

Developing Task-Based Writing Supplementary Material Of Descriptive Text Accompanied By Audio-Visual Media

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ABSTRACT

Abstract: In the education, writing become an important skill that must be learnt by students. It is because writing is a part of four basic skills of learning English. Eventhough there was material of descriptive text for seventh grade students of MTs Al-Muslihuun, it was monotonous. Actually, students needs the material related to their life and designed in simply and attractive. This research is conducted to develop a set of task-based writing supplementary material of descriptive text accompanied by audio-visual media for grade VII students. The objects of this research were 25 students of class VII-A MTs Al-Muslihuun Tlogo in the academic year 2020/2021. This study is Research and Development model by Borg and Gall (2003) that modify by the researcher based on the need and context of the research. Here are six steps in this development: (1) conducting need analysis, (2) determine the specific material, (3) designing the product, (4) getting expert judgment, (5) revision, and (6) implementation. Questionnaires applied to obtain the data. Results of the material expert judgment shows that the product task-based writing supplementary material gets value 3.25. Results of media expert judgment shows that the video gets value 4.00. It is into the range of $3.25 \leq x \leq 4.00$ which the product categorized "very good".

Abstrak: Dalam dunia pendidikan, menulis menjadi keterampilan penting yang harus dipelajari oleh siswa. Karena menulis merupakan bagian dari empat keterampilan dasar belajar bahasa Inggris. Meskipun terdapat materi teks deskripsi untuk siswa kelas VII MTs Al-Muslihuun, namun masih monoton. Sebenarnya siswa membutuhkan materi yang berhubungan dengan kehidupannya dan didesain secara sederhana dan menarik. Penelitian ini dilakukan untuk mengembangkan seperangkat materi pelengkap menulis berbasis tugas teks deskriptif disertai media audio visual untuk siswa kelas VII. Objek penelitian ini adalah 25 siswa kelas VII-A MTs Al-Muslihuun Tlogo tahun ajaran 2020/2021. Penelitian ini merupakan model Penelitian dan Pengembangan oleh Borg dan Gall (2003) yang dimodifikasi oleh peneliti berdasarkan kebutuhan dan konteks penelitian. Berikut enam langkah dalam pengembangan ini: (1) melakukan analisis kebutuhan, (2) menentukan materi spesifik, (3) merancang produk, (4) mendapatkan penilaian ahli, (5) revisi, dan (6) implementasi. Kuesioner diterapkan untuk mendapatkan data. Hasil penilaian ahli materi menunjukkan bahwa produk materi pelengkap menulis berbasis tugas mendapat nilai 3,25. Hasil penilaian ahli media menunjukkan bahwa video mendapat nilai 4,00. Berada pada kisaran $3,25 \times 4,00$ yang dikategorikan produk "sangat baik".

INTRODUCTION

In the English language teaching, writing is the most important input. Writing is a life skill, not only an essential job-related skill, since it is often the basis upon which others judge of human learning, values, ideas, and contribution to society (Klimova, 2012). In the education, writing become an important skill that must be learnt by students. It is because writing is a part of four basic skills of learning English which includes reading, speaking, and listening. Teaching writing for students who learn English is one of the important things that has to be done well because it will influence the students' ability in developing their writing ability (Richards & Renandya, 2002). Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear (Linse, C; Nunan, 2005). To the students who study English as second or foreign language, writing is the most difficult skill. The difficulties are not only in generating and organizing ideas, but also in translating them into a readable text. The skills involved in writing are very complex. Second language writers must pay attention to a higher level of planning and organizing skills, as well as a lower level of spelling, punctuation, choice of words, and so on. The difficulty becomes more noticeable if their language proficiency is weak (Roby & Rost, 1993).

