DEVELOPING DIGITAL MODULE FOR ASSISTING THE SEVENTH GRADE STUDENTS TO WRITE DESCRIPTIVE TEXTS EASILY

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ABSTRACT

This Research and development are intended to establish the digital module for helping the seventh-grade students to write descriptive text easily, to find out the validity of the digital module for assisting the seventh-grade students to write descriptive text as well as to investigate the teachers' and students' responses toward the developed digital module for writing descriptive text instruction. This study adapted Sugiyono's concepts which cover: analyzing potentials, problems and solutions, Design and development, Experts Validation and revision, Teachers' and students' perception, evaluation and revision, and Final product and publication. The results of this research revealed that 1) the developed digital module consisted of six units: 1) Introduction of Descriptive Text, 2) Let's Learn Vocabulary of Descriptive Text, 3) Let's Learn Grammar for Writing Descriptive Text, 4) Process of Writing Descriptive Text, 5 Let's Practice of Writing Descriptive Text, and 6) Evaluation. Furthermore, the digital module was also completed with worksheets, and manual guidelines for teachers and students, (2) The developed digital module was valid, as shown by the result of the average of the experts' material validation =93, 3% (very valid), and the average result of media experts' validation = 88, 9% (very valid), and (3) The developed digital module for learning writing of descriptive text got positive responses from teachers and students. It was supported by the result of the questionnaire given to the teachers = 86, 49% (very good) and the students = 87, 15% (very good). From the result above it is suggested for the teachers to apply this developed digital module as supplementary materials to complete the book provided by the government.
Keywords: Digital Module, Writing, Descriptive Text, Research, and Development

1. INTRODUCTION

The instruction of English requires the students to master four basic language skills namely Speaking, Writing, Reading, and Listening (Fadhilawati et al., 2020). Of those four skills mentioned above, writing is the most essential skill to learn because it is extensively useful in higher education and the workplace, for example writing a summary, a report, a story, an email, a proposal, an application, and others written professional duties. Without having a good ability to write, the students will experience a hard challenge in expressing themselves in written form and it will cause a barrier in communication with others in the education environment or their work circumstances (Klimova, 2012).

Despite the importance of writing, learning writing is not easy, because it involves complex processes starting from the process of planning, drafting, editing, and final product/

publishing. Being master in writing, the students are required to learn some elements of writing such as vocabulary use, grammar use, and punctuation use (Novita, 2019). In addition, the students not merely must master the usage of vocabulary, grammar, and punctuation, but also the content of the writing itself. (Fadhilawati et al., 2020). Furthermore, (Pratiwi, 2016) added that there are various elements that can affect how challenging writing is for the students such as lack of vocabulary, limited grammar knowledge, lack of writing practices, and lack of ideas to write. not far from the statements before, (Glynn, 2006 in (Ismayanti & Kholiq, 2019) stated that the difficulty of writing might be caused by three factors: 1) Lack of expertise in text creation abilities, as seen by frequent errors in spelling, capitalization, and punctuation, 2) lack of knowledge relating to the subject content of the script to be written, and 3) Lack of good text planning or revision tactics in writing.

Moreover, students in junior high school are required to learn five different styles of writing, including narrative text, recount text, procedural text, report text, and descriptive text, according to the 2013 curriculum. All of those types have different genres and language features that the students should master in order to write well based on the basic competence that they must learn. Moreover, In the second semester, the seventh-grade students must learn descriptive text. In learning writing of descriptive text, the students are required to identify the purpose of the writers in writing the descriptive text, the genres of the descriptive text that cover identification and description, the language features of descriptive text such as the grammar use and vocabulary use, as well as they must use appropriate writing processes such as planning, drafting, editing, and final version (Wibowo, 2013). Therefore, it can be said writing descriptive text is challenging for students because of the complex tasks to do. In lines with the statement above, (Ismayanti & Kholiq, 2019) revealed that the students' problems in descriptive text writing covered: identifying generic structures, using appropriate grammar, and spelling those problems were caused by lack of production skill especially in writing text, limited knowledge to the subject matter that should be written, and lack of interest to learn. Besides, Aji (2016) in (Kristiana et al., 2021) said that there are nine difficulties in writing descriptive text such as difficult in writing supporting sentences, developing ideas, writing main ideas, using appropriate vocabulary, using appropriate grammar, finding appropriate sources, arranging the sentence or paragraph, making coherence, making cohesion, and selecting appropriate word (diction).

