

**DEVELOPING CLASSDOJO AS E-LEARNING MEDIA OF WRITING
DESCRIPTIVE TEXT FOR GRADE TENTH STUDENTS
AT MAN 2 DELI SERDANG**

A THESIS

**Submitted in Partial of the Requirements for
The Degree of Sarjana Pendidikan**

By:

**DWITA WIDYA SARI
Registration Number 2161121009**



**ENGLISH AND LITERATURE DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI MEDAN
2021**

DECLARATION

I have familiarizes with the university's policy on academic integrity. Expect where appropriately acknowledge, thesis is my words, and has been not previously submitted for assessment.

I understand that, this paper be screened electronically or otherwise for plagiarism.

Medan, October 2021

The Researcher,

Dwita Widya Sari
Reg.2161121009



ABSTRACT

Dwita Widya Sari, 2161121009. Developing Class Dojo as E-Learning Media of Writing Descriptive Text for Grade Tenth at MAN 2 Deli Serdang. A Thesis, English Educational Program, Faculty Language and Arts, Universitas Negeri Medan, 2021.

The objective of this study was to develop e-learning media by using ClassDojo for grade tenth at MAN 2 Deli Serdang. This study was conducted by using Research and Development design through six stages; gathering data and information, need analysis, designing materials and media, validating, revising (final product). The subject of the study was grade tenth of MAN 2 Deli Serdang. The data were gathered by reviewing documents, conducting interview to English teacher and distributing questionnaire to X MIA 3 consists of 31 students to get the students' need. The interview and questionnaire result prove that the students need more interesting and up to date media to learn writing descriptive text. The developed writing media were validated by two experts which are the average scores (4.55 and 4.05) show that the media are valid and suitable to use for grade tenth students of MAN 2 Deli Serdang. The result of product distributed to the students through ClassDojo.

Key words: *Development, Writing Descriptive Text, E-learning, ClassDojo.*

ACKNOWLEDGEMENT

First of all, the researcher would like to thank God for the blessings during her academic years at English and Literature Department, Faculty of Languages and Arts (FBS), Universitas Negeri Medan and also in completing the thesis. The writer also would like to extend his thanks to following people;

- **Dr. Syamsul Gultom, SKM.,M.Kes.,** the Rector of Universitas Negeri Medan
- **Dr. Abdurahman Adisaputera, M.Hum.,** the Dean of Faculty of Language and Arts (fbs) Universitas Negeri Medan
- **Dr. Wahyu Tri Admojo, M.Hum.,** the First Vice Dean, **Dr. Masitowarni Siregar, M.Ed.,** the Second Vice Dean and **Dr. Marice, M.Hum.,** the Third Vice Dean of Languages and Arts Faculty, Universitas Negeri Medan
- **Indra Hartoyo, S.Pd., M.Hum.,** the Head of English and Literature Department.
- **Fahri Haswani, S.Pd M.Hum.,** the Secretary of English and Literature Department.
- **Nora ronita, S.Pd., M.Hum,** the Head of English Education Study Program Faculty of Language and Arts.
- **Dr. Rahmad Husein, M.Ed,** her first Thesis Advisor who had given their advices and guidance during the process of accomplishing this thesis.
- **Yeni Erlita, S.Pd., M.Hum.,** her first Thesis Reviewers and examiners.
- **Prof. Dr. Sumarsih., M.Pd.,** her second Thesis Reviewers and examiners.
- **Dr. Masitowarni Siregar. M.Ed,** her Thesis Reviewers and examiners.
- **All the Lecturers Of English and Literature Department** during her academic years at Universitas Negeri Medan, who had taught and given knowledge to complete this thesis.

- **Eis Sri Wahyuningsih, M.Pd.**, one of the Administration Staff of English Department.
- The Headmaster and **Rizky Hanafiah Siregar, S.Pd**, the english teacher of MAN 2 Deli Serdang for giving me permission and help in conducting the research.
- **Her beloved parents, Juliandi and Suriyani** and her beloved sister and brother **Irwananda Pratama** and **Febiyola Triliani** for their endless love, prays, motivation, and financial support.
- Her beloved best friends **Putri, Aldi, Nurul, Tika, Gadis, Riska and Zul** for togetherness, prays, and motivation.
- Her beloved Classmates, **Hanifa Lailan Nazmi Hamdi, Retno Kesuma Hati, Rizki Khairani, Maya Anggriani, Fadila Sari Mayola, and all of my friends in DIK REG 16 A** For the loves, prays, advice her ups and downs.

The last but not least, the researcher hopes the thesis will be useful especially for the students of Universitas Negeri Medan.

Medan, October 2021
The Researcher,

Dwita Widya Sari
Reg.2161121009

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF FIGURE	vi
LIST OF TABLE	viii
LIST OF APPENDICIES	viii
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. The Problem Of The Study	4
C. The Objective Of The Study	5
D. The Scopes Of The Study	5
E. The Significances Of The Study	5
CHAPTER II LITERATURE REVIEW	7
A. Theoretical Framework.....	7
1. The Nature of E-Learning	7
2. The Nature of Writing	9
3. The Nature of Media	21
4. The Nature of ClassDojo.....	28
5. Need Analysis	32
B. Relevant Studies.....	35
C. Conceptual Framework.....	38
CHAPTER III RESEARCH METHODOLOGY	41
A. Research Design.....	41
B. Subject of The Research	41
C. Instrument of Data Collection.....	41

D. Technique of Collecting Data	41
E. Technique of Data Analysis	42
F. The Procedures of Media Development	43
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	46
A. Research Finding.....	46
1. Gathering Data and Information	46
2. Need Analysis.	47
3. Developed Class Dojo as Media	60
4. Validating by Experts.....	62
5. Revising Materials	64
6. Final Product	64
B. Discussion	65
CHAPTER V CONCLUSSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion	68
REFERENCES.....	70
APPENDIX	



LIST OF FIGURE

Figure 2.1 Diagram of Conceptual Frame Work40

Figure 3.1 Procedure of Product Development by Borg and Gall1.....43



THE
Character Building
UNIVERSITY

LIST OF TABLE

Table 2.5 Kinds of Text.....	14
Table 4.1 Questionnaire Analysis	48
Table 4.2 Students' Necessities Analysis	52
Table 4.3 Students' Lacks Analysis	55
Table 4.4 Students' Wants Analysis	57
Table 4.5 Teacher Interview	59
Table 4.6 The Score of Each Scale	63
Table 4.7 Validation Data by The First Expert	63
Table 4.8 Validation Data By The Second Expert	64



LIST OF APPENDICIES

APPENDIX A SYLLABUS	72
APPENDIX B INTERVIEW SHEET	74
APPENDIX C THE NEED ANALYSIS QUESTIONNAIRE.....	75
APPENDIX D THE NEED ANALYSIS DATA.....	79
APPENDIX E MATERIAL VALIDATION INSTRUMENT	83
APPENDIX F VALIDATION SCORE FROM THE LECTURER.....	87
APPENDIX G VALIDATION SCORE FROM ENGLISH TEACHER	91
APPENDIX H THE FINAL PRODUCT	95



CHAPTER I

INTRODUCTION

A. Background of The Study

E-learning is an instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning (John Wiley and Sons, 2011, p.8). E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies (D. Randy Garrison, 2011, p.2). E-learning refers to the use of ICTs (Information and Communication Technologies) to enhance and support teaching and learning processes. It is the instructional content or learning experiences delivered or enabled by electronic technologies and it incorporates a wide variety of learning strategies and technologies (Tanzania, 2007).

Nowadays, technology has been widely used in instruction. The technology application are audio, video recording, camera, projector, and other software programs can be used to support instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting (W. Lulut, 2015). Teacher need a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support needed can be provided through the integration of technology in the form of learning platform (D. Y. Wenty, 2014)

Since technology is beneficial for students, it might be better for teachers to use it in a classroom. Unfortunately, not all teachers in Indonesia have used technology as

their teaching learning media for many reasons. In fact, the integration of technology within the 21st Century language classroom promotes students' active engagement through collaboration, creativity, critical thinking and communication (McKeeman & Oviedo, 2013, p. 68). It means that through technology, students are more active to involve in the language classroom, they are also able to develop their soft skills better and enable learners study anytime and anywhere.

In this era, there are also various kinds of technology. One of them is Internet. Using internet, teachers and students can exchange messages and files among themselves. Moreover, the existence of internet in language arts and English classes will provide unexpectedly powerful support to students (Roblyer & Edwards, 2000, p. 243). The powerful support from Internet is that students will get more access to find some referential sources for their learning materials. As teachers, they also have to help their students to be good users of the Internet's information so that they will not misuse the existence of Internet.

While students and teachers are using internet, they might also find several different websites which provide different functions. So, they might get some difficulties in choosing the appropriate one. In fact, ClassDojo is "distributed free of charge is used by roughly 200,000 teachers" (Colao, 2012, para 6) as a tool to help teachers. ClassDojo was created to help the classroom teacher keep up with specific behaviors on each individual student, both positive and negative. The company reported that teachers using ClassDojo reported a 45% – 90% increases in positive behavior and a 50% – 85% decrease in incidents of negative behavior" (Colao, 2012, para 5). Because the program can give minute-by-minute, day-by-day, week-by-week feedback, students are encouraged and motivated to do a better job. Additionally,

Class Dojo can serve as a system for tracking positive behavior intervention and support and can be used for communicating student behavior to parents and administrators (Hammonds, Matherson, Wilson & Vivian, 2013).

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills (Jeremy Harmer, 2004). DeVoss, Aadahl and Hicks (2010) argue that writing is the foundation of all students' communication (p. 54). Alexander (2008, as cited in Hosseini, Taghizadeh, Abedin & Naseri, 2013) gives more explanation that having strong writing skills may increase students' success in language classroom. Concerning these two ideas that writing is important and it will influence students' achievement, the researcher used writing as a target skill to be developed in the learning process.

The researcher interested to do research in MAN 2 Deli Serdang, Lubuk Pakam, Because the researcher found a problem faced by students at MAN 2 Deli Serdang, where students were still confusing of writing descriptive text. Some students get good score but some students get unsatisfying score. They get under the minimum passing score. So, it became a problem that important to be solved. Teacher must be creative to explore and to develop the use of technology as a learning media in order to the student is not feel boring with it. The various learning technology could make students' motivation and make them active during the lesson. With the development of technology, learning process can be presented more attractively by bringing together elements of audio, video, picture, and others, so students were more interested in learning and studying in the classroom.

There are facilities for the students and teachers especially in using e-learning system, but the students and the teachers did not use it effectively. To do e-learning system we can use smartphone, laptop and computer. Every student has smartphone but they couldn't use it well, the smartphone used to something that disadvantages. There is hot spot area in MAN 2 Deli Serdang, but it did not use well in teaching and learning process. As we know that internet had many benefits such applications as e-mail, instant messaging, audio and video streaming, Web browsing, and e-commerce and others. But the teachers only asked students to search for the material in the internet and then printed out to discuss together in the class. Another reason of choosing the school was caused the teacher of English subject used explaining method, repeating words or sentences, translate the words or sentences, and then answer the question. The method make the students did not enjoy the teaching and learning process. So they did not understand the material and they did not get the minimum score when they did the test.

Based on the problem above, the researcher try to use Class Dojo as e-learning media for learning and teaching writing, especially descriptive text by using a management system to solve those problems. It was chosen by applying ClassDojo as e-learning media to teach writing descriptive text for tenth grade students at MAN 2 Deli Serdang.

B. The Problem Of The Study

Based on the background of the study mentioned above, the problem of the study is formulated as follow. How is ClassDojo developed as e-learning media of writing descriptive text for the tenth grade of MAN 2 Deli Serdang ?

C. The Objective Of The Study

Based on the problem of the study , the objective of the study is; to explain how is ClassDojo developed as e-learning media to writing descriptive text for the tenth grade of MAN 2 Deli Serdang.

D. The Scopes Of The Study

The teaching media of writing will be developed based on the students' need and also the development of media and technology nowadays. *ClassDojo* application will be applied to the students in Tenth Grade of Senior High School at MAN 2 Deli Serdang. The skill that will be concerned on is writing, and the genre of the text is focus on Descriptive text only.

E. The Significances Of The Study

The finding of the study were expected to give theoretical and practical contribution, as follow :

1. Theoretically :

- a. The result of this study can be used as a references for those who want to carry out the research in develop e-learning media by using digital media.
- b. The result of this research can be advantageous in English teaching and learning.

2. Practically:

- a. For English teachers.

The find out of this research will provide a new learning media to teach writing skill of descriptive text. This media is hoped can be starting step for English teachers to create a new innovation of English learning media in order to make English learning process become more active and effective.

b. For Students.

Class Dojo application can make students learn easily and joyfully. To give Students alternative learning and more interest in learning descriptive text in writing skill.

c. For the other researcher.

By doing this research, the researcher gets new experiences and new knowledge about the research and hopefully it can be reference for the other researcher to do the new research in the future.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of E-Learning

1.1 Definition of E-learning

E-learning platforms are specific web-based applications, also called learning management systems or virtual learning environments, which educators can use as tools for designing and creating on-line courses, and students as dynamic websites for learning and collaborating with other students, without time and space constraints of traditional face to face learning. Darmawan D. (2016) stated that e-learning is an internet application that can connect between educators and learners in an online learning space. Many different terms are used to describe e-learning, such as distance learning, internet learning or on-line learning, where teaching and learning process occur on computers connected to the internet (Umek Lan, et al. 2015).

The effectiveness of e-learning systems has been an important subject of research in the last few decades. The opinions on the effectiveness of e-learning are many and very different. There are also many factors that influence the effectiveness of e-learning, with some being connected with technology or technique and others with people. The students in 21st century are required fluently to use of technology. Technological materials and methods useful in the teaching learning process range from chalk boards to television sets. Technology of

education involves books and black boards, paper and pencils, models and maps, charts and globes, tapes and slides, radios and televisions, projectors and computers. It comprises both “hardware” and “software” and both audio and visual materials. It also includes decisions about the educational objectives to be achieved and decisions about the size of the learning group, the learning sequence, teaching methods and selection of media (Umek Lan, et al. 2015). E-learning is at a distance that uses computers technology (usually the internet). In addition it is said that elearning enables employee to learn at their work computers without traveling to a classroom. E- learning can be a scheduled session with an instructor and other students, or it can be an on-demand course that the employee can take for self-directed learning at a time when it is convenient. The e-Learning is one of those evolutions, and is almost completely assimilated into the educational environments (Mohanty J. 2005).

Nowadays the development in information and communication technology has brought significant changes in various areas, including in the field of education. One of the technology information that can support the learning process in schools is based technologies (e-learning). E-learning is learning at school-based application online and digital learning materials inside the duties and the existence of a direct interaction between teachers and students. Learning media development is affected by technological development and the role of life.

2. The Nature of Writing

2.1 Definition of Writing

Writing is one of four language skills besides listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. There are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000: 31) states the definition of a language competence as “one’s underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”. Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour these sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds. Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Caroline T. Linse (2005:98) states that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the reader. According to Elizabeth DirgumartiBhaskaraRao (2004:295), writing is one of the important skills in the teaching learning of the language. Through writing, a person is able

to convey his thoughts or ideas to others who are not present in front of the writer. Writing is a process of expressing ideas or thoughts in words.

It can be concluded that writing is how people expressing the idea, feeling, thinking in words. Writing is more accurate than speaking because in writing we must pay attention in grammar, punctuation and others, writing is more complex.

