



## DEVELOPMENT OF FLIPBOOK-BASED DESCRIPTIVE TEXT WRITING TEACHING MATERIALS USING THE HEYZINE APPLICATION FOR CLASS VII JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

This study aims to produce a development product in the form of flipbook-based teaching materials, in the Indonesian language subject in descriptive text material, for grade VII students using the Heyzine application. This study focuses on the development of teaching materials for descriptive text writing skills for grade VII junior high school based on flipbooks assisted by the Heyzine application. The research method used in this study is the Research and Development (R&D) method with the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model. The subjects in this study were 42 grade VII students at SMP Negeri 9 South Tangerang City. Data in this study were collected through observation, interviews, and questionnaires. The results of the research on the development of teaching materials for writing descriptive texts based on flipbooks assisted by the Heyzine application obtained an assessment from media experts with an average percentage of 92.2% of all aspects assessed, with a very feasible category. Material experts gave an assessment with an average percentage of 90% of all aspects assessed, with a very feasible category. The Indonesian language teacher gave an assessment with an average percentage of 99.4% of all aspects assessed, with a very feasible category. Students gave an assessment or response to the teaching materials with an average percentage of 96.1% of all statements submitted. Thus, it can be concluded that the teaching materials for writing descriptive texts based on flipbooks assisted by the heyzine application are very feasible to use in the learning process of writing descriptive texts in class VII.

**Keywords:** *descriptive text, teaching materials, heyzine flipbook*

### INTRODUCTION

The Merdeka Curriculum (Independence Curriculum) is a new curriculum developed by the Indonesian Ministry of Education. The curriculum aims to provide a more flexible learning approach, focusing on student needs, and strengthening student character through the Pancasila Student Profile. This curriculum simplifies material, allows teachers to adapt teaching methods to each student's needs, and encourages project-based learning. With this curriculum, it is hoped that students will learn in a more meaningful, innovative, and contextual way, keeping pace with current developments (Ministry of Education and Culture, 2024).

Teaching materials are components used by teachers and students to facilitate the teaching and learning process (Kosasih, 2021). Sadjati defines teaching materials as systematically structured subject matter used by teachers and students in the teaching and learning process (Pebriyanti et al., 2021). The development of teaching materials encompasses everything teachers need to prepare and evaluate teaching and learning activities. The benefits of developing teaching materials include making the teaching and

learning process more engaging and increasing student enthusiasm, enabling students to be more creative and have more time to understand the material, creating opportunities for independent learning, and facilitating students' understanding of lessons they haven't mastered (Wahyudi, 2022).

Teaching materials have benefits and uses for both students and teachers. The benefits of teaching materials for students include meeting the needs of the curriculum, reducing dependence on textbooks, and gaining a wealth of knowledge from the various sources contained within the teaching materials. Meanwhile, the benefits of teaching materials for teachers include gaining additional knowledge and experience from the teaching materials, being more communicative and creating varied and effective learning with students, and helping to make learning more efficient (Wahyudi, 2022).

According to Sidiq in Eriyani (2018), one of the pedagogical skills teachers must possess to achieve success in learning activities is developing teaching materials. The purpose of developing teaching materials is to provide more effective learning and to ensure that learning objectives are met.

Based on observations at SMP Negeri 9, South Tangerang City, students were found to only use printed textbooks as teaching materials. Furthermore, the only media used to support learning were whiteboards and PowerPoint presentations. During the observation, teachers were not yet using innovative teaching materials in the classroom, resulting in a boring learning experience for students.

Based on a teacher needs analysis conducted through unstructured interviews with Indonesian language teachers at SMP Negeri 9 in South Tangerang City, information was obtained regarding teaching materials as supporting learning resources for teachers, which are still very limited. In this case, available learning resources are limited to printed textbooks provided by the school, resulting in students experiencing difficulty understanding the material, easily bored, and lacking enthusiasm during the learning process. The use of learning media is suboptimal due to limited school facilities and infrastructure. Teachers reported that students have not yet mastered the material, namely writing descriptive texts. When writing descriptive texts, students tend to achieve learning outcomes below the Minimum Competency (KKM). This is because they struggle to find ideas for writing. Furthermore, when writing descriptive texts, students do not pay attention to structure and linguistic rules, which hinders their ability to write effectively.

