



The Development of *Ecobites Pimnas-37* Booklet as English Learning Media in Teaching Writing Descriptive Text

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ABSTRACT

The results of this study indicate that the *Ecobites Pimnas-37* booklet, developed as an English learning medium, was systematically designed to support vocational high school students in improving their descriptive writing skills. This study employed a Research and Development (R&D) method based on the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. In the analysis stage, students' needs and difficulties in writing descriptive texts were identified, particularly in organizing ideas, using appropriate vocabulary, and constructing grammatically correct sentences. The design stage focused on determining learning objectives, writing indicators, and the booklet structure. The development stage involved producing the *Ecobites Pimnas-37* booklet by integrating English for Specific Purposes (ESP) principles with an eco-based learning approach. The implementation stage involved applying the booklet in classroom learning activities to facilitate students' practice in writing descriptive texts. Students' writing performance was measured using several indicators, including the ability to identify the generic structure of descriptive texts (identification and description), use appropriate vocabulary, apply simple present tense correctly, and develop clear and coherent descriptions of objects related to environmental topics. The evaluation stage was conducted through expert validation and feedback to assess the quality and feasibility of the booklet as an instructional medium. The validation results showed that the *Ecobites Pimnas-37* booklet was categorized as very good and suitable for use in English learning. Overall, the booklet demonstrates strong potential as a valid and practical medium for teaching descriptive writing in vocational high schools.

Keywords: booklet development, English learning media, teaching writing, descriptive text

Pengembangan Booklet *Ecobites Pimnas-37* sebagai Media Pembelajaran Bahasa Inggris dalam Mengajar Menulis Teks Deskriptif

ABSTRAK

Temuan penelitian ini menunjukkan bahwa booklet *Ecobites Pimnas-37*, yang dikembangkan sebagai media pembelajaran bahasa Inggris, dirancang secara sistematis untuk mendukung siswa sekolah menengah kejuruan dalam meningkatkan keterampilan menulis teks deskriptif. Penelitian ini menggunakan metode *Research and Development* (R&D) yang didasarkan pada model ADDIE, yang terdiri dari tahap *Analysis, Design, Development, Implementation, dan Evaluation*. Pada tahap *analysis*, kebutuhan dan kesulitan siswa dalam menulis teks deskriptif diidentifikasi, khususnya dalam mengorganisasi ide, menggunakan kosakata yang tepat, serta menyusun kalimat yang benar secara gramatikal. Tahap *design* berfokus pada penentuan tujuan pembelajaran, indikator penulisan, serta struktur booklet. Tahap *development* melibatkan proses pembuatan booklet *Ecobites Pimnas-37* dengan mengintegrasikan prinsip *English for Specific Purposes* (ESP) serta pendekatan pembelajaran berbasis ekologi. Tahap *implementation* dilakukan dengan menerapkan *booklet* dalam kegiatan pembelajaran di kelas untuk memfasilitasi siswa dalam berlatih menulis teks deskriptif. Kemampuan menulis siswa diukur melalui beberapa indikator, yaitu kemampuan mengidentifikasi struktur generik teks deskriptif (*identification dan description*), menggunakan kosakata yang sesuai, menerapkan *simple present tense* secara tepat, serta mengembangkan deskripsi yang jelas dan koheren terhadap objek yang berkaitan dengan topik lingkungan. Tahap *evaluation* dilakukan melalui validasi ahli serta pemberian *feedback* untuk menilai kualitas dan kelayakan *booklet* sebagai media pembelajaran. Hasil validasi menunjukkan bahwa booklet *Ecobites Pimnas-37* termasuk dalam kategori sangat baik dan layak digunakan dalam pembelajaran bahasa Inggris. Secara keseluruhan, booklet ini menunjukkan potensi yang kuat sebagai media pembelajaran yang valid dan praktis untuk pengajaran menulis teks deskriptif di sekolah menengah kejuruan.

