

Developing an interactive media to write English descriptive texts

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ABSTRACT

This study aims to develop an innovative web-based learning medium, titled STEVE, to enhance students' understanding of writing descriptive texts. The research employed the Research and Development (R&D) methodology, utilizing the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through expert validation, tests, and questionnaires. The participants were Grade X students at SMA Muhammadiyah 2 Pemalang. The results indicate that the STEVE learning media is both highly effective and practical. Validation scores from media and material experts were 97% and 95%, respectively – both classified as "very relevant." In terms of student performance, the control group's post-test scores improved from 56.12 to 78.68, while the experimental group showed a more significant increase from 60.08 to 84.80. Additionally, 84.1% of students reported a positive and engaging learning experience. These findings suggest that STEVE not only enhances writing performance but also increases learner motivation and engagement. The development of such digital learning media holds considerable implications for English language instruction, particularly in promoting autonomous learning, fostering digital literacy, and supporting blended or remote education environments.

Keywords: *interactive media, writing, descriptive text*

Article History: Received 15 May 2025, Final revision 27 Jun 2025, Published 30 Jun 2025

Introduction

Interactive learning media is tools used by teachers to attract students' interest so it helped them more easily understand the lesson in a fun way. Kartika et al., (2019) said the use of learning media is more effective than conventional methods, as it captures students' attention more effectively and enhances the delivery of information. It can significantly boost students' motivation to learn. Learning media continues to develop along with technological advances so that learning media are increasingly diverse and can adjust according to functions and needs (Priando Purba et al., 2021).

In the era of technology, teachers must be more innovative and proficient in designing learning processes to ensure easy, not monotonous, engaging, and up-to-date learning (Pramudya et al., 2023). The students will be actively involved and easily understand the subjects. Interactive media that teachers can apply in the classroom is an interactive media through website.

Nurfadillah et al. (2021) and Rihatno et al., (2023) highlights the positive impact of

developing an interactive media on student learning. They stated that developing websites as learning media allows teachers to create engaging, interactive experiences, filled with learning materials and quizzes, enhancing comprehension of material content. Developing an Innovative media through website can be utilized in the learning process to enhance students' comprehension of material content, thereby boosting their motivation and engagement. in learning English.

The English language skills of students in Indonesia are still significantly low. Based on data from research conducted by Sari et al. (2023), she found that as many as 60% of their students did not like English. Students face challenges such as a lack of vocabulary, inadequate understanding of the material, insufficient responses, and difficulty distinguishing between promoting and writing words or sentences (Fadilah et al., 2024). The literature has acknowledge that, that foreign learners must master all English skills, one of which is writing. Writing is a skill that reflects the mastery of the language by the learner

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(Fodil-Cherif, 2021). Mastering writing skills enhances the ability to convey a coherent message, engage the reader, and comprehend each sentence delivered. (Utami & Karnedi, 2024).

According to Nation (2009) and Brown (2000), writing as a skill that requires preparation alongside reading, speaking, and listening, involving idea development, expression, and grammar adherence.

Harmer (2004) describes that writing is a way to produce language and express the ideas, opinions, arguments, thought, and feelings. Mulyadi & Wijayatiningsih (2020) said writing is an activity that involves creating coherent paragraphs of words, phrases, and sentences that can be read by readers.

Writing text is one of the difficulties students face when learning English. The students tend to have difficulty writing due to limited vocabulary, difficulty in using grammar, and difficulty in determining the topic of writing (Anisa et al., 2020; Muthia et al., 2021; Mutiarasari et al., 2020; Tjawan, 2023). It indicates a lack of understanding of students in mastering English, especially writing texts. Therefore, an in-depth learning is needed to help students. The study focuses on evaluating students' understanding of descriptive texts in writing.

Descriptive text is a text that describes people, places, and things physically by their appearance (Ismayanti & Kholiq, 2020; Sartika & Nurdin, 2019). Mastering descriptive text enhances students' writing skills as it provides detailed descriptions of objects. Hence, the descriptive text has a text structure, including identification and description (Wijayatiningsih & Wilujeng, 2015). The generic structure of descriptive text is identification and description (Gerot & Wignell, 1994). Besides that, the descriptive text has language features are as follows (Knapp & Watkins, 2005): (a) focus on specific participants; (b) use simple present tense; and (c) use action verbs.