Based on a student needs analysis conducted through a questionnaire among seventh-grade students at SMP Negeri 9 in South Tangerang City, several problems were identified. Students experience boredom if they focus too much on textbooks. Furthermore, students expressed that the accompanying textbooks used during the learning process do not provide optimal learning. Limited teaching materials, such as printed textbooks from publishers, often contain long sentences, and the presentation of content makes it difficult for students to master the material. Furthermore, students struggle to understand the material on writing descriptive texts. This problem arises because the use of media, tools, and materials in descriptive text learning is less engaging and innovative.

In the Indonesian language subject within the Merdeka curriculum, there are four elements in the learning outcomes. These four elements are listening, reading and viewing, speaking and presenting, and writing. These elements are interconnected. One element that students need to develop and hone is writing. This element relates not only to students' ability to construct sentences but also to convey ideas or opinions clearly and systematically, so that readers easily understand the intent or purpose of the writing.



Writing is the skill of expressing an idea in written form (Susanto, 2016). Writing is a way of creating an idea to the reader through written language (Situmorang, 2018). Writing is a productive and expressive activity because writing is one way to convey thoughts to others (Lestari et al., 2020). Writing is an activity of channeling ideas through productive activities in the form of structured writing (Khalik, 2021). Writing is an activity that has the goal of conveying a message to the reader. In addition, writing is also said to be an innovative process in channeling ideas into written language. In carrying out the writing activity, there are several elements in it, namely the writer, the content of the writing, the media, and the reader (Dalman, 2021). It can be concluded that writing is a productive, expressive and innovative activity aimed at expressing ideas or thoughts in written language in a structured manner.

Indonesian language learning in the Merdeka curriculum is based on text genres. Students are required to understand the various types of texts contained within the Merdeka curriculum. Descriptive text is one of the texts studied by junior high school students in grade 7. Writing descriptive text requires basic knowledge of the definition, structure, and linguistic rules of descriptive text.

Descriptive text is a piece of writing that describes a specific object or situation in detail from the author's personal perspective. The objects described include natural conditions, animals, and humans (Kosasih, 2018). Meanwhile, according to Muliawati et al. (2018), descriptive text is a piece of writing that describes the reader as if they can feel or see directly the object being discussed in a paragraph. Descriptive text is a piece of writing that describes a specific object or event using clear and detailed words, so that the reader feels as if they are experiencing the experience directly (Dalman, 2021). It can be concluded that descriptive text is a text that contains a clear and detailed explanation or description of an object, so that the reader can understand and imagine what the writer is describing.

The above problems can be addressed by developing teaching materials that play a supporting role in improving students' descriptive writing skills. Simultaneously, teaching materials created using technology are needed in an engaging, creative, and efficient manner. This allows students to review the material anywhere and anytime, thereby improving their learning outcomes.

One learning medium that utilizes technology is flipbook-based teaching materials. Heyzine is an interactive media design website that allows users to add various types of animated media to flipbooks, making the resulting media more engaging (Humairah, 2022). Heyzine can include links, images, videos, audio, or websites within the materials created in PDF format. Heyzine is an online application that doesn't require downloading to a computer or laptop. This application is designed to convert PDF files into technology publications or digital books (Ashari & Puspasari, 2024).

According to the official Heyzine website, the steps for using the Heyzine app are: first, create an account. Second, upload your teaching material design file or PDF to the Heyzine platform. Third, customize the flipbook's appearance as desired, including adding interactive elements such as videos, images, or links. Fourth, share your created flipbook by sharing a direct link.

The advantage of Heyzine Flipbook is that the application requires no download and can be accessed through Google Chrome. It offers a variety of effects. It can be shared

online and opened on various electronic media such as laptops, computers, smartphones, and more. You can edit directly by adding hyperlinks, video, audio, and images. You can download the flipbook as a file for offline viewing using a flipbook reader application or download the HTML file to save it to your website. Downloads are independent of Heyzine or the internet (Ashari & Puspasari, 2024). The disadvantage of Heyzine Flipbook is that it only provides 5 flipbooks for free. Unlimited flipbooks require a subscription or payment (Ashari & Puspasari, 2024).

Referring to previous research, Heyzine Flipbook has also been used in other subjects. The study conducted by Luwilmi Sahefa Ashari and Durinda Puspasari (2024) was titled "Development of Heyzine Flipbook-Based E-Modules for Public Relations and Protocol Automation at SMKN 2 Buduran Sidoarjo". The results of this study concluded that Heyzine Flipbook in the Public Relations and Protocol Automation course was highly feasible for classroom implementation and received positive feedback from students. A difference between this relevant research and this study is that this study used Indonesian language as a subject.