Kata kunci: pengembangan booklet, media pembelajaran, bahasa Inggris, menulis teks deskripsi

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INTRODUCTION

In the era of globalization, English proficiency has become increasingly vital as it connects people across cultures, supports academic development, and opens access to global opportunities (Hasrina et al., 2025). In response, the Indonesian government promotes a student-centered, genre-based approach (GBA) through the *Merdeka* curriculum. The latest curriculum changes encourage teachers to adopt more flexible and meaningful English teaching methods that emphasize not only language proficiency but also students' understanding of real-world challenges. To ensure effectiveness, educators should select strategies that promote active student participation. Among the four core English skills, listening, speaking, reading, and writing, writing tends to be the most challenging, as it requires students to express their thoughts with precision, coherence, and imagination. In English teaching, we generally discuss four main types of writing: narrative, descriptive, expository, and argumentative. Descriptive writing is particularly important because it enables students to observe and describe the characteristics of people, places, and objects in depth (Kalkmat, 2024). However, many students find descriptive writing difficult, often due to limited vocabulary, low motivation, and a lack of interesting and relevant experiences (Alyani, 2024). This highlights the need for new teaching methods that overcome language barriers while connecting them to content that feels relevant to their lives. Integrating environmental topics into writing activities can be an effective way to make assignments more meaningful and foster students' ecological responsibility.

In fact, combining English writing with sustainability themes has two main objectives: honing language skills and encouraging environmentally friendly attitudes. Drawing inspiration from real environmental issues gives students a reason to write beyond just grades, which can truly spark their interest and commitment.

To support this method, having the right learning tools is essential. Teaching materials that

incorporate environmental values and reflect students' everyday realities can enhance understanding and provide powerful examples for writing. This is where Eco-English Language Teaching (Eco-ELT) becomes relevant. As an emerging approach, Eco-ELT incorporates an ecological perspective into English lessons, encouraging not only intellectual growth but also emotional and moral development (Marlina, 2021; Suhendra & Rini, 2022).

A practical way to implement Eco-ELT is to use student-created innovations as learning aids. For example, Ecobites, is an award-winning project from students at Surabaya State University (UNESA). Made from agricultural waste such as banana stems and tofu waste, these eco-friendly eating utensils showcase scientific ingenuity and environmental awareness, making them perfect for descriptive writing exercises.

The Ecobites team's gold-medal achievement at the National Student Scientific Week (Pimnas) underscores the educational potential of their work. By adapting Ecobites into an English learning tool through a booklet filled with descriptive texts, students gain access to authentic material that is relevant to the local context, environmentally friendly, and rich in linguistic depth. In addition to honing descriptive writing skills, this booklet aims to improve vocational students' understanding of sustainability challenges.

Previous studies have explored ecology-themed resources for English language teaching. For example, Marlina (2021) used narrative texts to raise ecological awareness, although she did not focus on writing outcomes. Suhendra and Rini (2022) used ecological comics to improve vocabulary, but their approach was not particularly effective for developing writing skills. Meanwhile, Putri (2023) experimented with infographics and observed higher student engagement; however, the results in composing organized descriptive texts remained limited.

What distinguishes this study is its focus on vocational high school students, its emphasis on descriptive writing, and its reliance on a booklet inspired by students' genuine innovations.



Vocational students, by nature, require English tailored to their field and career path, which is related to English for Specific Purposes (ESP). ESP highlights students' needs, practical, real-world activities, and the use of authentic resources in teaching. As emphasized by Nguyen and Miller (2022), ESP plays a vital role in vocational education by linking language skills to specific professional competencies. Introducing the Ecobites Pimnas 37 booklet as a context-rich tool that helps expand environmental literacy materials for English language teaching, improve descriptive writing methods, and encourage the integration of environmental awareness into language classes. Overall, this research addresses a gap by integrating writing exercises, ecological learning, and student creativity into a single resource, particularly for vocational English programs.