Based on pre-observation and interviewed with an English teacher at SMA Muhammadiyah 2 Pemalang, I conclude that the students had difficulties with writing assignments. This is can be seen from the scores

of English subject students were under minimal criteria (KKM). This is because the students struggled with material understanding and motivation, and traditional teaching methods were preferred over media use during learning. The literature has acknowledge that, providing a pleasant learning experience, such as interactive media, can boost students' motivation and interest in mastering writing skills. Nuran & Erlita (2020) explained that students need interesting and fun learning media. Afrilia & Istikharoh (2023) said one of the hardest aspects of teaching English is getting students' attention so they can focus on learning. By developing a website as a learning media, we hope that it can help students to understand the lesson and improve their grades.

Therefore, the aims of this research was to develop an interactive media through website that hopefully can help students improve their understanding in writing descriptive text at SMA Muhammadiyah 2 Pemalang. The media developed focuses on the content material about descriptive text. The developed media concept is a learning website that provides descriptive text materials, including definitions, generic structures, language features, and examples. This study introduces media development through website that can be accessed via mobile phone or desktop. In addition, the media is also equipped with interesting and more complete features regarding related materials. Through this approach, it hopes that can produce learning media that can help students understand the content of the material and can help teachers in creating a fun and technology-based learning atmosphere. This research was research and development with the stages of needs analysis, design, development, implementation, and evaluation. The stages carried out are helpful for gathering the data required for this study and for serving as a guide to address the requirements of teacher and students throughout the learning process. In addition, this development of learning media is expected to improve students' academic grades and get a positive response to the use of the media.

Method

The method of this research was Research and Development (R&D). According

to Branch (2009), R&D was a research technique used to develop products that could be utilized

as a learning media. The R&D method could be used to test the feasibility and effectiveness of a product used in the field of education. This research aims to know the effectiveness of interactive learning media.

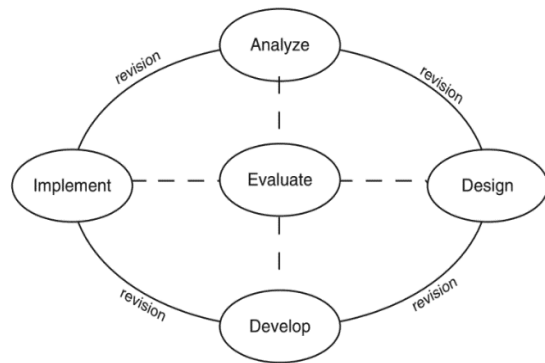
The product is a learning media through website. This website can be accessed via Android and iOs, as well as desktop. The details of the content on this learning media are in the form of descriptive text material, consisting of definition, generic structures, language features, and examples of descriptive text. In addition, STEVE's also comes with quizzes. The selected material content has been summarized to produce it simple for students to understand. The purpose of developed this learning media is intended the students can learn descriptive text material anywhere and anytime. The learning media is named "STEVE", Study Tools to Enhance Descriptive Text.

In this R&D research, the researchers used the ADDIE Model in its development stage. Ibrahim et al. (2024) explained the ADDIE model involved five stages: (1) Analysis, is the first step that aims to identify learning needs; (2) Design, is a stage that focuses on planning and designing media design; (3) Development, is the process of creating and processing materials according to the design made; (4) Implementation, is a process of trial and implementation in the learning process in the classroom; and (5) Evaluation, is an evaluation process to assess the effectiveness of media use.

