THE DEVELOPMENT OF THE LEARNING MEDIA HANDBOOK DESCRIPTIVE TEXT TO IMPROVE STUDENTS' WRITING SKILL

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Abstract

This study aims to develop a learning media handbook for teaching descriptive texts to enhance the writing skills of tenth-grade students at SMK Swasta Siti Banun Sigambal. The research employed the ADDIE model, encompassing five stages: analysis, design, development, implementation, and evaluation. Data collection instruments included validation sheets and questionnaires, which evaluated the handbook's content, design, and usability. Both quantitative and qualitative methods were utilized for data analysis. The findings revealed a lack of specialized materials for teaching writing skills, with schools relying solely on general-purpose textbooks. The developed handbook was validated by media experts (87.5%), material experts (90%), and students (85.8%), achieving a "very valid" rating across all categories. Post-test results demonstrated an effectiveness score of 81.72%, indicating significant improvement in students' ability to write descriptive texts. These results highlight the handbook's effectiveness and potential to fill instructional gaps in writing education, making it a valuable resource for improving writing skills in similar educational contexts.

Keywords: *Development, Handbook, Writing Skill, Descriptive Text*

INTRODUCTION

Writing is a vital form of communication that enables individuals to convey information, ideas, and emotions through written text. Dalman (2018) emphasizes that writing is a creative and productive process, requiring multiple steps to develop meaningful content that resonates with an audience. Effective writing instruction, therefore, hinges on providing constructive feedback and designing engaging activities to enhance students' skills. Writing not only facilitates the sharing of information but also fosters creativity through processes such as idea generation, material collection, and problem clarification (Brown, 2018). In educational contexts, writing holds equal importance alongside listening, speaking, and reading as one of the four key language competencies (Johnson, 2022). It serves as both a practical skill for communication and a medium for personal expression. For tenth-grade students at SMK, mastering various text types—such as descriptive, narrative, and recount texts—is a critical part of the curriculum (Doe, 2019). These students are expected not only to comprehend text material but also to produce well-structured written works (Miller, 2021). Among these, descriptive texts play a unique role in helping students articulate vivid details and ideas, making them an essential area of focus (Jones, 2022).

Despite the recognized importance of writing, many students face challenges in mastering this skill. At SMK Swasta Siti Banun Sigambal, students struggle with descriptive text writing, as evidenced by difficulties in organizing ideas, using appropriate vocabulary, and applying grammatical rules. Observations and assessments

suggest that existing instructional materials, which often rely on generic textbooks, fail to adequately address these challenges or provide targeted support for writing descriptive texts. This study seeks to address these issues by developing a specialized learning media handbook tailored to improve students' descriptive textwriting skills. Guided by the scientific approach, which emphasizes student engagement and discovery (Smith & Brown, 2019), the handbook aims to enhance student creativity, critical thinking, and writing proficiency. The research is grounded in the ADDIE model, ensuring a systematic process for analyzing, designing, developing, implementing, and evaluating the handbook. The significance of this study lies in its contribution to bridging the gap in instructional materials for teaching descriptive writing. By offering a context-specific resource and employing an innovative teaching methodology, this research aims to improve writing instruction and support students in developing one of the most essential language skills. This paper outlines the development, validation, and effectiveness of the proposed handbook in addressing the specific needs of tenth-grade SMK students.

The tenth-grade students at SMK Swasta Siti Banun Sigambal face significant challenges in developing their writing skills. Observations and preliminary assessments reveal that many students struggle with basic aspects of writing, such as organizing their thoughts into coherent paragraphs, translating ideas into appropriate vocabulary, and finding and arranging data to create well-structured descriptive texts. For example, during classroom activities, several students expressed confusion about how to begin their compositions and frequently left assignments incomplete due to difficulty translating words or understanding grammar rules. Test scores from recent evaluations further highlight these issues, with most students scoring below 60%, indicating poor proficiency in writing descriptive texts. Students exhibited difficulty applying grammatical structures correctly, leading to frequent errors in sentence construction. When asked to compose texts, students often commented that writing felt overwhelming due to the numerous rules they had to follow, such as sentence structure, punctuation, and the use of appropriate descriptive elements. These challenges are compounded by a lack of specialized instructional resources. Existing materials, such as generic textbooks, fail to provide the necessary guidance for developing writing skills specific to descriptive texts. As a result, students lack the tools to overcome their difficulties, leaving them frustrated and disengaged during writing activities. This problem underscores the urgent need for targeted interventions, such as a dedicated handbook, to support students in mastering the essential components of writing descriptive texts.

