

The use of digital flipbook in teaching writing to grade 10 students

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Abstract

This study investigated the effectiveness of digital flipbooks in enhancing the writing skills of Grade 10 students at Bantayan National High School during the school year 2025–2026. Writing, a critical macro skill in English, remains a challenge among Filipino learners due to issues in grammar, coherence, and motivation. A quasi-experimental design was employed, involving 66 students divided into control and experimental groups. The experimental group utilized a researcher-developed digital flipbook covering competencies such as argumentative, informative, and persuasive writing, as well as reader-response interpretation. Pre-test and post-test results were analyzed to determine performance differences. Findings revealed that the experimental group demonstrated significant improvement compared to the control group, particularly in argumentative essay writing and application of persuasive techniques. However, least mastered competencies included reader-response interpretation and advanced grammar. The study concludes that digital flipbooks are effective instructional tools that scaffold writing development, promote learner engagement, and address literacy gaps. Recommendations include enhancing flipbook content to strengthen least mastered skills and integrating technology-based aids into classroom instruction.

Keywords: Digital flipbook; Writing skills; Quasi-experimental design; Grade 10 learners

1. Introduction

Writing is a fundamental language skill that enables learners to express ideas clearly, organize thoughts logically, and communicate effectively. In the Philippine education system, English writing proficiency is emphasized through the K–12 curriculum and supported by legal frameworks such as the 1987 Constitution and Republic Act No. 10533. Despite these mandates, national assessments reveal declining literacy rates, with many students struggling in sentence construction, coherence, and mechanics. Writing difficulties negatively affect academic performance and global competitiveness, highlighting the need for innovative instructional strategies.

Teachers face challenges such as large class sizes, limited instructional time, and insufficient materials, which hinder effective writing instruction. Learners, on the other hand, often perceive writing as intimidating and disengaging. To address these issues, learner-centered approaches and technology integration are recommended. Flipbooks, as interactive instructional tools, provide structured guidance through the stages of writing and cater to diverse learning styles.

This study explored the use of digital flipbooks in teaching writing to Grade 10 students of Bantayan National High School. Specifically, it examined learners' performance in pre-test and post-test assessments, identified least mastered competencies, and proposed enhancements to the flipbook. By aligning with international and local educational mandates, the study contributes to improving literacy outcomes and offers evidence-based recommendations for classroom practice.

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2. Materials

The primary instructional material used in this study was a digital flipbook designed by the researcher using Canva. The flipbook was structured around six learning competencies: identifying parts of an argumentative essay, writing an argumentative essay, determining steps in informative and persuasive writing, applying persuasive techniques, identifying features of the reader-response approach, and interpreting poems using reader-response. Each section contained interactive visuals, guided explanations, and practice activities to scaffold learning.

Supplementary materials included pre-test and post-test examinations composed of 50 items, divided into objective and essay-type questions. These assessments measured learners' mastery of the targeted competencies. Secondary sources such as books, journals, and online references were also utilized to support the design of the flipbook and validate instructional strategies.

Classroom facilities, including projectors and computers, were used to deliver the digital flipbook to the experimental group. The control group received traditional instruction without digital aids. Both groups were taught by the same teacher to ensure consistency.

2.1. Methods

A quasi-experimental design was employed to determine the effectiveness of digital flipbooks in teaching writing. Sixty-six Grade 10 students were purposively selected and divided into two groups: 33 in the control group and 33 in the experimental group. Both groups represented varied academic levels based on report card performance.

The experimental group was taught using the digital flipbook, while the control group received traditional instruction. Pre-test and post-test examinations were administered to both groups to measure performance in argumentative, informative, and persuasive writing, as well as reader-response interpretation.

The researcher ensured validity by subjecting the test instruments to expert validation and conducting a dry run. Reliability was established through consistent administration and scoring procedures. Data were gathered during the third grading period of the school year 2025–2026.

Statistical treatment included mean percentage scores, t-tests, and frequency counts to compare group performance and identify least mastered competencies.

3. Results

The pre-test results indicated that both groups struggled with writing competencies, particularly in argumentative essay construction and reader-response interpretation. Post-test results revealed significant improvement in the experimental group compared to the control group. The experimental group achieved higher mean scores in argumentative essay writing, application of persuasive techniques, and informative text composition.

Despite overall improvement, least mastered competencies were identified in grammar accuracy and reader-response interpretation. The control group showed minimal progress, highlighting the effectiveness of the digital flipbook intervention.

Statistical analysis confirmed a significant difference between pre-test and post-test scores of the experimental group, supporting the hypothesis that digital flipbooks enhance writing performance.

4. Discussion

The findings demonstrate that digital flipbooks are effective instructional tools for improving writing skills among Grade 10 learners. The structured format and interactive design provided scaffolding that helped students organize ideas, apply writing techniques, and engage more actively in the learning process. The improvement in argumentative and persuasive writing suggests that visual and guided materials reduce writing anxiety and promote confidence.

However, persistent difficulties in grammar and reader-response interpretation indicate the need for further enhancement of the flipbook. Integrating grammar drills, contextual examples, and interactive exercises may address

these gaps. Additionally, incorporating more literary samples and guided questions could strengthen students' ability to interpret texts using reader-response theory.

The study supports the integration of technology-based aids in English instruction, aligning with learner-centered approaches and educational mandates.

5. Conclusion

This study concludes that digital flipbooks significantly improve the writing performance of Grade 10 students, particularly in argumentative and persuasive writing. The quasi-experimental design confirmed that learners exposed to digital flipbooks outperformed those taught through traditional methods. The interactive and visually appealing format of flipbooks fostered learner engagement, reduced writing anxiety, and promoted independent learning.

Nevertheless, challenges remain in grammar mastery and reader-response interpretation. Enhancements to the flipbook should include targeted grammar activities, contextualized writing tasks, and expanded literary materials. These improvements can address least mastered competencies and further strengthen writing instruction.

The study highlights the importance of integrating innovative instructional tools into the curriculum to meet learners' diverse needs. By aligning with international and local educational frameworks, digital flipbooks contribute to functional literacy and global competitiveness.

Recommendations include teacher training on technology integration, curriculum adjustments to prioritize prerequisite skills, and further research on digital aids in other grade levels and subjects. Ultimately, strengthening writing instruction through digital flipbooks equips learners with essential communication skills for academic success and lifelong learning.

Compliance with ethical standards

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay.

Statement of informed consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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