



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 3 Tahun 2023 Page 952-960

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Developing English Writing Materials Of Descriptive Text Based On Digital Picture Series For Senior High School Student

Nuraliyah^{1✉}, Ahmad Laut Hasibuan²

Universitas Muslim Nusantara Al-Washliyah Medan, Indonesia

Email: alياهو11ritonga@gmail.com^{1✉}

Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan model bahan ajar menulis bahasa Inggris teks deskriptif untuk siswa sekolah menengah atas berdasarkan gambar seri. Data penelitian ini terdiri dari data kuantitatif dan kualitatif. Sumber data adalah siswa SMA kelas X, guru bahasa Inggris, dan para ahli. Data dikumpulkan melalui observasi, diskusi dengan para ahli, wawancara, kuesioner, dan dokumen. Materi dikembangkan dalam empat langkah: (1) menganalisis materi yang sudah ada, (2) melakukan analisis kebutuhan, (3) mengembangkan materi, dan (4) melakukan validasi. Data dianalisis dengan menggunakan persentase untuk data kuantitatif. Untuk data kualitatif digunakan teknik Miles, Huberman dan Saldana, yaitu reduksi data, display data, dan verifikasi. Untuk membangun kepercayaan, penelitian ini menerapkan metode triangulasi. Hasil dari penelitian ini adalah sebuah model teoritis bahan ajar menulis bahasa Inggris untuk teks deskriptif berdasarkan gambar berseri.

Kata Kunci: *teks deskriptif, gambar berseri, menulis bahan ajar*

Abstract

The objective of this study is to develop a model of English writing materials of descriptive text for senior high school student based on picture series. The data of this study consisted of quantitative and qualitative data. The data sources were the tenth-grade students of senior high school, English teacher, and experts in the writing materials design. Data were collected using observations, discussions with experts, interviews, questionnaires, and documents. The materials were developed in four steps: (1) analyzing the existing materials, (2) carrying out needs analysis, (3) developing materials and (4) validating them. Data were analyzed using percentages for quantitative data. Miles, Huberman and Saldana technique was used for qualitative data, namely, data reduction, data display, and verification. In order to establish the trustworthiness, this study implemented the triangulation method. The result of this study was a theoretical model of English writing materials of descriptive text based on picture series.

INTRODUCTION

Teaching English writing materials of descriptive text which are appropriated to the students' needs is one of the ways to reach the objective of teaching learning activity at senior high school. English writing materials should contain knowledge, skills, and ability to utilize knowledge and skills of writing (Santoso, 2016:231). The English teacher is expected to be able to select the suitable materials to make students understand the lesson easily. To achieve this, the English writing materials should expose to a rich, meaningful and comprehensible input, engage both effectively and cognitively, achieve communicative competence, be mental resources, give benefit from noticing salient features of the input and discovering, and the learners' opportunities to use language for communicative purposes (Tomlinson, 2010).

Besides, Uechi (2016) adds five principles to develop the English writing materials in which the materials should help students to develop confidence, expose them to language in authentic use, be culturally relevance, stretch or challenge them, and build their intercultural awareness. In other words, the English writing materials should be authentic, relevant, consistent, and adequate.

The English writing materials mean authentic if the content is based on the real life that is used by the people around the students' environment. The relevant materials refer to the suitability of the materials to achieve the competency standard and the basic competence. The consistent materials are the content of the materials should support the students' need and adequate means that the materials should be sufficient to facilitate them to achieve the basic competence. For example, if an English teacher want to teach the students about writing descriptive text, that is describing a place, the authentic English materials should be a place where the students live around, not the place which is far from their life, so they do not have any information about that place. How can the students describe it well, if they never visit about the place?

The activities of the English writing should follow the principles of English writing materials for Senior High School students. It means an English teacher should focus on designing English writing materials which are appropriate for the students' needs. He or she should think some considerations which are useful for designing the English writing materials. Such as the majors of study in senior high school, the students' needs and characteristics, the students' English writing level, the supporting facilities in teaching and learning English writing, and the sources of the English writing materials.

In fact, based on the researcher's observations, the English writing materials used by the senior high school students today are in some ways still not as what is expected. The materials do not seem relevant to the students' needs. The content of the materials is not contextualized in on students' settings and does not present their situations.

Based on the background of the study, the following research questions are formulated:

- a. What are the existing materials used by the students in learning English writing of descriptive text?
- b. What is the students' need of English writing materials for Senior High School?
- c. What is the theoretical model of English writing materials of descriptive text based on digital pictures series?

RESEARCH METHOD

This study is a Research and Development (R & D) study. Research and development can be defined as a process or steps to develop a new product or to complete an available product and it can be accountable (Sujadi, 2003:164). According to Sugiono (2010:407), research and development is research method which is used to produce a certain product and examine the effectiveness of the product. Brog and Gall (1983:772) define research and development method as a process which is used to develop and validate educational products.