In collecting data, the researchers used validation sheets, tests, and questionnaire. Data were analyzed using independent sample t-tests and descriptive statistics. Data analysis involved reviewing, cleansing, transforming, and modeling data to extra insight, make summaries, and inform result decisions (Nurbayti et al., 2023). The data analysis was executed after the results of the product trial had been collected, the data analysis technique was carried out to find out the research results of the feasibility of the product that was tested in the classroom. The data collected were calculated using the formula:

$$N = \frac{k}{nk} \times 100\%$$

Figure 1. The ADDIE Model (Branch, 2009)



Notes:

N = percentage of aspects k = score achieved
nk = maximum score

The validation sheets are compiled based on the aspect of product feasibility. The validators were divided into two; validator media and validator material, who are experts in their fields at Universitas Muhammadiyah Semarang. Qualitative data were collected through written tests administered to control and experimental group before and after treatment. Quantitative data was collected through a closed-ended questionnaire that was distributed to the experimental group after the treatment. This questionnaire contains students' perceptions of the use of learning media STEVE.

This research was conducted at SMA Muhammadiyah 2 Pemalang with a population of 50 students in class X. Class X.3 consisted of 25 students assigned as an experimental group and received treatment from the use of STEVE learning media with a focus on students' understanding of descriptive text writing. Meanwhile, class X.2 with the same number of remaining 25 students acted as a control group and did not receive any treatment. Learning in the control group using conventional methods.

The sampling technique of this study was simple random sampling, where each population has the same opportunity to be sampled. Before being implemented comprehensively, a trial was carried out in class X.1 of 25 students to test research instruments and ensure validity.

A validity test is carried out to assess whether the questionnaire sheet is valid. Reliability functions to measure consistent and stable results. The results of the validity test

conducted by media experts and material experts to determine the feasibility of the "STEVE" media were presented as a percentage table. Again, the feasibility test of the product is ensured by checking its validity and reliability. The validity of each item is assessed by

comparing the calculated r correlation coefficient with the table r -value at a significance of 5% or 0.05. The results of the study showed that 15 questionnaire items were valid. The results of the validity of the test are determined in Table 1.

Table 1. Validity Test Analysis

Questionnaire	r arithmetic	P (sig.)	r table	Criteria
Q1	0.583	5%	0.396	Valid
Q2	0.672	5%	0.396	Valid
Q3	0.79	5%	0.396	Valid
Q4	0.615	5%	0.396	Valid
Q5	0.597	5%	0.396	Valid
Q6	0.526	5%	0.396	Valid
Q7	0.636	5%	0.396	Valid
Q8	0.591	5%	0.396	Valid
Q9	0.768	5%	0.396	Valid
Q10	0.805	5%	0.396	Valid
Q11	0.742	5%	0.396	Valid
Q12	0.742	5%	0.396	Valid
Q13	0.747	5%	0.396	Valid
Q14	0.64	5%	0.396	Valid
Q15	0.781	5%	0.396	Valid

The results of the validity test can be concluded that 15 tests produced accurate results. Therefore, the results above as many as 15 questions are considered acceptable. The artificial r value is more significant than the r value of the table. Students' responses to the use of learning media through website can be used as supporting results in the problems in this study.

Reliability analysis was also used in this study with consistent results. We evaluated the results of the reliability test using Cronbach's Alpha formula. If the r -value was greater than the r -table value, then this test was categorized as valid. The following are the results of the

reliability test using Cronbach's Alpha formula in Table 2.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
0.918	15

The reliability test results show that r was 0.918 and r table was 0.396. It could be concluded that Cronbach's Alpha value was more significant than the r table value. Therefore, instrument tests were included in the reliable group.

Results and Discussion

One of the results of the findings in this study was the use of learning media through a website called STEVE, Study Tools to Enhance Descriptive Text.

Analysis

At this stage, needed analysis activities were carried out which included three (3)

dimensions, namely (a) analysis of student learning characteristics and problems, (b) analysis of material needs, and (c) analysis of school facilities. Based on the observation at SMA Muhammadiyah 2 Pemalang indicated that during the English subject learning process, teachers conducted conventional learning and the teacher only explained the

material through books and asking or answering questions to the students. Teacher rarely or seldom did variations of other learning models or use interactive learning media. During the learning process in the classroom, teachers only applied teaching materials from books.

