



Developing A Flipbook for Introduction to English Grammar Course with Project-Based Learning Approach

Rolisda Yosintha¹, Agnira Rekha², Dwitiya Ari Nugrahaeni³, Fitrotun Maulani⁴

¹Universitas Tidar, Magelang, Indonesia. Email: rolisda@untidar.ac.id

²Universitas Tidar, Magelang, Indonesia. Email: agnirarekha@untidar.ac.id

³Universitas Tidar, Magelang, Indonesia. Email: dwitiya.nugrahaeni@untidar.ac.id

⁴Universitas Tidar, Magelang, Indonesia. Email: fitrotunlani@students.untidar.ac.id

*Corresponding Author

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ABSTRACT

This study aimed to create a digital coursebook as a flipbook for the Introduction to English Grammar course using Project-Based Learning (PJB L). Utilizing the ADDIE model, a needs analysis was conducted to gather student preferences on language focus, learning setting, lecturer roles, and flipbook features. The resulting flipbook, consisting of 13 units, was designed to enhance students' grammatical skills for real-world communication and was validated by experts for its quality. The research emphasizes the potential of innovative, student-centered approaches in grammar education. Embedding grammar lessons into real-life scenarios through PJB L helps students recognize the practical applications of grammar and enhances retention and comprehension. The study successfully developed the flipbook in the initial phases of the ADDIE model, with future phases set to evaluate its effectiveness comprehensively. Initial findings provide valuable insights into effective grammar learning, suggesting the need for further research and development of innovative learning materials. The next phase involves piloting the flipbook in classrooms, with iterative refinements based on student feedback and outcomes to ensure it meets educational standards and student needs. This study highlights the importance of incorporating technology in educational resources to foster active learning and improve grammar proficiency among students.

Keywords: Flipbook; Grammar; Language proficiency; Project-Based Learning

1. Introduction

Thornbury (2008) defines grammar as a description of rules for creating sentences, including an explanation of the meanings that these forms express. Teaching these rules to students is crucial for developing effective communication skills, enhancing academic and professional success, and fostering a deep appreciation for language. It equips students with the tools they need to express themselves clearly, confidently, and persuasively in various contexts in their personal and professional lives. Despite its importance, teaching grammar comes with its own challenges and constraints from both the teachers and the students. Time limitation in teaching grammar is a common challenge many educators face (Ellis, 2006). Balancing the need to cover grammar concepts with other essential topics in a curriculum can be difficult.

Consequently, students may have an incomplete understanding of grammar concepts, leading to gaps in their knowledge. Designing effective assessments to gauge

students' grammar skills can also be challenging (Bell & Ainsworth, 2021). Multiple-choice questions may not comprehensively describe a student's grammar proficiency. Fill-in-the-blank questions often lack context, making it challenging for students to choose the correct word or phrase. Meanwhile, sentence correction/ editing questions might overly focus on identifying errors, neglecting to assess students' ability to construct grammatically correct sentences from scratch. Students' challenges in learning grammar stem from diverse factors, including varying language proficiency levels, learning styles, and prior grammar knowledge (Zhong & Wakat, 2023). Addressing students' diverse needs and abilities while teaching grammar can be a complex task for teachers, requiring differentiated instruction and individualized support. In addition, first-language interference, also known as language transfer, occurs when students apply the rules and structures of their native language to the language they are learning, which might lead to errors or confusion (Derakhshan & Karimi, 2015).

Overcoming these challenges requires a combination of effective teaching strategies, adaptability, creativity, and a deep understanding of both the language being taught and the needs of the students. Some experts agree that teaching grammar through writing activities can effectively help students understand and apply grammar concepts in a meaningful context (Fenn & McGlynn, 2018; Kurtaj, 2021; Paraskevas, 2020). Learning grammar in a meaningful context offers substantial benefits for students. When grammar is taught within real-life situations and authentic communication scenarios, students gain a deeper understanding of how language functions in practical use. Students see firsthand how grammar shapes effective communication by analyzing genuine texts, engaging in discussions, or participating in creative projects. This contextual learning approach makes grammar relatable and applicable, ensuring students grasp the relevance of correct grammar usage in their daily lives.

