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Developing Digital Media on Teaching Writing Descriptive Text Using Doratoon for Seventh Grade Students at MTSS Al-Washliyah Senayan Kec. Sei Rampah

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ABSTRACT

This study focuses on how digital media on descriptive teaching writing text developed for junior high school. The study is aimed to develop a doratoon as digital media to teaching writing descriptive text for seventh grade students at MTSS Al-Washliyah Senayan, Kec. Sei Rampah. This research applied the Borg and Gall (2003) with some modifications, which simplified into six stages to shorten time and cost. The data were obtained through an interview with an English teacher and distributing questionnaire to thirty students to get the students' needs analysis. Thirty students from clas7.1 served as the source of data. The findings revealed that both the interview and questionnaire results indicate that students need English teaching media

that can motivate and interest them to understand descriptive text writing. The digital teaching media was validated by a lecturer from English education department and an English teacher from MTSS Al-Washliyah Senayan. The final product's result was videos containing audio-visual media to be used in teaching descriptive text writing. The result of the experts' validation showed that the media was an appropriate media to be used in teaching writing descriptive text by getting the average score percentage of 84% categorized as very good.

Keywords:

Descriptive Text, Doratoon, Research and Development (Rnd).

INTRODUCTION

Technology is one of the main pillars in the development of modern society. In today's digital era, technology has become an inseparable part of everyday human life. Technology is the most important part of the teaching and learning process. Technology is a very important part of the teaching profession because it can help in the teaching process. According to Patel (2013), it stated that technology provides so many alternatives as making teaching interesting

and more productive in terms of advancement. The use of technology in the teaching environment not only makes it easier for teachers but also makes teaching more effective, interesting, interactive than lecture-based classes. By using technology in the teaching process, teachers must be able to find the right teaching methods, media, and strategies to use when teaching involving technology.

The application of technology has brought significant changes in English teaching methods. By incorporating modern technology, language classes become dynamic and engaging environments where students are immersed in meaningful tasks (Dawson et al., 2008; Gilakjani, 2014). In traditional class, teachers explain the material using the lecture method and then give instructions on the board to students. This method must be changed according to current technological developments in the 21st century, especially in English lessons. The use of technology in English language teaching in the classroom has a positive impact on students and improves various English language skills. Isnaini & Ariyanti (2022) stated that writing skills enable a person to convey ideas and information in writing clearly and persuasively.

Although writing is one of the English language skills that students must master, students often face difficulties in writing. Difficulties that students often experience when starting to write such as not having ideas to write, difficulties in grammar, and lack of vocabulary. Writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004).

Based on the preliminary data, the researcher found a problem namely the teacher only explained the descriptive text material to students without providing interesting media to support the learning process. As the existing media, the teacher only used printed media and giving instructions through the blackboard without interesting media that can help and support the teaching process. As a result, many students felt bored, less motivated, and less interested in learning to write descriptive texts. The data is supported by the results of observations conducted by researcher during English teaching in class, that the teacher only use printed books and giving instructions through the blackboard. Without media such as

visuals, audio, or interactive tools, teaching and learning becomes monotonous, less interesting, students are bored and less motivated to learn.

Media is a tool used by teachers in the classroom to convey messages and facilitate the teaching process. Teaching without using media can make the delivery of materials and messages in the teaching process less effective, so that it will make students to become less interested and less motivated in learning to write. According to Gagne (2001), media covers every aspect of the learning environment that can be used to stimulate students to learn. It makes teaching and learning process become successfully and effectively. From the statement above there are many media to teach students according to the potential of students in teaching English, especially in writing. Students who learn English will be successful if the media used by the teacher is in accordance with the needs of students. One of them is audiovisual media. Audio visual media is teaching media that is made interesting and creative by utilizing the senses of sight and hearing. One of audio-visual media is Doratoon. Doratoon is included into the audio-visual animation media because it is interactive, interesting, fun media and communicative. Based on the background, the researcher intends to choose Doratoon because it integrates digital devices into the learning environment. In addition, Doratoon can also encourage participation, interest, and increase student motivation in teaching and learning activities.

