Development of Word Square-Based Exercise Module for Writing Descriptive Text

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Abstract. The purpose of this study was to develop learning media in the form of a Word Square-based exercise module on the topic of writing descriptive text. This research is a research and development method using a development model, namely ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The subjects in this study were students of class X MIPA 1 SMAN 9 Tangerang. The data analysis used in this research is descriptive and quantitative with percentage results. The results of the study obtained an assessment, among others; 1) material expert validation with 4 assessment aspects obtained an average percentage score of 83.09% with high and very valid criteria, 2) media expert validation with 3 assessment aspects obtained an average percentage score of 89.38% with very valid criteria, 3) validation of linguists with 3 aspects of assessment obtained an average percentage score of 84.16% with very valid criteria. The assessment of student responses on the small class test got an average score of 84.99% with high criteria and on the large class test an average percentage score of 84.33% with high criteria. Based on the results of the assessment, it can be stated that the learning media in the form of a Word Square-based exercise module that was developed is valid or suitable for use in learning to write a descriptive text.

Keywords: Writing, Descriptive text, Exercise module, Word Square

1. Introduction

In today's modern world which is full of challenges and intense competition, everyone is highly recommended to not only have a high level of education but also have certain skills. One of the most needed in this modern era is English. As we know, the importance of English cannot be doubted because English is an international language that can be said to be the most widely spoken in the world. As stated by Ilyosovna N. A. English is one of the most widely spoken languages in the world [1]. It is the primary language for communicating with other people from different countries and cultures. English has become a very rapidly developing language in this modern world and occupies the status of a commercial language that can connect East, West, North, and South. [2], [3], [4].

In Indonesia, English is a foreign language that is not very actively used in daily direct interactions. However, as we know how wide the network of English is and how important it is in today's era, therefore English is one of the foreign language learning subjects that is always studied at every level of education in Indonesia [5], [6]. The Ministry of National Education of the Republic of Indonesia has established English as the first foreign language learned from elementary school to high school. In addition, Zein also argue that English is one of the compulsory subjects in junior and senior high schools and vocational schools [7].

As is well known, four forms of language skills must be mastered in knowing English, one of which is writing. Writing is one of the four basic skills. Lynch and Knight [8]. As one of the language skills, writing is considered a communication tool that helps individuals to convey information, ideas, feelings, and opinions in written form. Students begin to learn to communicate through writing form when they begin to interact with others at the school or neighborhood level [9], [10]. Writing skills are more complicated than other language skills. Even native English speakers sometimes experience complications in complicated situations. In writing skills, students are not only required to explore the

ideas they have and then they pour it into a piece of paper, but they also have to be able to understand the function of the writing they write and the order of the structure of the language that is good and correct so that their writing can be easily understood in writing. when read. In the mid-1960s, English instructors began to realize that students need to pay attention to the writing function as well as the grammatical correctness of their sentences, as determined by Cheung [11].

We as educators know that exploring ideas and then pouring them into writing is not an easy thing for students. Jayanti states that pouring thoughts into writing is not an easy thing for most people, writing plays an important role in the learning process because writers are able to explore their own knowledge and what they think about an object and moreover writing is a complex thing. . skill. Because there are several aspects that need to be considered and considered such as content, form, grammar, style, and coherence [12]. Robinson states that if the writing foundation for students is strong, teachers believe that they will be able to write well and correctly [13]. After knowing the problems that have been raised by experts regarding the importance and complexity of writing skills, therefore teachers should really pay more attention to guiding students in the learning process. Purser argues that it is important to pay attention to students' writing skills, especially in this era of globalization [14].

In this study, research studies will focus on writing skills. Especially in writing descriptive text. Descriptive text is one type of text that always appears when we need to explain something or someone around us. In general, descriptive means describing a particular character, location, or aspect in detail. D'Addario, Miguel states that the description describes the features and characteristics of an object, nature, landscape, vegetables, animals, and humans [15]. The description process is carried out through a very detailed sequence of characteristics, starting from naming, classifying, handling behavior, behavior, characteristics such as sound, color, smell and so on so that readers can understand what the author wrote as if seeing it directly with their eyes. The reader can imagine an object, place, person, and animal in his mind.

As discussed in the previous sheet, where writing skills are one of the skills that are quite difficult to learn, even native English speakers sometimes experience complications in complicated situations when writing. In addition, this lesson is also included in the lesson which is quite boring for students. And the effect is that students are not too interested in this learning and even underestimate it. Defazio et al argue that from a student's point of view, writing can be a tiring and even daunting activity to try to convey thoughts on paper while developing mastery of writing rules, such as spelling, and citation format, and grammar [16].