In addition to identifying the challenges faced by tenth-grade students at SMK Swasta Siti Banun Sigambal in writing descriptive texts, this study aims to evaluate the impact of a specialized learning media handbook designed to improve their writing skills. Currently, instructional materials for teaching descriptive text writing in schools

rely heavily on generic textbooks. These resources often lack targeted exercises, practical guidance, and structured activities tailored specifically to the unique challenges of writing descriptive texts, leaving students without the support they need to develop this essential skill (Barasa, 2024). The absence of specialized materials creates a significant gap in teaching and learning, as students struggle with fundamental aspects of writing, such as paragraph organization, vocabulary selection, and grammatical accuracy. This study addresses this gap by introducing a descriptive text handbook that provides step-by-step guidance, examples, and engaging practice activities designed to simplify the writing process. By focusing on the specific needs of students, the handbook is intended to bridge the disconnect between current teaching resources and the practical skills students require to succeed. What sets this approach apart is its alignment with the scientific method of instruction, which emphasizes student-centered learning through exploration, discovery, and active participation (Muhammad et al., 2022). Unlike traditional approaches that rely on rote memorization or passive instruction, this handbook encourages creativity, critical thinking, and independent learning. Furthermore, the handbook's design is informed by the ADDIE model, ensuring that its development is systematic, iterative, and responsive to student needs. The significance of this study lies in its potential to not only improve students' writing skills but also enhance teaching practices by offering a resource that fills a critical void in the existing curriculum. By addressing the challenges faced by students and introducing a novel, targeted solution, this study seeks to make a meaningful contribution to the field of language instruction and empower students with the tools to express themselves effectively through writing.

METHODOLOGY

This research was conducted at SMK Swasta Siti Banun Sigambal, located at JL. H. M. Said No.213, Sigambal, Kec. Rantau Selatan, Kab. Labuhanbatu, North Sumatra 21412. This school was selected because it represents a typical example of institutions where students face significant challenges in developing their writing skills, particularly in composing descriptive texts. Preliminary observations and discussions with teachers revealed that students at this school struggle with essential aspects of writing, including idea organization, vocabulary use, and adherence to grammatical rules. These challenges are exacerbated by the lack of specialized learning materials tailored to descriptive text writing, as the school primarily relies on general-purpose textbooks that do not adequately address these specific needs.

Additionally, the school administration expressed interest in improving students' writing abilities and was open to adopting innovative teaching resources, making it a suitable setting for the development and implementation of a descriptive text handbook. By addressing the specific needs of this school, the study aims to provide a targeted solution that can serve as a model for improving writing instruction in similar educational contexts. The ADDIE model, which stands for Analysis, Design,

Development, Implementation, and Evaluation, was utilized in this study (Smith & Brown, 2019). Each stage of the model was systematically applied to ensure the effective creation and deployment of the descriptive text handbook.

1. Analysis: This stage involved conducting a needs analysis to identify the specific challenges faced by tenth-grade students at SMK Swasta Siti Banun Sigambal in writing descriptive texts. Data were gathered through classroom observations, teacher interviews, and student questionnaires. The analysis revealed that students struggled with organizing ideas, applying correct grammar, and selecting appropriate vocabulary. Additionally, it was found that existing learning materials lacked focused guidance on writing descriptive texts. This information was used to define the objectives of the handbook and tailor its content to address these specific needs.

2. Design Based on the findings from the analysis stage, the first draft of the descriptive text handbook was created. The handbook was designed to include step-by-step instructions, examples of well-structured descriptive texts, and exercises that encouraged creativity and critical thinking. For instance, each chapter included a guided writing task where students could practice generating ideas and organizing paragraphs. The design also incorporated visual aids and practical tips to make the learning process more engaging and accessible.

3. Development: During this stage, the initial draft of the handbook was reviewed and refined based on feedback from subject matter experts, including language teachers and curriculum specialists. Experts provided suggestions for improving the clarity of instructions, the quality of examples, and the relevance of exercises. For example, some sections were revised to include simpler explanations of grammar rules and additional vocabulary-building activities. The finalized version of the handbook incorporated these revisions to ensure it met the needs of both students and teachers.

4. Implementation: The finalized handbook was deployed in the classroom setting at SMK Swasta Siti Banun Sigambal. The implementation phase involved integrating the handbook into the regular teaching process for a unit on descriptive texts. Teachers were trained to use the handbook effectively, and students were guided through its activities during lessons. For instance, students used the handbook for brainstorming ideas, drafting paragraphs, and receiving feedback on their writing.