Design

During this stage of the product development process, the researchers designed, compiled, and developed materials for learning media to attract students' attention. The researchers chose descriptive text as the material presented in media products. We used Vite software in developing learning media through this website. Using an interactive

website as a learning medium could be more user-friendly and a type of learning that could be utilized for learning with a variety of materials can be learned with (Halimatusyadiah & Disman, 2023). We designed the design of this website to contain the content of descriptive text material accompanied by examples of text readings and practice questions.

Development

This stage was a continuation of the design stage. The design that had previously been designed was then developed into a learning media through website. At the development stage, learning media products began to be developed.

Figure 2. Opening and Main Menu



Figure 2 was design of opening website. There is the play button will display the main menu page accompanied by the back sound. On the first page there is also the name of the website, namely STEVE or Study Tools to Enhance Descriptive Text.

Figure 2b was a visualization of the main menu page of Steve's website. The main menu consisted of three sections, including the material page, quiz page, and test page. The material page contained content about descriptive text. This website provided short but detailed descriptive text material, accompanied by text examples. Along with this website was equipped with images that were relevant to the text presented, so that the students could see illustrations of the text described. In addition, this website was designed so that students could access anywhere and anytime outside of school hours so that it was possible to study independently.

Figure 4 describes the design of the sample quiz on the STEVE website. The quiz

page on this website had two types of quizzes, multiple choice and true or false quiz. The quiz multiple choice page contained questions that students had to answer by choosing one of the five in the multiple choice. On the other hand, true or false quiz page contained two different descriptive texts then students were asked to analyze and adjust the statements in the text then students had to answer each statement with one of two possible true or false possibilities.

Expert Validation on the Product

Product validation aimed to measure the feasibility of the developed media. Product validation was divided into two parts, namely material validation and media validation. The validation sheets were assessed by experts; media expert and material expert. Data from interval assessment and expert validation can be seen in Table 3.

Figure 3. The Materials of the Website



Figure 4. Quiz Page of STEVE



Table 3. Interval Assessment of Learning Media

Score	Category
> 80	Very relevant
> 60 – 80	Relevant
> 40 – 60	Quite relevant
> 20 – 40	Less Relevant
< 20	Very less relevant

Table 4. Validity Test by Media Expert Validation Media

Aspect	$\sum ni$	Interpretation
Media design	90%	Very relevant
Appearance	100%	Very relevant
Instruction media	100%	Very relevant

Table 5. Test by Material Expert Validation Material

Aspect	$\sum ni$	Interpretation
Material	95%	Very relevant
Use of language	80%	Relevant
Serving	100%	Very relevant

From the data above, the outcome of the validity test from both experts, all components both in design and content of the material were considered “Very Relevant”. Therefore, the product was categorized as feasible and suitable to be implemented in English subjects. In addition, there were several revisions in the form of suggestions and input from validators to make media products more perfect, including:

- 1) Addition of university logo, instructions for use, and profile developer,
- 2) Addition of image illustrations,

- 3) Give more examples and consider the appropriate examples of descriptive texts.

Revisions of the Product

The results of the assessment from the experts provided some input for improvements from the developed products to produce better products. The goal of product improvement was to make the product more relevant, efficient, pleasing to the eye, and eye-catching. The following are the results of the improvements based on feedback from the validators in Figure 5-9.

Figure 5. Website page before and after revision





Previously there was no university logo, instructions for use, and profile developer. After revision logo, instruction, profile developer added. On the instruction and profile

pages, the button functions on the website media and the product developer's identity are listed.

Figure 7. Display on the pages before revision



Figure 8. Display on the pages after revision



There was no illustration of images in the sample text, and the sample text presented is only 1. The researchers should add

Implementation

The second finding of this study concerned on the effectiveness of the used of learning media through website. These findings were derived from pre and post-test data on the use of media during the learning process. At this stage, the data was presented using descriptive statistics and t-test normality in

illustrations of images and add some examples of descriptive text to make them more diverse.

describing the findings of the analysis on SPSS in the pre-test and post-test carried out by the students. The implementation of this study involved class X.3 as an experimental class and X.2 as a control class. The experimental class acts as a class that received treatment and testing for the use of STEVE learning media.