METHOD

This study used the Research and Development (R&D) method. Borg and Gall (2003) explained that R&D was a research design used to develop and validate educational products such as textbooks, teaching media, modules, and assessments. The purpose of R&D in education was to improve educational performance by creating new products or enhancing existing products. The ten stages of R&D from Borg and Gall were simplified into six stages to fit the study, namely gathering data and information, needs analysis, media design, validation by experts, revision, and final product. Data gathering was conducted through interviews and observations to identify the problems faced in teaching descriptive text writing. Needs analysis was done by distributing questionnaires to 30 students to determine their

necessities, lacks, and wants in the learning process. Media design involved preparing the storyboard and content using Doratoon animation based on the needs analysis.

In the developing stage, the researcher created an animated video containing material about descriptive text, including introduction, explanation, examples, and exercises. The validation stage involved two experts: one from the English education department and one English teacher from MTSS Al-Washliyah Senayan, who assessed the media's linguistic, content, process, and layout aspects. After obtaining feedback, the researcher revised the media to improve clarity, visuals, and narration speed. The final product was a Doratoon based video media designed to assist seventh-grade students in learning writing descriptive text. The instruments used were audio recording for interviews, questionnaires to gather students' needs, and documentation in the form of photos and transcripts. Data analysis used descriptive qualitative and quantitative methods, with the Likert scale applied to determine the quality level of the developed media.

RESULTS

1. Gathering data and information

The data and information of the problem were obtained from the preliminary interview and observation. Bassed on the results of observation and interview, it wass found that teacher only used traditional teaching media, such as textbooks and giving instructions on the whiteboard without using interesting media. As a result, the students in class 7.1 at MTSS AL-Washliyaih Senayan were unable to follow the lesson effectively. This also had a negative impact on the students' interest in learning English, especially descriptive texts, because the media wasn't interesting for the students, which made them easily bored and less motivated to learn.

2. Needs Analysis

To collect information, the researcher used two techniques namely questionnaire and interview. The first step was carried out by distributing questionnaires to the students to identify their students need in learning. The questionnaire was given to 30 students in class 7.1 of MTSS AÌl-Washliyaìh Senaìyaìn and consisted of 15 multiple choice questions with four answer options. The second stage was interviewed with the teacher at the second time. The detailed results of the need analysis are presented as follows.

1. Target Needs

Target needs are what learners need to do in the target situation. Target needs are related to some terms such as necessities, lacks, and wants.

a) Necessities

Table 4.1 Necessities of The Media

No	Questions	Options	N	F	Percentages
1.	What English teaching	Using books to teach	30	4	13.3
	technique do you need?	the material			
		Using media to teach	30	20	66.7
		the material			
		Having discussions	30	6	20
		Others	30	-	0
	Total				
2.	What kind of teaching	Visual	30	3	10
	media that you want in	Audio	30	3	10
	learning descriptive	Audio-visual	30	24	80
	text?	Printed media	30	-	0
	Т	Cotal			100
3.	In your opinion, the material in the media should be?	In accordance with the standard competencies and basic competencies	30	4	13,3
		Authentic	30	3	130
		Presented and explained clearly	30	23	76,7
		All of the above	30	_	0
	100				
4.	In your opinion, if	A clear picture of a person	30	6	20
	given a writing assignment by the	Clear and slightly slow audio	30	5	16,7
	teacher, it should be?	A video where the person's activities are clearly shown	30	7	23,3
		All of the above	30	12	40
	Total				

The data in the necessities table showed that the majority of students preferred to use media in learning descriptive text. Specifically, 66.7% of students chose the option "using media to teach the material" rather than using books (13.3%) or discussion methods (20%). Additionally, when asked about the type of media they wanted, 80% of students chose audiovisual media as their preferred learning method, while only 10% selected audio, another 10%

selected visual, and no student selected printed media. This indicated that students highly needed interactive and engaging media to help them in understanding descriptive text.

b) Lack

Table 4.2 Lack of The Students' Ability in Learning Descriptive Text

No	Questions	Options	N	F	Percentages
1.	How well do you	Very understand	30	-	0
	understand descriptive	understand	30	-	0
	text?	not really understand	30	11	36,7
		Not understand	30	19	16,3
	Total			100	
2.	Do you find it difficult	Very difficult	30	13	43,3
	to express a descriptive	difficult	30	15	50
	text in your own words?	Sometimes difficult	30	2	6,7
		Not difficult	30	-	0
	Total				
3.	In your opinion, the material in the media should be?	I don't understand the teacher's explanation	30	5	16,7
		I'm not interested and bored when learning descriptive text	30	21	70
		The teacher doesn't interact with the students when learning descriptive text	30	-	0
		All of the above	30	4	13,3
	•				100
4.	What is your opinion	Interesting	30	1	3,3
	about the English teaching media used in the classroom so fair?	Not Interesting	30	12	40
		Boring	30	15	50
		Neutral	30	2	6,7
	Total				