Based on the background, this final project report formulates three research questions as follows:

1. How is the Ecobites Pimnas-37 booklet developed as an English learning medium for teaching descriptive writing?
2. How is the Ecobites Pimnas-37 booklet structured as an English learning medium for teaching descriptive writing?
3. What are the contents of the Ecobites Pimnas-37 booklet as an English learning medium for teaching descriptive writing?

In line with the research questions above, this final project report formulates three objectives, among them:

1. To describe the process of developing the Ecobites Pimnas-37 booklet as an English learning medium for teaching descriptive text writing to vocational high school students.
2. To describe the structure of the Ecobites Pimnas-37 booklet as an English learning medium for teaching descriptive writing.
3. To describe the contents of the Ecobites Pimnas-37 booklet as an English learning medium for teaching descriptive writing.

The results from this study provide various practical benefits for the groups involved:

1. For students: The Ecobites Pimnas-37 booklet serves as an engaging, context-oriented tool that enhances their descriptive writing skills and deepens their environmental awareness. By incorporating real ecological challenges into English lessons, the book encourages the development of critical thinking, imaginative skills, and environmentally conscious behavior.
2. For teachers: This booklet provides teachers with new, ready-to-use resources to help integrate environmental topics into language teaching. In addition, the booklet aligns with project-based and situational learning objectives, facilitating educators' connection of English writing exercises to the vocational skills students are developing.
3. For Vocational Schools and Educational Institutions: Vocational schools and other educational institutions can benefit from this study as a medium of English-language materials focused on environmental literacy, supporting the concept of sustainable education. They can integrate or modify this booklet into their Merdeka curriculum to reinforce ecological values and support a cross-disciplinary approach.
4. For Government and Policymakers: The development of environmentally friendly learning media supports national education goals related to sustainability and environmental responsibility. This booklet serves as a reference for Merdeka curriculum developers and policymakers to promote ECO-ELT initiatives in vocational education and contribute to achieving the Sustainable Development Goals (SDGs). This booklet can also serve as a valuable medium for designing Merdeka curriculum, encouraging more Eco-ELT programs in vocational education, and supporting efforts to achieve the Sustainable Development Goals (SDGs), particularly in the areas of quality education and climate action.

To highlight the novelty of this study, four major studies are discussed due to their close relevance to the research at hand.

First, the study by Setyowati et al. (2022), titled “Using Environmental Issues for Essay Writing Class: The Students’ Views and Challenges,” examines how environmental topics can enhance students’ writing performance. This qualitative study concluded that incorporating environmental issues in writing classes not only enriched students’ content but also fostered ecological awareness. However, the study focused solely on argumentative essays and did not develop a specific learning medium. In contrast, the present study emphasizes descriptive writing and presents a concrete product (the Ecobites booklet) as a learning medium, representing an innovative step forward.

Second, Fitria (2024), in her article “*Creative Writing Skills in English: Developing Students’ Potential and Creativity*,” discusses how creative writing tasks can foster students’ imagination and expressiveness. While the study successfully promoted creativity, it did not address environmental themes or integrate a learning medium grounded in real-world innovations. The current research, however, introduces a sustainability-based writing context that offers an interdisciplinary educational tool.

Third, Syahrial et al. (2022) conducted a study entitled “*Fostering Students’ Environmental Care Characters through Local Wisdom-Based Teaching Materials*.” The results showed that materials infused with local wisdom effectively enhance students’ environmental consciousness. Nevertheless, this study focuses primarily on character education. It does not explicitly target English writing skills or the use of English learning media, as this research does by developing a thematic, eco-friendly booklet.

Fourth, Santosa et al. (2019) in “*The Effectiveness of Local Wisdom-Based Teaching Materials in Enhancing Creative Writing Skills of Elementary School Students*,” demonstrated that creative materials rooted in local values significantly improved elementary students’ writing abilities. Despite the promising results, the study did not address environmental issues or develop an English learning medium derived from

students’ innovations. The present study is distinctive in not only enhancing students’ writing abilities but also integrating environmental literacy through the development of a concrete student-created product, namely Ecobites.

