
Analyzing Genre-Based Descriptive Writing Materials with Hypermedia

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Abstract

The purpose of this study is to identify and analyze the needs of students and teachers regarding the development of Genre Based Approach-oriented descriptive writing materials integrated with hypermedia for seventh-grade learners. The research method utilized a descriptive approach with a mixed methods design (qualitative and quantitative) for the needs analysis. This study involved 64 students of Class VII MTs Negeri 20 Jakarta and two Indonesian teachers as respondents. The data of this study was collected through observations, interviews, and questionnaires. The findings of this study indicate that there are shortcomings in students' ability to write descriptive texts, especially in the development of ideas, text structure, and vocabulary. Teachers tend to rely on conventional methods and rely on textbooks and powerpoint presentations, while the application of GBA stages and the use of hypermedia is still limited. The needs analysis demonstrates a high urgency to improve instructional steps and learning materials that are still dominated by conventional media, in line with the finding that students' basic skills remain weak (35.61%) and that 81.11% of students show a strong interest in digital media. The results of this study reveal a strong correlation between students' weaknesses in producing descriptive texts and the limited learning interaction and contextual learning resources available to them. This issue can be addressed through the integration of hypermedia as essential support to facilitate the stages of the Genre-Based Approach (GBA).

Introduction

Writing is one of the fundamental language skills because this skill is very complex so it requires creative, innovative, and fun learning techniques. According to Nunan (2003), writing is not just about pouring words into written form, but also involves understanding the structure of the text, grammar, and communication goals to be achieved. In the context of education, writing is a skill that must be mastered by students so that they are able to express ideas systematically and coherently. In fact, there are still problems related to writing skills in students. Andayani (2015) in his research showed that in school, writing material as one of the Indonesian language skills is not handled seriously as a result of which the students' Indonesian language skills are inadequate. The need for consistent mentoring by teachers to guide students in understanding and developing writing skills. Kosasih (2014) stated that writing skills can be improved through systematic practice and guidance from teachers in understanding the correct structure and rules of language.

Among the various types of texts, there is one type of text that is important to master, namely the descriptive text because it requires students to describe objects or events in detail, systematic, and clear. According to Kosasih (2014), descriptive text aims to provide a clear picture of an object, place, or event so that readers can imagine the content of the text well. Referring to Permendikbud Number 37 of 2018 concerning Core Competencies and Basic Competencies of the 2013 Curriculum, students are expected to be able to write descriptive texts by paying attention to the correct structure and linguistic rules. The main

feature of the description text is the use of concrete and sensory words, which allow the reader to imagine the object described more clearly (Sudaryanto, 2016). While the structure of the description text consists of identification, section description, and conclusion (Emilia, 2016). Thus, mastery of descriptive texts is an important skill that not only trains writing skills in sequence and detail, but also develops students' imagination and language sensitivity in describing reality clearly and attractively.

Based on initial observations and previous research, many students have difficulty in compiling descriptive texts that are in accordance with good language structure and rules. This difficulty is caused by several factors, including a lack of understanding of the structure of the text, limited vocabulary, and a lack of interesting and interactive teaching materials. Research conducted by Wahyuni (2020) explained that students still have difficulty in writing descriptive texts due to a lack of understanding of the structure and use of proper vocabulary. In addition, research from Suryani & Rahmawati (2021) revealed that the learning methods used by teachers tend to be still conventional, with the dominance of lecture methods and the use of textbooks that are less contextual, so that students are less motivated in writing.

The Indonesian government has regulated writing skills in various education policies and regulations. In Law Number 20 of 2003 concerning the National Education System, it is stated that education aims to develop the potential of students to become knowledgeable, creative, and independent individuals. One of the important aspects of achieving this goal is strengthening literacy skills, including writing skills. In addition, in the Regulation of the Minister of Education and Culture (Permendikbud) Number 37 of 2018 concerning Core Competencies and Basic Competencies of the Curriculum 2013, writing skills are part of the competency standards in Indonesian language learning in schools. In the document, students are expected to be able to understand and write various types of texts in accordance with applicable rules, including descriptive texts.

