DEVELOPING A WEB-BASED DESCRIPTIVE TEXT WRITING MATERIALS FOR TENTH-GRADE STUDENTS

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Abstract
This study aimed to develop a teaching material which is applicable in teaching descriptive text writing for tenth-grade students of Senior High School. Branch’s ADDIE model was used in the study in developing the instructional teaching material. Due to certain situation during the process of this study, the ADDIE model was only implemented for three phases only namely analyzing, designing, and developing (ADD). The purpose of designing the final product was to support teachers in teaching descriptive text writing. A need analysis was conducted in this research to gain information regarding the teacher and students’ needs. The designed product of the research was a web-based teaching material in form of a learning website. The developed web-based teaching material consisted of three chapters. It covers the descriptive text learning, grammatical aspect of descriptive text, and descriptive text writing lesson. There are activities on the lesson and a test for each chapter to measure students’ comprehension of related chapter. Furthermore, a validation made by the teacher displayed a percentage of 87% on the first questionnaire and 88% for the second. Both of the result can be labelled as “Very Good”. The result indicated that the designed product is suitable to be used in classroom to teach descriptive text writing for tenth-grade student of senior high school.

Keyword: Developmental Research, Web-Based Learning Material, Descriptive Text Writing

INTRODUCTION
In doing a writing activity, human brain is required to consistently provide ideas while combining ideas, vocabulary, and grammar into the process. It is a crucial aspect in order to produce a good piece of writing. However, teaching and learning activity often encountered problem with this aspect. According to the writer observation on tenth-grade students during his teaching practice, most students encountered difficulties at the beginning phase of writing activity. Students were unable or found it difficult in determining theme or ideas of their writing. Some of them stated that they may find themselves to be uninspired to start writing. As a result, students tend to produce a writing by changing the words of an already existed writing.

Meanwhile, the currently implemented curriculum in Indonesian school is Curriculum of 2013 (K13). Curriculum of 2013 requires the teacher to create the classroom situation where the student is the center of the learning process. The curriculum demands that teacher to be the ‘giver’ that deliver the lesson to the students, and the students gives feedbacks based on their own analysis. It creates a situation where teacher should be able to create an enjoyable and relaxed learning condition. In order to be able to provide that, the teacher needs to be creative in
choosing the appropriate teaching material for the students. Especially, the materials that are able to facilitates the student in inciting ideas to write on. The proposed teaching material obviously need to be appropriate with the current curriculum and the students’ needs. On the other hand, the observation result shows the teaching and learning process in classroom were still dependent on students’ handbook.

Unfortunately, due to the currently occurred pandemic situations during the observation process whereas the process of teaching-learning has been moved into virtual classroom. As a result, teachers are required to adapt with the situation by changing their preceding way of teaching to suit the virtual classroom. In teaching virtually, teachers cannot rely in using textbook too much so they needed alternative teaching material in teaching. Based on the interview in needs analysis, to support the virtual learning a learning media that can be accessed by students easily was the first aspects that was required for the teaching media in virtual teaching-learning process.

A web-based teaching material that are focused in teaching descriptive writing could be the solution of these problems. The web-based teaching material can be accessed through gadgets such as computer and smartphones without installing or requiring other programs other than a web-browser. Despite the ease-of-access, it is also able to contain large number of materials in a single website while requiring small bandwidth to load. A website can also be attached various visual elements within the pages that can grab the visitor’s attention visually. In conclusion, a web-based teaching material can put the teacher at an advantage in a virtual learning situation.

Based on the problems that are stated before, the writer was enticed in designing a descriptive text learning website as a web-based teaching material. In order to solve the students’ writing-related problem, the writer also interested in incorporating the Photo-Based writing technique in the content of the material. Photo-based writing is a technique which is focused on using visual medium as the starting point in choosing the theme of a writing product combined with prompts as a reinforcement to maintain writing. The medium itself is in form of photography.

The technique mainly uses visual medium in term of photographs as the media and prompts as the reinforcement in sparking student’s creativity. Those photos can be funny, interesting, or even tricky in term of the context. It encourages students to combine their creativity with real-life situation. The technique also covers the prompts that are going to be used. Prompts in form of questions function as the mean to find the details or what is the story behind the photographs. While using the technique, the students may develop their critical-thinking skill during the combining process.

