



Developing interactive materials of writing non-literary texts based on flipbooks for secondary school students

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ABSTRACT

This study aims to produce and determine the effectiveness of interactive material for writing non-literary texts based on flipbooks for class X students of MAN 2 Langkat. This research is a Research and Development (RnD) research using the ADDIE development model. There are three subjects in this development research. The first, validators consist of two material experts and two design experts. The four validators are Postgraduate Lecturers at Medan State University. Second, two teachers of Indonesian subjects. And the last are the students of class X MAN 2 Langkat totalled 96 people from three different classes, namely X MIA, X IIS, and X IIA. The data collection instruments used were in the form of a teacher needs analysis questionnaire, a student needs analysis questionnaire, a material and media expert validation sheet, a teacher validation sheet, and a student response sheet. Individual trials obtained "good" criteria with an average percentage of 88.5%. The small group trial obtained the criteria of "very good" with an average percentage of 89.8%. The wider trial obtained the criteria of "very good" with an average percentage of 89.5%. The effectiveness of the interactive material for writing non-literary texts based on flipbooks developed shows higher student learning outcomes with an average pre-test score of 73.4% with the lowest score being 62, and the highest score being 82. While the post-test average score -test is 86.7% with the lowest score is 75 and the highest score is 94. Based on these data, it can be concluded that the interactive material for writing non-literary texts based on flipbooks is effective and can improve student learning outcomes, especially in writing non-literary texts.



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There are four language skills that must be mastered by someone, namely listening, reading, speaking and writing. The ability to write is the most

difficult ability when compared to other abilities because the ability to write is in the final order. This means that a person is able to write when he has mastered the other three abilities. In Indonesian learning in school, the final evaluation of each text genre material studied is to ask students to produce or produce writing. Yuniar, M.S. & Zuchdi, D. (2018) says that the texts can be sorted on the basis of literary texts and non-literary texts. Literary texts can be classified into narrative and nonnarrative text types, while non-literary texts are classified into fact text types, texts created on the basis of events. However, not a few students feel difficulties in the skills of writing this text. Even to determine the idea of writing alone, they feel stuck and to write down one paragraph takes a long time. Basuki, Suryani, and Setiyadi (2017) revealed problems in students' writing skills. Learning writing skills students find it difficult to develop their thinking ideas. Students have difficulties when they have to express their thought ideas in written form.

Based on the observations of the authors in MAN 2 and MAN 3 Langkat, Indonesian learning activities are only limited to reading textbooks and then students are asked to answer questions related to the content of the reading. Although in the end there is a writing practice, the process in writing activities is not paid enough attention so that the results of students' writing are not optimal. The follow-up to the results of the text production that the students have done has also not been paid much attention to. In addition, writing learning tends not to use a certain approach so that students' writing activities have not been directed. This is because there is no textbook that specifically contains guidance in the writing process.

Through interviews conducted with teachers who teach Indonesian lessons, students' competence in writing non-literary texts tends to be low. Students find it difficult to make ideas into a form of writing. Even simpler, they find it difficult to come up with ideas to be used as writing material. When interviewing with several students regarding writing non-literary texts, they said that writing exposition texts is most difficult. This phenomenon does not only occur in two schools in Langkat Regency, Abidin (2021) stated that the value of writing exposition texts for class X students of SMK Negeri 3 Berau is more than half of the students getting scores below KKM. This is because students' interest and motivation are low when told to write.

The results of the needs analysis questionnaire conducted by researchers showed that as many as 89% (students) and 67.5% (teachers) stated that the learning conditions for writing non-literary texts in schools were not as expected. As many as 96.3% (students) and 93.7% (teachers) need teaching materials in the form of digital, interactive, effective and contain learning materials specifically for writing activities.