5. Evaluation: The evaluation phase involved assessing the effectiveness of the handbook in improving students' writing skills. This was done through pre- and post-tests, student feedback surveys, and teacher observations. Results indicated significant improvements in students' ability to organize ideas, use appropriate vocabulary, and apply grammatical rules. For example, the average score for descriptive text writing improved from 58% in the pre-test to 78% in the post-test. Teachers also reported increased student engagement and confidence in writing activities.

The researcher now starts by getting the teachers ready, setting up the classroom and any necessary equipment, and then they include the generated product into the

teaching and learning process. Evaluation phase encompasses both formative and summative evaluation, followed by any necessary revisions. In this research on development, formative evaluation is conducted at each stage, with subsequent revisions made to assess the effectiveness of the developed product. This includes evaluating the content, materials, media, and learning design, and ensuring the effectiveness of the developed media. In this study, the researcher employed a mixed-method approach for data collection, utilizing both descriptive qualitative and quantitative data (Johnson, 2023). The data were primarily obtained through two main instruments: questionnaires and tests.

The process of data collection involved the following steps:
1. Administration of questionnaires to gather initial data.
2. Conducting tests to assess subject performance.
3. Validation Process for the Tests Based on Questionnaire Responses

The validation process of the tests was conducted systematically to ensure their reliability and effectiveness in assessing students' writing skills. The following steps were taken:

a. **Involvement of Experts**:
   A panel of three subject matter experts was invited to validate the test and questionnaire. These experts included an experienced English language teacher, a curriculum designer, and an education assessment specialist. Their role was to evaluate the content, structure, and relevance of the tests and questionnaire items to the study objectives.

b. **Criteria for Validation**:
   The experts assessed the tests and questionnaire based on several criteria, including:

c. **Clarity**: Were the instructions and questions easy to understand?

d. **Relevance**: Did the items align with the learning objectives and the content of the descriptive text handbook?

e. **Accuracy**: Were the grammar, vocabulary, and structure of the test items correct?

f. **Fairness**: Did the test and questionnaire accommodate diverse student abilities without bias?

g. **Feedback and Revisions**:

Based on expert feedback, several revisions were made to the initial drafts. For instance:
   o   Some test questions were rephrased for greater clarity.
   o   Additional examples were added to clarify expectations for certain tasks.
   o   The scoring rubric was adjusted to better reflect key aspects of writing, such as idea organization, language use, and creativity.

h. **Pilot Testing**:

The revised tests and questionnaire were administered to a small group of students (10 participants) as a pilot test. This helped identify any remaining issues and determine the practicality of the instruments in a real classroom setting.

i. **Questionnaire Analysis**:

After the pilot test, students were asked to complete a questionnaire about their experiences with the test. Their responses were analyzed to gauge the perceived difficulty, clarity, and relevance of the test items. Feedback from this process informed final adjustments.

j. **Final Validation**:

Following these steps, the tests and questionnaire were deemed valid and suitable for use in the study. The expert panel provided written approval, and their feedback was documented to support the validity of the instruments.

4. Administration of the validated tests to the study subjects.

This approach allowed for a comprehensive analysis, combining the depth of qualitative insights with the precision of quantitative measurements.

Table. 1. Scoring

Very Good	4
Good	3
Less	2
Very Less	1

To analyze the percentage, the researchers use the following formula:

$$P = \frac{\Sigma\chi}{\Sigma\chi i} \text{ x } 100\%$$

Where:
P: Percentage
$\Sigma\chi$: Sum of validation score (was given from validator)
$\Sigma\chi i$: Sum the highest score

Table. 2. Score interpretation criteria

Score interpretation criteria	Category
$85\% \leq p/l \leq 100\%$	Very Valid

$70\% \leq p < 85\%$	Valid
$50\% \leq p < 70\%$	Less Valid
$P < 50\%$	Invalid

The sample of the research is the tenth-grade students at SMK Swasta Siti Banun Sigambal which consist of 36 students, 17 male and 19 female.

RESULTS AND DISCUSSION

The researchers distributed a questionnaire to expert judgment to validate the product that had been created. The data below represents the results of the questionnaire.