2.2 Function of Writing

Writing, of course, is perfectly intelligible without these missing ingredients. But then writing is a medium for language in its own right, and though it is, in the last analysis, constructed on the basis of spoken language, the aim of writing is not usually to represent actual spoken utterances which have occurred (Abercrombie, 1965:36). The main purpose of writing down speech, in fact, is to enable us to study speech; it is certainly not to provide a model of what written language ought to look like. According to Halliday (1994), written language has three functions, they are: a. Primarily for action Public signs (on roads and stations), product labels and instructional (on food, tools, toys purchased), recipes, maps, menus, telephone directories, computer manuals, etc.

a) Primarily for information

Newspaper, hobby magazines, non-fiction books, textbooks, public notices, advertisement, etc.

b) Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama etc. According to Braine and May as quoted by Fajriyani (2011:8-9), there are four common purposes in writing: writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform means to educate the readers about a topic of which we have some knowledge. Such writing provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

2.3 Types Of Writing**a) Argument**

Argument writing is used for many purposes such as, to change reader's point of view, to bring about some action on the

reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

b) Information/explanatory

Information/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes, such as, to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

c) Narrative

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

2.4 Process of Writing

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Obviously, grammar, aural comprehension, reading, and even oral production are to varying degrees involved in writing. Certainly we cannot teach a writing which never

touches on these area (Allen and Campbell, 1972:199). Writing is much more than an orthographic symbolization of speech, it is most importantly, a purposeful selection and organization of experience. When writing, the students must keep in mind their purpose, and think about the facts they will need to select which are relevant to that purpose, and think about how to organize those facts in a coherent fashion. Because the combination of thought and activity are unique to writing, we must plan writing curriculum devise to exercise which necessitate intense concentration.

Obviously, just as writing is a process, so too is the teaching of writing. Teacher must teach writing by stages from simple to complex. Because we cannot expect students to understand all what they learned about writing at once, or even in a short time, we must use some way to make student easy in understanding the complexity of the writing. The stages of writing process should involve at least four steps: prewriting, drafting, revising and editing.

a. Pre-writing

Pre-writing is anything the writers do before they write. It includes: 1) Thinking 2) Taking notes 3) Talking to others 4) Brainstorming 5) Outlining 6) Getting information

b. Drafting

Drafting is when the writers put their ideas into sentences and paragraphs. This is when the writers think about how they will explain their ideas.

c. Revising

Revising is when the writer look at their writing and decide what could be better. When the writers revise, they should make sure:

- 1) The ideas are clear.
- 2) The sentences have a good structure.
- 3) The paragraphs have a good structure.
- 4) The ideas are well organized.

d. Editing

Editing is when the writers check their spelling, grammar and punctuation. The writers should not edit their writing until the other steps in the writing process are done.

There are the other steps in the writing process that teacher can choose as stages to make students easy to learn:

- a. choosing a topic
- b. brainstorming
- c. outline and rough draft
- d. cleaning up the rough draft

e. peer editing

f. revising the draft

g. proofing the final paper

Writing also has strategies that includes cognitive and metacognitive procedures writers use to control the production of writing. The writing strategies involved in each form usually require explicit teaching, frequent practice and information given to students about their progress. According to Hedgcock as quoted by Boas (2011), the procedural aspects of writing instruction for students are often insufficient. In particular, the writing assignments in textbooks published by international publishers do not always provide the information students need in order to develop effective writing strategies. Teachers should therefore plan their instruction to encompass all the stages of the writing process: brainstorming for ideas that are related to students' lives and about which they will have something to say; pre-writing that uses graphic organizers and outlines to show students how to plan their writing; drafting, revising, and asking for feedback through peer review; and using assessment rubrics that are shown to students before they produce their texts to make expectations clear.

2.5 Genre in writing

According Hyland (2009: 15) Genre is term for grouping text together, representing how writers typically use language respond to

recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure and specific linguistic features of the text. Beside of this the meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

According to Hartono (2005: 4) genre is used to refer to particular text- type, not to traditional varieties of literature. It is the kind of text, defined in social purposes; also the level of context dealing with social purpose. So based of statement above the researcher can be conclude that genre is the grouping of the text. It can be recognized from social function, schematic structure and language feature. Genre helps the students to create communicatively effective texts.

According to Hartono (2005: 5) genre divided into groups, they are:

Story Genre	Factual Genre
Narrative	Procedure
News Story/ Items	Explanation
Exemplum	Report
Anecdote	Analytical Exposition
Recount	Hortatory Exposition
Spoof	Discussion
	Description

	Review
	Commentary

Table 2.5 Kinds of Genre

2.5.1 Type of Text

Based on revised k-13 curriculum, there are some texts must be learned by the students of SMP and SMA, those texts are interpersonal, transactional, and functional texts (short functional text/ special functional text or genre). To have detail explanation of each types of the texts used, consult the English syllabus. The following discussion will show some examples of basic important text types only (interpersonal, transactional, functional text).

In tenth grade syllabus which is the basic competence consists of transactional text, short functional text, and long functional text in transactional text there are topics about introducing and mentioning identity, congratulating and complementing, telling and asking about intention. In short functional text, there is announcement, and in long functional text, there are genre texts such as descriptive text, recount text, and narrative text.

In conducting this study researcher will develop the writing materials, so that researcher decided to choose one genre of long functional text. The genre text that chosen by researcher is descriptive text.

2.5.2 Descriptive Text

According to Woodson (1982: 73) description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. Also that according to Kies (2006: 366) in descriptive paragraph, the writer describes what he or she looks or feels. The writer makes stimulating ideas, brainstorming and outlining (descriptive organization). In descriptive organization the writer introduces the object or event of description, the important point of the paragraph and make conclusion. The conclusion gives the writer's final opinion about the description.

From the theories above, it can conclude that descriptive text is one type of text which is arranged in one or more than paragraph concerning the information and description of an object. Generally, this kind of text is arranged in more than one paragraph which is structured as two sections; identification section (at the beginning paragraph; giving the information and the identification of the object which will be described) and descriptive section (this section contain the description of the object which already had identified at the previous paragraph). In addition for the language features of this genre, usually uses simple present tense, adjective, noun phrase and adverbial phrase.

1. Generic Structure of Descriptive Text

According to Mark Anderson (1997:103) one way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two components those are:

a. Identification

It is a part of paragraph which introduces or identifies the character. Usually it is located at the beginning of the paragraph. Also that this statement tells the audience what the text is going to be about, and in this paragraph includes a short description and definition of the subject

b. Description

Explain how the features and characteristics of things that are being described. In general what is the reference in the description of this type of text are the parts of the object (parts), quality objects (qualities), or characteristics or habits (behavior).

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

2. Language Feature of Descriptive Text

According to Linda gerrot (1994: 208) descriptive text has significant lexicogrammatical features that support the form of a descriptive text. The followings are significant lexicogrammatical features of descriptive text are focus on use of simple present, use of attribute and identifying process, and focus on specific participant.

a. Use of simple present

The tense that used in descriptive text is simple present tense. The language feature of descriptive text is dominated with simple present tense. When we speak or write we always do so in particular social situations.

b. Use of attribute and identifying process

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identifying something.

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes.

c. Focus on specific participant

The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my mother, Shinta, my cat, Tina and Tini, etc.

3. The Nature of Media

3.1 Definion of Media

The word “media “ was derived from Latin medias that means “between” or “mediator”. in general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people. Robert (1992:207) Media such as a lecture or a TV program might set the stage, but would surely be inadequate for the learning of a skill such as hose directing in firefighting.

In addition, David (2003:3) a medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact. In other words medium is acomponent of learning source of physical vehicles that consist of intruactional material in students environment which can motivate students to learn.

Based on explanation above. It can be concluding media or medium means for television, radio and newspapers that something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact. The use of media is very needed to reach yhe purpose of teaching and learning process. Media will help to establish the condition for the learners to identify of describe something in order to gain knowledge, skills, or attitudes. Media have often sought to challenge the instrumental use of media as teaching aids. This emphasis is particularly important in relation to the

contemporary enthusiasm for new technologies in education, where media are frequently seen as neutral means of delivering information.

3.2 Kinds of Media

There are so many instructional media are used in teaching that starting from the simplest or cheapest ones to the most complex ones. (Nuhung, 2009:10) states that there are six kinds of media:

a. Teacher made drawing

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

b. Still pictures

This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

c. Audio recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

d. Motion picture and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

e. Real object, simulation and models

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica or reality. It is often in scale and may be in miniature, exact size or an enlargement.

f. Programmed and computer-assisted instruction

Programs The example of a computer-assisted instruction. are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

3.3 Media in Teaching

Media has a meaning that aimed at something that delivers information (message) between message sender and receiver. In addition, Bakri (2011) states that media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”.

In delivering the message to students with the purpose to increase students' motivation to learn can use the media. Kamaludin (2009) states that media is facilities, resources or tools used by people to produce message or information. Media is a facilities that should be utilized maximally due to develop the student's motivation in learning.

Teaching Media generally defined as all tools that has a function to help the teacher to deliver learning material to the students in order to achieve the learning goal. In the other word, learning media is the tool that help to achieve the learning objectives.

It is confirmed by Daryanto (2010) that teaching media is all physical tools which can deliver message and stimulate students to learn. It includes attention, interest, thoughts and feeling of students in learning activities in order to set the goal of the learning objective.

So to deliver and convey the message of the learning material needs the learning media that can support the teacher in learning process to help the students reach the goal of the learning well.

Using media in classroom is very important because they can improve the quality of the teaching-learning process. The main function of media is to make the learning lot easier.

Arsyad (2014:29) explains the function of media, those are:

1. Media can clarify the presentation of message and information so that accelerate and improve the learning process and result.
2. Media can improve and guide students' attentions so that it can create learning motivation for them, create more direct interaction among students and their environment, and make them learn by themselves with appropriate ability and interest.
3. Media can overcome our limitation of sense, space and time.
4. Media can give the same experiences among the students.

3.4 Digital Media in E-learning

In the last decade, the teaching of EFL writing in Indonesia has been closely connected to the concept of e-learning which is emphasized to help the teachers in developing and utilizing the advancement of technology. The product of e-learning is expected to help students get an appropriate and efficient learning media. E-learning is a learning process which is facilitated and supported through the advancement of communication and information technology (Martin Jekins And Janet Hanson,2003).

The advancement of technology that has been implemented in education is e-learning. E-learning as the media can be the multimedia, e-book, education web sites, and many more. In this research, the concept of e-learning will be implemented in Edmodo as the learning

media for writing. There are several ways according to Warsita (2008) to utilize the technology for learning, as follow:

1. Web course

Web course is the useful of technology for education, where all the course, discussion, task, and exercise are fully done through internet. The teacher and student can skip the face meeting in the class.

2. Web centric course

In web centric course the course, discussion, and task are give in the internet but the exercise and examination are done in face to face section.

3. Web enhanced course

It is the useful of internet for education in order to support the quality of learning process in face section.

From these 3 usage of technology for learning above, the researcher is going to use the web enhanced course. Web enhanced course is a better way to improve the quality of our education. As we know the subject of this research is the seniorr high school students that must come to school every day and it will be such a solution to add more variation in learning process.

4. The Nature of ClassDojo

4.1 Definition of ClassDojo

ClassDojo is an educational technology communication app and website. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages and has been used in 180 countries. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers. ClassDojo is an application used to communicate and fulfil the learning among students. Created by Sam and Don, find a way out of technological learning issue.

This application used to develop behaviour in class by teacher. Students are expected to control their classroom atmosphere to stay active independently (Czikk, 2013). Active participation and giving feedback are emphasized on learning in 21st century. Teacher attendance does not become a significant influence. Their classes can be arranged by the students but still in accordance with teacher's instruction. Some features have been offered to class development. Virtual classroom's group can be created by teacher. There is a code to join the class, so only the students from the class that can join. The difference between this application with the other mass media is in privacy protection. The other online applications require sharing a mobile phone number, but ClassDojo does not. However, teacher

could send message for more than 49 parents privately (Woon, 2017). So their parents can handle and control the development of their children in learning.

These are some ways to use this application:

1. Download and install the Application in Google Play named “ClassDojo” by using your smartphone or you can browse through the url: www.classdojo.com.
2. Login as “Teacher”. There are 3 choices you can choose to log in, it can be as teacher, student, or parents.
3. Sign up your *ClassDojo* account by using your active email and put a password.
4. After you are login, you need to make a “QR Code” for your class, so your students can login their account automatically to your class by scanning the QR Code. There is also another option to login to the class without QR Code. The teacher can give the code number to the students and the students can type the code when they are want to login to theh class.
5. Input your students name.
6. After you are login, you will find some features;
 - a) Choose “Classroom” to create your classroom, and choose where is the school you teach in (optional). Choose what subject you teach and put your class name. After that, submit all your students’ name.
 - b) Choose “Create Activity” if you want to create a journal, pictures, videos and share it to your class.

- c) Choose “Toolkit” if you need some tools such as direction, timer, music, think pair (for discussion), etc.
- d) You can use every features in *ClassDojo* for free.

4.2 Features of ClassDojo

There are a lot of features in this application that can be used to help students and teacher manage the class and achieve the goals in learning English writing. Those features are:

1) Classroom

Classroom is where teachers and students build their classroom culture. They choose skills and values – things like creativity or teamwork – and share feedback on progress with each other. Classroom is the simplest way for teachers and students to build an incredible classroom culture together.

2) Class Story

Class story are instantly updating stream of pictures and videos from the school day. Every class, school, and student have their own story, all of which are shared home with parents. Class Story helps students to create their own story: a timeline – or portofolio – of what they’ve learned.

It can help students improve their speaking skills.

3) *Portofolios/Activity*

Portofolios is where the teacher can give assignment toward the students and choose how the students finish the assignment. It can be in

journal form, photo, video, and drawing. Students can create and share digital portfolios

4) Toolkit

There are some tools in toolkit button that can be used by teacher to teach the students in the classroom. Those are:

- a. Group Maker, to set students in a group.
- b. Direction, to give a direct command or assignment.
- c. Think Pair Share, to give a topic towards students to discussed.
- d. Music, to play music.
- e. Timer, can be used to set how long students should speak in front of the class in persentation, etc.
- f. Noise Meter
- g. Today
- h. Random

4.3 Teaching Writing by using ClassDojo

Writing skill is one of skill that needs to be developed in English teaching. However, Kharisma (2009, p.1) says that writing is more complex than the other three skills (speaking, reading, listening). Writing descriptive text is not easy for students. Hence, the English teachers need to help the students to find an alternative way to help the students improving their study skill.

On way to help student's problem in writing descriptive text is by using digital media through ClassDojo application. Teaching

writing by ClassDojo will help teacher to attract students interest in learning English. Through ClassDojo, teachers have full control over the creation and management of accounts and group of students. In teaching writing by using ClassDojo, teacher should create the teaching media first and then put it into ClassDojo application so all the students can access the learning media easily anywhere and anytime.

5. Need Analysis

Needs analysis, as a term related to language teaching, with the focus transferring from learners' language needs to the learning needs, needs analysis was applied in the English for General Purposes (EGP), and has been an indispensable step in the course design of foreign language teaching.

According to Brown (1995), needs analysis is the activities of information gathering process. The information will be considered by the course designers to develop a curriculum that caters to the needs of a definite group of learners. Needs analysis is considered to be an integral and indispensable part of systematic curriculum design.

Needs analysis greatly facilitates the educational organizations and the educators to develop learner centered teaching materials, selecting the appropriate teaching methods, and making fair assessment. The use of needs analysis makes the language teaching more target oriented and effective. Needs analysis can be done at any time of the language program. If it is carried out at the beginning of the course, it may provide the instructor with the information about what the learner brings to the course; if it is done during the course, the instructor may have a general overview of what has been

accomplished through this course and what the learner wants and needs to know in the future. Learned that the educators want to find the specific needs and interests, learners will be further motivated to learn.

Overall, a need analysis is very effective in evaluating students' needs in relation of English for the academic, specific, and general purposes. Hutchinson and Waters (1987) define needs in term of 'target needs' (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learners need to do in order to learn).

5.1 Target Need

According to Hutchinson and Water, there are three components in target need, those are necessities, lacks, and wants.

1. Necessities: what the learner has to know in order to function effectively in the target situation. For example: a businessman might need to understand business letter, to communicate effectively at sales conferences, to get necessary information from sales catalogues and so on.
2. Lacks: what the learner haven't known. Every learner must have problem in the English learning such as the lack of proficiency, vocabulary, grammar, and it is also vey possible if one student has different problem with others. Lacks are defined as the gap occurs between the difficulties and necessities. When learners cannot achieve the necessities that concern the demand knowledge, there are lacks that become reasons.
3. Wants: the learner's view of the necessities of the target situation. This refers in which the learners are also given an opportunity to be active in deciding the

needs because people can have their own thought that can be different one another.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes toward that situation of the various participants in the learning process.

