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Teachers' Perception on Applying Lapbook as a Learning Media in Writing Descriptive Text through Cooperative Learning Method

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Abstract

The research aims to explore the teaching and learning process of descriptive text using lapbook media through cooperative learning method and teachers' perceptions regarding the application of this method and media. This research needs to be carried out because in *SMAN 3* the teacher who used lapbook media and cooperative learning methods was successful in teaching descriptive text, so the researchers explored the learning process to increase insight for other teachers. This research used case study design with qualitative data from the results of semi-structured interviews conducted with one teacher who implemented cooperative learning methods with lapbooks in teaching descriptive writing at *SMANN 3 Pamekasan*. This research found that the teaching and learning process of descriptive writing consisted of opening section and giving stimulation about descriptive text, then continue to dividing the class in to six groups to make a lapbook and giving a theme to each group. Each group will make and finish their lapbook. The teacher asked each group to present their lapbook and other group will give feedback. This study also found the teacher's perception of the using lapbook media and cooperative learning method in teaching descriptive writing. The perceptions are students enjoyed the learning process, learnt to think critically and tried to solve their own problems in learning, could work together and help each other, showed their creativity, easier to manage the class. But the teacher also found difficulties in teaching descriptive writing using lapbook media with cooperative learning method such as lack of time.

Keywords: Lapbook Media; Cooperative Learning; Writing Descriptive Text.

1. Introduction

In Indonesia, learning English is a compulsory subject from elementary to high school. English is essential for high school students as it helps them communicate and participate in global discussions. According to (Af'idah & Yuanto 2021) English subject which is foreign language in

Indonesia is one of the compulsory subjects taught at every level of education in Indonesia; starting from kindergarten, elementary, middle school, high school and even college levels. (Andayani, 2022). There are four skills in English that should be learnt by student such as writing, speaking, listening, and reading.

Writing is one of important skill in English because it reinforces vocabulary and grammar understanding, allows students to express ideas clearly, and builds confidence. (Adizovna 2023) said that writing skills involve creating coherent and well-structured texts, which are necessary for students to demonstrate their understanding of complex topics.

Descriptive writing is one type of writing that is taught in senior high school. It provides detailed descriptions of people, places, or things, helping readers visualize the content. (Lumbangaol et al 2024) said that descriptive text is a text sociological purpose to provide a description of a specific individual, location, or object. However, students often face challenges when writing descriptive texts such as limited vocabulary and a poor grasp of grammar, especially tenses, as well as difficulties in choosing topics and appropriate vocabulary. (Daulay et al. 2023) explained students demonstrated that there were some problems they have struggled with in writing descriptive text, such lack of vocabularies and difficulties in grammar,

To solve the problems, the effective teaching methods are needed in teaching-learning process. A suitable method can enhance students' understanding and motivation. According to (Hamzah 2009) cited in (Anggarista & Wahyudin 2022) a learning method can most likely assist students match their learning. So, student can reach their full potential and teach other students the most efficient way to study. One of the methods is Cooperative Learning, in which *SMAN//* groups of students work together towards common goals. This approach encourages collaborative learning and peer support. As explained by (Tang & Ruannakarn 2024) the cooperative learning method allows students to work together to solve the problems they face.

The right teaching method should also be complemented by interesting media. Innovative media can engage students and make learning enjoyable. (Vanesa & Setiawati 2021) told that practicing innovative media for teaching makes the students interested in learning English in the classroom and students will not be bored with the material given by the teacher. (Butyrina et al 2022) also explained that Innovative media is used to improve the quality of education by providing various methods and media that enable more interactive and interesting learning for students, so students can enjoy classes.

