

Designing Supplementary Material for the Tenth Grade Students to Learn Descriptive Text

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ABSTRACT

This research was aimed to design the supplementary material to learn descriptive text for tenth-grade students of SMA Karya Kasih in Parindu, Sanggau, Kalimantan Barat. To conduct this research, the researcher employed R&D (Research and Development), which applied the ADDIE procedure, focused on the ADD steps (Analysis, Design and Development). The participants of this research involved an English teacher and 27 tenth-grade students. The researcher distributed online questionnaire to the students and interview the English teacher to collect the data. The result of the analysis of students' learning needs indicated that most of them wanted the material of descriptive text about tourist destinations. Students also wanted the material of descriptive text about tourists' destination in their regency area. The result from the interview showed that supplementary material should be aligned with the curriculum and syllabus. During the process of designing and developing, the researcher used Canva application to create the product. Furthermore, the result of the internal validation from the teacher showed that a design of supplementary material was appropriate to use in learning descriptive text.

Keywords: *Supplementary Materials, Descriptive Text, English Language Education*

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INTRODUCTION

Descriptive text is one of the essential forms of written communication in the English language. The purpose of descriptive text is to explain or depict an object, place, event, or even a person in a clear and detailed manner (Siahaan, 2013). It assists students in developing effective speaking (Suaidah, 2019) and writing skills (Sa'diyah, 2022), as well as in comprehending the fundamental principles of written communication in English. Therefore, descriptive texts are included in Indonesia's English curriculum, particularly Merdeka curriculum (Kemendikbud, 2013). Likewise, the high school in West Kalimantan, Indonesia that implements the Merdeka curriculum.

SMA Karya Kasih is one of the schools located in Kalimantan Barat, Kabupaten Sanggau. SMA Karya Kasih, at level B secondary school in Sanggau Regency, has adopted the Merdeka curriculum as its pedagogical framework. This policy of independent learning aims to make Indonesia a smart and wise country (Hutabarat et al., 2022). The school's commitment to this curriculum ensures a relevant, inclusive, and adaptive educational process that accommodates student diversity and characteristics. During the first semester, SMA Karya Kasih students focus on understanding English descriptive texts, despite the Merdeka curriculum allowing personalized learning.

An understanding of descriptive texts is highly significant at SMA Karya Kasih. However, this school is having difficulties with the low English proficiency of the students at that school. Even so, they are using only one book for learning English in the school. To improve their understanding and help their material source, supplementary learning

materials are needed to enhance the quality of education at that school. Therefore, the design of descriptive supplementary learning materials at SMA Karya Kasih is a crucial step for enhancing students' English language proficiency and improving education quality.

Before conducting research, the researcher conducted pre-observation at Karya Kasih High School first. Researcher found that students relied on only one textbook, which lacked explanations and examples for almost every material. This point shows that the students at this school need more additional learning materials that provide more different information as well as more than one example. This aims to motivate students to feel more interested in learning English, and students do not feel bored because they are using only one textbook.

Learning materials are essential component of the learning process. Students can add to and complete their knowledge with its assistance (Siburian et al., 2017). Moreover, instructional materials are used as a resource to help students get the most out of the teaching and learning processes in schools (Tomlinson, 2008). Sometimes the classroom material is not enough for the students to acquire the knowledge required by the curriculum. Because of this, the importance of learning materials in the learning process cannot be overstated (Siburian et al., 2017).

Supplementary learning materials are crucial for improving English skills, offering additional resources and interactive learning experiences. Researchers have designed a blueprint PDF tailored to students' needs, school curriculum, and descriptive text. The supplementary material pdf will enhance the existing textbook, providing comprehensive explanations and engaging content. It will encourage active student participation, enthusiasm, and improved English proficiency. This is a crucial step to help education at SMA Karya Kasih, especially in English language learning.