Not far from the statements above, the difficulties in learning writing especially descriptive text also encountered by the students in Junior High Schools in Blitar. Based on the results of the interview with the English teachers in SMPN 2 Nglegok Blitar, SMPN I Nglegok Blitar, and SMPN 3 Nglegok Blitar on 20 May 2021, it was known that the students in the three schools were difficult to use suitable vocabulary in writing descriptive text, to differentiate between verb 1 and verb 2, to decide the topic of what they should write in descriptive text, and to create concepts for writing descriptive text. As well as to develop idea in writing descriptive text. Additionally, it was discovered that the students' result in their writing descriptive text was not good. Based on the documentation result of daily test it was known that the students' learning outcomes In SMPN 1 Nglegok Blitar received an average

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score of 60.94, in SMPN 2 Nglegok Blitar got an average score of 65.25, and in SMPN 3 Nglegok Blitar achieved an average score of 65.00. All of the main scores above were less than the standard minimum criteria mastery of the schools (75. 00). Therefore, it could be said that the students encountered problems in learning especially in writing descriptive text.

Furthermore, based on the observation and interviews with the English teacher and students in 3 junior High schools as well as analyzing books provided by the government for teaching and learning English in Junior High Scholl, which were conducted by researchers from 20-27 May 2022, it was known that the unsatisfied result of the students' learning writing descriptive was caused by some factors, including: (1) the absence of media used by teachers in writing teaching and learning although the three schools were completed with computer laboratory and all of the students in the three schools had smartphone; (2) the teaching method used by the teachers were conventional ; (3) the limited portion of writing teaching and learning; and (4) the source of the material that provided by Ministry of Education, especially on the English textbook with the entitle "Bahasa Inggris When English Rings a Bell" chapter 7, page 95-126 was not complete for providing the students with experiences to write the descriptive text easily, and the materials on the book were served monotonously, besides, the materials on the book were not completed with a clear guide for the students to write descriptive text easily for examples by using mind mapping or process of writing. Because of that reasons the students' learning outcomes were not satisfactory. In order to solve the problems, the researchers tried to analyze what actually the students and the teachers needed by doing a needs analysis in 3 schools on 28 May 2022. Based on the result of the need analysis it was known that the three schools needed Media for teaching and learning writing which could help the students learn descriptive text easily.

One of the Media for teaching and learning descriptive text that could be created by teachers and used in this digital era is the E- module or we could be said Digital Module, module itself means a written or printed learning tool that is structured. It systematically includes learning materials, processes, goals, etc. centered on core competencies, base competencies and metrics achievement of competence, guidance for self-instruction, and provides students with the ability to test themselves through practices (Hamdani, 2011) in (Abidin, Zainal & Walida, 2017). Furthermore, The E- module is a method of content delivery of self-study in which The user is more engaged with the program when it is organized methodically into the smallest learning units to meet specified learning goals and presented in an electronic format with animation, audio, and navigation (Perdana et al., 2017). Furthermore, Electronic module can be defined as the medium of teaching learning developed by teachers based on the curriculum as well as the need of the students (Trilestari & Almunawaroh, 2021) The digital Modul itself can be defined as an innovation that can be made or used by teachers in solving the problems of Government-issued modules or textbooks (Mulhayatiah et al., 2019).(Afnita, 2022) said that digital module is materials displayed in the application of learning that the users can access it through computer and other devices.

