

# The Use of Flipbook Multimedia on Narrative Writing Ability and Creative Thinking Skills of Grade VI Elementary School Students

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**Abstract.** The ability to write narratives is one of the things that need to be developed for students at the elementary school level. The flipbook contains cartoon images of several story parts that students can develop themselves. This study aims to analyze the effect of flipbook multimedia on the ability to write narratives and creative thinking skills of grade VI elementary school students. This study uses a qualitative design with a descriptive analysis method. The research was conducted at one of the public elementary schools in Kasomalang District, Subang Regency. The participants of this study were 13 grade VI elementary school students. The data collection instruments were student activity observation sheets, teacher interviews, and activity documentation. Based on the results of the analysis carried out, it was found that multimedia flipbooks can facilitate students in learning to write narratives and improve students' creative thinking skills, this is evidenced by the results of student writing that are more varied than before, and students can work on narrative writing in less time than before.

**Keywords:** Narrative writing, creative thinking skills, learning media, flipbook, elementary school student.

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## INTRODUCTION

Learning Indonesian has four skills students must master: listening, speaking, reading, and writing. In acquiring language skills, it can usually be obtained through a relationship that has a chronological and hierarchical order, namely first, learning to listen, then speaking, and after that, learning to read and write (Astuti & Mustadi, 2014). These four skills are interrelated with each other, so teachers must be able to train students to be able to practice these four skills in a structured manner.

The subject of language learning for high-grade students, mainly grade 6, has entered quite complex teaching. After going through quite a long stage of language learning in the previous classes, elementary school students have gone through the stages of learning listening, speaking, and reading skills. Writing skills, as an aspect of language skills, are the final stages that students master because students can write well if a series of stages of language skills, namely listening, speaking, and reading, have been mastered (Zulela, et al., 2017). They should be able to write to fulfill their need ranging from writing their name to the most sophisticated type in expressing their idea in communication (Kirby et al., 2021). Writing is considered as the most neglected language skill compared to reading, speaking and listening (Yamaç & Ulusoy, 2016). So students need to master writing skills when entering the high class.

The current application of the curriculum directs the teaching and learning process to be centered on students, making writing a potential thing to channel each student's creative ideas and thoughts. Writing should be seen as a process that is designed in a situation that promotes interaction among learners and trigger dialogical activity (Leontjev & Pollari, 2022). The results of the expressions outlined in writing will be an effective means of communication. Writing is a form of communication; furthermore, it is said that in communication, there are four elements, namely: 1) writing is a form of self-expression; 2) writing is something that is generally conveyed to readers; 3) writing is a rule and behavior; and 4) writing is a way of learning (Cere in Yarmi, 2017). So in carrying out the communication process, writing is the essential thing that must be mastered.

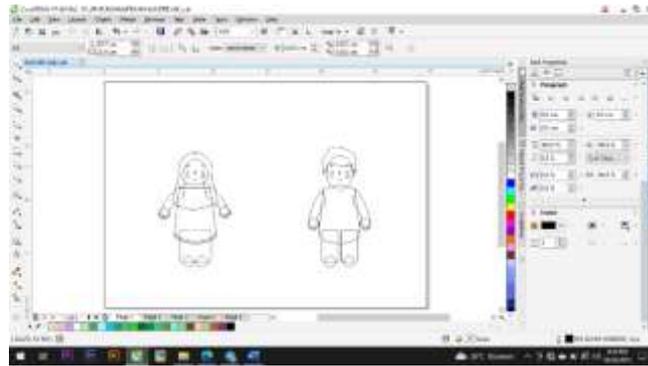
Narrative writing is a writing competency that already exists and begins at the elementary school level and is one of the language skills needed to improve students' writing skills (Permendiknas, 2008). A narrative is a story and this story is based on the sequence of one or (a series of) events (Dalman, 2020). Students' competence in writing narratives will make their initiative in communication at that age develop better. However, in narrative texts, students experience difficulties in expressing their ideas or ideas, a lack of student vocabulary mastery, a lack of skills in constructing sentences in paragraphs with the correct structure, and a lack of student ability to understand topics (Nurmalasari, 2022). Based on this, teachers need skills to develop the learning process of writing narratives for students, one of which can be using learning media.

