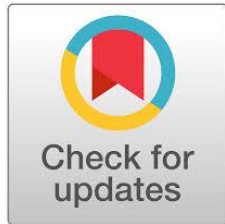


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The Use of ICT-Based Interactive Video to Enhance Students' Engagement and Descriptive Writing Skills

Sri Agustini*, Dwi Fita Heriyawati, Mutmainnah Mustofa

Postgraduate Program of English Education, Universitas Islam Malang, Indonesia

*Corresponding author email: agustini2137@gmail.com

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Abstract

Writing skills are crucial in education, yet many students face challenges with engagement and interest. Given the increasing use of Information and Communication Technology (ICT) in education, exploring innovative approaches to address these issues is important. This study investigated ICT-based interactive video to enhance students' engagement and descriptive writing skills. Conducted with 33 seventh-grade students from a junior high school in Malang, this qualitative study employed classroom observations and analysis of written texts. Data analysis involved categorizing observation records by themes such as student engagement and interaction with the video. Students' descriptive texts were examined for advancements in clarity, coherence, and creativity and categorized based on these aspects. The findings indicated that after using interactive videos, students' descriptive writing displayed advancements in the three areas examined, with many students achieving high-quality levels. These results suggest that interactive videos can be a valuable tool for boosting students' engagement and writing skills. The study highlights the need for incorporating such media into writing instruction. It suggests that further research should explore the refinement of these tools and their application in varied educational settings.

Keywords: descriptive text; ICT; interactive video; writing skills

Introduction

The ability to write is one of the basic skills that is critical in modern education. Writing is not only a communication tool but also a means to express ideas, emotions, and feelings in writing. Writing not only helps a student in their academic pursuit, but also helps them to express their ideas effectively (Bora, 2023). Similarly, in the language learning process, writing skills become essential because they help students put their ideas into written form that others can understand (Amalia et al., 2021). Therefore, all students need to participate actively in writing activities, as the ability to write correctly and effectively is an essential skill for all forms of learning.

In teaching writing, especially in developing descriptive text writing skills, appropriate lesson plans and effective learning strategies are needed so that students can understand the concept of writing skills thoroughly (Saragih & Simanjuntak, 2021). However, it cannot be denied that writing is often considered the most difficult and complex skill to learn (Anh, 2019). This challenge often makes it difficult for students to engage in writing activities with great enthusiasm. This situation encourages educators to look for innovative solutions that can facilitate the writing-learning process, one of which is through the use of digital media (Santiana et al., 2021).

Digital media in learning to write is becoming increasingly relevant, especially in an era where information and communication technology (ICT) has become an inseparable part of everyday life. Setiyawan et al. (2019) explained that writing means putting thoughts, opinions, and feelings into written form that others can understand. To achieve the best results, teachers must be creative and innovative in designing and implementing writing instruction. In this case, ICT can be a very useful tool to help students develop their writing skills. According to Rohman et al. (2024), ICT as a learning aid is increasing along with the need to help students understand the material and improve their writing skills.

Writing is an essential skill in the learning process, yet students often face challenges in mastering it, especially when traditional teaching methods are used. Conventional teaching approaches, such as lectures and textbooks, may not always be effective in enhancing students' writing skills, especially true for modern students who have become accustomed to dynamic and interactive media, such as videos and digital applications. Budianto et al. (2020) pointed out that letting students work independently on writing without adequate support can hinder the development of their skills. To address these challenges, educators are increasingly utilizing Information and Communication Technology (ICT) as a tool in the learning process. ICT offers new ways to deliver material and provide feedback, which are more in line with students' current learning habits. According to Pazilah et al. (2019), technological advances have enabled significant changes in teaching methods, making them more engaging and productive. As such, the integration of ICT in teaching can help students adapt in a way that better suits their needs and learning styles.

One of the most effective forms of ICT utilization in learning to write is the use of interactive videos. In today's digital era, the integration of ICT into traditional teaching methods has revolutionized the way of learning by offering cutting-edge resources to improve learning outcomes (Tresnawati et al., 2022). Multimedia, including interactive videos, is part of the interactive learning concept that makes the learning process more interesting for students (Dewi et al., 2022). Interactive videos not only provide interesting visual content but also actively involve students in the learning process through direct interaction with the material presented. Thus, interactive videos can be a very useful tool in improving students' motivation and writing skills, particularly in writing descriptive texts.