Based on the results of structured interviews made by researchers in class X students and teachers of English subjects at SMAN 9 Tangerang, who argued that learning English, especially writing, was a very boring activity and seemed difficult for students. Students often find it difficult to get ideas in describing an object and pouring it into a piece of writing. Because there are no supporting learning media used, students feel that writing is a very boring and tiring activity so they are not interested and interested in this activity.

With the above problems, researchers took the initiative to provide solutions to overcome these problems by developing new learning media. The learning media developed by the researcher is in the form of an exercise module based on Word Square. Word square is one type of learning model that uses square as a tool to convey and provide learning materials in the teaching and learning process. One of the first puzzle subgenres in history is called Word Square; it features a square box filled with seemingly random characters that conceal a word or message. Marcel [17] . This Word Square media was researched in 2020 by Nur Azyza Malik with the title of research on the Effectiveness of Using the Word Square Method in Teaching English. From the results of this study, it can be concluded that the Word Square learning media can be said to be an effective media to use in learning English. Malik. [18].

2. Method

Researchers conducted this research using Research and Development (R&D). According to Kenton In general, Research and Development (R&D) activities include activities undertaken to innovate and introduce new products and services [19]. In this study, researchers used a research and development model with the ADDIE model approach. Almelhi mentioned that according to several studies, this approach is very relevant for integrating technology into education since it is adaptable enough to be used in a variety of learning situations [20]. The ADDIE model approach is a design model that examines the basic process in designing a simple learning system that is easy to understand. ADDIE stands for Analysis, Design, Development, Implementation and Evaluation.
Picture 1. The ADDIE Model of Research Procedures. Adapted from Allen, (2017 :75) [21].

Just like the abbreviation model, there are 5 stages carried out in this study consisting of analysis, design, development, implementation, and evaluation (Evaluate). The explanation of the 5 stages in this study are:

1) Analysis Stage: In this stage the researcher has 2 stage (Analysis Student Needs and Curriculum Analysis) this stage aims to find out what problems are often found by students, what needs are needed and to know the standardization and learning objectives to be achieved.

2) Design Stage: after we took the data result from the analysis stage, the researcher starts to make a concept and design for the new learning media in the form of Word Square-Based Exercise Module.

3) Development Stage: 1) Making the product of Word Square-based Exercise Module and 2) Product Validation
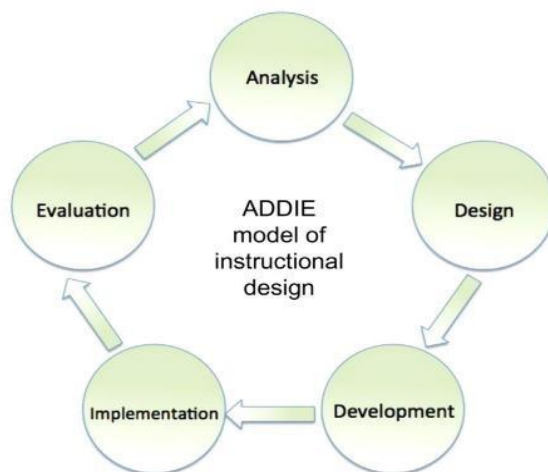
4) Implementation Stage: 1) Small Group Trial (4-7 Participants) and 2) Big Group Trial (15-30 Participants).

5) Evaluation Stage: This stage aims to evaluate and revise the product based on the suggestion and comment from the expert in product validation stage.

Trial Subjects

The products that have been produced in this study have been tested for validity by experts, namely material experts, media experts and linguists as well as test subjects in small classes consisting of 7 students and large classes consisting of 29 students. This research was conducted at SMAN 9 Tangerang. The instruments used in this study were interview guidelines and Likert scale questionnaires. Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research, as specified by Joshi et al (2015:1) [22].

Table 1. Likert Scale

No	Description	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Enough	3
4.	Disagree	2
5.	Strongly Disagree	1

Research Instruments

The instruments used in this study were structured interview to analyze phase and questionnaires used to measure product validity and subject responses. Structured interview is to obtain information from the interviewee in a controlled manner. In other words, Alsaawi in his research states that this is a type of pre-planned interview where the researcher makes a list of interview questions before conducting interviews with the informants [23]. The questionnaire is a series of several questions given to individuals to obtain information that can produce statistical data on a particular topic. Roopa & Rani [24].

Data Analysis Techniques

Data processing is based on the results of validation by three experts in product quality assessment and responses from small and large trial class participants. Analysis of the data in the questionnaire was carried out as follows: (a) Calculate the total score for each aspect; (b) The score is converted into percentage results and (c) Performing descriptive quantitative to explain the result of data acquisition.