Meanwhile, the control class either received treatment or only used conventional methods.

The research analyzed the results of students' writing in making descriptive texts in English. The implementation of this research included several steps, including: (1) the first step, students took a pre-test to measure students' writing ability in describing an object. (2) The second step, students did a post-test to measure how far students had studied and

understood the descriptive text material. The results of pre-test, post-test and student response questionnaires were included as data for this study. The data was then analyzed to examine the effectiveness of the use of learning media through the STEVE website. The results of the pre-test and post-test were then compared as a measure of effectiveness in the use of media. Table 6 displays the findings of the data analysis.

Table 6. Tests of Normality

Class		Statistic	Shapiro-Wilk df	Sig.
Writing Score	Pre-Test Experimental Class (STEVE)	.963	25	.481
	Post-Test Experimental Class (STEVE)	.931	25	.094
	Pre-Test Control Class (Konvensional)	.927	25	.076
	Post-Test Control Class (Konvensional)	.923	25	.061

a. Lilliefors Significance Correction

Table 6 shows the significance value in the pre-test and post-test results in the Experimental Class was 0.481 and 0.94 (Sig. > 0.05 value). Meanwhile, the control class had a Sig. value of 0.76 and 0.61 for the pre-test and post-test tests. This means $0.76 > 0.05$. likewise, 0.61 is greater than 0.05. This meant that the pre-test score of experimental class was 0.481 was higher than 0.05. Likewise in the post-test score

was 0.094. So, the results of data of two classes were normal.

If the data had been declared to be normally distributed, then a homogeneity test was then carried out. The homogeneity test was the second assumption test to find out whether the two groups had the same variant or not. The results of the data variant homogeneity test were as follows.

Table 7. Test of Variance Homogeneity

		Levene Statistic	df1	df2	Sig.
Pre-test Score	Based on Mean	.282	1	48	.598
	Based on Median	.158	1	48	.693
	Based on Median and with adjusted df	.158	1	47.571	.693
	Based on trimmed mean	.273	1	48	.603
Post-test Score	Based on Mean	.001	1	48	.970
	Based on Median	.000	1	48	1.000
	Based on Median and with adjusted df	.000	1	47.302	1.000
	Based on trimmed mean	.002	1	48	.966

Based on Table 7, it is known that the significance on the pre-test score was 0.598. The data could be declared to have the same variant (homogeneous) if the GS. > 0.05, because of sig (0.598 > 0.05). So, the data of the two groups had a homogeneous nature. Likewise, the post-test score was 0.970. After the data could be declared to be normally distributed and had the

same variant (homogeneous), the next step was to conduct an independent sample t-test.

Independent sample t-tests were used to test the significance of the mean differences of the two groups, the experimental and control groups. The following results from the independent sample t-test could be seen in Table 8.

Table 8. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Significance One-Sided p	Two-Sided p
Score	Equal variances assumed	.001	.970	5.582	48	<.001	<.001
	Equal variances not assumed			5.582	47.922	<.001	<.001

Based on the analysis of the data, Table 8 shows that there was a difference between the experimental and control groups. The results showed that the value of sig. (2-tailed) < 0.001. that means it was below the significance of 0.05. The findings were seen in Table 8 were described the hypothesis obtained. According to Ha, the use of "STEVE" website-based learning media had an influence on the learning process, or there was an average difference between pre-test and post-test results. The researchers used the Significant score (sig.) issued by SPSS as a quality evaluation of the feasibility of using learning media. If the significant value (sig.) was greater than 0.05 then the null hypothesis (H0) was accepted and Ha was rejected. Conversely, if the significant value (sig.) was less than 0.05 then H0 was rejected and Ha was accepted

This indicated that there was a significant improvement in student learning outcomes. In the control class, the average pre-test score obtained from the experimental class was 56.12, and the post-test score was 78.68. Meanwhile, in the experimental class, the average score in the pre-test was 60.08 and the post-test score was 84.8.