The existence of several development procedures put forward by several experts in research and development. One of them is the research and development procedure proposed by Robert Maribe Brach (2009) to develop Instructional Design with the ADDIE model (Sugiyono, 2017). The ADDIE model was developed by Dick and Carry (1996) to design systems learning (Mulyatiningsih, 2013). In this research, the researcher uses The ADDIE model to develop English writing materials. The reason why she chooses ADDIE model as the Education Research and Development because it is very easy and efficient to be applied in ordering of designing a product. This model is part of an approach to learning that helps any instructional designer, content developer, or even uses teachers to design efficient and effective teaching by applying the ADDIE model process to instructional product (Aldoobie, 2015). Besides, ADDIE models has the stages clearly and simply, so that, it can help amateur designer, especially in designing of English writing materials. Research and development is a process or the steps to develop a new product or enhance existing product, and can be responsible. (Sukmadinata (2009).

In this developmental study both quantitative and qualitative data were collected and analysed. While the data sources are the tenth-grade students of senior high school, English

teacher, and experts in the writing materials design. The techniques of collecting the data are observation, discussions with experts, interview, questionnaire, and document. Data collection is a systematic and standard procedure for obtaining the required data (Mulyatiningsih, 2012: 57). The techniques used in developing teaching materials for writing descriptive texts based on this experience are in the form of observations, discussions with experts, interviews, questionnaires, and competency tests.

This study follows four steps of developing the materials: Analyzing the existing materials, doing need analysis, developing the materials, and validating the materials. The data analyses use in this study are percentage for quantitative data and for qualitative data, Miles, Huberman, and Saldana technique (2014) is implemented: data reduction, data display, and verification. To establish the trustworthiness of the data, this study utilizes triangulation. They are source, method, and theory. According to Sugiyono (2010) triangulation is defined as data collection techniques that are combining of various data collection techniques and data sources that already exist. There are four major keys of triangulation; sources, method, researchers, and theories.

RESULT AND DISCUSSION

Result

The English writing materials which were analyzed by researcher were intended for the tenth-grade students of senior high school as a source of learning in which students could explore the English lessons extensively. It was organized for two semesters in which consisted of 15 chapters. The first semester was consisted of 6 chapters and the second semester was consisted of 9 chapters which was started from chapter 7 until chapter 15.

The researcher focused on analyzing in chapter 4. The learning materials were about English writing of descriptive text. Based on the researcher's observation, the English writing materials used by the senior high school student today in some ways are still not as what to be expected. The materials seem not relevant to the students' need. The content of the materials is not based on their academic atmosphere and not containing English educational situation. Here are the existing English writing materials which only have small amount of the good principles.

Table 1

The Students' English Writing Materials from an English Book of Senior High School

No.	Chapter	Description	Principles
1.	IV	c. Task 1: Editing – Pair work Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the error in the sentence? waterfall and a bowl giant. The first error should be written waterfall because it was misspelled, and a bowl giant should be written giant bowl. Now try to find the other errors and try to correct them.	Not authentic and not consistent
2.		d. Task 2: Rewriting description - Pair work A word web help writers organize their ideas. Now, make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text. To enrich your vocabulary, you can try to use the words found in reading text 1 and 2. Do this in pairs.	Not authentic, not consistent, and not adequate
3.		e. Task 3: Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your home town. Describe what is special about the place. Make a word web to help you get and organize ideas.	Not Authentic and not consistent
4.		c. Task 1: Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension. (The chart on page 78 of the tenth-grade student's English book).	Not Authentic and not consistent
5.		d. Task 2: Collaborative Descriptive Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to	Not Authentic and not consistent

	stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper, one sentence at a time. Continue doing this until your paper is back to you.	
6.	e. Task 3: Now, rewrite your description by adding words, phrases or sentences, change it into a short descriptive text telling your reader about interesting place to visit . make sure that your text makes sense.	Not consistent and not adequate

The results of the analysis were explained as follows:

a. Authenticity

The authenticity aspect refers to the content to be learned in the materials, which should be based on the learners' real-life experiences. However, the results of analysis showed that the materials did not represent real-life use of language such as from newspapers, magazines, and similar sources of meaningful communication. In fact, some materials were unfamiliar to the students at all. For instance, in one of the writing topics, 'Taj Mahal', the writer only described the look of Taj Mahal without any pictures to show in detail about Taj Mahal. The writer provided only a picture of Taj Mahal, whereas he or she described about architecture, beauty, and surrounding of Taj Mahal. So, it was difficult to understand about the description by looking only a picture and unfamiliar object. Another example for lack of authenticity occurred on page 65 of the textbook. After describing and elaborating the meaning of a paragraph, the textbook presented a model of paragraph structure. Unfortunately, the model was not commented in detail on why it was called a paragraph or the characteristics of a paragraph, which consists of the topic, the topic sentence and the concluding sentence.

b. Relevance

An observation was made in another part of the textbook where the characteristics of a good paragraph is unity and coherence. But there was no a guideline how to make a good paragraph. So, there were no examples of unity and coherence. Only the purposes of paragraph one, two, and three were mentioned on page 60. And the competency standard of learning writing which only cover knowledge of writing rather than writing skills. The existing materials showed that most topics tend to

elaborate the knowledge while the skills of writing were not sufficiently emphasized with little focus on social and spiritual competence.

