by the black line to edit the main menu section to appear on the page you want to display.

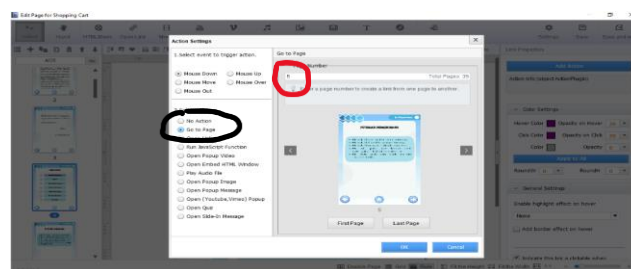


Figure 6. Display After Clicking Add Action in Flip Pdf Corporate

When the display appears as shown on the screen, the next step is to click go to page circled by a black line as shown, then type the page number you want to display when clicking the main menu section in the red circle as shown. After that, the destination page will appear as shown above and if you have clicked ok.

d) KI and KD



Figure 7. KI and KD

e) Material

In this module material there are 4 discussions, namely what's in the classroom, what's in the school, what's in the house and there is/there are.

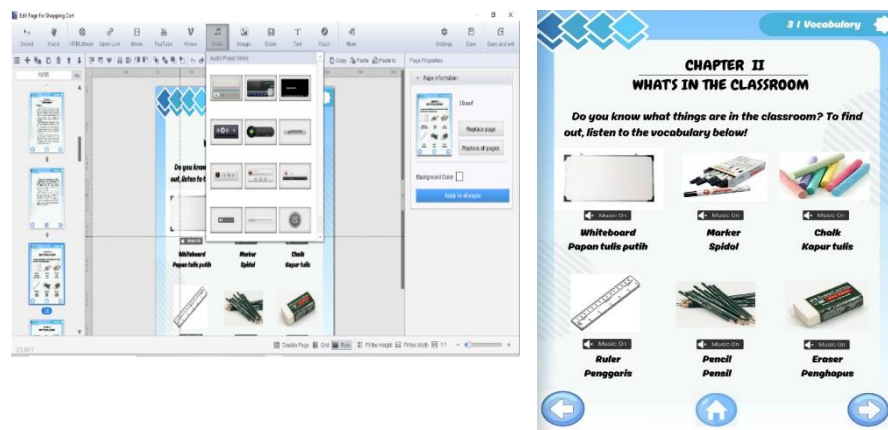


Figure 8. Display of Inserting Audio in Flip Pdf Corporate

The image above shows how to insert audio using flip pdf corporate. Click on the audio as in the image and then select and click the desired audio model. After that, lines will appear that will be adjusted to the shape of the audio with the vocabulary image.

To select the audio to insert into the module. Select the select audio file circled in black in the image, after which it will appear as in the image and directly click the local file. After clicking that, the audio that has been downloaded before and has been entered in the file will appear. Then select the audio that you want to include in the module according to the vocabulary image as shown below.

f) Exercise

Each material has an exercise after the discussion of the material learned. There are English writing exercises from pictures and fill in the blank exercises.

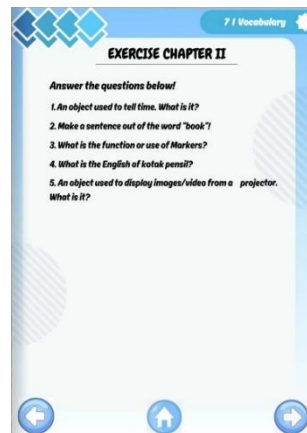


Figure 9. Display of Fill in Exercises

g) Video

In this module there is an explanation video from YouTube about there is/there are material. To add to the explanation and understanding of the module for students