The age of elementary school students aged 6-12 years who are entering the concrete operational stage tends to like learning related to physical/natural objects. Learning media as a tool that is concrete and interactive will certainly help elementary school-age students to be able to understand learning better. Learning media are everything, both physical and technical, in the learning process that can help teachers to make it easier to convey subject matter to students to facilitate the achievement of learning objectives that have been formulated (Adam & Syastra, 2015). According to Arsyad (2017), some practical benefits of using instructional media in the teaching and learning process include the following: 1) Media can clarify the presentation of messages and information so that it can expedite and improve learning processes and outcomes; 2) Media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment and the possibility for students to study independently according to their abilities and interests; 3) Learning media can overcome the limitations of the senses, space and time; 4) Media can provide students with similar experiences about events in their environment and allow for direct interaction with teachers, the community and their environment. Learning media suitable for training students' abilities is also needed for learning to write narratives.

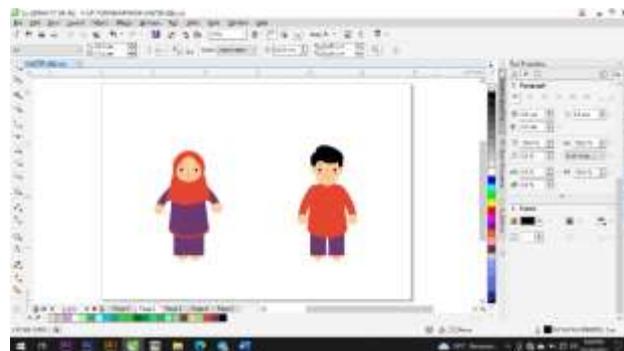
The development of technology and information has affected all aspects of human life, including education. Technology-based learning media is currently very much involved in teaching and learning. This is because learning involving technology is considered to have more diverse visualizations to help students understand learning material even better; this also supports the achievement of human resource skills in the 21st century. 21st-century skills consist of critical thinking and problem-solving skills, communication, collaboration, and creativity (Nurhasanah, et al., 2021). One of the things that students can develop in the process of learning to write narratives is creative thinking skills.

Students in the current learning process are encouraged to have creative thinking skills and create new ideas. Creative thinking is a new way of seeing and doing something that contains 4 aspects: fluency, flexibility, originality, and elaboration (Anwar, et al., 2012). In line with the opinion expressed by (Beetlestone in Mulyadi & Wahyuni, 2016) that the learning used by the teacher must be able to stimulate students' creative thinking skills and help express student ideas and communicate scientifically. So the ability to think creatively needs to be possessed by elementary school students today. Given that students must master these skills at the elementary school level, the authors try to involve technology-based learning media to practice narrative writing skills, namely using the help of flipbook media.

The applications used to make this flipbooks are CorelDraw and canva. In the first step, the process of making flipbook images are human characters. This character is the most complicated thing because it has to adjust to the situation, expression, and the right color combination. Making human characters is done in the CorelDraw application, where the manufacturing process takes about five days.



**Figure 1.** The process of making a human figure using CorelDraw stage 1

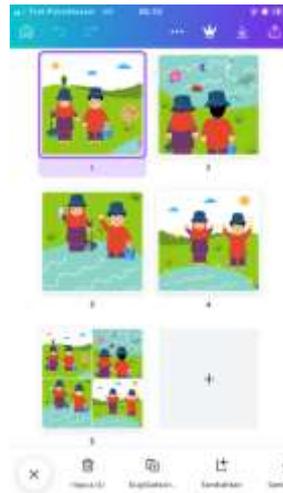


**Figure 2.** The process of making human figures using CorelDraw stage 2

Canva is used to add additional icons, such as images of scattered trash and equipment carried by characters. Additionally, Canva is also used to complement background images such as rivers, hills, and skies. This application can be called the finishing of making pictures because the next step is to turn these pictures into flipbooks.



**Figure 3.** The process of combining characters with backgrounds and additional icons in the Canva application.



**Figure 4.** Sorting the resulting images in Canva

The next step is to change the image file that has been compiled into a pdf which is then converted into a flipbook. To turn it into a flipbook, the author uses an online channel, [www.flipsnack.com](http://www.flipsnack.com). The final result of making flipbooks that have been compiled previously can be accessed at the web address <https://www.flipsnack.com/E6EFDCEEFB5/flipbook-2.html>.