Furthermore, learning grammar within meaningful contexts organically enhances students' language skills, enabling them to express themselves clearly, coherently, and creatively. It equips them with essential communication tools and nurtures their confidence in using the language effectively. Moreover, understanding grammar in context fosters a lifelong appreciation for language, encouraging students to engage with diverse texts and cultures, ultimately enriching their overall language proficiency and cultural awareness.

To facilitate such a learning process, an effective method of instruction needs to be identified. Project-Based Learning (PBL) is a powerful method for teaching grammar within a meaningful context. PBL is a type of inquiry-based learning that involves students working collaboratively to solve complicated problems while integrating, applying, and developing their knowledge (Guo et al., 2020). It is structured around projects that simulate the challenges and complexity that students might face in their personal or professional lives in the future. Students learn how to express themselves clearly and build consensus as they collaborate in groups. PBL encourages the growth of crucial 21st-century abilities like creativity, collaboration, critical thinking, and communication. Students create a presentation or product for an audience to show what they have learned. By integrating project-based learning with grammar instruction, teachers can create a rich learning environment where students understand grammar concepts and apply them authentically. Projects provide a purposeful context for learning, making grammar relevant and meaningful to

students' lives fostering deeper understanding, engagement, and language proficiency.

Not only in delivering the instructional materials, but teachers could also integrate PJBL explicitly through the teaching materials. Creating grammar materials based on a project-based approach involves designing resources seamlessly integrating grammar concepts into project activities (Nurcahyoko, 2015; Ray, 2018). For instance, teachers can develop textbooks, modules, or worksheets that ask students to practice specific grammar concepts within the project context. To do so, teachers should provide materials that clearly outline the grammar concepts that students will apply in the project and specify the types of sentences, tenses, or structures they are expected to use. The materials also require specific grammar criteria in peer review forms and feedback templates. Teachers could encourage peer review to assess each other's grammar usage alongside the project's content. This peer evaluation process promotes collaborative learning and grammar improvement.

Given the significance of meaningful activities and project-based instructional materials for learning grammar, some scholars have looked at how to include such materials in the grammar teaching process. Yang (2020) used Task-Based Language Teaching (TBLT) as a theoretical framework to develop a grammar learning handbook consisting of two units emphasizing grammar and subsidiary academic vocabulary, writing, speaking, and reading. This handbook employs authentic reading materials that provide a specific situation in which to use the target grammar structure. Utilizing authentic and contextualized material in grammar instruction helps students in this study to combine syntax forms and language use, resulting in a better understanding of grammar forms and meaning simultaneously. In an earlier study, Ray (2018) explored the integration of grammar instruction into project-based language learning. The study found that following a controlled intervention lasting one semester, the learners' grammar significantly improved. Students exhibited a high degree of intrinsic motivation when working on projects, which resulted in their internalization of norms, forms, and structures.

Despite its importance, there remains a scarcity of grammar materials that incorporate project-based learning. This insufficiency also happens in Universitas Tidar. In fact, based on the researchers' observation, no grammar materials infuse grammar teaching with a project-based learning approach. The coursebooks used by lecturers typically cover general instructional grammar. To fill this gap, this current study aims to develop a grammar coursebook for one of the grammar courses in Universitas Tidar, namely "Introduction to English Grammar" using project-based learning to develop the coursebook. To make this coursebook more interesting for students, the researchers would develop the coursebook digitally in a flipbook form. In addition, to make the materials more meaningful for students, the grammar materials in this coursebook will be integrated with writing activities. This study is guided by three research objectives: (1) the specific needs of students enrolled in the Introduction to English Grammar course, (2) the Introduction to English Grammar course flipbook developed using the PJBL approach, and (3) the feasibility of the flipbook viewed from the experts' viewpoint. The article contributes significantly to understanding the relationship between digital, project-based instructional materials and enhanced grammar learning. It provides a model that can be adapted and implemented in similar educational contexts. It offers practical insights for educators aiming to integrate PJBL into their teaching strategies. The study's findings highlight

the practical implications of designing relevant and meaningful learning tasks to boost learner motivation and self-efficacy.