One innovative media is the lapbook. Lapbook is one of the learning media that has gained popularity and is useful for enhancing writing abilities According to (Wulandari et al. 2021) lapbook serves as a creative media for students to organize and display their learning visually and directly. By a lapbook, students can learn in an interesting way and participate actively in designing their own lapbook as descriptive text learning media by combining information and visual aspects. (Muttaqien & Sa'adah 2023) also explained that using a lapbook allows students to engage in an enjoyable learning experience while actively participating in the creation of their own lapbook as a media for learning. Besides, (Olha et al. 2023) told lapbook is a compilation of a book, handouts, and a poster. Students learn new terminology, improve their receptive and productive abilities,

become more creative, and learn how to summarize the subject they have studied while they work on creating a lapbook.

By combining cooperative learning method with lapbook as the learning media create an interactive learning experience that enhances student understanding and collaboration. (Tang & Ruannakarn 2024) said that cooperative learning made student easily to understand the material in a group. By this combination, it provides a supportive learning environment where students can learn from each other and share different perspectives in the process. (Aunurrahman et al. 2022) found that lapbook help student in learning process to understand the material in the class. It is suitable to be used in teaching writing, especially descriptive text. Because of using lapbooks, students can organize their thought creatively and interactively, expand their vocabulary, and organize their ideas effectively.

The use of appropriate methods and media in the teaching and learning process cannot be separated from the role of a teacher during lesson in the classroom. Teachers have an important role in the learning process. (Aprianti et al. 2022) explained that with knowledge and experience, teachers can organize classes that suit with the condition and needs of each student. It is important to know the perceptions of teachers about a method and media that they successfully use in the teaching and learning process. (Kirana & Nabhan 2021) explained that each knowledge which educator have play a part on their development. Teachers' comprehension and information are pivotal at each level. They broaden the capability for identifying the chances that teachers can work for making students' comprehension forward.

A research study written by (Ima 2023) told about the implementation of cooperative learning in teaching descriptive text. This research found that cooperative learning method improved the student's comprehension in writing descriptive text. The findings also showed that the students gave positive responses since they started to learn. Cooperative learning method were fun and helped them in understanding descriptive text. Another research written by (Efriyenty 2020) about Applying Cooperative Learning to Improve Students' Activeness in Writing Descriptive Text. The result of the research was Cooperative learning contributed positively to students' activeness and writing skills. The technique gave students the opportunity to learn and developed together, thereby increasing their confidence in writing descriptive text.

Besides, Several researches examined the used of lapbook as a media learning in English teaching process, such (Aunurrahman et al. 2022) who conducted a research about the effectiveness of lapbook in teaching reading comprehension. The research found that the used of lapbook was one of effective ways in reading comprehension. By implementing the media, students were more active and understood. It was more interesting learning used lapbook especially in reading comprehension. (Olha et al. 2023) also conducted a research about the use of lapbook in teaching English at military institutions. The research explained that using lapbook in project-based teaching increase the student's motivation to learn a foreign language. Overall, project-based teaching using lapbook as a tool can provide a fun and engaging way for students to learn English while developing important skills for their future academic and professional success.

All previous researches have focused on the effectiveness of Cooperative Learning and lapbooks in teaching writing and reading. All the researches had indicated that Cooperative Learning improved students' writing comprehension and engagement. Lapbooks had also been

shown to enhance motivation and participation among students, contributing to better learning outcomes. Meanwhile, this research described the process of teaching-learning writing descriptive text use cooperative learning method with lapbook and the teacher's perception about applying cooperative learning method and lapbook media in teaching writing descriptive writing text which has never been searched by previous researchers.

This research aims to explore the process of teaching writing descriptive text using a combination of Cooperative Learning and lapbook media and teachers' perceptions about the combination of cooperative learning method and lapbook media. This research needs to be carried out because in SMAN 3 teacher who used lapbook media and cooperative learning method was successful in teaching descriptive text, many students got good outcomes so the researchers explored the learning process to increase insight for other teachers. This is different with previous study because this research is combining cooperative learning method with lapbook media in teaching descriptive text.

Based on the aims of this research, the writer formulates the research questions as follows:

1. How is the learning process of using lapbook media and cooperative learning method in writing descriptive text?
2. What is the teacher's perception about applying of lapbook as a learning media in writing descriptive text through cooperative learning method?