Previous studies have utilized the ADDIE procedure to create additional materials for students. Among them are Milleni et al. (2023), Firiani & Fadhilawati (2022), and Siburian et al. (2017). The ADDIE process, which includes analysis, design, development, evaluation, and implementation, has proven effective in creating student-specific materials (Branch, 2009). These studies show that the ADDIE procedure produces high-quality supplementary materials that meet students' needs and receive positive feedback, proving its relevance in creating effective learning resources. The first study from Milleni et al. (2023) aimed to develop PowerPoint-based supplementary materials for teaching procedure text writing to twelfth-grade students. The ADDIE procedure, focusing on analysis, design, and development, was employed. Findings revealed students' needs for PowerPoint content, and internal evaluation showed a high design score. The supplementary materials were deemed appropriate for implementation.

The second study (Firiani & Fadhilawati, 2022) created a digital module to assist seventh-grade students in writing descriptive text. The research developed a digital module for teaching descriptive text writing, consisting of six units: Introduction, Vocabulary, Grammar, Process, Practice, and Evaluation. The module was validated by experts and received positive responses from teachers and students, with an average of 93% and 89% respectively, indicating its validity and effectiveness. The digital module is suggested as supplementary material for government-provided books.

The third study from Siburian et al. (2017) aimed to create supplementary learning materials based on descriptive text based on students' needs. Data was collected from books, the internet, and the environment using questionnaires and interviews. This study produced supplementary learning material consisting of two units: describing people (Jokowi Dodo and Agnes Monica) and places (Azizi mosque, Tangkahan, Bukit Lawang), each with two exercises and answer keys.

The three previous studies employing the ADDIE procedure have successfully contributed to the development of supplementary materials for students. Therefore, in this study, the researcher decided to conduct a study about designing supplementary material for the tenth-grade students at SMA Karya Kasih, Parindu, to write descriptive text with vocabulary and grammar practice. The researcher designs the supplementary materials according to the needs of students with limited English proficiency, concentrating on

enhancing their understanding and learning of descriptive text, especially about tourists' destinations in Sanggau Regency, which is in the same regency as the school of the students.

METHOD

This research employed Research and Development (R&D) methodology, especially the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. This model of study aims to achieve its objectives through two main research projects: product and tool research and model research (Richey & Klein, 2007). However, by considering time limitations and researcher capability, this study implements only ADD (Analysis, Design, and Development).

Respondents

The participants of this research involved an English teacher and 27 tenth-grade students at Karya Kasih High School, specifically Class B. The reason the researcher conducted the study on tenth-grade students at this school is that, based on the results of surveys and pre-observations that researcher conducted previously, the source of learning materials used, especially English lessons, is still limited. They only use one textbook. Additionally, tenth-grade students from this school also still have a low level of English skills, especially in mastering English vocabulary and grammar.

Instruments

The researcher utilized two research instruments, questionnaire and interview. The questionnaire serves as an instrument for collecting quantitative data. It consists of a series of statements about the needs of tenth graders in writing a descriptive text about tourists' destinations. This questionnaire uses a 4-point Likert scale (ranging from "strongly agree" to "strongly disagree") to measure students' level of agreement or disagreement with each statement on the questionnaire items. The questionnaires were designed and adapted from a previous study (Milleni et al., 2023).

To get the result whether the material is good or not, the researcher provided internal evaluation for the English teacher. This internal evaluation uses a 4-point Likert scale and is divided into two parts, namely, the materials evaluation questionnaire and the media evaluation. In the materials evaluation questionnaire, there are 27 statements divided into 4 parts: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and task-based components. In the media evaluation section, there are three assessment criteria: general quality, display quality, and media presentation quality.

