

FLIPBOOK DEVELOPMENT AS A LEARNING MEDIUM SIMPLE PAST TENSE IN IMPROVING THE WRITING SKILL

Diterima:

21 Desember 2021

Revisi:

4 Januari 2022

Terbit:

14 Januari 2022

¹ Lilik Purwaningsih, ²Cherissa Jeihan, ³Arie Hadiani

^{1,2,3} Universitas Doktor Nugroho Magetan

^{1,2,3} Magetan, Indonesia

E-mail: ¹lilikpurwaningsih@udn.ac.id

Abstract—The advancement of science and technology with existing applications in people's lives today highly affects the quality of human resources, especially in education. By using flipbook, teachers can convey the material well, clearly, and not boringly. The type of research is research and development using the Borg&Gall development model. The objectives of this study were (1) to develop flipbook learning media. (2) to explain the attractiveness of flipbook. (3) to explain the effectiveness of using flipbook in learning English for class VIII SMPN 1 Ngariboyo. The results showed that: (1) the assessment of material experts gets a value of 100%, media experts get a value of 86%, and learning experts get a value of 84%. (2) the level of attractiveness of the media seen from the results of field trials on students reached 86.5%. (3) the effectiveness is seen from the results of increased student achievement. The results of the initial test got 1305 points and the final test got 1740 points, with a difference of 436. This shows that the product developed has a high level of validity so that the flipbook media is effective and feasible to use in learning English Simple past tense to improve students' writing skills.

Keywords— Flipbook Development, Improving, and Writing Skill

I. INTRODUCTION

The advancement of science and technology with existing applications in people's lives today highly affects the quality of human resources. Education is one of the fields that continues to develop along with sophisticated technology. So, the teacher is a significant component in education. Teachers are managers of learning activities that create effective and efficient learning conditions. Government Regulation Number 19 of 2005 concerning National Education Standards article 19 paragraph 1 (PP, 2005:17) states that the learning process in educational units must be carried out interactively, inspiring, fun, and challenging. teachers must have the abilities, skills, and expertise. The teacher is responsible for the learning that will be delivered to students.

Learning media is expected to create interest and a conducive learning atmosphere that is using a flipbook maker. Mulyadi (2018: 297) the use of flipbooks can improve students' creative thinking and affect student learning outcomes. Rasiman (2018:536) explains that students are more interested in participating in learning by using flipbooks. The teaching materials with the flipbook application make the display more attractive because it looks like a book that can be opened on the monitor screen so that it gives a dynamic effect.

One of the difficult materials is writing skills, especially the simple past tense material. Most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. In other words, they had blank minds when they were asked to write a text. Therefore, some media were needed to bring out their ideas. From the background mentioned above, the formulation of the problem that underlies this research is as follows: (1) How is the use Flipbook as a simple past tense learning medium in improving the writing skills of Grade VIII students SMPN 1 Ngariboyo? (2) What is the attractiveness and effectiveness of using Flipbook as a simple past tense learning medium in improving the skills of Grade VIII students SMPN 1 Ngariboyo?

Kustandi and Darmawan (2020:5) concluded that the media was the receptacle of messages that the source wants to forward to the target or recipient of the message, the material received is an instructional message, and the goal achieved is the achievement of the learning process. Mulyono and Wekke (2018:3) say that learning is an effort to direct students into the learning process so that they can achieve learning goals by what is expected. From the above definition, it can be interpreted that the learning media is a container or intermediary that can help the teaching and learning process, which serves to convey a message to students so that learning goals can be achieved properly and according to expectations. In an educational environment that is the recipient of the message is a learner who interacts in learning. That means they involve producing language rather than receiving it. Tillema (in Wibowo, 2019:231-232) states that writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered. From all the definition in above the reseacher concludes that writing is productive skill that enables ones feeling and thought through written communication and it leads an open result of one idea in making meaning of the information which comes to them.

The simple past is used to talk about activities or situations that began and ended in the past (Murphy, 2018:12). The simple past tense is used to describe things that happened in the past or things that were true in the past. The things that happened in the past may be singel repeated or habitual actions. The simple past tense always describes even that have been carried out or completed in the past. From the several statements above, it can be concluded that the simple past tense describes an action which happened before the present time and is no longer happening. The simple past tense is also used to describe an action that was completed in the past even if the exact time is not mentioned (Azar & Hagen, 2018:25).

