

## HEYZINE FLIPBOOK IN ENGLISH LANGUAGE LEARNING: STUDENTS' PERCEPTIONS

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### Abstract

This study investigated students' perceptions and the benefits of using the Heyzine Flipbook as a digital learning medium among eleventh-grade students at SMA Negeri 11 Palembang in the 2025/2026 academic year. Employing a quantitative survey design, the study involved 165 students selected through cluster random sampling from a population of 392 students. Data were collected using a close-ended questionnaire based on a four-point Likert scale, covering two main aspects: students' perceptions and perceived benefits. The instrument demonstrated high reliability with Cronbach's alpha of 0.890. The findings revealed that 98.12% of students expressed positive perceptions toward the Heyzine Flipbook. The application enhanced students' motivation, improved comprehension, and supported English language development, indicating its effectiveness as an engaging and accessible digital learning tool. It also promoted independent learning and increased students' engagement through interactive and visually appealing features, contributing to a more effective classroom learning environment overall in diverse instructional contexts and settings.

**Keywords:** *students' perception, Heyzine Flipbook, English learning, digital learning media, eleventh-grade students.*

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### Introduction

In the digital era, the integration of technology in education has become increasingly important, particularly in English language learning. The use of digital learning media enables teachers to create more interactive and engaging learning environments that can improve students' comprehension, motivation, and participation. One of the digital media that can be utilized is the flipbook application, which provides interactive features such as multimedia elements, animations, and hyperlinks. These features allow learning materials to be presented in a more attractive and accessible format, thereby supporting students' learning experiences.

Based on preliminary observation conducted at SMA Negeri 11 Palembang, it was found that the teaching and learning process still predominantly relied on conventional media such as printed textbooks. This condition resulted in low student engagement and limited participation during English lessons. In addition, some

students experienced difficulties in understanding the learning materials, which negatively affected their motivation. These findings indicate the need for more innovative and interactive digital learning media, such as the Heyzine Flipbook application, to support a more effective learning process.

Previous studies have demonstrated that flipbook-based learning media can enhance students' learning outcomes and engagement. However, most studies focus primarily on the development of the media and its effectiveness, while students' perceptions and the benefits they experience remain underexplored, particularly in the context of senior high school students. Therefore, this study aims to investigate students' perceptions and the benefits of using the Heyzine Flipbook application in English language learning. The novelty of this study lies in its comprehensive analysis of both students' perceptions and perceived benefits based on specific indicators,

providing empirical evidence from the Indonesian high school context.

## Method

### 1. Research Design

This study employed a quantitative survey design with a cross-sectional approach to investigate students' perceptions and the benefits of using the Heyzine Flipbook application in English language learning. This design was used to systematically collect data related to students' responses at a specific point in time and to describe their perceptions and experiences.

### 2. Population and Sample

The population of this study consisted of 392 eleventh-grade students at SMA Negeri 11 Palembang distributed across 12 classes. The sample was selected using a cluster random sampling technique. Each class was assigned a code (XI.1 to XI.12), and five classes were randomly selected through a lottery method. As a result, 165 students were chosen as the research sample.

### 3. Techniques for Collecting Data

The data were collected using a structured questionnaire consisting of 30 close-ended items measured on a four-point Likert scale ranging from strongly agree to strongly disagree. The instrument was developed based on two main aspects: students' perceptions (experience aspect) and perceived benefits (learning impact aspect). The perception aspect included indicators of interest and attention, ease of use, engagement, visual attractiveness, and interactivity. Meanwhile, the benefit aspect covered comprehension improvement, learning motivation, development of English language skills, support for independent learning, and overall learning effectiveness.

Prior to data collection, the instrument was tested to ensure its reliability. The reliability analysis using Cronbach's Alpha showed a value of 0.890, indicating that the instrument was highly reliable. The data were analysed using descriptive statistics in the form of percentage distribution, calculated by dividing the frequency of responses by the total number of respondents and multiplying by 100%. The results were then interpreted descriptively to identify the overall tendency of students' perceptions and the benefits of using the Heyzine Flipbook application.

## Result and Discussion

### Result

This section presents the results of the questionnaire distributed to 165 eleventh-grade students at SMA Negeri 11 Palembang. The questionnaire consisted of 30 items that measured students' perceptions toward the use of the Heyzine Flipbook application in English language learning. The responses were measured using a four-point Likert scale consisting of strongly disagree, disagree, agree, and strongly agree. The findings were analysed using percentage analysis to determine the students' perceptions toward the use of the Heyzine Flipbook application. The questionnaire was divided into two aspects: students' experiences in using the Heyzine Flipbook application and the benefits of using the application in English language learning.

