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The Use of Flipbook Learning Media with a Scientific Approach to Improve Prodecure Text Writing Skills

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ABSTRACT: This study aims to (1) describe and explain the quality of the learning process in procedural text writing skills (2) describe and explain the improvement of procedural text writing skills using flipbook learning media with a scientific approach. This study uses the classroom action research method (classroom action research) with 2 cycles, each cycle consisting of 2 meetings. Each cycle consists of planning, implementation, action, observation and reflection. This research was conducted for eight months, from August to March 2022 and was carried out at SMPN 22 Jambi City. The research subjects were Indonesian language teachers and students of class VII G SMP Negeri 22 Jambi City, totaling 28 students consisting of 12 female and 16 male. Data collection techniques consist of test and non-test techniques (observation, interviews, and documentation). The validity of the data in this study used triangulation of data sources. The data analysis technique uses descriptive analysis to describe the increase in student success in each cycle and calculates the average to see the value of student learning completeness. The results showed that 1) The quality of learning to write procedural texts in terms of teacher and student activities has increased. The increase in teacher activity from the learning aspect has increased to reach 100%. The activity of students in the active aspect of listening and receiving teacher explanations increased from 51.79% in the Cycle I to 73.21% in the Cycle II. In the aspect of answering and asking questions, it increased from an average of 44.64% in the Cycle I to 65, 18% in cycle II. In the aspect of ability in discussion increased from an average of 44.64% in the Cycle I to 66.96% in the Cycle II. In the aspect of activeness in carrying out tasks, it increased from 57.14% in the Cycle I to 83.93% in the Cycle II. In the aspect of following the reflection, it increased from 58.93% in the Cycle I to 100% in the Cycle II. 2) The results of students' procedural text writing skills increased as indicated by an increase in grades. In the pre-action, the percentage of completeness was 17.86% in the less category with an average value of 63.25. In the Cycle I, the completeness increased to 67.86% although it was still in the less category with an average value of 71.75. In the Cycle II, the percentage of completeness reached 100% in the very good category, with the average grade achieved was 90.75. This means that flipbook learning media with a scientific approach can improve the quality of learning and writing procedure text skills.

KEYWORDS: learning media, flipbook, procedure text writing skills.

I. INTRODUCTION

Writing is the most difficult language skill compared to others. Writing skill is the last skill that is learned and mastered by students and writing is a complex activity. As stated by Nurgiyantoro (2015: 422), that among the other three language skills (listening, reading, and speaking), writing skills can be said to be more difficult to master. In writing, not only imagination, ideas or ideas are needed but also consideration is needed in composing a good and correct sentence so that the reader can understand what we are writing. Therefore, writing is not only an easy activity and does not need to be learned but must be mastered (Slamet, 2009: 97). In the revised 2013 curriculum for class VII, there are basic competencies in presenting data on a series of activities in the form of procedural texts by paying attention to structure, linguistic elements, and content orally and in writing. The basic competence of writing procedural texts is important to be taught in order to achieve learning objectives.

The ability to write procedural text is a type of text that belongs to the factual genre of the procedural subgenre. In the procedure text, apart from the initial stage in conducting experiments, it can also be in the form of a series of experiments (Mahsun, 2014:30). Procedure text can usually be found in writing that contains how to, tips or tutorials on doing something. Learning to write an effective procedure text must be a learning methodappropriate learning media, interesting learning media,

conducive classroom conditions, and regular practice. So that students can write procedural texts with the right arrangement, according to the structure, linguistic rules and etc.

After conducting interviews with Indonesian language teachers at SMP Negeri 22 Jambi City, information was obtained that students had difficulties in procedural text material. This is evidenced by the average student score for the material for writing procedural texts of 63.25, there are 23 students whose scores are still below the Minimum Completeness Criteria (KKM) and 5 students whose scores are above the Minimum Completeness Criteria (KKM). This is due to the lack of interest and focus of students during the learning process. This can be influenced by a sense of laziness and insecurity. The limitations of the methods and media used are also one of the factors for the lack of students' ability to write procedural texts. Therefore, it is necessary to develop material for writing procedural texts in a learning media, this is based on the difficulties experienced by teachers and students when the learning process takes place.

In this modern era, IT development is very advanced and rapid. This is used by the world of education, one of which is applying it as a creative and innovative learning medium. The development of technology does not rule out the possibility of a student knowing things that are not known by the teacher. The use of technology in learning media is very helpful for students in learning about material that is wider in scope than the material presented by the teacher. Using learning media can improve learning outcomes (Yaumi, 2018:7).