Moreover, there are many benefits of using E module or Digital Module for teaching and learning, For examples the use of e-modules could enhance the students' motivation, literacy skill, learning achievement, learning independence, and critical thinking skill and it also be used by the teachers as an alternative media in remote learning (Wulandari et al., 2021). (Abdillah, 2013) stated that the advantages of using a Digital Module include: it is practical because it is easy to bring everywhere if it is compared with the printed book, it doesn't need much money to create, long-lasting, it can be combined with audio and video, and it provides students with fun learning. (Ahmad, 2019) argued that the existence of the module can assist the students in learning when the teachers cannot accompany them to lean in the classroom. In addition, (Afnita, 2022) stated that students can read the material in digital module wherever they want and whenever they have time. creates educational materials. Moreover, With e-modules the students will learn the materials more quickly and independently (Delima et al., 2021).

In addition, there are some researchers who have developed the digital modules or proven the effectiveness of digital modules in teaching and learning. For example, (Perdana et al., 2017) proved that the electronics module of physics can raise students' motivation and critical thinking abilities in Senior high school. Besides, (Zulfahrin et al., 2019), stated that E- chemical Module was effective to improve the Concept of Students' Understanding of chemistry learning in SMA Semarang. In addition, (Mulhayatiah et al., 2019) showed that Digital Module can improve students' problem-solving skills. (Zakiyah & Dwiningsih, 2022) revealed that digital module could enhance the students' visual spatial intelligences. Furthermore, (Delima et al., 2021) reported that E module can make teaching learning process become more exciting and fun as well as make the students become more autonomous and fast in learning. Besides, (Laili et al., 2019) Proved that E- module project based learning is effective to be used as media for teaching Electric motor installation. Moreover, (Afnita, 2022) revealed that the developed digital module was effective to enhance the students' learning outcome of writing expository text in SMUN 12 Padang. Another study conducted by (Sartika, 2020) proved that the developed digital module is effective for learning Indonesian Subject especially on the topic the complex procedure text of the tenth grade students in SMA Semen Padang. Most of the previous researches above reported the use of E-module in senior high school for not learning English but it is used for learning others subject like physics, chemistry, electrical motor installation and others. From that fact, we can infer that there is still limited research on the developing digital module for learning writing especially descriptive text in Junior High school, this situation can be a gap in this research.

Based on the problems faced by students and teachers in the three Junior High Schools above, and also the superiority of the digital Modul for teaching, as well as the finding of previous researchers that revealed the effectiveness of utilizing the digital module mostly in non-English teaching and learning field, the researchers were interested to develop a digital module for learning writing of descriptive text to the seventh-grade students in

Junior High school. Therefore, the research title that the researchers conducted was "The Model of Digital Module for Learning Writing of Descriptive Text in Junior High School: Research and Development. In this research the researchers intended to 1) develop a model of digital module for assisting the seventh graders in writing descriptive texts, 2) find out the validity of the digital module for teaching and learning writing especially descriptive text for seventh graders and 3) investigate the teachers' and seventh graders' perceptions toward the developed module for teaching and learning descriptive text.