Thus, it was found that there was a statistically significant difference between the experimental class and the control class, the

data presented shows that there was a difference in student learning outcomes using the website-based learning media "STEVE" on average. In addition, the results of student assignments proved the changes in the learning process. Based on the data, it could be said that the learning outcomes in the experimental group that were given better treatment were better than the control group that was not treated.

All in all, it indicates that the use of the "STEVE" media can effectively support students in enhancing their understanding of writing descriptive texts, as evidenced by the significant improvement in their pre-test and post-test scores.

Evaluation

The third finding was a student's response to the use of learning media through the STEVE website. The student's perspective was important as an acceptance that the media products developed are worthy of being used as a tool during the learning process. Students were given a questionnaire in the form of forms that had to be filled out on a scale of 1-5. The results of the questionnaire were displayed in Table 10.

Table 10. Responses of the Experimental Class

Questionnaire	Total Score	Percentage	Category
Q1	109	87.2%	Good
Q2	106	84.8%	Good
Q3	110	88%	Good
Q4	102	81.6%	Good
Q5	109	87.2%	Good
Q6	100	80%	Good
Q7	105	84%	Good
Q8	115	92%	Very Good
Q9	106	84.8%	Good
Q10	106	84.8%	Good
Q11	109	87.2%	Good

Q12	108	86.4%	Good
Q13	97	77.6%	Enough
Q14	107	85.6%	Good
Q15	88	70.4%	Enough
Average	105.1	84.1%	Good

Based on Table 10, it can be seen that there are 15 statements for the student response questionnaire to the use of learning media through website STEVE. The first, second and third questionnaire were about the display of the media presented, which received scores of 87.2%, 84.8% and 88%. This value is included in the satisfactory category. These findings show that students agree on its attractive appearance.

The fourth, fifth and sixth indicators are about the quality, combination of colors and shapes the website that are balanced, harmonious and also neat. They received a score percentage of 81.6%, 87.2%, and 80%, implying it has very interesting and aesthetic appearance.

The seventh indicator is an asset used in clear and non-blurry media, with a score of 84%, meaning that the selection of images presented in the media is easily accepted. These findings suggest that the images there have represented the contents of the reading text.

The eighth, ninth and tenth indicators are the use of ease of use resulting in scores of 92%, 84.8% and 84.8%, respectively, which states that the media is easy to use and clear in its instructions.

Discussion

This study implements how well the students' comprehension of writing descriptive text is enhanced by the use of learning media through website STEVE. This learning media is designed to facilitate students during the learning process by accessing through smartphones. This media has gone through several stages with testing and validation so that it can be considered worthy of being used as a learning media. Furthermore, the active participation of the students is also the key to the success of this research. The study's results show that STEVE learning media products is effective.

STEVE provided a student-centered experience that combined interactive components, visual design, and targeted material to enhance a more profound understanding, particularly in the context of

The eleventh and twelfth indicators discuss the material from the descriptive text presented on the media that is easy to understand and explained in detail with findings of scores of 87.2% and 86.4% which means that it is easy to understand in detail.

The thirteenth discussed the practice questions on the website media with an average score of 77.6%. which means that the use of sentences in practice questions is still acceptable to students.

The fourteenth and fifteenth indicators with an average percentage score of 85.6% and 70.4% are sentences used in the overall media that are clearly readable and easy to understand and do not cause ambiguity, this is classified as a good quality media because the media can be read and also easily understood by students.

Therefore, the overall of the total average student responses was obtained at 84.1% by being categorized as "good". This means that the use of STEVE media has an influence on the student learning process. They become more interested and easier to understand the material with learning media tools.

writing descriptive prose. The fact that it is interactive encouraged active engagement, which in turn enabled the students to digest, build, and articulate their ideas more effectively than they would be able to do through traditional instruction alone.

The results of this study reinforced that the integration of learning media enhanced the students' focus and motivation in academic settings. When learners were engaged by material that was content that was relevant, visually appealing, and digitally mediated, they were more likely to devote cognitive effort and maintain interest in the subject matter. As a result, learning media like as STEVE did not only augment instruction; rather, they changed the learning experience into a process that was more meaningful and pleasurable.