National education policies have emphasized strengthening writing skills as an integral part of literacy development, but its implementation in the field still faces significant challenges, especially in the context of learning descriptive texts at the primary and secondary school levels. This research is relevant to bridge this gap by exploring interactive digital technology-based learning approaches, such as the use of visual media and AI-based applications, to improve students' motivation and their understanding of text structures and language rules. Thus, the results of the research are expected to make a practical contribution for teachers and policymakers in realizing the objectives of the National Education System Law and Permendikbud Number 37 of 2018, so that students are able to produce coherent, creative, and compliant descriptive texts.

To integrate the digital technology-based learning approach proposed in this study, *the Genre-Based Approach* (GBA) can be used as the main framework that supports the effective improvement of descriptive text writing skills. This approach is not only in line with the goals of national education policies that emphasize the development of contextual literacy, but can also be enriched with interactive elements such as visual media and AI applications to make the learning stages more engaging and adaptive to the needs of students. Thus, the combination of GBA and digital technology is expected to be able to overcome the limitations of conventional methods, so that students not only understand the structure of texts theoretically, but also be able to apply them in the production of authentic and meaningful writing.

Genre-Based Approach (GBA) is a learning approach that focuses on understanding and producing texts in a specific social context (Martin & Rose, 2008). This approach rests on the functional systemic linguistic theory developed by Halliday (1994), in which each text has a specific social purpose and linguistic pattern. This approach emphasizes that each

text has a distinctive communicative structure and purpose, so learning should be done gradually through four stages. Emilia (2016) emphasized that the GBA approach can help students understand text patterns gradually, thereby improving their writing skills. The *Genre-Based Approach* (GBA) is considered to be able to help students understand the structure of the text and develop writing skills. By applying this approach, students not only learn to write but also understand the social context and communication purpose of the texts they create.

According to Emilia (2016), GBA consists of four main stages, namely: (1) *Building Knowledge of the Field* (BKOF), a stage to guide students in understanding the topic and background of the text to be written; (2) *Modeling of the Text* (MOT), a stage that directs students to study text examples and understand the structure and rules of the language used; (3) *Joint Construction of the Text* (JCOT), at this stage teachers and students work together in compiling the text based on the structure that has been learned; (4) *Independent Construction of the Text* (ICOT) is this stage that encourages students to be able to write texts independently by applying the understanding that has been obtained. Some studies have shown that the GBA approach is effective in improving students' writing skills. Research by Nugroho (2019) shows that GBA can improve students' ability to write descriptive texts more systematically and coherently.

In the current educational context, the challenges in learning to write are increasingly complex along with technological developments and changes in student learning patterns post-pandemic. Digital transformation in the world of education requires innovation in the delivery of teaching materials to be more attractive and in accordance with the characteristics of the digital generation. However, based on the results of a survey conducted by UNESCO (2023), there are still many schools that have not optimally integrated technology in learning, including in teaching writing skills. Students tend to be more interested in interactive digital media, while the available teaching materials are still dominated by printed texts that lack support a multimodality-rich learning experience. This is in line with research from Nugroho (2019) which states that students need more innovative and technology-based teaching materials to increase interest and understanding in writing descriptive texts. Along with the implementation of the Independent Curriculum which has begun to be implemented gradually, the government also encourages digital literacy-based learning to support 21st century skills. In the Decree of the Minister of Education, Culture, Research, and Technology (Kepmendikbudristek) Number 56/M/2022, it is stated that learning must be oriented towards strengthening literacy and numeracy competencies by utilizing digital technology optimally. Therefore, the use of *Genre-Based Approach* (GBA) with hypermedia in learning to write descriptive texts is in line with government policies that emphasize text-based approaches and the use of technology in learning.

In addition to the right approach, the use of technology in teaching materials is also an important aspect in increasing learning effectiveness. One of the innovations that can be applied is the use of hypermedia. According to Mayer (2005), hypermedia is a multimedia-based learning system that interactively combines text, images, audio, video, and animation. Hypermedia provides a more interesting learning experience and makes it easier for students to understand the concept of descriptive texts through more concrete and varied examples. Research conducted by Rahman (2022) shows that the use of hypermedia in writing learning is able to improve students' understanding of text structure and increase their motivation to learn. Hypermedia provides a more engaging learning experience because it allows students to access information from various sources in a more dynamic and multimodal form (Jonassen, 2000).