Table 2. Description of The Score on The Questionnaire

Description	Abbreviation	Score
Very Good	A	5
Good	B	4
Enough	C	3
Less	D	2
Very Less	E	1

The formula used in calculating the results of the assessment of each validator to achieve the validity of the learning media that has been made and the results of each student's response from the small and large class trial stage.

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Description:
P : Percentage of the calculation of the usefulness response score
$\sum x$: Total score of respondent statement
$\sum x_i$: The total number of maximum answer scores

Table 3. The Result Data Criteria

No	Score Range (100%)	Qualification	Description
1.	$80 < P \leq 100$	Very Good	No revision needed
2.	$60 < P \leq 80$	Good	Slight revision
3.	$40 < P \leq 60$	Enough	Adequate revision
4.	$20 < P \leq 40$	Less	Many things need to be revised
5.	$0 \leq P \leq 20$	Very less	Product remade

3. Findings

The stages of research that have been carried out by researchers using the ADDIE development model as a guide have yielded results. The following is the presentation of the results at the research stages:

1) Analysis Stage
   a. Analysis of Student Needs
      Based on the results of interviews with teachers and students of class X MIPA 1 SMAN 9 Tangerang, it was concluded that the analysis of student and teacher needs requires new innovations and requires more varied learning media to complement and support the learning to be carried out. given in class. Serdyukov mentioned that innovation in education is very important because education plays an important role in creating a sustainable future [25]. Therefore, the researcher offers a solution to this problem in the form of developing teaching material media in the form of a Word Square-based exercise module with the topic of writing descriptive text.
   b. Curriculum Analysis
      UNESCO International Bureau of Education declared that the curriculum is a systematic package of competencies and is intended for knowledge, skills, and attitudes that are supported by values that must be obtained by students through well-organized learning experiences in both formal and non-formal learning settings [26].

The results of the analysis conducted by the researchers stated that SMAN 9 Tangerang implemented the 2013 curriculum, so that the content of the material in the media or products developed had been adjusted with reference to the basic competencies and achievement indicators in the syllabus of descriptive text materials in the curriculum used by the school.

2) Design Stage

Learning media plays an important role in the learning process. Therefore, the design and development of media must be considered and adapted to their needs so that they can produce products that are in accordance with the learning objectives to be achieved. The use of media is the most common in learning situations to provide additional support from the instructor in the classroom to improve the quality of learning, As specified by Nazz [27].

The design of learning media that has been designed by researchers has 2 design stages, namely at the concept design stage and then designing according to the concept that has been designed. Here are 2 results from the design stage:

a. Concept

The concept used by the researcher at the stage of making the Word Square-based exercise module, the researcher made the concept of the media in accordance with the results of the previous analysis (student needs analysis and curriculum analysis) so that the objectives of developing this product could be achieved. achieved. achieved. This Word Square-based learning media is made in the form of an exercise module in which there is a summary of descriptive text material and several Word Square-based practice questions with 2 different types. The first type is called a word box, and involves giving out a piece of paper with a box on it containing a combination of hidden words as well as random letters. Students can read the instructions that have been written previously to fill them out. Then, students can search in the word box for words hidden there and circle or draw a line through them. Students can then match the various descriptions with the words hidden in the box. For the second type, students are given a sheet of paper with only word boxes and some unfinished descriptions. Students must find the various word sequences mentioned in the word box and highlight or circle them. Next, they had to determine which part of the description matched the word they found.

b. Design

At the design stage of the Word Square-based exercise learning media module, a product was designed with an initial design in the form of a design arrangement from the first sheet module, brief material related to descriptive text and a list of object categories that will be used as practice questions in the module. At this stage the researcher certainly pays attention to the curriculum and student learning materials (descriptive text) so that the purpose of developing this product is in accordance with the needs of the analysis that has been carried out.

3) Development Stage

a. Making the product of Word Square-based Exercise Module

At this stage the researcher took the several steps such as prepare the materials, practice questions and development of the product starting from arranging practice questions in the E-Learning Application to be adopted into Word Square form to designing the material and results of practice questions in the form of Word Square into Canva.

b. Product Validation

This stage is carried out by material experts, media experts, and linguists to validate the media that has been developed by filling out the questions in the questionnaire that has been prepared by the researcher. Each expert will review the products that have been developed and provide assessments and suggestions for improvement.