In addition to use questionnaires, the researcher also conducted an interview to the English teacher. A semi-structured interview was conducted to know and ask about the design of the supplementary material. According to Thomas (2021), the person who conducts semi-structured interview uses a guide list with some broad questions for extracting opinions of participants. During the interview process, the researcher asked questions in accordance with the provided interview guidelines

Procedures

To collect the data for this research, the researcher used some techniques. First, the questionnaire was distributed to the respondents. The researcher created online questionnaire by using Google Form, and it has been shared with students through their class's WhatsApp group. The questionnaire consists of a series of questions relating to their learning needs for descriptive texts about tourist destinations. After distributing the questionnaire to the respondents, the researcher conducted an interview with the English teacher. During the interview, the researcher recorded the audio by using smartphone and asked questions followed the interview guidelines. After distributing the questionnaire and conducting interview, the researcher designed the supplementary materials.

Data analysis

To analyze the data from questionnaire, the researcher used the following formula:

$$N = \frac{x}{n} \times 100$$

Where:

- (x) represents the number of students who selected a particular answer.
 - (n) is the total number of students who participated in the questionnaire (21).
 - (N) indicates the percentage of expected opinions from the students.
- (Agus et. al, 2018).

To analyze the data from the interview, the researcher used thematic analysis, following the framework proposed by (Braun & Clarke, 2012). By using thematic analysis, researchers extract qualitative data results and then understand teachers' perspectives and experiences regarding the learning needs of their students.

FINDINGS AND DISCUSSION

Findings

Analysis Phase

In the analysis phase, the researcher collected the needs analysis of the students using a closed-ended questionnaire which consisted of twenty-four questions covering a variety of topics, including target needs and learning needs, based on (Nunan, 2004) needs analysis theory. In order to gather information for the needs analysis, the researcher distributed the questionnaire to the students to collect supporting data for this study

In the analysis questionnaire phase, the target needs are categorized into three aspects, namely goals, lacks, and wants. Therefore, the following are the result of the target needs analysis.

Table 1. Target Needs

Aspect	Item	Statements	A	SA
Goals	1	I want to learn English to be able to communicate in English with people.	77,8%	22,2%
	2	I want to be able to learn in English accurately and based on the context.	70,4%	29,6%
Lacks	3	I have difficulty in learning a sentence with right structure.	66,7%	22,2%
	4	I have trouble in using the appropriate vocabulary in English.	70,4%	18,5%
Wants	5	I want various learning material.	59,3%	22,2%
	6	I want learning material that related to the tourists' destination.	77,8%	11,1%

Table above shows the results of the target needs of the students. Based on the result of questionnaire analysis of target needs, the statements items which received the highest percentage in agree scale is item no 1 and 6 with the percentage of 77,8%, and item no 2 and 4 with the percentage of 70,4%. Meanwhile, the item which received the lowest percentage is item no 3 with the percentage of 66,7% and item no 5 with the percentage of 59,3%. From the result, the researcher decided to create the product based on the students' responses which received the highest percentages, including their goals to be able to communicate in English with people, and learning material that related to the tourists' destination.

On the other hand, learning needs are consists of seven aspects including topic, input, descriptive, setting, the teacher's role, learning media, and media design. The details of learning needs can be seen in the following table:

Table 2. Learning Needs

Aspect	Item	Statements	A	SA
Topics	7	I want the material of descriptive text about tourists' destination.	74,1%	11,1%
	8	I want the material of descriptive text about tourists' destination in this regency area.	74,1%	7,4%
Inputs	9.	I want the text descriptive material accompanied by pictures.	70,4%	11,1%
	10.	I want the material for learning in descriptive text to be complemented by material for grammar and vocabulary.	59,3%	29,6%
	11.	I want to practice writing in the form of completing gaps in paragraphs.	77,8%	25,9%
	12.	I want to practice writing by arranging sentences.	55,6%	37%
Descriptives	13.	I want to practice writing in the form of rewriting the text that has been displayed.	55,6%	29,6%
	14.	I want to practice writing in the form of writing text based on images.	74,1%	11,1%
	15	I want to practice writing by arranging sentences.	63%	29,6%
	16	I want to practice grammar material in the form of choosing the right verb.	77,8%	18,5%
	17	I want to practice vocabulary in the form of a picture quiz.	63%	18,5%
	18	I want to do assignments by discussing with my classmates.	70,4%	33,3%
Setting	19.	I want to do individual assignments.	55,6%	11,1%
Teacher's Role	20.	Before giving task, I want the teacher to explain the material and give examples.	48,1%	51,9%
	21	When I have difficulty in learning, I want the teacher to re-explain the material.	66,7%	37%
	22	After completing the writing assignment, I want the teacher discuss the results of the work and provide feedback together.	66,7%	25,9%
Learning Media	23	I want descriptive text material to be presented with e-book media.	77,8%	11,1%
Media Design	24	I want the descriptive text material to be presented in a PDF form.	70,4%	14,5%