2. Method

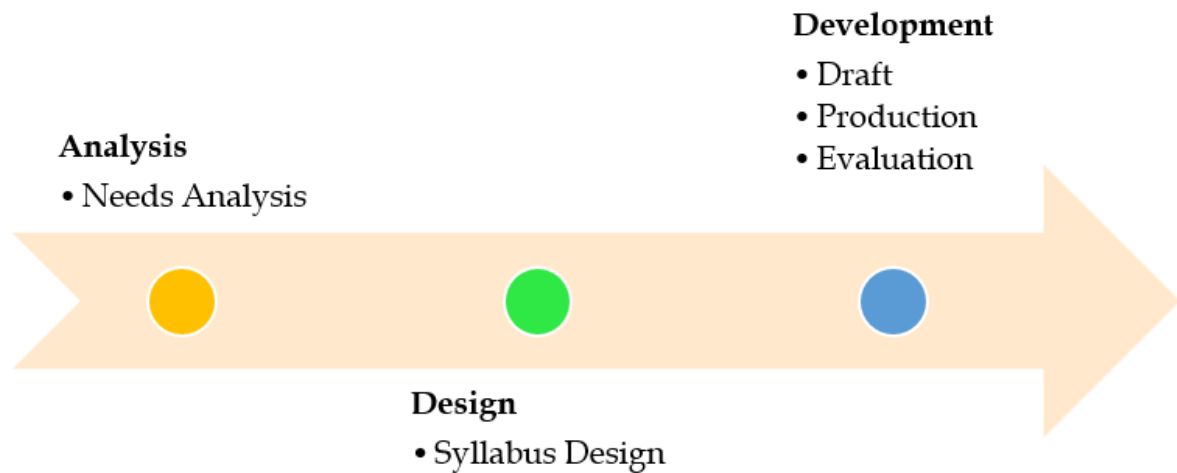
This research is classified as Research and Development (R&D), centered on creating a digital coursebook presented as a flipbook for the Introduction to English Grammar course, adhering to the Project-Based Learning approach. According to Gall, Gall, and Borg (2014), Research and Development is a systematic process used to create and verify educational products. Although various models can be used in R&D, this study utilized the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. This model provides a well-structured and systematic approach for planning and executing educational projects. These five stages represent a flexible framework for developing instructional designs.

This research included 101 students enrolled in the English Education Study Program at Universitas Tidar who finished the Introduction to English Grammar course in 2022/2023. A total population sampling technique was employed because the total population is manageable. The researchers anticipated that the information from these students' course engagement would provide valuable data for the study's needs analysis. Further background information about these students is presented in Table 1.

Table 1. Research Subjects

Aspects	Responses	N
Sex	a. Male	42
	b. Female	59
Age	c. 17 years old	25
	d. 18 years old	58
	e. 19 years old	18
Experienced with Project-Based Learning Class	a. Yes	101
	b. No	0
Familiarity with Flipbooks	a. Yes	83
	b. No	18

In this study, the researchers narrowed their focus to the preliminary stages of the ADDIE process, namely Analysis, Design, and Development, attributing this choice to time constraints. The Implementation and Evaluation phases, vital components of the instructional design process, are scheduled for the subsequent academic year. In the meticulous Analysis step, the researchers delved into the specific learning requirements of the 101 students enrolled in the Introduction to English Grammar course, aiming to comprehensively comprehend their diverse educational needs. Moving on to the Design phase, a syllabus for the coursebook was created based on patterns identified from the data collected during the analysis. This syllabus guided the subsequent Development phase, which involved producing and testing the coursebook. This phase entailed the creation of content and its meticulous evaluation through expert judgment, ensuring its alignment with the intended learning outcomes. Therefore, this research process can be succinctly described as a systematic exploration, where every stage was intricately integrated into educational advancement to enrich the learning journey for students undertaking the Introduction to English Grammar course. In summary, the research procedure can be outlined as Figure 1.

Figure 1. Research Procedure

In the Analysis phase, data were gathered through a questionnaire distributed to students via Google Forms, structured into three sections. The initial section aimed to collect details about students' backgrounds, such as their name, age, familiarity with Project-Based Learning, and prior flipbook experience. The second segment concentrated on crucial information for syllabus development, including the desired learning outcomes in terms of knowledge, skills, attitudes, and behaviors. The third part explored students' anticipations concerning the features and design of the flipbook.