2. METHODOLOGY

This study applied research and development (R&D) to develop instructional materials for teaching English especially writing of descriptive skills in junior high school. R&D can be defined as a study used to create or develop a certain product and test its efficacy of the product (Sugiyono, 2016). In this study, the researchers created a digital module for junior high school students in seventh grade to learn how to write a descriptive text. The researchers adapted the research framework of (Sugiyono, 2016) which elaborated into six phases 1) analysis of potential problem and solution, 2) design and development, 3) validation and revision by experts, 4) teachers' and students' responses, 5) evaluation and Revision, and 6) final product and publication. The research framework of this research is described in figure 1 as follows:
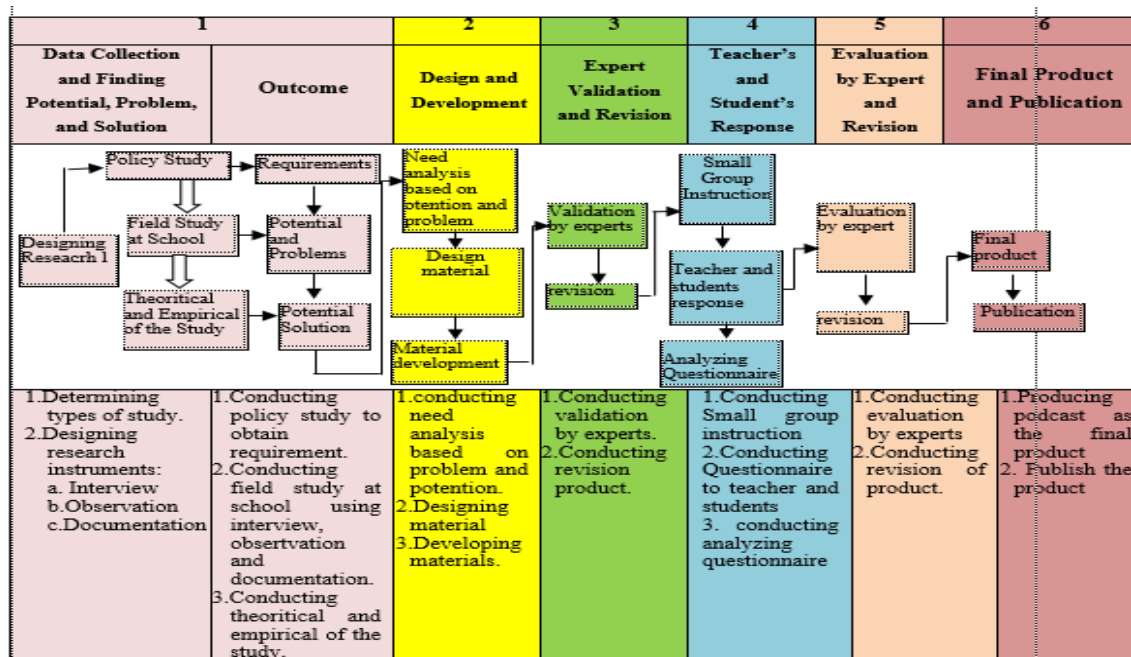

Figure 1. The Research framework of Digital Module for Learning Writing of Descriptive Text for Junior High School Students

Moreover, the six procedures of the research above are described as following!

Phase I (Analysis of Potential and Problem and Solution)

In phase 1, firstly the researchers did a policy study by applying content analysis on 5 June 2021, in this case, the researchers studied and analyzed PERMENDIKBUD number 35 the year of 2020 amendments to the minister of culture and education's rules number 35 the year 2020, concerning curriculum 2013 of Junior High School to know some requirements in teaching and learning English in Junior High School. Furthermore, on 6 June 2021, the researchers studied the 2013 curriculum especially the materials of seventh grades students in junior high school. Furthermore, the researchers did a preliminary study to find out the potencies and problems in the SMPN 1 Nglegok Blitar,SMPN 2 Nglegok Blitar, and SMPN 3 Nglegok Blitar on 7-8 June 2021. After doing the field study, the researchers did a theoretical study on 8 -9 June 2021 by studying previous studies to find out the solution to solve the problem faced by the schools. Especially the theories about the digital module.

Phase II (design and development)

After knowing the potencies and problems at the three schools above, as well as knowing what the schools needed, the researchers attempted to create a hypothetical model of a digital module for teaching junior high school students how to write descriptive texts. on 9 June 2021. After having a consultation with the supervisors related to the hypothetical model of the product, and having permission to develop the product because of the suitable hypothetical model for the problem encountered by students in 3 junior high schools, the researchers developed the products based on the hypothetical model that had been made. In this case, the material of the module developed by the researchers was focused on Basic Competency 4.7 of Curriculum 2013.

Phase III (validation and revision by experts)