**Tabel 1.** The Result of Students' Perception of Heyzine Flipbook Application (Experience Aspect)

No	Response Category	Frequency	Percentage	Category
1	Strongly Agree	52	31.52%	Positive
2	Agree	109	66.06%	Positive
3	Disagree	4	2.42%	Negative

No	Response Category	Frequency	Percentage	Category
4	Strongly Disagree	0	0.00%	Negative
<b>Total</b>		<b>165</b>	<b>100%</b>	

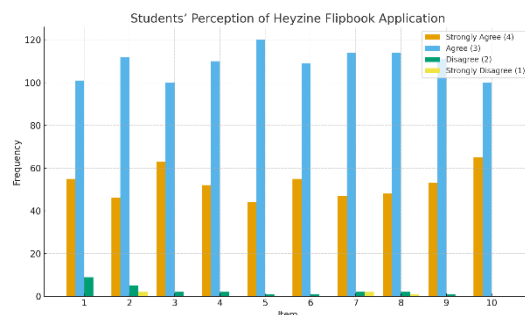
Table 1 presents students' perceptions of using the Heyzine Flipbook application based on several experience indicators, namely interest and attention, ease of use, engagement, visual attractiveness, and interactivity.

The findings show that the majority of students selected agree and strongly agree, indicating positive perceptions across all perception indicators. In terms of interest and attention, most students reported that the Heyzine Flipbook successfully captured their curiosity and helped them maintain focus during the learning process. Regarding ease of use, students perceived the application as user-friendly, as they were able to navigate and access the learning materials easily without significant difficulty. This suggests that the application is accessible for classroom use.

Furthermore, the engagement indicator shows that students felt more actively involved during learning activities when using the flipbook. The interactive format encouraged them to participate and explore the materials more deeply. In terms of visual attractiveness, students expressed that the layout, images, and overall design of the flipbook were appealing, which contributed to a more enjoyable learning experience. The interactivity indicator reveals that the features provided by the application, such as digital page flipping and multimedia integration, enhanced students' interaction with the learning content and made the learning process more dynamic.

Overall, the results indicate that 98.18% of students demonstrated positive perceptions, while only 1.82% showed negative responses. This

suggests that the Heyzine Flipbook application provides a highly engaging and effective learning experience for students.



**Figure 1.** The Students' Perceptions of Heyzine Flipbook Application

The results indicate that the Heyzine Flipbook application was well received by the students and was regarded as an effective medium to support the learning process.

**Table 2.** The Result of the Benefits of Using Heyzine Flipbook Application

No	Response Category	Frequency	Percentage	Category
1	Strongly Agree	50	30.30%	Positive
2	Agree	112	67.88%	Positive
3	Disagree	3	1.82%	Negative
4	Strongly Disagree	0	0.00%	Negative
<b>Total</b>		<b>165</b>	<b>100%</b>	

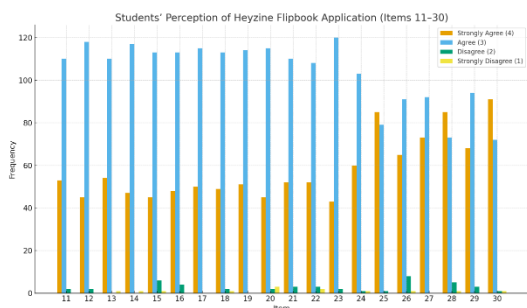
Table 2 presents the students' perceptions regarding the benefits of using the Heyzine Flipbook application in English language learning. The analysis is based on several benefit indicators, including comprehension improvement, learning motivation, development of English language skills, independent learning, and learning effectiveness.

The results show that the majority of students selected agree and strongly agree, indicating positive perceptions across all benefit indicators. In terms of comprehension improvement, most students reported that the multimedia features embedded in the flipbook helped them understand the learning materials more clearly and systematically. Regarding learning motivation, students expressed

increased interest and enthusiasm in participating in English learning activities when using the application.