Based on the results of observations made at one of the Public Elementary Schools in Kasomalang District, Subang Regency, it has been found that class VI students, when learning Indonesian, namely writing narratives, the words used do not vary, the written texts of the narrative results are also collected by the teacher. Contains only short sentences. In addition, students cannot develop their creative thinking skills because the learning that is carried out is only given instructions based on textbooks without involving other learning media. The limited teaching materials on the Indonesian language material is also an important subject matter that must be underlined. So, this underlies the importance of the ability to write narratives and creative thinking skills with the help of multimedia flipbooks in learning Indonesian at the elementary school level.

## METHOD

This study uses a qualitative research design. The method used in this research is descriptive analysis. The research was conducted at one of the public elementary schools in Kasomalang District, Subang Regency. The sample of this research is elementary school students of grade VI, totaling 13 people. Data collection techniques used are observation, interviews, and documentation. The steps taken by the researcher are 1) create concepts and plans to apply ideas to student learning; 2) prepare instruments in the form of interview questions and observation guidelines; 3) carry out the learning process for students and data collection; 4) processing and concluding the results of the research.

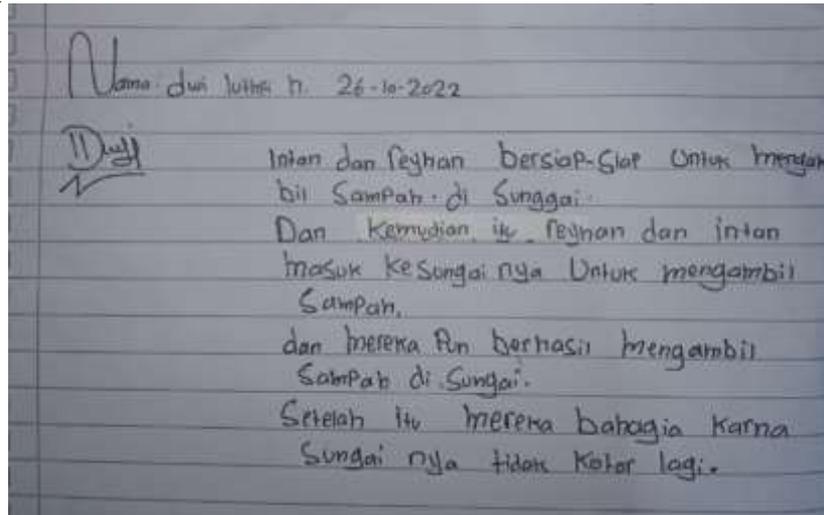
## RESULTS

Learning to write narratives in grade 6 elementary schools has entered a reasonably complex stage because simple narrative writing skills have begun to be taught when students are in lower grades, namely grade 3. The extended learning time should have trained students to have good narrative writing skills. Excellent and confirmed according to the rules of language. However, the reality on the ground shows that students' narrative writing skills still need to be at a better stage.

Based on interviews conducted by researchers with teachers, it was found that grade 6 students still needed regular practice in honing writing skills because the results of students' writing were very far from expectations. Based on the statement of the grade 6 teacher who said

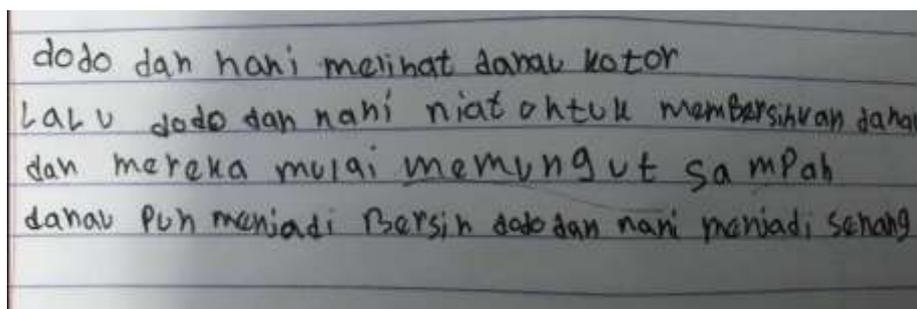
that "students' writing results still do not meet the learning standards as they should be," indicates the need for special treatment and appropriate learning media to be able to attract students' interest in order to improve the quality of writing, especially in learning to write narratives. The time for writing narrative text assignments when learning takes place is usually done by students between 2 to 3 hours. Based on interviews, the teacher stated that this happened because it was often difficult for students to develop vocabulary quickly, and picture guides for textbooks were less attractive and interactive.