The novelty of this study lies in its integration of real-world eco-innovation into English language learning through the development of a descriptive writing medium. While previous studies tend to focus individually on character education, creative writing, or essay development, this research uniquely combines ecological awareness, authentic project-based learning, and descriptive language practice into one comprehensive learning tool.

METHOD

This study employed a Research and Development (R&D) approach to develop an innovative, contextual English learning medium for vocational students. The development process follows the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

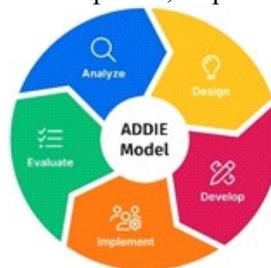


Figure 1
ADDIE Model

The use of the ADDIE model supported the study’s primary goal of developing the Ecobites *Pimnas-37* Booklet as a meaningful English learning medium that improves students’ descriptive writing skills through eco-themed content. The model also ensures that the development process is systematic, contextual, and student-centered, following the principles of the *Merdeka* Curriculum.

In the Analysis stage, the researcher conducted a needs assessment to identify students’ needs in



learning English writing. The results showed that students need a learning medium that is visual, real-life-based, and relevant to their vocational background. This stage also includes curriculum review and student profiling to align the medium content with students' characteristics and goals.

In the Design stage, the researcher formulated learning objectives, selected appropriate themes, and planned the booklet's content structure and layout. Each section of the booklet includes model texts, vocabulary lists, explanations of grammar, and writing tasks on environmental topics, particularly the real innovation project *Ecobites Pimnas-37*. The researcher also developed assessment rubrics to evaluate students' descriptive writing performance.

In the Development stage, the researcher created the first draft of the *Ecobites Pimnas-37*

Booklet and submitted it for validation. The validation process involves two types of experts: content validity experts, who examine the relevance of the materials to the curriculum and learning objectives; and media validity experts, who review the visual clarity, practical layout, and user-friendliness of the design. Both types of experts provided suggestions to improve the booklet's quality and accuracy.

In the Implementation stage refers to the process of applying the developed *Ecobites Pimnas-37* Booklet in a real classroom setting to examine its practicality and usability in supporting students' descriptive writing skills. In this stage, the booklet is used as the main instructional medium in English learning activities, particularly in teaching descriptive text to vocational high school students. The implementation is carried out through structured learning activities that follow the instructional design embedded in the booklet. The teacher acts as a facilitator, guiding students through each stage of learning, starting with pre-teaching activities (introducing learning objectives and activating prior knowledge), then-teaching activities (exploring vocabulary, analyzing model texts, and practicing writing), and finally post-teaching activities (reflection and evaluation).

During the implementation process, students are actively engaged in completing the tasks provided in the booklet, including vocabulary exercises, text analysis, guided writing, and independent writing. The use of contextual and eco-based content, particularly related to *Ecobites* and agronomy topics, supports students in generating ideas and expressing them in descriptive form. In addition, the implementation stage allows the researcher to observe how the booklet functions in actual learning conditions, including students' participation, engagement, and difficulties encountered during the learning process. It also provides insights into the practicality of the booklet in terms of clarity of instructions, suitability of tasks, and time allocation within classroom activities.