In the Development phase, the researchers distributed a questionnaire to two qualified experts specializing in grammar and media development. The questionnaire included both closed and open-ended questions. Closed-ended questions, measured on a 5-point Likert scale from Strongly Agree to Disagree Strongly, explored experts' opinions on the flipbook's content, language, presentation, and layout. Open-ended questions were designed to capture general feedback and suggestions for revisions. These questions were drawn from a coursebook assessment instrument developed by the Education, Curriculum, and Assessment Standards Agency of Indonesia (BSAKP), thus ensuring that the instruments were valid and reliable.

The questionnaire for needs analysis, structured as closed-ended questions, was analyzed by the researchers through frequency and percentage calculations. The highest percentages indicated the predominant needs of the students. Simultaneously, data gathered from expert evaluations underwent both quantitative and qualitative analyses. Quantitative analysis involving frequencies and percentages was applied to closed-ended questions. Qualitative analysis, referencing Miles and Huberman's methods cited in Silverman (2020), utilized data reduction, data display, and concluding the open-ended questions.

3. Findings and Discussion

3.1. Students' Needs in the Introduction to English Grammar Course

At the study's outset, the researchers conducted a needs analysis as the primary step. In this phase, students were administered a questionnaire to gauge their needs concerning grammar materials within the Introduction to English Grammar course. The questionnaire was structured with multiple-choice questions, allowing students to select more than one option that best reflected their needs. The prevalent responses,

denoted by the highest percentage, conveyed the specific requirements articulated by the students. The findings from this analysis are delineated in Table 2, providing a comprehensive overview of the outcomes.

Table 2. The Results of Needs Analysis

Aspect	Students' Needs	N	Total Answer per Item	Percentage (%)
Challenging Aspects of Grammar	a. Tenses	101	33	32.67
	b. Sentence Structure	101	68	67.33
	c. Verb Forms	101	79	78.21
	d. Punctuation	101	23	22.77
Forms of Grammar Exercises	a. Multiple-Choice Questions	101	92	91.08
	b. Fill in The Blanks	101	67	66.33
	c. Error Correction	101	36	35.64
	d. Creative Writing	101	75	74.25
	e. Peer-Editing	101	27	26.73
	f. Sentence Transformation	101	48	47.52
	g. Matching	101	22	21.78
Setting	a. Individual Work	101	5	4.95
	b. Pair Work	101	10	9.90
	c. Group Work	101	86	85.15
Lecturer's Roles	a. Organizer	101	33	32.67
	b. Assessor	101	12	11.88
	c. Resource	101	38	37.62
	d. Participant	101	13	12.87
	e. Observer	101	5	4.95
Book Format	a. Printed	101	39	38.61
	b. Digital	101	62	61.39
Features of Digital Books	a. Pictures	101	63	62.38
	b. Audios	101	43	42.58
	c. Videos	101	85	84.15
	d. URLs	101	71	70.30

As depicted in Table 2, the majority of students found verb forms to be the most challenging grammar aspect (78.21%), closely followed by sentence structure (67.33%), tenses (32.67%), and punctuation (22.77%). Regarding the format of grammar exercises, a significant portion of students preferred multiple-choice questions (91.08%) and creative writing tasks (74.25%). Collaborative group work was favored by the majority of students (85.15%) during the learning process. Regarding lecturer involvement, 37.62% of students expected their lecturers to act as valuable resources. In comparison, 32.67% preferred their lecturers to assume an organizing role. Regarding coursebook preferences, 61.39% of students preferred a digital format, while 38.61% preferred printed materials. Furthermore, for the digital coursebook, students identified videos (84.15%), URLs (70.30%), and pictures (62.38%) as the most suitable features, indicating a strong inclination toward multimedia-rich learning resources.

