

Designing Web-Based Materials for Descriptive Writing at The Tenth Grade Level

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Abstract

This research aims to develop web-based materials for teaching writing of descriptive text. This research uses the ADDIE Model of research and development (R&D). The subjects of this research were 36 students in class X-6 at SMAN 1 Dukun. The needs analysis stage involve analyzing the needs for web-based materials. The design stage consist of arranging learning objectives, model texts, grammar support, interactive exercises, and writing activities. The development stage involve validating the learning media by several experts and English teachers. The implementation stage involve implementing the web-based materials to engage student response to the learning media. Finally, the evaluation stage show that the results of the learning media development, specifically the web-based materials were positively received, showing that the media was suitable for use and was able to motivate students in web-based teaching of writing descriptive texts.

Keywords: Research & Development; Web-Based Materials; Teaching Writing; Descriptive Text

INTRODUCTION

Writing in English is an important component of learning English language skills, and it is also an essential skill for students' future academics and careers (Moussu, 2008 cited in Zhang, 2024). In English skills there are four skills and students must master four important language skills such as writing, speaking, reading and listening (Amalia et al., 2019). Writing is particularly important because it enables learners to express ideas clearly and coherently. However, many EFL learners face persistent difficulties in writing due to limited vocabulary, grammatical weaknesses, and low confidence. According to Cherif (2021) Writing is one of the most crucial abilities for learning English since it allows students to convey their thoughts, ideas, and feelings in a clear and orderly manner. These challenges also affect teachers, who often struggle to motivate students and manage varying skill levels (Moses & Mohamad, 2019).

Difficulties become more apparent when students are required to produce specific genres such as descriptive texts. Purnamasari et al. (2021) argue that descriptive text is describing an object, person, animals, things, and place with clear and detailed explanation. Many students struggle to describe people, objects, or places effectively. Despite descriptive text is a core competency in the tenth graders. On the other hand, teaching writing is difficult because of the challenges students face in learning writing skills. Some of the challenges faced by EFL students are a lack of vocabulary, poor grammar, poor spelling, student readiness, and a lack of exposure to books and reading materials. Additionally, the majority of EFL students at the advanced level experience difficulties in writing, including challenges with grammar and vocabulary, lack of interest, and a lack of confidence when writing in English (Pambayun, 2024).

As technology advances, it significantly impacts the current era, especially in English language learning. Supported by Wardani et al. (2025), technology has also revolutionized the way English is taught and learned in today's digital age. Technological devices are now an integral part of the classroom, providing students with a comfortable environment for learning English. Moreover, media that utilizes information and technology is increasingly recognized as an important tool to assist students and teachers in the learning process (Alimin, 2021). Thus, it can be said that teachers should use learning media a web-based materials as appropriate tools in their teaching and learning processes.

To address these issues, instructional web-based materials are the solutions. Web-based instructional materials are innovative educational resources that enable learners to take greater control of their learning process by providing flexibility and autonomy in accessing and engaging with educational content (Mat et al., 2025). Instructional web-based materials serve not just as digital containers for content that thoughtfully designed learning resources that integrate well defined learning objectives, organized content, opportunities for practice, and assessment/feedback systems within a web-based setting. Digital teaching materials must be deliberately developed to support by online or blended learning with precision, this statement supported by Frances et al. (2021) they highlight that teachers often lack guidance in selecting and evaluating digital teaching materials, which highlights the need for well-designed instructional content for delivery through the web. In practice, successful web-based learning materials for language learning incorporate multimedia explanations, model texts, scaffold exercises, and systems for formative feedback, enabling students to practice, assess, and revise their writing within the online platform, especially web. For example, Anggraini et al. (2024) discovered that instructional materials that web-based instructional materials designed based on learning styles were valid and practical for students. Consequently, the term instructional highlights the importance of pedagogical design (the content and its delivery methods), not only the technological medium through which content is delivered.