The teaching materials used in MAN 2 and MAN 3 Langkat are limited to textbooks published Indonesian by the Ministry of Education and Culture

entitled Indonesian MAN 2 Langkat Class X. Textbooks do not maximize students' mastery in one skill, in this case non-literary writing. The textbook has not provided a specific guide that contains steps in the process of writing non-literary texts. At the beginning of the book, a sheet of daily reports of student reading is presented. Then in chapter 1 entitled Compiling the Text of the Observation Report Report, it is explained in detail the material that contains the meaning of the text, content, structure and linguistic characteristics of the text. Next, on the next page is presented the text of the observation report and the student is instructed to determine the part of the content of the text read by a friend in front of the class by filling in the existing table.

The description above shows that teachers and students need learning materials that are interesting, communicative, effective and efficient and there is a writing process with certain approaches / techniques. Therefore, 'Development of Interactive Material for Writing Non-Literary Texts based on flipbooks for Class X MAN 2 Langkat Students' can be an alternative to the problem of the ability to write non-literary texts in students.

This interactive material will be developed by utilizing flipbook software. Flipbook is an application that is able to make learning materials more interesting. In addition to writing, this application can present moving animations, audio and video, which can make the learning process interactive and exciting (Suryani, 2018).

The advantages of interactive materials developed can help the teaching process centrally to students, flexibility for students to be carried out inside and outside the classroom, learning that is cooperative, faster and more dynamic in the management of learning time, fosters independent learning that allows students to learn at the speed they want, and interaction between teachers and students more. Digitally packaged materials make it very easy for students to achieve competence (Alwan, 2018).

Researchers limited this interactive material to only class X first-semester material. This is in accordance with the KD to be achieved, namely KD. 3.2 and 4.2 about writing the text of the observation report; KD. 3.4 and 4.4 on writing exposition texts; KD 3.6 and 4.6 write anecdotal texts.

There are several relevant studies that underlie this research, namely research conducted by Utami (2021) 'Development of interactive e-books reading non-literary texts with a realist approach for grade VII junior high school students'. This study aims to develop teaching materials in the form of interactive e-books that contain a realist approach with the help of flipbook software. As a result of this study, students and teachers gave a positive response to the resulting product.

Similar research was conducted by Rohmatul (2021) 'Development of LKPD Assisted by Kvisoft Flipbook Maker in Office Technology Subjects at

SMKN 2 Nganjuk'. This study aims to develop a learning tool in the form of LKPD using the Flipbook application.

The same thing was also done by Hayati, Budi, and Handoko (2015) 'Development of Learning Media for Physics flipbooks to Improve Student Learning Outcomes'. This research develops physics learning media with flipbook applications. The results of the validation results showed that LKPD for office technology subjects at SMKN 2 Nganjuk obtained eligibility of 87.40% with "very strong" criteria and was said to be suitable for use in learning activities.

METHOD

Location and Time of Research

The study was conducted at MAN 2 Langkat, Langkat Regency, North Sumatra. The time for this research to be carried out in the even semester of 2021/2022, starting from January to April 2022.

Subject Development

There are three subjects in this development research, namely first, validators consist of two material experts (AS and SMH) and two design experts (ST and EV), the four validators are Postgraduate Lecturers at Medan State University. Second, the teachers of Indonesian subjects (Ibu FT and Ibu AW), and the students of class X MAN 2 Langkat totalled 96 people from three different classes, namely X MIA, X IIS, and X IIA.

Model Development

This research is a Research and Development (RnD) research that aims to produce or develop an interactive material product writing flipbook-based non-literary texts for class X MAN 2 Langkat students. The development model in this study uses the *ADDIE* development model. There are 5 stages in this development model, namely the *analysis* stage (analysis), the design stage (*design*), the *development* stage (development), the implementation stage (*implementation*), and the evaluation stage (*evaluation*).