Furthermore, the material for writing descriptive text in this study differs from a relevant study by Anita Khairani Dalimunthe and Syamsul Arif (2024) entitled "Development of Descriptive Text Teaching Materials Assisted by the Filmorago Application for 7th Grade Students of a Monthly Consultative Private Middle School," specifically regarding the discussion of the steps for writing descriptive text. The relevant study did not discuss the steps for writing descriptive text.

In this study, flipbook-based teaching materials, supported by the Heyzine application, support the teaching and learning process of writing descriptive texts in Indonesian language subjects. Using flipbook-based teaching materials with the Heyzine application is expected to enhance students' learning experiences and facilitate their ability to write descriptive texts.

Based on the explanation above, it can be concluded that the use of media is essential in the learning process, including in teaching descriptive text. Therefore, based on this background, the researchers were interested in conducting a study entitled "Development of Flipbook-Based Descriptive Text Writing Teaching Materials Assisted by the Heyzine Application for 7th Grade Junior High School Students."

## **METHOD**

The research method used in this study is Research and Development (R&D). The goal of R&D is to produce an empirically tested product. To produce this product, documented and measurable activity stages are required throughout all stages of development (Sugiyono, 2021). This research uses the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model. This model was developed by Dick and Carry in 1996 and uses five development stages: analysis, design, development, implementation, and evaluation (Mulyatiningsih, 2016). Analysis Stage: conducting observations at school, including learning objectives, subject matter, the learning environment, and delivery strategies; Design Stage: drafting a new product concept on paper, along with new product development tools; Development Stage: developing a product resulting from validation by material experts, media experts, and Indonesian language teachers; Implementation Stage: initiating use of the new product in real-life learning or environments, and soliciting initial feedback during the evaluation process; and Evaluation Stage: critically reviewing the impact of learning.



The data collection techniques used in the research and development of teaching materials for writing descriptive texts based on flipbooks assisted by the Heyzine application use observation, interview and questionnaire techniques. Observation is a method of obtaining information about an event through direct observation. Observations are conducted to gather data regarding needs analysis in descriptive text learning. This activity involves directly observing conditions in the field and analyzing the research object and location. This allows researchers to develop a product that supports learning according to the needs of teachers and students; Interviews are a data collection technique used by researchers when conducting preliminary studies to identify research problems. The interviews used are open-ended, with direct questions asked to the informants. Interviews were conducted with teachers and seventh-grade students at SMP Negeri 9, South Tangerang City, to understand the learning process and teaching materials used in the research needs analysis; and A questionnaire is a data collection technique where respondents are given written questions. It is used to collect quantitative data. This questionnaire takes the form of a sheet of paper containing several questions, which are presented to expert validation and students to test the feasibility of the developed product, and the results are used as material for improvement. This questionnaire involves experts consisting of media experts, material experts, and Indonesian language teachers, as well as students to obtain data related to the assessment of the quality and feasibility of the product developed using the questionnaire.

Trials are crucial in development research to determine the quality of the developed product. This is done to verify the feasibility of the product. The first step in the trial is to evaluate the product by subject matter experts, media experts, and Indonesian language teachers, followed by revisions. The product is then further evaluated by the experts. Afterward, the product is piloted on students. After the pilot testing, the students assess the results of the teaching materials they have used using a questionnaire.

Instruments are tools used to collect data for research that will be processed. Some of the instruments used by researchers in this study include a needs analysis instrument, a media expert assessment instrument, a material expert assessment instrument, an Indonesian language teacher assessment instrument, and a student assessment instrument. After completing the questionnaire, the researchers conducted data analysis. In this study, the data will be analyzed descriptively using qualitative and quantitative methods. The qualitative and quantitative data can be used to improve the developed teaching materials.

Qualitative research data such as comments and suggestions are used as a basis for improving teaching materials and determining the quality of teaching materials by converting quantitative data to qualitative data (Effendy, 2021).

**Table 1. Product Quality Range and Criteria**

| Score       | Description         |
|-------------|---------------------|
| 84% - 100%  | Very Good/Excellent |
| 68% - 83,9% | Good/Good           |
| 52% - 67,9% | Fair/Fairly Good    |
| 36% - 51,9% | Poor/Poor           |
| ≤35,9%      | Poor/Poor           |

(Effendy, 2021)

## RESULTS AND DISCUSSION

Research and Development (R&D) of flipbook-based descriptive text writing teaching materials using the Heyzine application for seventh-grade junior high school students was conducted using the steps of the ADDIE research and development model. Development with this model includes five stages: analysis, design, development, implementation, and evaluation.