Based on the results of the researcher's observations, there are several teachers who have not used learning media in the learning process at school. This is also based on the lack of learning media tools needed by teachers and students. Learning media is very useful in helping teachers explain the theories to be studied and able to provide a more real explanation of material that cannot be seen, heard, tasted, smelled, or experienced directly. In addition, Hamalik (in Arsyad, 2011:15) said that the media can increase student interest, develop learning motivation and provide good psychological influences on students.

Media utilization and the right method is expected to overcome the difficulties faced by students, the difficulty in getting ideas and creativity in writing procedural texts. According to Arsyad (2011: 2) a teacher must be able to apply a learning media even with makeshift tools. Teachers should be able to use their skills to develop a varied and innovative learning media so that learning in the classroom will be more fun.

The right solution to overcome the problems above can be done by applying the latest and interactive software learning tools or media. One of the learning media that can be used is flipbook media. Flipbook is software that can be flipped (back and forth) like a book which can actually be added with videos, images, audio and so on so that it can make the learning process more interesting. Making flipbook media in this study with a professional flip pdf application. Flip PDF Professional is software for creating an electronic book in the form of a flipbook. Flip PDF Professional has the advantage of being able to import videos into PDF files so you don't need to open them elsewhere or in a separate place, but insert them directly into the PDF file. This application can make the appearance of electronic books more attractive with the addition of animation, images, audio, and video. According to Hamiyati Fitri, Maison, and Dwi Agus Kurniawan (2017) flipbook learning media is computer software that is able to create interactive, creative, and innovative learning media and is able to provide moving animation displays.

The use of this learning media is also accompanied by the use of a scientific approach. The scientific approach was chosen because it has several advantages, including: (1) leading students to think critically, systematically, and creatively. (2) develop students' ability to argue and communicate.

This research is important to do because the existence of the Flip PDF Professional learning media with an approach is expected to be able to help students understand the procedural text material and assist students in improving their procedural text writing skills. Based on the literature study, the scientific approach flipbook learning media is able to increase students' interest in learning. Flipbook presents images with interesting compositions so that students' interest is higher in learning something. (Andini, Budiyono, and Fitriana, 2018: 227-238)

Based on the background and literature review above, the problem can be formulated as follows, how to improve writing procedural text skills using flipbook teaching materials with a scientific approach to class VII students of SMP Negeri 22 Jambi City. The purpose of writing this research is to describe and explain the improvement of students' procedural text writing skills using flipbook learning media with a scientific approach.

II. METHOD

The research was carried out at SMP Negeri 22 Jambi City class VII G for the 2021/2022 academic year. The type of research used is classroom action research. This type of research was chosen because it was motivated by the fact that problems in learning procedure text did not develop as expected, therefore efforts were made to overcome them. The model used in this study is the spiral model proposed by Kemmis and Mc. Taggart, with the following steps: (1) preparation, (2) implementation, (3) observation, (4) reflection. The subjects of this research are teachers and students who are involved in the implementation of learning

(Suwandi, 2011: 60). There are 28 students, 12 girls and 16 boys along with one Indonesian teacher. The time of the research was carried out in August 2021 to March 2022. The research location was SMP Negeri 22 Jambi City, this place was chosen as the research location because it had never been used for similar research so that the possibility of repeated research could be avoided and also the Indonesian language teacher who was the subject of the study was very cooperative making it easier for the author to conduct research. The data sources in this study were Indonesian language teachers and students of SMP Negeri 22 Jambi City. The data collection techniques used are test and non-test techniques (observation, interviews, and documentation). The procedure of this research consists of 4 stages, namely planning, action, observation and reflection.

III. RESULTS

This classroom action research is divided into three stages, pre-action, cycle I and cycle II. Each cycle takes place in 2 sessions, each with a time allocation of 2 x 30 minutes. The subject of this research is the seventh grade Indonesian teacher, and the researcher is only an observer.

ACTION

This research begins with pre-action activities. In the pre-action activity, the researcher conducted interviews with Indonesian language teachers regarding the obstacles that occurred during the writing learning process at SMP Negeri 22 Jambi City. In accordance with the results of the interview, the obstacles to students' writing learning, especially in learning to write procedural texts, were the lack of interest and focus of students during the learning process and also students did not really pay attention to the material that had been explained by the teacher.

In addition to the low participation of students, the obstacles in learning to write procedural texts can also be seen from the results of the students' writing ability tests which are still below the Minimum Completeness Criteria (KKM) with an average of 63.25. Many students do not pay attention to linguistic rules when writing the steps of the procedure text and mostly just copy the existing procedure text.