Instruments

The data collection techniques used in this study were observation, interviews, questionnaires, and test essay. Observations were made by researchers by looking directly at teaching and learning activities carried out in the classroom, namely classes X MIA, X IIS and X IIA. Preliminary observations show that teachers still have difficulty in organizing learning to write non-literary texts. This difficulty is caused by the textbooks used when learning has not accommodated the learning of writing non-literary texts

specifically. During this time, teachers do not use special textbooks for writing skills.

Interviews were conducted to ten students and three teachers Indonesian named FT, RZ and AW. The interview contains several questions related to obstacles or obstacles in learning non-literary texts, such as teaching materials used, evaluation tools in assessing students' writing ability, and students' interest in participating in learning. Questionnaires were used at three stages of development in this study. First, at the stage of needs analysis. Researchers provided questionnaires to 120 students and five teachers through a Google form related to non-literary text learning to find out the obstacles or difficulties experienced when carrying out non-literary text learning in the classroom.

Secondly, the development stage. Researchers provided questionnaires in the form of validation sheets to two material expert lecturers and two design expert lecturers. This instrument is used to validate the product that has been developed, which contains drafts or points related to teaching materials. Some of the aspects assessed are the feasibility aspects of content, material, language, presentation, and graphics. Input and criticism from material and design experts as material in improving the product so that it can meet the standards of feasibility value.

Third, the implementation stage. Questionnaires were given to two Indonesian teachers (FT and AW) and 96 students to assess the products tested in the classroom. The follow-up assessment results from teachers and students direct whether the product can be tested for effectiveness or needs to be revised again.

The essay test was conducted to 96 students in three classes to see the results of students' ability to write non-literary texts (texts of observational reports, expositions, and anecdotes), namely by providing pre-tests and post-tests to students to write non-literary texts.

This instrument is a tool to find out the quality of the developed interactive material product. The following details the techniques, instruments, and sources of data collection of this study.

Table 1. Details of the techniques, instruments and sources

Component	Technique	Instrument	Source
Needs Analysis	Questionnaires	Questionnaires	Teachers (5 people) Students (120 people)
	Interview	Interview question grid	Teachers (3 people) Students (10 people)
Product Quality	Questionnaires	Expert validation sheet: 1. Material Expert 2. design Expert	Experts (4 people)

Component	Technique	Instrument	Source
		Draft product assessment by Teacher	Teachers (2 people)
		Draft product assessment by Student	Students (96 people)
Effectiveness Test	Test	Essay	Students (96 people)

Development Procedure

Stage one is need analysis. This stage is carried out as a basis for developing interactive material products writing non-literary texts. This needs analysis was carried out by observation, interviews and distributing questionnaires to 5 Indonesian teachers and 120 MAN students in Langkat Regency. Preliminary observations show that teachers still have difficulty in organizing learning to write non-literary texts. The results of questionnaires and interviews to both students and teachers show that teaching materials are needed that contain special learning materials for writing activities in digital form.

Stage two is design. At the design stage, the developed teaching materials focus on learning to write non-literary texts in grade X students with the help of flipbook applications. At this stage, systematics preparation, presentation of materials, illustrations, and design of evaluation tools are carried out. The development of this material is aligned with the demands of KI and KD in the 2013 curriculum, namely KD 3.2,4.2; 3.4, 4.4 and 3.6, 4.6 which include three observational report text materials, exposition texts, and anecdotal texts. Each chapter is developed based on the writing process or stage according to (Tomlinson, 2012; Gail E. Tompkins, 2010), namely 1) pre-writing, 2) writing drafts, 3) revising, 4) editing, and 5) publishing.

This interactive material for writing non-literary texts is designed into several parts, namely the front cover, foreword, table of contents, introduction, a glimpse of non-literary texts, a glimpse of the stages / processes of writing, learning activities (KD, GPA, learning objectives), non-literary text writing materials, bibliography, and glossary.

Stage three is product development. At this stage, three learning parameters are developed, namely material, LKPD (Worksheets for Students) and question instruments using flipbooks. This teaching material is packaged to be interactive by inserting images, videos in the text of the learning material, and assignment links with a barcode system and links.