There are so many ideas deal with writing. For junior high school students, they must be able to write a simple text. One of them is writing the descriptive text based on basic competencies 3.7 and 4.7. According to Tompkins in Asrial & Asty (2010) descriptive text as a word painting. The meaning is that students are describing something, such as a picture, person, thing, animal, and place. Gerot and Wignell in Mardiyah et al., (2013) state that the purpose of the descriptive text is to describe a particular person, place and thing. In the descriptive text, students must describe what the details of the object look like. Although learn to write is not easy for them, but they must mastering this skill well to reach the goal of their future. Before writing descriptive text, students must understand the material about descriptive text. Of course students get the material and knowledge of descriptive text from the book served by their school and government. But often, the material from the government book just served descriptive text in general not focus on specific topics related to the student needs and real-world context.

Thus, the researcher decided to conduct students' need analysis at MTs Al-Muslihuun Tlogo by using a questionnaire. From the data gained, most of the students are familiar with descriptive text proved by 48% said familiar, 36% said not familiar, and 16% did not sure about that. Although there was a book consists of descriptive text material, but it is needed to be developed, proved by 40% said yes, 40% said maybe, and 20% said no. Here, the researcher knows that students do like the material related to the real-world. It is proved by 84% students said yes. Students do like the material which is served by simple sentences and includes pictures. It is proved by 72% of students who said yes. And 20% said maybe. Additionally, the existence of the media has an important role to engage students' motivation in learning English. Students prefer the learning media which is presented in the form of a video. It is proved by 84% said yes and 16% said maybe. Also, they are like the material contains cartoon animation proved by 100% of students said yes.

Besides, the researcher also doing an unstructured interview with the English teacher of MTs Al-Muslihuun Tlogo. From the interview, the researcher gets the information that actually they were having difficulty in currently learning process due to the pandemic covid-19 that they must be studied from home. They need related materials and media that make it easier for them to study from home. The teacher also stated that actually, the students are experiencing difficulty in writing. It is influenced by many factors. One of these factors is arising the ideas of their writing. Here, the researcher assumes that the cause of difficulties in raising the ideas to write is monotonous material. Meanwhile, students also still make mistakes in writing such as not correctly using punctuation, appropriate tenses, vocabulary, grammar, spelling, and arranging words into a sentence.

In view of these factors, the researcher aims to design a set of task-based supplementary material of descriptive text based on basic competencies 3.7 and 4.7 accompanied by audio-visual media to make students efficiently understanding the material and increase their motivation in the learning process. They are created by introducing new supplementary materials to the textbooks (McGrath, 2002). It aims to support and help students in solving their problems when studying writing skills. Supplementary materials are additional but more useful in teaching English (ELT). Teachers need to supplement materials to encourage motivation, which is one of the key factors that influence learning (Karki, 2018). Supplementary materials are materials designed to be used in addition to the core materials of the course. They are usually related to the development of the skills of reading, writing, listening or speaking, rather than learning the language, but also include dictionaries, grammar books

and workbooks (Tomlinson, 2011). Indeed, supplementary materials help motivate the learners (Dodd et al., 2015). Therefore, teachers should select and use certain supplementary materials based on learning styles and needs of their learners (Riasati, M.J; Zare, 2010). Task-based itself refers to materials or courses designed around a series of authentic tasks that give learners the experience of using a language in the way it is used in the 'real world' outside the classroom (Tomlinson, 2011). Task-based learning is an approach to learning English by completing tasks as classroom activities. As learners work to complete the tasks, task-based learning has ample opportunities for learners to interact with each other (Wicita, 2015).

Audio-visual media according to Dike in (Ode, 2014) do not only increase the motivation of the teachers and learners, but also add clarity to the topic taught and make learning more interesting. The presence of audio-visual media makes the content of teaching materials easier, more complete and optimal for students. In addition, audio visual media can replace the role of teacher and the role of teacher in the presentation of learning materials. According to Sowntharya, Gomathi, and Muhuntarajan in Hakim et al., (2019) audio-visual aids includes: (1) news bulletins (2) chat shows (3) movies (4) speeches (5) documentaries. According to Haryoko in Fuady & Mutalib (2018) the role of today's teacher is no longer as a learning center (teacher center). In addition, along with a change in the learning paradigm, where students are required to be more active in learning (student center), the teacher only gives the role of facilitator, which is to make it easier for students to learn. As a result, educators are expected to prefer the use of audio visual media to facilitate the explanation of learning materials in school.

