

Enhancing Students' Descriptive Writing Skills through the Use of Teacher-Created Tutorial Video

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ABSTRACT

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Most students struggle with English descriptive writing skills, particularly generating ideas, creating sentences, and developing paragraphs, resulting in a lack of motivation. A teacher-created tutorial video (TCTV) was utilized to address the students' difficulties with descriptive writing skills. This study aims to investigate TCTV media's effect on students' descriptive writing skills and to determine their perceptions of the medium. This research employed a mixed method with an explanatory research design. The study's sample comprised 25 of 98 seventh-grade students from an Indonesian public secondary school in (city) Indonesia. The findings indicated that Z_{count} is greater than t_{table} , $26.0 > 1.708$. It was concluded that the hypothesis is accepted, indicating that the use of TCTV media affected the descriptive writing skills of the students. In addition, students had good responses about the use of TCTV media in producing a descriptive text since it enables them to cope with the stages of the writing process by adapting the concepts of the Genre-based Approach (GBA) through the stimulus provided by the teacher. It is highly advised that the teacher create appropriate media to assist the students in accomplishing the learning goals. TCTV media can also be designed with the learning purpose, student profile, and student needs in mind.

Keywords: *Descriptive writing skills; genre-based approach; teacher-created tutorial video.*

INTRODUCTION

This study examines how the use of teacher-created tutorial videos can improve the students' descriptive writing skills, as the final project in completing my master's education is of academic and practical interest to this research. As stated in the 2013 junior high school curriculum, students in seventh grade can write descriptive text properly and correctly to complete all of the demands of learning English.

Based on the preliminary research in a junior high school in North Sumatra, Indonesia there are still many students who cannot write descriptive text on English learning. This happens due to several factors. One of the main reasons is the lack of interest of students in being actively involved in the writing process, which is due to the lack of variety of learning atmospheres, such as using media and technology in learning. In the end, students are too lazy to learn English, lack vocabulary mastery, and lack understanding of grammar, so students have difficulty in floating ideas and compiling descriptive paragraphs in English learning. The problems students have while producing descriptive texts are also related to formulating ideas and structuring texts.^[1]

Some factors caused students' difficulties in writing descriptive text, such as; students' low interest in learning English less understanding of the generic structure of the descriptive test, poor grammar knowledge, and use, and the student's low motivation in writing descriptive text.^[2] Researchers have concluded that the teacher should have the innovation in packing learning material especially for writing descriptive text based on students' knowledge background and students' needs. This relates to teachers' ability to innovate the learning process such use the learning media in teaching according to student's needs.

Along with the times and technology that have an impact on changing student needs. Founding the differences between the needs of students in the past and the present, teachers need to change learning strategies according to the current needs of different students. This is related to multimodality learning that combines various learning modalities. Multimodality Learning, when paired with remote or hybrid learning and immersive, analytical, and interactive tools, has the potential to offer students

from many backgrounds an education that engages all their senses and allows them to choose how, when, and where to study and learn.^[3] The multimodality learning style includes four perceptual learning modes consisting of visual, auditory, tactile, and kinesthetic.^[4] The use of multimedia in learning can greatly help stimulate students' interest in English learning and should be the alternative way to stimulate students' interest in writing descriptive text. With an interest in writing on descriptive text, students will more easily develop their ideas and construct their writing on descriptive text in English.

Numerous studies of the Genre-based approach have been extensively conducted in EFL writing classrooms. However, little do we know the effectiveness of teacher-made video as the stage of building the context and modeling the text to promote writing descriptive text and the student's perceptions about its application? Therefore, this current research is necessary to conduct. This current research was guided by the following research questions:

1. Is there any significant effect on students' writing skills on the descriptive text between those taught using teacher-created tutorial videos and those not in Junior High School?
2. What is the response of students of Junior High School related to the use of teacher-created tutorial videos as a medium to support the process of their writing on descriptive text?