To test the quality of this interactive material product, an assessment instrument is used in the form of a validation sheet or a draft assessment from four expert lecturers: 2 design expert lecturers and 2 material expert lecturers.

The validation is carried out to get input and suggestions from validators so that the product is feasible and can be tested on students.

After going through several revisions of products or teaching materials, the percentage of the average score of the teaching material design expert assessment was 88.2% with the 'excellent' criteria. With details, initial design (87.5%), content design (90.6%), typography cover (81.2%) and content illustration (93.7%). Similarly, material experts judged that 'the interactive material of writing flipbook-based non-literary texts developed is feasible to implement into the field, with an average score percentage of 95% 'excellent'. Some of the details are content eligibility (96.6%), presentation eligibility (96%) and language eligibility (92.7%).

Stage four is Implementation. After going through several revisions of the product or teaching materials until it is said to be 'worth testing' by validators. Thus, the next stage is implementation, which is product trials to students. The trial was carried out three times, namely individual trials (3 people), small groups (9 people) and wider (52 people) as well as teacher assessments Indonesian. The instrument used to see the results of this trial is a questioner or questionnaire that is given to students and teachers regarding this interactive teaching material.

Stage five is Evaluation. Evaluation in the study was carried out at each stage of the ADDIE model. Such as making notes about the shortcomings and constraints that occur when the product is implemented. After going through a series of evaluations, the author decided that the product could be assessed by the teacher and continued with the product effectiveness test. Test the effectiveness of the product by looking at the results of student writing through pre-tests and post-tests. The average score of students' pre-test scores based on data analysis was 73.4% with the criterion of "sufficient". While the average post-test score based on data analysis was 87.6% with the "good" criterion. This shows that this teaching material is effectively used in learning Indonesian in class X of high school.

FINDINGS

During the research process, the findings obtained in the development of interactive material on writing flipbook-based non-literary texts for class X MAN 2 Langkat students are as follows.

Results of the Analysis of The Needs of Students and Teachers

The results of the observations show that teachers still have difficulty in organizing learning to write non-literary texts. This difficulty is caused by the textbooks used when learning has not accommodated the learning of writing non-literary texts specifically. During this time, teachers do not use special textbooks for writing skills.

The results of the questionnaire showed that as many as 89% (students) and 67.5% (teachers) stated that the learning conditions for writing non-literary texts in schools were not as expected. As many as 96.3% (students) and 93.7% (teachers) need teaching materials in the form of digital, interactive, effective and contain learning materials specifically for writing activities. The interview results also show some of the obstacles that teachers face when learning to write non-literary texts. Teachers still have difficulty in providing examples of texts that are of interest to students. In addition, the books used in schools tend to be oriented towards the ability of linguistic analysis or reading and listening skills so that the allocated time explores more of the linguistic rules of a text. The following is an excerpt of the interview from the source.

The result of the interview I

"The learning resources I use vary widely. In addition to using textbooks from the Ministry of Education and Culture, I also take materials from the Internet."

Teacher Resource Person 1

"The main book is a package book from the Ministry of Education and Culture. In addition, I use student worksheets."

Teacher Resource Person 2

The result of the interview II

"The books that borrowed from the school library"

Student Resource Person 1

"Usually use textbooks and newspapers."

Student Resource Person 2

The results of the interview confirmed that the main book used was a class X MAN 2 Langkat Indonesian textbook published by the Ministry of Education and Culture. In addition, teaching materials such as newspapers and texts from the Internet are also used by teachers.

Product Form of Development

This development research resulted in an interactive material product of writing flipbook-based non-literary texts for grade X MAN 2 Langkat students. The flipbook application makes this material interactive by displaying videos, text, padlet links and google forms accompanied by

barcodes that students can access via cell phones (HP). The material for writing non-literary texts at the MAN 2 Langkat class X semester 1 level consists of 3 texts, namely the text of the observation report, the exposition text, and the anecdotal text (Kosasih, 2019). The following are some aspects of the presentation of non-literary text learning in interactive materials.