Interactive videos allow students to participate in learning, not just as passive spectators actively. According to Mazmurini et al. (2023), interactive videos transform the process of watching information into active participation by letting students interact with the material through actions such as reflecting, answering questions, or making decisions that affect the storyline. This interaction not only maintains student interest but also promotes deeper understanding and

improved concept recall. Rivai et al. (2017) added that videos can be used as triggers in teaching descriptive text to help teachers liven up the classroom atmosphere. In addition, interactive videos help teachers engagingly present content to prevent student boredom during lessons.

In English language learning, particularly in writing skills, the use of interactive videos has been shown to improve students' skills significantly. Rohana (2017) stated that when using interactive video content for English language learning, it is crucial to have a clear teaching strategy to develop writing skills. Interactive videos not only facilitate understanding of the material but also have a positive impact on improving students' writing skills. Interactive videos allow students to learn in a more supportive environment, where they can experiment with language, hone descriptive writing skills, and get immediate feedback, all of which contribute to increasing students' motivation and independence in learning.

However, while there is a lot of potential in the use of interactive videos, not all media are suitable for use in a learning environment. Therefore, educators need to choose media that suits the needs of their English language students. Puspitarini (2019) stated that teachers can motivate their students to learn in various ways, including by using challenging learning techniques such as games or by introducing contextual and novel materials such as interactive videos. In this case, the use of interactive videos becomes one of the best strategies to encourage students to write as it captures their attention both visually and auditorily.

In the literature, it is remarkable that there are many works on using video interaction in education. These studies, today, are increasing day by day to find out the appropriate ones in the educational field. Rachamalla (2021), based on her research, mentioned that information and communication technology (ICT) in education, particularly in English language teaching, is essential and increasing. Technology has transformed traditional teaching methods that lack motivation into more innovative and engaging ones for students. Rahayu (2020) found that watching videos is the most preferred activity for students in learning English independently, as it provides benefits such as vocabulary enrichment, improved listening skills, and pronunciation

practice. Halimatussa'diyah et al. (2022) showed that interactive videos are effective in improving students' speaking skills, opening up the possibility of their application in other skills, such as writing. Ahmada and Hilmiah (2021) provided empirical evidence that video clips as teaching media are effective in improving students' writing skills. This study revealed a significant difference in students' writing ability before and after being taught using video clips. In line with this statement, Kusdinar et al. (2023) stated that the interactive video, which was designed by considering students' characteristics, learning objectives, and needs, has a high potential to increase student's engagement and motivation in learning to write. Hidayati et al. (2022) stated that the application of the ICT competency development model can help students improve the quality of their writing in an essay writing class.

Previous studies have revealed that interactive videos have a potential role in education (Rachamalla, 2021; Rahayu, 2020; Halimatussa'diyah et al., 2022; Ahmada&Hilmiah, 2021; Kusdinar et al., 2023; Hidayati et al., 2022). These studies, however, tend to focus more broadly on the use of ICT and videos in education rather than specifically addressing the application in enhancing descriptive writing skills and how these tools influence students' engagement and motivation in writing. While there is existing research on the benefits of ICT and videos, the specific use of interactive videos in the context of descriptive writing and their influence on student engagement remains underexplored. This study aims to fill this gap by investigating how interactive videos can be used to enhance students' engagement and descriptive writing skills. It is expected that this research will contribute to the development of more beneficial teaching methods for writing in the digital era. The research question guiding this study is: "How does the use of ICT-based interactive videos influence students' engagement and their descriptive writing skills?"

Literature Review

Interactive video

Interactive video is a type of digital media that allows viewers to interact directly with the video content being presented. Unlike traditional videos that are linear and passive, interactive

videos provide elements that allow viewers to choose a storyline, answer questions, perform simulations, or click on certain parts of the video to get additional information or move on to the next segment. Interactive video is one technology product that provides an opportunity to enrich students' learning experience (Darmayanti, 2022). Interactive videos usually combine various media such as text, images, audio, and animation, which creates a more immersive and engaging learning experience.