The research about using web-based materials for teaching writing have been done by Haryati et al. (2023), Alizain (2013), Fadli (2013). The research by Haryati et al. developed an Android-based interactive medium for teaching descriptive writing, it is limited to mobile applications and does not utilize web-based platforms that offer broader accessibility and flexibility across devices. In addition, the earlier research by Alizain designed web-based writing materials for tenth-grade students; however, this research is relatively outdated and does not reflect current technological advancements, interactive features, or alignment with the Merdeka Curriculum. Furthermore, the study by Fadli proposed a conceptual model of web-based instructional design, but it mainly focuses on general instructional frameworks and does not specifically address the development of web-based materials for teaching particular language skills such as descriptive writing. Moreover, these previous studies tend to emphasize the effectiveness or conceptual design of media rather than integrating writing processes, genre-based approaches, and interactive web-based learning in a comprehensive way. To address the gaps in previous research, the researchers identified an opportunity to develop web-based materials for teaching descriptive writing for tenth graders.

METHOD

The researchers used a Research and Development design to develop instructional web-based materials for teaching writing descriptive text. Based on Rustamana et al. (2024) Research and Development is a research method conducted in a structured manner to improve existing products or develop new products through testing. During the process of

the instructional web-based materials development, the researcher used the ADDIE model by Branch, which had been adapted and modified to suit the conditions of this research writing process and the process development using the ADDIE model. The ADDIE Model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researchers identified that students and English teacher needed to write descriptive text through questionnaires and interviews. Next, the design stage is planning the instructional framework based on the needs analysis. The development stage focused on the production of the instructional web-based materials and validation of the product. The implementation stage involved testing the product with the students and the English teacher. Last but not least, the evaluation stage assessed the product's feasibility and practicality through questionnaires, observation sheets, and field notes.

One of the important steps in this research process is selecting respondents. The respondents in this research were the English teacher and the tenth graders. This research was conducted at SMAN 1 Dukun. Based on the research design, the researchers needed only one class of tenth graders as participants: class X-6, with 36 students. Purposive sampling was used to select participants. According to Sugiyono (2013), purposive sampling is a technique for selecting samples based on specific criteria. In addition, this sample was better suited to qualitative research, which does not make generalizations. The English teacher chose class X-6 because the students in that class still had difficulties in writing descriptive texts, especially in understanding the writing structure, and also lacked vocabulary related to descriptive texts. Therefore, class X-6 was selected as the participants in this research.

Several instruments were used to collect data in this research. These included questionnaires for the teacher and students, interview guidelines for the English teacher, expert validation forms, observation sheets, and field notes. The questionnaires were used to identify needs and to evaluate the product's practicality. Expert validation forms were used to assess the quality of the instructional content and technical aspects of the web-based materials.

The data collection process followed the ADDIE model stages systematically. In the analysis stage, questionnaires and semi-structured interviews were used with the English teacher and students to identify learning needs and challenges in teaching descriptive writing. During the development stage, experts validated the web-based instructional materials for content accuracy and technical quality. The materials were implemented and tested in a computer laboratory. In the evaluation stage, feedback on usability and practicality was gathered through questionnaires for students and the English teacher, observation sheets, and field notes.

Data were analyzed descriptively using a qualitative approach. The needs analysis data obtained from English teacher and student questionnaires, and interviews were categorized and interpreted to identify learning problems and material requirements. The result supports previous research by Rosmanizar et al. (2023), who utilized a descriptive qualitative design and conducted a descriptive analysis of students' writing to explain the types of errors and difficulties in writing. Evaluation data collected through questionnaires, observation sheets, and field notes during the try-out stage were analyzed qualitatively to examine the practicality and usability of the web-based instructional materials.

RESULTS AND DISCUSSION

Results

Need Analysis

The initial stage of this research was the analysis stage. The need analysis was conducted on the 11th of December 2025 by distributing questionnaires to the English teacher and tenth graders and conducting interviews with the English teacher. The analysis stage was conducted to find information regarding the English language learning process for tenth graders at SMAN 1 Dukun, and it was determined that the needs of the English teacher and students in teaching writing a descriptive text. The results of the analysis stage were considered in the development of instructional web-based materials for teaching descriptive writing. These findings were consistent with Zulaiha et al. (2025) the needs analysis stage was an important step in the research and development process, as it helped identify the needs of students and teachers in the learning process. The description of the analysis stage results for the English teacher at SMA 1 Dukun and the tenth graders is given below.