After designing the hypothetical model of the digital module in order to practice writing descriptive texts and developing the product based on the hypothetical model, the researchers validated the developed product to three material experts and three media experts on 9 July 2021. Furthermore, the material experts were 1) Mr. AF, the lecturer at Islamic University of Balitar, 2) Mr. MM, the English teacher at MAN Kota Blitar, and Mrs. SM, an English teacher from SMPN 3 Nglegok Blitar. Moreover, the media experts were 1) Mrs. HPS the lecturer at Islamic University of Balitar, 2) AAK, a teacher in SDN Jiwut I Nglegok Blitar, and Mrs. TIA, a teacher in SDIT Mukholadun Kemloko Nglegok Kabupaten Blitar. The indicators of validation to the material experts covered 4 aspects: 1) the worthiness of the contents, 2) language, 3) presentation, and 4) graphics. Furthermore, the indicators of validation media the experts covered the 1) worthiness of contents, 2) presentation, 3) graphics and 4) languages. Moreover, the researchers Analyzed the result of the experts'

validation scores in the form of percentages. After determining the average score of media and material experts the researchers consulted the result to the following score of interpretation in table 1 proposed by (Sugiyono, 2016) as follows:

Table 1. Validation Score Interpretation Criteria

Percentage	Description
81-100	Very Valid
61-80	Valid
41-60	Valid Enough
21-40	Less Valid
0-20	Not Valid

(Adapted from Sugiyono, 2016)

Phase IV (Teacher and student responses)

After validating the product to the 3 material experts and 3 media experts as well as revising it based on the experts' suggestions until it was said to be valid to be applied for teaching and learning writing of descriptive text in junior high school, The researchers examined teachers' and students' perceptions of the created digital module for teaching junior high school students how to write descriptive texts. In this case, the researchers gave a questionnaire to the 6 teachers and 20 students from three schools (SMPN 1 Nglegok Blitar, SMPN 2 Nglegok Blitar, and SMPN 3 Nglegok Blitar) personally and online. The questionnaire consisted of 20 statements with 5 options provided, they were: 1) AA (Absolutely Agree) scored 5, 2) A(Agree) scored 4, 3) N (Neutral) scored 3, 4) D (Disagree), scored 2, and 5) AD (Absolutely Disagree) scored 1. The questionnaire result was in the form of percentages and consulted to the following criteria in table 2 to know the degree of the teachers' and students' responses.

Table 2. The Score of Questionnaire Interpretation Criteria

| Percentage	Description
81 - 100	Very Good
61 - 80	Good
41 - 60	Good Enough
21 - 40	Less Good
0 - 20	Not Good

(Adapted from Sugiyono 2016)

Phase V (Evaluation and Revision)

After giving a questionnaire to the teachers and students to know their responses to the developed product, the researchers evaluated the results of the questionnaire's statements on which part of the product needed to be revised or improved. In this section, the researchers would do a discussion with the advisors /experts to get suggestions about the product that would be published. After evaluating and making the revision, the researchers made the final output and represented it by the final model of the digital module for learning writing of

descriptive text for seventh-grade students in Junior High School, and produce the real products which covered a digital module, worksheets, and manual guidelines for teacher and students.

Phase VI (Final Product and Publication)

After evaluating and revising the product, the researchers made the product based on the final model that has been revised by advisors/experts. After that, the researcher published the product for limited schools in Blitar, particularly for SMPN 1 Nglegok Blitar, SMPN 2 ... search.
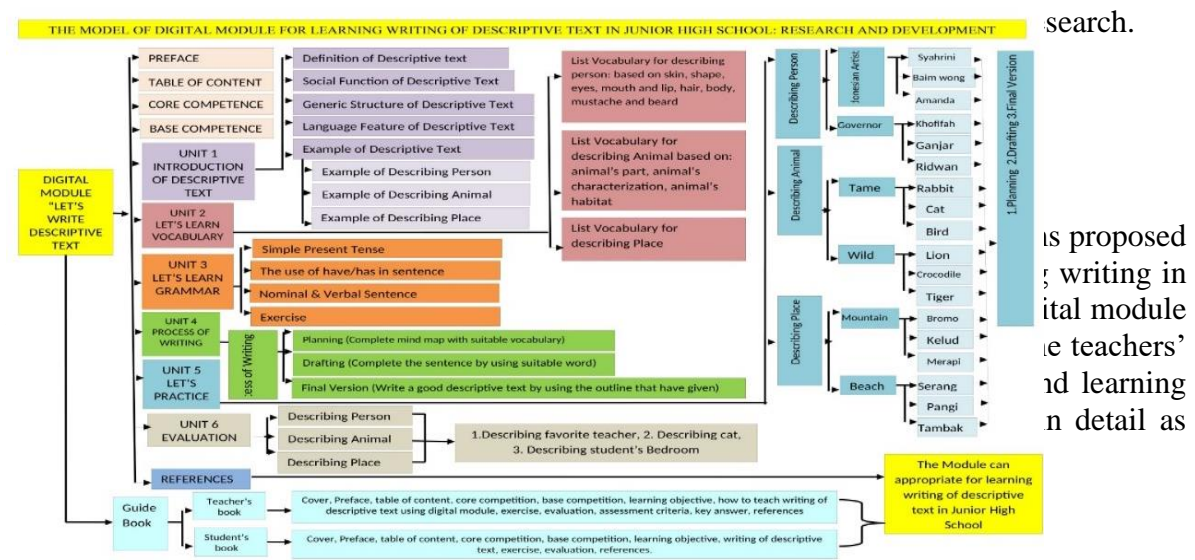
The Model of Digital Module for Learning Writing of the Descriptive Text in Junior High School