2. Method

2.1 Participants

In order to get the answer of research questions, the study chose one of English teacher in SMAN 3 Pamekasan. The teacher was chosen as a respondent because she has direct experience in implementing the method and can provide in-depth insight into the effectiveness, advantages and disadvantages faced in using lapbooks as learning media through cooperative learning method.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

In collecting the data, interview guide is the main instrument in this research. Apart from that, the researcher also used supporting tools such as cell phone for recording the interview process and notebook for writing the important information.

2.2.2 Techniques for Collecting Data

The data that used was qualitative data with interview transcription as the main data, note and documentation as the supporting data. The data was gotten from interview section with the tenth grade English teacher who implement cooperative learning method with lapbooks in teaching writing descriptive text at *SMANN 3 Pamekasan*.

2.3 Data Analysis

After collecting the data, the writer analyses the data using descriptive qualitative research approach. This process includes categorizing, coding and presenting the data in an understandable

form, and drawing conclusions based on the evidence found. Then, the data obtained are grouped according to their relevance to answer the research problem.

3. Results

The results of interview were used to investigate the teacher's perception of applying lapbook as learning media through cooperative learning methods in writing descriptive text. The writer divided based on the research problems, below:

How is the learning process of using lapbook media and cooperative learning method in writing descriptive text?

Teaching and learning process is a series of processes carried out by teachers in the classroom. Teachers can determine their own teaching and learning process that suits the conditions of students in the classroom. The research found some steps in teaching writing descriptive text using cooperative learning method with lapbook media. Based on the interview, the teacher answered:

"I started the class as usual, greeting and stimulating the students about the descriptive text material. Then I divided the students randomly into 6 groups, then I determined the theme so that there was no similarity in content for their lapbooks, then they compiled their lapbooks according to their own creativity, then I asked each group to present their lapbooks and other groups who did not do presentation gave feedback to them".

The teacher started the lesson from opening section such greeting and absent student's attendance and giving stimulation about descriptive text. In this step, teacher gave some descriptive questions about historical buildings which was in accordance with the lesson's plan. Then, the learning process started in dividing the class randomly into six groups to make a lapbook and giving different themes to each group such Borobudur temple, Prambanan temple, Heroes monument, Maimoon palace, *lawang sewu* and *Gedung sate*. There was no similarity in content of their lapbook.

Each group will make and finish their lapbook. In the process of making lapbook, each group prepared tools and materials based on their theme such cardboard, colored paper, scissors, glue, markers and their theme's picture. After that, each group made a basic lapbook template out of cardboard paper. This template is usually in the form of a foldable cover, like a big book with several sections that can be opened. In this part each group shaped their cover based on the themes. For the contents of lapbook, the teacher only requires the generic structure, language features and student's descriptive writing based on the theme. Student could add other point according to their creativity and it would be an added value to their group. The last part was decorating the lapbook with pictures, colors, and other decorations to make it more interesting.

Making a lapbook took a lot of time, meanwhile the learning process is only two hours with a time allocation of 45 minutes per hour and it was possible to finished their lapbook, the teacher gave all groups instruction to continue their lapbook outside the class. After finishing lapbook, the teacher asked each group to present their lapbook, starting from theme, contents and lapbook decorating. While one group presenting their lapbook, other group and teacher would give feedback. The feedback given is in the form of comments on the contents of the lapbook, grammar and suitability of the lapbook to the theme. The last step was closing. The teacher ended the class

by taking prayers together.

What is the teacher's perception about applying lapbook as a learning media in writing descriptive text through cooperative learning method?

The writer found teacher's perception in different aspects, as follows:

Teacher has some reasons why she used cooperative learning method and lapbook media in teaching descriptive writing, the reason are students can organize the material according to their creativity, students become involved in preparing the material they studied, students can create their own learning media that they use in learning process. As the teacher said:

"I choose cooperative learning method with media lapbook because using that method and media, students will be directly involved in preparing the material they studied, I only give initial explanation about descriptive text and student will look for more for the content of their lapbook. student also learn about formulas and text structures, improving their creativity and create a compactness in working together".