LITERATURE REVIEW

Teacher-created tutorial videos (TCTV) media used in writing descriptive learning will be more effective than without using media at all. The benefits of using videos in learning can be felt by students in understanding and enriching their knowledge and can even make topics and the learning process more interesting.^[5] With teacher-created video instruction, students prefer and are more interested in hearing their own teacher's voice compared to other teachers they don't know various kinds of student behavior while learning is more visible because with this media students' concentration will be divided on the visual, auditory, and kinesthetic ability of students shown in this video, ultimately students are more focused and interested in participating in the learning process.^[6] A research result concluded that the use of the Google Classroom Application as a technology learning medium in writing courses has a significant relationship with student writing performance, in addition to the application being easy to understand and use, the appearance of the Google Classroom Application is very clear, simple, and in accordance to student needs, so that it can bring valuable benefits to EFL writing course in a pandemic situation.^[7]

Descriptive text is a kind of genre in writing teaching. Genre is a technique that is organized and oriented towards the stages of making a certain type of text related to the purpose, grammatical form, and structure of the text orally and in writing according to the conditions.^[8] A genre-based approach is a learning approach that helps teachers and students to make it easier to understand the use of language as a whole in the text according to the real purpose.^[9] The Genre Based Approach cycle can make it easier for students to write a text because students can learn to write step by step to produce good writing it can improve students' writing abilities from before.^[10] There are four writing cycles of GBA First, *Building Knowledge of the Field (BKoF)*, at this stage the teacher stimulates students' initial understanding related to the type of genre to be studied. Second *Modeling the Text*, the teacher begins to introduce the types of genres according to the needs of students so that students understand the communicative goals, structures, and elements of the language used in the types of texts being studied. The third is *Joint Construction*, students begin to analyze the text given collaboratively or in groups, by manipulating the text given according to the communicative goals, structure, and language elements of the type of text previously studied. Fourth, *Independent Constructions*, in this last stage students are asked to compile or write a text by the communicative, structural, and grammatical goals of the types of text that have been studied, to determine students' writing abilities and learning outcomes.^[11] For this study, the author adapted the writing cycle and concept of the Genre Based Approach (GBA) in the

TCTV media sequence learning activity displayed in the descriptive writing learning process to be able to improve students' writing skills in descriptive text. The Genre Based Approach (GBA) cycle displayed in the learning process is adapted to the school culture, condition, and the students' knowledge backgrounds.^[10]

RESEARCH METHODOLOGY

Design of Research

This study used mixed-method research. The data was collected and analyzed quantitatively and qualitatively. To cover the formulated research questions. So, this research used the explanatory design by analyzing the quantitative data first and followed by qualitative data analysis (see figure 1). Explanatory design is a mixed method design whose data collection and analysis begin with quantitative and then is followed by qualitative data collection and analysis based on the results of quantitative data at an early stage.^[12] The result of both research approaches was interpreted as the result of this research.

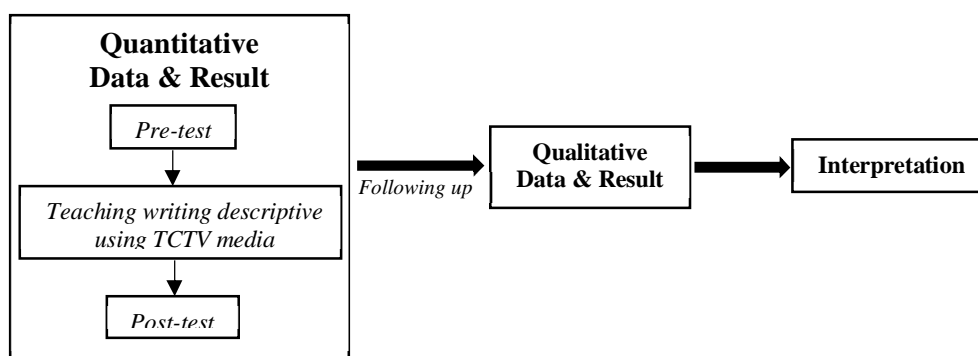


Figure 1. Explanatory Design

Population & Sample

The population of this research is the seventh-grade students of Junior High School which consists of four classes and the total population is 98 students. To get the sample, the writer uses cluster sampling to take the sample from one of four classes consisting of 25 students by male numbers of 12, and the female number of 13 as the pre-experiment class to do the pre-test and post-test.