Hypermedia as one of the learning media is a medium that can unite hypertext with various media and be connected to nodes such as images, text animations, videos, graphics, audio (Purba, 2020). Hypertext is an extension of the expansion from a "flat" text form or from a linear to a nonlinear form with a document path branching off to another document according to the reference. Tri Lukitaningsing (2013) explained that the advantages of using *hypermedia* in the learning process include: (1) interesting so that it can stimulate students' interest; (2) multisensory, which can integrate sounds and images with text so that it is easy to remember; (3) links, there are buttons that allow students to be able to connect various ideas from different sources; (4) individual, making it easier for users to obtain information individually. Hypermedia-based learning media offers advantages in providing an interactive, interesting, and information-rich learning experience because it can combine various elements such as text, images, audio, and video which are considered to be able to increase students' interest and motivation to learn.

Previous research has identified the root causes of students' low interest and writing proficiency in descriptive texts. Setyo Wulandari (2019), in their study titled *Pengembangan Pembelajaran Menulis Teks Deskripsi Melalui Model Assurance, Relevance, Interest, Assessment, Satisfaction (ARIAS) dengan Media Gambar Bermuatan Kebudayaan Lokal Bagi Siswa Kelas VII SMP*, explained that conventional learning models, limited teaching media, and a lack of character building were the main factors contributing to students' disengagement. That study encouraged the renewal of models and picture-based media but did not optimally utilize the potential of digital technology. Conversely, Alwasilah (2024), in their research titled *College Students' Learning Outcomes On Genre-Based Approach Implementation In Teaching A Recount Text Writing*, proved that the Genre-Based Approach (GBA) is a highly effective pedagogical method for enhancing students' ability to understand text structure and linguistic features. This is consistent with Larahayu Wandira Taher (2022), whose study titled *Pengelolaan Pembelajaran Berbasis Hypermedia* indicated that Hypermedia management in learning falls into a good category for stimulating student creativity.

Nevertheless, a comprehensive integration of GBA's effectiveness, the appeal of hypermedia technology (specifically Canva), and the simultaneous addressing of the boredom factor identified by Wulandari (2019) has not yet been found in a single, specific, and integrated model for developing descriptive text writing materials at the MTs level. Therefore, the novelty of this study is the development of descriptive text writing material based on the Genre-Based Approach (GBA) that is explicitly supported by interactive Hypermedia (Canva). This development model aims to fill this gap by presenting teaching media that is not only pedagogically effective (GBA) but also aligns with the needs and interests of students in the digital era, thereby directly overcoming the limitations of conventional media and models found in previous research.

Before developing teaching materials based on the Genre-Based Approach (GBA) with hypermedia, a thorough needs analysis is required to deeply understand the current state of learning, the constraints faced by teachers and students, and the expectations for more effective teaching materials. According to Hutchinson & Waters (1987), the purpose of needs analysis in material development is to identify the gap between the ideal conditions and the actual conditions in learning, ensuring that the resulting solutions genuinely meet students' requirements. This study aims (1) to identify student needs regarding GBA descriptive text writing materials supported by hypermedia, and (2) to analyze teacher needs in using and developing GBA descriptive text writing materials with hypermedia. The results of this research are expected to provide clear guidance for Indonesian language teachers regarding crucial aspects, particularly in integrating the genre-based approach realized through the use of hypermedia, to design descriptive text writing materials.

Consequently, these findings can significantly improve the quality of descriptive text writing instruction and ensure that the teaching materials align with the demands of the Independent Curriculum policy in the digital era.

