

## **Introducing the Scrapbook-Based Learning Material**

**Dodi Siraj Muamar Zain**

**Abstract:** *This paper aims at introducing the concept of scrapbook-based learning material in the classroom. It is used as an alternative for students to create their own notes with different layouts under consideration that they will be more actively engaged in learning process by referring to many sources for the classroom discussion. In addition, students will be more attracted to learn independently at home as it can be used as a challenging task project that will expose not only their eagerness in collecting information in terms of learning materials, but it will also demonstrate students' skills in creating a product of art. In additions, this product will also support the latest trend in learning process in Indonesia that is students-centered learning. There are two main steps of development of this product as collecting required documents and developing guidelines as a main body of this product.*

**Key words:** *scrapbook, learning material, student-centered learning*

### **Introduction**

Student-centered learning is now becoming a trend in the education practices in Indonesia. Teachers are now directed to be the facilitators who guide students to gain their own concepts on learning. This concept of learning requires students to be more active in gaining knowledge by doing classroom exercises and any other activities. Students are also guided to engage actively in classroom interaction and be responsible for what they do in the classroom (Lea et al, 2003). It means that teachers must leave the conventional method of teaching where students need to pay attention to their explanation all time and takes notes of the materials. The implementation of this model is also becoming a concern for many teachers especially in language learning. teachers are supposed to encourage students to communicate actively in the target language. Therefore, students need to speak or write in the target language as frequent as possible.

The implementation of student-centered learning must be supported by teachers' creativity in managing the class. Teachers need to lead the students to learn independently and from one another and guide them to grasp the knowledge with their own potential as effective as possible (Collins & O'Brien, 2003). Therefore, they need to use certain teaching techniques and media adjusted with students' needs. Teachers are no longer the main source of information in the classroom. They act as facilitators, assessors and motivators to assist students to manifest the learning objectives. As a consequence, teachers will need to reduce their talking time and need to pay attention on the way they instruct students to do the classroom activities. They also need to prepare the references for students as a main source of knowledge.

During learning process, teachers need to use several references as a guidance of teaching. Textbooks have been the common form of references. Yet, the development of technology gives more options or teachers to use the required teaching references. It also applies to students who are now quite familiar with

technology especially internet. from internet, students can find the information or knowledge. However, it is necessary for students to use handbooks as the main reference for their learning.

The development of learning material based on scrapbooks can be an alternative to encourage students to be active in learning. recently, more inventions are made to increase the quality of teaching. In other words, the techniques or media used in the classroom are supposed to make students understand the material better and be more encouraged in learning. the Scrapbook is one of the media which are now being harnessed by many teaching practitioners. Most of them use it as an alternative in the form of project for students to learn independently from other sources. Using this material, teachers provide students an opportunity to arrange for their own learning sources based on their needs. They can also use their own preferences of lay out to make this material more attractive.

This paper will introduce the concept of the scrapbook-based learning material. This material is a material compilation that is made by students and used as a handbook or notebook. The general explanation as well as the procedure of development will be explained in a systematic way to provide an input for teaching practitioners. It is expected that the use of the material will be an alternative to provide new atmosphere and motivate students to learn on their own.

### **Recent Trend of Education in Indonesia**

The recent trend of education in Indonesia is student-centered learning. This model emphasizes students' active engagement in learning by accommodating such activities as groupwork (Harden and Crosby, 2000). Teachers are now expected to be facilitators who guide the students to gain the competence as stated in the curriculum. In additions, they also need to observe students' progress, motivate students, and assessing the result of learning. Students are required to be more active and independent in learning.

Teachers are also required to apply scientific approach which emphasize systematic approach in learning and is considered in line with student-centered learning. This approach encouraged students to be critical and systematic by correlating the students' real-life experience with the presented issues. This approach starts with observation where students are to observe the phenomenon served by the teachers. It later continues with questioning where students are required to think critically about the phenomenon shown to them. This approach also demands students to correlate their experience with the tasks they need to do. They need to solve the problem they face by looking back at what they have encountered in their environment. After they gain the concept, they need to apply this concept into practice through applying steps. The last step is communicating what they have already achieved through steps they take and share the ideas to others.