Table. 3. The Expert Judgment

| No	Name	Percentage	Category
1	Media Expert	87,5%	Very Good
2	Material Expert	90%	Very Good

The expert validation of the developed descriptive text handbook resulted in mean scores of 87.5% for content validity and 90% for instructional design validity. These percentages were calculated by averaging the scores provided by three independent experts who evaluated the handbook based on a structured rubric. The rubric included assessment criteria such as content relevance, clarity, and usability. For content relevance, the evaluation focused on the alignment of the material with the curriculum and learning objectives, the appropriateness of the topics and examples for the target audience (tenth-grade students), and the accuracy of the information provided. In terms of clarity, the experts assessed the ease of understanding, the logical organization of sections and flow of information, and the adequacy of illustrations, diagrams, or examples to support comprehension. Usability was evaluated based on the practicality of using the handbook in a classroom setting, the user-friendly layout and design, and the compatibility of the material with teaching methods, such as the scientific approach. Each expert rated these aspects on a scale of 1 to 4, with 4 being "very valid." The scores were aggregated and converted to percentages to determine the overall mean. Based on these results, the handbook was categorized as "very valid," indicating its suitability for use in improving students' writing skills.

After the development process of the learning media product was completed, the researchers implemented the product with the students and conducted a post-test.

Pre- and Post-Test Results

The researchers implemented the descriptive text handbook with tenth-grade students at SMK Swasta Siti Banun Sigambal and conducted pre- and post-tests to assess its impact on their writing skills. The scores were evaluated across key areas of writing, including vocabulary, grammar, and paragraph structure. The table below summarizes the results:

Writing Area	Pre-Test Mean Score	Post-Test Mean Score	Improvement (%)
Vocabulary	65	80	23%
Grammar	60	78	30%
Paragraph Structure	58	75	29%
Overall Score	**61**	**78**	**27%**
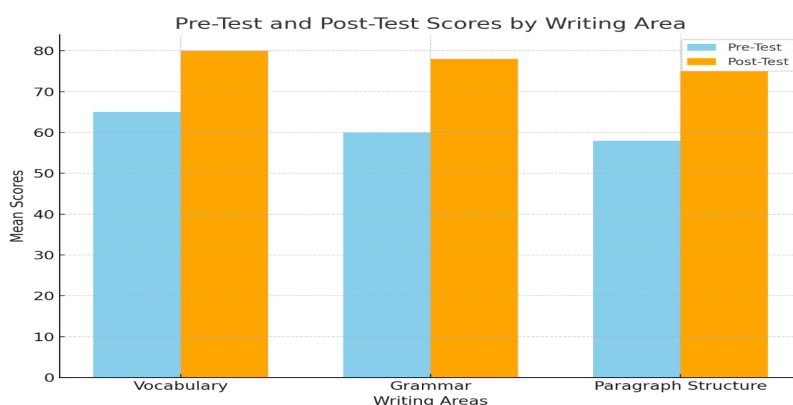
These results demonstrate significant improvements in all evaluated areas, indicating the effectiveness of the handbook in enhancing students' writing skills. Vocabulary and grammar showed the highest percentage of improvement, while paragraph structure, though slightly lower, also exhibited substantial progress. After being evaluated and approved by media and material experts, the product is implemented for students. To determine the product's effectiveness and contribute to learners improving their writing skills. The product is implemented by students. The Handbook Descriptive Text Learning Media was implemented in class X TKJ 2. In this study, the respondent totaled 36 students and was conducted on June 5, 2024.

The final step is evaluation. The researchers encourage students to evaluate or provide feedback on the goods that have been created. In addition, collect feedback on what aspects of the finished product should be improved. The result of this stage is that the students can understand the meaning of the handbook, and easily understand the content of the text presented. However, in the future, researchers should be more careful in writing each word in English. The effectiveness of the developed learning media was assessed through a post-test conducted after the learning process. The results showed a

percentage of completeness of 81.72%, indicating significant improvement in the students' writing skills. For comparison, the pre-test results showed a percentage of completeness at 60.45%, reflecting initial challenges in areas such as vocabulary usage, grammar accuracy, and paragraph structure. The tests consisted of tasks requiring students to write descriptive texts based on specific prompts, assessing their ability to organize ideas, apply appropriate vocabulary, and construct grammatically correct sentences. The 21.27% increase in the completeness percentage underscores the positive impact of the descriptive text handbook on enhancing students' proficiency in writing.

The development of the descriptive text handbook followed the ADDIE model (Richey & Klein, 2014), as a systematic instructional design framework. In the Analysis Stage, the researcher conducted a needs analysis through observations and surveys to identify the challenges faced by tenth-grade students at SMK Swasta Siti Banun Sigambal in writing descriptive texts. Key findings included difficulties in generating ideas, structuring paragraphs, and understanding grammar rules. During the Design Stage, the researcher drafted a blueprint for the handbook, outlining its objectives, content structure, and visual design to address these challenges effectively.