The evaluation stage aims to assess the effectiveness, practicality, and overall quality of the *Ecobites Pimnas-37* Booklet after being implemented in the learning process. This stage includes both formative and summative evaluation to ensure that the developed product meets instructional objectives and supports students' learning outcomes. Formative evaluation is conducted throughout the implementation process by observing students' responses, participation, and performance during learning activities. Feedback from students and teachers is also collected to identify strengths and weaknesses of the booklet, particularly in terms of content clarity, task difficulty, and visual presentation. This ongoing evaluation helps in identifying areas that require further revision and improvement. Summative evaluation focuses on measuring students' learning outcomes, particularly their ability to write descriptive texts after using the booklet. This can be conducted through writing tests or performance-based assessments using the rubric developed in the design stage. The assessment evaluates several aspects, including content relevance, vocabulary use, grammatical accuracy, organization, and coherence of the text. Overall, the evaluation stage provides comprehensive evidence regarding the feasibility,

practicality, and effectiveness of the *Ecobites Pimnas-37* Booklet as an English learning medium. The results of this stage can be used as a basis for further refinement and for broader implementation in different educational contexts.

The data collection used experts' validation sheets that contain content and media validation. The final result of this stage is a printed and digital version of the *Ecobites Pimnas-37* Booklet. This booklet combines real-world innovation with English instruction, helping students improve their writing ability and raise their ecological awareness. It supports the goals of the *Merdeka* Curriculum, especially in integrating environmental literacy into language education.

RESULTS

1. Analysis

At the analysis stage, a needs assessment through Focus Group Discussions (FGD) was conducted to identify students' problems and learning requirements in descriptive writing at a vocational high school in East Java, Indonesia. The results indicate that students experienced significant difficulties in organizing ideas, using appropriate vocabulary, and constructing grammatically correct sentences. These challenges were mainly caused by the use of learning materials that were not contextual and not aligned with students' vocational backgrounds. Furthermore, the analysis revealed that students showed higher engagement when learning materials were connected to real-life contexts. In this study, agronomy and environmental sustainability were identified as relevant themes because they reflect students' field of study and daily experiences. Therefore, students required a learning medium that is contextual and vocationally relevant, visually supported, and equipped with clear text models and guided writing activities. These results are consistent with ESP principles, which emphasize the importance of contextualized learning materials for vocational students.



Figure 2
Focus Group Discussions (FGD)

2. Design

Based on the analysis results, the design stage focused on translating students' needs into instructional planning and product design. The results show that learning objectives were formulated to guide students from understanding descriptive texts to producing their own texts independently.

The booklet was designed with the following components:

- Learning objectives aligned with the Merdeka Curriculum
- Vocabulary lists and grammar explanations (especially adjectives and simple present tense)
- Model texts of descriptive writing
- Guided and independent writing tasks
- Reflection activities

In addition, the booklet structure was organized into two main units:

Unit 1: Describing *Ecobites*

Introduces the real innovation of *Ecobites*, explaining its origin, environmental mission, materials, production process, and product types. The activities progress from pre-writing vocabulary recognition to guided text construction and reflection. These are the specific structures of *Ecobites Pimnas-37* Booklet in Unit 1:



Figure 3
Unit 1: Introduction to *Ecobites*



Figure 4
 Learning Objectives of Unit 1



Figure 5
 The Materials about Introduction to *Ecobites* and Its Environmental Missions



Figure 12
 Glossary for Unit 1 (Bilingual Eng-Ind)

In Unit 1, the content is organized into three main components. First, the pre-teaching section consists of several elements, including learning objectives, learning materials, and warm-up questions. Second, the while-teaching section includes learning activities that focus on four aspects: vocabulary, grammar, reading, and writing. Third, the post-teaching section provides students' reflection, which covers questions related to difficulties encountered during the learning activities, students' feelings, and learning experiences. This section is ended with a bilingual glossary (English–Indonesian) related to the unit.

Unit 2: Describing Things

Extends descriptive writing to other agronomy-related contexts (e.g., farm tools, crops, and environments) while reinforcing the same textual structure and grammar points introduced in the first unit. These are the specific structures of *Ecobites Pimnas-37* Booklet in Unit 2.



