

EFFECTIVENESS OF DIGITAL FLIPBOOK IN TEACHING CVC LESSON TO GRADE 1 PUPILS

ABSTRACT

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This study examined the effectiveness of a digital flipbook as a technology-enhanced instructional tool for teaching sound recognition to Grade 1 pupils at Southville 8 Elementary School. The digital flipbook was designed to provide an immersive and interactive learning experience, significantly improving learners' retention, comprehension, and engagement. Featuring multimedia components—such as animated visuals, audio cues, and interactive elements—the tool aligned well with the cognitive preferences of today's digitally inclined learners. Anchored in Allan Paivio's Dual Coding Theory, which highlights the cognitive benefits of integrating verbal and visual information, the study affirms that interactive imagery fosters deeper learning than text alone. Results showed that incorporating digital flipbooks into classroom instruction notably enhanced students' vocabulary acquisition and conceptual understanding, underscoring the potential of such tools to revolutionize early childhood education through engaging, learner-centered approaches. The study employed a causal-comparative research design to assess the effectiveness of a digital flipbook in enhancing sound recognition among Grade 1 pupils. Respondents were purposively selected from Southville 8 Elementary School in Rodriguez, Rizal, based on their alignment with the study's objectives. Data collection involved a structured survey questionnaire and a 10-item modified standardized pre-test and post-test. These instruments were developed and validated with the guidance of a research adviser to ensure content validity, clarity, and alignment with relevant learning competencies. The data were analyzed using appropriate statistical methods, including frequency and percentage distribution, ranking, weighted mean, Likert scale interpretation, and a Z-test to determine the significance of differences between pre-test and post-test scores. These analyses provided a quantitative basis for evaluating the impact of the digital flipbook on pupils' learning outcomes. The findings revealed that the use of the digital flipbook significantly enhanced students' retention, comprehension, and overall learning. Statistical analysis indicated a highly significant difference between the pre-test and post-test scores (p -value $< .00001$) across Grade 1 sections Daisy, Orchid, Rose, and Santan, affirming the effectiveness of the digital flipbook as an instructional tool. In light of these results, it is recommended that the visual appeal of the flipbook be further improved—particularly through the enhancement of images and the incorporation of more vibrant colors—to optimize student engagement and sustain interest throughout the learning process. The study underscores the effectiveness of digital flipbooks in advancing the goals of early childhood education while aligning with the digital preferences of today's young learners. These tools not only strengthen visual intelligence and stimulate curiosity but also promote creativity and deepen learner engagement. To maximize their potential, it is recommended that digital flipbooks be used in teaching foundational language skills such as phonics and grammar, supported by interactive teaching strategies and enriched multimedia content. Incorporating digital flipbooks into class discussions can also enhance student participation and information retention. Collectively, these approaches foster a more dynamic, enjoyable, and impactful learning experience for early grade learners.

RECOMMENDED CITATION

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