Method

This study uses a qualitative descriptive approach with a needs analysis method that is oriented towards product development in the form of teaching materials for writing descriptive texts. The subjects that are the focus of this research are Indonesian language teachers and grade VII students of junior high school/MTs. The research was conducted at MTs Negeri 20 Jakarta, involving two Indonesian language teachers and 64 seventh-grade students, consisting of 30 males and 34 females. This study aims to identify and analyze the needs of students and teachers regarding the development of Genre Based Approach-oriented descriptive writing materials integrated with hypermedia for seventh-grade learners. Through this research method, the researcher will obtain more in-depth and detailed data on the current learning conditions of writing description texts, the obstacles faced and the problems and needs of teaching materials that can accompany teaching materials that have been used previously in the school.

The Research Procedure (Siregar et al. 2022) consists of the preparation stage, the implementation stage, the analysis stage, and the reporting stage. In the preparation stage, the researcher makes a plan for research activities, makes observation guidelines, interviews for teachers, and also instruments for questionnaires for students. Furthermore, at the implementation stage, the researcher conducted structured interviews with two Indonesian language teachers and filled out a needs analysis questionnaire by 64 students. At the analysis stage, data from observations, interviews, and questionnaires were obtained which were then processed and associated with relevant theories until conclusions were drawn. The final stage of research is the reporting stage, the researcher reviews the research results in detail and clearly to then be described in the reporting of the research results.

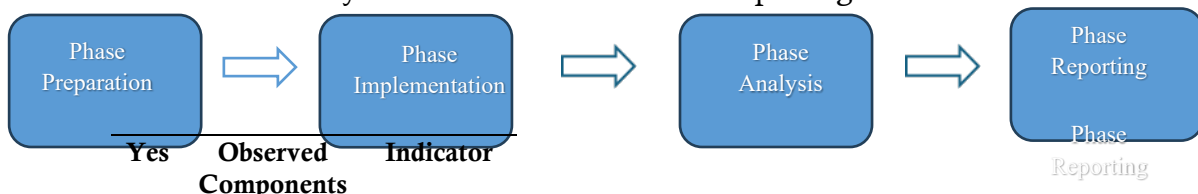


Figure 1. Research Procedure (Siregar et al. 2022)

This research was conducted using instruments to collect data consisting of observation guidelines, Indonesian teacher interview guidelines, and student needs analysis questionnaires. The interview was conducted to find out the potential and problems that occur in learning to write descriptive texts at MTs Negeri 20 Jakarta. The following is a grid of the research instruments used.

Table 3.1 Observation Grid of Writing Learning Activities

| Yes | Observed Components | Indicator |
|-----|---------------------------|---|
| 1 | Student Activities | Students focus and do not do other work when the teacher explains the material. Students are easy to develop their ideas. Students understand the descriptive text material as a whole. Students work together with their classmates in completing the |
| 2 | Use of Teaching Materials | Teaching materials are limited to the source of package books, PPTs and others |

| | | |
|---|---------------------|--|
| 3 | Teacher Performance | <p>Writing teaching materials that provide steps in the writing process.</p> <p>The teaching material contains a variety of evaluation tests</p> <p>Teachers carry out learning according to the learning stages</p> <p>Learning activities are supported by electronic devices and internet networks.</p> |
|---|---------------------|--|

Table 3.2 Teacher Interview Grid

| Yes | Aspects Rated | Operational Definition | Indicator | Number Question |
|-----|---------------------|--|---|-----------------|
| 1 | Purpose | Goals to be achieved in learning descriptive texts | Students' achievement in learning to write descriptive texts | 1, 2, 3, 4 |
| 2 | Theme | Themes or topics needed in descriptive text learning | Themes needed in writing descriptive text | 9, 10 |
| 3 | Learning materials | The material that students learn in learning to write descriptive texts | Descriptive text writing materials | 11, 18,19 |
| 4 | Learning Activities | Learning activities needed in writing descriptive texts | Learning activities to write description texts based on <i>genre based approach</i> | 5, 6, 7, 8 |
| 5 | Media Learning | Supporting media used during the learning process | Teaching media that students want to use in learning to write descriptive texts | 13, 14, 15, 16 |
| 6 | Evaluation | Evaluation of learning that can help students' mastery of writing skills | Types of evaluation contained in learning to write descriptive texts | 12, 20 |