Based on observations, interviews and pre-action tests, it can be concluded that there are problems in the quality of the learning process and students' writing procedural text skills, because more than 75% of students still score below the Minimum Completeness Criteria (KKM) 70.

The learning carried out by the teacher in the pre-action still uses conventional media, the teacher explains in front while the students listen. There is nothing interesting during the learning process so that students do not really learn about the procedure text. The learning patterns carried out by the teacher in the core activities include explaining, working on, and correcting the results of student work. The following is the value of students' procedural text writing skills in the pre-action.

Table 1. Score of Pre-action Procedure Text Writing Skills

No	Score	f	Percentage	Note:
1	<70	23	82.14%	Not complete
2	70	5	17.86%	Complete
Average Value = 63.25				
Classical Completeness = 17.86%				

Based on table 1, there are 5 students who get a score of more than 70 and there are 23 students who get a score of less than 70. The average score of students' procedural text writing skills in the pre-action is 63.25 with a classical completeness of 17.86%.

CYCLE I

Furthermore, researchers and teachers took action in the Cycle I by using flipbook learning media with a scientific approach. In the Cycle I, there was an increase in procedural text writing skills compared to pre-action. The implementation of the actions in the Cycle I was carried out in 2 meetings, the first meeting on January 19, 2022 and the second meeting on January 26, 2022 with an allocation of 2 x 30 minutes which includes initial activities, core activities and closing activities (end).

In the preliminary activity the teacher conducts classroom conditioning, apperception, conveys learning objectives, and gives motivation to students. Furthermore, in the core activity, the teacher conveys material on the structure of the procedure text using flipbook learning media with a scientific approach and students observe carefully to then carry out question and answer activities. In the closing activity, the teacher concludes the learning together with the students. At the second meeting, students were given a test to make a procedure text individually according to the structure that had been taught. The learning steps are carried out in accordance with the Lesson Plan (RPP) that has been made by the teacher, although the learning process has not been in accordance with the existing order of the RPP but the teacher has tried his best.

Based on the results of observations of student activities in the learning of procedural texts in the Cycle I, it was found that the percentage was 51.43% with a fairly active category. In the Cycle I, some students were already actively learning to write procedural text skills using flipbook learning media with a scientific approach, although there were still many students who were not active. In general, students are quite active in carrying out learning. The results of student activities can be seen in the following table.

Table 2. Observation of Student Activity Cycle I

No	Aspect	Very active		Active		Active Enough		Less Active		Classical Per Aspect
		f	%	f	%	f	%	f	%	
1	Aspect A	1	3.57%	6	21.43%	15	53.57%	6	21.43%	51.79%
2	Aspect B	1	3.57%	5	17.86%	9	32.14%	13	46.43%	44.64%
3	Aspect C	1	3.57%	3	10.71%	13	46.43%	11	39.29%	44.64%
4	Aspect D	1	3.57%	8	28.57%	17	60.71%	2	7.14%	57.14%
5	Aspect E	0	0.00%	10	35.71%	18	64.29%	0	0.00%	58.93%
Average		0.8	2.86%	6	22.86%	14	51.43%	6	22.86%	51.43%
Classic		51.43%								
Qualification		Active Enough								

Information :

Aspect A : Active listening and receiving teacher explanations

Aspect B : Activity student in answering the teacher's questions and asking question

Aspect C : Students' ability in discussion

Aspect D : The activity of students carrying out the tasks given by the teacher

Aspect E : The activeness of students following the reflection of learning outcomes

Based on table 2 above, 6 students are less active and 15 students are quite active in listening and receiving teacher explanations. In aspect B there are 13 students who are less active, most students are afraid to answer or ask questions. As many as 13 students were less active in discussing they chose to chat and play alone when other friends tried to discuss. In carrying out the tasks given by the teacher the students are quite active. Then as many as 16 students were quite active in participating in the reflection on the results of their learning with the teacher.

Based on the results of observations, it can be seen that the quality of the student learning process using flipbook learning media with a scientific approach in the Cycle I has not been maximized and will be improved in the Cycle II.

Table 3. The Value of Procedure Text Writing Skills Cycle I

No	Score	f	Percentage	Note:
1	<70	9	32.14%	Not complete
2	70	19	67.86%	Complete
Average Value = 71.75				
Classical Completeness = 67.86%				

Based on table 3, there are 9 students who get a score of <70 and 19 students get a score of 70. The average value of students in the Cycle I is 71.75 with a classical mastery score of 67.86%.