From the table above, the items which received the highest percentage was considered as the learning needs and being considered in designing the product. It is proved by 74.1% chose agree in item no 7 most of the students wanted the material of descriptive text about tourists' destination" and item no 8 students also wanted the material of descriptive text about

tourists' destination in their regency area. Therefore, the researcher decided to create the material about tourists' destination in learning descriptive text.

In addition to distributing the questionnaire to the students, the researcher also conducted an interview to teacher in order to ask about the design of the supplementary material. The researcher conducted semi-structured interview by using the interview guide as the tools for asking questions to the interviewee. Based on the interview, the teacher told that when he taught descriptive text, the learning material should be aligned with the lesson plan and syllabus, he specifically said:

Excerpt 1:

"The descriptive material I teach aligns with the lesson plans and syllabus, focusing on local tourist destinations like Sanggau District or Pancuragi."

He also mentioned that the type of descriptive text which always he used to teach is focused on the describing place, such as local tourist destination in Sanggau or Pancuragi. He also argued that the learning material in teaching should be aligned with curriculum and syllabus, He said:

Excerpt 2:

"Absolutely, alignment with the curriculum and syllabus is crucial in teaching."

During the interview, the English teacher told that using one source from the textbook is not enough for teaching the students. He specifically said:

Excerpt 3:

"I find it inadequate; we shouldn't be confined to a single textbook. Seeking references from various sources is crucial."

He also said that using various references is crucial in teaching. It can be seen that using additional material such as designing supplementary material is important for the English teacher. When the researcher asked about his opinion on additional material for writing descriptive text in an additional book about tourist destinations, he said that it is very helpful for him. He argued:

Excerpt 4:

"Very helpful, especially regarding local tourist destinations, allowing students to introduce their respective areas."

He also believed that supplementary materials can be as a guide for teacher while teaching students. He said:

Excerpt 5:

"Supplementary books are valuable references for both teachers and students, serving as a guide in teaching."

The researcher asked about the design of the book to the teacher, the material for descriptive text based on assignments and tasks. He said:

Excerpt 6:

"I think it's excellent, fostering creativity in students' descriptive text creation."

In addition, the researcher also asked about the descriptive text will be designed with good language, grammar, vocabulary, and structure. The teacher said:

Excerpt 7:

"Descriptive texts should have good language, grammar, vocabulary, and structure."

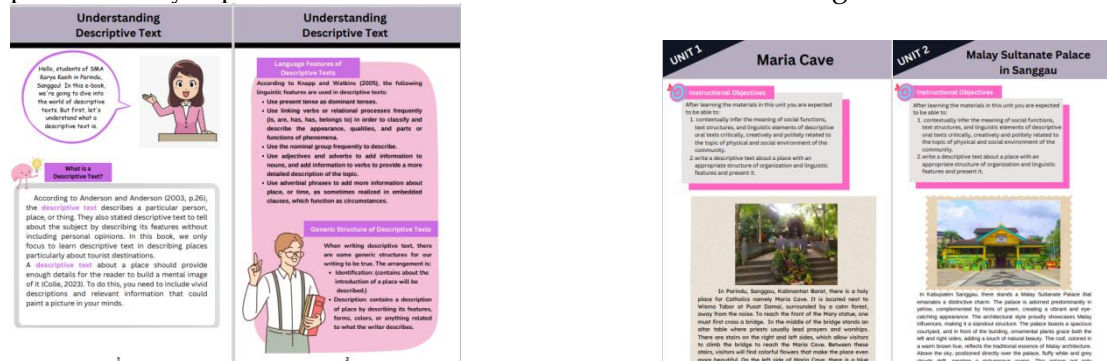
From the result of interview analysis, the teacher wanted the material should be relevant with the lesson plan, curriculum and syllabus. Furthermore, he also believed that supplementary material was very helpful and as a guide in teaching his students. After conducting an interview with the teacher, the supplementary materials will be designed based on the teacher needs.

