
DIGITAL FLIPBOOK AS THE LEARNING MEDIA FOR GERMAN WRITING SKILL

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ARTICLE INFO

Article history:

Received: 18 Oct 2021

Accepted: 15 Nov 2021

Published: 29 Des 2021

Keyword:

foreign language, digital book, flipbook, learning media

ABSTRACT

Mastery of foreign languages is one of the essential aspects of keeping up with rapid global developments. Just like the other foreign language learning, motivation is one of the factors that support success in learning German. One of the efforts that can stimulate learning motivation is to use learning media. Flipbook digital books can be an alternative medium for learning German. With features that contain various data formats ranging such as images, audio, animation, and video, Flipbook is expected can support the learning process.

INTRODUCTION

It is undeniable that the rapid development of technology needs to be balanced with the mastery of foreign languages. Language plays an important role in its function as a communication tool that continues to develop according to the times (Ihsan, 2021). The world community is now developing into a global society with no boundaries, therefore foreign languages will be the door so that the Indonesian people can play a role in a global society (Saleh et al, 2018). By mastering foreign languages, humans can easily obtain information from any part of the world (Nurohmah, 2020). One of the foreign languages that are quite popular in the community is German. There are many German-language departments in Universities in Indonesia, one of which is the State University of Malang. In line with this, to achieve the goal of quality German learning, the right learning process is needed.

Along with the pandemic situation, learning is carried out remotely which requires students to study independently. Under these conditions, people in the

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education sector need to review and redesign teaching methods so that their application is following the needs of students (Agaton & Cueto, 2021). Slowly but surely, teachers are starting to transform network-based learning activities (Fierro et al, 2021). Independent learning and staying at home for a long time tend to lead students to a loss of motivation to learn (Utami, 2021). Therefore, a good and continuous collaboration between lecturers and students is needed so that learning objectives can still be achieved properly (Novitasari, 2020). This condition is a challenge for lecturers to be more creative and skilled in developing their teaching methods.

LITERATURE REVIEW

One of the efforts to stimulate student motivation in the learning process is to use learning media. In the context of language learning, motivation is one of the factors that support successful learning (Kholid, 2017). Learning media acts as a tool in teaching and learning activities (Rahmawati et al, 2017). The selection of the right learning media will be in line with learning outcomes and students' academic motivation (Mantasiah et al, 2019). Media that can be used in learning is Flipbook, which is compiled using Kvisoft Flipbook Maker software. This software can make a PDF file into a digital magazine (Mulyaningsih, 2017). Furthermore, the created Flipbook can be inserted moving animation, audio, and video which makes this interactive media more interesting (Wibowo, 2018). This indicates that Flipbook can be used as an alternative in digital German learning.

Several researchers have raised this theme in their work, namely a study entitled Development of Teaching Discussion Using the Kvisoft Flipbook Maker Application for Association Materials (Wibowo, 2018). This study developed a flipbook which was then applied to the set material in mathematics. The results showed a positive response with a score of 3.49 in the very attractive criteria. Furthermore, (Rahmawati et al, 2017) also developed a flipbook in the journal Development of Flipbook Learning Media on the Material of Motion of Objects in Junior High School. Based on the results of the validation test from two experts, the scores obtained were 86.47% and 81.43%. This presentation shows that this learning media is very valid to be applied in learning. (Fonda, 2018) has also researched the development of electronic flipbook modules for derived material in mathematics. After the trial was carried out, a score of 86.44% was obtained with very good criteria, which indicates that this module is suitable for use in learning. Another researcher who raised this issue was (Wijayati, P.H, et al, 2021) with the proceedings of the Implementation of the Flip PDF Professional Application-Based Digital Book in the Evaluation Course *im Deutschunterricht*. The results of the data presented show that flipbook media is proven to be able to support interaction between lecturers and students and improve the learning process to be more effective and efficient. From the literature search conducted, many researchers have discussed the development of flipbooks, but no one has developed it to be applied to learning German. Departing from this problem, the developer is interested in developing flipbook media for learning German.

LEARNING MEDIA

Learning media is the supporting component in the learning process. Learning media can facilitate the delivery of material or information to achieve learning objectives. Learning motivation can be encouraged by the existence of learning media as a source of learning as well as physical devices with learning content (Arsyad, 2014). With the learning media, there will be many influences on students, namely being able to focus more attention, encouraging imagination and creative thinking, and the emotions and feelings of students will be more moved (Mufida & Kurniawan, 2018). Media is also information visualizing. Humans have verbal and visual memory systems, that learning that combines visuals and other information is expected to run more effectively (Riesta & Wijayati, 2018). In the learning process, the material to be studied by students can be presented in the form of a visual concept. With the media, learning material can be visualized from what was originally abstract to more concrete so that it can be more easily understood.

Learning media does not only act as a complement in the learning process but has several important functions to support the achievement of learning objectives. (Oka, 2017) describes several uses of learning media, including.

- Learning media can generate interest and motivation. Learning motivation can arise when students are given situations that encourage them to find out the objects they see.
- Students can be more inspired and think creatively by using learning media. In general, visual messages will be more memorable than written messages.
- Learning media can provide varied stimuli to the brain. The human brain consists of the right brain and left brain which have different functions. The right brain dominates in the visual, emotional, holistic, physical, spatial, and creative aspects that control action. The left brain dominates in the verbal, rational, and conceptual aspects that control speech. With the learning media, both brains get a stimulus so that there is a synergy that supports each other in achieving learning goals.
- Learning media can equalize the perceptions of students because it is useful for visualizing something abstract to be more concrete so that students can more easily grasp the material presented by the lecturer. Visual images will imply a deeper meaning than just written messages.