1. The front page of the chapter containing the chapter title such as Observation Report Text, Exposition Text, and Anecdotal Text
2. Basic Competencies, Competency Achievement Indicators and learning objectives contain achievements that students must obtain after learning certain materials.
3. The introduction contains a perspective of the learning material equipped with text-related videos. In addition, learning steps are also listed.
4. Learning materials for certain texts with the application of stages / processes of writing (pre-writing, writing drafts, revising drafts, editing and publishing texts).

Here are some examples of interactive material product images writing flipbook-based non-literary text.

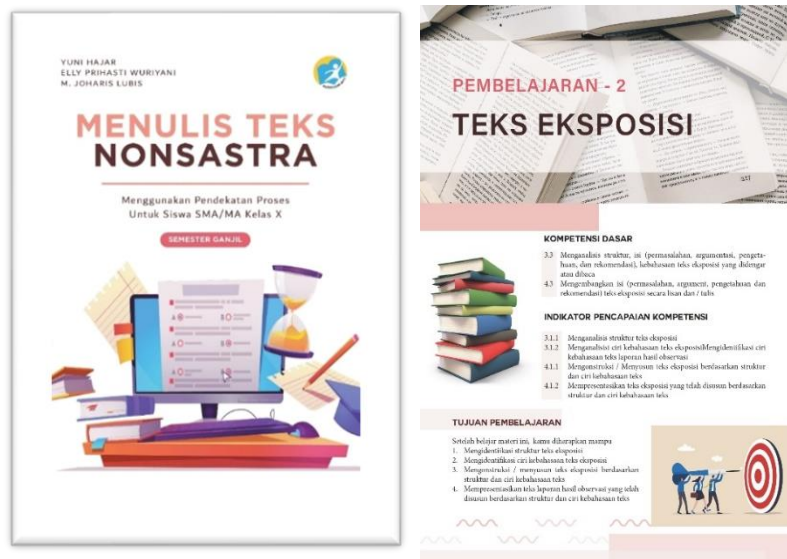




Figure 1: Flipbook-Based Non-Literary Text Writing Interactive Material Product

Product eligibility validation results

The results of the assessment of the 'flipbook-based non-literary text writing interactive material' product from the material and design expert received the 'excellent' criteria, as detailed in the table below.

Table 2. Percentage of Assessment Results on Material Eligibility Aspects

No	Assessment Components	Average (%)	Criteria
1	Eligibility of Contents	96.6%	Very Good
2	Eligibility of Presentation	96%	Very Good
3	Eligibility of Language	92.7%	Very Good
Average		95%	Very Good

Table 3. Percentage of Assessment Results on Design Eligibility Aspects

No	Assessment Indicators	Percentage score (%)	Criteria
1	First design	87.5%	Very Good
2	Content design	90.6%	Very Good
3	Cover topography	81.2%	Very Good
4	Content illustration	93.7%	Very Good
Average		88.2%	Very Good

Table 4. Teacher and student assessment of the product

Respondent	Trial	Number of people	Percentage	Criteria
Students	Limited	3	88,5%	Very Good
	Small Group	9	89,8%	Very Good
	Broader	96	89,5%	Very Good
Teacher	-	2	98.8%	Very Good
Average			91,65%	Very Good

Product effectiveness test results

The average percentage score of students after using the product is higher than the time before using the product. This can be seen in the following table.