5.2 Learning Need

In general terms, learning need is the information about the learners' need, wants, wishes and desire. What we have done so far is to consider the starting point (lacks) and the destination (necessities), although we have also seen that there might be some dispute as to what the destination should be (wants). What we have not considered yet is the route. How are we going to get from our starting point to destination? This indicate another kind of need. Learning need concerns with what the learner needs to do in order to learn. The knowledge and ability that learner requires in order to be able to perform to the required degree of competence in target situation should be considered.

Richards (2001) says that the purposes of need analysis in language consist of a number of different purposes, namely:

- a) To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.
- b) To help in determining if n existing course adequately addresses the needs of potential students.
- c) To determine which students from a group are most need of training in particular language skills.
- d) To identify a change of direction tat people in references group is important.

- e) To identify a gap between what students are able to do and what they need to be able to do.
- f) To collect information about particular problem learners are experiencing.

From the theory above, it can be concluded that a need analysis includes all the activities used to collect information about the learners' need, wants, wishes and desire. It is also the process of identifying and evaluating the learners' problem. Some of resources for conducting a need analysis may include questionnaires, text sources, and interview. Then, the materials designed should be based on the need analysis.

B. Relevant Studies

There are some studies that using almost similar title to this research. Here the researcher will show about 3 studies that have conducted and related to ClassDojo.

The first journal is written by Yuliana Dewi (2018), entitled "*ClassDojo Application: Handling Students In 21st Century Teaching*". The purpose of this study is to examine the Class Dojo application that can be used in learning. This research uses qualitative approach by using descriptive method. Data were collected using observation techniques by distributing questionnaires to those who have used the application. Data analysis techniques used are; (1) Collect the data (2) Data preparation (3) Make the framework design (4) Find the questionnaire from journal which exist as a references and consideration (5) Adapting and developing the questionnaire of those research (6) Analysing the data (7) Making the findings and conclusion. The participants were 25 students in fourth semester at the English Department, Tidar University. The result of this study concluded

that Class Dojo is the appropriate application for student in this technology era. By using this application students, teachers, parents can give each other their respective roles. In short this application can handle the development of students in 21st century.

Based on the statement above, there is similarity between this research and my own research is both of the study use ClassDojo application as media to be developed. In contrary, there are some differences between her research and this research. The first is the object of her research is University students whereas this research conducted of tenth grade students at MAN 2 Deli Serdang. The second, the research by Yuliana Dewi uses qualitative approach by using descriptive qualitative method, meanwhile this research uses Research and Development design proposed by Borg and Gall.

The second journal is written by Masruri (2017), entitled "*Pemanfaatan Aplikasi ClassDojo Sebagai Pengganti Buku Penghubung Orang Tua Siswa di SD Djama'atul Ichwan, Suryakarta*" from Universitas Muhammadiyah Surakarta. This study is aimed to describe 1) Teacher activity in utilizing the use of Class Dojo application, 2) Parent student's response to the use of Class Dojo application, 3) Knowing the impact of Class Dojo application as a substitute for the parent connecting books in Primary School Djama'atul Ichwan Program Utama Surakarta. This research is a qualitative research with qualitative descriptive approach. Data collection techniques using interview techniques, observation, and documentation. Check the validity of data using triangulation of methods, sources, and theories. Data analysis techniques use interactive analysis techniques consisting of data collection, data reduction, data presentation, and conclusion.

The results can be concluded that the use of Class Dojo applications as a medium of delivery of information and communication schools with parents of students. Information presented includes school activities and monitoring students' attitudinal development during their stay at school through internet access, with flexible time.

Based on the previous research above, there is similarity between Masruri's research and this research. Both research uses ClassDojo application as the object to be developed. In contrary, there are some differences from both research. First, Masruri's research uses qualitative research with qualitative descriptive approach, while this research uses Research and Development design proposed by Borg and Gall. The second is, the object of Masruri's research is Elementary student while this research is Senior High School students. The third differences is the research focus, the research by Masruri's focuses on delivery information of students' activities in the class to their parents through ClassDojo, while this research focuses on Developing Classdojo as E-learning media in writing Descriptive Text.

The third previous study is entitled The Use of Edmodo in Teaching Writing in A Blended Learning Setting by Pupung Purnawarman,dkk (2016) from Indonesia University of Education. This research was aimed to investigate how Edmodo as a learning platform, in a blended learning setting, was implemented in teaching writing in its combination with Genre-based Approach, how Edmodo facilitated students' engagement, and how students perceived the use of Edmodo in teaching and learning activities. This research employed a qualitative approach with case study design. The research involved 17 participants from the eleventh

grade of a senior high school in Bandung, Indonesia. The data were collected through observations, document analysis, interviews, and questionnaires. The results showed that in teaching writing, it was possible to integrate Edmodo into GBA writing cycles.

According to this previous research, there are some differences between it and my own study. The first is the media of the research. Purnawarman's research conducted Edmodo, whereas this research conducted ClassDojo as e-learning media. The second is the method of the study. Purnawarman's research uses qualitative approach with a case study design proposed by Merriam and Cresswell, while this research uses Research and Development design proposed by Borg and Gall. The similarity was found in Purnawarman's research and this research is that both of them using Writing as the skill to be improved. Another similarity is both of the study use Senior High School student as the object of the study.

C. Conceptual Framework

E-learning provides the students with opportunities to promote meaningful learning then receive comprehensible input and feedback. Besides, motivating the students to learn better, the advantages of e-learning is reducing learning time, reducing the cost of the materials used, and providing the students to learn independently everywhere and every time. There were two roles of e-learning media in learning process. E-learning media as a tool and a tutor. E-learning media as a tool is used to present the material, chat and do the exercises for the students. Meanwhile, as a tutor, it guided the students to learn step by step.

Writing is far from being a simple matter of transcribing a language into written symbols, it is a thinking process in its own right. In teaching writing, the

teacher's responsibilities in helping learners achieve these goals is to motivate students by selecting or creating appropriate media, to design useful writing tasks, to set up effective classroom procedure, to writing skill, and to create supportive environment for practicing writing. In the classroom, teacher has to decide what the purpose in writing will be done. The good media will help students to be more interested in writing english.

Descriptive text is a kind of genre text that learnt in odd semester of tenth grade based on syllabus of curriculum 2013 revision 2017, writing descriptive text may help students to enrich their vocabularies and knowledge, so that descriptive writing materials should be developed based on students' need and interest.

Futhermore, Teaching Media is needed to deliver learning material to the students in order to achieve the learning goal, the teaching media that should be used by the students in 21st century is digital media, Sikarwar (2015) states that digital media is electronic media that works by using digital codes to create digital audio, digital video or other digital content. Digital media can be used to produce a variety end products, including: Presentation, Tutorials, Simulations, Games, Web pages.

To teach writing descriptive text, the digital media that will be used is ClassDojo, ClassDojo is an interesting application for teachers and students with a social element and interesting features. There is actual benefit in this e-learning based education application, it can help students to enjoy in learning and develop their ability to use the technology for learn. In teaching writing decriptive text by using ClassDojo, teacher will develop learning media to teach writing descriptive text.

This study will concern with developing students' writing descriptive text media. Which is the media that will be used is to be input in ClassDojo. Instruments that will be use to collect the data are questionnaire of need analysis and also interview sheet.

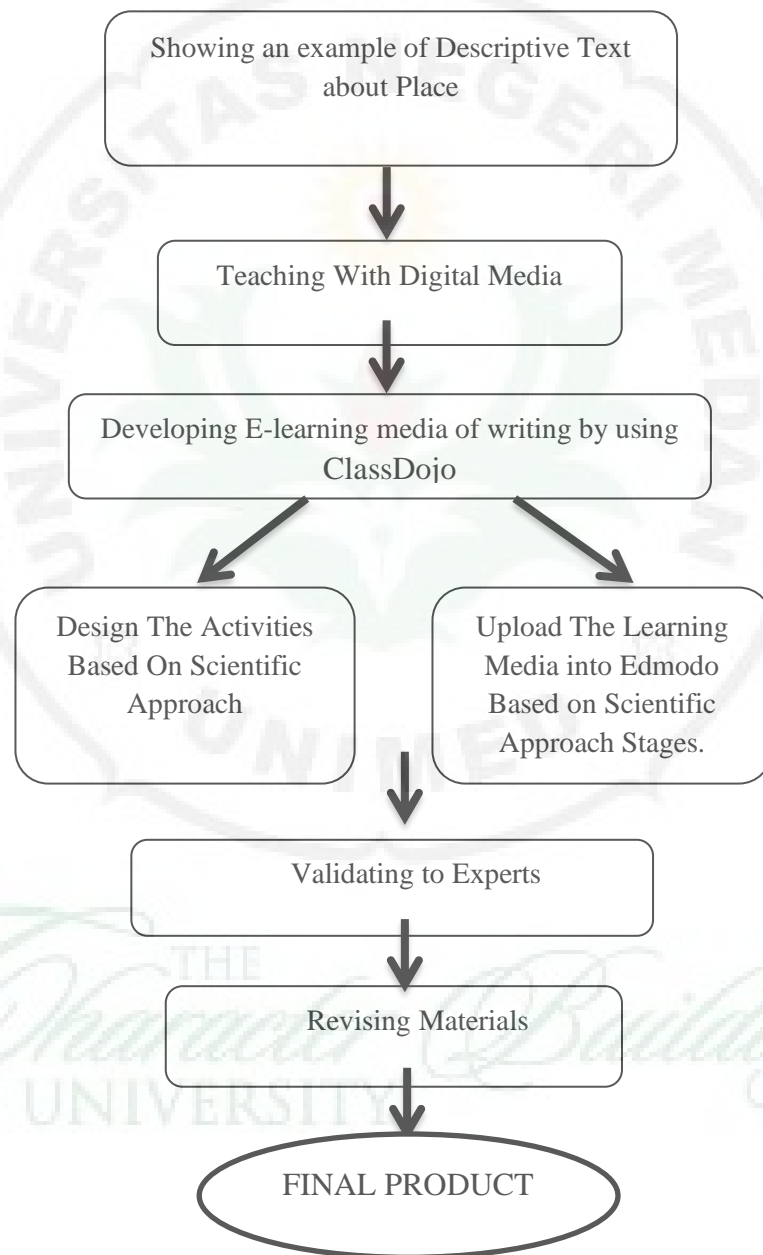


Figure 2.1 Diagram of Conceptual Frame Work

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is conducted to develop ClassDojo as e-learning media to teach writing descriptive text. In making deal with the purpose of this research, it is needed appropriate research design to develop ClassDojo. Thus, researcher uses Research based design by adapting Borg and Gall model in conducting this research.

Educational research based design (R & D) by Borg and Gall is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically fieldtested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The research and development (R&D) design raised by Borg and Gall aimed to develop and validate products of education such as curriculum, syllabus, lesson plan, textbooks, media, modules, assessment, instrument, etc. stated by Borg and Gall (2003 :596) that the research findings are used to develop new products and procedures.

B. Subject of The Research

This research will be conducted in MAN 2 DELI SERDANG which is located in Jl. Lintas Sumatera, Tj. Garbus Satu, Kec. Lubuk Pakam. The Subject of this study is one class of Grade Tenth in MAN 2 DELI SERDANG.

C. Instrument of Data Collection

In collecting the data, researcher will collect by using questionnaires, interview, and documents. The data which will be used in this study were :

1. Questionnaire : the questionnaire is managed to students. This step is held to obtain the data about students' interest in English and students' problems in learning English, particularly in writing.
2. Interview : semi organized interview session is held for the teacher, in order to find information about the writing materials and media that teacher used in classroom.
3. Documents : textbook, exercise book (LKS) , syllabus and lesson plan which have function as the tools of collecting data.

D. Technique of Collecting Data

In collecting the data, this research will be conducted by observing and reviewing the documents such as learning materials provides by the teacher in order to find out the students' needs in writing skill. The result of the students' needs analysis will be the basic on how to choose and develop good writing materials. To seek the information about the problem that teacher face, this interview will be given to the teacher. It is intended to know what is the appropriate media that should be applied to solve the problem. Some students will be given the questionnaires obtain the data about the developing of writing materials by using ClassDojo.

In collecting data, the researcher will collect by using qualitative. The qualitative data will be collected from the questionnaires which are obtained from students and interview provided to the teacher, and then data will be collected from the questionnaires in number and percentage form. In the data analysis these two forms will be the reference of data analysis.

E. Technique of Data Analysis

After distributing questionnaires to some students and interview the teacher, the data are collected and analyzed, those data are important in developing writing materials because it could evaluate and assess what the students' needs in writing. The Data will be analyzed by using qualitative because The data forms in number and percentage will be inserted in the table, and researcher explains the findings, the data in number is to show how many students have chosen the option and the percentage to show the calculate portion. Then data are analyzed by drawing conclusion of the questionnaire and interview.

F. The Procedures of Media Development

This research is adapted from Borg and Gall's research and development theory (2003:596), However, by considering the time of research, research fund, and also the researcher's capability, this research was limited until six steps which was appropriated with researchers' need.

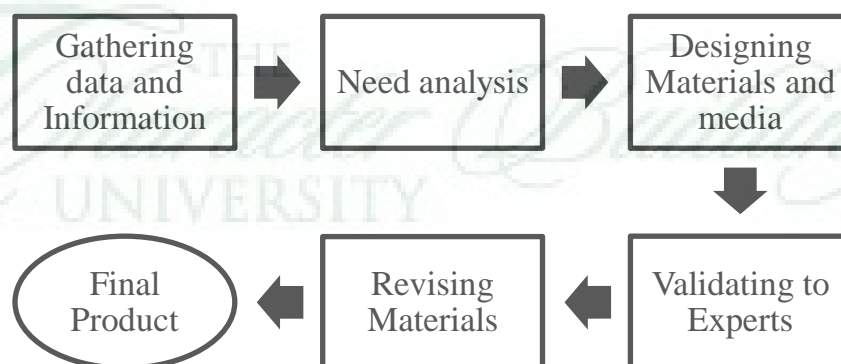


Figure 3.1. Procedure of Product Development by Borg and Gall

1. Gathering data and Information

In this point, the researcher will do the observation in order to find out the data and information about problems and the needs of learners and to do the needs analysis.

2. Need analysis

The researcher will review the documents (the existing writing materials used by teacher) and interview the teacher then researcher will analyze a gap between students' needs and material that should be designed. Students' need will be collected by giving the questionnaires.

3. Designing Materials

After knowing the target needs and collecting data, reseracher tries to design a new writing material by rechecking the existing writing materials to find out which parts that should develop.

4. Validating to Experts

This step referred to validate or evaluate the materials designed. In validating materials, there are at least two validators. The first evaluator is from the lecturer, and the second is from English teacher in MAN 2 Deli Serdang. Those are pointed due to their ability or mastery in teaching writing. Evaluators give judgement to materials design.

5. Revising

After reviewing the materials by experts, the researcher will revise the materials. The materials revised in order to give a better quality to the instruction.

6. Final Product

In this final step, data from revision is the basic for writing final product, which is considered as the writing material for students in the form of interesting text.



THE
Character Building
UNIVERSITY

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

In developing descriptive writing media, there were six steps need to be completed, namely (1) Gathering data and information, (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product

1. Gathering Data and Information

The data and information of the potential problem were derived from the preliminary observation. Observation was conducted in grade tenth of MAN 2 Deli Serdang. Based on the observation, teacher taught by using traditional media only such as textbook and printed pictures to support the teaching and learning process and as the effect, the tenth grade student of MAN 2 Deli Serdang were not really following the lesson because the media not very interesting to the students and less motivate them to learn how to write in descriptive. while in this 21st era, using e-learning platform as the media in teaching can be helping students to catch up with the newest technology and make the teaching and learning process more interesting.

Based on the answer that the researcher got from interviewing the students, they agreed that the media that was used by the teacher was not effective enough to master the descriptive writing. They also had difficulties in understanding the subject when they were asked to write something, they confuse how to start. Another problem that they faced was the English subject became one of the subject that bored them the most cause the media that being used by the teacher did not give the goal of the study.