The use of STEVE could effectively address common challenges in English

language teaching, such as low motivation, unclear writing tasks, and limited feedback. Students who were improving their writing abilities could benefit from the use of digital media because it could provide them with regular models, guided practice, and real-time support, all of which helped lessen fear and confusion. Furthermore, students frequently believe technology to be more relevant and intuitive, which was consistent with the ways in which they utilized media on a daily basis and their practiced regarding digital literacy.

Differentiated education was supported by the utilization of media such as STEVE due to the fact that it was pedagogically beneficial. The ability to adapt to a variety of learning modes, including visual, aural, and kinesthetic, while yet preserving consistency in the delivery of knowledge was made possible by this development. This kind of adaptability improved accessibility and diversity, particularly for students who might have difficulty with traditional methods that relied heavily on text. Evidence suggested that technology-enhanced learning environments might provide both pedagogical quality and practical usability. This was supported by the fact that STEVE had been validated by professionals and that students had expressed interest for the program.

Therefore, this finding is in line with Rihatno et al., (2023), and Safitri et al., (2023) who apply website development as a teaching media. Learning media through website provide student learning experiences that can increase students' enthusiasm in the learning process. By developing products in the form of learning media, it can provide facilities to students and teachers with teaching media innovations that use technology. The results of the application of this learning media also

Conclusion

Based on the results and findings of this study, the product developed is a learning media through a website called STEVE. STEVE stands for Study Tools to Enhance Understanding Descriptive Text. This website is designed to contain English content of descriptive text material. The findings of this study show the effectiveness and validity of the use of STEVE learning media in class X at the high school level. The results of the

resulted in a big difference in the experimental class during the learning process.

In addition, the findings of this study show that learning media STEVE can attract students' attention compared to learning with conventional methods or lectures. The results of this study were also in line with Pahamzah et al., (2022). They emphasized that the use of interactive website can create fun learning. The use of interactive website allows for feedback and interaction between students and teachers. Also, the use of interactive website also has benefits for teachers in creating an exciting learning experience. Teachers can also deliver material interactively.

The effectiveness of the use of learning media through the STEVE website shows that this media is feasible if used as an alternative in the learning process in the classroom. The existence of learning using the website indicates that learning is not only limited to space and time because its form is efficient and easily accessible anywhere and anytime (Malaikhatus et al., 2019).

Last, students' responses to the use of learning media through the STEVE website acquired an average score percentage of 84.1% in the "Good" category. By implementing learning using learning media developed through the website, it can be interpreted as the application of technology in learning an educational process (Meriry et al., 2023).

Overall, the development of this media is feasible and can be used as a learning media that can help students improve their understanding of English materials. With learning media, students can improve learning outcomes and learning interests. Students also become more active during the learning process. Even so, the development of this media can be continued by adding other materials according to the needs of students.

implementation of media products were obtained from post-test scores which showed a better difference from pre-test scores. Therefore, STEVE learning media can increase students' scores in English subjects.

The effectiveness of this media product is evidenced by the results of the comparison of pre-test and post-test in the experimental class. The experimental class proved that the use of STEVE media had a significant impact that was

inversely proportionate to that of the control class. Both showed contrasting outcomes in pre-test and post-test. The experimental class obtained an average score on the pre-test and post-test of 59.52 and 84.04, respectively.

In addition, students' responses to the use of "STEVE" media also received an average of 84.1% in the "Good" category. This proves that it also feels the influence of the application

Acknowledgement

The researchers expressed their gratitude to the Department of English Language Education, *Universitas Muhammadiyah Semarang* for the

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- of the use of "STEVE" media in English learning descriptive text materials. Media development has the potential to present new innovations in providing student learning experiences to improve the atmosphere and student participation while in the classroom. With the use of interesting learning media, students are encouraged to learn so that academic achievement also increases.
- support and guidance during the research, and thanked to *SMA Muhammadiyah 2 Pemalang* for contributing as a research location so that the research could be completed properly.

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