Table 3.3 Student Needs Analysis Questionnaire Guidelines Grid

| Yes | Component Rated | Operational Definition | Indicator | Number Question |
|-----|-------------------|--|---|----------------------------|
| 1 | Purpose | Goals to be achieved in learning descriptive texts | Students can write descriptive text | 1,2,3, 4, 5 |
| 2 | Theme | Themes or topics needed in descriptive text learning | Theme or topic of writing description text | 6, 7 |
| 3 | Material Learning | Materials needed in teaching materials for writing descriptive texts | Descriptive text writing materials | 13, 14, 15, 16, 17, 18, 19 |
| 4 | Activities Learn | Learning activities needed in writing descriptive texts | Learning activities to write description texts based on <i>genre based approach</i> | 8, 9, 10, 11,12 |

| | | | | |
|---|----------------|--|---|------------|
| 5 | Media Learning | Supporting media used during the learning process | Teaching media that helps students in writing descriptive texts | 22, 23, 24 |
| 6 | Evaluation | Evaluation desired by students in writing descriptive text | Types of material-based evaluations | 20, 21 |

The type of data obtained through the questionnaire will be compiled with various indicators in the form of questions with scores that are then processed using the Likert scale. Range of scores used on scale measurements *Likert* is 1-5 (Sugiyono, 2013). The collected data is then calculated as the average score of each criterion assessed (Samsu, 2017). Furthermore, to see the feasibility of teaching materials from the results of the assessment data obtained previously, a measurement scale was used, namely *rating scale*. Measurement *rating scale* It is used for raw data obtained in the form of numbers and then interpreted in a qualitative sense. Qualitative research data was obtained in the form of comments and suggestions. The data is used as the basis for revising teaching materials for writing descriptive texts based on (Sugiyono, 2013) *genre based approach with hypermedia*.

Results and Discussion

This research produced data on real conditions in the field related to the need for teaching materials for writing description texts in grade VII students of junior high school/MTs. It is known that in the teaching and learning process, teachers need teaching materials other than the available handbooks. Observations were carried out by researchers to obtain data on the analysis of the learning situation of writing descriptive texts.

Table 4. 1 Analysis of the Learning Situation of Writing Descriptive Texts

| Aspects | Observational Findings | Teaching Material Needs |
|---------------------------|---|--|
| Student Activities | Some students tend to be passive, play with pens, and are busy with talking activities, not paying attention to the teacher. Students have difficulty in developing their ideas. Students do not fully understand the basic concepts of descriptive text, so it is difficult to write descriptive texts Students are in groups but there are still those who are less active and do tasks individually | Teaching materials that have interactive, interesting, and audio-visual activities based on technology Contains a structured teaching material guide. Writing exercises with a variety of relevant descriptive text examples Group learning with clearer references |
| Use of teaching materials | Teaching materials are limited to textbooks and PPTs, less interactive Teaching materials are enough to guide students in understanding learning The teaching material contains enough evaluation tests | More varied and interactive teaching materials There is a more structured guide. Evaluation tests are more varied in type |
| Teacher Performance | Teachers carry out learning well Learning activities are enough to involve technology such as PPT | There are clearer and guiding stages Teaching materials that are technology-based and accessible with gadgets. |

Based on the results of observations, from the aspect of students, most of the passive tendencies during the learning process took place such as playing with a pen or chatting so

that they did not focus on understanding the material of writing descriptive texts. It is exacerbated by the difficulty factor of students in developing basic ideas or ideas and understanding the concept of descriptive texts. These things are a challenge in compiling coherent writing. In addition, even though learning is carried out in groups, there are still students who are less actively involved and even choose to work individually. These findings are in line with previous research conducted by Hyland (2003) which explains that traditional approaches in teaching often fail to motivate students due to a lack of interactivity.

The findings of further observation lead to the aspect of the use of teaching materials which indicate that learning resources are still limited to textbooks and slideshow presentations (PPT) which are quite helpful in directing basic understanding and evaluation but are less varied and interactive to maintain students' interest and enthusiasm. The materials available tend to lack in-depth structured guidance and lack of variety of evaluation tests, making it difficult for students to apply the concept of descriptive texts independently. Tompkins (2012) in his research explained the importance of multimedia in learning *genre based writing*, where the use of hypermedia is considered to enrich the learning experience with hyperlink elements and interactive videos. Thus, the development of GBA-based teaching materials with hypermedia not only overcomes these limitations but also supports the implementation of an independent curriculum in Indonesia by emphasizing adaptive and technological learning.