Figure 6
 Pre-Teaching Questions



Figure 7
 Whilst Teaching Sessions: Task 1



Figure 8
 Whilst Teaching Sessions: Tasks 2 and 3



Figure 9
 Whilst Teaching Sessions: Tasks 4 and 5



Figure 10
 The Materials of Descriptive Text



Figure 11
 Grammar Focus and The Exercises



Figure 13
 Unit 2: Describing Things



Figure 14
 Pre-Teaching Questions



Figure 15
Whilst Teaching
Session: Task 1



Figure 16
Whilst Teaching Session:
Tasks 2 and 3



Figure 17
Whilst Teaching
Session: Task 4



Figure 18
Whilst Teaching Session:
Tasks 5 and 6



Figure 19
Grammar Focus
and The Exercises



Figure 20
Whilst Teaching Session:
Task 14 and Post-Teaching



Figure 21
Glossary for Unit 2
(Bilingual Eng-Ind)

In Unit 2, the content is organized into three main components. First, the pre-teaching section consists of several elements, including learning objectives and warm-up questions. Second, the while-teaching section includes learning activities that focus on four aspects: vocabulary, grammar, reading, and writing. Third, the post-teaching section provides students' reflection, which covers questions related



to difficulties encountered during the learning activities, students' feelings, and learning experiences. This section is ended with a bilingual glossary (English–Indonesian) related to the unit.

The instructional flow in both units follows the Genre-Based Approach (GBA) stages: Building Knowledge of the Field, Modelling of the Text, Joint Construction, and Independent Construction. This design ensures that learners acquire descriptive writing competence through scaffolded exposure.

Finally, it can be highlighted that this booklet is designed with a balance of text and imagery to facilitate comprehension among visual learners. The layout combines contextual photographs, eco-symbols, and bilingual elements (English–Indonesian) to enhance accessibility. The integration of reflection prompts at the end of each unit encourages metacognitive engagement, aligning with the Merdeka Curriculum's principle of student agency and autonomy.

3. Development

At the development stage, the *Ecobites Pimnas-37* Booklet prototype was systematically organized into two instructional units that are intentionally designed to develop students' descriptive writing competence through contextual, meaningful, and interdisciplinary content. The contents of the booklet reflect a progression from product-based description to broader object and environment-based description, allowing students to gradually strengthen their language skills while engaging with environmental and agronomy themes. These are the descriptions of each unit:

Unit 1: Describing Ecobites

a. Learning Objectives and Instructional Orientation

Unit 1 begins with clearly formulated learning objectives that function as an instructional orientation for students. These objectives emphasize students' ability to understand the concept of Ecobites, identify its environmental mission, and apply the characteristics of descriptive

texts in written English. The objectives are designed not only to introduce descriptive writing theoretically but also to guide students toward practical application, particularly in describing eco-products using appropriate vocabulary, grammatical structures, and logical organization. By presenting these objectives at the beginning of the unit, the booklet establishes clear expectations and provides a framework for monitoring students' learning progress.

b. The content in Unit 2 centers on agronomy topics that are familiar and relevant to students' daily lives, such as rice plants, paddy fields, greenhouses, and agricultural tools. The unit provides descriptive texts that model how natural objects and environments can be described in detail, focusing on physical characteristics, functions, and processes. By using agricultural contexts, the booklet broadens students' exposure to subject-specific vocabulary and reinforces the integration of language learning with real-life knowledge. These materials serve as concrete examples that support students in visualizing and organizing descriptive information.

c. Learning Activities and Language Support

Learning activities in Unit 2 emphasize observation, interpretation, and systematic description. Students engage in picture-based description tasks, vocabulary exercises, reading comprehension activities, and dialogue practices that encourage them to describe objects and environments accurately. Grammar instruction continues to focus on adjectives and the simple present tense, ensuring consistency with the language features introduced in Unit 1. Group work and collaborative tasks are incorporated to promote active participation and allow students to share ideas, which further supports language development through interaction.

d. Writing Tasks and Learning Outcomes

The writing tasks in Unit 2 require students to demonstrate a higher level of independence in descriptive writing. Students practice organizing sentences and paragraphs into coherent texts before completing a final writing task that involves

producing a descriptive text of 120–150 words on an agronomy-related topic, such as a rice plant or a greenhouse. This final task reflects students' ability to apply descriptive text structures, appropriate vocabulary, and grammatical accuracy in a more extended piece of writing, indicating their overall progress in descriptive writing skills.