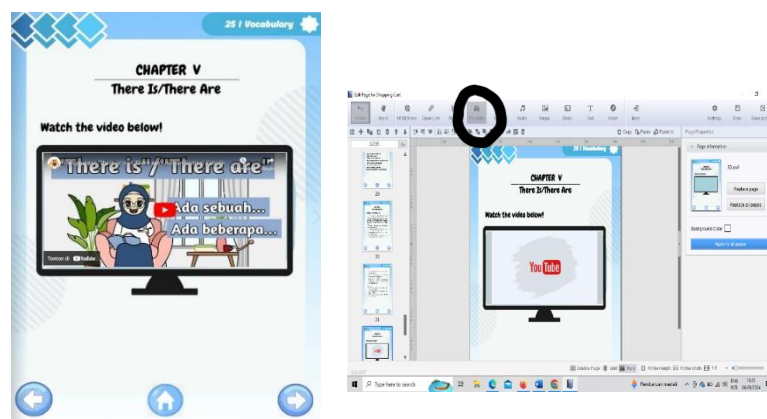


Figure 10. Display of How to Insert Youtube Video
in Flip Pdf Corporate

To insert a youtube video in the module, click on the youtube text above in the black circle. After that, a line will appear and adjust the line to the shape of the design like the television in the picture above. This can be seen in the picture below. After the line is adjusted to the television, an option will appear on the right as shown above.

After that, enter the youtube link in the video id in the black circle in the picture.

d. Implementation

At the implementation stage, the vocabulary module will be tested on students. The trial was conducted in a small group of five people and a large group consisting of one class in class VIII of MTs Terpadu Berkah Palangka Raya. This trial aims to find out the responses of students and teachers to the vocabulary module using flip pdf corporate. Small Group Trial In this small group trial, there were five students with high, medium and low level abilities in class VIII at MTs Terpadu Berkah Palangka Raya. The trial was conducted on July 9, 2024.

1) The results of the small group trial:

In this small group trial, there were five students with high, medium and low level abilities in class VIII at MTs Terpadu Berkah Palangka Raya. The assessment aspects of the students' responses consist of 19 aspects. The following are the results of the assessment of student responses in small groups using the formula:

$$\begin{aligned}\text{Maximum score} &= \text{Number of aspects} \times \text{number of test subjects} \times \\ &\quad \text{maximum score of the questionnaire} \\ &= 19 \times 5 \times 4 \\ &= 380\end{aligned}$$

$$\Sigma \text{score obtained} = 355$$

$$P = \frac{\text{Total score}}{\text{Highest number of scores}} \times 100\%$$

$$\begin{aligned}P &= \frac{355}{380} \times 100 \\ &= 93,42\%\end{aligned}$$

Based on the calculation of the results obtained from student responses in small groups, 93.42% of these results are categorized as

very good. Because with an interval of 80 - 100% the category is very good, 40 - 80% good, 21 - 40% Less, <20% very less.

2) Large Group Trial

In this one-class trial, there were twenty-five students in class VIII at MTs Terpadu Berkah Palangka Raya. The assessment aspects of the students' responses consist of 19 aspects. The following are the results of the assessment of student responses in large groups using the formula:

$$\begin{aligned}\text{Maximum score} &= \text{Number of aspects} \times \text{number of test subjects} \times \\ &\quad \text{maximum score of the questionnaire} \\ &= 19 \times 20 \times 4 \\ &= 1520\end{aligned}$$

$$\sum \text{score obtained} = 1358$$

$$\begin{aligned}P &= \frac{\text{Total score}}{\text{Highest number of scores}} \times 100\% \\ P &= \frac{1358}{1520} \times 100 \\ &= 89,34\%\end{aligned}$$

Based on the calculation of the results obtained from student responses in large groups, 89.34% of these results are categorized as very good. Because with the interval 80 - 100%, the category is very good, 40 - 80% is good, 21 - 40% is less, <20% is very less. In this trial, the learners after using the vocabulary module showed that they enjoyed using the module. They stated that this module is very easy to understand and can help them in learning English.

3) Teacher Response

After knowing the responses of students, then the researchers distributed questionnaires to find out the responses of English language teachers at MTs Terpadu Berkah Palangka Raya. The data obtained from the results of the teacher's response. The assessment aspects of the

teacher's response consist of 9 aspects. The following are the results of the assessment of the teacher's response using the formula:

Maximum score = Number of aspects x maximum score in the questionnaire

$$= 9 \times 4$$

$$= 36$$

$$\Sigma \text{score obtained} = 29$$

$$P = \frac{\text{Total score}}{\text{Highest number of scores}} \times 100\%$$

$$P = \frac{29}{36} \times 100$$

$$= 80,55\%$$

Based on the calculation of the results obtained from the teacher's response, 80.55% of these results are categorized as very good. Because with the interval 80 - 100% the category is very good, 40 - 80% good, 21 - 40% Less, <20% very less.

e. Evaluation

The evaluation in this study is formative evaluation. Evaluation that aims to find out and reduce errors for improvement based on the validation results of material experts, media experts, and the results of field trials through 2 stages, namely product trials for small group trials with 5 students and large group trials of 20 students in class VIII of MTs Terpadu Berkah Palangka Raya. Some comments and input given to researchers from material expert validators are:

- 1) There should be a guide to make learning easier.
- 2) There must be control.