Data Collection & Analysis

There are three data collection instruments in this study. First measuring basic abilities and achievements or results in the form of achievements can be done through an instrument in the form of a test.^[13] In this study, the writing test was used to collect quantitative data related to students' ability to write descriptive texts in five indicators assessment; *organization*, *grammar*, *vocabulary*, *mechanics*, and *content* of the descriptive text.^[14] The writing test was carried out in two stages, pre-test and post-test which were applied to 25 students as respondents. To analyze the data by the *Separated Variants* t-test formula as follows:^[15]

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

t	= the result of calculation data	S_2^2	= Variants of the pre-test
\overline{X}_1	= Average value of post-test	n_1	= Total participants of the post-test
\overline{X}_2	= Average value of pre-test	n_2	= Total participants of the pre-test
S_1^2	= Variants of the post-test		

Second is an interview, the researchers provided some questions for the interview to gain the student's perception of descriptive writing learning used by the teacher-created tutorial video. The students for taking the interview were 7 students randomly selected consisting of 3 males and 4 females

of the respondents. The interview questions related to the media's effectiveness in improving students' descriptive writing skills such as accessibility of media, students' interest, satisfaction, and the relevant material displayed to students' needs.

The last, questionnaire was to strengthen the data result and triangulate from the interview. In this study, a closed questionnaire was chosen. The information obtained was by the problem and research objectives so that the results were more reliable and valid. The constructs of Interview questions and questionnaires statement followed the Technology Acceptance Model (TAM consists of; 1) Perceived Usefulness, 2) Perceived Ease of Use, 3) User Satisfaction, and 4) Attribute of Usability.^[16] Both instruments were used to collect qualitative data related to students' perspectives and acceptance of teacher-created tutorial videos as a medium that can support learning to write descriptive text more effectively. Figure 3 below describes the descriptive qualitative analysis process:

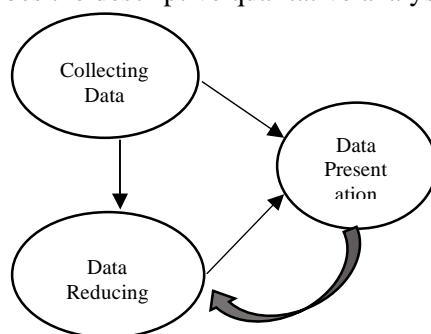


Figure 3. Analysis Descriptive Qualitative
(Adapted by Mahdiyah & Retnawati, 2020)

The qualitative data analysis activities take place interactively and continuously until complete until the data is saturated.^[17]

FINDINGS AND DISCUSSIONS

Findings

1. The effect of teacher-created tutorial videos on students' descriptive writing skills.

The researcher used a quantitative approach with pretest and posttest actions through a writing test as the type of instrument used in this study. The following is the description of the results of the pretest and post-test writing descriptive texts for students. In describing data of the research and as the data to know the students' ability before and after doing the treatment. It was necessary to calculate central tendencies in the statistical process. Table 1 shows the students' descriptive writing mean score according to the indicator writing assessed in this research before and after using the teacher-created tutorial video (TCTV) media on the descriptive writing learning process.

Table 1. Student's descriptive writing mean score before and after using the teacher-created tutorial video according to the writing indicator assessed.

Indicators	Pre-test Mean Score	Post-test Mean Score
Organization	6,2	17,6
Grammar	10,6	13
Vocabulary	12,4	14,4
Mechanics	11,4	14,6
Content	6,6	18,4
Total Mean Score	47,2	78

From the scores above, it is clear that there has been a very significant increase in each indicator, especially in the organization and content indicators. Where the mean score on the organization indicator is 17.60 with the "very good" category, then the content indicator is 18.4 with

the "very good" category as well. While the other indicators dominate in the "good" category, and only one indicator is in the "fair" category. It can be concluded that students have been able to compose a descriptive text according to the social function, generic structure, and grammatical features. In addition, students are also able to compose a coherent descriptive text according to the context and characteristics of the description text after using TCTV media in learning to write a descriptive text. It means there is a significant effect of the use of teacher-created tutorial video (TCTV) media on students' ability to write descriptive texts. This media can increase students' descriptive writing skills. So, the researcher assumed that TCTV media is the suitable media used in teaching, especially in teaching writing descriptive text material.