The results of the student needs analysis questionnaire, completed by 36 students, showed that they still face obstacles and difficulties in learning English. The student's questionnaire contains 17 questions, organized into 3 aspects. Those are the students' opinions about learning English, their skills in learning English, especially in writing descriptive texts, and the last aspect of their opinions about the use of web-based materials in teaching writing, especially in descriptive texts.

The first aspect was students' opinions about learning English. The results regarding students' attitudes and opinions towards English language learning at school are as follows: 12% of respondents strongly agree, 66% agree, 21% disagree, and 1% strongly disagree. The second aspect concerned students' opinions on their English learning skills, especially in writing descriptive texts. Based on the student questionnaire results on this aspect, the following were obtained: 15% strongly agreed, 63% agreed, 21% disagreed, and 1% strongly disagreed. The last aspect was the students' need for web-based material in writing descriptive texts. Based on the student questionnaire, 25% strongly agreed, 58% agreed, 15% disagreed, and 2% strongly disagreed.

In addition, the teacher questionnaires cover seven aspects. The seven aspects were the teacher's background, the curriculum and English language teaching, the teaching writing activity, media in learning writing activities, web-based materials in teaching writing, the elements or information in the web-based learning materials, and the last aspect is the suggestion for developing this media. The first aspect was the teacher's background. The English teacher had been teaching English at the high school level for approximately 12 years and had been teaching some classes. Her latest educational background is a Bachelor's degree in English Education, and she has participated in English writing teaching training held at SMK PGRI Gresik. According to her, the main challenge in teaching writing skills is the proliferation of gadgets, which makes students more inclined to be lazy, memorize, and focus on vocabulary mastery. However, student motivation in learning to write is considered relatively good. In his teaching practice, he uses a contextual approach by discussing texts and analyzing their structure. The second aspect was about the curriculum and learning schedule. English lessons in tenth graders currently use the Merdeka Curriculum. English is taught for 7 hours per week, with 8 writing sessions per semester. The third aspect concerns writing material for tenth graders. The texts taught include descriptive, procedural, and recount texts. Students' understanding of descriptive texts is considered medium. In the development of web-based media, describing people is considered an important topic. In writing lessons, the English teacher also uses additional materials besides textbooks, such as social media and dictionaries. She suggested using a contextual approach to improve the quality of writing materials. The fourth aspect is the use of learning media. The English teacher said that the media often used in writing lessons include Instagram, Google Drive, and Canva. Technology-

based media was used frequently, and the school had been provided with supporting facilities such as a computer lab and internet network. The fifth aspect discusses the integration of web-based teaching media. The English teacher had never used it directly, but had a very positive view of using websites in writing instruction, especially in descriptive texts, because they can encourage student independence in learning. Regarding the sixth aspect of web appearance, she suggested that the main page should include the title and learning objectives, a navigation menu, instructions for use, a learning sequence, and links to the main material. Web content should include explanatory material, text examples and analyses, supporting images, interactive writing assignments, automated quizzes, and vocabulary banks. For visual elements, she recommended using writing templates, illustrations to support ideas, assignment upload features, easy-to-understand icons, pastel colors, minimalist designs, and fonts that are easy to read and student-friendly. The last aspect was suggestions for developing web-based teaching materials. The English teacher emphasized the importance of increasing sports-themed vocabulary, which can then be reused in tests or drills so that students truly memorize and master it.

In addition to the teacher's questionnaire, an interview with the English teacher was needed. The interview showed that developing web-based teaching materials for descriptive writing should prioritize vocabulary support, as limited vocabulary and reliance on smartphones are major obstacles for students. The teacher emphasized the importance of a gradual approach to teaching writing. In this case, English teachers suggested the topic of sports for the content of this website, specifically describing an athlete, starting with examples and small exercises that did not confuse students, so that from the beginning, students were enthusiastic about doing the exercises, which led to writing assignments, supported by a word bank, interactive exercises, and step-by-step templates. In terms of implementation, the website had to be efficient and easy to use with clear navigation, usage instructions, and a user-friendly visual design.

