Improving Advertising Text Writing Skills through Using the Flipaclip Application for Class XII DKV Students at Pasirian State Vocational School

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ABSTRACT: Technological sophistication is able to change the order of life, especially the world of education. The role of education is very important in preparing individuals to become extraordinary leaders and motivators. Language learning must be directed at improving the ability of students and teachers to communicate both verbally and in relevant writing. Based on the results of observations of Indonesian language lessons in class From the problems that have been explained, it can be concluded that the writer is interested in the problem of the lack of use of technology in learning which causes writing advertising texts to be uninteresting and boring. This research aims to describe the development of animation and graphic based learning media and explain the feasibility results of media products based on animation and graphic design using applications *FlipaClip*in learning advertising texts, slogans and posters for class XII DKV students at SMK Negeri Pasirian.

KEYWORDS: learning, technology, advertising text

I. INTRODUCTION

Technological developments in the era of industrial revolution 4.0 and society 5.0 have changed human civilization rapidly. The use of artificial intelligence (AI), dependence on IoT (Internet of Things) and the sophistication of robots can change the order of life, especially the world of education. Meanwhile, Society 5.0 is a pattern of social life that is integrated with technology to create a better world. This is where the role of education is very important in preparing individuals to become extraordinary leaders and motivators.

The role of education in facing the era of industry 4.0 and society 5.0 according to Dwi Nurani, S.KM, M.Si, Education Curriculum Implementation Analyst at the Directorate of Elementary Schools when filling the national seminar "Preparing Professional Education in the Era of Society" is "educators minimize their role as learning material providers, educators become inspirations for the growth of students' creativity. Educators act as facilitators, tutors, inspirers and true learners who motivate students to be "Free to Learn."

The essence of learning language and literature in the industrial and social era is to convey language as a medium for learning communication. Language learning must be directed at improving the ability of students and teachers to communicate both verbally and in writing which is relevant to the independent curriculum, that language learning competency is directed at four language skills, namely listening, reading, speaking and writing which are appropriate to the characteristics of students, learning resources. , strategies and learning content. Therefore, every teacher must have the skills to choose learning strategies that are more closely related to student success. In the digital era and the development of social media, this innovative approach is expected to increase student interest and participation in learning, (Harun, et al, 5882:2023)

Listening and reading skills are receptive skills because they are activities to absorb information conveyed through listening and reading, while speaking and writing skills are productive skills because the skills are expressed in written form or produce a discourse. The skills aspect is the most difficult aspect because writing is the skill of expressing ideas, ideas, feelings in written form so that other people can understand the contents of the writing. Writing skills are a skill that is very useful for

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everyone. Writing skills cannot be mastered by themselves but with serious and continuous practice. Several research results show that the use of media in learning can increase student interest and involvement (Faradila and Aimah, 2018:508; Nurfadhillah, et al., 2021:254; Magdalena, et al., 2021:324).

Advertising writing skills are very important for students. Through writing activities, students can express their ideas in written form using their language skills. It is very important to pay attention to students' writing skills regarding the extent to which students are skilled at writing. Learning Indonesian involves basic competency in writing advertisements using short, clear and concise text structures and linguistic rules. Advertisements are a type of written media to inform the general public about a product or service which is often also used in print or electronic media.

Based on the results of observations of Indonesian language lessons in class learning variations in writing advertising texts. (3) Lack of students' ability to write advertising texts (4) inappropriate learning media in writing advertising texts. (5) Lack of use of technology in learning.

From the problems described above, it can be concluded that the writer is interested in the problem of the lack of use of technology in learning which causes writing advertising texts to be uninteresting and boring. This research aims to describe the development of animation and graphic based learning media and explain the feasibility results of media products based on animation and graphic design using applications*FlipaClip*in learning advertising texts, slogans and posters for class XII DKV students at SMK Negeri Pasirian. Therefore, writing advertising text using animated video and graphic media is the key or the right way to create a work of writing good advertising text.

According to Wright (1978) in Liliweri (1992:20) that advertising is one of the persuasive communication processes which focuses on an effort to market the goods being sold, services, as well as certain thoughts or ideas. Dunn and Barban (1978) in Widyatama (2007:15) explain that advertising is non-personal communication in conveying a message in an effort to persuade with persuasive sentences about an item being sold, services and so on by a company to consumers, non-commercial institutions as well as personal.

Animation is a series of still images which are then arranged or assembled in such a way as to create the illusion of movement. In general, the illusion of movement is a change that is detected visually by the eye so that the changes that occur are the result of changes in position. In a broad sense, changing colors can also be called a form of animation.

The FlipaClip application is an application developed so that children can draw and create storyboards and then turn them into animated videos, cartoons and gifs. In this application there is digital drawing media such as brushes with various shapes and colors as well as the option to enter text. How to use it is also easy, just choose the brush you want to use then draw with your finger. Kids can also import audio from music.

II. RESEARCH METHODS

As an effort to prove and solve the problems raised in this research, the researcher has determined and designed a research design, namely using the Classroom Action Research (PTK) method. Classroom Action Research is research carried out by teachers in their own classes through self-reflection, with the aim of improving their performance so that student learning outcomes increase (Wardani and Kuswara, 2009, p. 1.15).

Several reasons for choosing PTK are (1) PTK is very conducive to making teachers sensitive and responsive to the dynamics of learning in their classes; (2) PTK can improve teacher performance so that they become professionals in teaching and learning process activities; (3) by implementing the stages in PTK, teachers are able to improve the learning process through an in-depth study of what happens in their class; (4) the implementation of PTK does not interfere with the main duties of a teacher, because there is no need to leave the class while the KBM is taking place; (5) teachers become more creative, because they are always required to make innovation efforts to implement and adapt various learning theories and techniques, as well as teaching materials that they understand.