In an educational context, interactive video has become a highly effective tool for increasing student engagement, reinforcing concept understanding, and providing more personalized feedback. The technology allows for more flexible delivery of material that can be tailored to individual needs so that it can be used in a variety of contexts, including employee training, formal education, and online courses.

This approach is supported by Mayer (2021). Mayer emphasized the importance of effective multimedia design to improve comprehension and retention. Principles such as the multimedia principle (using text and images) and the contiguity principle (ensuring that text and images are placed close together) are keys in interactive video design. By combining visual and text elements, interactive videos can provide clear and engaging representations, which in turn can improve students' writing skills.

In addition, Sambell et al. (2013) emphasized the importance of learning, which involves active student participation. Interactive videos, with features such as quizzes, immediate feedback, and relevant tasks, allow students to participate actively in the learning process. It aligns with the theory that active engagement can improve students' understanding and motivation.

Furthermore, Fredricks et al. (2019) highlighted the importance of cognitive, affective, and behavioral engagement in learning. A well-designed interactive video can enhance all these aspects of engagement, making learning to write more engaging and effective. Through engaging and interactive content, interactive videos not only support better understanding but also motivate students to engage more deeply with the learning material.

Descriptive Text

Descriptive text is a type of text that aims to describe a particular object, place, person, animal, or phenomenon in detail so that the reader can imagine what is being described clearly. According to Rohman et al. (2024), describing involves arranging their characteristics, beginning with their names, classifying them, and addressing their traits, behaviors, functions, and the like. In addition, descriptive text is often studied as one of the important genres in English learning because it helps students develop the ability to describe objects, places, people, or events in detail, thus improving overall writing ability. Descriptive texts focus on providing a vivid and detailed description of the physical traits, properties, or other characteristics of the subject being described. The main features of descriptive text include the communicative purpose, which is to provide a detailed and specific description of an object or subject so that readers can understand and imagine clearly.

The structure of a descriptive text usually consists of two main parts: identification and description. Identification is the part that introduces or identifies the subject. A description is the part that provides a detailed description of the subject, covering aspects such as color, size, shape, smell, taste, sound, texture, and other relevant features. Purnamasari et al. (2021) stated in identification, the students can identify the subject. In this part, the learner introduces the subject. In a description, the students can describe a particular part, the characteristics, and qualities of the object.

Conversely, description is designed to provide a comprehensive overview of the individual based on their traits, attributes, demeanor, and habits (But et al., 1998; Knapp & Watkins, 2005; Noprianto, 2017). According to Suparno and Yunus (2006: 46), a description is a type of writing that depicts something based on the actual situation so that readers can see, hear, smell, and feel what the writer described. This essay aims to convey a message about something to the reader through its nature and gestures. The description includes depicted experiences. The experience can take the form of an object (Kurniasari, 2014; Basri & Syamsia, 2020). Reading and listening

make the reader or listener feel as if they are seeing, hearing, or touching. Sujanto (1998) defined the description as a description of the reception as perceived by the five senses. We see, hear, smell, and feel with our human senses, as well as the five senses that others can experience.

Besides understanding the structure, the students should also focus on incorporating the appropriate language features in writing descriptive text. The language used in descriptive texts tends to be descriptive and focuses on using detailed adjectives, adverbs, and phrases to describe the subject clearly. This emphasis on language is critical because it enables students to convey vivid imagery and precise details, enhancing the reader's overall experience.

Descriptive writing is an important genre in English language development because it enables students to practice extensive observation and articulation. By emphasizing vivid details and specific characteristics, descriptive text improves students' observational abilities and capacity to explain nuanced information. This genre is about more than just listing features; it is also about giving the reader an immersive sensory experience. Students can use descriptive language to construct a picture in words, allowing readers to experience the subject as if they were seeing, hearing, or feeling it themselves. This component of descriptive writing is critical in a variety of contexts, including creative writing, technical writing, and ordinary communication, where providing a clear and accurate picture of a subject is required.