In this development stage, two validation processes were also conducted to ensure the academic and practical quality of the product: material validation and design validation.

a. Material Validation

The material validation was conducted by one of the lecturers who served as an English language subject-matter expert to evaluate the feasibility and quality of the *Ecobites Pinmas-37* booklet entitled “*Let's Explore Ecobites Towards Victory*” for vocational high school students. The validation process utilized ten assessment indicators, including alignment with the Merdeka Curriculum learning outcomes, relevance of content to the Ecobites concept, grammatical accuracy, creativity, integration of critical thinking skills, effectiveness of visual presentation, completeness of instructional components, and clarity and readability of the material. These indicators were applied to ensure that the material met pedagogical, linguistic, and contextual standards appropriate for vocational education, particularly in supporting students' practical and communicative English skills.

At the time of submission, the booklet underwent an initial evaluation and received a total score of 60 out of 100 (60%), which was categorized as “Fairly Good.” This result indicated that, although the material was relevant and potentially useful for vocational high school students, further improvement was required before it could be approved for instructional use. The validator provided several constructive suggestions, particularly related to grammatical accuracy, sentence structure, clarity of instructions, consistency of language use, and overall readability to better suit the learning characteristics and proficiency levels of vocational students. In

addition, revisions were suggested to strengthen the relevance of learning activities to practical and contextual applications.

Based on the feedback, a series of revisions was carried out to address the identified weaknesses. The revision process focused on refining linguistic accuracy, improving clarity and coherence of explanations, strengthening the alignment between learning objectives and vocationally oriented instructional activities, and enhancing both textual and visual presentations to support students' comprehension and engagement.

After the revisions were completed, the revised booklet was resubmitted along with the validation sheet. The validator then approved the material, as reflected in the final validation results, with a total score of 98 out of 100 (98%), which falls into the “Very Good” category. This result indicates that the material met the required quality standards and was deemed appropriate for implementation in vocational high school English learning.

The design validation was conducted by a lecturer who served as an expert in design and instructional media to evaluate the visual feasibility and effectiveness of the *Ecobites Pinmas-37* booklet entitled “*Let's Explore Ecobites Towards Victory*” for vocational high school students. This validation aimed to assess whether the visual design elements supported the learning objectives and were appropriate for the characteristics of the target readers.

The validation process employed ten design assessment indicators, including alignment of the design with environmentally friendly and sustainability concepts, creativity in task presentation, communicative language appearance, suitability between visuals and text, compatibility with the visual preferences of academic and general readers, consistency between content and supporting visual aspects, effectiveness of illustrations in aiding material comprehension, harmony between text and images, color composition and readability, as well as overall clarity and legibility without ambiguity. These



indicators were used to ensure that the booklet design met aesthetic, functional, and pedagogical standards.

Based on the results of the initial validation, the booklet obtained a total score of 60 out of 100 (60%), which fell into the “Fairly Good” category. This result indicated that the design concept had adequately reflected eco-friendly values and communicative language use; however, several visual components required improvement before the booklet could be optimally utilized as an instructional medium. The validator provided constructive feedback, particularly regarding the alignment between visuals and text, consistency of illustrations with the material, layout harmony, and color selection to enhance readability and visual comfort for students.

In response to the validator’s feedback, several design revisions were implemented. These revisions focused on improving visual consistency, refining layout structure, adjusting color combinations to enhance text readability, and ensuring that illustrations more effectively supported the content. The improvements were intended to strengthen students’ engagement, comprehension, and overall learning experience.