Teacher had some reason in decided to use cooperative learning method with media lapbook then other method and media. Using lapbook media, student could organize their material according to their creativity, student directly involved in preparing the material and it made student more ready to learn because they already knew the material from lapbook they made. The used of cooperative learning method was very suitable because in creating lapbook need a lot of people and time so by doing it in a group was more efficient.

Teaching descriptive writing used cooperative learning method and lapbook media has positive impact. They are getting good score in writing descriptive, student more understand the material because they made the media by themselves and improves student's compactness. As the teacher said:

"The learning results are good. By using cooperative methods and lapbooks, students get a good score and can write a right descriptive text, easy to understand the material because they already learnt unconsciously when they made the lapbook, can help each other in finishing their lapbook and understanding descriptive text. It's like they have a peer mentor who can explain to those who have difficulties".

Student's learning results were good especially in writing descriptive text. because in the learning process using cooperative learning method with lapbook media, students worked together and helped each other when there were problems in making lapbooks which contained descriptive text material. Students made lapbooks, unconsciously learning to understand more about descriptive text. students would help each other when there was a lack of understanding about the subject matter.

Besides, teaching descriptive writing used cooperative learning method and lapbook media also has negative impact it is there are students who still don't understand descriptive text even though they have used cooperative learning method with lapbook media. But this impact has already solved by the teacher as the teacher said:

"I will give them additional explanations about the material that they have not mastered outside of class".

Each student has a different level of understanding. there are students who understand quickly and there are also students who need more processing to understand the learning

material and the teacher must always be ready to solve problems. if there was student who still did not understand the material through cooperative learning method with lapbook media. Teacher gave additional hours outside of class to provide a deeper explanation to make students understand the material.

The use of lapbook media and cooperative learning methods provides several advantages to both students and teachers, as the teacher said

“Some advantages that I felt are students enjoy the learning process more, learn to think critically and try to solve their own problems in learning, can work together and show their creativity. I also easier to handle the class because they learn in a group. But, lack of time in working on the lapbook is one of the advantages”

The advantages are that students enjoy the learning process more, learn to think critically and try to solve their own problems in learning, can work together and show their creativity. Besides, the teacher is also easier to manage the class so that the class becomes more structured. However, there is also disadvantages in using lapbook media with cooperative learning methods, that is the lack of time. students have limited time in class to create and complete their lapbooks.

4. Discussion

Related to the finding, the writer divided the discussion into two parts:

How is the learning process of using lapbook media and cooperative learning method in writing descriptive text?

Related to the finding in the learning process of writing descriptive text using cooperative learning method and lapbook media, the teacher carried out some steps. But, before deciding to use cooperative learning method and lapbook media, teacher conducted initial assessment and observation of students to find out their level of knowledge, their interest and their learning needs. It is in line with (Cholilah et al. 2023) that explained there are several steps must be prepared by teacher before the learning process, one of it is analyzing students' learning needs to determine the scope of the material as well. By knowing student's need, the teacher can determine the methods and media that are suitable for the conditions of the students, so the learning will run smoothly and the material will be easily understood by the students. Besides, according to (Aditama et al. 2023), a process of education had to be able to analyze the student's need and interest related to their readiness to get new material. Another statement from (Cholilah et al. 2023) Analyzing students' learning needs to determine the scope of the material as well.

The learning process starting from opening section and giving stimulation about descriptive text. It is line with statement from (Astuti et al.2023), teaching learning in the class started from opening did by a teacher such greeting, teacher also gave an introduction of the material before doing the learning process .

The second step was learning process which was consist of dividing the class in to six groups, each group will make and finish the lapbook and the teacher asked each group to present their lapbook. There some steps in creating lapbook. it was determining a theme, preparing tools

and materials, creating basic templet and determining the contain. It is in line with (Jamaluddin & Rosidah 2020) who stated that in creating lapbook, some tools and material were needed based on the content of the lapbook. Each group created different lapbook based on their theme and creativity. Each group consisted of student who has different creativity in making lapbook, it is in line with statement from (Dietrich 2019) Every individual has a different level of creativity, this can be influenced by genes, surrounding environment, life experiences, thought patterns and personality.