2. Need Analysis

In conducting this research, the second step needed to be completed was doing the need analysis. The needs analysis was done by giving the tenth grade students questionnaire. This analysis of the students' needs later became the guidance to the researcher in developing the media of writing descriptive text.

a. Questionnaire Analysis

The questionnaire was administered to 31 grade tenth students of MAN 2 Deli Serdang. They were given a questionnaire which consisted of 18 questions. In order to do the need analysis, there are three categories that need to be covered, namely necessities, lacks and wants of the learners. The questionnaire list can be seen in the Table

4.1

Table 4.1 Questionnaire Analysis

No	Questions	Options	N	F	Percentages
1.	Why do you learn English?	because English is a compulsory subject	31	-	0
		because I want to prepare myself to a higher level	31	5	16
		so that I can communicate verbally in English	31	9	29
		All are correct	31	17	55
2.	According to you, how the technique of teaching English that you like?	Teacher using media in explaining the material	31	8	26
		Teacher using textbook when explaining the material and giving the worksheet	31	1	3
		Teacher make discussion forum and practice	31	8	26
		All are correct	31	14	45
3.	In learning English, what kind of activity to increase your writing skill?	Watching video from a material	31	5	16
		Individual or group presentation	31	4	13
		Using interactive media that can be use by the teacher and students	31	13	42

		All are correct	31	9	29
4.	What kind of media that usually use by the teacher in teaching writing?	Textbook	31	20	64.5
		Audio-Visual (Video/Film)	31	3	9.6
		e-learning application	31	3	9.6
		Mix all of them	31	5	16
5.	According to you, how good is your writing skill?	Bad	31	3	9.6
		So-so	31	22	71
		Good	31	6	19.3
		Very good	31	-	0
6.	What problems do you usually face when writing in English?	Fear of being wrong, criticized, and insecure	31	7	22.5
		Unmotivated	31	1	3
		Less vocabulary	31	14	45
		All are correct	31	9	29
7.	What factors that can be affect your English writing skill?	The time of preparation	31	2	6.4
		Pressure to do the best	31	6	19.3
		Don't know what material to write about	31	13	42
		All are correct	31	10	32
8.	Is the learning media that have been used have helped you understand the lesson?	Not yet	31	10	32
		Quite helpful	31	13	42
		Already helpful	31	7	22.5
		Very helpful	31	1	3
9.	Have you ever used media based on technology that related to writing	Never	31	10	32
		Rarely	31	20	64.5
		Often	31	1	3
		Always	31	-	0

	English such as an application on your smartphone or laptop/PC?				
10.	Media that use in learning English especially writing must be....	Interesting (colourful and have pictures)	31	4	13
		Creative (has feature to practice)	31	4	13
		Innovative	31	4	13
		All are correct	31	19	61
11.	Using application as learning media is important to increase students' knowledge and interest in learning process	Not agree	31	-	0
		Less agree	31	3	9.6
		Agree	31	21	35.4
		Very agree	31	7	22.5
12.	Media application is very suitable in learning writing because can be use anywhere and anytime	Not agree	31	-	0
		Less agree	31	4	13
		Agree	31	22	71
		Very agree	31	5	16
13	The media application of writing should be in learning writing	Easy to use and easy to learn	31	6	19.3
		Interesting	31	1	3
		Has features that can be useful	31	9	29
		All are correct	31	15	48.3

14.	How is the learning writing activity that you like?	Individual	31	3	9.6
		Peer	31	9	29
		Group	31	14	45
		All are correct	31	5	16
15.	What form of application do you want to learn writing?	Passive (watch and learn the material from the teacher)	31	2	6.4
		Interactive (can be use the media to do interaction in English)	31	7	22.5
		Collaborative (can discuss with teacher and other students)	31	7	22.5
		All are correct	31	15	48.3
16.	How the display of application that you want to learn writing?	Colourful	31	6	19.3
		Easy to use	31	4	13
		The display is suitable to the material	31	11	35.4
		All are correct	31	10	32
17.	What are the appropriate writing learning application in your opinion?	Encourage students' curiosity to learn writing	31	10	32
		Encourage students to to develop their own knowledge	31	3	9.6
		Encourage students to learn collective	31	3	9.6
		All are correct	31	15	48.3
18.	What do you do to hone your English	Reading English stories	31	4	13
		Increase the vocabulary	31	4	13

skill?	Practice writing some	31	7	22.5
	sentences in English			
	All are correct	31	16	51.6

Necessities of the Media Writing Descriptive Text

Necessities are defined as the type of needs identification, the researcher determined what the students' needs, the interview and questionnaire were given to the students and the English teacher. The students mentioned that it was hard for them to understand the material and why they got asked to write because the media that being used by the teacher did not interesting and support them enough. It can be seen in Table 4.2.

Table 4.2 Students' Necessities Analysis of Media Writing Descriptive Text

NO.	Question	Opinion	n	f	Percentage
1.	Why do you learn English?	Because English is a compulsory subject	31	-	0
		Because I want to prepare myself to a higher level	31	5	16
		Can communicate verbally in English	31	9	29
		All are correct	31	17	55
2.	According to you, how the technique of teaching English that you like?	Teacher using media in explaining the material	31	8	26
		Teacher using textbook when explaining the material and giving	31	1	3

		the worksheet			
		Teacher make discussion forum and practice	31	8	26
		All are correct	31	14	45
3.	In learning English, what kind of activity to increase your writing skill?	Watching video from a material	31	5	16
		Individual or group presentation	31	4	13
		Using interactive media that can be use by the teacher and students	31	13	42
		All are correct	31	9	29
10.	Media that use in learning English especially writing must be....	Interesting (colourful and have pictures)	31	4	13
		Creative (has feature to practice)	31	4	13
		Innovative	31	4	13
		All are correct	31	19	61
13	The media application of writing should be	Easy to use and easy to learn	31	6	19.3
		Interesting	31	1	3
		Has features that can be useful in learning writing	31	9	29
		All are correct	31	15	48.3

From data above, we could identify the necessities of the tenth grade students of MAN 2 Deli Serdang about learning media related to learning English. There were 5 Or 16% students said that they learn English because they want to prepare themselves to higher level, there were 9 students or 29% chose the reason to learn English because they want to be able communicate verbally in English, and 17 students or 56% chose all are correct. For the technique of teaching, 8 students or 26% said they like if the teacher use media in explaining the material, there were 1 student or 3% like the teacher use textbook in explaining the material and giving exercise, and there were 6 students or 26% said they like if the teacher make a discussion forum and practice, the last there were 14 students or 45% of them said they would like to use all the techniques.

There were 5 students or 16% said that they want to watching videos from a material in learning English to increase their writing skill, and there were 4 or 13% would like to do individual presentation or group, and then there were 13 students or 42% said that using interactive media that can be used by the teacher and students be able to increase their writing skill, the rest 9 students or 29% said that all are correct. There were 4 or 13% students chose interesting (colourful and picture) media that should be used in learning Writing in English, then there were also 4 students or 13% said creative media that has feature that can be used to practice should be used in learnig writing, and there were 4 or 13% said that should be an innovative media, the last there were 19 students or 61% said all are correct to be used as learning writing media. For the media application, there are 6 or 19.3% students said the media application should be easy to use and easy to learn, there were 1 or 3% said that should be interesting, and there were 9 students

or 29% chose the media should have interesting feature that can be useful in learning writing, the last there were 15 students or 48.3% said all the option could do.

Lack of Writing Descriptive Text

The lacks are the gap between the knowledge that the learners already know and the knowledge that they do not know. In this case, the tenth grade students of MAN 2 Deli Serdang have some lacks of the media being used by the teacher to teach descriptive text writing. In order to identify the lacks of the students, the researcher gave some questions related to the case. By giving these kinds of questions, it helped the researcher to find the effective ways to develop the media. The following table shows the views of students of MAN 2 Deli Serdang lacks about what media should be developed. It can be seen in table 4.3.

Tables 4.3. Students' Lacks Analysis of Media Writing Descriptive Text

No	Questions	Opinion	N	F	Percentage
4.	What kind of media that usually use by the teacher in teaching writing?	Textbook	31	20	64.5
		Audio-Visual (Video/Film)	31	3	9.6
		e-learning application	31	3	9.6
		Mix all of them	31	5	16
5.	According to you, how good is your writing skill?	Bad	31	3	9.6
		So-so	31	22	71
		Good	31	6	19.3
		Very good	31	-	0
6.	What problems do you usually face when writing in English?	Fear of being wrong, criticized, and insecure	31	7	22.5
		Unmotivated	31	1	3
		Lack of vocabulary	31	14	45
		All are correct	31	9	29
7.	What factors that can be affect your	The time of preparation	31	2	6.4
		Pressure to do the best	31	6	19.3

English writing skill?	Don't know what material/topic to write about	31	13	42
	All are correct	31	10	32
8. Is the learning media that have been used have helped you understand the lesson?	Not yet	31	13	42
	Quite helpful	31	10	32
	Already helpful	31	7	22.5
	Very helpful	31	1	3

From the data above, we could identify the lacks of the grade tenth students of MAN 2 Deli Serdang about learning media related to learning English. There were 20 students or 64.5% said that the media that usually used by the teacher in teaching writing is textbook only and each 3 students or 9.6% said that the teacher used audio-visual media and e-learning application, the rest 5 students or 16% said the teacher taught by using all of that. For the writing skills, the most students' writing skills is so-so, it could be seen that there were 22 students of 31 or 71% chose option B or so-so, and there were 6 students or 19% said their writing skills is good, no one or 0% of the students said their writing skills is very good, while 3 students or 9.6% of them said their writing skill is Bad. The problem that students faced when writing in English is mostly the lack of vocabulary, there were 14 students or 45% chose it, and 7 students or 22.5% said that they fear of being wrong, criticized and insecure to write in English, there were a student or 3% said that she feel unmotivated to write in English, then the rest 9 students or 29% chose that all the options are correct.

The factors that can be affect their writing skills according to their answer is mostly because they don't know what material or topic to write about, there were 13 students or 42% chose the option, and there were 2 students or 5.4% said the

Time of preparation is matter, then there were 6 students or 6.4% said the pressure to do best could affect their writing skill, and the last there were 10 students or 32% said all the option can affect their writing skills. And for the learning media used by the teacher, 13 students or 42% said the current media not helpful to understand the lesson, and there were 10 students or 32% said the media have been used quite helpful, and there were 7 person or 22.5% said that the media already helpful and only one student or 3% said it's really helpful.

Wants of Media Writing Descriptive Text

Wants is what the learners expect about language that they want to master.

The Table 4.4. showed students' general wants in learning English.

Table 4.4. Students' Wants Analysis of Media Writing Descriptive Text

No	Questions	Opinion	N	F	Percentage
11.	Using application as learning media is important to increase students' knowledge and interest in learning process	Not agree	31	-	0
		Less agree	31	3	9.6
		Agree	31	21	67.7
		Very agree	31	7	22.5
12.	Media application is very suitable in learning writing because can be use anywhere and anytime	Not agree	31	-	0
		Less agree	31	4	13
		Agree	31	22	71
		Very agree	31	5	16
14.	How is the learning writing activity that you like?	Individual	31	3	9.6
		Peer	31	9	29
		Group	31	14	45
		All are correct	31	5	16
15.	What form of application do you want to use in learning writing?	Passive (watch and learn the material from the teacher)	31	2	6.4
		Interactive (can be use the media to do interaction in	31	7	22.5

		English)			
		Collaborative (can discuss with teacher and other students)	31	7	22.5
		All are correct	31	15	48.3
16.	How the display of application that you want to learn writing?	Colourful	31	6	19.3
		Easy to use	31	4	13
		The display is suitable to the material	31	11	35.4
		All are correct	31	10	32
17.	What are the appropriate writing learning application in your opinion?	Encourage students' curiosity to learn writing	31	10	32
		Encourage students to develop their own knowledge	31	3	9.6
		Encourage students to learn collective	31	3	9.6
		All are correct	31	15	48.3

Based on the data above, we could identify the wants of the grade tenth students about learning media related to learning English. There were 21 students or 67.7% agreed that using application as e-learning media is important to increase their knowledge and interest in learning English, it could be seen from the data that most of them chose agree. For the media application that suitable in learning application because can be used anywhere and anytime almost most of them agreed about the statement, there were 22 students or 71% said agree and 5 students or 16% said very agree. For the form of application they want to use in learning writing, most of them or 15 students or 48.3% chose all the option are correct, those are Passive (watch and learn the material from the teacher), Interactive (can be use the media to do interaction in English), Collaborative (can discuss with teacher and other students). Next, the display of the application that they want to learn writing, 11 of the students want the display is suitable with the material, and 35.4% of them or 10 students choose that all the options are correct,

those are colourful, easy to use and suitable to the material. The last question is about what kind of learning application that appropriate for learning writing, most of them or 15 students choose all the option are correct, they are; encourage students curiosity to learn writing, encourage students to develop their own knowledge and encourage students to learn collective

Interview Analysis

The researcher gave an interview to the English teacher of the tenth grade of MAN 2 DELI SERDANG. It was conducted to support the result of the questionnaire analysis by the students and also get the accurate data. The teacher's responses to the question given by the resaeacher were presented in the table 4.5.

Table 4.5. Teacher Interview

No	Questions	Answers
1	Is there the material of descriptive text in this first semester	In curriculum K13, there is the material of descriptive text
2	According to you, is descriptive text topic important to be learned?	Very important, to make students can describe things around them easily
3	In your opinion, what skill is needed in learning descriptive text?	Writing skill
4	What difficulties that is found when students learn the topic?	Students is difficult to write because the lack of vocabulary and incorrect grammar in arrangement of sentences
5	What media that you use when you teach descriptive text?	Only textbook
6	What are the weakness and strengths of the media used?	The strength is the media used is easy to obtain. But, the media is can't attract students' interest to learn English.
7	According to you, is it good to developed e-learning media to attract students' interest to learn English?	Yes, it is. I think the e-learning media more suitable for this new era of learning.

8	Have you ever used any e-learning platform to teach English?	Not yet.
---	--	----------

The data above showed that there are some difficulties faced by the students to achieve the goal of teaching-learning process itself. Learning media that is needed by the students in MAN 2 DELI SERDANG is the media that can attract their interest in learning writing descriptive text. Based on the answer of questionnaire, they needed a learning media that can make their teaching learning process easier for them to understand about the descriptive text and also make their experience in learning the descriptive text beacoe interactive, especially in the process of writing it.

In other hand, the teacher also found it difficult to make the students understand about the material being taught because the lack of students interest with the learning media. From the interview administered, the researcher can identify that the teacher also needed a learning media should be up to date and accompanied by audio, pictured and colourful background. Most of the students thought that e-learning media can make teaching-learning process become more interesting.

3. Developed ClassDojo as a Media

This study is aimed to create and learning based on the students and also the teacher needs. The researcher used ClassDojo as the media. The learning media that was made by the researcher is done in several steps.

1. The first step is planning; it consists of preparing the material or the text, preparing the video and designing the interesting media.
2. The second step, sign up at <http://www.classdojo.com> as a teacher.
3. The third step, create the media based on five stages of scientific approach
4. The fourth step, review the media.
5. The last step, upload all the media in order according to the five stages of scientific approach.

The learning media has the results that the students and the teacher want for. The learning media consist of video, text, pictures and also explanations that students need. The material is also easier to understand. The whole components will be uploaded into ClassDojo to make it easier for the students also the teacher to use it. Moreover, the features in ClassDojo are very useful for the students to use e-learning media. Classdojo is really a recommended e-learning platform to make a teaching-learning process become more interesting.

In order to implement the curriculum of 2013 that applied scientific approach, the researcher developed media based on scientific approach stages, so that researcher developed indicators into the lesson plan, and then the materials developed media to the stages, such as in the observing, the researcher used interesting media such videos and pictures to help them in learning how to pronounce vocabularies, and also the subtitle and its text to make students learn about grammar and enrich their vocabularies. The video adopted from YouTube related to the topics in basic competence on the syllabus which were topics about tourist spot and

historical building. After designing media completed, the researcher will ask students to sign up for ClassDojo and join the class with a code, and the researcher will upload the media based on scientific approach stages in ClassDojo. In developing the media in materials and ClassDojo, researcher used the theory of TPACK (Technology Pedagogical Content Knowledge), which was teachers needed to teach and explain the set of knowledge effectively to their students by using technology, Koehler (2013).