In the Development Stage, the initial draft of the handbook was created and refined based on expert feedback, focusing on aspects such as content relevance, clarity, and usability. Experts provided validation scores of 87.5% for material content and 90% for media design, deeming the product highly valid. The Implementation Stage involved testing the handbook with tenth-grade students during classroom sessions, where its practical effectiveness in improving writing skills was observed. Finally, in the Evaluation Stage, the handbook's impact was assessed through pre- and post-tests, with results showing a 21.27% improvement in the percentage of completeness, reflecting enhanced writing proficiency.By applying the ADDIE model, the study ensured a structured and iterative approach to developing a targeted solution, effectively meeting the students' needs and improving their writing skills. Each stage in the ADDIE model builds upon the previous one, creating a comprehensive and iterative approach to product development in educational research.

The development of this product began with an in-depth analysis of the curriculum used at the school, as well as the competency standards and basic competencies aligned with the objectives of the handbook. Expert validation, student feedback, and post-test results demonstrated the handbook's effectiveness in addressing the challenges students faced in writing, such as difficulty starting paragraphs, understanding grammar, and organizing data coherently. For example, expert validation scores averaged above 87%, indicating high relevance, clarity, and usability of the handbook. Post-test results showed a marked improvement, with a percentage of completeness reaching 81.72%, signifying progress in key areas like vocabulary, grammar, and paragraph structure. This improvement directly aligns with the study's objective of enhancing students' writing skills as researched by Wright *et al.* (2022). The handbook's structured approach to descriptive text and its incorporation of targeted activities addressed students'

specific struggles, as identified during the initial analysis. By linking curriculum requirements with practical exercises tailored to student needs, the handbook provided a comprehensive solution to overcoming obstacles in writing, thereby achieving the research goals.

Then, the researcher made observations at SMK Swasta Siti Banun Sigambal. The researcher identified several obstacles in teaching writing skills, primarily the students' difficulty in understanding the content or meaning of a text due to limited vocabulary and challenges in translating texts. These issues hindered their ability to comprehend and produce coherent texts. To address these challenges, the researcher designed a handbook with five structured learning steps, incorporating simple, easily understood language to aid comprehension. While the handbook's implementation led to an improvement, reflected in the post-test percentage of 81.72%, this result also highlights areas for further enhancement. For instance, the score suggests that while most students benefited, a portion still struggled to meet the desired proficiency level. This could be attributed to individual differences in learning pace, the depth of vocabulary acquisition, or the effectiveness of the learning steps provided in the handbook (Manyak et al., 2021).

Future iterations of the handbook could address these limitations by incorporating more diverse vocabulary-building activities, scaffolding techniques for complex texts, and interactive exercises to foster better engagement. Additionally, integrating multimedia elements or supplementary digital resources might enhance understanding and cater to various learning styles, potentially increasing the effectiveness of the material and achieving higher post-test scores. After that, researchers designed assessment instruments used to assess aspects of validity. The feasibility of the developed product was validated and declared feasible based on the validity aspect. The validators or research subjects chosen by the researcher were one person as a material expert, one person as a media expert, and 36 students of class X TKJ 2 from SMK Swasta Siti Banun Sigambal.

CONCLUSION

In conclusion, this study successfully developed and implemented a Descriptive Text Handbook as a learning media to improve the writing skills of tenth-grade students at SMK Swasta Siti Banun Sigambal. By following the systematic ADDIE model, the study ensured a structured approach that addressed the specific challenges students faced in writing, such as limited vocabulary, structural confusion, and lack of engaging resources. The effectiveness of the handbook was demonstrated through a significant increase in students' writing performance, with a post-test score of 81.72%, indicating a notable improvement in their ability to construct descriptive texts.

Despite the positive outcomes, the study faced limitations, such as a small sample size and challenges in student engagement and baseline writing abilities. These factors

may have influenced the generalizability of the results and the overall impact of the handbook. Additionally, the reliance on written feedback and post-test scores may not have captured all dimensions of writing skill development, such as creativity or long-term retention. Addressing these limitations in future research, such as expanding the sample size and incorporating multimedia components, could enhance the handbook's effectiveness and offer deeper insights into the long-term impact on writing skills.

Overall, the Descriptive Text Handbook proved to be a valuable tool in enhancing students' writing abilities, as evidenced by their improved vocabulary, grammar, sentence structure, and organizational skills. The handbook's clear guidelines, targeted exercises, and engaging content facilitated meaningful learning and provided students with the necessary skills to write coherent and descriptive texts. Future research could further refine and expand the handbook, ensuring it meets the diverse needs of learners and contributes to continuous improvements in writing instruction.

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