While the comments and input from the media expert validator is to add the next/previous button in the corner of the module.

- 1) Pretest-Posttest Score

The results of this study reveal data that is in accordance with the predetermined research objectives. This section describes the results of using interactive media in vocabulary learning.

The research was conducted in class VIII of MTS Terpadu Berkah Palangka Raya with a total of 20 students. This number is considered as the research population. In this study, pretest and posttest tests were conducted using a one-group pretest-posttest design. The instrument used in this study was a questionnaire that measured the use of interactive media.

After the questionnaire was filled in by the students, all 20 students who participated at once were used as research samples. The collected data were then analyzed to see the effect of using interactive media on students' learning outcomes in vocabulary learning.

This study involved two different meetings to measure the effectiveness of vocabulary learning using interactive media. In the first meeting, a pretest was conducted to determine the students' initial level of understanding of the material to be taught. The results of this pretest reflect the basic understanding of students before receiving learning with interactive media. The following are the pretest results of 20 students in class VIII:

Table 2. Table of Pretest Class VIII
MTs Terpadu Berkah Palangka Raya:

Pretest Results		
No	Name	PreTest
	A. A. Rhm	30
	A. Sdqh	50
	C.A. Msj	20
	Frdh	25
	J. F. Prt	25
	Jsc	60
	Jr Yns	20
	M. Alf	30
	M. Au	40
	M. Frh	40
	M. Mln	20
	M. Nr	65
	M. Nrs Hsb	25
	M. Rjb	80
	N. Ich A	70
	N. Ltf	55
	R. Sfr	60
	R. Ary	55
	V. Wt	80
	W. Alms	25
Mean		43,75

After going through the learning process using the vocabulary module, students then took the posttest on the second meeting. This posttest aims to evaluate the extent to which students' comprehension has improved after they have participated in learning with the method. The results of the posttest showed a significant increase in students' understanding compared to the previous pretest results. The following are the posttest results of 20 students in class VIII:

Table 3. Posttest Class VIII MTS Terpadu Berkah Palangka Raya:

Posttest Results		
No	Name	Post Test
1.	A. A. Rhm	80
2.	A. Sdqh	80

Posttest Results		
No	Name	Post Test
3	C.A. Msj	75
4	Frdh	90
5	J. F. Prt	90
6	Jsc	80
7	Jr Yns	80
8	M. Alf	78
9	M. Au	80
1	M. Frh	80
1	M. Mln	80
1	M. Nr	80
1	M. Nrs Hsb	79
1	M. Rjb	90
1	N. Ich A	80
1	N. Ltf	75
1	R. Sfr	80
1	R. Ary	90
1	V. Wt	90
2	W. Alms	75
Mean		81,6

Based on the pretest and posttest data of class VIII at MTS Terpadu Berkah Palangka Raya, there was a significant improvement in student performance. The average pretest score was 43.75, while the average posttest score increased to 81.6. All students experienced an increase in scores after the learning process, with some students showing remarkable improvement, such as A. A. Rhm and M. Mln whose posttest scores increased by more than 50 points compared to the pretest.

The lowest score on the pretest was 20 and the highest 80, while on the posttest, the lowest score rose to 75 and the highest reached 90. Almost all students achieved or exceeded a score of 75 on the posttest, indicating that they had reached the expected level of understanding or ability. This improvement indicates the success of the educational intervention applied, as well as the good potential and adaptation of the students to the learning methods used.