The procedures for implementing PTK that the researchers carried out were adapted from Arikunto (2010, p. 138), as follows.

The flow in the PTK chart can be described as follows.

a.   Action Planning

In action planning, the things that researchers need to pay attention to are as follows:

1)   load learning scenarios,

2)   prepare the necessary facilities and supporting equipment in the classroom. If a particular observation instrument is needed, it is necessary to state how it will be made, who will use it, and when it will be used,

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3) prepare instruments to record data regarding the process and results of actions, and
4) carrying out simulations of implementing corrective actions to test the implementation of the design.

b. Implementation of Actions

Implementation of actions includes who, when, where and how to do them. Action scenarios that have been planned, implemented in actual situations. At the same time, this activity was also accompanied by observation activities and followed by reflection activities.

c. Action Observation (Observation)

In the observation section, observations are carried out by observers which include the process and results of implementing activities. The purpose of conducting observations is to collect evidence of the results of actions so that they can be evaluated and used as a basis for reflection.

d. Reflection

In the reflection section, data analysis is carried out regarding the processes, problems and obstacles encountered and continued with reflection on the impact of implementing the actions taken.

III. RESULT AND DISCUSSION

Conditions that are the background to the problem, why this practice is important to share, what is your role and responsibility in this practice. Learning advertising texts aims to train students in conveyingideas or ideas in the form of steps to create promotional media to market a product they make. Class XII DKV advertising text learning at Pasirian State Vocational School usually uses teaching materials that do not highlight local wisdom products made by them themselves. Teachers use advertising text teaching materials in textbooks because they are more practical and without preparation. This is not appropriate to the student environment. Teachers who use teaching materials that are not appropriate to the environment of students in the Pasirian State Vocational School area which is in a developing rural area, make them lack real logical references. For example, many students in the environment have their own businesses such as making bracelets from beads, bouquet making services, traditional home made snacks, teachers can use these as teaching materials for advertising texts. In this way, the teaching materials used by teachers are more contextual, allowing students to have real experience and get to know the world of business.

Pasirian State Vocational School chose 3 of the six dimensions of the Pancasila Student Profile, namely local wisdom, sustainable living and entrepreneurship. Providing real experience and an entrepreneurial orientation in learning advertising texts is a form of implementation of Strengthening the Pancasila Student Profile (P5) in the Merdeka Curriculum in Indonesian language subjects.

The use of the Project Based Learning model makes students more active and the learning outcomes are in the form of real products, not just concepts or theories. PjBL is also highly recommended for implementing the Independent Curriculum.

My role and responsibility in this practice is to carry out optimal learning practices in the classroom by collaborating on the use of learning models and selecting entrepreneurship-based learning media so that the learning objectives and student outcomes can be as expected.

Some of the challenges faced to achieve this goal are as follows:

1. The limited ability of teachers to present interactive learning and prioritize student activity.
2. Students are not yet accustomed to learning using a project-based learning model (Project Based Learning) so they still need adjustments.
3. Lack of parental support in implementing effective learning, such as lack of parental attention in monitoring students' learning progress.

Starting from exploring the problem, continuing with preparing tools, then taking action and finally evaluating the parties involved, including:

1. Teachers as creators of learning scenarios and implementers of learning activities.
2. Lecturers and Civil Service Teachers as lecture guidance facilitators.
3. Students are the central figures who carry out learning activities.
4. The school principal acts as a supervisor and provides input on the planning and implementation of actions.
5. The school supervisor acts as a consideration at the problem exploration stage.

The steps taken to face these challenges are as follows:

1. Prepare the facilities needed to carry out optimal learning.
2. Coordinating with various parties regarding several things that are needed, such as the schedule for using the Axi class Lab,

providing Smart screens, LCD projectors and sound in class, a stable internet network, as well as coordinating with colleagues to assist in documenting learning activities.

3. Choose the right learning model and media so that active and enjoyable learning activities are held.
4. Develop student entrepreneurship-based teaching materials so that students have real references because they are close to their lives in order to achieve optimal learning outcomes.
5. Disseminate information to students about project based learning for learning advertising texts. Students are given a project to present advertising text in the form of a creative and interesting advertising video.

The resources or materials needed to implement this strategy are optimizing technology such as for recording activities, computer facilities for editing, and social media for publishing student products.

The impact of the actions and steps taken produces effective results. This can be seen based on the increase in learning outcomes due to utilizing IT and entrepreneurship-based learning media. For example, learning to find the content or information of advertising texts that they hear, students actively listen carefully and even practice because the learning media is real, namely through video shows made by each group. The project based learning model which is student-centred and product-based has been proven to increase students' activeness and enthusiasm in learning. Student responses related to the strategies carried out are:

1. The teaching and learning atmosphere in the classroom becomes more enjoyable because many students are actively involved in learning activities.
2. Through YouTube videos, access to learning material becomes faster.
3. Students feel happy with the discussion way of learning Groups because they can work together with other friends in solving a problem.
4. Publication of student products on the Instagram social media page makes students feel cooler and more contemporary. The factor in which the strategies implemented were not successful was that there were still students who were not active in learning activities, both in discussions and group work and overall learning activities. Therefore, teachers as facilitators in learning must facilitate all students to learn fairly.

IV. CONCLUSION

The impact of the actions and steps taken produces effective results. This can be seen based on the increase in learning outcomes due to utilizing IT and entrepreneurship-based learning media. For example, learning to find the content or information of advertising texts that they hear, students actively listen carefully and even put into practice because the learning media is real, namely through video shows made by each group. The project based learning model which is student-centered and product-based has been proven to increase students' activeness and enthusiasm in learning. Student responses related to the strategies carried out are:

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