Designing the Media

All information obtained from the analysis stage forms the basis for designing instructional web-based materials. The design stage was conducted in 15th of December 2025. The step in designing the web-based materials were through some stages such as identifying the materials and creating template. The researchers identified the materials for the first time. It is important to note that the materials created on the website must be in accordance with the current curriculum, which used the Merdeka curriculum. Therefore, after consulting with an English teacher, the researchers obtained suggestions from the teacher and was able to determine the topic of descriptive text materials to be created on this website. The topic was created with the theme of sports.

The next step was designing the template after identifying the materials. The researchers created the template in this step based on the product's specification as well as the teacher and students' questionnaires to fulfill their needs an interest. To build the website the researchers used google sites and all the elements in the website made by Canva pro and for the interactive exercises the researchers used WordWall. In the websites there is seven section such as home, introduction, materials, exercises, project, reflection and evaluation. In addition, Google Forms was used to collect the students' project. And finally after website already to use, the researchers published the website and copied the link so converted link into a QR code. In addition, the researchers were started by making a special design for each slide in the websites. The researchers also designed a soft color background and used clear and easy-to- read fonts. So, the instructional web-based materials will be easier to use by teacher and students. They can use the computer, phone and tab to access during the instructional process.

Developing the Media

After designing instructional web-based materials, the researchers will continue to develop it. The develop stage was conducted in 25th of December 2025. The steps in developing the instructional web-based materials were finding materials, selecting, inserting, converting, validating, revising, evaluating, revising and the final product.

The first step in developing the web-based materials was finding materials. The materials included on the website is descriptive text. The researchers took the materials from the tenth grade syllabus. The material was sourced from several sources, such as offline and online sources. The offline materials was taken from handbook, while the online materials was found through Google.

The researchers obtained the materials to develop this web-based materials. The materials were related to descriptive texts, consisting of the definition of descriptive texts, the generic structure of descriptive texts, language features of descriptive texts, examples of descriptive texts, and vocabulary building for descriptive texts. The researchers designed the materials and created it in Canva, and then input it into Google Sites. In addition, to create interactive exercises, the researchers created a word wall. In this word wall, the researchers created two categories of interactive exercises, which are match the words and quizzes. The first step in creating interactive exercises in this word wall was to create the questions first and then choose the visual style. For the first interactive exercise “match the words” the researchers used the high readability style, while for the second interactive exercise “quiz” the researchers used the TV game show style. The final step was to share it with the public, then copy the link and embed it into Google Sites.

The next step was the selection process. The researchers selected the materials from offline and online sources to develop this web-based descriptive text material. The researcher re-copied the selected materials from Google and the handbook and then input them into the website. Before doing so, the researchers created the material in Google Sites using Canva by selecting the font, elements, background, and combining the appropriate colors.

After selecting the materials from several sources, the next step involves inserting all the materials that were created using Canva. The materials inserted are text, material elements created using Canva, pictures, existing google form links, and interactive games created using Word Wall. All of these were inserted into Google Sites.

All material components inserted into Google Sites were first created using Canva. Then, each component was uploaded to Google Sites and adjusted to fit into the template frames available on Google Sites. In this Google Site, the researchers had divided the content into seven sections: Home, Introduction, Materials, Project, Reflection, and Evaluation. The process involved clicking (+) on the template frame created on Google Sites, followed by uploading the materials in photo format and adjusting them to fit into the template frame in the google sites. Additionally, when adding text, click the “text” button and select the appropriate font. When adding a link to the Google form in the project and evaluation menu to collect assignments and fill out evaluations of the website's use, click on the ”embed” section and select the URL link. In addition, in the exercise menu, click on the “embed” section, then select the code and enter the Word Wall code.

The next step was converting. After all the materials had been inserted into Google Sites, the researchers adjusted the size and text to fit the template frames available on Google Sites. Then they created a web address and published it. Subsequently, the URL link was copied and converted into a QR code to make it easier for website users to access the website.

Validating the web-based materials media was the next step. The researchers gave the media to the validators to validate the web-based materials.