In the lack section, the results showed that 63.3% of students admitted that they did not understand descriptive texts, while 36.7% stated that they did not really understand. None of the students selected the options of "very understand" or "understand." When asked about the difficulty of expressing descriptive text in their own words, 43.3% of students said it was

very difficult, 50% said it was difficult, while only 6.7% found it sometimes difficult. This means that students had serious difficulties both in understanding descriptive texts and expressing them in their own words.

c) Wants

Table 4.3 The Wants of The Developing Media

No	Questions	Options	N	F	Percentages
1.	What is your opinion	Interesting	30	8	26,7
	about the layout of the	Should have a great	30	18	60
	media?	colour combination			
		Should be able to	30	4	13,3
		motivate the students			
		All of the above	30	-	0
	Total				100
1.	What is your opinion about the colour	The colour is not colourful	30	5	16,7
	combination between	The colour should	30	15	50
	the background and the	suitable with the			
	text in the media?	background and the			
		letters			
		The color is	30	10	33,3
		colourful			
		Other	30	-	0
		Total			100
3.	Do you think audio	Very necessary	30	12	40
	recordings and	Sometimes	30	8	26,7
	instruments are	necessary			
	necessary for	Not necessary	30	10	33,3
	explanations in media?	Other	30	-	0
					100
4.	What do you expect in	Explanation	30	6	20
	learning writing	Examples	30	5	16,7
	descriptive texts using	Practice	30	4	13,3
	media?	All of the above	30	15	50
Total					100

The results of the wants analysis showed that most students had a strong preference for certain design features in teaching media. Specifically, 60% of students believed that the layout should have a great color combination to make it visually appealing. About 26.7% considered the media should be interesting, and 13.3% thought that media should be able to motivate them. Regarding the color combination between background and text, 50% of

students wanted suitable matching colors, 33.3% preferred colorful combinations, and 16.7% said the colors should not be too colorful. Furthermore, 40% of students stated that the use of audio recordings and sound effects was very necessary, 26.7% felt it was sometimes necessary, while 33.3% felt it was not necessary. When asked about their expectations for media-based learning in writing descriptive text, 50% wanted media that provided explanations, examples, and exercises altogether.

d) Learning Needs

Table 4.4 The Learning Needs

No	Questions	Options	N	F	Percentages
1.	I prefer to learn using	Text	30	-	0
		Audio-visual	30	18	60
		Pictures	30	10	33.3
		Others	30	2	6.7
			To	tal	100
2.	I prefer teaching media	Textbook	30	-	0
	that come from	Pictures	30	10	33.3
		Interesting media	30	18	60
		others	30	2	6.7
				tal	100
3.	I prefer writing	Writing based on	30	4	13.3
	assignments for	provided pictures			
	descriptive texts by	Writing based on	30	4	13.3
		provided audio			
		Rewriting texts in	30	5	16.7
		my own words			
		All of the above	30	17	56.7
	Total				100

The analysis of learning needs revealed that 60% of students preferred to learn using audiovisual media, followed by 33.3% who preferred learning with pictures, while 6.7% chose other methods, and none selected text-only. Similarly, for teaching materials, 60% of students preferred interesting media like videos or animations, and 33.3% preferred pictures, with only 6.7% choosing other sources and none selecting textbooks. Regarding the preferred type of writing assignments, 56.7% of students liked assignments that combined pictures, audio, and rewriting in their own words. Meanwhile, 16.7% chose to rewrite texts in their own words, 13.3% chose writing based on pictures, and another 13.3% chose writing based on audio

3. Media Design

In designing Doratoon as a teaching media, the researcher prepared the material based on the curriculum and students' needs. The researcher designed the components needed such as background, music, layout, and text. The design process included making the storyboard, selecting the template, adjusting the background with the text, adding characters, adding audio narration, and exporting the video product.