Overall, the aspect of teacher performance is fairly effective in carrying out learning and the use of simple technology such as PPT, but it still needs stages that can integrate digital elements more optimally. The findings in this aspect show the ability of teachers to involve students in learning, but the need for materials through the use of technology that is closer to students such as gadgets needs to be considered to overcome these problems. In line with Mayer's (2009) theory of *Multimedia Learning*, is that hypermedia-based teaching materials can improve teacher performance by providing easily accessible tools, thus facilitating GBA stages such as *Joint Construction of Text* collaboratively. Therefore, the recommendation for the development of this material is considered to increase the effectiveness of learning to write descriptive texts and also improve the quality of Indonesian education at the junior high school/MTs level in a sustainable manner.

Table 4. 2 Interview Results with Indonesian Subject Teachers

| Yes | Questionnaire | Answer |
|-----|---|---|
| 1 | Do most of your students have difficulty writing descriptive texts? | In general, there are still some students who have difficulty writing descriptive texts according to the planned learning objectives. |
| 2 | How are students' ability to write descriptive texts, especially in the independent curriculum? | Currently, the 7th grade at this school has used the independent curriculum. Students are good enough to master the skill of writing descriptive texts. If you look at the acquisition of grades in the material, there are still quite a lot of students who get grades below the minimum standard limit. |
| 3 | What difficulties do students face in writing descriptive texts? | Students have difficulty developing their description sentences. It's because of their vocabulary that I feel is lacking. So they just write a little description of the object or other thing. In addition, children are less capable of imagining objects so they do not describe the object in detail. The ability to develop ideas is also an obstacle. |
| 4 | What is your strategy in dealing with the difficulties experienced by these students? | I have helped them in imagining the object in question such as giving a word bait, namely its shape, color, size, and others. It was quite helpful for them but they became dependent to keep asking. |

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|----|---|---|
| | | For this reason, I invite them to study outside the classroom such as in the garden so that they can see objects directly. |
| 5 | Do you often use learning strategies that direct students to study in groups? | I have applied the group learning strategy but the intensity is not often. For learning descriptive texts, I have tried to apply. |
| 6 | Is a step-by-step model (from example to practice) effective for teaching descriptive text writing? | I think the gradual model is very effective in learning to write decryption texts. Usually I start by giving the sample text to the students as a reference. |
| 7 | Have you ever used the <i>Genre Based Approach</i> approach in learning to write descriptive texts? | I have used it but not all the stages like the initial stage are not done because I started it directly by giving an example of the description text in the student handbook. |
| 8 | Do you rely on textbooks as a teaching resource in learning to write descriptive texts? | I do rely on textbooks as a source. There are two textbooks, namely those sourced from the government and reference books from other publishers and LKS. |
| 9 | What is the content of the teaching material components used by teachers in learning to write descriptive texts? | For classroom learning, I use a package book with an independent curriculum as a guideline. The components in it are complete even though the type of LKPD is still limited. |
| 10 | Is the teaching material suitable to guide students in writing descriptive texts better? | I think it is enough to guide in understanding learning, even though it must be a teacher who really reads and understands the existing material and arranges it so that the order of delivery is correct and according to the needs of students. |
| 11 | Do you have difficulty using the teaching materials? | I didn't experience any serious problems when using this teaching material, but I did have to look for other additional materials from other books for reference. Especially in terms of exercises that have not been accommodated according to the needs of students. |
| 12 | Is the type of evaluation used in the teaching material appropriate to measure the skill of writing a descriptive text? | In the teaching material, several types of evaluations are available to assess students' abilities such as long essays, short essays, and rumpang paragraphs. But I think it is necessary to add other types of evaluation variations such as multiple choice, matchmaking, complex multiple choice and others. |
| 13 | Have you ever used technology-based learning media (e.g. videos)? | I have not used learning media that is made directly or electronic media when learning, but I have used power points and projectors to show material. I also used google forms with the help of a cellphone for daily tests. |
| 14 | Have you ever used <i>hypermedia</i> learning media (e.g., Canva, interactive videos, and more)? | I have never used hypermedia learning media like Canva because I don't understand how it works. |
| 15 | Do you think <i>hypermedia</i> can increase students' interest in writing descriptive texts? | It seems that hypermedia can increase students' interest here because they are happy and interested in using digital applications. |
| 16 | Whether the infrastructure in the school (internet, devices) supports hypermedia-based learning. | At school, internet access is available that students can use, while devices such as computer labs are not yet available, so they usually use personal cellphones/gadgets. |
| 17 | If digital and hypermedia-based teaching materials are available, would you be willing to use them in the classroom? | I am very willing. Currently, students need teaching materials that are digital and hypermedia-based. |
| 18 | How are effective teaching materials to be able to optimize learning to write descriptive texts? | In my opinion, teaching materials that can improve learning are those that are directed to the flow of learning objectives according to the needs of students in each school so that the teaching materials can be easily understood because they are close to the |