Furthermore, mastering descriptive writing can help students enhance their general writing skills. Ismayanti and Kholiq (2020) defined that mastering descriptive text helps the students to make another kind of text, such as narrative text, recount text, and report text. Describing objects, people, or locations in depth necessitates careful language selection and arrangement. This technique helps students expand their vocabulary and gain a greater grasp of how various language elements contribute to effective communication. For example, employing exact adjectives and adverbs can improve the clarity and impact of a description. Furthermore, arranging their content, beginning with an introduction, followed by extensive explanations, and ending with a summary, develops organizational abilities that are useful in all types of writing. Therefore, descriptive text

not only improves students' descriptive talents but also increases their general writing skills and critical thinking.

Method

This study employed a qualitative approach to explore the use of ICT-based interactive videos in the learning process of writing descriptive texts. The aim was to understand how this new intervention influences student engagement and the quality of their writing, particularly in a context where such media had not been previously utilized. The participants of this study were 33 students from Class VII-C Junior High School in Malang. The study was conducted in the second semester of the academic year 2023-2024. Meanwhile, the data collection includes classroom observation and analysis of written text produced by students. Classroom observations will be conducted to observe classroom interactions and student behaviors during writing sessions utilizing the interactive video.

In data collection, the first stage was preparation. At this stage, the researcher prepares learning materials, namely interactive videos that are relevant to the topic taught and designed to increase students' interest in writing. Then, the researcher designed the observation instrument. At this stage, a rubric or observation guide was created to observe activities in the classroom. The purpose is to measure how much enthusiasm students have when they learn to write descriptive text using interactive videos. In the aspects observed, the researcher used an observation scale of 1-5 (1: very passive, 5: very active/interested) in student involvement in the classroom and how active students are in watching the video and discussing its contents.

The next stage is data collection. The researcher made observations during class, especially when students interacted with the interactive video and when they wrote descriptive texts. Then, the researcher recorded in detail the students' interaction with the video, their level of participation, and how they responded to the writing task. Next is the stage of collecting student worksheets. After the learning session, the researcher asked students to write descriptive texts based on the material presented. The time for writing descriptive texts is during class time, more

precisely after the session of watching interactive videos and explaining the material presented by the teacher (researcher). Then, the students' worksheets were collected, and the researcher analyzed the quality of the text produced by the students.

In analyzing the data, the first thing a researcher did was group the observation data. Here, the researcher gathers all observation records and grouped them according to specific themes or categories that appear during observation. Then, the researcher collected the students' worksheets and grouped them based on similarities or differences in the text produced. Next, the researcher analyzed the observation data. In the first stage, the researcher read the observation notes repeatedly and identified themes or patterns such as student engagement, response to the video, or interaction during the activity. Then, the parts of the observation notes will be marked according to the scale used by the researcher. The last step was to analyze the student worksheets. The first step taken by the researcher is coding. Here, the researcher identifies themes in the text: identification, better descriptive details, use of richer vocabulary, and sentence structure. The next step taken by the researcher was to identify patterns. At this stage, the researcher looks for patterns in how students apply information from the video to their writing—for example, an increase in more detailed descriptions or more varied vocabulary.

Findings

This research was conducted at a junior high school in Malang. The researcher chose students in first grade, more precisely, class VII-C, at one of the junior high schools in Malang. For the completion of this research, the researcher finalized and evaluated the data that had been collected during the classroom observation and students' written text. Some findings that researchers have found during class observations are as follows.

Students' Engagement with Interactive Videos

This research was conducted in one of the junior high schools in Malang, focusing on students of class VII-C. In this study, the researcher observed changes in students' engagement levels before and after the application of ICT-based interactive videos in learning to write

descriptive texts. Before the use of interactive videos, about 70% of students showed low engagement in writing activities. They tended to be passive, rarely participated in class discussions, and did not show great interest in the learning materials presented, as seen from the minimal involvement in writing activities, which resulted in inadequate writing results, as well as frequent delays in completing assignments.