In uploading the writing media, the teacher will sign in to ClassDojo and after that teacher can upload the developed media based on scientific approach stages, which is the stages consisted of observing, questioning, exploring, associating and communicating, but before the media are uploaded, the materials should be validated by the experts. The lesson plan and the developed writing media can be seen in *appendix H and I*.

4. Validating by Experts

The developed media firstly was judged by experts in order to make sure the quality of the product. They were 5 sections in the validating instruments, they are linguistics, process, product and content, and also layout as well as critics and suggestions. The first expert was Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum. is lecturer of English and Education Department on English and Literature study program of State University of Medan mastering into linguistics. Then, the second expert was Rizki Hanafiah Siregar S.Pd who is English teacher of MAN 2 Deli Serdang. The Media Validation Instrument was used by the experts to

measure whether the writing medias were already appropriate or not. The Media Validation Instrument can be seen in appendix *E*.

The validation sheet was adapted from BSNP (Badan Standar Nasional Indonesia) and consisted of four aspects such as content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. Then, the score of each scale are presented as below:

Table 4.6 The Score Of Each Scale

No	Categories	Interval	Scores
1	Very good	$4.5 < X \leq 5$	5
2	Good	$3,25 < X \leq 4,5$	4
3	Fair	$2,4 < X \leq 3.25$	3
4	Poor	$1.75 < X \leq 2.5$	2
5	Very poor	$0 < X \leq 1.75$	1

The first expert was Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum, the result was described as follow:

Table 4.7 Validation Data By The First Expert

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	31
2	Linguistic	5	25	23
3	Process / Setting	5	25	24
4	Layout	3	15	13
Total		20	100	91
Average $91/20 = 4.55$ or percentage = $91/100 \times 100\% = 91\%$				

The average score of validation from the first validator was 4.55 or 91% and it was categorized as relevant or very good. Thus, the final draft or developed

writing media were valid and suitable to be used as learning media for grade tenth students. The result of validation by the lecturer can be seen in *appendix F.*

The second expert was Rizki Hanafiah Siregar S.Pd, an English teacher in MAN 2 Deli Serdang.

Table 4.8 Validation Data By The Second Expert

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	33
2	Linguistic	5	25	23
3	Process / Setting	5	25	23
4	Layout	3	15	15
	Total	20	100	94
Average $81/20 = 4.7$ or percentage = $94/100 \times 100\% = 94\%$				

The average score of validation was 4.7 or 94% and it was categorized as very good. It means that the materials were valid and suitable to use for grade tenth students of MAN 2 Deli Serdang. The result of validation by the teacher can be seen in *appendix G.*

5. Revising Materials

The developed English writing materials here validated by the experts and below are some revisions given.

a. English Lecturer suggested as follow;

As suggested by Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum, the writing media should provide clear instructions for the students, make the design and the layout be more organized.

b. English teacher's suggestion

Rizki Hanafiah Siregar S.Pd suggested to provide a historical building text that really close from their environment, so the students can enjoy and familiar with the historical places.

6. Final Product

The final product was developed based on the suggestions and the comments of the first draft of the writing materials from the expert. The final products can be seen in *appendix J*. Final products will be uploaded into the classdojo.com.

B. Discussion

The result of this study is to develop a learning media and to find out the needs for the tenth grade students of MAN 2 DELI SERDANG. The researcher developed the learning media because currently media that used in their class currently is not interesting enough to attract the students of MAN 2 DELI SERDANG. The media contains of main competence and basic competence as the basis and are believed to be able to ease the students' ability in writing descriptive text.

The developed ClassDojo as media were gotten by conducting the research and development staged by Borg and Gall (2014:407). As the first step of the need analysis, the researcher distributed the questionnaire to 31 students of X MIA 3 in MAN 2 Deli Serdang. Based on the need analysis, the researcher concludes that the students need to improve their writing skill and students also need another resource for writing media besides textbook and while learning writing students need to use interactive and collaborative digital media to make the students are interested to study. After distributed and develop the learning media, researcher

found that the existing media in MAN 2 Deli Serdang was not fulfil students' need, the writing materials did not suitable with students' necessities and wants, this is in line with the theory of Hedgcock and Ferris, 2009, they state that text book reading materials rarely meet all our classroom needs, while Tomlison (2003) emphasizes that teaching materials help a teaching and learning process; and teaching materials must be suitable for students' needs, even they are not design specifically for them, the teaching material should make it possible for students to preview and prepare their lessons, and the teaching materials should allow for adaptation and improvisation.

In designing descriptive writing media, the researcher developed materials based on scientific approach stages, so that researcher developed indicators into the lesson plan, and then the materials developed related to the stages, such as in the observing, the researcher used interesting media such video and pictures to help them in learning how to pronounce vocabularies, and also subtitle to make students learn about grammar and enrich their vocabularies. The video adopted from YouTube related to the topics in basic competences on the syllabus which were topics about historical buildings. After designing media completed, the researcher will ask students to sign up for Class Dojo and join the class with a code, and the researcher will upload the media based on scientific approach stages in Class Dojo. In developing the media, researcher used the theory of TPACK (Technology Pedagogical Content Knowledge), which was teachers needed to teach and explain the set of knowledge effectively to their students by using technology, Koehler (2013).

In developing media, researcher focused on the activities that could help students in using technology, researcher designed the activities that involved digital media and e-learning, it helped teachers to deliver the materials in this pandemic situation effectively, the used of technology in the activities also could interact students in learning writing because in their needs, they wanted to use technology while learning process. Thus are suitable with the theory of Daryanto (2010), which is teaching media is all physical tools which can deliver message and stimulate students to learn. It includes attention , interest, thoughts and feeling of students in learning activities in order to set the goal of the learning objective.

In designing the text researcher designed the text based reviewing the textbook which was the textbook consisted of interational historical building so that researcher create the text from regional and national historical buildings that have similarity with the historical building that consisted in the book, it ws also carry out by researcher in the topic of tourist spot. In creating text researcher relate with the theory of Kitao (in Septiani. F. 2014) as defined material development is a process of developing existing materials because there are some items of the existing material which need to be added or eliminated. Teaching media development includes the process of adaptation, supplement, and elaboration of teaching materials in order to make the teaching materials fulfil what students need about a subject that they learn.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

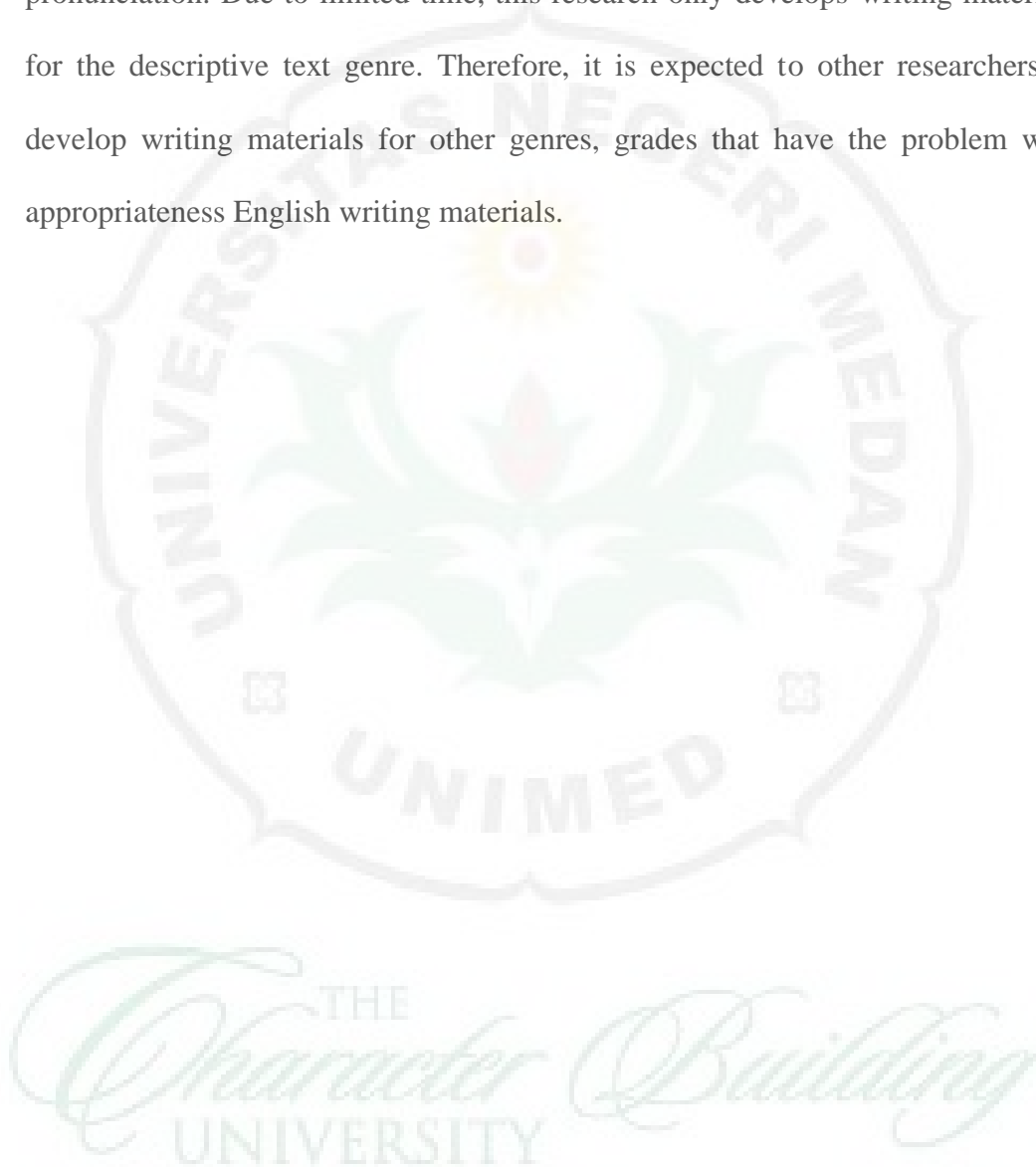
A. Conclusions

After analysing the data, the researcher concluded that the students' existing writing media was not interesting, and also the media that being used by the teacher was not effective enough to make the students understand about the descriptive text writing. They found it was difficult to write and make a descriptive text which eventually brings them to passive learners. They want to have the interesting and effective media which motivate them to learn and write the descriptive text. The solution for them was developing the new writing media. Developing media by using Class Dojo applied the R 7 D phases by Borg and Gall (2014) which was simplified into, (1) gather data and information; (2) need analysis; (3) design media; (4) validate by expert; (5) revision; (6) final product. The score of validation from the expert was 95% and it was categorized as relevant. It means that the media were valid and appropriate to use as learning media for students.

B. Suggestions

There were some suggestions given for the consideration the future. For the teacher, teacher should consider the students' need in choosing the learning media. The learning process can be successful if the teacher mastered in explaining the descriptive text as well as using a learning media that can support them. Then, the teacher also should pay attention to kind of text that will be given to the students. In line with that, English teacher should be more responsive to the

need of the students, such as their needs in media usage, learning sources, and learning to set, teacher also should be able to provide writing materials and media which can hone students' higher-order thinking skill, vocabulary, and pronunciation. Due to limited time, this research only develops writing materials for the descriptive text genre. Therefore, it is expected to other researchers to develop writing materials for other genres, grades that have the problem with appropriateness English writing materials.



REFERENCES

- Ahmadi. 2018. The Use Of Technology in English Language Learning: A Literature Review. *International Journal Of Research In English Education*, Vol.3, No.2, 116-125
- David, Nunan. 2003. *Practical English Language Teaching*. New York: Mc Grano Hill
- Gall, Meredith & Walter R. Borg. 2003. *Educational Research and Development*, Seventh Edition. (USA: Pearson Education).
- Garrison D. R., 2011. *A Framework for Research and Practice, Second Edition*. New York : Madison Avenue, p. 2.
- Graves, K. 2000. *Designing Language Courses: A Guide for Teachers*, Boston: Heinle & Heinle Publishing.
- Harmer, Jeremy. 2004. *How to Teach Writing*, (Essex: Longman).
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Cambridge: Longman
- Hosnan.2014. *Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*. Bogor: Ghalia Indonesia.
- Hutchinson, T. & Water, A. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Jasminur. 2019. *The Analysis of English Syllabus Of Of K-13 And K-13 Revision*. Unpublished Thesis. Banda Aceh: Universitas Ar-Raniry
- Kemendikbud. 2014. Permendikbud No. 103 Tentang Pedoman Pelaksanaan Pembelajaran. Jakarta: Kemendikbud

Kementerian Pendidikan dan Kebudayaan. 2016. *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*. Jakarta: Kemdikbud.

Premendikbud Nomor 24 tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Kurikulum 2013 Pada Pendidikan Dasar Dan Menengah.

Rachmawati, Umi. 2018. Reading Interest Of Senior High School Students: A Case Study. *Journal Of Languages And Language Teaching*, Vol. 6 No.1, 17-26.

Ratnaningsih, Sri. 2017. Scientific Approach of 2013 Curriculum: Teachers' Implementation in English Language Teaching. *Journal Of English Education*, Volume 6, Issue 1, 33-40

Sife A. S., et all. 2007. New Technologies for Teaching and Learning: Challenges for Higher Learning Institutions in Developing Countries. *International Journal Of Education and Development using ICT*, Vol. 3, No. 2

Soliman, Nagwa A. 2014. Using E-learning to Develop EFL students' Language Skills and Activate Their Independent Learning, (English Department, The British University in Egypt, Cairo, Egypt).

Sons, Wiley J. 2011. *E-learning and The Science of Intruction*. Canada: Simultaneously, 2011, p.8

APPENDIX A SYLLABUS

MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS

THE
Character Building
UNIVERSITY

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

KOMPETENSI DASAR	KOMPETENSI DASAR
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	4.2 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	4.3 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.4 teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	4.5 teks pemberitahuan (<i>announcement</i>) 4.5.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>) 4.5.2 menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

APPENDIX B INTERVIEW SHEET

DAFTAR PERTANYAAN WAWANCARA ANALISIS KEBUTUHAN GURU MATA PELAJARAN BAHASA INGGRIS KELAS X JURUSAN PARIWISATA

Identity of The Interviewee

Name : Rizki Hanafiah Siregar S.Pd
 Gender : Male
 Graduates : Bachelor Degree in Universitas Muhammadiyah Sumatera Utara.
 Started working year : 2004
 Date of interview : 8 Januari 2021
 Time of interview : 10:00 - 10:10 A.M

nNo	Questions	Answers
1	Is there the material of descriptive text in this first semester	In curriculum K13, there is the material of descriptive text
2	According to you, is descriptive text topic important to be learned?	Very important, to make students can describe things around them easily
3	In your opinion, what skill is needed in learning descriptive text?	Writing skill
4	What difficulties that is found when students learn the topic?	Students is difficult to write because the lack of vocabulary and incorrect grammar in arrangement of sentences
5	What media that you use when you teach descriptive text?	Only textbook
6	What are the weakness and strengths of the media used?	The strength is the media used is easy to obtain. But, the media is can't attract students' interest to learn English.
7	According to you, is it good to developed e-learning media to attract students' interest to learn English?	Yes, it is. I think the e-learning media more suitable for this new era of learning.
8	Have you ever used any e-learning platform to teach English?	Not yet.

APPENDIX C THE NEED ANALYSIS QUESTIONNAIRE

Need Analysis Questionnaire

ANGKET ANALISIS KEBUTUHAN SISWA

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Tanggal :

I. PETUNJUK

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Angket ini memiliki 20 pertanyaan. Pertimbangkanlah baik-baik setiap pertanyaan dalam kaitannya dengan lembar kerja siswa yang baru saja kamu pelajari. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
3. Jawablah dengan sejujurnya karena hal ini tidak akan berpengaruh terhadap nilai Bahasa Inggris anda.
4. Berilah tanda *silang* (X) pada pilihan yang sesuai dengan pendapatmu untuk setiap pertanyaan yang diberikan.