According to the animation website Teknokids in Mulyadi (2016:297), Flipbook is one type of classic animation made from a stack of paper resembling a thick book, on each page is described the process of something that later the process looks moving or animated. This Media

Flipbook complements existing e-books, so it can accommodate all interactive learning activities such as listening, reading, writing, and also games. The application used in this study is Flip PDF Corporate. Flip PDF Corporate is software designed to convert PDF files to the back pages of digital publications. The software can change the look of a PDF to be interesting as a book. HTML output can be uploaded to the website so that it can be view online. Hypotheses contain the understanding of one opinion whose truth must still be proven first. The hypotheses that will teste in this study are: (1) Zero Hypothesis (Ho). There is no significant difference in the use of Flipbook as a learning medium of Simple Past Tense in improving students' writing skills. (2) Alternative Hypothesis (Ha). There is a significant difference in the use of Flipbook as a learning medium of simple past tense in improving students' writing skills.

II. RESEARCH METHODOLOGY

This research uses a research and development strategy. According to Borg & Gall (1987:771), research and development in a world of education aim to bridge between educational researchers and developers. The research procedure by the researcher in this development was taken from ten steps by Borg & Gall with limitations. Given the limited time and funds owned by the researcher, the steps are simplified into four development steps, including: (1) Research and Initial Information Collection, (2) Planning, (3) Initial Product Format Development, (4) Field Trials. Collecting data in this study in the form of test learning results and student questionnaires, including: (1) Test learning result, (2) Questionnaire, and (3) Interview.

Technique of analyzing data are using qualitative data analysis and quantitative data analysis. This study is designed "One-Shot Case Study" that is by design there is a group given treatment/treatment, and then observed the results (Sugiyono, 2019:74). In this study, the research variables are independent, therefore the research hypothesis does not form comparisons or relationships between two or more variables. The design pattern of this research is as follows:

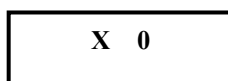


Figure 1 one-shot case study design pattern

Information:

X = Treatment given (independent variable)

O = Observation (Dependent variable)

The results of this descriptive analysis are used to determine the level of accuracy, effectiveness, and product development in the form of media flipbook development as a

learning medium Simple Past Tense in improving the writing skills of grade VIII junior high school students.

Here is the formula used to know the feasibility of the product (Tsaniyah, 2018:54):

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

Information:

- P : Wanted presentation
 $\sum xi$: The number of answers is the ideal value for one item
 $\sum x$: Number of answers
100% : Constant number

While the criteria of feasibility assessment of developing products use the following value criteria:

Table 1 Learning Media Eligibility Criteria

Percentage	Qualification	Criteria
100%		
90 – 100%	Very Valid	Not Revised
75 – 89%	Valid	Not Revised
65 – 74%	Quite Valid	Not Revised
55 – 64%	Not Valid	Revision
0 – 54%	Very Not Valid	Revision

Source: (Tsaniyah, 2018:54)

III. RESULT AND DISCUSSION

This research produces a product in the form of flipbook learning media with simple past tense material, where the media can be accessed online. In addition, the developed flipbook learning media also consists of: (1) cover, (2) basic competencies, (3) material, (4) worksheet. Flipbook learning media on Simple Past Tense English lessons can already be used for class learning with HTML5 files and can be accessed at the time of online learning with a link

<https://s.id/simplepastminibook>



Figure 2 The View of Flipbook Media Learning

In this research and development, the material expert is Mrs. Lilik Purwaningsih, M.Pd as a lecturer at Doktor Nugroho University Magetan, the media expert is Mrs. Sasi Mardikarini, M.Pd., and the English learning expert is Mrs. Sri Gundari, S.Pd. The following is quantitative data from a questionnaire of experts:

Table 2 Percentage result from all experts

Expert	%	Average	Criteria
Material	100 %	90 %	Valid
Media	86 %		
English Learning	84 %		

From the table above can conclude that average assessment of media expert, material expert, and learning expert show almost 90% of the criteria are valid. It can show the flipbook media in Simple Past Tense English lesson is feasible to be used as an interactive learning media.

The product trial was given to class VIII SMPN 1 Ngariboyo students. This stage is carried out to determine the effectiveness of the developed product. At this stage, the researcher distributed questionnaires to 19 students. Here is the percentage result on each detail consisting of 10 components:

Table 3 The Student Result

No	Component	(%)	Explanation
1.	The media make it easy to learn Simple Past Tense	82%	Quite Easy
2.	The media gives enthusiasm in learning	88%	Enough to give enthusiasm
3.	The media make it easy to understand the material	81%	Enough to understand
4.	The media design is interesting	91%	Very interesting
5.	The media have attractive display and theme	89%	Quite interesting
6.	The instructions in the media are easy to understand	84%	Quite easy
7.	The language in the media is clear and easy to understand	81%	Quite clear

8.	In the media, there are no find difficult words	83%	Enough not to find
9.	The students are interest in learning with flipbook media	92%	Veri interesting
10.	The students are feeling happy after using the flipbook media	94%	Very happy

From the table above it can be concluded that students of class VIII SMPN 1 Ngariboyo are very interested in flipbook media that have been developed by researcher and have been tested. Thus, this flipbook media can be said to be worthy as a learning media for Simple Past Tense English subjects.