The results of students' writing skills in the Cycle I have not met the criteria for success indicators where learning is considered complete if 75% of the total students get a score more than or equal to the minimum completeness criteria (Minimum Completeness Criteria (KKM). The weakness in the Cycle I is that most students have not used the objectives and conclusions in the written procedure text, and also do not pay attention to the sentences used. In the future, it is hoped that the linguistic element material will be emphasized more so that students better understand the sentences that must be used. Therefore, the researcher continued the research up to cycle II.

CYCLE II

In the Cycle II, the learning carried out is still the same as the learning in the Cycle I, using flipbook learning media with a scientific approach but more emphasis on the linguistic element of procedure text and displays more examples of procedure text. The action

in cycle II was carried out in 2 meetings, the first meeting on February 3 and the second meeting on February 10, 2022 with an allocation of 2 x 30 minutes. Learning activities include initial activities, core activities, and final activities.

Learning activities in the early stages begin with the teacher organizing classes, doing apperception, conveying learning objectives, and motivating students. The teacher starts the lesson with greetings and attendance. The learning objectives were conveyed by the teacher not having implemented apperception. Motivation is done to encourage students to pay attention and concentrate when learning is taking place. The learning steps are carried out in accordance with the Lesson Plan (RPP) that has been made by the teacher.

In cycle II, the learning activities were divided into several small groups, each group consisting of 7 students. This is expected to make it easier for students to discuss making a procedure text according to the structure and linguistic elements.

Based on the results of observing student activities in learning procedure text in cycle II, meeting II, the percentage was 77.68% with the active category. students have started to be active in procedural text learning activities using flipbook media. The results of student activities in cycle II can be seen in the following table.

Table 4. Student Activity Skill Results Cycle II

No	Aspect	Very active		Active		Active Enough		Less Active		Classical Per Aspect
		f	%	f	%	f	%	f	%	
1	Aspect A	6	21.43%	14	50.00%	8	28.57%	0	0.00%	73.21%
2	Aspect B	0	0.00%	17	60.71%	11	39.29%	0	0.00%	65.18%
3	Aspect C	3	10.71%	13	46.43%	12	42.86%	0	0.00%	66.96%
4	D Aspect	10	35.71%	18	64.29%	0	0.00%	0	0.00%	83.93%
5	Aspect E	28	100.00%	0	0.00%	0	0.00%	0	0.00%	100.00%
Average		9	33.57%	12	44.29%	6	22.14%	0	0.00%	77.86%
Classic		77.86%								
Qualification		Active								

Information:

Aspect A : Active listening and receiving teacher explanations

Aspect B : The activeness of students in answering the teacher's questions and asking question

Aspect C : Students' ability in discussion

Aspect D : The activity of students carrying out the tasks given by the teacher

Aspect E : The activeness of students following the reflection of the learning outcomes

Based on table 4 above, as many as 6 students were very active in listening to and accepting the teacher's explanation. 17 students were active in answering the teacher's questions and 13 students were quite active in discussion activities. A total of 9 students are very active and 12 students are active in carrying out the tasks given by the teacher, and all students have actively participated in the reflection of learning outcomes together with the teacher.

The results of students' procedural text writing skills in cycle II can be seen in the following table.

Table 5. Score of Procedure Text Writing Skills Cycle II

No	Score	f	Percentage	Note:
1	<70	0	0%	Not finished yet
2	70	28	75%	Complete
Average Value = 90.75				
Classical Completeness = 100%				

Based on table 5 students who got a score of 70 as many as 28 students, which means that all students have scored above the Minimum Completeness Criteria (KKM) with an average of 90.75 and 100% classical completeness. The results of student scores in cycle II have met the criteria for success indicators where all students get scores above 70 or have exceeded the specified Minimum Completeness Criteria (KKM).

The results of students' ability to write procedural texts in terms of the learning process and results have increased. Overall improvement of students' procedural text writing skills from cycle I to cycle II can be seen in the image below.