II. IDENTITAS RESPONDEN

Nama	:	
Kelas	:	

1. Mengapa anda belajar Bahasa Inggris ?
 - a. Karena Bahasa Inggris merupakan mata pelajaran wajib
 - b. Karena saya tertarik belajar Bahasa Inggris dan ingin mempersiapkan diri ke jenjang Pendidikan yang lebih tinggi/mencari pekerjaan
 - c. Agar saya mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris dalam kehidupan sehari-hari
 - d. Semuanya
2. Menurut anda, bagaimana teknik Pengajaran Bahasa Inggris yang anda sukai ?
 - a. Guru menggunakan media dalam menjelaskan materi
 - b. Guru menggunakan buku pegangan dalam menjelaskan materi serta memberikan tugas
 - c. Guru membuat forum diskusi dan praktek
 - d. Semuanya

3. Dalam pembelajaran Bahasa Inggris, kegiatan seperti apa yang anda inginkan untuk mengembangkan kemampuan menulis (*speaking skill*) ?
 - a. Melihat video dari satu materi
 - b. Presentasi individu atau kelompok
 - c. Menggunakan media interaktif yang dapat digunakan guru dan siswa
 - d. Semuanya
4. Media apa saja yang biasa digunakan guru dalam mengajar writing di kelas ?
 - a. Buku pelajaran
 - b. Audio – Visual (Video/Film)
 - c. Aplikasi pembelajaran
 - d. Gabungan ketiganya
5. Menurut anda, seberapa baik kemampuan menulis Bahasa Inggris (*writing skill*) anda ?
 - a. Buruk
 - b. Biasa saja
 - c. Baik
 - d. Sangat baik
6. Masalah apa saja yang sering anda hadapi dalam menulis Bahasa Inggris ?
 - a. Takut salah, takut dikritik, dan tidak percaya diri
 - b. Tidak memiliki motivasi
 - c. Kurang vocabulary
 - d. Ketiganya
7. Menurut anda, apa faktor yang mempengaruhi keterampilan anda dalam menulis Bahasa Inggris ?
 - a. Waktu untuk persiapan
 - b. Tekanan untuk menampilkan yang terbaik
 - c. Tidak tahu materi apa yang ingin dituliskan
 - d. Ketiganya
8. Apakah media pembelajaran Bahasa Inggris yang selama ini digunakan sudah membantu anda memahami pelajaran Bahasa Inggris ?
 - a. Belum membantu
 - b. Cukup membantu
 - c. Sudah membantu
 - d. Sangat membantu
9. Pernah anda menggunakan media pembelajaran berbasis teknologi berkaitan dengan *Writing English* seperti aplikasi yang ada di Smartphone atau Laptop/PC ?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
 - d. Selalu

10. Media yang digunakan dalam belajar Bahasa Inggris terutama *Writing*, seharusnya ?
 - a. Menarik (berwarna dan bergambar)
 - b. Kreatif (memiliki fitur yang dapat digunakan untuk berlatih)
 - c. Inovasi (dapat belajar/berlatih secara mandiri)
 - d. Semuanya
11. Menggunakan aplikasi sebagai media pembelajaran sangat penting dalam meningkatkan pemahaman serta minat belajar saya saat pembelajaran berlangsung
 - a. Tidak Setuju
 - b. Kurang setuju
 - c. Setuju
 - d. Sangat setuju
12. Media aplikasi sangat sesuai digunakan dalam pembelajaran writing. Karena dapat digunakan kapanpun dan dimanapun
 - a. Tidak Setuju
 - b. Kurang setuju
 - c. Setuju
 - d. Sangat setuju
13. Media aplikasi pembelajaran Writing sebaiknya....
 - a. Mudah digunakan dan mudah dipahami
 - b. Menarik
 - c. Memiliki fitur yang dapat berguna dalam pembelajaran writing
 - d. Ketiganya
14. Bagaimana kegiatan belajar Writing yang anda sukai di dalam kelas?
 - a. Individu
 - b. Peer (berpasangan)
 - c. Perkelompok
 - d. Semunya
15. Bentuk aplikasi seperti apa yang anda inginkan untuk belajar Writing ?
 - a. Pasif (Melihat dan memahami materi yang diberikan guru)
 - b. Interaktif (Dapat menggunakan media untuk berinteraksi menggunakan Bahasa Inggris)
 - c. Kolaboratif (Dapat berdiskusi dengan guru dan sesama teman)
 - d. Semuanya
16. Bagaimana tampilan/display aplikasi yang anda inginkan untuk belajar Writing ?
 - a. Berwarna warni (colorful)
 - b. Mudah digunakan
 - c. Tampilan sesuai dengan materi yang dipelajari
 - d. Ketigaya

17. Bagaimana kriteria aplikasi pendukung pembelajaran *writing* yang sesuai menurut anda ?
- Mendorong rasa ingin tahu siswa untuk belajar Writing
 - Mendorong siswa untuk membangun pengetahuannya sendiri
 - Mendorong siswa untuk belajar secara kolektif (secara berkelompok)
 - Ketiganya
18. Apa yang biasa anda lakukan untuk mengasah kemampuan menulis Bahasa Inggris anda?
- Membaca cerita dalam Bahasa Inggris
 - Meningkatkan hafalan kosa-kata/vocabulary dalam Bahasa Inggris
 - Mempraktekan menulis beberapa kalimat/cerita dalam Bahasa Inggris
 - Ketiganya



APPENDIX D THE NEED ANALYSIS DATA

NO	QUESTION	ANSWER	PERCENTAGE (%)
1	Mengapa anda belajar Bahasa Inggris ?	Karena Bahasa Inggris merupakan mata pelajaran wajib	0
		Karena saya tertarik belajar Bahasa Inggris dan ingin mempersiapkan diri ke jenjang Pendidikan yang lebih tinggi/mencari pekerjaan	16
		Agar saya mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris dalam kehidupan sehari-hari	29
		Semuanya	55
2	Menurut anda, bagaimana teknik Pengajaran Bahasa Inggris yang anda sukai ?	Guru menggunakan media dalam menjelaskan materi .	26
		Guru menggunakan buku pegangan dalam menjelaskan materi serta memberikan tugas	3
		Guru membuat forum diskusi dan praktek	26
		Semuanya	45
3	Dalam pembelajaran Bahasa Inggris, kegiatan seperti apa yang anda inginkan untuk mengembangkan kemampuan menulis (<i>writing skill</i>) ?	Melihat video dari satu materi	16
		Presentasi individu atau kelompok	13
		Menggunakan media interaktif yang dapat digunakan guru dan siswa	42
		Semuanya	29
4	Media apa saja yang biasa digunakan guru dalam mengajar writing di kelas ?	Lainnya	64.5
		Buku pelajaran	9.6
		Audio – Visual (Video/Film)	9.6
		Aplikasi pembelajaran	16
5	Menurut anda, seberapa baik kemampuan menulis Bahasa Inggris	Gabungan ketiganya	9.6
		Dasar	71
		Menengah	19.3
		Lanjut	0

	(writing skill) anda ?		
		Sangat baik	22.5
6	Masalah apa saja yang sering anda hadapi dalam menulis Bahasa Inggris ?	Takut salah, takut dikritik, dan tidak percaya diri	3
		Tidak memiliki motivasi	45
		Kurang vocabulary	29
		Ketiganya	6.4
7	Secara umum, kemampuan menggunakan bahasa Inggris saya	Saya sama sekali tidak bisa berkomunikasi dengan bahasa Inggris	19.3
		Saya mampu memahami teks atau percakapan dalam bahasa Inggris namun sulit bagi saya untuk menulis dan berbicara dalam bahasa Inggris	42
		Saya dapat berkomunikasi dalam bahasa Inggris dalam konteks dan situasi tertentu namun masih membuat beberapa kesalahan	32
		Ketiganya .	32
8	Apakah media pembelajaran Bahasa Inggris yang selama ini digunakan sudah membantu anda memahami pelajaran Bahasa Inggris ?	Belum membantu	42
		Cukup membantu	22.5
		Sudah membantu	3
		Sangat membantu	32
9	Pernakah anda menggunakan media pembelajaran berbasis teknologi berkaitan dengan <i>Writing English</i> seperti aplikasi yang ada di Smartphone atau Laptop/PC ?	Tidak pernah	64.5
		Kadang-kadang	3
		Sering	0
		Selalu	13
10	Media yang digunakan dalam belajar Bahasa Inggris terutama	Menarik (berwarna dan bergambar)	13

	<i>Writing</i> , seharusnya ?	Kreatif (memiliki fitur yang dapat digunakan untuk berlatih)	13
		Inovasi (dapat belajar/berlatih secara mandiri)	61
		Semuanya	0
11	Media aplikasi sangat sesuai digunakan dalam pembelajaran <i>writing</i> . Karena dapat digunakan kapanpun dan dimanapun	Tidak Setuju	9.6
		Kurang setuju	35.4
		setuju	22.5
		Sangat setuju	0
12	Pernakah anda menggunakan media pembelajaran berbasis teknologi berkaitan dengan <i>reading English</i> seperti aplikasi yang ada di Smartphone atau Laptop/PC	Tidak Setuju	13
		Kurang setuju	71
		Setuju	16
		Sangat setuju	19.3
13	Media aplikasi pembelajaran <i>Writing</i> sebaiknya....	Mudah digunakan dan mudah dipahami	3
		Menarik	29
		Memiliki fitur yang dapat berguna dalam pembelajaran <i>writing</i>	48.3
		Ketiganya	9.6
14	Bagaimana kegiatan belajar <i>Writing</i> yang anda sukai di dalam kelas?	Individu	29
		Peer (berpasangan)	45
		Perkelompok	16
		Semuanya	6.4
15	Bentuk aplikasi seperti apa yang anda inginkan untuk belajar <i>Writing</i> ?	Mudah digunakan dan mudah dipahami	22.5
		Menarik	22.5
		Memiliki fitur yang dapat berguna dalam pembelajaran <i>writing</i> ,	48.3
		Semuanya	19.3
16	Bagaimana tampilan / display aplikasi yang anda inginkan untuk belajar <i>writing</i>	Berwarna warni (colorful)	13
		Mudah digunakan	35.4
		Tampilan sesuai dengan materi yang dipelajari	32
		Ketiganya	32
17	Bagaimana kriteria aplikasi pendukung	Mendorong rasa ingin tahu siswa untuk belajar <i>Writing</i>	9.6

	pembelajaran <i>writing</i> yang sesuai menurut anda ?	Mendorong siswa untuk membangun pengetahuannya sendiri	9.6
		Mendorong siswa untuk belajar secara kolektif (secara berkelompok)	48.3
		Ketiganya	13
18	Apa yang biasa anda lakukan untuk mengasah kemampuan menulis Bahasa Inggris anda?	Membaca cerita dalam Bahasa Inggris	13
		Meningkatkan hafalan kosa-kata/vocabulary dalam Bahasa Inggris	22.5
		Mempraktekan menulis beberapa kalimat/cerita dalam Bahasa Inggris	51.6
		Ketiganya	0



APPENDIX E MATERIAL VALIDATION INSTRUMENT

TEKS DESKRIPTIF

Uji Kelayakan Media Untuk Siswa / 1 Kelas X MAN 2 DELI SERDANG.

a. **IDENTITAS DIRI**

Nama :

Pekerjaan :

Jenis Keahlian :

b. **PENGANTAR**

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan

materi (pemahaman writing) untuk siswa kelas X .

c. **PETUNJUK**

1. Mohon Bapak / Ibu membaca angket ini dengan cermat dan seksama!
2. Isilah identitas Bapak / Ibu dengan benar sebelum mengisi angket ini!
3. Bacalah dengan seksama setiap pernyataan / pertanyaan angket sebelum Bapak Ibu menjawab!
4. Berikut ini adalah kriteria tingkat kelayakan materi teks deskriptif untuk Siswal kelas X MAN 2 DELI SERDANG. Berilah centang pada salah satu angka deskriptif dengan skor 5,4,3,2,1.

Nilai 5 - Sangat baik / relevan sesuai

Nilai 4 - Baik / relevan / sesuai

Nilai 3 - Cukup

Nilai 2 - Kurang

Nilai 1 - Sangat Kurang Baik / relevan / sesuai

Dalam mengisi angket ini, mohon Bapak Ibu mengisi angket ini dengan sebenar-benarnya untuk perbaikan dan penyempumaan materi teks deskriptif untuk siswa / i kelas X MAN 2 DELI SERDANG.

5. Mohon Bapak / Ibu hanya memilih satu dari jawaban yang tersedia. Hila Bapak Ibu ingin mengganti pilihan yang sudah ada, Bapak / Ibu dapat memilih pilihan yang lain dengan mencoret pilihan sebelumnya

6. Bila ada keierangan / informasi tambahan untuk setiap item angket, kam mchon Bapak / Ibu di bawah pada kolom yang tersedia.

d. EVALUASI MATERI

NO	ASPEK YANG DINILAI	SKALA PENILAIAN				
		5	4	3	2	1
A	PRODUK DAN ISI					
1.	Pengembangan media belajar writing sesuai dengan Kompetensi Dasar yang ada dalam syllabus kurikulum 2013					
2.	bagian-bagian dalam bahan ajar pengembangan writing dikembangkan dengan optimal dan relevan dengan kompetensi dasar dan indikator.					
3.	Pengembangan media belajar writing dapat membantu siswa dalam meningkatkan pemahaman siswa akan fungsi sosial, tata bahasa dan struktur teks deskriptif					
4.	Pengembangan media belajar writing writing dapat membantu siswa dalam menambah vocabulary					
5.	Pengembangan media belajar writing writing dapat membantu siswa dalam meningkatkan keterampilan menulis (<i>writing skill</i>)					
6.	Materi yang diberikan cenderung mengarahkan siswa untuk meningkatkan kompetensi dengan cepat dan efektif.					
7.	Bagian-bagian dalam pengembangan media pembelajaran menulis dikembangkan dengan optimal dan relevan dengan esensi dari bagian-bagian tersebut					
B	LINGUISTIK	5	4	3	2	1
8.	Standarisasi penggunaan tata bahasa secara umum					

9.	Standarisasi panjang kalimat yang ada secara umum					
10.	Ketepatan dan kesesuaian pilihan kosa kata secara umum					
11.	Ketepatan atau kesesuaian pilihan kosa kata untuk mendeskripsikan sebuah tempat wisata dan bangunan bersejarah					
12.	Ketepatan atau kesesuaian penggunaan bahasa yang benar dan mudah dipahami.					
C	PROSES	5	4	3	2	1
13	Rumusan petunjuk/ langkah kerja singkat, jelas dan mudah dipahami.					
14.	Materi writing mencerminkan langkah langkah Dalam penerapan pendekatan saintifik.					
15.	Media belajar writing memotivasi siswa untuk belajar dan menulis tentang berbagai materi di dalam buku.					
16.	Media belajar writing mendorong siswa untuk berdiskusi dan menganalisis soal.					
17.	Media belajar writing memungkinkan dan memberikan siswa ruang dan waktu untuk belajar mandiri, dan juga kolaboratif.					
D	LAYOUT	5	4	3	2	1
18.	Penyajian video dan gambar sesuai dengan topik bahan bacaan					
19.	Tata letak gambar dikembangkan secara optimal dan menarik.					
20.	Visualisasi atau keindahan huruf bahan ajar secara umum baik dan menarik.					