Based on the needs analysis results, the researchers could then make the grand design of the coursebook. A key focus of the coursebook's design strategy was to accentuate topics centered around verb forms and sentence structures, recognizing these as students' most challenging grammar points. To enhance the learning experience, the Exercise Section was crafted to feature a variety of multiple-choice questions, each

accompanied by detailed answer keys, ensuring a comprehensive understanding of the material. Furthermore, the researchers recognized the significance of collaborative learning, a principle reflected in the coursebook's design. Students were intentionally grouped, fostering an environment where they could engage in collective problem-solving and cooperative learning, enhancing their teamwork and communication skills. In defining the role of the lecturer, the coursebook envisioned activities where instructors served as invaluable resources and organizers, guiding students through the learning process with expertise and encouragement. Alongside traditional textual content, the flipbook incorporated engaging video materials and useful URLs, transforming the learning experience into a dynamic, multimedia-rich journey. This multifaceted approach catered to diverse learning preferences. It ensured a comprehensive and immersive educational encounter for students and educators alike. Thus, the development of this coursebook stands as a testament to a pedagogical approach rooted in research, innovation, and a deep commitment to providing students with a holistic and enriching educational experience.

3.2. Flipbook Development for the Introduction to English Grammar Course Based on The Project-Based Learning Approach

After conducting a thorough needs analysis, the researchers incorporated the identified needs and insights into creating an innovative flipbook. This process involved carefully examining the requirements identified during the needs analysis stage. The resulting coursebook, spanning 13 comprehensive units, was thoughtfully designed under the syllabus outlined by the English Education Study Program of Universitas Tidar. These units covered essential topics, including word classes, derivations, prepositions, subject-verb agreement, modal auxiliaries, gerunds and infinitives, pronouns, verb forms, nouns, adjectives, parallel structures, degrees of comparison, and passive verbs.

Each unit within the flipbook was structured into five distinct sections to enhance the learning experience. The introduction section provided a comprehensive overview, setting the stage for the upcoming grammar points. The grammar points section delved into detailed explanations, ensuring students grasped the intricacies of each topic. Following this, the exercises section offered learners opportunities to apply their knowledge and hone their skills, reinforcing their understanding through practical application. Moreover, the exploration section encouraged students to delve deeper into the subject, fostering curiosity and critical thinking. This segment served as a platform for students to engage in further study, encouraging them to explore related concepts and expand their knowledge horizons. Lastly, the project corner offered a creative space for students to apply their learning in real-world scenarios, promoting hands-on application and collaborative learning. The final version of the flipbook can be found at <https://heyzine.com/flip-book/d3b1047052.html>.

Each unit begins with an introduction. This section provides an overview of the course content, objectives, and structure. It helps students understand what they will learn and how the course is organized. Faulconer (2017) stated that learning objectives help students communicate the course expectations of content and performance. Thus, the researchers perceived this section as vital in guiding students' learning processes. In addition, this introduction section also provides the students with important context for understanding the course. This context is expected to help students build their knowledge of the topic. It follows what Smith et al. (2021) mentioned: activating

background knowledge helps students connect new information to what they already know, making the learning process easier and more meaningful.

Figure 2. Introduction Section

GERUNDS AND INFINITIVES

I want to stop *smoking*.
I want to stop *to smoke*.

Which of the following is correct: 'I want to stop *smoking*.' or 'I want to stop *to smoke*.'? Both sentences are grammatically correct, but they convey distinct meanings. Do you know the difference? If you are still confused, you need to pay attention to this topic.

Gerunds and infinitives are similar in that both are created from verbs that subsequently change roles to become nouns in a sentence, allowing them to both serve as the subject and the object of verbs. Infinitives and gerunds can occasionally be used interchangeably. But there are key distinctions that we need to comprehend. To properly use them, we will learn about these similarities and differences in this unit.

Following the introduction, the coursebook presents the main materials in the grammar point section. In this section, the researchers summarize the topic with ample examples to clarify the explanation. To the researchers, examples are an important aspect of grammar coursebooks as they help learners understand how to apply grammar rules in context. For example, a sentence that uses the present perfect tense can be confusing without context. However, an example sentence that provides context can help learners understand the meaning and usage of the tense. Iamsirirak (2022) did a study on developing a grammar coursebook for teacher students in Thailand, and he concluded that concrete instances of how grammar rules are used in real-life situations help learners remember the rules better. In addition, clear examples make it easier for students to grasp complex concepts (Thelander, 2021). Examples can be broken down step by step, showing students how a sentence is constructed. This breakdown helps students follow the logic of the grammar rule, making it easier for them to replicate similar structures in their writing and speaking.