| | | |
|----|---|--|
| | | conditions and environment of students, and there is a need to use many examples and technology-based exercises. It is also necessary to relate to games or learning strategies that make students actively learn. |
| 19 | Do you need teaching materials to write descriptive texts that are more attractive and flexible according to the needs of students? | Of course, I need this so that students become more enthusiastic about learning and easier to understand the material explained. |
| 20 | Do you need descriptive text writing teaching materials that allow for formative evaluation and instant feedback? | Agree, I strongly support such teaching materials to make it easier for both students and teachers. |

Referring to the results of interviews with teachers in the field of study, it was revealed that there were difficulties among grade VII students in learning to write descriptive texts, especially in developing sentences, building imagination and ideas in detail, and enriching vocabulary even though overall the Independent Curriculum has improved student understanding. Students' scores in the material are still many below the minimum standard. This emphasizes that conventional approaches such as lectures have not been fully effective. In line with research from Hyland (2007) which explains that this difficulty often arises due to the lack of structural support in teaching the writing genre. Teachers implement strategies by providing word fishing and outside activities such as observation have been proven to be able to reduce student dependence, but not all stages are carried out such as forming groups, building context is rarely done. Meanwhile, the GBA approach starting from the example stage to independent practice is considered more complete and will be able to overcome such obstacles.

Furthermore, in teaching materials, teachers rely too much on the Independent Curriculum textbooks, LKS, and other additional references that are considered complete enough to direct students' basic understanding. Of course, this is also with the limitations of textbooks, namely the lack of variation of LKPD and the ability of teachers to adapt the order of delivery of material according to the needs of students. In addition, evaluations in the material such as long essays, short essays, and rhyming paragraphs are considered adequate for basic measurement, but teachers need more variety of questions (e.g. complex multiple-choice questions, matchmaking). This is in line with the study of Tompkins et al. (2013) which revealed that conventional text materials are considered to often fail to provide a varied contextual exercise that hinders the development of students' descriptive skills. In this case, there is a great need for more flexible and interesting teaching materials accompanied by local context-based exercises to optimize learning and reduce the burden on teachers in finding additional references.

Overall, the results of the interviews showed that teachers were very enthusiastic about the application of technology in learning even though the use of PPT and google forms is still very limited, especially hypermedia has never been implemented due to a lack of understanding of how it operates. Teachers are confident that hypermedia will be able to increase students' interest through fun digital applications even though with the limitations of computer labs, students can still optimize personal gadgets as a supporting tool. The teacher expressly stated his readiness to use teaching materials to write *genre-based descriptive texts* with a hypermedia approach that provides formative evaluation and instant feedback. This is in line with Mayer's (2014) theory regarding the principle of *effective multimedia learning* for language learning. Therefore, the development of GBA-based descriptive text writing materials with hypermedia will not only overcome current limitations, but also facilitate active and adaptive learning, contributing to improving the quality of education in junior high schools/MTs in accordance with the demands of the Independent Curriculum.