Based on the explanation above, it can be concluded that the media is not only in the form of tools and materials that are come with aesthetic aspects, but also support that allows students to achieve learning goals. Learning media is useful for clarifying, facilitating, and making more interesting learning messages to be conveyed to students so that the learning process can run effectively and efficiently.

GERMAN LEARNING

Learning is a series of activities that are combined with work and experience. Everything that a person does becomes an experience for him, which will increase his skills, understanding, and knowledge. Successful learning will shape change, development, and the desire to learn further (Harianto et al, 2021). Therefore, learning is not only concerned with making something, but also adapting,

expanding, and deepening knowledge. In essence, language learning is a process where the language can support a person's individual development (Hashim & Yunus, 2018).

Language learning is an effort process carried out by a person to gain knowledge in the field of language as a result of his own experience and interaction with the environment (Albab, 2019). If it is associated with German, then learning German as a foreign language is a process of acquiring new knowledge in the form of German as the main substance in learning. Today Germany is starting to show its popularity which is not inferior to English. German is the most widely spoken language in the European Union region as well as being in the 10th position as the most widely spoken language in the world (Hasmawati, 2020). In Indonesia, many educational institutions facilitate German as a subject or subject to be studied.

One of the most very visible differences between Indonesian and German is that there is a gender for each noun in German. There are three kinds of gender: a.) *der* to indicate masculine nouns, b.) *die* to indicate feminine nouns, and c.) *das* to indicate neutral nouns (Fehringer, 2019). For example, *der Tisch* which means chair, *die Tafel* which means blackboard, and *das Buch* which means book. But the thing that needs to be remembered is that the gender referred to in the noun context does not the same as referring to the gender that is addressed to humans. There is no definite regular pattern in determining gender with nouns, so students must memorize the nouns to use them correctly in a sentence. This is one of the difficulties in learning German, that there are linguistic elements that have no equivalent with Indonesian linguistic elements. Therefore, using the right media is an alternative in facilitating German learning.

GERMAN WRITING SKILL

Writing skill is one aspect that cannot be separated in foreign language learning activities. In simple terms, writing is expressing the contents of the mind in written form (Aminu, 2020). This is in line with the statement, Mursalim & Burhanuddin (2021) states that writing skills are skills in expressing opinions, feelings, and ideas in written form so that they can be understood by readers. Furthermore, writing skills are a person's ability to express opinions using vocabulary, grammar, and spelling to communicate indirectly with other parties (Awing & Saleh, 2017). When someone produces a piece of writing, a creative process occurs in conveying the message he wants to convey to others. Therefore, writing skills contribute to increasing creativity to collect information effectively and efficiently (Waru & Dalle, 2021). So, from the explanation that has been mentioned, it can be concluded that writing skill is a person's skill in processing information into something written so that it can be communicated to others.

The level of German language proficiency is divided into several levels according to the standards specified in the CEFR (Common European Framework of Reference) or in German called GER (*Gemeinsamer Europäischer Referenzrahmen*). This level was divided into a.) Level A1 and A2 in basic user category, b.) Level B1 and B2 in independent category, c.) Level C1 and C2 in proficient user category.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(Council of Europe, 2020)

The purpose of this framework is to standardize the criteria for the ability of German speakers around the world (Puljić, 2014).

FLIPBOOK'S DEVELOPMENT

Research is conducted to investigate facts, confirm previous findings, strengthen existing theories, and provide solutions to emerging issues (Apuke, 2017). The development model that can be applied in the development of this product is the development model proposed by Hanaffin & Peck (1988). The Hannafin & Peck development model is a development design whose presentation is carried out simply, starting from needs analysis, design design, and development & implementation (Kurniawan, 2016).

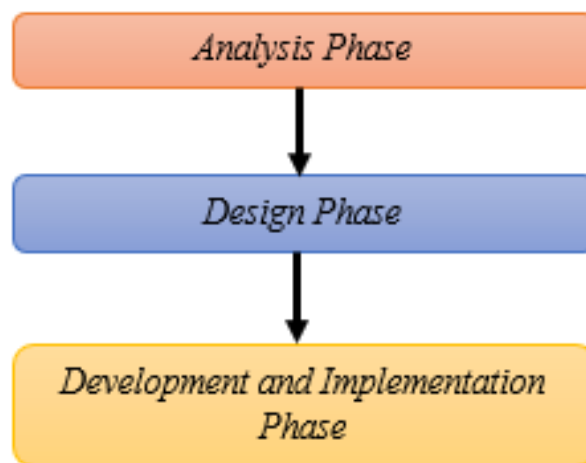


Image 1. Flipbook's Development Phase

In the initial step, namely the Analysis Phase, an analysis of the problems studied is carried out. It can be said that this stage is the background of the development carried out. Then in the second step, namely the Design Phase, which is the stage of planning the product design that is developed. This design also includes format selection, media selection, and an initial rough outline of the product. Furthermore, in the final stage, namely Development & Implementation, a series of activities ranging from development to the application of ready-to-use finished products in learning German.

CONCLUSION

Learning media does not only act as a complement in learning but also has an important function to achieve learning objectives. Therefore, media development should not only pay attention to aesthetic elements but also pay attention to the functional elements of the media itself. With proper development, Flipbook digital books can support learning German. Flipbooks are useful for clarifying, facilitating, and making more interesting learning messages to be conveyed to students so that the learning process can run effectively and efficiently.

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