After the implementation of the ICT-based interactive video, there was a noticeable change in student engagement. Around 80% of students showed increased engagement, where they became more active in following the learning process. Students participated more frequently in discussions, engaged more with the video materials, and showed greater motivation in completing writing assignments. These enhancements indicate that the interactive video successfully captured students' attention and made the learning materials more interesting and easy to understand.

Students' responses to the interactive video were also very positive. Students who initially seemed uninterested, after interacting with the video, began to show greater enthusiasm and interest in the material being taught. They became more active in asking questions and discussing the video content and began to relate the information from the video to their writing assignments. This change was seen in the enhanced quality of classroom discussions, where students provided more in-depth arguments and descriptions.

The ICT-based interactive video not only increased students' engagement but also encouraged them to be more active in learning. Interactive videos, with their interactive and visual elements, are able to make learning materials more engaging, which in turn increases student participation in the classroom. Thus, interactive videos serve as a useful tool to increase students' engagement in learning to write descriptive texts.

Students Descriptive Writing Skills with Interactive Videos

This study also includes the analysis of students' descriptive writing skills after the application of ICT-based interactive videos. Based on the data collected from students' worksheets,

it was found that the use of interactive videos had a positive influence on the quality of students' writing. Of the 33 students assessed, 27 students (81.82%) scored in the “Excellent” category (80-100). This score reflects excellent ability in writing descriptive text, with high ratings in terms of clarity, coherence, creativity, and use of diverse vocabulary.

The “Excellent” category indicates that students are able to compose clear, structured, and creative writing, as well as use diverse and appropriate vocabulary. The interactive video seems to be successful in providing materials that can enhance students' understanding of descriptive writing techniques, which are then applied in their writing. Students who scored high also demonstrated the ability to connect the information from the video with their writing tasks, which strengthened the quality of their writing.

A total of 4 students (12.12%) were in the “Very Good” category (60-79), which showed good results in writing, although not as strong as the “Excellent” category. Although it still needs some enhancement, students in this category have shown a good understanding of descriptive writing techniques and are able to compose coherent and logical writing. Students in this category also showed enhancement in terms of creativity and the use of more varied vocabulary compared to before the use of interactive videos.

Two students (6.06%) were in the “Good” category (45-59), which indicates that although they have a good basic understanding, there is still room for further enhancement. Students in this category may need additional support to enhance their understanding of writing techniques and their application in descriptive texts. Nonetheless, the fact that no students fell into the “Poor” (30-44) or “Very Poor” (≤ 30) categories indicates that the interactive video was generally useful in helping students achieve a better level of writing skills.

The results of this study indicate that ICT-based interactive videos play an important role in improving the quality of students' writing. Students who used the interactive videos showed excellent enhancement in their descriptive writing skills, with scores reflecting higher levels of

clarity, coherence, and creativity. Although most students showed positive enhancements, some students still needed additional support to maximize the benefits of the video.

This finding highlights the importance of further customization in the use of interactive videos to ensure that all students can achieve optimal results, including those who may require additional assistance. Thus, the interactive video not only serves as a useful tool to increase students' engagement but also as a medium that can enhance their writing quality in learning to write descriptive texts.

Discussion

The findings underscored the important role that ICT-based interactive videos play in boosting students' engagement and supporting their descriptive writing skills. Interactive videos not only captured students' attention but also encouraged them to participate actively in the learning process. This discussion will explore these findings in light of existing literature and analyze the implications for teaching practices.

Students' Engagement with the Use of Interactive Videos

The noticeable change in student engagement following the implementation of ICT-based interactive videos indicates that these tools assist in making learning materials more engaging and accessible to students. Before the introduction of interactive videos, students exhibited low levels of engagement, which was evident through their passive behavior and lack of interest in class discussions. However, after the videos were integrated into the learning process, there was a substantial shift. Students became more involved, participated actively in discussions, and demonstrated greater enthusiasm for the learning materials.

This increase in engagement aligns with the findings of Rachamalla (2021), who emphasized the transformative influence of ICT on traditional teaching methods. According to Rachamalla, ICT has the potential to make teaching more innovative and engaging for students, which is crucial in maintaining their interest and motivation in the learning process. Similarly,

Kusdinar et al. (2023) found that interactive videos, when designed with students' characteristics and learning objectives in mind, have a high potential to increase students' engagement and motivation. This research further supports the idea that interactive videos can serve as a valuable resource for boosting student participation in the classroom.