Figure 3. Grammar Point Section

A. Subject Pronouns

Subject pronouns are pronouns used as the subject of a sentence. In other words, they stand in for the person, people, or things that are performing the action mentioned. Consequently, they usually initiate sentences, followed by a verb. They are *I, you, he, she, we, they*, and *it*.

*Anita looks slimmer now. **She** lost weight by cutting out junk food.*
She is the subject pronoun which refers to Anita.

*Bob and I went to the movies. **We** enjoyed the storyline very much.*
We is the subject pronoun which refers to Bob and I.

Following a series of instructional explanations, the coursebook offers a designated "Exercise Section" to allow learners to apply and reinforce the grammar rules and concepts introduced earlier. By engaging in repetitive practice and real-life application, students enhance their comprehension of these rules, increasing the likelihood of accurate and effective usage (Miranda et al., 2018). Consequently, researchers have incorporated exercises within this coursebook in every unit, comprising five multiple-choice questions and five fill-in-the-blank questions, allowing students structured opportunities to test and solidify their understanding of the studied material.

Figure 4. Exercise Section: Multiple-Choice Questions

Exercise 1

Choose the correct answer for each question.

1. Identify the sentence with correct parallel structure.
 - A. His hobbies are reading, playing chess, and he enjoys biking.
 - B. His hobbies are reading, playing chess, and biking for enjoyment.
 - C. His hobbies are reading, playing chess, and enjoys biking.
 - D. His hobbies are reading, playing chess, and to enjoy biking.

2. Which of the following sentences demonstrates the correct use of parallel structure?
 - A. While some prefer reading books, others enjoy watching movies.
 - B. While some prefer reading books, others likes it too.
 - C. While others prefer watching movies, some to read books.
 - D. While some prefer reading books, others enjoying to watch movies.

The multiple-choice questions provide objective assessment, reducing the potential for bias or subjectivity in grading. Answers are either right or wrong, minimizing ambiguity in evaluation (McKenna, 2019). Since grammar is about accuracy, the researchers used these questions to promote precision. Students need to discern subtle differences in sentence structures, word usage, or punctuation, honing their ability to identify even minor errors. This attention to detail enhances their overall understanding of grammar rules. While MCQs offer numerous advantages, educators must balance their use with other assessment methods to comprehensively evaluate students' skills and understanding (Xu et al., 2016). That is why the researchers added an exercise in the form of fill-in-the-blank questions. Fill-in-the-blank questions provide a context or a sentence from which a word is missing. Students must understand the context to choose the appropriate word, demonstrating their ability to use grammar rules in real-life situations. This combination of multiple-choice and fill-in-the-blank questions provides a more comprehensive evaluation of students' grammar skills, assessing accuracy and application in various contexts.

Figure 5. Exercise Section: Fill-in-the-Blanks

Exercise 2

Fill in the blanks with the correct adjective.

1. The view of the (alone/lone) ----- tree next to the lake is so serene.
2. The mother tries hard to calm her (afraid/frightened) ----- son.
3. What was your most (embarrassing/embarrassed) ----- moment that you can remember?
4. She slipped and fell because she was too (excited/exciting) -----.
5. He went home quickly because he wanted to try his new (stylish/leather) ----- shoes.


In addition to the Exercise Section, the Exploration Section serves as a valuable resource hub for students, offering online exercises and a wide array of educational videos. This diverse range of materials encourages students to delve deeper into subjects, fostering a more profound understanding of the topics covered in class. Based on the findings of the need analysis, it became apparent that students preferred having videos in their flipbooks. Responding to this preference, the researchers meticulously selected videos to complement the course content. These videos reinforce learning by providing supplementary explanations and real-life examples of class concepts. Research suggests that visual aids, such as videos, can significantly enhance comprehension and retention of complex ideas (Almuslamani et al., 2020; Ruf et al., 2023). By catering to various learning styles, especially those favoring visual and auditory information, videos ensure that students can process information in ways that resonate best with their individual preferences and strengths, thereby enriching their overall learning experience. This deliberate integration of multimedia elements underscores the commitment to accommodating diverse learning needs, making the educational journey more accessible and effective for all students.

