

DEVELOPMENT AND VALIDATION OF ENGLISH LEARNING MATERIAL USING FLIP PDF PROFESSIONAL FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. This research is focus on developing English learning material using flip PDF professional in Writing skill for Grade VII in SMP N 1 Tapa based on curriculum in Indonesia. The aims of this research were: (1) To investigate the difficulties of SMP N 1 Tapa Grade VII students in writing composition, (2) To find out the supplemental tool that can be developed to address the difficulties by the students, (3) To develop appropriate English learning materials using flip PDF professional for Grade VII students in SMP N 1 Tapa. This research is one of the processes to develop new products or improve existing products. The product that will be produce from this research is an e-book to develop junior high school students' writing skills in English learning for class VII. The researchers used ADDIE development model in making the product. The writer's developed instructional material can serve as supplementary resources for classroom teaching and learning. This implies that the materials existing in the textbook can still be utilized.

Keywords: Material Development; Writing Skill; Electronic Book

INTRODUCTION

English gives students the opportunity to communicate with people of all over the world from different cultural backgrounds. Recently, the government has mandated the adoption of a new curriculum known as curriculum merdeka in education in Indonesia. This curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities that are available globally. Learning English helps students for international interaction, it is needed to build relationship to people from other countries and understand different ways of culture. Learning English is focused on strengthening the ability to use English in six language skills, such as, listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of text. The minimum learning outcomes for these six English language skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). One of the characteristics of the English subject in this curriculum is the learning process that focuses on students. Tyler (1949), the learning process must be focused on efforts to change the behavior of students, for example, such as students who were unable to master English to be able to use English on the six language skills in various types of texts. General English learning is focused on students' language skills according to the stages of development of language skills. General English learning includes elements of receptive skills, one of which is productive skills, namely writing. Writing is the ability to convey, communicate ideas, express creativity and creates various genres of written texts, in an effective and understandable way and can be of interest to readers with the right grammar structure and linguistic elements.

Learning materials are crucial to the teaching of the English language. It offers everything needed for every teaching and learning process so that the students and teachers may encourage and support language development. English textbook was potentially been the only students access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do.

According to Tomlinson (2007, p.2), There are many different types of educational resources available, including cassettes, films, CD-Rooms, dictionaries, readers, workbooks, exercises that can be photocopied, newspapers, and grammar books. The teachers and students can use them to provide language-related knowledge and experiences in ways that will encourage and support language learning. The materials can be used to instruct the students about the target language, lead the students in language practice, give the students more knowledge of the language in use, inspire them to use the language, and help in their language learning. Some of students are not focused and interested in the learning process. Students experience difficulties with the material written in the book. Some students don't really focus and not active in the classroom activity because they are considered too boring on the learning process. developing learning materials using electronic books is one effort that can help to increase student interest in the learning process.

In pursuit to revolutionize the learning experience for junior high school students and foster a more engaging environment for enhancing writing skills, the researcher undertook the development of an electronic book (e-book) using the versatile features of Flip PDF Professional. This innovative approach aims to infuse creativity and motivation into the learning process by presenting interactive and captivating learning materials within the e-book platform. By leveraging technology to craft this resource, the intention is to inspire students, making the acquisition of writing skills not only educational but also enjoyable and stimulating.

METHOD

The researchers used R&D approach in this research. According to Nieveen (1999), Research development is research that is applied to the production of products that fulfill reliable, usable, and efficient standards. This research is one of the processes to develop new products or improve existing products. The product that produced from this research is an e-book to develop junior high school students' writing skills in English learning for class VII.

The researchers used ADDIE development model in making the product. ADDIE (Analysis - Design - Development - Implementation - Evaluation) development model chosen because this model have the quality of being clear, systematic, and organized so that it is suitable for development (Yusof & Nubli, 2017).

By using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach in conjunction with research and development (R&D) can have the following benefits: Methodical Approach: ADDIE offers an organized framework for instructional design that enables to approach the creation and application of this research in a methodical manner. It facilitates the process's division into doable phases, which is excellent for research and development (R&D) when a methodical approach can be essential.

Flexibility and Iteration: Innovation and iteration are frequent components of R&D. This approach is well suited to the iterative nature of the ADDIE paradigm. The research interventions can be continually analyzed, designed, developed, implemented, and evaluated, allowing for modifications and advancements as needed.