The next step was to revise the web-based materials. To revise all the materials, the researchers carried out various steps. First, the researchers opened the website from the beginning to the end and then looked at which parts had been validated by IT and lecturer experts and English teacher. Thereafter, the researchers were revised minor grammatical errors in the writing and revised to add text to the assignment upload icon.

When the web-based media material was revised, the next step was trying to display the media and determine whether it was appropriate or not. After all the materials needed in the web-based media development process was created, the next step was conducting an evaluation. However, before the evaluation was conducted, the researchers explained the purpose and content of the media. The evaluation of the research conducted on tenth graders. This aimed to determine whether students were interested in this media or not.

Before finalizing the product, the researchers revised the results of the evaluation. The researchers revised the media based on feedback from teacher and students. After all media was revised, the next step is the final product. The instructional web-based materials were ready for use.

After the media was created, validating the web-based materials media was the next step. The validation was conducted in 13th of January 2026. The researchers gave the media to the validators to validate the web-based materials. This aimed to ensure that the web-based materials that have been created comply with specific criteria. First, the validators were IT experts, he was a lecturer at the Technical Faculty at Qomaruddin University who validated five aspects for the web-based materials to develop. These consisted of the website theme, infographics, images, illustrations, and website functionality. The IT's expert judged in the web-based media was good, but he gave comment and suggestion to add the new icon for collecting the task in the project page. Additionally, there was a note by IT expert that the website can be used smoothly depending on the internet access speed. Furthermore, the materials would be validated by expert lecturer. She was a lecturer of Educational Faculty at Qomaruddin University. The experts would validate several aspects to develop web-based materials. These aspects would be related to descriptive texts and the adequacy of the materials in the learning process, as well as whether the materials were suitable for tenth graders. The lecturer expert gave some judgement such as the grammar needs to be corrected again and the mechanics of the writing need to be paid attention to. Lastly, validation by teacher. English teacher was validated the suitability of this web-based materials based on the model and content that was appropriate for the needs of tenth graders. she assessed the instructional web-based materials aligns with the learning objectives and suitability with the curriculum and students' need. Additionally, the English teacher judged that the all indicators were good.

Based on some comments and suggestions from validators the researchers conducted revision. The validation results were used to identify several statements. The researchers were done the revision in 15th of January 2026. These statements can be seen from several aspects in the validation form. Subsequently, the product was revised to improve it.

Table 1. Revision of Validation from IT, English and English Teacher Experts

No	Validator	Before Revision	After Revision
1.	IT's Expert	Below the image for uploading assignments of the project, the text "Upload Here" is missing	Give the text "Upload Here" below the image for uploading the assignments of the project
2.	English's Expert	<ol style="list-style-type: none"> 1. In tenth graders, you learn how to describe people, places, and things clearly. Descriptive text helps you to: 2. What do you will here? 3. Material 	<ol style="list-style-type: none"> 1. In tenth grade, you learn how to describe people, places, and things clearly. Descriptive text helps you to: 2. What will you do here? 3. Materials

Implementation and Evaluation

Following the revision, the next step was to try out the product. The try out the product was conducted in 21st of January 2026 in the laboratory with 36 students. For this, researchers was conducted to discuss the observation sheet, field notes, as well as students' and teacher's opinions about the media. Throughout the tryout, the researchers sat back and observed all the activities that took part in the learning process. They were not involved at all because they wanted to find out whether the material developed was suitable and feasible for use as a learning media for writing descriptive texts. The researchers just observed and noted down several things for data collection.

After revision the media of web-based materials, teacher was given by the researchers to ask some questions about the tried out media. There were 4 judgements consisting of poor, fair, good and very good in the teacher's opinion. She gave her opinion and judgement in six aspects, such as ease of use, instructional design, suitability of material and language, understanding of material from the website, student engagement, and overall practicality of web-based materials. The total questions from the six aspects in the teacher evaluation form were twenty on questions.

The first aspect was about ease of use the web-based materials. All the indicators was considered very good by the teacher. And there was not that students still asked about the use of the media even though the teacher was explained it. The next aspect was about instructional design, there was considered for indicators. And the result the teacher was given very good judgment. The following aspect relates to the suitability of the material and language used on the website, where the indicators had been taken into consideration. As a result, the teacher was given very good judgment.