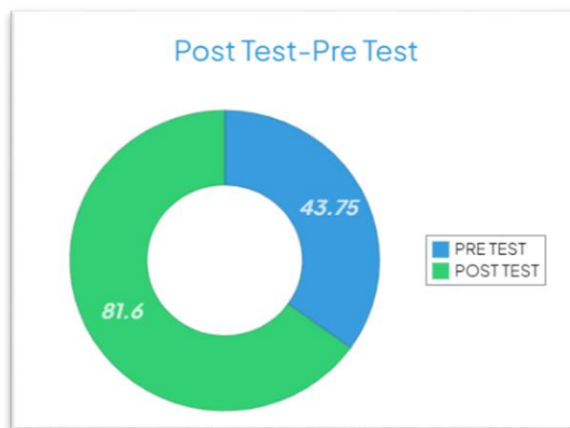


Figure 11. Comparison of Average Pretest-Posttest Score of class VIII
MTs Terpadu Berkah Palangka Raya

From the table above, the average N-Gain Score of students is 0.631, or 63.12% in percentage. This indicates that there was a significant increase in learning outcomes after the implementation of vocabulary learning in class VIII. The N-Gain Score ranged from 33.33% to 86.67%, with most students showing good improvement above 50%.

In conclusion, the vocabulary learning method applied in class VIII of MTs Terpadu Berkah Palangka Raya proved to be effective in improving student learning outcomes, as shown by the high average N-Gain Score. It is hoped that this method can continue to be developed and applied to provide better learning outcomes in the future.

Table 4. N-Gain Results

Research	N-Gain Score Average (%)	Category
N-Gain Score Class VIII MTs Terpadu Berkah Palangka Raya	63,12%	Effective

Discussion

1. The

Development Of A Vocabulary Module Using Flip Pdf Corporate At Secondary School

The development vocabulary modules are developed through design using Canva, and then the material is entered and edited after completion in Canva using Flip pdf corporate. This development produces learning module media that teachers and students can use during the learning process or at home. This is also in line with Hayanum et al., (2023) that learners want learning that is fun, accessible, and presented in context with animations, images, and videos. In this study, researchers developed a vocabulary module using flip pdf corporate for class VIII MTs Terpadu Berkah Palangka Raya. This development uses the ADDIE model, which is carried out in 5 stages: Analysis, Design, Development, Implementation, and Evaluation. In the first analysis stage, the researchers conducted performance and need analyses. After analyzing the problems obtained by researchers, almost all students experience vocabulary limitations. Schools also still use LKS books for the learning process, and students also feel bored if they only use books in the learning process. Based on these problems, researchers developed a vocabulary module using flip pdf corporate. Because this product features images, audio, video, and questions made using liveworksheet. In the world of education is inseparable from information technology. Therefore, easy access to information and knowledge is critical. Information technology can also birth new features in the world of education. Multimedia-based teaching systems (technology involving text, images, sound, and video) can present subject matter that is more interesting, less monotonous, and easier to deliver (Ahmad et al., 2020). This is also in line with Siminto et al., (2024) who state that the use of technology in education is expected to bridge learning gaps, broaden access to education, and bring innovation to ways of teaching and learning.

The material in developing this vocabulary module includes the classroom, school, house, there is, and there are. Understanding English vocabulary is crucial to helping children master reading, writing, speaking, and listening skills (Qamariah et al., 2023). This module product development is

made using Canva and then edited using Flip pdf corporate software, which consists of 35 pages. Teachers and students can use this vocabulary module as a support and complement to the material, and it can be accessed anywhere and anytime.

The second stage is design, in which the researcher designs the vocabulary module. Designing involves making products using storyboards. Storyboards help researchers visualize the structure and flow of the module clearly, guiding them through an effective and efficient development process. This module product is designed in Canva and then developed using Flip Pdf Corporate. The third stage is development; researchers make products using Canva and then edit them using flip pdf corporate by adjusting the results of the analysis and design that has been prepared. Using interesting teaching materials can help students understand the material so that learning is more varied. So, the researcher developed an electronic module based on the Flip pdf corporate edition to encourage students to be more active and not easily bored with learning (Dewi et al., 2023).