The effectiveness of supplementary material has been proved by some reseracher in the previous study. Ester Ria Mei Utami in 2016 developing supplementary reading-writing materials for enrichment purposes for grade X students of senior high school. The result of this research shows that the product is valid. Based on the results of expert judgment, the developed materials were considered appropriate. The mean score of all aspects of the developed materials was 3.98 and considered "Very Good". Dyah Ayu Winarti Putri in 2016 is developing task-based supplementary English reading materials for grade VII students of junior high school. The product of this study was a set of task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School entitled "Reading Practice". It consisted of three units. Based on the data from the expert judgment, the mean value of all aspects of the three developed units fell into the range of $3.25 \leq x \leq 4$. It means that the developed materials were categorized as "Very Good". Lissiafik Khoirul Wafa in 2019 developing material to teach narrative text through powtoon application. The result of this research shown that: (1) Students need product in the learning process, the product overcome the problem of students 'lack of interest in the material, the use of video of Powtoon can improve students' enthusiasm. (2) The product is valid based on expert validation. The validity of the product gets a score of 85 from the first expert, the average is 2.65 included in the valid enough criteria. From the second expert, the product gets a score of 87, the average is 2.71 included in the valid enough criteria, and the third expert gets a score of 95, the average is 2.71 included in the valid criteria. (3) The product is effective. The effectiveness of the product is proven by the result of t-count = 3.14. It is higher than t-table = 1.99, there is a significant difference between the control class and the treatment class. It means that the experimental group is better than the control group after getting treatment.

Therefore, this research aims at developing task-based supplementary material of descriptive text accompanied by audio-visual media, conducted at MTs Al-Muslihuun Tlogo. The specific purposes of this research were:

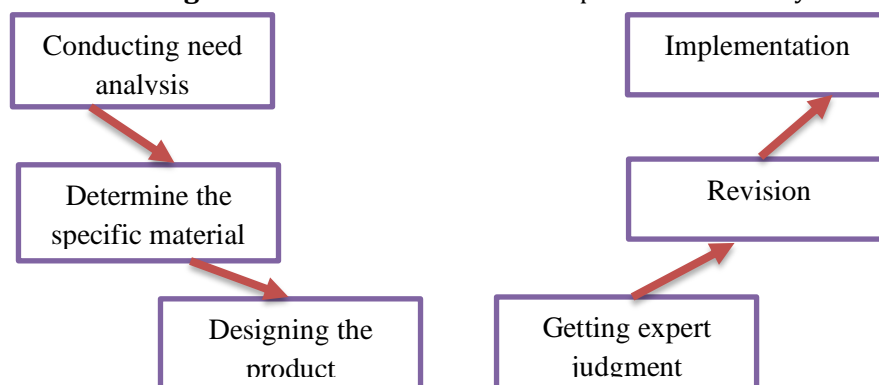
- a) To know the target needs of developing task-based writing supplementary material of descriptive text accompanied by audio-visual media at seventh grade students of MTs Al-Muslihuun Tlogo.
- b) To know the result of developing task-based writing supplementary material of descriptive text accompanied by audio-visual media at seventh grade students of MTs Al-Muslihuun Tlogo

METHODS

The type of research in doing this study is research and development (R&D). Educational research and development is a model of development that used to design and produce a new product of education which has been tested and evaluated until meets specific criteria and or effectively to used and complete the standardized (Gall, Meredith D; Gall, Joyce P; Borg, 2003). R&D is not concerned with the testing of any theory, because it focuses on the development of products. However, the theory is

needed to lay the foundation for the development of materials. Thus, in doing this research the researcher then simpler the steps due to the need and the context of the research. The limitation of the time also predisposes researcher in determining the steps. The steps are as follow:

Figure 1. Model of Materials Development of This Study



1. Conducting need analysis
Needs analysis was carried out in this step to provide students with the appropriate learning needs and objectives.
2. Determine the specific material
After knowing the students' needs related to the design of supplementary materials, the next step was to determine the appropriate material and task that put in the product developed.
3. Designing the product
In this step, the researcher designed the first draft of product developed.
4. Getting expert judgment
Here, the product developed evaluated by the expert.
5. Revision
In this step, the product developed revised based on the recommendation from the expert, and then became the final draft of the product.
6. Implementation
Here, the product is carried out to the relevant stakeholder.