The prototype of the product as a solution to the problems faced by the schools was created by the researchers. Based on a hypothetical model of product design, the researchers created the Digital Module for Learning Writing of Descriptive Text in Junior High School. The following is the hypothetical design of the researchers' digital module for teaching junior high school students to write descriptive texts:

Figure 2. A hypothetical Model of Digital Module for learning Descriptive Text in Junior High School

After validating the model to the media experts and materials experts, there were no changing in the hypothetical model, therefore the final model for developing the product was the same with the previous one before going to the expert. In this case, the researchers developed a digital module entitled "Let's Write Easily; A Guide of Writing Descriptive Text for Junior High School, furthermore, the result of product development based on the model

presented in figure 2 above was as follows: The Digital module for learning writing of descriptive writing for junior high school seventh-graders consisted of 6 Units: 1) Unit 1 is an Introduction to Descriptive Text. Which covers the materials to introduce Descriptive text such as the descriptive text definition, the social function of descriptive text, the generic structures of descriptive text, language features of descriptive text, and the examples of descriptive text which included examples of describing persons, animals, things, and places, 2) Unit 2; Let's Learn Vocabulary. This unit presents vocabulary lists to describe persons, animals, things, and places. The list of vocabulary for describing a person was categorized based on skin, shape, eyes, mouth, lips, hair, body, mustache, and beard the List of vocabulary for describing animals was categorized as animal's parts, animal's characterizations, and animal habitats. 3) Unit 3: Let's Learn Grammar. This unit, consists of grammar materials that the students needed for writing descriptive text such as simple present tense, the use of have/has, the use of like/likes, nominal and verbal sentence, and adjective orders. 4) Unit 4; Process of Writing. In unit 4, the students are provided with the process of writing such as 1) planning in planning the students are asked to complete the mind map as a brainstorming method 2) drafting; the students must write the sentences by completing with the suitable word 3) editing, the students must edit or revise their writing based on the teachers' feedback or edit it by using an application like Grammarly 4) final version; the students are asked to write a good descriptive text by using the outline has have given. 5) Unit 5 Let's Practice writing a descriptive text. To describe a person, the students are asked to write a descriptive text about the Indonesian artist, and Indonesian governor), to describe Animals the students are asked to write about tame, and wild animals to describe things the students must describe their favorite things and favorite food), and describing the place, the students are asked to describe Mountain and beach 6) Unit 6: Evaluation, in this part, the students are asked to write a descriptive text about a particular person, animal, thing, and place.

Furthermore, the researchers also provided a worksheet that can be downloaded by the teacher via link. The downloaded results can be printed or copied to be given to the students as media for writing a descriptive text. The worksheet was in the form of sheets, the size is A5 and contains many exercises to write descriptive text. Moreover, the product was also completed with Manual guidelines containing instructions on how to install the application of the digital module. The purpose of the manual guideline is to make the teachers and students easy in installing and using the applications as well as to guide the students to practice writing independently at home or at school whenever they have time.