In addition to utilizing videos for enhanced learning, the researchers implemented a multifaceted approach by providing students with URLs in the Exploration Section of the course material. The URLs will direct them to access extra exercises online, supplementing the classroom instruction. The exercises, equipped with detailed answer keys, offered extra practice and enabled students to promptly self-assess their understanding. This integration of online exercises into the coursebook provided additional practice opportunities. It encouraged diverse and interactive engagement with the material. By navigating through interactive quizzes, multimedia presentations, and dynamic simulations, students were empowered to explore the subject matter at their own pace, fostering a sense of curiosity and self-directed learning. Moreover, the digital platform facilitated continuous feedback loops, allowing students to track their progress, identify patterns, and tailor their learning strategies. This innovative approach enriched the learning experience and nurtured essential life skills, making education more engaging, personalized, and effective (Li & Wu, 2023; Maphalala et al., 2021; Rozi et al., 2021).

Figure 6. Exploration Section

Exploration

To deepen your understanding of degrees of comparison, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://youtu.be/oGr7I3q7SMI>)

This coursebook has been developed to facilitate implementing project-based learning (PJBL) approaches. That is why the researchers designed 4 (four) projects for the students spread over the 13 units. The Project Corner section is presented at the end of every unit. Project-based learning (PBL) is a student-centered pedagogy involving a dynamic classroom approach in which students acquire deeper knowledge through actively exploring real-world challenges and problems (Gras-Velazquez, 2019). PJBL emphasizes long-term, interdisciplinary, and student-centered learning activities. In PJBL, students work on a project over an extended period, from a week up to a semester, that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

To do the projects in this coursebook, the students work in a group of 3 (three), and the projects are to be finished every 3 – 4 weeks. At the outset of the coursebook, the researchers have thoughtfully outlined a comprehensive project plan. This roadmap provides detailed guidance to students, facilitating the successful execution of projects spanning the entire academic semester. These projects' thematic orientation revolves around the English for Tourism (EFT) domain. These themes have been deliberately curated to align with the distinctive requirements of the English Education Study Program at Universitas Tidar. Furthermore, this thematic alignment extends to the concurrent coursework, namely the English for Hospitality course and the Introduction to English Grammar, both offered in tandem with the current semester. This strategic thematic consistency ensures a coherent and integrated

educational experience for the students, fostering a unified approach to their learning endeavors.

Figure 7. Project Corner Section

Project Corner
Project : A Travel Brochure
Week : 12 – 14
Participants : 3 students per group

In business and professional communication, passive voice can be used to soften requests or statements, adding a polite and formal tone to the message. Thus, try to use passive verbs in your writing. However, overusing passive voice can lead to unclear or awkward sentences. You should always consider the context and purpose of your writing and choose sentence structures that best convey your intended meaning.

Finally, layout your writing in a creative and interesting design and submit your work.

At the end of the book, there is an answer key for all exercises in 13 units. The researchers provide this section to facilitate independent learning. This instant feedback allows them to identify mistakes and understand the correct solutions, enabling self-correction and learning from errors; thus, the answer key section can promote self-study by allowing students to check their answers and identify areas where they need to improve. It can help students take responsibility for their learning and become more independent learners (García & Martínez, 2018; Kemp, 2021; Sangeetha, 2020).

Figure 8. Answer Key Section

ANSWER KEYS
WORD CLASSES
Exercise 1
1. **(B)** The word “eating” describes an action, and thus it is a verb.
2. **(C)** The word “small” describes a noun, and thus it is an adjective.
3. **(B)** The word “her” substitutes the noun, and thus it is a pronoun.
4. **(A)** The word “ball” represents a thing, and thus it is a noun.
5. **(D)** The word “heavily” modifies the verb, and thus it is an adverb.

3.3. The Feasibility of the Introduction to English Grammar Flipbook

It was essential to validate its feasibility to determine the suitability of the developed flipbook for teaching students in the Introduction to English Grammar course. This validation process was carried out through expert judgment. The

flipbook's content and media design were evaluated by two experts: one specialized in Introduction to English Grammar (content) and another in media development. A questionnaire, comprising both closed- and open-ended questions, was administered to these two experts to gather their opinions on the flipbook's quality. The outcomes of this evaluation are outlined in Table 3.