Accordingly, researcher needs the data of this study. Here, the data gained from seventh-grade students at MTs Al-Muslihuun Tlogo Blitar in the academic year of 2020/2021. The class that became the subject of this research was Class VII A which includes 25 students. Data in this research consist of data in preliminary research and data after the product is produced. In this research, data were collected by an observation that distributes the questionnaires and doing an unstructured interview. Two forms of questionnaires were used. The first questionnaire was used in the study of need analysis and the development of learning materials. The second questionnaire intended to test the materials designed and assess whether or not the materials were suitable for the learners.

To get the result whether the product developed is valid or not, the researcher must get expert validation. Here, the product validated by material expert and media expert. The material expert in this study asses the main product development that is supplementary material of writing descriptive text, the media expert in this study asses the video accompanied the product. Thus, the material expert in this study is Mrs. Istina Atul Makrifah, M.Pd. the lecturer of the Nahdlatul Ulama University of Blitar. She is a lecturer who is capable of being the material validator. It is because she has experience as being a lecture in UNU Blitar for about 5 years. Besides she also has published some educational journals. One of the article entitled "*Pengembangan Materi Ajar Bahasa Inggris Berbasis Project Based Learning untuk Siswa Jurusan Usaha Perjalanan Wisata*" is match with this study development of supplementary material. The media expert in this study is Mr. Abd. Charis Fauzan, M.Kom. , a lecturer at the Nahdlatul Ulama University of Blitar teach in the major of Computer Science.

In analyzing the data of this study, the answer of students need analysis questionnaire with the highest percentage was considered to be the representation of the learners on the actual condition. In the second questionnaire, when evaluating the materials uses Likert Scale as the measurement. The quality of the materials was then assessed based on the mean or average scores obtained from the questionnaire. The means were calculated by using the formula proposed by Suharto (2005).

$$Mn(x) = \frac{\sum fx}{n}$$

Mn(x) : mean

$\sum Fx$: total score

n : total number of data

In classifying the category of mean, the data were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2005).

$$R = \frac{Xh - Xl}{4}$$

R : range

Xh : the highest level

Xl : the lowest level

4 : range of Likert-scale

The range obtained from calculating of the formula above was 0.75. The conversion was presented below to determine the category of each aspect.

Figure 2. Data Conversion Table

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.4$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very good

RESULTS AND DISCUSSION

In this study, the researcher present the results and discussion in two subtitles to facilitate the understanding and reading of this article. The first subtitle is results, and the second one is discussion.

Results

The needs analysis was carried out as the first stage of the research to assess the students' target and learning needs. On January 25rd, 2021, the questionnaire was distributed. The questionnaire consisted of seventeen multiple-choice questions. The highest percentage of students' responses was considered as the students' needs and being considered in developing the product. The subject of this research was 25 students of class "A" in the first grade of MTs Al-Muslihuun Tlogo. The data from the need analysis represented what the students' needs were for writing learning materials. The description is following:

Table 1. Results of Students' Need Analysis

No	Question	Response		
		Ya (Yes)	Tidak (No)	Mungkin (Maybe)
			$P = \frac{F}{N} \times 100$	
1.	Apakah saudara pernah mendengar istilah "descriptive text"?	48%	36%	16%
2.	Apakah saudara pernah membuat decriptive text?	28%	44%	28%
3.	Menurut saudara, apakah kemampuan menulis itu penting?	76%	-	24%
4.	Apakah sudah ada buku yang mengajarkan materi menulis decriptive text?	20%	28%	52%
5.	Apakah sumber belajar Bahasa Inggris saudara hanya berasal dari buku oleh Pemerintah (yang disediakan oleh sekolah)?	48%	28%	24%