E	KOMENTAR/KRITIK/SARAN
	
<p>Terima kasih atas kesediaan Bapak/Ibu untuk menjadi evaluator dalam uji kelayakan materi Menulis (<i>writing</i>) untuk Siswa/I kelas X MAN 2 DELI SERDANG.</p>	

Divalidasi Oleh

Validator

THE
Character Building
UNIVERSITY

APPENDIX F VALIDATION SCORE FROM THE LECTURER

INSTRUMEN PENILAIAN MEDIA PEMBELAJARAN

TEKS DESKRIPTIF

Uji Kelayakan Media Untuk Siswa / I Kelas X MAN 2 DELI SERDANG

I. IDENTITAS DIRI

Nama : Dr. Isli Iriani Indah Br. Pane, S.Pd., M.Hum

Pekerjaan : Dosen

Jenis Keahlian : Writing

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan materi (pemahaman writing) untuk siswa kelas X

III. PETUNJUK

1. Mohon Bapak / Ibu membaca angket ini dengan cermat dan seksama!
2. Isilah identitas Bapak / Ibu dengan benar sebelum mengisi angket ini!
3. Bacalah dengan seksama setiap pernyataan / pertanyaan angket sebelum Bapak Ibu menjawab!
4. Berikut ini adalah kriteria tingkat kelayakan materi teks deskriptif untuk Siswa kelas X MAN 2 DELI SERDANG. Berilah centang pada salah satu angka deskriptif dengan skor 5,4,3,2,1.

Nilai 5 - Sangat baik / relevan sesuai

Nilai 4 - Baik / relevan / sesuai

Nilai 3 - Cukup

Nilai 2 - Kurang

Nilai 1 - Sangat Kurang Baik / relevan / sesuai

Dalam mengisi angket ini, mohon Bapak Ibu mengisi angket ini dengan sebenarnya untuk perbaikan dan penyempurnaan materi teks deskriptif untuk siswa / i kelas X MAN 2 DELI SERDANG.

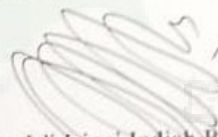
5. Mohon Bapak / Ibu hanya memilih satu dari jawaban yang tersedia. Jika Bapak Ibu ingin mengganti pilihan yang sudah ada, Bapak / Ibu dapat memilih pilihan yang lain dengan mencoret pilihan sebelumnya
6. Bila ada keingintahuan / informasi tambahan untuk setiap item angket, mohon Bapak / Ibu di bawah pada kolom yang tersedia.

NO	ASPEK YANG DINILAI PRODUK DAN ISI	SKALA PENILAIAN				
		5	4	3	2	1
A						
1.	Pengembangan media belajar writing sesuai dengan Kompetensi Dasar yang ada dalam syllabus kurikulum 2013	✓				
2.	bagian-bagian dalam bahan ajar pengembangan writing dikembangkan dengan optimal dan relevan dengan kompetensi dasar dan indikator.	✓				
3.	Pengembangan media belajar writing dapat membantu siswa dalam meningkatkan pemahaman siswa akan fungsi sosial, tata bahasa dan struktur teks deskriptif		✓			
4.	Pengembangan media belajar writing dapat membantu siswa dalam menambah vocabulary		✓			
5.	Pengembangan media belajar writing dapat membantu siswa dalam meningkatkan keterampilan menulis (<i>writing skill</i>)	✓				
6.	Materi yang diberikan cenderung mengarahkan siswa untuk meningkatkan kompetensi dengan cepat dan efektif.		✓			
7.	Bagian-bagian dalam pengembangan media pembelajaran menulis dikembangkan dengan optimal dan relevan dengan esensi dari bagian-bagian tersebut		✓			
B						
LINGUISTIK		5	4	3	2	1
8.	Standarisasi penggunaan tata bahasa secara umum	✓				
9.	Standarisasi panjang kalimat yang ada secara umum		✓			
10.	Ketepatan dan kesesuaian pilihan kosa kata secara umum	✓				

11.	Ketepatan atau kesesuaian pilihan kosa kata untuk mendeskripsikan sebuah tempat wisata dan bangunan bersejarah		✓				
12.	Ketepatan atau kesesuaian penggunaan bahasa yang benar dan mudah dipahami.	✓					
C PROSES							
C		5	4	3	2	1	
13.	Rumusan petunjuk/ langkah kerja singkat, jelas dan mudah dipahami.	✓					
14.	Materi writing mencerminkan langkah langkah Dalam penerapan pendekatan saintifik.	✓					
15.	Media belajar writing memotivasi siswa untuk belajar dan menulis tentang berbagai materi di dalam buku.	✓					
16.	Media belajar writing mendorong siswa untuk berdiskusi dan menganalisis soal.		✓				
17.	Media belajar writing memungkinkan dan memberikan siswa ruang dan waktu untuk belajar mandiri, dan juga kolaboratif.	✓					
D LAYOUT							
D		5	4	3	2	1	
18.	Penyajian video dan gambar sesuai dengan topik bahan bacaan	✓					
19.	Tata letak gambar dikembangkan secara optimal dan menarik.		✓				
20.	Visualisasi atau keindahan huruf bahan ajar secara umum baik dan menarik.		✓				

E	KOMENTAR/KRITIK/SARAN
<p>Materi yang dikembangkan cukup baik dan memotivasi siswa untuk menulis teks deskriptif akan tetapi masih ada beberapa bagian yang perlu diperbaiki.</p>	
<p>Terima kasih atas kesediaan Bapak/Ibu untuk menjadi evaluator dalam uji kelayakan materi Menulis (<i>writing</i>) untuk Siswa/I kelas X MAN 2 DELI SERDANG.</p>	

Divalidasi Oleh



Dr. Isli Iriani Indyah Br. Pane, S.Pd., M.Hum
NIP. 19790802 200501 2 003

THE
Character Building
UNIVERSITY

APPENDIX G VALIDATION SCORE FROM ENGLISH TEACHER

INSTRUMEN PENILAIAN MEDIA PEMBELAJARAN

TEKS DESKRIPTIF

Uji Kelayakan Media Untuk Siswa / Kelas X MAN 2 DELI SERDANG

I. IDENTITAS DIRI

Nama RIZKI HANAFIAH SIREGAR
 Pekerjaan GURU BID STUDY B. INGGRIS
 Jenis Keahlian WRITING

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan materi (pemahaman writing) untuk siswa kelas X

III. PETUNJUK

- Mohon Bapak / Ibu membaca angket ini dengan cermat dan seksama!
- Istilah identitas Bapak / Ibu dengan benar sebelum mengisi angket ini!
- Bacalah dengan seksama setiap pernyataan / pertanyaan angket sebelum Bapak / Ibu menjawab!
- Berikut ini adalah kriteria tingkat kelayakan materi teks deskriptif untuk Siswa kelas X MAN 2 DELI SERDANG. Berilah centang pada salah satu angka deskriptif dengan skor 5,4,3,2,1.
 - Nilai 5 - Sangat baik / relevan sesuai
 - Nilai 4 - Baik / relevan / sesuai
 - Nilai 3 - Cukup
 - Nilai 2 - Kurang
 - Nilai 1 - Sangat Kurang Baik / relevan / sesuai

Dalam mengisi angket ini, mohon Bapak / Ibu mengisi angket ini dengan sebenarnya untuk perbaikan dan penyempurnaan materi teks deskriptif untuk siswa kelas X MAN 2 DELI SERDANG.

- Mohon Bapak / Ibu hanya memilih satu dari jawaban yang tersedia. Bila Bapak / Ibu ingin mengganti pilihan yang sudah ada, Bapak / Ibu dapat memilih pilihan yang lain dengan mencoret pilihan sebelumnya
- Bila ada kejelasan / informasi tambahan untuk setiap item angket, kami mohon Bapak / Ibu di bawah pada kolom yang tersedia.

IV. EVALUASI MATERI

NO	ASPEK YANG DINILAI	SKALA PENILAIAN				
		5	4	3	2	1
A	PRODUK DAN ISI					
1.	Pengembangan media belajar writing sesuai dengan Kompetensi Dasar yang ada dalam syllabus kurikulum 2013	✓				
2.	bagian-bagian dalam bahan ajar pengembangan writing dikembangkan dengan optimal dan relevan dengan kompetensi dasar dan indikator.		✓			
3.	Pengembangan media belajar writing dapat membantu siswa dalam meningkatkan pemahaman siswa akan fungsi sosial, tata bahasa dan struktur teks deskriptif	✓				
4.	Pengembangan media belajar writing dapat membantu siswa dalam menambah vocabulary		✓			
5.	Pengembangan media belajar writing dapat membantu siswa dalam meningkatkan keterampilan menulis (<i>writing skill</i>)	✓				
6.	Materi yang diberikan cenderung mengarahkan siswa untuk meningkatkan kompetensi dengan cepat dan efektif.	✓				
7.	Bagian-bagian dalam pengembangan media pembelajaran menulis dikembangkan dengan optimal dan relevan dengan esensi dari bagian-bagian tersebut	✓				
B	LINGUISTIK					
8.	Standarisasi penggunaan tata bahasa secara umum		✓			
9.	Standarisasi panjang kalimat yang ada secara umum		✓			
10.	Ketepatan dan kesesuaian pilihan kosa kata secara umum	✓				

11.	Ketepatan atau kesesuaian pilihan kosa kata untuk mendeskripsikan sebuah tempat wisata dan bangunan bersejarah	✓					
12.	Ketepatan atau kesesuaian penggunaan bahasa yang benar dan mudah dipahami.	✓					
C	PROSES	5	4	3	2	1	
13.	Rumusan petunjuk/ langkah kerja singkat, jelas dan mudah dipahami.	✓					
14.	Materi writing mencerminkan langkah langkah Dalam penerapan pendekatan saintifik.	✓					
15.	Media belajar writing memotivasi siswa untuk belajar dan menulis tentang berbagai materi di dalam buku.		✓				
16.	Media belajar writing mendorong siswa untuk berdiskusi dan menganalisis soal.		✓				
17.	Media belajar writing memungkinkan dan memberikan siswa ruang dan waktu untuk belajar mandiri, dan juga kolaboratif.	✓					
D	LAYOUT	5	4	3	2	1	
18.	Penyajian video dan gambar sesuai dengan topik bahan bacaan	✓					
19.	Tata letak gambar dikembangkan secara optimal dan menarik.	✓					
20.	Visualisasi atau keindahan huruf bahan ajar secara umum baik dan menarik.	✓					

E	KOMENTAR/KRITIK/SARAN
	<p>Semoga kedepannya penggunaan e-learning dengan menggunakan media class dojo bisa menambah koleksi media yang dapat digunakan oleh guru bahasa Inggris dalam mengajarkan materi descriptive text, khususnya. Dan pemberian contoh pada historical place-nya lebih spesifik ke daerah tempat dimana penelitian ini dilakukan yaitu ' Deli Serdang'.</p>
	<p>Terima kasih atas kesediaan Bapak/Ibu untuk menjadi evaluator dalam uji kelayakan materi Menulis (<i>writing</i>) untuk Siswa/I kelas X MAN 2 DELI SERDANG</p>

Divalidasi Oleh



Rizky Hanafiah Siregar, S.Pd

APPENDIX H THE FINAL PRODUCT

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAN 2 DELI SERDANG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X MIA 3 / 1 (Wajib)
Tema/ Sub Tema	: Descriptive Text
Skill	: writing (Menulis)
Alokasi Waktu	: 4 X 45'

Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi generic structure dari teks deskriptif • Menemukan tenses yang digunakan dalam teks deskriptif. • Mengumpulkan informasi yang terdapat dalam teks deskriptif
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur	<ul style="list-style-type: none"> • Mengkategorikan nama dan asal tempat bersejarah pada gambar

<p>teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Membuat sebuah teks deskriptif tentang bangunan bersejarah sesuai dengan fungsi social, struktur teks, dan unsur kebahasaannya. • Mampumempresentasikan product dalam bentuk power point.
--	--

PERTEMUAN 1

Observing

Peserta didik diminta untuk menonton video mengenai suatu tempat yang terkenal akan tempat bersejarahnya.

Questioning

Setelah menonton video, peserta didik diberi kesempatan untuk bertanya tentang informasi yang berhubungan dengan video, lalu guru juga memberikan beberapa pertanyaan kepada murid untuk menjawab

Exploring

Setelah memahami isi video, peserta didik diminta untuk mengumpulkan informasi apa saja yang didapat dari tempat bersejarah tersebut.

Associating

Peserta didik diminta untuk menentukan nama dan asal beberapa bangunan bersejarah yang telah diberikan oleh guru untuk menambah informasi tentang bangunan-bangunan bersejarah dari lokal dan internasional kepada peserta didik

Communicating

Peserta didik diminta untuk mempresentasikan didepan kelas dan membagikan hasil tugas mereka pada e-learning platform.

PERTEMUAN 2

Observing

Peserta didik diminta untuk membaca sebuah teks deskriptif tentang bangunan bersejarah

Questioning

Setelah membaca sebuah teks, peserta didik diberikan teks deskriptif lain dan peserta didik diminta untuk mendeteksi generic structure dari teks tersebut .

Exploring

Setelah memahami struktur teks, peserta didik diberikan penjelasan singkat tentang unsur kebahasaan dari teks deskriptif lalu diminta untuk membuktikan teks sebelumnya dengan mendeteksi unsur kebahasaan teks tersebut.

Associating

Peserta didik secara individu diminta untuk membuat sebuah teks deskriptif tentang bangunan bersejarah yang pernah mereka kunjungi sebelumnya, lalu meletakkan hasil pekerjaan mereka kedalam power point.

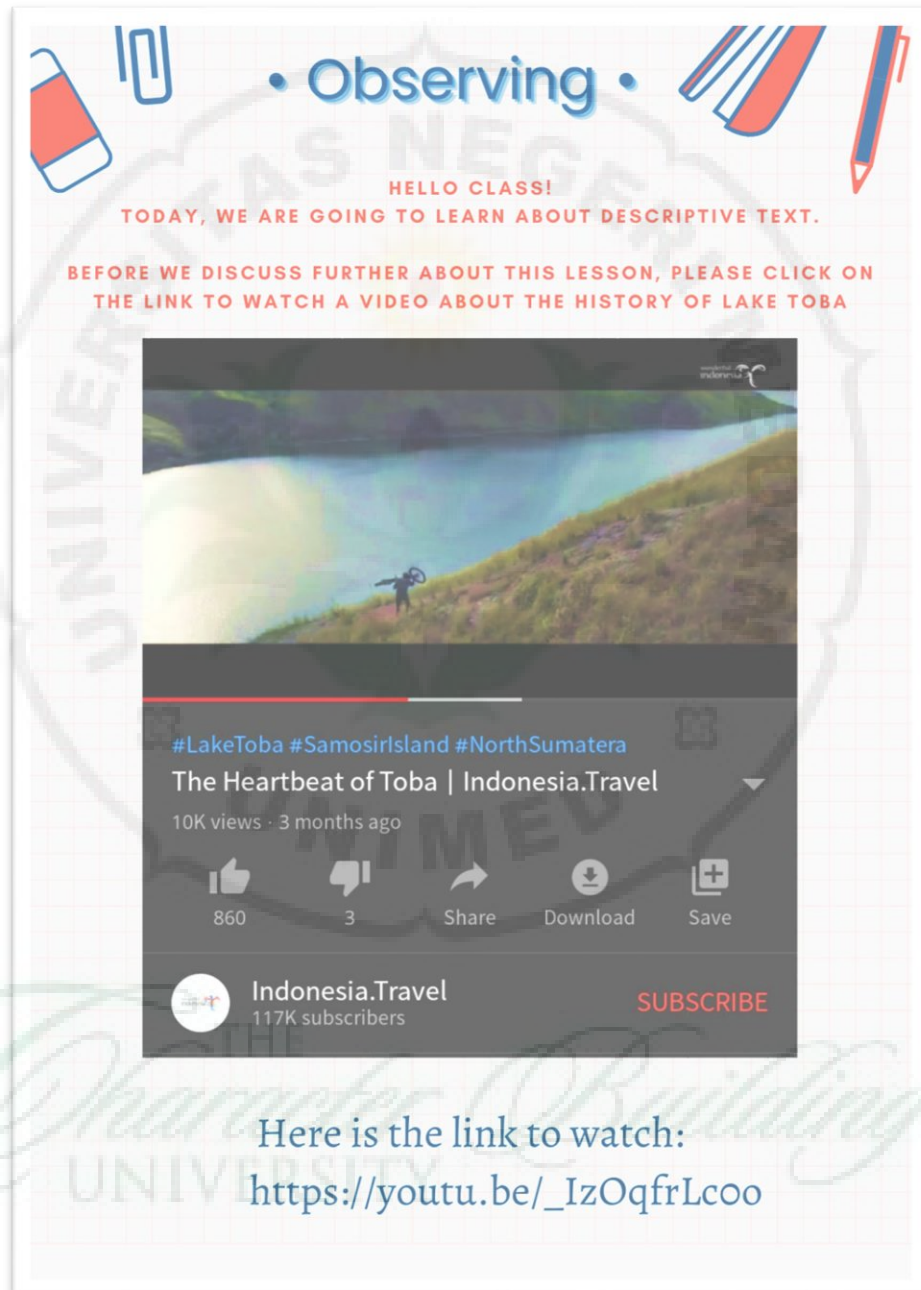
Communicating

Peserta didik diminta untuk Mempresentasikan hasil mereka dalam bentuk power point. Peserta didik lain diminta untuk memberikan komentar dan masukan.