c. Consistency

Consistency means that the content of the materials should support the students' needs. Practically, the tenth-grade students of senior high school should certainly have learned subjects related to the language elements (pronunciation, vocabulary, and grammar) and the language skills (listening, speaking, reading, and writing). The content of the writing materials dealt with the general theory of writing. The examples were very minimally presented and when they were, the examples did not actually represent the subjects being learned.

d. Adequacy

Adequacy deals with the sufficiency of the materials to assist the learners to achieve their basic competence. As mentioned above, the existing materials emphasized the knowledge of writing rather than the writing skills. chapter 4 was dominated by the description of theory. The materials showed mostly on learning about language rather than learning the language and learning through the language. Finally, some lexical and grammatical errors also occurred. the phrase, *an international famous ecotourism destination* was written as *an internationally famous ecotourism destination*. Such errors, of course, would have a negative effect on student's writing habit.

Discussion

The English writing materials used by the senior high school student today in some ways were still not as what to be expected and only had small amount of the good principles. The materials seemed not relevant to the students' need. The content of the materials was not the authentic. It means the content was learned in the materials, should be based on the learners' real-life experiences. The content of the materials is not consistent, which means that the content of the materials did not not support the students' needs. And the content of the materials is not adequate. Adequacy deals with the sufficiency of the materials to assist the learners to achieve their basic competence. But the existing materials emphasized the knowledge of writing rather than the writing skills.

CONCLUSION

The aim of this research was to answer three research problems, which were: (1) What are the existing materials used by the students in learning English writing of descriptive text? (2) What is the students' need of English writing materials for Senior High School? (3) What is the theoretical model of English writing materials of descriptive text based on digital pictures series?

This research was conducted using R & D cycle by ADDIE model by using 5 steps, they are: (1) analyzing, (2) designing, (3) developing, (4) implementing (5) evaluating. In order to answer the first research problem, the researcher conducted 5 principles by Uechi (2016), developing the English writing materials in which the materials should help students to develop confidence, expose them to language in authentic use, be culturally relevance, stretch or challenge them, and build their intercultural awareness. In other words, the English writing materials should be authentic, relevant, consistent, and adequate.

To answer the second question, the researcher used the target needs and learning needs to gather information from students by Hutchinson & Water. The last research question was answered by analysis of the existing materials, needs analysis, and descriptive text based on digital picture series.

Based on the research results, it can be concluded that: (1) The existing materials do not show authenticity, relevance, consistency, and adequacy. (2) The results of the students' needs are categorized into: the objective of learning writing, the strategy of learning writing, the writing materials needed, the writing skills, the grammar focus, the writing topics, the vocabulary, and the tasks. (3) The theoretical model of English writing materials of descriptive text based on digital picture series contains: (1) the components of English writing materials, (2) the communicative principle, (3) descriptive text (4) digital picture series.

REFERENCES

- Aldoobie, Nada. 2015. ADDIE Model. *American International Journal of Contemporary Research*. Vol. 5, No. 6; December 2015. University Of Northern Colorado. Retrieved from: http://www.aijcrnet.com/journals/Vol_5_No_6_December_2015/10.pdf.
- Borg, W.R. & Gall, M.D. Gall. 1983. *Educational Research: An Introduction*, Fifth Edition. New York: Longman.
- Mulyaningsih, Endang. 2012. *Metode Penelitian Terapan Bidang Pendidikan*, Bandung. Alfabeta.
- Mulyaningsih, Endang, 2013. *Metode Penelitian Terapan Bidang Pendidikan*. Bandung: Alfabeta.

- Santoso, D. 2016. *Improving the students' spiritual intelligence in English writing through whole brain learning*. *English Language Teaching*. 9(4), 230-238. doi: 10.5539/elt.v9n4p230.
- Sugiyono. 2008. *Metode Penelitian Kuantitatif R&D*. Bandung: Alfabeta.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Sujadi. 2003. *Penelitian dan Pengembangan atau Research and Development (R&D)*. Jakarta. Rineka Cipta.
- Sukmadinata, Nana Syaodih. 2009. *Metode Penelitian Pendidikan*. Bandung : Remaja Rosdakarya.
- Tomlinson, B. (2010). *Principles and procedures of materials development for language learning*. Retrieved September 24, 2018, from [http://www.iltec.pt/pdf/Principles%20 and%20Procedures%20of%20Materials%20 Development%20Paper.pdf](http://www.iltec.pt/pdf/Principles%20and%20Procedures%20of%20Materials%20Development%20Paper.pdf).
- Uechi, M. 2016. *16 Principles for ELT material design + 5 principles I value*. Retrieved September 24, 2018, from <http://blogs.brighton.ac.uk/te714mu44/2016/02/23/16-principles-for-elt-material-design-5-principles-i-value/>