A previous study that is related in term of similarity to this research conducted by Thesalonika et al (2019) in her study entitled “Development of Web-Based Learning Media on Social Studies Subject at Junior High School Methodist Lubuk Pakam, Indonesia” showed that web-based learning is feasible to be used on teaching and learning. The study also showed that the use of web-based learning media can improve students’ comprehension on the material being taught.
Based on the previous studies, the writer developed a web-based teaching material in the form of descriptive text learning website that is usable in the current situation. The main target of this website is the tenth-grade high school student as the website is specifically designed to fulfill their needs to understand descriptive text. The website goal is to help the user develop their skill in writing descriptive text. Materials covered by the content were designed into three chapters in an order. Each chapter have different focus on the descriptive text genre. There are also exercises on the first two chapters to measure the user’s comprehension of the chapter. For the exercise on the last chapter, the user receives an assistance in writing descriptive texts through Photo-based Writing technique.

METHODOLOGY

The study used a developmental study as the design of the study. According to Seels and Richey (1994), developmental study is a systematic study of designing, developing, and evaluating instructional programs, process, and products that are required to be fixed with the criteria of internal consistency and effectiveness. During the process of the web-based learning material development, the writer used the ADDIE model by Branch which has been adapted and modified to suit with the condition of this study writing process. The ADDIE model is an acronym of Analyzing, Designing, Developing, Implementing, and Evaluating. This study was focused on the three stages of the ADDIE model which were analyzing, designing, and developing only. However, the developed product needs to be assessed to measure their usability. Therefore, the writer involved an English subject teacher to give a user feedback in assessing the final product.

Analyzing

The analyzing phases was conducted by doing a need analysis. The purpose of the analyzing phase was to recognize the possibility from the causes of the performance gap in the learning process (Branch, 2009). In order to find out the performance gap, the writer conducted a need analysis. An interview with one of the teachers in SMA Negeri 10 Pontianak who teaches English language to gain information regarding the expectation of the final product. As an addition, the writer also did interviews with some of the students that were chosen randomly to discover problems faced during teaching and learning process. The type of interview that was conducted was a semi-structured interview. A semi-structured interview is a meeting in which the interviewer does not follow a formalized list of questions strictly. Instead, the interviewer asks more open-ended questions which allows a discussion to be created within the interview rather than a straightforward question. Information gained from the interviews was taken as a consideration in setting the criteria of the final product.

Designing

In the designing phase, the writer designed the teaching media based on the criteria gathered from the interview. The process started by creating the concept of the teaching material and the added content based on the learning modules used in the class and gathering supporting materials from various learning sources. All of the gathered materials were complied into one and
separated into three chapters later on. The chapters were ordered chronologically based on the chapters in the module used by the teacher.

After the process of designing the content of the expected final product, it was followed by designing the concept of the website itself. The first aspect to do was creating the base layouts of the website. Base layouts were the website’s basic foundation and related to how the website would look like in the final product. The following aspects to be done was creating visual elements. The process was done by altering free-to-use vectors taken from various vector providers using. Visual elements that were created in the process were the logos, clip-arts, and textboxes contained in the pages.

**Developing**

In the development phase, the production of the web-based learning was started and tested. The production process consisted of various process such as, website structures brainstorming, logo creations, adding contents, and creating other visual elements. The website was constructed using Elementor in Wordpress.com while the creations of all visual elements using Adobe Photoshop. For the content of the materials related to the descriptive text are compiled from various other web-based learning resources.

**Expert Validation**

After the teaching materials were developed, the final products of the study were validated by an expert to measure the appropriateness of the material to be used in real classroom. The expert involved in validating was a teacher who teaches English subject in SMA N 10 Pontianak whom teaching experiences has exceeded 20 years. The validation was conducted by distributing questionnaires which covers all aspects of the final product to the experts. There are two questionnaires given to the validator. The first one focuses on the content of the material while the other one focuses on the design of the website. Each points of the questionnaires affects the result of whether the final product was appropriate enough to be used in the classroom or not.