Collaboration and Clear Communication: Team members engaged in the R&D process can communicate more effectively by using the ADDIE paradigm. Every phase offers possibilities for cooperation and checkpoints to make sure that everyone is in agreement with the goals and advancement of the research.

It may establish a strong methodology that supports innovation, iterative development, evidence-based practices, customisation, and clear communication—all crucial components of successful research and development endeavors—by fusing R&D concepts with the organized approach of the ADDIE model.

RESULTS AND DISCUSSION

Results

Based on the interview with the students and teachers in first grade SMP N 1 Tapa. The following are the difficulties of the students in Learning English: *lack of learning motivation of students, Teaching methods, limited practical application/limited exposure, lack of resources, lack of confidence, perceived difficulty, parental influence, and fear of making mistakes.*

Lack of learning motivation. Lack of motivation can be a significant obstacle. In the interview, the students reveals that some do not see the practical benefits of learning English or find the learning process engaging. They do not put the blame solely on their teachers, because the students themselves can be blamed. It was further revealed by some of the students during the interview that no matter how the teachers tried their best to inspire them to learn English, they still considered themselves as difficult to be motivated. This revelation was confirmed too by the teachers during the interview.

Teaching Methods. Traditional teaching methods that focus on memorization and rote learning may not be effective for language acquisition. When asked how well the teachers teaches them in learning English, they reveal that their teachers are doing their very best for them to learn English. In response to the students' revelation, the teachers also reveals that they use several teaching strategies and activities but admit the need of added instructional or supplemental instructional materials to be more effective. An Interactive and communicative supplemental instructional materials that encourage practical usage and real-life scenarios is more appropriate.

Limited Practical Application/Limited exposure. Limited exposure to authentic English outside the classroom. Another difficulty encountered by the students is the lack of practice or exposure to English Language speakers. Accordingly, it is true that the teachers are teaching them enthusiastically, but when they go out of the classroom and when they reached their houses, neither parents nor siblings spoke them in foreign language. Limited practical application is only done in school. Trying to speak in English while talking to the teachers as well as to some of their classmates. Hence, creating an English Language rich environment inside the classroom or the campus may address the problem.

Lack of resources. Limited access to quality learning resources including textbooks, online materials and language learning tools, can hinder students' progress. As mentioned earlier, teaching or instructional materials is important in teaching. And the teachers themselves believe that there is lack of instructional or teaching materials that will help enhance the students learning in English.

Lack of confidence. Fear of making mistakes and a lack of confidence in speaking English can hinder motivation. It was disclosed by the students, that teachers are supportive of their dream of becoming a good English language speakers and writer. But they are not confident enough to speak fluently with the fear that they might be laughed at by friends or by listeners. Creating a supportive environment that encourages experimentation and learning from mistakes can help build the students' confidence.

Perceived difficulty. English is often viewed as a challenging language due to its complex grammar compared to Indonesian grammar. The students reveals that they

understand English but sometimes hesitant to talk because they might not pronounce the word correctly or properly and when they tried to write in English they found it also difficult because they are thinking of the correct grammar. These revelation of the students was seconded by the teachers. Because the teachers are the ones who checked their work and directly observe them inside the classroom.

Parental influence. Parental influence is essential in learning to speak and write the English Language. Parents attitudes towards English learning can impact a students' motivation. If parents has a negative attitude in learning English, then the students will not be motivated to learn the language.

Fear of making mistakes. Fear of making mistakes can be a significant barrier to learning. During the interview, the students admitted that most of the time they are hesitant to talk using the English language because of fear that they might commit mistakes, such as the proper pronunciation and correct grammar usage.

On the part of the teachers, they reveal that they encouraged the students to speak English, because they believe that practice makes perfect. So sometimes, they advise the students that it is okay to commit mistakes. because they will be corrected by their teachers.

Based on the observations conducted, the researcher found that there are several students who are not focused on the learning provided through the textbooks given by the teacher. Some students don't really read the given books. Some students feel bored. When asked by the teacher about the given material, they couldn't answer the teacher's questions because they lack understanding due to a lack of interest during the learning process.