Table 5. Flipbook-Based Non-literary Text Writing Interactive Material Percentage Table

No	Nonliterary Texts	Pre-Test	Post-Test
1	Text of the Observation Report	73,5%	87,1%
2	Exposition Text	72,8%	86,3%
3	Anecdotal Text	74,7%	90,4%
Average		73,4%	87,6%

DISCUSSION

Learning components that need to be considered are the teaching materials. Teaching materials are all forms of material used by teachers or instructors in carrying out teaching and learning activities. Teaching materials are all materials (information, aids, texts) that are arranged systematically and adjusted to the curriculum to achieve certain competency standards and basic competencies (Arsanti 2018; Lestari et al., 2018; Suarman et al., 2018).

Interactive material for writing flipbook-based non-literary texts can be a solution to the problems of students and teachers related to writing non-literary texts in schools. This is in accordance with the needs analysis carried out by researchers through observation, questioners and interviews, that it is necessary to develop teaching materials specifically for learning to write non-literary texts by meeting the criteria of being interactive, interesting, and easily accessible with devices / laptops.

To create interactive teaching materials, this product is innovated with the help of a flipbook application. The use of flipbooks makes these developed teaching materials interactive, interesting, effective and efficient. As stated by Wardani (2021) that flipbook software has several characteristics with

advantages, namely being able to create interactive media, learning media, teaching materials and being able to produce moving images.

The results of product feasibility tests conducted by material and design experts showed a high percentage with excellent criteria, namely 95% (material) and 88.2% (design). The material assessment component is by the textbook assessment standards of the National Education Standards Agency (BSNP). Quality textbooks must meet the elements of eligibility, namely content feasibility, presentation feasibility, linguistic feasibility, and graphicness (Pangestika et al., 2017).

The graphic aspects of the teaching material model that have been developed include aspects of initial design, content design, media cover typography, and content illustrations. Illustrations of the content of the learning material show the use of authentic images or videos that are adapted to the content of the material. The use of illustrations in the form of authentic images or videos is intended to cause attraction and make it easier for students to understand the content of the learning material (Pangestika et al., 2017).

This is also in accordance with several previous studies, namely research conducted by Dyah Ayu Putri Utami (2021) 'Development of interactive ebooks reading non-literary texts with a realist approach for grade VII junior high school students'. There are several similarities in the research conducted by Dyah Ayu Putri Utami (2021) with this research, namely the first result of the analysis of the needs of teachers and students in three schools at the Yogyakarta City Junior High School level also requires interesting teaching materials, easily accessible on mobile phones (HP) or laptops. Second, teaching materials developed using flipbook software. Third, the text used is the same, namely non-religious texts, it's just that the language skills focused on by the researcher are reading skills and for the junior high school level, while this study focuses on students' writing skills and the target of this teaching material for the high school level. Another difference is that the approach used is a realist approach, while in this study it uses a process approach.

Similar research was also conducted (Rohmatul, 2021) 'Development of LKPD Assisted by Kvisoft Flipbook Maker in Office Technology Subjects at SMKN 2 Nganjuk'. In his research, the product development carried out was also assisted by flipbook software. However, there are some differences, namely the learning tools developed are LKPD for office technology subjects at SMK, while in this study what is developed is material or teaching materials for Indonesian subjects in high school.

Based on the results of the product effectiveness test, this interactive material can improve students' writing skills, especially in learning non-literary texts. The calculations obtained show that the results of developing interactive materials for writing flipbook-based non-literary texts are more

effective than learning non-literary text writing materials without using this interactive material. This is evidenced by student learning outcomes using interactive material on writing flipbook-based non-literary texts with an effectiveness of 87.6% with the lowest score is 75 and the highest score is 94. Meanwhile, the effectiveness of learning without using the product of development (material) was 73.4% with the lowest score being 62, and the highest score being 82. The improvement in student learning outcomes in writing non-literary texts from 73.4% to 87.6% is very significant.