The first is value of the material validation test at this stage got an average score of 83.09% which means it has a qualification result that is Valid without revision, so researchers do not need to revise the concept or content of the material in Word Square-based exercise learning media module. The second is value of the media validation test at this stage got an average score of 83.38% which means it has a qualification result that is Valid without revision, so researchers do not need to revise the concept or content of the material in Word Square-based exercise learning media module. And the last is linguistic validation test score at this stage got an average score of 84.16%, which means it has a qualifying result, namely Valid without revision, so researchers do not need to change the linguistic structure of the Word Square-based exercise module learning media.

4) Implementation Stage

As we known that, the importance of implementation in the learning process cannot be overstated. The implementation of a quality educational strategy can significantly improve student learning outcomes, as specified by Vaughan [28]. In this study, researchers have carried out 2 stages of implementation in the classroom which are used as testing material for the media that has been developed. The 2 stages are:

a. Small Group Trial

Based on the small group trial phase, the researcher gave a questionnaire to be filled out by 7 students. The results of the student response questionnaires that have been filled out are then calculated as a whole, namely getting the average value converted in percentage, namely 84.99% with high criteria.

b. Large Group Trial

The large class trial stage is the last stage of the implementation process for the test subjects. This activity aims to measure the extent to which the quality of the learning media in the form of a Word Square-based practicum module meets the practicum criteria to be applied during the learning process and will be used as consideration for the final evaluation. Based on the large group trial phase, the researcher gave a questionnaire to be filled out by 29 students. The results of the student response questionnaires that have been filled out are then calculated as a whole, namely getting the average value converted in percentage, which is 84.33% with high criteria

5) Evaluation Stage

The evaluation stage is the final stage of the development process word square based exercise module learning media on descriptive text material. According to Arifin & Zainal as cited by Siadari argue that the results obtained from evaluation activities are the quality of something, both concerning value or meaning, while the activity to arrive at giving value and meaning is evaluation [29]. At this stage the researchers made improvements and refinements to the exercise module before it was published more widely and used in the learning process based on comments, suggestions or input from the media validator, material validator and language validator, because students had given positive responses and did not suggest further improvements to the media. developed learning. The following are improvements made by researchers on the products that have been developed.

4. Discussion

The results of this study revealed that the learning media in the form of a word square-based exercise module was valid to be used in learning to write descriptive texts. This can be seen from the results of data collection that has been collected by researchers from several stages.

At the product validation stage, which was carried out by 3 experts, namely material, media and language experts, the results were very good. At the validation stage, the material expert at this stage got an average score of 83.09% which means it has a qualifying result, namely Valid without revision, so researchers do not need to revise the concept or content of the Word Square-based material. exercise learning media module. The following is a table of assessment results by material experts.

Table 4. Assessment by Subject Matter Expert

Aspects	Scores	Qualifications
Material Coverage of Curriculum Aspects	80%	Valid. No Revision Needed
		Valid. No Revision Needed
Material Coverage of Learning Aspects	85,71%	
		Valid. No Revision Needed
		Valid. No Revision Needed
Accuracy of The Material	86,66%	
		Valid. No Revision Needed
Learning Support Material	80%	
Averages		
	83,09%	

Then at the product validation stage, media experts get an average value of 83.38% which means it has a qualifying result, namely Valid without revision so that researchers do not need to revise the concept or content of the material on the Word Square-based exercise learning media. module. Although overall the results of the media expert's validation have a good score, it's just that the validator gives some suggestions to add some additional clues in part of exercise 2. The following are the results obtained from media experts.

Table 5. Assessment by Media Expert

Aspects	Scores	Qualifications
Design of The Product	77,14%	Slight Revision
Principle of The Product	96%	Valid. No Revision Needed
		Valid. No Revision Needed
Benefits of The Product	95%	**Valid. No Revision Needed**
Averages	**89,38%**	

Furthermore, at the product validation stage, linguists also obtained a score with an average of 84.16%, which means that they have qualifying results. The following are the results obtained from linguists.

Table 6. Assessment by Linguist

Aspects	Scores	Qualifications
Straightforward	80%	Valid. No Revision Needed
		Valid. No Revision Needed
Communicative	86,66%	Valid. No Revision Needed
		Valid. No Revision Needed
Dialogic and Interactive	80%	
		Valid. No Revision Needed
Conformity to the level of student development.	90%	
Averages	**84,16%**	

In addition to the validation stage by 3 experts that have been carried out in this study, the product that has been developed also received a positive response from the research subject, namely the students of class X MIPA 1 SMAN 9 Tangerang. In the small group trial stage, which was carried out involving 7 research subjects, the results obtained an average score of 84.99% with high criteria. At this stage the research subjects gave a positive response and no suggestions for improvement were needed on the products that had been developed so that the product was feasible to be distributed in large group trials. If the results of the small group trial data questionnaire are calculated, based on students' answers on each aspect of the feasibility indicators of the material, graphics, presentation, and language in descriptive text learning materials can be seen in the following table:

Table 7. Assessment Result from Small Group Trial

Aspects	Score
Material Feasibility	80,95%
Graphic Feasibility	85,71%
Serving Feasibility	84,76%
Language Feasibility	88,57%

And for the large group trial which was carried out involving 29 research subjects, the results obtained an average of 84.33% with high criteria and no suggestions for improvement are needed on the product. If the results of the large group trial data questionnaire are calculated, based on students' answers on each aspect of the feasibility indicators of the material, graphics, presentation, and language in descriptive text learning materials can be seen in the following table:

Table 8. Assessment Result from Large Group Trial

Aspects	Score
Material Feasibility	85,97%
Graphic Feasibility	82,75%
Serving Feasibility	85,51%
Language Feasibility	83,10%

And for the last stage of this current research is evaluation stage. Based on suggestions and input from the media validator regarding the instructions used by researchers in the exercise module, there are several instructions that must be added so that students can better understand how to fill out the exercises in this Word Square-based exercise module. The improvements in question are as follows.

Table 9. Evaluation Product from Media Expert

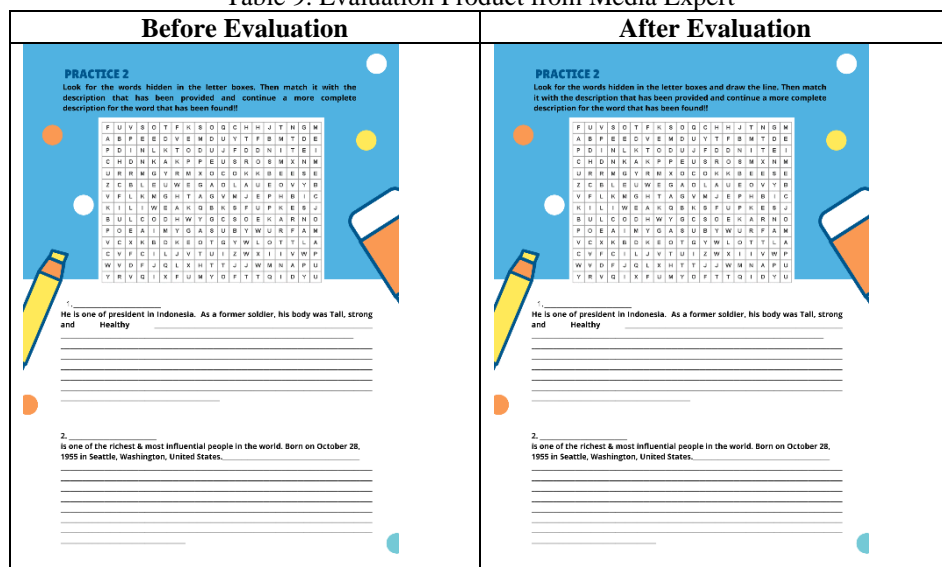| Before Evaluation	After Evaluation

Table 9 shows the module sheets before and after being revised by completing the instructions suggested by media experts, namely from "Search for words hidden in the mailbox. Then match it with the description that has been provided and continue with a more complete description for the word that has been found!!" to "Search for hidden words in the mailbox and draw a line. Then match it with the description provided and continue with a more complete description for the word found!".

5. Conclusions

This research is development research by developing learning media in the form of a Word Square Based Practicum Module on the topic of descriptive text. This product that has been developed uses the steps in the ADDIE development model which has steps such as; 1) analysis phase which consists of 2 types, namely analysis of student needs and analysis of curriculum. This stage aims to find out what needs are needed by students and what achievements will be achieved in learning. This analysis stage is carried out through interviews. 2) The design stage is conceptualizing and designing the product being developed, 3) Development for the product manufacturing process and product validation testing to experts, and 4) Implementation for the product testing process for small and large classes. 5) evaluation

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which aims to evaluate products that have been developed based on suggestions and comments given by experts.

Based on the results of the research and discussion above, it can be concluded that the learning media is a Word Square-Based Exercise Module with a descriptive topic. The text is said to be very valid with high criteria and received positive responses from test subjects and validators. so that the media that the researchers developed can be used as additional teaching materials for learning to write descriptive texts. The developed Word Square-based exercise module still has limitations both in terms of design and subject matter, it is hoped that further research can develop a product in the form of a Word Square-based exercise module that is more attractive in terms of design and more varied in the subject matter used.

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