Table 3. The Results of Expert Judgment

Criteria	Statement	Expert 1	Expert 2	Mean Score
Content	The content provided is precise and correct.	5	5	5
	The content aligns with advancements in the field of science and technology.	4	5	4.5
	The content is contextually relevant to the characteristics of the Introduction to English Grammar course.	5	5	5
	The content facilitates the development of students' grammatical competences.	5	5	5
Language	The language suits the students' developmental stage.	4	5	4.5
	The language is both expressive and effective in communication.	5	5	5
	The language maintains grammatical accuracy.	5	5	5
	The language used does not lead to more than one interpretation (ambiguity).	4	5	4.5
Presentation	Videos are thoughtfully chosen to enhance material clarity.	4	5	4.5
	Exercises are pertinent, enhancing students' comprehension.	5	4	4.5
	The content is logically structured.	5	5	5
Layout	Consistent fonts are used throughout.	5	5	5
	Appropriate font sizes ensure readability.	5	5	5
	Texts are presented in a manner that ensures clarity, making them visually appealing and understandable to the students.	5	5	5

Table 3 displays mean scores exceeding 4 in all aspects, indicating that the flipbook met the standards of high-quality learning material. Despite this, certain revisions were implemented based on the experts' feedback from the open-ended

questions. One key suggestion was that the researchers provide a rubric to assess the students' projects. This rubric should clearly define the criteria and expectations for the project. It should provide specific guidelines on what constitutes excellent, good, satisfactory, or poor performance, ensuring that students and lecturers clearly understand the expectations.

Following the expert's suggestion, the researchers took a significant step forward by integrating a comprehensive rubric into the coursebook. With a keen focus on enhancing students' understanding of grammatical rules, the rubric was ingeniously divided into four fundamental criteria. Firstly, it delves into the nuances of grammar and language, emphasizing the correctness of grammar usage and vocabulary selection. This critical aspect ensures that students communicate effectively and hone their language skills. Secondly, the rubric strongly emphasizes clarity and coherence, urging students to express their ideas with precision and maintain a logical flow throughout their work. This criterion fosters a deeper understanding of the subject matter by encouraging clear articulation and logical structuring. Thirdly, the rubric addresses the pivotal factor of content relevance. By evaluating the relevance of the content, students are encouraged to ensure that their work is aligned with the project's purpose. Fourth, the rubric embraces the significance of visual presentation and creativity. Acknowledging the power of innovative expression, this criterion encourages students to present their ideas visually engagingly, fostering creativity and originality in their projects. The researchers agreed that the rubric provides clear expectations for students and acts as a transparent guide, aligning their efforts with desired outcomes. As the rubrics are shared with students before they begin a project, they can understand the grading criteria and expectations, allowing them to align their efforts with the desired outcomes (Ragupathi & Lee, 2020).

4. Conclusion

The primary objective of this research was to create an interactive digital module in the form of a flipbook for teaching Introduction to English Grammar students. This module delivers essential grammar content and incorporates Project-Based Learning into the teaching approach. By embedding grammar lessons into real-life scenarios, teachers can help students recognize the practical applications of grammar in everyday situations. Engaging in project tasks enhances students' retention and comprehension of grammar rules.

Throughout the initial phases of the Research and Development study, including Analysis, Design, and Development, the researchers successfully produced the intended product: an Introduction to English Grammar flipbook designed based on Project-Based Learning principles. This flipbook consists of 13 units, each containing six main sections. It covers necessary grammar points for constructing clear sentences and includes a comprehensive reinforcement section to aid students' understanding. The product underwent validation by content and media development experts, confirming its suitability for Introduction to English Grammar course students.

It is important to note that this study was limited to the initial phases of the ADDIE model, with implementation and evaluation scheduled for a later date. Future research should complete these phases to assess the coursebook's effectiveness comprehensively. Despite this, the study's findings provide valuable insights into

effective grammar learning, paving the way for further research and development of innovative learning materials.

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