6.	Apakah materi pembelajaran yang berasal dari buku membuat saudara merasa bosan?	28%	52%	20%
7.	Menurut saudara, apakah materi pembelajaran descriptive text perlu dikembangkan?	40%	20%	40%
8.	Apakah saudara menyukai materi pembelajaran yang terkait dengan pengaplikasian di kehidupan dunia nyata/sehari-hari (real-world context)?	84%	-	16%
9.	Apakah materi pembelajaran harus dikemas dengan bahasa yang sederhana dan tidak terlalu panjang disertai gambar?	72%	8%	20%
10.	Apakah saudara menyukai kegiatan menyusun kalimat dengan benar?	72%	-	28%
11.	Apakah saudara menyukai kegiatan melengkapi teks?	72%	-	28%
12.	Apakah saudara menyukai kegiatan mencari kosa-kata sulit kemudian mencari artinya di kamus?	56%	4%	40%
13.	Apakah saudara menyukai kegiatan menulis/mengarang yang sesuai dengan gambar?	40%	4%	56%
14.	Apakah materi pembelajaran yang disertai dengan gambar membuat saudara lebih berminat untuk belajar?	52%	-	48%
15.	Apakah media pembelajaran memberi pengaruh terhadap minat belajar saudara?	24%	4%	72%
16.	Apakah penggunaan media pembelajaran berupa video (audio-visual) lebih menarik dan mampu mengurangi rasa bosan dalam belajar?	84%	-	16%
17.	Apakah penggunaan media pembelajaran yang mengandung unsur animasi lebih menarik bagi saudara?	100%	-	-

The data above has shown that most students are familiar with the term of descriptive text proved by 48% said familiar, 36% said not familiar, and 16% didn't sure about that. In conclusion, most of the students said that writing skill is important. It is proved by 76% said yes and 34 % said maybe. Most of the students said that the material served by books doesn't make them feel bored, proved by 52% students said no, 20% said maybe and only 28% students said yes. Although there was a book consist of descriptive text material, but it is needed to be developed, proved by 40% said yes, 40% said maybe, and 20% said no. Here, the researcher know that students do like the material related to the real-world. It is proved by 84% students said yes. Students do like the material which is served by simple sentences and includes pictures. It's proved by 72% of students who said yes. And 20% said maybe. Students also said that they enjoy composing sentences correctly, completing the text (72% said yes and 28% said maybe), and looking for the meaning of difficult words (56% said yes, 4% said no and 40% said maybe). Students said that they were like the writing activity which is in accordance with the picture (40% said yes, only 4% said no, and 56% said maybe). The students also said that the use of learning media in the form of animation videos could increase their mood in learning and reduce their boredom (84% said yes, and 16% said maybe). Beside, 100% students said that the use of learning media in the form of animation videos is attractive.

After conducting a need analysis, the next step of this material development is determining the specific materials and designing the product. The material developed is descriptive text based on the basic competencies 3.7 and 4.7. The description of the basic competencies is following:

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Teks Deskriptif
 - 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
 - 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

The researcher had made the simple concept and design of the product which is related to the material that will be developed. The design framework of the product is as follow:

COVER
ACKNOWLEDGEMENT
TABLE OF CONTENTS
UNIT 1
UNIT 2
UNIT 3
THE ANSWER KEY
BACK COVER

Thus, every unit of the product has its parts also. Below is the design framework of each unit:

Sub-cover Unit	There is an opening sentence to making interaction with the students and the learning objectives.
Task	It is an assignment that designed in six sections. (Are you ready?, Be ready!, Let's find out!, Let's do it!, Let's practice!, and Reflection)

Thus, the material description is as follows:

- a) UNIT 1: The Scary Animal to Me
The teaching objective of unit 1 are: (1) students understand the definition of descriptive text and its structure, (2) could identify the structure of the descriptive text, and (3) could simply describing the animal. In this unit, students get input about the material of the descriptive text. The text that was added in this unit is about the scary animal. This unit has six tasks that match the topic and follow up with the student to be able to produce simple descriptive text about the scary animals. At the end of the unit, there was a reflection part. In this part, the students expected to do self-reflection to measure their ability after learned from unit 1.
- b) UNIT 2: Missing Person
Unit 2 has the teaching objective that (1) students could describe people simply, (2) could identify descriptive text structure in missing person flyer, (3) could understand the function of the missing person flyer, and (4) could produce a missing person flyer. In this unit, students get input about missing person flyers in descriptive text and person characteristics. The function of a missing person flyer is to help people finding a person by making the description from its person. This unit has ten tasks focus on describing people. Then, in the last task, the student should be ably describing people in the context of a missing person and the text is arranged in the form of a missing person flyer. At the end of the unit, there was a reflection part.
- c) UNIT 3: Selling Product
Unit 3 has the teaching objective as follows: (1) students could identify the structure of the descriptive text in product flyers, (2) students could understand the function of product flyers, (3) students are able to describe a thing, (4) students are able to compare descriptive texts in the form of text and flyers and, (5) students are able to make product flyers. The input of this unit is similar to the previous unit. The specific differentiation is located on the object being

described. Besides, the function of a product flyer is to describe particular things/products to sell.

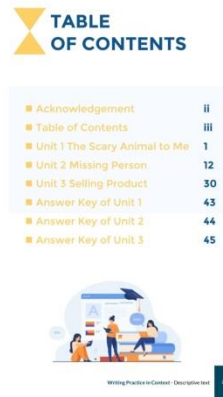
The following are designs of the supplementary material of descriptive text:



Picture 1. Cover



Picture 2. Acknowledgement



Picture 3. Table of Contents



Picture 4. Unit 1



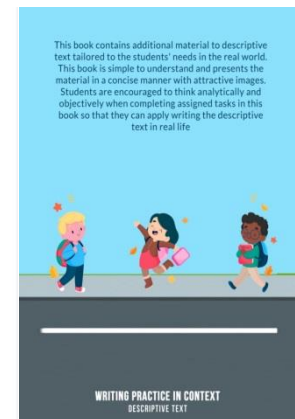
Picture 5. Unit 2



Picture 6. Unit 3



Picture 7. Task

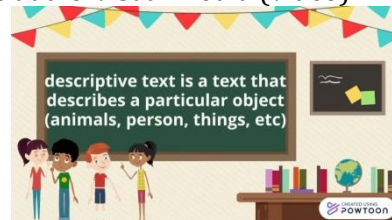


Picture 8. Back-cover

The following are designs of the audio-visual media (video):