4. Validating to Experts

The media was then validated by two validators: Dr. Anni Holilah Pulungan, M.Hum., a lecturer in English Education at Universitas Negeri Medan, and Leni Karmila, S.Pd., an English teacher at MTSS Al-Washliyah Senayan. The validation process included four aspects: language, process, content, and layout. The average score of these aspects given by the two validators was 84%, categorized as Very Good. After obtaining feedback from the validators, the media was revised, especially related to color adjustments, text placement, narration speed, and subtitle addition.

5. Revision

After the experts validated the media, the researcher revised the product based on the expert validation data. The product's deficiencies were addressed based on the experts' suggestions. There were some revising as suggested by experts. Dr. Anni Holilah Pulungan, M. Hum., suggested as follow: the media has been designed well, but there were some things that need to be revised, namely exercises that were increased and more varied, and writing learning designed to be more interesting so that the learning strategy was effective and efficient. Leni Karmila, S.Pd., suggested as follow: this media was revised for the size of the text. The teacher said that the text was too small for her to read. Overall, the media was good to be used in the teaching learning process in the class. In the final stage, the media was revised so that it could be used by teachers to teach descriptive text.

6. Final Product

The final product was a Doratoon-based digital media for teaching descriptive text writing. The media contained material including definition, purpose, generic structure, language features, examples, and exercises. It was also equipped with music, transitions, moving animations, and characters to make the learning process more interesting and interactive.

DISCUSSIONS

The result of this study was to develop digital media on teaching writing and to identify the needs of seventh-grade students. The develop was conducted because the teaching media used previously was still traditional and less attractive to seventh grade students at MTSS Al-Washliyah Senayan. The digital media developed contains material that is aligned with the learning objectives, so that it can be the basis for helping students improve their ability to write descriptive texts.

The developed of Doratoon media was carried out by conducting research and development stages according to Borg and Gall (2003). The media developed by the author is appropriate and relevant to the students' needs based on their interests and learning styles. This is one of the ways to increase students' learning motivation in improving skills in learning English, especially writing descriptive texts. In line with that, Arsyad (2013) states that media is needed to support several activities in the classroom. So, the use of interesting and interactive teaching media can encourage students' enthusiasm for learning.

Based on the identified problem, the researcher developed this media with the aim of encouraging students to learn descriptive texts and helping teachers find effective media for the teaching and learning process. This media included materials such as definition, purpose, generic structure, language features, examples, and exercises. In addition, it was equipped with music, transitions, and moving animations. This media functioned as one of the innovative teaching methods that teachers could utilize. Teachers could also use various characters, voices, and import images or videos to support content delivery, increase student interest in learning, and stimulate student engagement in the teaching and learning process.

To get the quality of the product, the researcher gave it to the validators to be validated. The first validator was Dr. Anni Holilah Pulungan, M.Hum., a lecturer in English Education at Universitas Negeri Medan. Meanwhile, the second validator was Leni Karmila, S.Pd., an English teacher at MTSS Al-Washliyah Senayan. The validation process included four aspects, namely language, process, content, and layout. The average score of these aspects given by the two validators was 84%, categorized as Very Good.

CONCLUSIONS

After analyzing the data, the researcher concluded that the media available to students wasn't interesting. The media used by the teacher was not effective in helping students

understand how to write descriptive texts, which resulted in them becoming passive learners. They wanted to have more interesting media that could motivate them to learn writing descriptive text. The solution was to develop digital media, more interesting media, suitable to their needs and learning styles. This media was expected to increase students' interest in learning. There are several reasons why this digital media developed using Doratoon was considered more interesting than traditional learning media. First, this media was effective in increasing students' enthusiasm through interesting video shows in descriptive text learning. Second, the material in the video was delivered according to students' learning styles, making it easier for them to understand and writing descriptive texts. Developing digital media using Doratoon applied Research & Development by Borg and Gall (2003). In addition, this media got a validation score of 84% from the experts and it was categorized very good. This shows that the media was valid and feasible to use as teaching media. Recommendations for further study on your topic should also be provided. For teacher, the media can be used as a teaching and learning tool, provided that it was adapted to meet students' needs and learning styles. Then for student, the use of digital media in English class can increase students' interest, enthusiasm, and motivation to learn English, especially in writing descriptive texts. Finally, for future researcher, it was hoped that this study can inspire and help other researcher to conduct research related to descriptive text.

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