Furthermore, the indicator of development of English language skills reveals that students perceived improvements in their reading, writing, listening, and speaking abilities through exposure to interactive digital content. In terms of independent learning, students indicated that they were able to access and review the learning materials flexibly outside the classroom, supporting self-directed learning. Lastly, the indicator of learning effectiveness shows that students considered the learning process more efficient and meaningful compared to traditional methods.

Overall, the findings indicate that 98.18% of students demonstrated positive responses toward the benefits of using the Heyzine Flipbook application, while only 1.82% showed negative responses. This suggests that the application provides significant advantages in supporting students' learning experiences.



The figure indicates that the Heyzine Flipbook application was positively received by the students and was considered an effective and supportive digital medium for the learning process.

## Discussion

The findings of this study reveal that students demonstrated highly positive perceptions toward the use of the Heyzine Flipbook application in English language learning. This result is consistent with recent studies emphasizing that the integration of digital learning media plays a significant role in enhancing students' engagement and

learning experiences. According to Hodges et al. (2020), digital learning environments that incorporate interactive elements can significantly improve students' participation and attention during the learning process.

From the perception aspect, the indicators of interest and attention, ease of use, engagement, visual attractiveness, and interactivity were all rated positively by the students. The high level of interest and attention indicates that visually supported digital materials are effective in maintaining students' focus, which is supported by Mayer's Cognitive Theory of Multimedia Learning (updated applications in 2021), stating that learners understand better when information is presented through both visual and verbal forms. The ease of use of the Heyzine Flipbook application also contributed to positive perceptions. This finding aligns with the Technology Acceptance Model (TAM), which suggests that perceived ease of use influences users' acceptance of technology (Venkatesh et al., 2022). When students find a digital tool easy to operate, they are more likely to adopt and utilize it effectively in learning activities.

Furthermore, the high level of engagement and interactivity supports the theory proposed by Bond et al. (2020), who argue that interactive digital tools promote active learning and increase student participation. The integration of multimedia elements such as images and digital navigation enhances students' involvement and creates a more student-centred learning environment. From the benefit aspect, the findings demonstrate that the use of Heyzine Flipbook contributes positively to students' learning outcomes. The improvement in comprehension is supported by Mayer (2021), who explains that multimedia learning helps students process information more effectively by reducing cognitive overload. In terms of learning motivation, the findings are in line with Self-Determination Theory (Ryan & Deci, 2020), which emphasizes that engaging and interactive learning environments can enhance intrinsic motivation. The students' increased enthusiasm suggests that digital media can foster a more positive attitude toward learning English.

Moreover, the development of English language skills reflects the effectiveness of digital media in providing meaningful exposure to language input. According to Chappelle (2021), technology-enhanced language learning supports the development of multiple language skills simultaneously through interactive and authentic materials. The indicator of independent learning is also significant, as students reported the ability to access materials anytime and anywhere. This finding is supported by Zimmerman (2020), who highlights that digital learning environments promote self-regulated learning by allowing students to control their own learning pace and strategies.

Finally, the perception of improved learning effectiveness indicates that students consider the Heyzine Flipbook more efficient than traditional learning media. This aligns with findings from Suyuti et al. (2023), which show that digital learning tools can enhance both learning efficiency and effectiveness when properly implemented. Although a small percentage of students reported negative responses, these were primarily related to technical constraints such as limited internet access and device availability. Similar challenges have been identified in recent studies on digital learning implementation (Dhawan, 2020).

Overall, the findings confirm that the Heyzine Flipbook application is an effective digital learning medium that supports students' engagement, motivation, comprehension, and language skill development. The integration of interactive and accessible features makes it a valuable tool in modern English language learning.

### Conclusion

Based on the findings of the study, it can be concluded that the use of the Heyzine Flipbook application was positively perceived by the eleventh-grade students at SMA Negeri 11 Palembang in learning English. The analysis of the questionnaire responses indicated that most students showed favourable attitudes toward the

implementation of this digital learning medium during the learning process.

The data analysis revealed that 98.12% of the students demonstrated positive perceptions, while only 1.88% showed negative responses toward the use of the application. This result suggests that the Heyzine Flipbook application was considered helpful and engaging for students. The presence of interactive features and multimedia elements in the flipbook made the learning materials more interesting and easier to understand. In addition, the accessibility of the digital material allowed students to review the lessons more flexibly through their devices.

In conclusion, the Heyzine Flipbook application can be considered an effective digital learning medium that supports students' engagement and learning experiences in English language learning at the senior high school level.

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