Good learning tools will support the learning process in becoming more active. One of the efforts that teachers can make so that students can be active in their learning activities is using interactive and interesting learning tools. Learning tools that are interactive and interesting. Interactive learning tools for the world. Education is relevant to technological developments (Christy & Panjaitan, 2022). This product is published as a link that can be accessed on laptops and handphones. In making this product, researchers made a cover as an opening, preface, and main menu which contains seven submenus, namely instructions for use, material, what's in the classroom, what's in the school, what's in the house, there is/there are, and evaluation. It can be concluded that the product developed by the researcher is interesting because this module has images, audio, video, and questions made using liveworksheet, and this product can be accessed anywhere and anytime.

The fourth stage is implementation. Researchers evaluate the products that have been made through media expert validators, material experts, and field trials. The trial activities went very well. Students were very enthusiastic during the learning process using this module product, which encourages students' enthusiasm in learning vocabulary. The results of material validation by Mr. Dr. Rahmadi Nirwanto, M.Pd., obtained 88.63% with the category "Very Good".

The results of material expert validation by Mr. Slamet Riyadi, M.Kom., before the revision obtained 75% with the category "Good", and after the revision obtained 86.36% with the category "Very Good". The results of the small group trial obtained 93.42% with the category "Very Good". The results of the large group trial obtained 89.34% with the category "Very Good". Moreover, the teacher response trial results obtained 80.55% with the category "Very Good".

The fifth stage is evaluation; in this stage, researchers use formative evaluation. Formative evaluation aims to identify or reduce errors that require improvement. The need for revision of improvements based on the results of material expert validation, media expert validation, and field trials conducted in 2 stages, namely small groups and large groups and teacher responses. The need for module improvement is based on the direction of the validators, students, and teachers so that the product looks better. Then, at this stage, the vocabulary module was declared very feasible to use with several comments and suggestions from the validation of material experts, media experts, students, and English teachers.

Some comments and suggestions given to researchers by material validation are to make a guide easier to learn, and there must be control. The comments and suggestions given by the media expert validation are to add a next or previous button in the lower corner of the module, and the writing on the main menu is not too visible because the blue color of the description and the color of the writing is white.

Furthermore, field trials were carried out in two stages: small-group trials, large-group trials, and teacher responses. The trial was conducted with VIII grade students at MTs Terpadu Berkah Palangka Raya. In this trial, the results of all student questionnaires had no comments or suggestions. Even though they stated that this module was easy to understand, the material was appropriate and unmistakable and could help students learn English. Overall, this vocabulary module is quite interesting and feasible to learn.

2. Teachers and students respond to the vocabulary module using Flip Pdf Corporate Software at secondary school

The results of the assessment of students' responses using a questionnaire instrument to students of class VIII MTs Terpadu Berkah Palangka Raya. The results of the small group trial (5 people) obtained a percentage of 93.42% with a very good category. The large group trial (1 class) obtained a percentage of 89.34% with a very good category. The results of the teacher response assessment can be known by using a questionnaire instrument in this case the English subject teacher. The assessment results obtained a percentage of 80.55% with a very good category.

This section deals with discussion of the research findings. It is the subheading level one. The discussion should explore the significance of the results of the work, not repeat them. In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings. The meanings of the findings should be shown from current theories and references of the area addressed. The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the

Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

Conclusion

Based on research and development of vocabulary modules using flip pdf corporate software after implementation at MTs Terpadu Berkah Palangka Raya, it can be concluded:

The development of vocabulary modules using flip pdf corporate software in class VIII at MTs Terpadu Berkah Palangka Raya is carried out with the ADDIE development model through 5 stages of development, namely: a) analysis, including performance analysis and need analysis; b) design, including display design on teaching materials made using storyboards; c) development, including the manufacture of learning materials; d) implementation, including product validation with material expert validators and media experts, then trials are carried out on students and English language subject teachers, namely small group and large group product trials and teacher responses; e) evaluation, including improvements according to suggestions and comments obtained by researchers at the implementation stage and the results of pretests and posttests.

Response results in the trial of students in class VIII MTs Terpadu Berkah Palangka Raya which was carried out in small group trials (5 people) obtained a percentage of 93.42% with a very good category, large group trials (1 class) obtained a percentage of 89.34% with a very good category. The response results were obtained by distributing student response questionnaires. And the results of the teacher response assessment can be known by using a questionnaire instrument in this case the English subject teacher. The assessment results obtained a percentage of 80.55% with a very good category.

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