The effectiveness of the use of interactive materials for writing flipbook-based non-literary texts is reinforced by other studies. Hayati, Budi, and Handoko's Research (2015) "Development of Learning Media for Physics flipbooks to Improve Student Learning Outcomes". The results of the effectiveness test in this study showed that the average percentage of all aspects increased by 57.23%. The results turned out that developing teaching materials is part of teaching and learning activities that may advance the quality of learning outcomes (Pratiwi: 2019, Seksiani 2018).

CONCLUSION

Based on the results of the discussion contained in the previous regarding the material development process, some conclusions are drawn. The process of developing interactive materials for writing flipbook-based non-literary texts includes 5 steps, namely the *analysis* stage (analysis), the *design* stage (*design*), the *development* stage (development), the *implementation* stage (*implementation*), and the *evaluation* stage (*evaluation*).

This product is presented interactively by inserting videos, images, task sheet links. Thus, making this teaching material as a smart solution to present a learning atmosphere in the classroom that is more interesting, communicative, interactive and supports the ability to write non-literary texts for class X MAN 2 Langkat students.

The validation results from material experts got an average score percentage of 95% "excellent". The validation results by design experts got an average score percentage of 88.2% "excellent". Then the response results of students and teachers got an average score percentage of 91.65% 'excellent'. Based on these results, it was concluded that interactive material for writing flipbook-based non-literary texts developed in the category is very good so that it can be accepted and suitable for use for teaching and learning activities.

The effectiveness of the interactive material for writing flipbook-based non-literary texts developed showed higher student learning outcomes with a student pre-test average score of 73.4%, while the average post-test score was 86.7%. Thus, interactive material on writing flipbook-based non-literary texts is effective and can improve student learning outcomes, especially in non-literary text writing materials.

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APPENDIX

Table 1. Needs Analysis Questionnaire Grid for Teachers

No	Aspects	Amount
1	Learning planning to write non-literary texts	2
2	Learning conditions for writing non-literary texts	3
3	The importance of developing teaching materials for writing non-literary texts	2
4	Product specifications of teaching materials that need to be developed	3
Number of questions		10

Table 2. Needs Analysis Questionnaire Grid for Students

No	Aspects	Amount
1	Learning Conditions for writing non-literary texts	5
2	The importance of developing teaching materials for writing non-literary texts	2
	Product specifications of teaching materials that need to be developed in learning to write non-literary texts	3
Number of questions		10

Table 3. Material Expert Validation Sheet Grid

No.	Assessment Aspects	Indicators	Amount
1	Components of the contents	Conformity of the explanation of the material to the indicators.	7
		Material accruancy	
2	Language Components	Suitability to the level of development of learners	7
		Straightforward and Communicative	
		Collapse and unity of ideas	
		Use of terms	
3	Serving Components	Serving Techniques	6
		Presentation of Learning Activities	
		Layout	

Table 4: Design Expert Validation Sheet Grids

No.	Assessment Aspects	Indicators	Amount
1.	Language Components	Straightforward and Communicative	7
		unity of thought ideas	
		Use of terms	
2.	Serving Components	Serving Techniques	6
		Presentation of Learning Activities	
		Presentation of Material	
3.	Graphics Component	Interactive material display design	7

Product Validation Grids by Teachers

Table 5: Assessment Sheet Grids by Teachers

No.	Assessment Aspects	Components	Amount
1.	Components of the contents	Conformity of the explanation of the material to the indicators.	8
		material acquisition	
2.	Language Components	Language according to the level of development of the student	5
		Straightforward and communicative	
3.	Serving Components	Collapse and unity of ideas	5
		Use of terms	
		Serving Techniques	
		Presentation of Learning Activities	
		Serving layout	

No.	Assessment Aspects	Components	Amount
4	Graphics Component	Interactive material display design	4
5	Benefit	The material makes it easier for students to write non-literary texts	2

Table 6. Product Assessment Sheet Grids by Students

No.	Indicators	Number of Questions
1.	Non-literary text writing materials	4
2.	Language	2
3.	Interest	6
4.	Usefulness of the Material	3
Amount		15