2. Students' perceptions of using teacher-created tutorial videos as a medium to support the descriptive writing learning process.

The researcher used a qualitative approach through interviews and questionnaires as an instrument to collect data related to determining the answers to the research questions in this study. The following is a qualitative explanation of the results of student interviews and questionnaires in this study.

In this interview instrument, researchers have prepared some questions that will be asked to students about how students respond after going through learning to write descriptive text using TCTV media.

1) TCTV Media Learning Steps Makes Students Easy to Comprehend How to Write Descriptive Text.

Student comprehension is something that can describe a learning goal that is achieved or not. So, media that can make it easier for students to comprehend the subject matter presented is a very important thing to consider before using the media in the learning process.

Excerpt 1

R # 04 : "through TCTV media steps, students easily comprehend how to write descriptive text due to the large screen and clear writing".

R # 05 : "the material in TCTV media was easy to comprehend because the learning steps followed the writing cycle and show on screen was wide so it was easy to read the material"

R # 06 : "Yes, because the writing on TCTV media is very clear"

R # 07 : "Yes, because the screen is wide and clear and the learning steps in writing easy to understand".

(Interview transcript, Respondent # 04, # 05, # 06, and # 07, translated by the author)

A learning media that followed steps has relevant learning materials and clear writing, which will make it easy for students to read and understand the subject matter presented. Thus, TCTV media steps which have access to widescreen and clear written material can help students more easily understand the learning material presented in writing descriptive text.

2) TCTV Media Displays Learning Materials According to Student Needs.

Because the level of knowledge and needs of students will vary according to regional circumstances. The use of language and materials to the circumstances and needs of students will make it easier for students to understand the material presented.

Excerpt 2

R # 02 : "Yes, TCTV media displays subject matter according to the circumstances and students' needs"

R # 04 : "TCTV media material according to student needs as evidenced by the material delivered through TCTV media that students can follow, learn and understand"

R # 06 : “through TCTV media students can take good descriptive text writing lessons”

R # 07 : “TCTV media displays material that suits students' needs because TCTV media can make it easier for students to learn”.

(Interview transcript, Respondent # 02, # 04, # 06, and # 07, translated by the author)

This means that the material displayed by TCTV media can be followed by students well. From the students' responses above, it can be concluded that TCTV media can display subject matter according to the circumstances and needs of students in this research area.

3) Student Interest with TCTV Media in Descriptive Writing Learning.

If all students can follow the lesson well, then the learning objectives will be achieved. This is what makes attracting students' interest an important thing in the learning process.

Excerpt 3

R # 01 : “I was interested in TCTV media because of its wide screen and clear and easy-to-understand sound”

R # 02 : “I was interested because I felt enjoyed the learning activity used when studying descriptive writing with TCTV media”

R # 03 : “I was interested in TCTV media starting from the display of simulations and assigning tasks”

R # 05 : “I was interested in TCTV media as far as the knowledge gained from the descriptive text material displayed”

R # 07 : “Interested because it is easier to understand”

(Interview transcript, Respondent # 01, # 02, # 03, # 05, and # 07, translated by the author)

Based on the response, the flow of displays on TCTV media can attract students' interest. That is, students can easily understand the subject matter delivered through the writing cycle of GBA in learning media, which is a picture of students' interest in the learning media. Thus, it was concluded that students were interested in TCTV media of learning activity sequenced and displayed activities made students more familiar with the material presented.

4) TCTV is Effective Learning Media in Descriptive Writing.

Based on students' responses to all of the points above, it can be illustrated that this media TCTV is an effective learning media in descriptive writing learning. Because learning media can be categorized as effective if it has been proven that there are changes and improvements to student learning outcomes in the classroom from before. Thus, of course, learning media that do not affect student learning outcomes are learning less effective media.