Learning to write student narratives using multimedia flipbooks shows that they can develop their mindset better. This is evidenced by the number of words that are usually slightly larger, as well as the estimated processing time, which usually takes half a day to only half an hour. The following is an example of the results of writing student narratives with the help of multimedia flipbooks.



**Figure 5.** Student learning outcomes

Figure 5 shows the results of writing student narratives using flipbook multimedia. During the working time, which lasted approximately 30 minutes, students could compose nearly 40 words and four sentences. The words composed by students also vary from one to another. This shows that students' creative thinking skills can be stimulated by learning media in the form of flipbooks.



**Figure 6.** Student learning outcomes

Figure 6 shows the results of writing narratives from different students. The student said "lake," unlike the previous student, who said "river." This was stated by two different participants when they saw flipbook learning media that contained a description of the aquatic environment.

The student learning outcomes in figure 6 show the student's creative side that appears when writing narrative text. Diverse words can appear in students' imaginations when looking at

the available learning media. That means, students' ability to write narratives can be maximized through methods and media that are evaluated regularly.

## DISCUSSION

### a. Ability to Write Student Narratives Using Flipbook Media

The essence of learning Indonesian at the elementary school level is to teach students how to communicate appropriately and in a structured manner according to established ethics. In the implementation process, learning Indonesian has several principles, namely: a) language should be seen as text, not merely a collection of words or linguistic rules; b) The use of language is a process of selecting linguistic forms to express meaning; c) language is functional, meaning that the use of language can never be separated from context because the form of language used reflects the ideas, attitudes, values, and ideology of the user/users; d) language is a means of forming human thinking (Khair, 2018). The first point shows that the urgency of texts in language learning is significant, so the ability to compose texts can also be trained through learning to write narratives.

Learning to write narratives using flipbook learning media is engaging for students because it contains cartoon images with a visual appearance that is readily accepted by students' minds still in the concrete operational stage. In addition, learning to write narratives, which usually only uses direct instruction based on books, makes students find something different than usual. The teacher then perceives flipbook-based teaching materials as interesting learning materials (Sari & Atmojo, 2021). This is also an essential point in developing technology-based learning in elementary schools. This collaboration produces something positive so that a new mindset can be formed in students to develop their abilities to be even better.

The results show that student's ability to write narratives using flipbook learning media has a more significant number of words than usual. This is supported by answers from interviews with teaching teachers who stated that the results of writing students' narratives when using textbooks alone were often far from expectations. In addition, working on narrative texts, which is usually done for quite a long time, can be made shorter when learning using flipbook learning media. Visual images from attractive flipbooks can make students explore their vocabulary more easily and quickly.

The suitability of narrative authorship based on indicators is as follows:

#### a. Appropriateness with the theme

The essential thing in a story is a theme. The theme is the context (material focus) that frames all activities to achieve goals (Fauziddin & Mufarizuddin, 2018). The narrative text must have a theme or topic. In the research, all 13 students could write narratives with explicit themes. This could happen because the flipbook learning media has a clear picture of the themes raised in the narrative to be compiled, so students already have a theme plan before writing what is on their minds.

#### b. Compatibility With Flow

A chain of events in a narrative text must be well structured. There must be a relationship between one event and another; that is called a plot or plot. The plot is a series of stories formed by the stages of events so that a story can be told in the form of a series of events (Staton in Auliya, & Damariswara, 2022). Of the 13 students who wrote narratives using flipbook learning media, all students could write appropriately and structured manner. Students can connect one word to another, one sentence to another, to form good narrative writing.

#### c. Suitability With Background

Background or setting is something in the scene the author tells, such as the setting of the place and time. One of the functions of the setting is to create an atmosphere in the story (Oktapiana, et al., 2018). From the narrative texts written by students, all students have described and written down the appropriate setting. The background on the results of student narrative writing is related to the existing themes.