Design Phase

In the process of designing learning materials, it is important to follow existing principles and rules. The researcher follow the principles by Tomlinson (2008). These

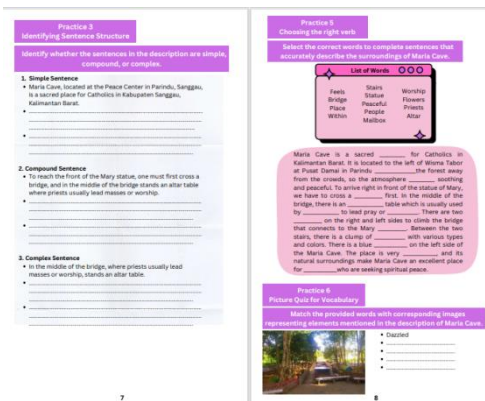
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principles included the importance of clear instructions, explicit topic descriptions, aesthetically pleasing displays, and ample opportunities for practice. The material also dominated by exercises on grammar and vocabulary. The design phase is divided into four parts, namely topic, orientation, evaluation. Here are those designs:



Picture 1.
Understanding Descriptive Texts

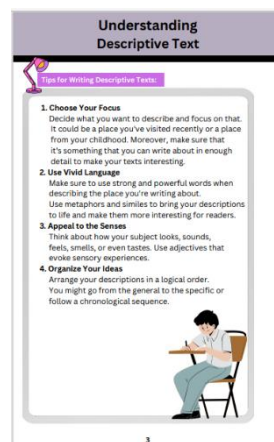
Picture 2. The Design of Descriptive Text



Picture 3. Students' Worksheet

Development Phase

After designing the material, the researcher developed the descriptive texts for students, focusing on the subject, using creative language, appealing to the senses, and organizing ideas logically. In addition, the material also included tips for writing descriptive texts for students.

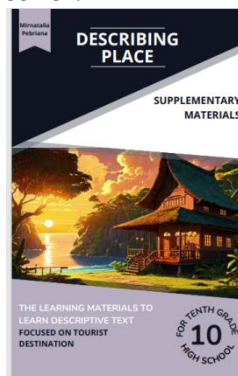


Picture 4. Tips for Writing Descriptive Texts

The researcher shared essential tips for writing descriptive text with students, aiming to provide valuable guidance in writing. By following these guidelines, students have the opportunity to refine their writing skills and build confidence in their abilities. Furthermore, In the process of developing the book, the researcher used an application, namely *Canva* to edit and design the supplementary material. Once the content had been finalized, the researcher recognized the importance of the book cover as a critical aspect for a book designer

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to focus on. Designing the book cover is crucial for capturing students' attention. The following picture shows the design of the book cover:



Picture 5. Book Cover Design

Designing a book cover involves a creative and strategic process aimed at visually representing the essence of the book while attracting the target readers. In addition, the researcher also created the table of contents, including the five units of the book, and page numbers of each unit in order to make it easier for students and teacher to open the book. Overall, the table of contents plays a crucial role in facilitating effective communication between the author and the reader, providing a roadmap for navigating the book's content. The following picture illustrated the table of contents in the book:

Table of Contents	
About the book	i
Table of Contents	ii
Understanding Descriptive text	1
Unit 1	4
Unit 2	10
Unit 3	16
Unit 4	22
Unit 5	28
About the Author	34