From the implementation of field trials class VIII SMPN 1 Ngariboyo can be presented data in the form of the following table:

Table 4 Pre-Test and Final Tests Result by Student

	SKORS	
	FIRST	FINAL
	TEST	TEST
TOTAL	1305	1740
AVERAGE	69	92

Based on the table data above, shows that the average value of the pre-test is 69 and the final test is 92. This shows that students are progressing in learning English Simple Past Tense after using the media, especially writing skill. The value in the data above is the student's score in the written test, at the time of delivery of the media.

The main duty of the teacher is to teach students and condition them to learn actively so their potential (cognitive, affective, and psychomotor) can develop to the maximum (Hidayat & Patras, 2018). During the COVID-19 pandemic, teachers must be as effective as possible in delivering learning. Because some materials must be explained directly and completely.

The development result of flipbook learning media in the English Simple Past Tense subject for class VIII SMPN 1 Ngariboyo indicates that learning is feasible and effective in improving student learning outcomes. Kustandi & Darmawan (2020:6) said that learning media is a tool that can help the teaching and learning process that functions to explain the meaning of the message conveyed precisely and perfectly.

IV. CONCLUSION

Based on the process of developing flipbook learning media in the Simple Past Tense English lesson class VIII SMPN 1 Ngariboyo, it can be concluded several things as follows: (1) The use of flipbook media can improve students' writing skills. It can be seen from the average score of students, where the average value of the initial test is 69 and the final test is 92. So, from these results, it can be said that students can improve their writing skills. (2) The media is feasible to use it can be seen from the result of a field trial validation questionnaire for class VIII consisting 19 students. The validation result gets a value of 85,6 %, it means student feel interested in flipbook media. (3) the effectiveness it can be seen from test got 1305 points and the final test got 1740 points, with a difference of 436. This shows that there is a significant difference in student test results after using learning media.

Further product development suggestions and to optimize the utilization of flipbook learning media are as follows: (1) This flipbook media is not the only source of student learning, the teacher should guide students to read books or other learning resources relevant to the material described, to increase knowledge even more. (2) This flipbook learning medium is expected to be used by teachers of Class VIII English subjects in the next teaching year on the same material. (3) This flipbook development product should be further developed with other language products related to English learning with a new approach that is relatively fresher following the characteristics of the field of study.

BIBLIOGRAPHY

- Azar, B. S., & Hagen, S. A. (2018). *Understanding and Using English Grammar* (5th ed.). Pearson Education.
- Hidayat, R., & Patras, Y. E. (2018). *Teacher's professional competence and student learning motivation: A study in vocational high school*. Journal of Education and Learning (EduLearn), 12(3), 453–460.
- Kustandi, Cecep dan Darmawan, Daddy. 2020. *Pengembangan Media Pembelajaran*. Jakarta: Kencana (Divisi Prenadamedia Group).
- Mulyadi, Dendik Udi, dkk. 2018. *Pengembangan Media Flash Flipbook untuk Meningkatkan Keterampilan Berfikir Kreatif Siswa dalam Pembelajaran Ipa di SMP*. Jurnal Pembelajaran Fisika. Vol.4 No.4, hal 296 – 301, (<https://jurnal.inej.ac.id>, dikases 11 Juni 2021)
- Mulyono dan Wekke, Ismail Suardi. 2018. *Strategi Pembelajaran Di Abad Digital*. Yogyakarta. Penerbit Gawe Buku.

Murphy, R. (2018). *English Grammar in Use* (5th ed.). Cambridge University Press.

Peraturan Pemerintah Nomor 19 Tahun 2005 Standart Nasional Pendidikan (online), (<https://pelayanan.jakarta.go.id/download/regulasi/peraturan-pemerintah-nomor-19-tahun-2005-tentang-standar-pendidikan-nasional.pdf>, diunduh 12 September 2021)

Rasiman. 2018. *Efektivitas Resource-Based Learning Berbantuan Flipbook Maker Dalam Pembelajaran Matematika SMA*. Jurnal Internasional. Semarang: Universitas PGRI Semarang.

Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.

Tsaniyah, Albadrotus. 2018. *Pengembangan Media Flipbook Maker Pada Pembelajaran IPS untuk Meningkatkan Hasil Belajar Siswa Kelas VII MTS Wahid Hasyim 01 Dau Malang*. Tesis tidak terbit. Malang. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim.

Wibowo, Siswo Edi. (2019). *Edmodo: Improving Students' Writing Skill*. *LENTERA: Jurnal Ilmiah Kependidikan*, 12 (2), pp. 231-236, (<https://jurnal.stkippgribi.ac.id>, 11 Juni 2021)