In analyzing the gathered data from the questionnaires, the writer used the formula from Walker (2013). The scores from each points of the questionnaires were summed up, then divided by the maximum score. The formula can be seen as follows:

\[
\text{Percentage} = \frac{\text{Result Score}}{\text{Maximum Score}} \times 100
\]

After being analyzed using the Walker’s formula, the result was measured based on the table below:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>Bad (revise)</td>
</tr>
<tr>
<td>26-50</td>
<td>Poor (revise)</td>
</tr>
<tr>
<td>51-75</td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 1. Category of Data Percentage
The writer then described the findings through descriptive information. Then, the writer formulated the product usability conclusion. The final revision of the product was based on the feedback given by the experts based on the writer’s consideration in improving the designed teaching media.

FINDINGS AND DISCUSSIONS
Analyzing Phase

The purpose of the interview was to discover what the students needed during the process of teaching and learning descriptive text writing. A set of criteria was set for the expected final product as the result of conducting the interview. The first criteria was the final product must be based on Kurikulum 2013. According to the interviewed teacher, a material must follow the same objectives as the currently implemented curriculum. As the result the writer narrowed the content to cover the basic competencies 4.4.1 and 4.4.2 of the used module.

The second was the material should have a goal in helping students to be able to develop their own creativity in writing. One of the problems faced in the classroom is students were not able to write using their own words and sentences. The teacher wanted the student to be able to develop their own writing rather than modifying the already existed texts. It also implies that the materials should assist the students during their writing process.

The last criteria related to the content. Contents contained on the material must be in variations and ordered chronologically. Chronologically ordered means that the learning must follow the process starting from warm-up, explanation, and tasks. The aspect of fun and appealing for the students was also required to be put into consideration in developing the final product of the study.

Designing Phase

In designing phase, the writer designed first draft of the final product. The writer chose Elementor as add-on in Wordpress as the website builder due to the ease of operational and renewable version. In designing visual elements used on the website the writer used Adobe Photoshop. The created visual elements were vectors, logos, and clip arts. There were several free-to-use vectors that have been modified later on using Adobe Photoshop used on the website.

After designing the required materials, the writer designed the content of the descriptive text learning material. The content consisted of three chapters. The first chapter covers the definition, social functions, and characteristics of the descriptive text. Following the first chapter was the second chapter which covers the grammatical aspects of the descriptive text such as tenses used, adjectives, verbs, and paragraph structure of the descriptive. The last chapter contains about how to write a descriptive text. In the last chapter students will be taught how to analyze the process of creating a descriptive text based on paragraph in an order starting from the introduction until the closing paragraph.

Developing Phase

In developing phase, the writer began to develop the product of the study. The first process was constructing the website. In designing the layout the writer
applied the concept of “simple” and “interesting” without any flashy animation or transitional effects within the pages. A simple design also helps in minimizing errors and bugs on the website. To achieve the interesting element, cute and funny clip arts were added. The website can be accessed by visiting the url http://koalalearn.xyz in to the address bar of the browser.

After the website layout was constructed, the development was followed by arranging the chapters within the content. The Chapter 1 was the starting point of the material. It explains about the overall concept of the descriptive text with the purpose of introducing the learner to the descriptive text. Main focus of the chapter was the definition, functions, characteristics, and the generic structure of descriptive text. As the warm-up of the chapter, a match the correct translation activity.

The following was Chapter 2 with the focus on the grammatical aspects of the descriptive text. The goal of this chapter was to help students to be able to identify what are the grammatical aspects of descriptive text. There are several ‘link-back’ in the chapter to recall the students understanding of the previous chapter. Activities contained in the chapter were analyzing sentences and fill in the blank. Fill in the blank activity requires the student to fill in the missing words in the paragraph with the correct form of the adjectives in the box below the task panel. The evaluation test at the end of chapter 2 is different from the previous chapter, as the test itself is in the form of fill in the blank and jumbled words.