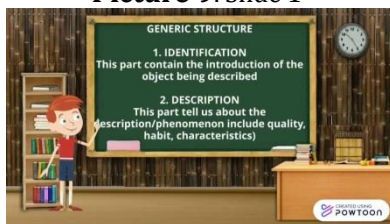
Picture 9. Slide 1



Picture 10. Slide 2



Picture 11. Slide 3



Picture 12. Slide 4



Picture 13. Slide 5



Picture 14. Slide 6



Picture 15. Slide 7



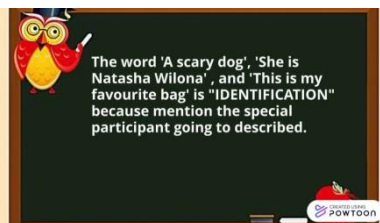
Picture 16. Slide 8



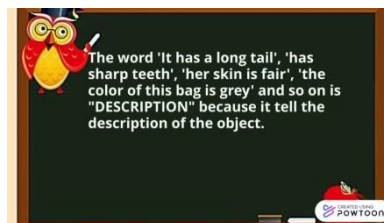
Picture 17. Slide 9



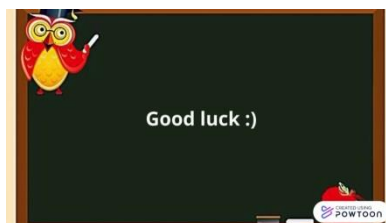
Picture 18. Slide 10



Picture 19. Slide 11



Picture 20. Slide 12



Picture 21. Slide 13

There are four aspects of assessment carried out by material experts to assess the material designed of task-based writing supplementary material. It was pointed at measuring the quality of the outlined materials. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the task-based perspective. The following are the result of expert judgment.

Table 2. The Result of Material Expert Judgment

No	Items	Score
APPROPRIATENESS ASPECT OF THE CONTENT		
1.	Materials developed are in accordance with basic competencies	4
2.	The topic of each unit learning material is relevant to the basic competence	4
3.	The developed materials contain learning objectives clearly	4
4.	Materials developed is relevant to the theme	4
5.	The material in the form of a task-based e-book is suitable for 7th grade junior high school students	4
6.	Materials developed is in accordance with the learning objectives	3
7.	Materials developed in accordance with real-world context	4
8.	Materials developed includes learning the structure of a descriptive text	3
9.	Materials developed includes learning the social function of descriptive text	3
10.	Materials developed includes learning the language features of descriptive text	3
11.	Materials developed using the appropriate images	3
12.	Materials developed encourages students to be able to write descriptive texts	3
APPROPRIATENESS ASPECT OF THE LANGUAGE		
13.	The language used in the materials development is in accordance with the level of students' cognitive development	3
14.	The language used is not long-winded and easy to understand	3
15.	The material developed uses correct English grammar	3
16.	The instructions used in the task are clear and easy to understand using both English and Indonesian	3
17.	The language used in the development of the material uses the choice of relevant words	3
18.	The language used in the development of the material uses correct English spelling	3
APPROPRIATENESS ASPECT OF THE PRESENTATION		
19.	Learning activities are presented to build students' writing skill	3
20.	The material developed encourages students to do a reflection in measuring their learning success	3
21.	Learning activities in the material developed to encourage students to do written communication in English related to real life	3

- | | | |
|-----|--|---|
| 22. | Each unit of material developed has a learning objective statements | 4 |
| 23. | The material developed contains pictures that are suitable for seeing by junior high school students | 3 |
| 24. | The material developed presents images that do not contain elements of "SARA" (<i>suku, agama, ras, dan antargolongan</i>) | 3 |
| 25. | Material developed arranged with clear and easy to understand writing | 3 |

ASPECT OF TASK-BASED

- | | | |
|-----|--|---|
| 26. | Learning materials are presented in the form of authentic assignments that give students the experience of using language in a way that is used in the real world | 3 |
| 27. | Material developed in accordance with the principle of task based learning which includes scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, reflection | 3 |
| 28. | The material developed is in accordance with the steps for developing task-based materials (schema building, controlled practice, authentic writing practice, focus on linguistic elements, provide freer practice, pedagogical tasks) | 3 |

MEAN	91=3.25
$Mn(x) = \frac{\sum fx}{N}$	28

The result of expert validation showed that the product gets a 3.25 value. The value is in the range of $3.25 \leq x \leq 4$. It means that the product is valid and categorized as a "Very Good" product. There are three aspects of assessment carried out by media experts to assess the supporting product in this study that is an audio-visual media (Mp4 video). The aspect criterion was pointed at measuring the quality of the audio-visual media. Those aspects were the appropriateness of presentation, appearance, and practicality. Thus, the following are the result of expert judgment.