Excerpt 4

R # 02 : “Yes, it's effective, because the sequence used can make us comprehend how to write the correct descriptive text. ”

R # 04 : “TCTV media is an excellent learning medium especially in writing descriptive text, besides being easy to understand, we can get the files..”

R # 06 : “TCTV media can be categorized as effective learning media because the learning media is very good”

R # 07 : “TCTV media can be categorized as an effective learning media because the use of media is quite simple and accessible in conveying writing descriptive material”

(Interview transcript, Respondent # 02, # 04, # 06, and # 07, translated by the author)

Furthermore, the questionnaire result is to strengthen the results of the interview data. Table 2 shows the scale score of the respondent's category.

Table 2. Respondents Category of Questionnaire

Average Score	Category
36-40	Very high
26-35	High
16-25	Low
6-15	Very Low

The results of the questionnaire data in this study show that the total score of all respondents is 833 with an average score of 33.32 respondents. Thus, based on the categories of respondents to the questionnaire above, it can be illustrated that the category of respondents to the questionnaire in this study is "high". It means TCTV media can be accepted by students as a medium supported to the descriptive writing learning process in the classroom.

Based on the data above, the researcher resumes that students' perception of the use of TCTV media in learning to write descriptive texts has a positive impact on students. Thus, it can be concluded that TCTV media is a proper learning media to be used as a medium to improve student learning outcomes in writing descriptive text by adapting the writing cycle of Genre Based Learning (GBA) in the teaching and learning process in the classroom, according to the positive response from students based on their learning experiences with the use of TCTV media.

Discussions

Teacher-created tutorial videos (TCTV) media are learning media in the form of videos made by teachers who will use them themselves in the classroom so that the presentation of material in this media is considered more relevant to the circumstances and needs of students. This is related to conceptual of Multimodality Learning that uses immersive, analytical, and interactive tools that have the potential to be applied to various students' educational backgrounds, and students can engage the various senses they have and can be used at any time.^[3]

Researchers use TCTV media in learning to write descriptive text because TCTV media can display descriptive material with a clear screen display and sound, plus a color display of images and writing to attract students' attention. It's suitable for the multimodality learning purpose to create learning standards that are higher than before according to the social context and student needs by using technology in conveying learning content, resulting in meaningful learning for students.^[18] In the classroom, TCTV can be connected to a projector so that all students can see clearly. So that students who are native technology students feel interested in participating in learning based on the TCTV display of the media. This is by student response #01 explaining that TCTV media can attract students' interest in learning because TCTV media has a wide and clear screen display, as well as clear and easy-to-understand sound. Videos in learning are easier to be accepted by students, stimulate activities, and engage learners, Videos are more flexible, Easier to understand, and integrate the outside world into the classroom.^[19]

The advantage of TCTV media over other media is teachers created according to the conditions of students who will apply the media. Including the use of language, the level of difficulty of the material, the presentation of assignments, as well as access to media by students who will apply the media. TCTV media files can be shared by the teacher, then students can access them anywhere. Based on response #04, it is clear that TCTV media provides a learning display according to the circumstances and needs of students and teachers share media files. One of the things that need to be considered by teachers in choosing learning media to be applied in the classroom is that the media allows the learning process to be carried out anywhere and anytime.^[20]

As a medium that has the concept of multimodality learning style including four perceptual learning modes consisting of visual, auditory, tactile, and kinesthetic^[4], and so that TCTV media can improve students' writing descriptive text skills, researchers adapt writing cycle of Genre Based

Approach in every display of TCTV media in every learning activity to write descriptive text in class. Genre is a technique that is organized and oriented towards the stages of making a certain type of text related to the purpose, grammatical form, and structure of the text orally and in writing according to the conditions.^[8] A genre-based approach is a learning approach that helps teachers and students to make it easier to understand the use of language as a whole in the text according to the real purpose.^[9] R#02 explained that TCTV media is an effective learning media in learning to write descriptive text because the learning steps are used to make us understand how to write a descriptive text that is correct according to the context. Thus it can be concluded that by adapting the writing cycle of Genre Based Approach (GBA) in the display of Teacher-Created Tutorial Video (TCTV) learning steps media in learning to write descriptive text, it will make it easier for students to understand how to write a descriptive text that is correct according to the social function, generic structure, and grammatical features so that TCTV is believed to be able to improve students' descriptive writing skills from before.