Students Descriptive Writing Skills with Interactive Videos

In addition to increasing engagement, the study revealed that ICT-based interactive videos had a positive influence on students' descriptive writing skills. The majority of students demonstrated notable advancements in their writing quality, with a large percentage achieving scores in the "Excellent" category. These students demonstrated a strong ability to produce clear, coherent, and creative descriptive texts, which highlights the contribution of interactive videos to their development in writing.

This finding is consistent with the research of Ahmada and Hilmiah (2021), who provided empirical evidence that the use of video clips as teaching media is effective in improving students' writing skills. Their study showed a significant difference in students' writing ability before and after being taught using video clips. This finding supports the notion that interactive videos can be a powerful tool in improving writing skills, as they provide students with engaging and relevant content that can be directly applied to their writing tasks.

Furthermore, the research by Hidayati et al. (2022) also aligns with these findings, as it suggests that the application of an ICT competency development model can help students enhance the quality of their writing. It further reinforces the idea that the integration of ICT in the classroom, particularly through the use of interactive videos, can contribute to notable advancements in students' writing skills.

Despite the overall positive influence of ICT-based interactive videos, it is important to note that not all students responded equally to this intervention. While the majority showed clear progress, a small number of students remained in the "Good" category, indicating that they still

require additional support to benefit from the full use of interactive videos, highlighting the need for further customization and differentiation in teaching practices to ensure that all students can achieve optimal results.

The findings also underscore the importance of considering individual student needs when integrating ICT tools into the curriculum. As noted by Kusdinar et al. (2023), the design of interactive videos should take into account the diverse characteristics and learning objectives of students. This approach can help optimize the use of this tool and ensure that it caters to the diverse needs of all learners.

The positive outcomes observed in this study have important implications for teaching practices, particularly in the context of writing instruction. The use of ICT-based interactive videos can be a valuable addition to traditional teaching methods, providing a more engaging and interactive learning experience for students. However, to fully realize the potential of these tools, educators must be mindful of the need for ongoing evaluation and adaptation.

Teachers should consider incorporating interactive videos into their lesson plans as a way to boost student engagement and support writing skills. Additionally, they should be prepared to provide additional support to students who may struggle to benefit from these tools, ensuring that all learners have the opportunity to succeed. By adopting a flexible and student-centered approach to teaching, educators can create a more inclusive and supportive learning environment.

In conclusion, ICT-based interactive videos have demonstrated their value in fostering students' engagement and supporting the development of descriptive writing skills. The findings of this study are supported by existing literature, which highlights the potential of interactive videos to transform traditional teaching methods and provide students with a more engaging and relevant learning experience. However, the success of these tools depends on their thoughtful integration into the curriculum and the ongoing support provided to students. As educators explore new ways to integrate technology into their teaching practices, it is important to stay attentive to the needs of all learners and to enhance instructional methods continually.

Conclusion

This study demonstrated that ICT-based interactive videos could enhance students' engagement and their descriptive writing skills. The findings revealed that after implementing these videos, a majority of students exhibited noticeable progress in their writing abilities, with many achieving scores in the “Excellent” category on assessments. Interactive videos played a crucial role in supporting advancements in writing quality, particularly in terms of clarity, coherence, and creativity. Additionally, these videos contribute to fostering greater student involvement and interest in the learning process.

These findings implied that educators should consider incorporating interactive videos into their teaching practices, particularly for writing instruction. These videos can assist in achieving better writing outcomes and can also encourage more active participation from students. However, it is important to recognize that some students may need additional support to benefit fully from this technology. Therefore, educators should make adjustments in the use of interactive videos to ensure that all students gain the maximum benefit. Future research could explore different methods and contexts for using interactive videos to gain a deeper understanding of how this technology can be applied in various educational settings. Such studies could provide valuable insights into how to utilize interactive videos to enhance teaching and learning experiences effectively.

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