The validity Results of the digital module for learning writing of the descriptive text Junior High School Result of Experts Validation

To know the validity of the product, the researchers validated the materials in the digital module to the 3 material experts to determine whether the digital modules covered valid learning materials or not to be used as media to assist the seventh-grade students to

write descriptive text. The validation was carried out from 15 August 2021 until 24 August 2021. The product was validated by three material experts, the material's criteria of validation in this research covered the following aspects; 1) the worthiness of content, 2) languages, 3) presentation, and 4) graphics. The average result from the three material experts was 93.3%, which indicated that the materials in the digital module were very valid to be applied in writing descriptive text instruction especially for the seventh-grade students.

Moreover, the researchers also validated the product to the media experts to determine whether the learning media was valid or not to be used as a supplementary media for assisting the seventh-grade students to write descriptive texts. The validation was carried out from 15 August 2021 until 21 August 2021. The researchers gave the questionnaire directly to the three media experts, the criteria for media validation in this study covered 4 aspects also they are 1) the worthiness of content, 2) languages, 3) presentation, and 4) Graphics. The average result from the three media experts was 88, 9%. that result indicated that the developed digital module was valid to be applied as an alternative media for teaching and learning writing, especially descriptive text. The summary of material and media validation from experts is illustrated in table 3

Table 3: The Results of Material and Media Validation

Validator	Percentage	Average	Criteria
Material Expert	93,3%	91,1%	Very Valid
Media Expert	88,9%		

From the result of material and media validation in table 3 above, it was known that the validation's average score was 91, 1%. This indicates that the output of the digital module was very suitable as additional materials to be applied in descriptive text instruction.

The Result of Teachers' and Students' Responses to the Digital Module for Teaching and learning Writing Descriptive Text in Junior high School

To seek how junior high school teachers and students of seventh-grade felt about the newly developed digital module for teaching and learning writing, particularly descriptive text, the researchers distributed a questionnaire to six teachers and 20 students from the 3 schools where the researchers conducted the study. The researchers distributed the questionnaire to the English teachers from Friday 20 August 2021 until Tuesday 24 August 2021. The researchers used online questionnaires using Google Forms and also introduced the products online. The questionnaire aspects for teachers covered display, material, operation, and Benefits and motivation. In the display aspect, 3 out of 6 respondents very agreed that the cover of the digital module is interesting and reflects the contents of the module. Furthermore, the respondents were also fond of the color combination used in the digital module, the most positive response which got a score of 96, 6% in this case, teachers absolutely agreed that the digital module is easy to read because the researchers used fonts of writing that most people familiar with. Furthermore, regarding material aspects, most of

the teachers (4 out of 6 respondents) were absolutely agree that the materials in this module were based on basic competence that the students must learn (scored 93.3%) they also liked the digital module because there were grammar materials useful for the students in writing descriptive text, in addition, the teachers also agreed that the materials of this module were complete, and arranged from the easy to difficult ones. Furthermore, regarding operation aspects, most of the teachers agreed that the digital modules can be installed easily. And the most that they like was the digital module no need internet access to operate it, because it can be operated offline. Moreover, regarding motivation and benefits, most of the teachers (4 out of 6) respondents agreed that the digital module can be used as an alternative medium in teaching learning writing, especially descriptive text, The average score of the teachers' responses from all aspect was 86, 49% (very good). For further information about the complete result of the teachers' responses to the developed digital module please see at the following link .https://drive.google.com/drive/folders/14PKNJbC_IZMGIAo8OQu-5_VsJeT6VYcc?usp=sharing

Furthermore, the researcher distributed the questionnaire to the 20 students from Monday, 23 August 2021 until Wednesday, 25 August 2021 by using Google form and presenting the developed product online. The questionnaire aspect for students also covers display, operation, material, motivation, and benefits. 97% of students stated "Absolutely Agree" on the aspect display. This shows that the arrangement of the digital display module is very good and attractive according to the students. Then, on the operational aspect, 93% (Very Good) of students stated "Absolutely Agree" that the digital module was easy to use. For the material aspect of the digital module, 88% of students stated: "Absolutely Agree" (Very Good). For the last aspect, motivation, and benefits, 89% of students stated: "Absolutely Agree". The results of this percentage show that this digital module provides benefits and motivates students to learn and write a descriptive text. The students' average response score from all aspects was 87.15% (very good). For further information about the complete result of students' responses to the developed digital module see at: https://drive.google.com/drive/folders/1Qm1dS8sX0CRAQp9s3WZ9U8GtG73LfGrZ?usp=sharing Referring to the findings above, it could be inferred that both teachers and students gave very positive responses toward the developed product by researchers.