In this learning process, it was also found that the teacher is more often centered learning, whereas in the independent curriculum, it has been implemented that students become centered learning, as stated by Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022), implementing the student-centered learning approach is essential in the independent learning curriculum. This curriculum emphasizes a student-centered approach, where the teacher serves as a facilitator. In this scenario, the teacher is not viewed as the main source for presenting lesson materials; instead, students are prompted to take a more active and independent role in exploring diverse learning resources. Hence, the adoption of the student-centered method can be seen as an appropriate educational strategy for advancing the independent learning curriculum, especially within the Indonesian educational context.

Based on the observation results through daily evaluation scores and exams, many students still have low grades in English language learning assessments and exams. This poses a challenge for teachers to enhance students' interest in learning English. Teachers need to develop effective teaching strategies to motivate students with low grades that do not meet the graduation competency standards. After conducting interviews with students, the researcher found that the majority of students experienced a decline in motivation in their learning.

Students find the monotonous classroom learning activities boring. This lack of variety is the primary factor that demotivates students in their learning activities. Although some students enjoy reading books, there are others who find reading very dull. They perceive the content as only black and white text without visuals, making it unappealing and causing them to lose interest.

The teaching materials product have been assessed/validated by the English teacher of SMP N 1 Tapa).

A. Aspect of Self Instruction.

No	Questions	SL	L	KL	TL
1	The learning objectives align with the competencies outlined in the core competencies and basic competencies	√			
2	The content in the e-book aligns with the core competencies and basic competencies	√			
3	The material is presented sequentially	√			
4	he presented material can be easily understood by students		√		
5	The illustrations are presented in accordance with the content of the e-book	√			
6	The issues presented can be linked to the context of students' tasks and environment.		√		
7	The language used in the e-book is easy for students to understand		√		

B. Aspect of *Self Contained*.

No	Questions	SL	L	KL	TL
8	The alignment of the e-book content with the core competencies and basic competencies.		√		
9	The competency of the presented material includes core competency units and basic competency units		√		

C. Aspect of *Stand Alone*.

No	Questions	SL	L	KL	TL
10	The e-book material can be learned without the need for assistance from other e-books.		√		
11	The e-book material can be studied without the aid of other media		√		

D. Aspect of *Adaptive*.

No	Questions	SL	L	KL	TL
12	The content in the e-book aligns with the advancements in science and technology.		√		

E. Aspect of User Friendly.

No	Pertanyaan	SL	L	KL	TL
13	The e-book material can be studied anywhere and anytime		√		

Note:

SL= Very good

L= Good

KL= Bad

TL= Insufficient

Discussion

The writers’ developed instructional material can serve as supplementary resources for classroom teaching and learning. This implies that the materials existing in the textbook can still be utilized. The conclusion drawn is that the e-book has been deemed suitable and meets the teaching standards for instructing English because its content aligns with the "English for Nusantara Teacher's Guide." This guide is crafted according to the teachers' needs, methodologies, and the curriculum's guidelines under the Merdeka (independent) curriculum. The content of this book has also been practically applied to students, resulting in notably positive outcomes, particularly in enhancing the writing skills of 7th-grade students in junior high school. Teacher has received favorable feedback after implementing this e-book in their classes. Students have responded positively to the learning process; based on observations, they have shown a significant increase in motivation when using the e-book for instruction. They are more focused, and the learning experience has become more enjoyable for them.

CONCLUSION

The development of electronic books (e-books) using tools like Flip PDF Professional emerges as a pivotal strategy to invigorate the learning experience for junior high school students, particularly in enhancing writing skills. The conventional materials have shown their utility in instructing and providing language knowledge, yet they often encounter hurdles in engaging disinterested students and addressing diverse learning preferences. Recognizing the challenges posed by disengagement and difficulties with traditional learning materials, the adoption of e-books stands as an innovative solution. Through the integration of interactive elements and captivating features facilitated by Flip PDF Professional, these e-books aim to transcend the mundane, offering a more dynamic and stimulating approach to language learning. By leveraging technology, the intent is not only to educate but also to inspire, fostering a more enthusiastic and participative learning environment.

The pursuit of revolutionizing the learning experience through these electronic resources seeks to bridge the gap between conventional learning materials and student engagement. By infusing

creativity and motivation into the learning process, the e-book platform endeavors to transform language practice into an enjoyable and enriching endeavor, ultimately propelling students toward a more effective acquisition of writing skills.

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