The last chapter of the material is Chapter 3. It is the chapter where the Photo-based Writing technique was embodied into the learning process. The chapter consists of steps in writing a descriptive text. Steps of writing in Chapter 3 were explained chronologically to create a situation whereas the learner are being guided during their writing process. The examples are the imagery of the process in writing a descriptive text. Those examples can also be combined into a full piece of a descriptive text that related to describing places. At the end of the learning process using this material, the teacher can ask students to produce a descriptive text related to describing places as the product of the learning. Students can follow the steps in the chapter as a guidance in the writing process. In order to assess the product done by the students, teacher can use the descriptive text scoring rubric which can be accessed in Teacher’s Area section.

Validation of the Final Product

After the designing process of the final product completed, the final product must be validated by experts to determine the appropriateness of its content. An English subject teacher from SMA N 10 Pontianak was chosen as the validator. For the validation, the writer handed two questionnaires for the teacher. The first questionnaire covers the aspects of the content in the material whereas the second questionnaire covers about the design of the website.

After processing the gathered data from expert’s validation, it can be concluded that the final product of this study was appropriate enough to be used to teach descriptive text writing for tenth-grade students of high school. There were suggestions offered by the validator to be revised by the writer in order to improve the final product. The suggestions offered are minor changes of the visual elements, grammatical mistakes, and variation of the activities. However, the expert agreed that the final product of the study was able to fulfill the criteria set by the result of the need analysis.
The result of the first questionnaires that evaluated was categorized as “Very Good” according to the table of classification. The analysis of the score resulted in 87%. It covers the appropriateness of the aspects such as content, instructional design, and technical design of the material. On the other hand, the second questionnaire resulted in the categorization of “Very Good” also. The result of the analysis was 88%. It covers aspects related to the design and construction of the website such as page organization, space management, and text organization of the website.

**Discussion**

The final product of the study was a web-based teaching material used to support the teaching of descriptive text writing as a supplementary material. In developing the final product, the theory of designing a good teaching material proposed by Tomlinson (1998) and the characteristics of an effective webpages by Cook and Dupras (2004) were used as the principle. In validating the developed product, the writer involved an English subject teacher to assess the determine the product’s usability. The validation shows a conclusion that the designed product of the study was usable to be used as a supplementary teaching material to teach descriptive text writing for tenth-grade students. Compared to other previously conducted study, the final product of the study was based on the current teaching and learning practice which is conducted through virtual classrooms.

The advantage given by the designed material compared to the materials currently used by the school is the way the designed material adapts with the currently implemented method of teaching which is a virtual based classroom. The designed material also implemented a child-friendly visual that were intended to give a ‘happy’ mood and engaging for the students throughout the learning process. Details in the explanation part covering the aspects of descriptive text were detailed and parts related to the previous chapter was adapted in the content as a ‘link-back’ to the previous chapter. Various set of activities within the chapters were expected to maintain students’ engagement with the learning and an exercise at the end of each chapter to measure students’ comprehension of the chapter. Therefore, students are expected to feel more motivated to learn the descriptive text writing. The students also expected to learn at ease since they can access to the learning material through their mobile phones.

However, there are weaknesses in the study found by the writer during the writing of the study. First, regarding to the steps in ADDIE, the writer only followed the analyzing, designing, and developing step. The writer didn’t conduct the implementing and evaluating phase due to the certain condition during the process of this study. Second, the writer’s lack of experience in website building led to the developed website were based solely on Elementor. The disadvantage given by the Elementor was the website cannot accommodate complex features as on other websites that were based on scripts. Third, there may be device incompatibility in accessing the website. There are many types of device with different operating system and the writer did not have the mean to test them all. Therefore, they may be errors and bugs with certain device. Lastly, the material only consisted of three chapters only instead of the whole chapter in the module.
CONCLUSION

The final product of the study was a web-based teaching material developed through the ADDIE model. It was designed in accordance to the currently implemented curriculum and the needs of teachers and students. In constructing the website, a principle by Cook and Dupras was used as the criteria. It is believed that the developed material can be an effective supplementary material in teaching descriptive text writing especially descriptive text that describes places.

Despite the positive responses from the result, this study still has not completed the process of ADDIE. It is suggested to conduct a study that follows all the phases of ADDIE to receive more feedback on the product and a better product in the future.

REFERENCES


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