DISCUSSION

The researchers created a digital module including worksheets for students to practice and also completed it with the manual guidelines for teachers and students as an alternate media for teaching writing, particularly descriptive text in junior high school. The average score from validators for the digital module, which was used to teach and study the composition of descriptive texts for junior high school students in the seventh grade, was 91.10 percent (Very valid). Furthermore. The digital module also received positive responses from teachers (87.15), and students (87.15). Those results above might be caused by some factors such as the digital module is made by using canva application, it is colorful and very interesting to read, moreover, the product is completed with step by step of the writing

process that can be applied by students, and manual guidelines either for teacher and students. Furthermore, the digital module was developed based on the 2013 Curriculum and the materials were organized from easy to difficult, it agrees with (Yusof et al., 2017) who said that a good module must be arranged in a systematic, interesting, and easily understandable by the students. Moreover, the digital module also completed with learning objectives as well as evaluation for every unit in which students can do or practice the exercises whenever they want. The organization of this digital module was mostly in the same idea as Hamdani (2011) in (Abidin, Zainal & Walida, 2017) who said that the digital module should cover learning materials, processes, goals, etc. centered on core competencies, base competencies and metrics achievement of competence, guidance for self-instruction, and provides students with the ability to test themselves through practices.In addition, the materials for writing descriptive text in this digital module were more complete than the materials provided by our governments in buku paket. This condition is in line with (Mulhayatiah et al., 2019) who argued that digital Module is an innovation that can be made or used by teachers in solving the problems of Government-issued modules or textbooks, therefore the teachers can use it as supplementary materials for teaching descriptive text to seventh-grade students in Junior high schools. Furthermore, based on the survey results of the questionnaire it was discovered that digital modules can ease students to learn writing, more practical to carry everywhere. The results are in line with(Abdillah, 2013) who said that the advantages of using the digital module for learning are: 1) digital modules are more practical because they are easy to carry everywhere. From the result of the questionnaire given to the teacher and students, we can know that the digital module has a communicative language. So, it's made easier for students to study the subject matter of descriptive text in Junior High School. It is appropriate with the statement from (Laili et al., 2019) who said that E-modules can be used to complement the teaching materials used by teachers in learning activities, E-Modules can help students to learn independently and can measure their own level of understanding based on the instruction given.

4. CONCLUSION

Referring to the findings explained above it can be deduced that: 1) The model of the created digital module for teaching students how to write descriptive texts in junior high school consists of the worksheets, manual guidelines for teachers and students, and six units of instruction. Manual guidelines contained instructions on how to install the application of the digital module 2) It was appropriate to apply the digital module model for teaching Junior High School students how to write descriptive texts. It was demonstrated by the validation results for the material experts, which were 93.3 percent (very valid), and the validation results for the media experts, which were 88.9 percent (very valid). 3) The model of the digital module for learning writing of descriptive text was appropriate to be used for learning writing to the seventh-grade students in Junior High School and got a positive response from the teachers and the students. It proved by the result of teachers' responses = 86, 49% (very good) and the students' responses = 87, 15% (very good). From the results presented above the researchers suggest that English teachers at schools use this digital module as an

alternative media and supplementary materials for English learning, especially descriptive text writing. It is also suggested that the headmasters of the schools motivate and support their teachers to make the learning media which can help the students to learn easily, furthermore, by having this model the English Teachers are suggested to develop the other module for example the module for learning narrative text, and for future researchers, it is suggested to test the effectiveness of this digital module by conducting an experimental study.

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