In addition to the interview, the researcher also distributed a questionnaire to analyze the needs of teaching materials to 64 grade VII students of MTs Negeri 20 Jakarta. The analysis questionnaire contains 6 indicators that are developed into 24 questions.

Table 4.3 Results of Analysis of Teaching Material Needs

| Yes | Indicator | Presentase (%) | Average Presentation (Likert Score) | Category |
|-----|---|----------------|-------------------------------------|--|
| 1 | Students can write descriptive text | 35.61 | 67.71 | Most students need accompanying teaching materials based on GBA and digital media. |
| 2 | Theme or topic of writing description text | 76.58 | | |
| 3 | Descriptive text writing materials | 68.73 | | |
| 4 | Learning activities to write description texts based on <i>genre based approach</i> | 76.55 | | |
| 5 | Teaching media that helps students in writing descriptive texts | 81.11 | | |
| 6 | Types of material-based evaluations | 67.71 | | |

Based on the results of the needs analysis distributed to 64 students consisting of two classes (VII 2 and VII 3), it shows that overall students need descriptive text learning innovations with an average presentation of 67.71%. Other findings showed that in the aspect of students' descriptive text writing ability by paying attention to structure, ideas, and vocabulary mastery only reached 35.61%, in line with the results of initial observation that students still had difficulty writing texts according to language rules. This supports Wahyuni (2020) in his research which highlights the lack of understanding of text structure and vocabulary limitations as the main factors, as well as the policy of Law Number 20 of 2003 which emphasizes the development of creative literacy through adaptive education.

Meanwhile, the indicator of the adequacy of the theme or topic shown in the current textbook and interest in accompanying teaching materials showed a high percentage, 76.58% and 68.73%, respectively. This indicates that students need teaching materials that are more contextual and close to the surrounding environment, as indicated by 71.9% of respondents who agreed with this statement. Furthermore, the skills integrated with the Genre-Based *Approach* and Media-Based Teaching Materials achieved very high presentations (76.55% and 81.11%) with details 59.4% of students were interested in the GBA stage and 65.6% were more happy with interactive elements such as videos and quizzes. These results are in line with Emilia (2016) who affirms the effectiveness of GBA is useful for building a gradual understanding of text patterns. It is strengthened by Suryani and Rahmawati (2021) who criticize conventional methods because of the lack of variety in the context of writing descriptive texts or writing teaching materials. This causes students to be less active and their understanding is not optimal.

Broadly speaking, the results of this questionnaire serve as a strong foundation for the development of descriptive text writing materials that integrate the Genre-Based Approach (GBA) through the use of hypermedia-based digital media, thereby addressing the deficiencies in students' basic competencies and meeting the need for innovative teaching materials. Thus, it can be concluded that the majority of students require guided descriptive text writing instruction based on GBA with the assistance of hypermedia to realize the GBA learning stages and create contextual learning, which can ultimately enhance

students' ability to produce coherent and creative descriptive texts.

Conclusions

So, the conclusion from the needs analysis of teaching materials at MTs Negeri 20 Jakarta indicates an urgent need for the development of new instructional resources. This is based on findings that students' basic competencies in idea development, understanding text structure, and vocabulary mastery remain in the weak-to-moderate category (reaching only 35.61%). This deficiency is exacerbated by the existing learning methods and media, which are currently dominated by non-interactive textbooks and static PowerPoint presentations. An overwhelming 81.11% of students explicitly expressed a high interest in dynamic digital media (videos, animations, etc.), demonstrating a significant gap between conventional teaching media and the learning needs of students in the digital era. Therefore, the development of teaching materials based on the Genre Based Approach (GBA) fully integrated with hypermedia is required. This integration of hypermedia is not only crucial for meeting student interest but also serves as an urgent necessity to contextually and gradually facilitate the GBA stages (\$BKOF, MOT, JCOT, ICOT\$). By doing so, it directly addresses the identified weaknesses in students' basic competencies and supports literacy improvement programs. Thus, this GBA-based hypermedia material development is hoped to be an effective solution for learning needs in the digital era, enabling students to produce descriptive texts that are coherent, creative, and aligned with the competency standards of the Independent Curriculum."

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