The other aspect was related to the understanding of the materials on the website, for which three indicators were rated good and one indicator was rated very good. The subsequent aspect relates to student participation in using the website, where there were three indicators, all of them rated as very good by the teacher. The last aspect relates to the practicality of using the website, where there were only two indicators, one rated as good and the other indicator as very good.

In addition, the teacher's opinions about the product that had been used were important, but the students' opinions were also needed. The students' opinions in this evaluation stage consist of 5 aspects, which were ease of use, clarity of instructions and learning flow, suitability of material and level of difficulty, learning engagement and comfort, and the practicality of using the media, particularly web-based materials. There were 4 judgements consisting of poor, fair, good and very good in the students' opinion. The results of the students' opinion at the evaluation stage on the aspect of ease of use, which includes ease of

use, clarity of appearance, user- friendliness of the menu and buttons, and a lack of technical problems, showed that 58% of students rated as very good, 40% as good, 2% as fair, and 0% as poor. Most students considered web-based learning media was user-friendly. The results indicate that the “very good” and “good” categories showed that students were able to access the media smoothly, understand the display from the beginning, and used the menus and buttons easily. Meanwhile, the percentage of students who rated the media as “fair” was very low, and there was no ratings in the “poor” category, indicating that students faced almost no technical problems or obstacles in using the web-based learning media.

The results of students' opinion at the evaluation stage on the Aspect of Clarity of Instructions and Learning Flow, which includes clarity of instructions for using media, students' understanding of learning activities, regularity of material sequence, and media support for independent learning, show that 71% of students gave a rating of good, 27% very good, 2% fair, and no poor ratings. Moreover, that the instructions and learning flow on web-based media can be clearly understood. The high percentage of students who rated the media as good indicates that they were able to follow each stage of the learning activities in sequence, from start to finish, without significant confusion. Furthermore, the clear instructions helped students understand what they had to do in the learning activities. The percentage in the very good category indicates that a number of students felt that the learning media was not only easy to follow but also supported them in learning independently. Meanwhile, the low percentage in the fair category shows that only a few students still needed adjustments in understanding the learning flow.

Based on students' opinion at the evaluation stage, the level of difficulty of the materials, the results show that 50% of students gave a rating of very good, 56% rated it as good, 4% rated it as fair, and no one rated it as poor. Most students considered the material presented to be appropriate for their level of ability. The ratings in the good and very good categories indicate that the descriptive text examples were easy to understand, the vocabulary and grammar explanations aided the comprehension process, and the level of difficulty of the material was balanced, neither too easy nor too difficult. The low percentage in the fair category indicates that only a few students felt that the material still needed adjustment. Meanwhile, the absence of poor ratings was indicated that the learning material was generally well received by students and did not cause significant difficulties.

The results of student opinions conducted at the evaluation stage on the aspects of learning engagement and comfort show that 43% of students gave a rating of very good, 54% good, 3% fair, and no students gave a poor rating. This aspect measures student interest levels, participation in learning activities, learning comfort, and the ability of the media to help students remain focused during the learning process.

The results of student opinions at the student evaluation stage on the aspect of practicality in general show that 50% of students gave a rating of good, 49% very good, 1% fair, and no students gave a rating of poor. This aspect includes student assessments of the ease of use of web-based learning media, comfort during learning, and comparisons of its use with print learning media.

The Final Product

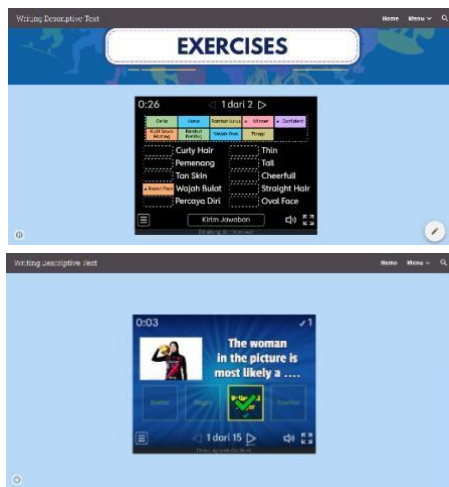
All steps in the research process were completed, and the final results of the instructional web- based materials were presented. The presentation was conducted after a validation process by experts, who provided comments and suggestions, as well as try out. The final results can be seen in the following table.