The implementation of this teaching model surely supports the concept of student-centered learning. In other words, students are engaged actively in classroom activities. Moreover, taking more roles in learning will enable them to

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gain better comprehension of the learning contents. However, some students often find it burdening as teachers will give them many tasks to do during the class.

### **Scrapbooks in General**

A scrapbook is basically a hand-made craft created by arranging pictures and decorated with some ornaments. It needs creativity and imagination to create an attractive product. A scrapbook mostly made use of unused items. As it gains more popularity, more ready to use scrapbook are available. They are available in various attractive themes. The options of design are also quite attractive as the creators use computer to design the product. This way, people will just need to follow the available instruction to make a scrapbook.

A Scrapbook is quite similar with wall magazine though it is smaller and quite portable. In certain way, it can also be considered that a scrapbook is a mini wall magazine. A scrapbook contains pictures as well as notes or articles that are meant to deliver ideas or information. Unlike wall magazine, it is usually not published or shown in public places.

### **Scrapbooks in Education**

As an alternative for teachers in developing learning practices, scrapbooks offer several positive points that will be beneficial for both teachers and students. In general, students will be required to be active. It is a good indication in learning as students' active engagement in learning will yield better result in teaching than using a conventional method where teachers convey the explanation directly to students.

Scrapbooks possess appealing value that enables students to learn with their own style. Using scrapbooks provide students with broad opportunities to choose the ways they learn. Students can use internet, magazine or newspaper as their source of learning. They can document what they see and think on this media. They can also arrange the materials as they please so that they will be attracted to look at it even after the materials have been discussed.

Students are encouraged to learn independently with their own respective competence. Having scrapbooks as a project for students will increase their motivation to learn by themselves. It will also develop a sense of competition among students to present their best through scrapbooks. However, teachers are in need to provide rewards to attract students to do their best in making scrapbooks.

With its attractive layout, students will not be reluctant to reread what they have compiled in the scrapbooks. Scrapbooks enhance what they are already doing in the classroom. They allow teachers to assess students' progress in grasping the concepts of what are being learned, and provide opportunities for teachers, to discover and correct misconceptions.

Scrapbooks support the implementation of bloom taxonomy especially in the activities of application and evaluation. During its construction, students are required to conduct analysis and synthesis with some rewording of the entry criteria, or with specific probing questions for some of the criteria.

As, scrapbooks contain pictures and any other appealing elements, they offer varieties at all levels of proficiency (Bowen, 1991). Therefore, they can

be accepted by any types of students with various levels of competence. Learning is supposed to be more effective it is not only in the form of lecturing. In other words, students need not only listen to teachers' explanation yet gain the knowledge with their own effort through classroom group discussion or independent learning outside the classroom. The use of scrapbooks will accommodate any ideas from various types of students that will be beneficial for students in any levels of competency.

Scrapbooks is a practical task given by teachers to interact directly with social phenomenon. One way to conceptualize the use of scrapbooks in EFL classes is as a manifestation of a social constructivist model of the teaching-learning process in which teacher, learner, learning materials, and task all well connected within a supportive context in order to lead to a dynamic ongoing learning process (Williams and Burden, 1997).

Scrapbook is supposed to be suitable for teaching languages especially for reading and writing using scrapbooks, students can observe the available types of text and learn the general structure of certain genres of text. It can also develop the grammatical competence by compiling any information about grammar rules from any resources. In addition, it can also increase students' vocabulary mastery by outlining difficult words in the text and provide the meanings. It is in line with Carter (1998) who stated that motivation is an important factor in learning new vocabulary from the target language. In other words, learning new words will be enjoyable for students when they feel motivated to improve their vocabulary inventory (Baddeley, 1990). Scrapbooks with attractive layouts will ease students to memorize the words.

### **The Development of Scrapbook-Based Learning Material**

The development of scrapbook based learning material is based on the consideration that students need to actively engaged in classroom or individual learning. furthermore, they need something new to do in order to increase their motivation in learning.

The scrapbook based learning material is used by teachers to provide students with handbook that they create on their own. The Scrapbook-based learning material contains a guidance in the form of questions or short instruction that they need to answer and follow. The questions and instructions are constructed based on the curriculum.