### Analysis

In the analysis stage, an analysis of existing problems and efforts to identify the need for teaching materials that need to be developed is carried out. This stage includes several analyses, namely curriculum analysis, teaching materials, student needs, and teacher needs. The results of the curriculum analysis used at SMP Negeri 9, South Tangerang City, namely the independent curriculum. The results of the analysis of teaching materials used by teachers are limited to printed books, whiteboards, and PowerPoint slides. The results of the analysis of student and teacher needs, namely the available learning resources are limited to printed books provided by the school, so that students find it difficult to understand the material, easily bored, and lack enthusiasm in the learning process. Thus, teaching materials packaged with interesting and innovative media can help the learning process become more effective and enjoyable. After identifying the gaps that exist in the school, researchers began designing the teaching materials to be developed.

### Design

In the design stage, descriptive text writing teaching materials are designed based on the results of curriculum analysis, teaching materials, student needs, and teacher needs that will support the design process. The initial stage of designing teaching materials using the Canva application. At this stage, colors, fonts, images, and layouts are also selected. Then, the teaching materials that have been designed in the Canva application are then entered into the Heyzine application, which will make the display like a flipbook. In the Heyzine application, editing can be done by adding images, videos, hyperlinks, and others to be developed into a teaching material.

### Development

In the development stage, the teaching materials were tested for feasibility by media experts, material experts, and Indonesian language teachers. The media expert, namely Mr. Muhamad Fajar Rizkia, M.Pd., as a lecturer in Indonesian Language and Literature Education, Jakarta State University. The material expert, namely Mr. Dr. Edi Puryanto, M.Pd., as a lecturer in Indonesian Language and Literature Education, Jakarta State University. The Indonesian language teacher, namely Mrs. Mutia Dwi Rizkitawani, S.Pd., as an Indonesian language teacher at SMP Negeri 9 South Tangerang City. Based on the assessments and suggestions given by the experts, the teaching materials were then revised according to the suggestions received. The following are the assessments from the experts:

**Table 2. Expert Assessment Table for Media, Materials, and Indonesian Language Teachers**

| Validator            | Media Expert            | Materi Expert           | Indonesian Language Teacher |
|----------------------|-------------------------|-------------------------|-----------------------------|
| Scores Obtained      | 92,2%                   | 90%                     | 99,4%                       |
| Feasibility Category | Very Good/<br>Excellent | Very Good/<br>Excellent | Very Good/<br>Excellent     |



Based on table 2, it shows that the teaching material for writing descriptive texts based on flipbooks assisted by the Heyzine application that has been developed received an assessment from media experts, material experts, Indonesian language teachers, and students with a very appropriate category. Media experts gave an average assessment of the teaching material for writing descriptive texts based on flipbooks assisted by the Heyzine application with an average percentage of 92.2% of all aspects assessed, with a very appropriate category. Material experts gave an average assessment of the teaching material for writing descriptive texts based on flipbooks assisted by the Heyzine application with an average percentage of 90% of all aspects assessed, with a very appropriate category. Indonesian language teachers gave an average assessment of the teaching material for writing descriptive texts based on flipbooks assisted by the Heyzine application with an average percentage of 99.4% of all aspects assessed, with a very appropriate category.

### **Implementation**

In the implementation stage, the teaching materials that have gone through the assessment and revision stages will be trialed on 42 students at SMP Negeri 9, South Tangerang City. The trial was conducted to determine how students responded to the teaching materials for writing descriptive texts based on flipbooks assisted by the Heyzine application that had been developed. Students gave an assessment or response to the teaching materials with an average percentage of 96.1% of all statements submitted. Judging from the percentage figures obtained, the teaching materials received a feasibility category, namely very feasible. The overall score was 2,020 out of a maximum score of 2,100.

### **Evaluation**

At the evaluation stage, the teaching materials that have been developed are refined based on suggestions and comments submitted by students at the implementation stage.

### **CONCLUSION**

Based on the research stages of the ADDIE model development. Flipbook-based descriptive text writing teaching materials assisted by the Heyzine application that have been validated by media experts, material experts, and Indonesian language teachers and equipped with student responses and responses, it is concluded that it is very suitable for use in the learning process of writing descriptive texts in grade VII.

### **ACKNOWLEDGMENT**

We would like to thank the principal, vice principal for curriculum, Indonesian language teacher, namely Mrs. Mutia Dwi Rizkitawani, S.Pd., and grade VII students at SMP Negeri 9 South Tangerang City who have been willing to give us the opportunity to conduct research and trial the teaching materials that have been developed.

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Volume X , July 20XX

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