THE DEVELOPED WRITING MEDIA

MEETING I

- Observing



• Observing •

HELLO CLASS!
TODAY, WE ARE GOING TO LEARN ABOUT DESCRIPTIVE TEXT.

BEFORE WE DISCUSS FURTHER ABOUT THIS LESSON, PLEASE CLICK ON
THE LINK TO WATCH A VIDEO ABOUT THE HISTORY OF LAKE TOBA

#LakeToba #SamosirIsland #NorthSumatera
The Heartbeat of Toba | Indonesia.Travel
10K views · 3 months ago


860 3 Share Download Save

Indonesia.Travel
117K subscribers SUBSCRIBE

Here is the link to watch:
https://youtu.be/_IzOqfrLcoo



- **Questioning**

After watching the video, please answer the questions in the comment section!



LAKE TOBA

- Have you ever visited this place before?
- What do you think about Lake Toba?
- Why do you think Lake Toba is amazing?
- Why people like to visit Lake Toba?
- What Lake Toba is famous for?



THE
Character Building
UNIVERSITY

- **Exploring**



Lake Toba
North Sumatra

After you watch the video, please write down the information you got about Lake Toba.



UNIVERSITAS NEGERI
UNIMED

THE
Character Building
UNIVERSITY

- **Associating**

You have watched and got information about one of the most famous historical places in North Sumatra. Now, mention the name and country/city of the historical buildings that shown in the pictures to get more information about local and international historical buildings.

LOCAL HISTORICAL BUILDINGS



NAME :
CITY :



NAME :
CITY:



NAME :
CITY:



NAME :
CITY:



NAME :
CITY:

INTERNATIONAL HISTORICAL BUILDINGS



NAME :

COUNTRY :



NAME :

COUNTRY:



NAME :

COUNTRY:



NAME :

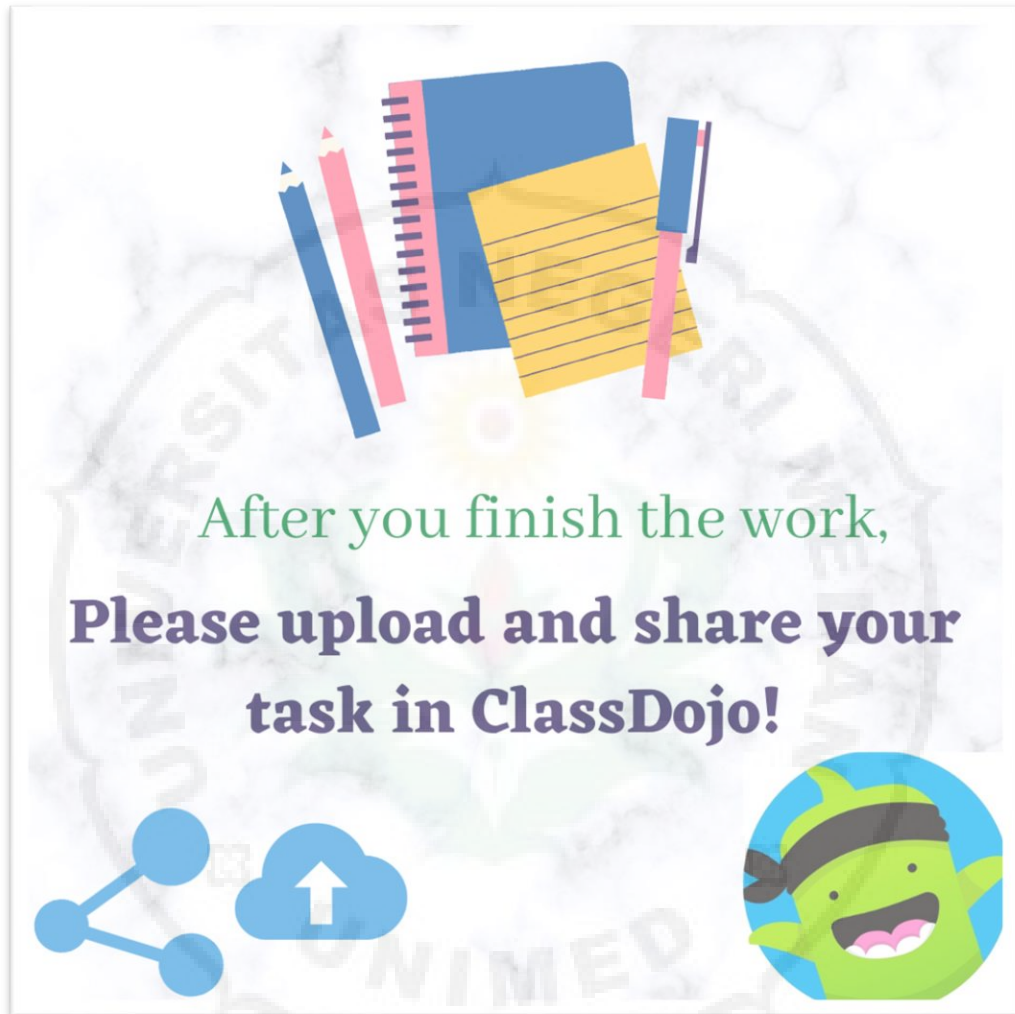
COUNTRY:



NAME :

COUNTRY:

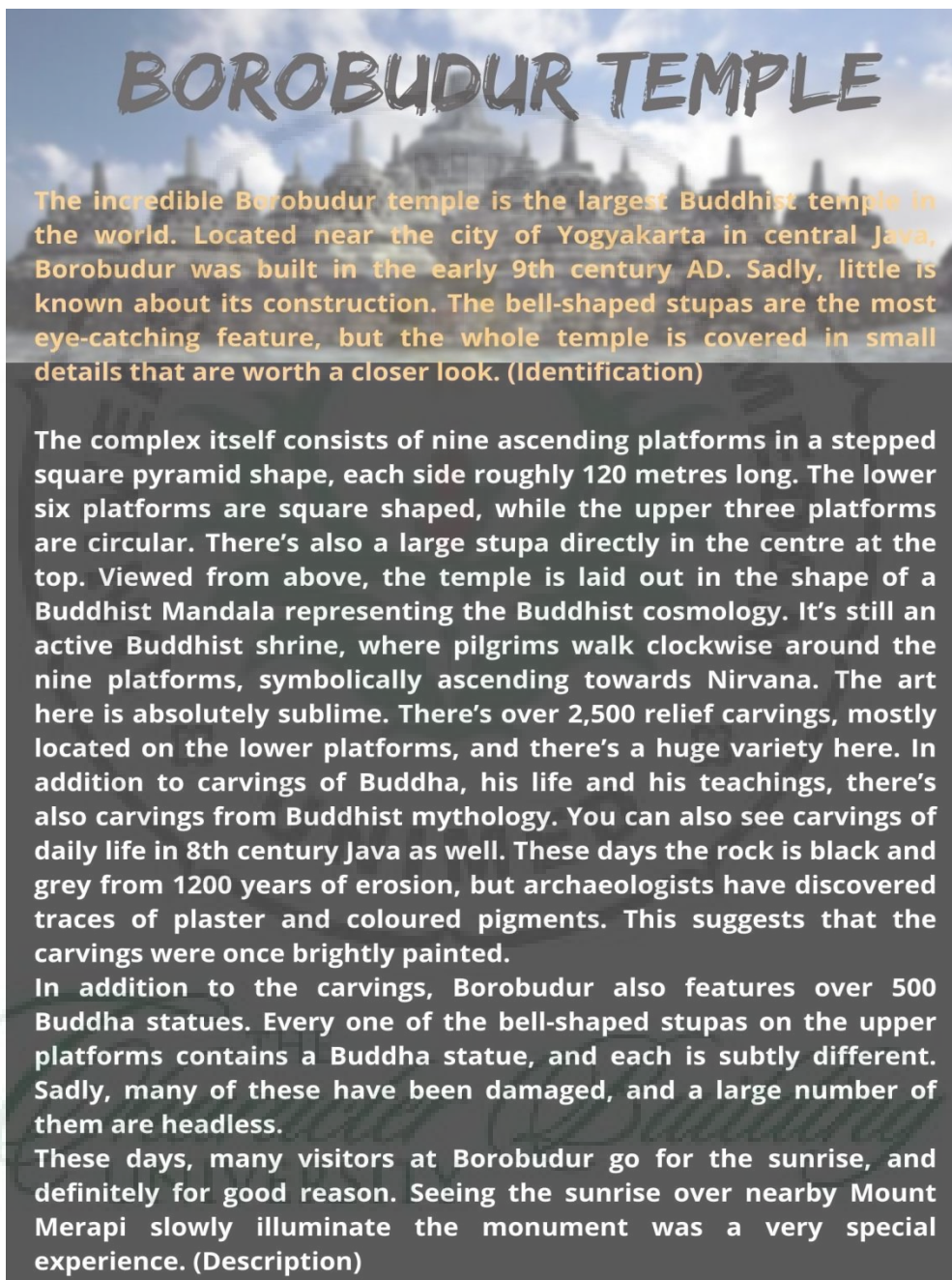
- **Communicating**



THE
Character Building
UNIVERSITY

MEETING II

- **Observing**
Read the text bellow carefully!



BOROBUDUR TEMPLE

The incredible Borobudur temple is the largest Buddhist temple in the world. Located near the city of Yogyakarta in central Java, Borobudur was built in the early 9th century AD. Sadly, little is known about its construction. The bell-shaped stupas are the most eye-catching feature, but the whole temple is covered in small details that are worth a closer look. (Identification)

The complex itself consists of nine ascending platforms in a stepped square pyramid shape, each side roughly 120 metres long. The lower six platforms are square shaped, while the upper three platforms are circular. There's also a large stupa directly in the centre at the top. Viewed from above, the temple is laid out in the shape of a Buddhist Mandala representing the Buddhist cosmology. It's still an active Buddhist shrine, where pilgrims walk clockwise around the nine platforms, symbolically ascending towards Nirvana. The art here is absolutely sublime. There's over 2,500 relief carvings, mostly located on the lower platforms, and there's a huge variety here. In addition to carvings of Buddha, his life and his teachings, there's also carvings from Buddhist mythology. You can also see carvings of daily life in 8th century Java as well. These days the rock is black and grey from 1200 years of erosion, but archaeologists have discovered traces of plaster and coloured pigments. This suggests that the carvings were once brightly painted.

In addition to the carvings, Borobudur also features over 500 Buddha statues. Every one of the bell-shaped stupas on the upper platforms contains a Buddha statue, and each is subtly different. Sadly, many of these have been damaged, and a large number of them are headless.

These days, many visitors at Borobudur go for the sunrise, and definitely for good reason. Seeing the sunrise over nearby Mount Merapi slowly illuminate the monument was a very special experience. (Description)

- **Questioning**

Based on the example of Borobudur Temple text, please detecting the generic structure of the text below!



Big Ben is the nickname for the Great Bell of the striking clock at the north end of the Palace of Westminster in London, the name is frequently extended to refer to both the clock and the clock tower. The official name of the tower in which Big Ben is located was originally the Clock Tower; it was renamed Elizabeth Tower in 2012 to mark the Diamond Jubilee of Elizabeth II, Queen of the United Kingdom.

The tower was designed by Augustus Pugin in a neo-Gothic style. When completed in 1859, its clock was the largest and most accurate four-faced striking and chiming clock in the world. The tower stands 315 feet (96 m) tall, and the climb from ground level to the belfry is 334 steps. Its base is square, measuring 39 feet (12 m) on each side. Dials of the clock are 23 feet (7.0 m) in diameter. On 31 May 2009, celebrations were held to mark the tower's 150th anniversary.

Big Ben is the largest of the tower's five bells and weighs 13.5 long tons (13.7 tonnes; 15.1 short tons). It was the largest bell in the United Kingdom for 23 years. The origin of the bell's nickname is open to question; it may be named after Sir Benjamin Hall, who oversaw its installation, or heavyweight boxing champion Benjamin Caunt. Four quarter bells chime at 15, 30 and 45 minutes past the hour and just before Big Ben tolls on the hour. The clock uses its original Victorian mechanism, but an electric motor can be used as a backup.

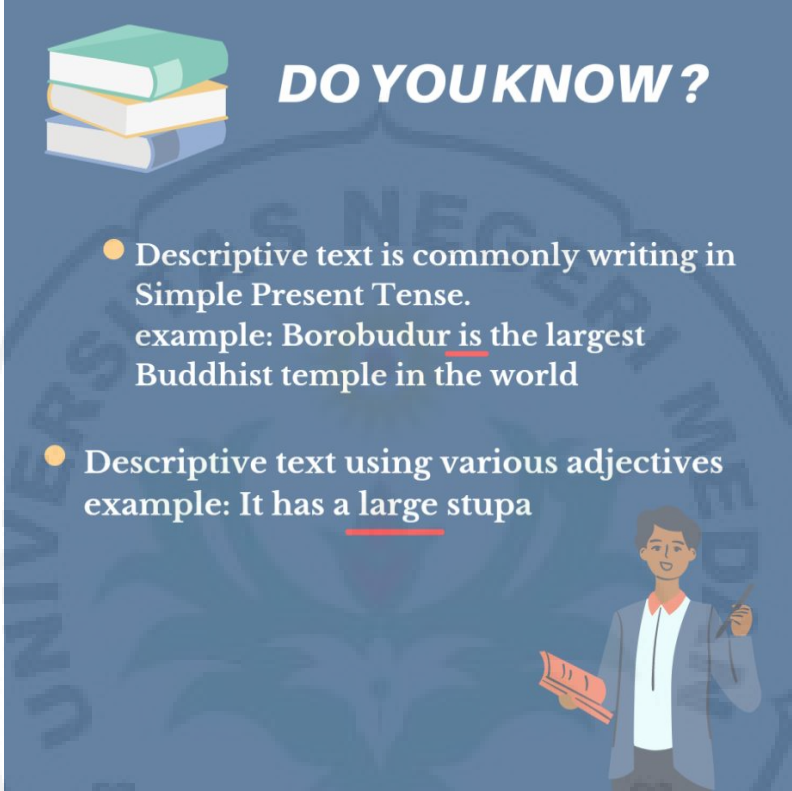
The tower is a British cultural icon recognised all over the world. It is one of the most prominent symbols of the United Kingdom and parliamentary democracy, and it is often used in the establishing shot of films set in London. The clock tower has been part of a Grade I listed building since 1970 and a UNESCO World Heritage Site since 1987.

On 21 August 2017, a four-year schedule of renovation works began on the tower, which are to include the addition of a lift. There are also plans to re-glaze and repaint the clock dials. With a few exceptions, such as New Year's Eve and Remembrance Sunday, the bells are to be silent until the work is completed in 2021.

The Name of Structure	Paragraphs
.....	
.....	

- **Exploring**

Read the poster and instructions below!



DO YOU KNOW?

- Descriptive text is commonly writing in Simple Present Tense.
example: Borobudur is the largest Buddhist temple in the world
- Descriptive text using various adjectives
example: It has a large stupa

Based on the language features of descriptive text written above, now it is your turn to detect language features of the Big Ben to prove that it is the type of Descriptive Text.

Language Feature	Sentences
Simple Present Tense	
Adjectives	

- **Associating**



- **Communicating**

Please share your power point to your friends, ask them about their comments and advices!