The steps in developing the scrapbook-based learning material are:

#### ***Collecting the necessary document***

In conducting classroom learning, teachers need refer to certain document as syllabus and mapping of the material, and lesson plan. Therefore, the existence of such documents as references in developing the material is indeed necessary.

#### ***Developing the material***

From the documents, the teacher knows the list of topics that need to be discussed. Later, they need to Arrange an outline as a guide for students. The outline is adjusted with the learning models that the teacher want to employ. The implementation of different teaching models will also bring different format for

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the guidelines. Yet, it can be a positive point as students will not feel like repeating doing the same things. The available models are:

*Discovery based learning*

In this model, teacher will present several pictures or other media for students to observe. This model requires students to find the cause of existence of certain phenomena.

*Problem based learning*

This learning model emphasize the existence of certain problems that requires solutions. Students need to collaborate with their peers to find the solutions of the exposed problems.

*Project based learning*

This model focuses on demonstrating students' comprehension. It requires students to perform their skills through activities as drama, role play and creating certain products.

As the developed material is used as the main reference for students in learning, it contains several parts that enables students to.

*Prepare themselves for the upcoming classroom meeting*

Students have limited time to study in the classroom. Therefore, it will be better to prepare themselves before-hand. This preparation is supposed to support the students' comprehension of the discussed materials.

*Learn independently from various sources*

Students need to gain their own knowledge from various resources. It will enable students to learn critically by selecting the sources and comparing to one another.

*Present what they comprehend by creating products*

Teachers can monitor the students' progress from the content of their products. They have also an option by designing a class activity in the form of presentation for their product to demonstrate the concept of learning students have grasped.

*Receive inputs from the teacher or friends*

Knowing the result of students finding, teachers are also required to give feedbacks. In this case, students are led to grasp the same concept of knowledge by the teachers. Students can also exchange information with their peers to complete their final product.

**The Implementation of Scrapbook-Based Learning Material**

The scrapbook based learning material act as a note for the students. However, unlike the ordinary notes, this learning material enables students to put pictures and some pieces of articles available around them. They can use what they find in the internet or magazines in terms of the topics they are dealing with. They can also arrange their finding with their own style to make it as attractive as possible.

Students are given freedom in developing their own learning materials. Scrapbook-based learning material acts as a guidance for students to organize the

materials by collecting any references from several resources. In this media, teachers will need to give the outline of what information the students need to collect. In addition, students are also required to think critically as they need to summarize what they arrange in their learning material.

In teaching practice, students need to prepare the materials for the upcoming discussion. In other words, it is necessary for students to arrange the materials they get before the class is conducted. During the class, the students will need to collaborate with the teachers or other students to confirm the information they have gathered and to complete it.

In details, the steps taken for students to use scrapbook based learning materials are as follow:

*Students observe the available questions or pictures on each chapter it presents*

At the beginning of each chapter, students will need to look at the main question or picture. They will need to observe it in order to find the answers.

*Students gather the materials from various resources*

After observing the question and picture, students need to find the answer form various sources. They are allowed to look for the answer from the available textbooks, internet, magazine or other resources. They will then need to rewrite the answers or attach the copy or printed article in the learning material.

*Arranging the findings*

The next step is decorating the findings on the material. Students can draw any pictures on the sheet and attach pictures or printed articles. Students can also use certain themes of decoration for each chapter to increase its artistic value.

*Making the summary*

The final task is completing the information by writing the summary. Students need to write down all most important information in the special spot at the end of the last page for each chapter.

*Presenting the result in the classroom*

This is an optional final task to be given to students. Students are to present the result of their work in the classroom. It could be done in the end of classroom meeting by some students. In this activity, students can show a bigger version of their product by scanning and display it through an LCD projector. In the end of learning process, students will exchange their ideas by having question-answer session and get some inputs from the teachers.

## **Conclusion**

As the center of attention shifted from teachers to students, teachers need to change and improve their teaching competence. Some sorts of innovation and creativity must be employed to ensure the success of teaching. Therefore, teachers need to make use of the recent innovative techniques or media.

The scrapbook based learning can be an alternative step for teachers to encourage students to be more active in learning by having attractive activities.

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This model accommodates students' creativities and requires students to be critical. Using this models, students are required to arrange the materials they have got as attractive as possible. They are also in need to look up many resources to find as much information as possible to complete the task and solve the provided problems.

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