As the results of this study that before using TCTV media, students did not understand how the process of compiling a good descriptive text, but after using TCTV media, students were able to compose descriptive texts according to the organization and its contents. Thus, TCTV media can be accepted by students as a good learning medium for learning descriptive text, as evidenced by TCTV media having a significant influence on students' descriptive text writing skills. The finding is in line with the^[21] conclusion that there was a positive effect of using Canva on improving students' writing skills, where the appearance of Canva in writing learning makes students motivated to write, makes it easier for students to develop ideas in writing so that it can help students improve the quality of their writing. Then A research result concluded that the use of the Google Classroom Application as a technology learning medium in writing courses has a significant relationship with student writing performance, in addition to the application being easy to understand and use, the appearance of the Google Classroom Application is very clear, simple, and by student needs, so that it can bring valuable benefits to EFL writing course in a pandemic situation.^[7]

According to the effect of teacher-created tutorial video (TCTV) media, the results of the study showed that there was no significant growth in learning while using video, various kinds of student behavior were more visible with learning through video than with indirect learning, but students preferred to hear the voice of their teacher rather than the voice of someone they did not know.^[6] Furthermore, research that comes from Araujo, Otten, and Birisci^[22] examines teacher-created videos in a flipped mathematics class. The results showed that the videos made by the teacher in digital learning in a flipped mathematics class had similarities with the used textbooks.

Based on research previously, the effect of using teacher-created tutorial videos (TCTV) media on students' ability to write descriptive texts is a result of research that is considered new from several relevant studies on the subject of learning English. This is evidenced by the absence of researchers finding national research that discusses the effect of using teacher-created tutorial videos on the subject of learning English, but what researchers found the effect of using video on learning English with a particular subject, which means that the learning video does not mean it was created by the teacher who will use the media. However, the researchers found several international studies that discussed the results of research on the effect of the use of teacher-created videos on student learning outcomes with certain subjects such as the previous research above, but none of them were related to the subject of learning English. This is what proves that the results of this study are new research results, especially in English language education.

CONCLUSIONS

This research aimed to identify the effect of using teacher-created tutorial videos (TCTV) media on students' descriptive writing skills. Based on Mixed-method quantitative and qualitative analysis of studies on descriptive writing skills and students' responses after using teacher-created- tutorial videos

(TCTV) media, it can be concluded there is a significant effect of using teacher-created tutorial videos (TCTV) media on students' descriptive writing skills. The result indicates that students' writing descriptive text value after using TCTV media was higher than before using it. The improvement of students' descriptive writing skills such 1) Students can determine the social function of descriptive text; 2) Students can arrange paragraphs of descriptive text according to the generic structure; 3) Students can develop ideas, and 4) the contents of the student description text can be understood. It can be concluded, students could accept the teacher-created tutorial videos (TCTV) media as a medium that can support the effective descriptive writing learning process in the classroom.

Although this study has many influential contributions, it does show some limitations such as the scope of the examination, data analysis, and participant perspectives. The scope of this research investigation only covers the effect of using teacher-created tutorial videos (TCTV) media on students' ability to write descriptive texts. It is necessary to investigate whether TCTV media can influence other students' abilities, such as the speaking, listening, and writing skills of students in learning English. So it can be concluded that TCTV media can be used as an effective medium to improve students' skills in English. In addition, to expand the application of the media, it is necessary to investigate how the effect of using TCTV media on students' abilities in other learning outside English, such as learning in natural science, mathematics, social science, and other subjects. To prove whether this media TCTV can function as an effective learning media used in all areas of learning. In addition, it is also necessary to investigate the function of TCTV media to a wider range of participants, such as at the senior high school and college level to get a more comprehensive perspective on the effect of TCTV media on student learning outcomes and learning abilities.

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