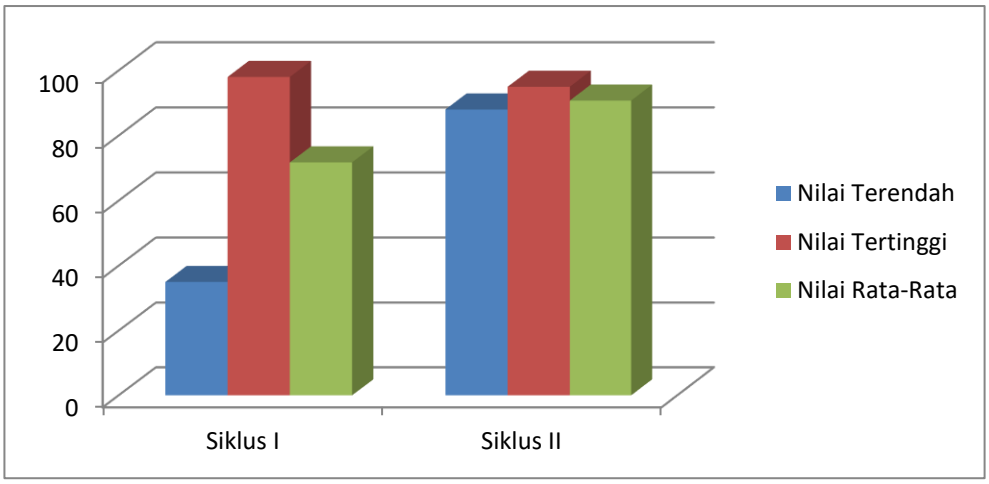

Figure 1. Improving Procedures Text Writing Skills Cycle I and Cycle II

DISCUSSION

Application of learning mediaand creative and innovative methods are proven to be able to improve students' procedural text writing skills. This is in line with research conducted by research conducted by Shinta Hapsari, Gunarhadi and Roemintoro (2019: 80-89) that using the right learning media in learning can make the learning process effective and efficient and also easier for teachers and students. to achieve the existing learning objectives. Supported by research conducted by Aji (2020, 200-205) which concluded that image media can be applied in learning to write procedural texts. When the learning process takes place using image learning media is able to make students more active and creative in writing procedural texts. Furthermore, Irawati, N and Elfersia (2019: 26-33) in his research concluded that the use of flipbook maker media in chemistry learning, especially in hydrocarbon subjects, was effective in improving student learning outcomes.

From the initial survey inget the lowest score of procedural text writing skill of 40 and the highest score of 89 with an average of 63.25 in pre-action. The Cycle I action resulted in the lowest score of 35 and the highest score of 98 with a class average of 71.75. The Cycle II action got the lowest score of 88 and the highest score of 95 with an average of 90.75. The achievement of Minimum Completeness Criteria (KKM) in the pre-action was 17.86% in the poor category, increased to 67.86% in the poor category in the Cycle I and increased again to 100% in the very good category in the Cycle II.

In the Cycle I there were 9 students who got a complete score and 19 students did not complete. Factors that cause these students to be incomplete include: a) students do not focus on listening to teacher explanations, b) teachers focus on conventional learning, c) students find it difficult to understand the structure and linguistic rules of procedural texts, d) students are less active in asking questions. Based on these factors, several actions were taken by the teacher to overcome these problems, including: a) using more effective learning media, b) more often providing motivation and reinforcement to students, c) explaining again about the structure and linguistic rules of procedural texts, d) reminding the lessons that have been previously studied, e) appointing students to answer questions.

In the Cycle II as many as 28 students have achieved completeness scores. The highest score of students is 95 and the lowest score is 88. This is because students are more focused and enthusiastic when working on procedure texts in groups so they can discuss together.

Thus, there is an increase in procedural text writing skills. The quality of the process in terms of student activities and teacher skills has increased from each cycle, offset by an increase in the results of procedural text writing skills.

IV. CONCLUSIONS

Increased student activities in learning include: a) active listening and receiving teacher explanations by 51.79% in the Cycle I, increasing to 73.21% in the Cycle II; b) the activeness of students in answering the teacher's questions and asking questions was 44.64% in the Cycle I, increasing to 65.18% in the Cycle II; c) students' ability in discussion was 44.64% in the Cycle I, increasing to 66.96% in the Cycle II; d) the activeness of students in carrying out the tasks given by the teacher was 57.14% in the Cycle I, increasing to 83.93% in the Cycle II; e) the activeness of students participating in the reflection of learning outcomes with the teacher was 58.93% in the Cycle I, increasing to 100% in the Cycle II.

The application of flipbook learning media with a scientific approach can improve procedural text writing skills. The learning outcomes of class VII G students on the material of writing procedure text before using flipbook learning media with a scientific approach in pre-action obtained a completeness percentage of 17.86% with a poor category with an average value of 63.25. Then

in the Cycle I, action was given to learning activities, by applying flipbook learning media with a scientific approach, the percentage of completeness increased to 67.86% even though it was still in the less category with an average value of 71.75. Furthermore, the Cycle II was held with the results obtained with the percentage of completeness reaching 100% in the very good category, with the average grade value achieved was 90.75.

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