After finishing the lapbook, the teacher asked students to present the results of their lapbook to find out how much they understand the results of their work. It is in line with (Park 2003) who stated that measuring the project result in teaching learning process could be done using presentation. The third step was reflecting. It is in line with statement from (Andriani et al.2021). It was explained that learning process consisted of several step, starting from opening, class preparation learning introduction, learning process, monitoring, reflection and closing of the learning process.

What is the teacher's perception about applying of lapbook as a learning media in writing descriptive text through cooperative learning method?

In the teacher's perceptions, it was found that the teacher used cooperative learning method and lapbook media in teaching descriptive writing because used cooperative learning method and lapbook media in teaching descriptive writing, the reason are students can organize the material according to their creativity, students become involved in preparing the material they studied, students can create their own learning media that they use in learning process. It is in line with (Canbulat & Hamurcu 2021) who stated that teaching-learning process used lapbook help student to get the material easily, it happened because student create lapbook that consisted of learning subject by themselves and unconsciously, they learned while made a lapbook.

The use lapbook media with cooperative learning method gave a good impact to the student's outcome in learning descriptive text especially in writing descriptive text. Students got a good score and could make a right descriptive text because in the learning process using cooperative learning method with lapbook media, students worked together and helped each other. Students made lapbooks, unconsciously learning to understand more about descriptive text. It is in line with a research conducted by(Aunurrahman et al. 2022) and (Efriyenty et al. 2020) that found the used of lapbook and cooperative learning method successfully gave a good affect to student's learning result especially in learning descriptive text.

Using cooperative learning method with lapbook media also has negative impact. It was there were students who still don't understand descriptive text even though they have used cooperative learning method with lapbook media. But it has already solved by the teacher. Teacher gave additional hours outside of class to provide a deeper explanation to student who did not really understand the material. The teacher could find out if there were students who had not fully understood the material by conducting a final assessment after the material has been taught. It is in line with (Andriani et al. 2021) who stated that it is important to know the level of students' understanding of the material using assessment after learning. This step helped teacher identified areas that need to be improved or adjusted for future learning and helped student to know their

strengths and weaknesses.

The use of lapbook media and cooperative learning methods gave several advantages to both students and teachers. The advantages were enjoying the learning process, think critically and tried to solve their own problems in learning process by having a discussion with other students. It is line with statement from (Magdalena et al. 2021) using method and media in learning process made the material easier to be understood by student, improved student's learning interest and helped teacher taught efficiently.

There were also disadvantages in using lapbook media with cooperative learning methods, that is the lack of time. students have limited time in class to create and complete their lapbooks. As explained by (Kostina et al.2024) a lapbook is a unique way to organize educational materials and a valuable reference tool. It is a handmade interactive folder gathered on a certain theme which takes time to make. So, because it took time to make, lack of time was one of the disadvantages in using lapbook media.

5. Conclusion

In the process of learning descriptive writing text using cooperative learning method with lapbook media, there are several steps carried out by the teacher, namely opening, giving stimulation with descriptive questions about historical buildings, dividing groups, making and finishing the lapbook, presenting the lapbook and giving feedback.

Teacher's perception in applying lapbook as learning media through cooperative learning method in learning descriptive text. Teacher has some reason in using cooperative learning method with lapbook media, they were students could organize the material according to their creativity, students directly involved in preparing the material they studied, students can create their own learning media that they use in learning process. Lapbook media and cooperative learning method gives a good impact both for student and teacher. Students can learn to work together and helping each other, think critically and increase their creativity, enjoy and more interested in learning. It is also easier for teachers to organize the class so that learning process becomes more efficient. However, the lack of time becomes one of the disadvantages in applying lapbook media with cooperative learning methods.

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