#### d. Suitability with Characters

In a work of narrative writing, the character is essential. The function of the characters is essential because they move the writing so that it comes alive (Firmanda, et al., 2018). In the

learning, students have been able to bring up characters in narrative writing. The characters written are adjusted to the pictures on the flipbook media they see.

e. Compliance with the Mandate

The mandate is usually at the end of a piece of writing. The mandate is the message the author wants to convey through stories (Nurkamilah, et al., 2022). Based on the study's results, out of 13 students, three students had not been able to insert the value of the mandate at the story's conclusion. The three students only wrote closing sentences in a general form but still related to the theme.

**b. Students' Creative Thinking Skills**

Research in Europe shows that measuring a person's success is more skewed if he has high soft skills than hard skills. The results seen in the business world are 80% determined by soft skills and only 20% determined by hard skills. Human resources who will be successful in the 21st century are those who are strong and excel in soft skills, namely excel in creative thinking, critical thinking, decision-making abilities, problem-solving abilities, collaboration skills, and communication skills (Marzano dalam Aryana, 2019). Therefore, learning 21st-century skills is very important, one of which is creative thinking skills.

The application of flipbook multimedia in learning to write narratives in elementary school students can hone creative thinking skills. Creativity can be interpreted as a multidimensional construction involving cognitive, personality, family, educational, and socio-cultural variables (Nakano & Wechsler 2018). In learning to write narratives using flipbook media, children show their creative thinking skills by imagining pouring out their ideas to arrange words into a coherent sentence. This statement is in line with Mulyadi & Wahyuni 2016 research that multimedia flipbooks can help students develop their creative thinking skills. Presenting an attractive visual display, flipbooks can stimulate students to explore what they think further. According to Munandar (2014), the indicators of creative thinking skills are as follows.

No	Indikator	Description
1	Fluency thinking/Fluency	of 1. Sparking lots of ideas, lots of answers, lots of problems solving, and lots of questions smoothly. 2. Give many ways or suggestions for doing things. 3. Thinking of more than one answer.
2	Flexibility/Flexibility	1. Generate various ideas, answers, or questions. 2. Seeing a problem from different points of view. 3. Looking for many alternatives or different directions. 4. Able to change the way of approach or way of thinking.
3	Elaboration	1. Able to enrich and develop an idea or product. 2. Adding or detailing the details of an object, idea, or situation so that it becomes more interesting.
4	Authenticity	1. Being able to create new and unique expressions. 2. Think of an unusual way. 3. Able to make unusual combinations of its parts

In student learning in writing narratives using multimedia flipbooks, indicators of creative thinking skills appear in it. Two indicators generally appear in student narrative writing, namely elaboration and originality. Elaboration indicators can be seen when students have been able to develop their thoughts into a good sentence idea; they also analyze the details of the words used to be combined into a coherent flow. Meanwhile, indicators of authenticity appear when students have different and unique expressions, they can create combinations of writing that match the theme with their creativity.

The interaction process in learning to write narratives using multimedia flipbooks also allows students to use creative thinking and create and arrange words. This learning begins with students having conversations with peers to guess the meaning of the pictures. in the flipbook,

they also build a conversation about their ideas and what they get when looking at the pictures. In addition, students also open page after page to analyze the relationship between one sentence and another to get a narrative text that fits what they want.

## CONCLUSION

The ability to write narratives is a provision for children to form excellent and correct communication patterns by applicable rules. In addition, learning to write narratives in collaboration with creative learning media can also support students in practicing various skills. 21st-century learning requires students to have various kinds of skills in the form of soft skills, one of which is creative thinking skills. This requires teachers to provide creative learning media to build students' mindsets to become even better.

Learning strategies for writing narratives using multimedia flipbooks can help students to be more enthusiastic about learning. Students can also create more varied sentences with less estimated processing time than usual learning that only uses textbooks. In addition, students can complete their writing with good themes, plots, settings, characters, and messages to fulfill the applicable elements of narrative writing.

Students' creative thinking skills in learning to write narratives using multimedia flipbooks can also be honed; this can also meet their needs as a generation studying in the millennial era, which is no stranger to the involvement of technology. Therefore, technology-based learning, such as multimedia flipbooks, can be an alternative solution for teaching narrative writing and stimulating elementary school students' creative thinking skills.

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