Picture 6. Table of Contents in the book

For the Internal Evaluation, the materials was evaluated by the English teacher with the particular criteria, namely (1) the appropriateness of content, (2) The appropriateness of language, (3), The appropriateness of presentation, (4) Task-based components. In addition, the media also was evaluated by the teacher with the assessment criteria, namely (1) general quality, (2) display quality and (3) media presentation quality. The researcher created a Google Form questionnaire and it was sent to the English teacher to know the assessment of the learning material. The English teacher chose the number 4 as the response for each statement items. The option 4 shows the option of "strongly agree" which means the teacher like the design of the supplementary material. Therefore, the supplementary material was designed based on the English syllabus, students' and teachers' needs.

Discussion

The main objective of this study was to meet the specific needs of students in designing supplementary materials for learning descriptive texts at Karya Kasih High School in Sanggau, West Kalimantan. The research focused on identifying students' needs in learning descriptive texts and crafting materials based on these needs, aiming to bridge gaps in existing resources while considering cultural and linguistic factors.

The researcher created a descriptive text about place which focused on tourist destination in Sanggau. There were two learning objectives for the supplementary materials designed for writing descriptive texts. The first was contextually to infer the meaning of social functions, text structures, and linguistic elements of descriptive oral texts critically, creatively and politely related to the topic of physical and social environment of the community. The second was to write a descriptive text about a place with an appropriate structure of organization and linguistic features and present it. The researcher designed the material by providing the learning objectives and syllabus based on Merdeka curriculum.

After designing the material, the researcher developed the material by using *Canva* application. The materials also included some descriptive texts and vocabulary list in order to increase students' vocabulary. Then, after material was designed and developed, the researcher sent it to the English teacher to assess the product. There were some aspects has been assessed by the English teacher including the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the aspect of task-based. In addition, the media also was evaluated by the teacher with the assessment criteria, including the general quality, display quality and media presentation quality. The results from the assessment showed that the product get score 4 which means the teacher "strongly agree" with the supplementary material.

Thus, the product of supplementary material in learning descriptive text about tourist destination can be used as the learning material for tenth-grade students at SMA Karya Kasih, Parindu in Sanggau. Moreover, compared to other researcher who designed the supplementary material in learning descriptive text, there are some differences in terms of the product. A product from Siburian et. Al (2017), developed supplementary material in learning descriptive texts focused on describing people and places consisted of two units and each text only consisted of two kinds of exercise. Another study from Masrukhah (2017), designed the supplementary materials in the form of a game. Meanwhile, in this study, the researcher designed the supplementary material focused on tourist destinations, consisted of five units and in the form of PDF file.

This product is expected can help the teacher as the supplementary material and help the students to improve their ability in writing descriptive texts. The strength of this product is that it focuses on student-centric needs and learning experiences. While the limitations of this product include the issue of long-term impact due to evolving student needs and expertise, Future styles may need to adapt accordingly.

CONCLUSIONS

The primary goal in this research was to identify students' needs for designing supplementary materials at SMA Karya Kasih, Parindu. Through questionnaire analysis, three target needs were identified: goals, lacks, and wants. Students aimed to communicate effectively in English and write accurately, but struggled with sentence structure and vocabulary. The seven learning needs components include topic, input, descriptive elements, setting, teacher role, learning media, and media design. Additional materials include descriptive texts, images, grammar, vocabulary content, and writing exercises. Students also need various practical activities, such as arranging sentences, rewriting, using images, identifying sentence structures, choosing the right verb, and discussing assignments with classmates. The learning setting is crucial, with students preferring individual tasks, teachers providing explanations, and multimedia design, particularly in PDF format, for better

understanding. Moreover, it is essential to promote ongoing initiatives in research and development, aiming to consistently enhance and broaden the selection of interactive learning tools accessible for English language education. This entails examining various platforms, technologies, and methodologies to create interactive learning materials that accommodate a variety of learning styles and preferences.

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