Table 2. The Instructional Web-Based Materials for Teaching Writing of Descriptive Text

Web-Based Materials Display	Activities
	<p>This is the main page of the website. Click “start” to continue to the next page.</p>
	<p>This website had 6 menus, which were introduction, materials, exercises, project, reflection, and evaluation. Click on one of the menus to access the page you want.</p>
	<p>This slide presents an introduction to learning about writing descriptive texts.</p>
	<p>This Slide presents the material on descriptive texts, focusing on the definition, social function, and language features of descriptive texts</p>
	<p>This slide presents some vocabulary related to the material on the website.</p>

Web-Based Materials Display

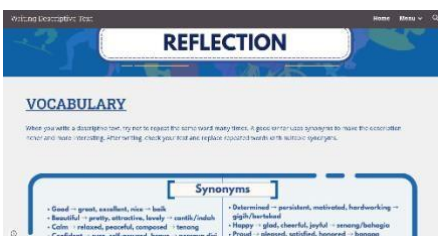
Activities



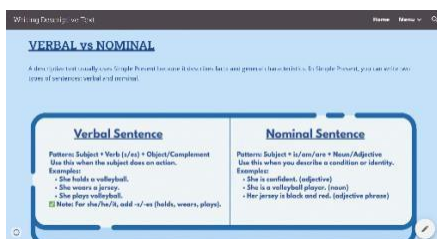
In this exercise slide, there were two game activities. The first one is for students to match words, and the other was to answer questions.



In the slide, students were asked to collect descriptive writing assignments and then uploaded them to the image that displays the words “Upload Here.”



During this reflection slide, students were asked to reflect on their understanding of the vocabulary and grammar sentences used in the descriptive text.



The last slide is about evaluation, where students are asked to fill out an evaluation form related to the website that had been used.

Web-Based Materials Display**Activities**



This barcode can be used by the students to easily scan the website link. Here is the website link.

<https://sites.google.com/view/descriptivetextkelas10/home>

Discussion

Overall, the results show how important the role of media, especially web-based materials in the learning process. This medium can increase students' motivation and engagement in learning activities. This finding is in line with some previous research that also recognize the importance of web-based materials. The results of this research showed that the development of web-based teaching materials was in line with the needs of teachers and students in learning descriptive text writing. Based on a needs analysis, students require structured, interactive, and easily accessible materials. These findings were consistent with Sitorus & Siregar (2025) which stated that Google Site web-based descriptive text materials were considered valid and suitable for use as learning resources because they helped students understand the structure and linguistic elements of texts. In addition, Dwiningsih et al. (2020) were emphasized that web-based learning media can increase students' interest in writing activities. Susanti et al. (2025) also found that interactive web-based teaching materials can support students' writing skills more effectively. Thus, the teaching materials developed in this research were considered practical, relevant, and in line with the needs of writing learning in senior high schools.

CONCLUSION

It can be inferred that this research used the ADDIE model in the process of developing web-based instructional materials for teaching descriptive text writing. The results of this media were positively responded by English teacher and students for easy use, clear instructions, learning comfort, and ease in following of the learning flow. Therefore, this learning media is feasible and suitable to be applied in teaching writing of descriptive text for tenth graders. The findings of this research indicate that web-based teaching materials can be utilized as a supporting media in learning to write descriptive texts. The structured content, easy access, and display that supports the learning process help students engage in learning activities more comfortable and independently. However, this research had several limitations. The research only focused on the practicality of use and did not measure learning outcomes or improvements in students' writing skills. Considering these limitations, further research is

recommended to develop web-based teaching materials by adding more interactive learning support features and proceeding to the next stage of development to obtain a more comprehensive overview of the use of web-based teaching materials in teaching writing skills of descriptive text.

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