Table 3. The Result of Media Expert Judgment

No	Items	Score
APPROPRIATENESS ASPECT OF THE PRESENTATION		
1.	There are animated characters that are suitable for learning in videos	4
2.	Audio is clear and easy to understand	4
3.	Audio stimulates students that they are engaged in learning	4
APPROPRIATENESS ASPECT OF THE APPEARANCE		
4.	The composition of colors and images in the video is appropriate	4
5.	The images in the video are suitable for seeing by junior high school students	4
6.	Images and characters do not contain elements of "SARA" (<i>suku, agama, ras, dan antargolongan</i>)	4
7.	The writing in the video is clear and easy to read	4
APPROPRIATENESS ASPECT OF THE PRACTICALITY		
8.	Short and precise video	4
9.	Video is easy to play on any device	4
10.	Video size is not too big	4
MEAN		40 = 4
$Mn(x) = \frac{\sum fx}{N}$		10

The result of expert validation shown that the product gets a value 4. The value is in the range of $3.25 \leq x \leq 4$. It means that the product is valid and categorized as a "Very Good" product. The expert said that the product is very good and can be used without any revision.

Discussion

This research was conducted to developing task-based writing supplementary material of descriptive text accompanied by audio-visual media for seventh-grade students. In the development process of this product, the researcher has done the student's need analysis which frequently says that the writing skill is important. It is in line with the Vinet & Zhedanov (2011) statement that said writing is a key factor in language. Good writing skills are needed for all students to meet their educational and

employable requirements. Students also said that the supplementary material of descriptive text that related to the real world is interesting. So that, the researcher reinforced to design a set of task-based writing supplementary material. It is because task-based refers to materials or courses designed around a series of authentic tasks that give learners the experience of using a language in the way it is used in the 'real world' outside the classroom (Tomlinson, 2011). From the result of the need analysis, the researcher concluded that students need a material that related to students' real life, material that designed simply and including pictures and many colors. Students are also interesting in audio-visual media which is contains attractive animation.

In designing the product, the researcher made the design framework which is used as the basis of development. After the researcher deal with the design framework, then create and arrange the material that related to the need and topic. Then, the material designed properly and bring to the validator. The supplementary material brings to the material expert to get validation. The aspect has been assessed by the validator including the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the aspect of task-based. The resulting gain from the validator shown that the product is very good so could be used effectively. The supplementary material gets a value of 3.25 from 4.00. Besides, a video accompanied the material bring to the media expert. The aspect has been assessed by the validator including the appropriateness of presentation, the appropriateness of the appearance, and the appropriateness of practicality. The result of validation shown that the video is very good, it can even be used without revision. The video gets a value of 4.00 from 4.00.

After the product developed gets a value of validation and categorized as a very good product, the researcher done the try-out to the students at MTs Al-Muslihuun Tlogo. There, the researcher also gives them a satisfaction questionnaire after the study using the product developed. In sum, the product is well received by students and meets their needs. Almost all of them said that the product is simple and interesting, so it increases their interest to learn writing, especially in writing descriptive text. The material developed also easy to understanding.

Thus, the product task-based writing supplementary material of descriptive text accompanied by audio-visual media is categorized a "very good" and worth to be used for seventh-grade students in learning writing descriptive text. A similar study has been conducted by Putri (2016) shown that the product task-based supplementary material categorized as "very good" and worth it to be used in learn reading descriptive text for seventh-grade students. Besides, the other study conducted by Indraswari (2015) shown that product supplementary English writing materials using task-based language teaching categorized good product and worth it to be used in learn writing the descriptive text for tenth-grade students.

CONCLUSION

Based on the results of research and discussions that have been carried out, conclusions can be drawn:

- a) Students need specific material of descriptive text that related to students' real life, material that designed simply and including pictures and many colors. Besides, student also interesting in audio-visual media which is contains attractive animation to be used to convey the material.
- b) Development of task-based writing supplementary material of descriptive text accompanied by audio-visual media at the first-grade students of MTs Al-Muslihuun Tlogo by using the model development of Borg and Gall get very good results and worth to be used. The feasibility value of the task-based writing supplementary material of descriptive text based on material expert is 3.25 which is categorized as a "very good" product. The feasibility value of the video accompanied the product based on media expert is 4.00 which is categorized as a "very good" product.

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