After the revisions were completed, the revised booklet was resubmitted along with the design validation sheet for re-evaluation. Based on the final validation results, the Ecobites Pinmas-37 booklet entitled “Let’s Explore Ecobites Towards Victory” obtained a total score of 96 out of 100 (96%), which falls into the “Very Good” category. This result indicates that the visual design of the booklet successfully met the required quality standards. The design was considered highly appropriate in terms of visual consistency, color harmony, layout organization, clarity, and readability. In addition, the illustrations and visual elements were deemed effective in supporting the content and enhancing students’ understanding and engagement. Therefore, the booklet was declared feasible for implementation in vocational high school English learning.

4. Implementation

The implementation stage involved applying the developed booklet in classroom learning at a vocational high school in East Java, Indonesia to evaluate its practicality and usability. The booklet was used as the main instructional medium in teaching descriptive writing.

The implementation process was conducted through three stages:

- a. Pre-teaching: introducing objectives and activating prior knowledge
- b. While-teaching: vocabulary exploration, text analysis, and writing practice
- c. Post-teaching: reflection and evaluation

During implementation, students actively engaged in:

- a. Vocabulary exercises
- b. Analyzing descriptive texts
- c. Guided writing activities
- d. Independent writing tasks

The results indicate that: 1) Students were more motivated due to contextual and eco-based content; 2) Students found it easier to generate ideas; 3) Students showed improvement in organizing descriptive texts

This result is in line with previous ADDIE-based media development studies.

5. Evaluation

The evaluation stage was conducted through both formative and summative evaluation.

- a. Formative Evaluation

Formative evaluation was carried out during the development and implementation stages through expert validation, feedback from students and teachers, and observation of learning activities

The results show that revisions significantly improved the quality of the booklet in terms of content clarity, instructional effectiveness, and visual presentation.

- b. Summative Evaluation

Summative evaluation focused on students’ writing performance after using the booklet at a vocational high school in East Java, Indonesia. The

results indicate that students demonstrated improvement in:

- a. Identifying generic structure (identification and description)
- b. Using appropriate vocabulary
- c. Applying simple present tense
- d. Producing coherent descriptive texts

Overall, the evaluation results confirm that the *Ecobites Pimnas-37* Booklet is:

- a. Valid (based on expert validation)
- b. Practical (based on classroom implementation)
- c. Effective (based on students' learning outcomes)



Figure 22
The Class Situation During Formative and Summative Evaluation

DISCUSSION

Based on the results of the study, the results indicate that the *Ecobites Pimnas-37* Booklet is a feasible and appropriate English learning medium for teaching descriptive writing to vocational high school students. The results of material and design validation show a clear improvement from the initial evaluation to the final evaluation. The increase in validation scores indicates that the revisions successfully addressed weaknesses related to content accuracy, instructional clarity, and visual design.

The Development of the *Ecobites Pimnas-37* Booklet

The first research question focuses on how the *Ecobites Pimnas-37* Booklet was developed as an English learning medium for teaching descriptive writing. The results show that the booklet was developed through a systematic instructional design process using the ADDIE

model up to the Development stage. This finding was consistent with recent medium and material development studies, which emphasize that instructional products should be developed through structured stages to ensure relevance and feasibility (Norhayati et al., 2024).

The needs analysis conducted in this study revealed that vocational high school students require English learning media and materials that are contextual and relevant to their field of expertise. This result aligns with recent ESP-oriented studies, which highlight that vocational students benefit more from materials that reflect their academic and professional contexts (Lestari & Priyana, 2025). By integrating agronomy and environmental sustainability themes, the *Ecobites Pimnas-37* Booklet responds directly to these needs and supports meaningful language learning.

Furthermore, the design and development stages translated these needs into clear learning objectives, structured tasks, and visually supportive materials. This approach is in line with recent research on instructional material development, which suggests that effective learning materials should integrate content relevance, task clarity, and visual support to enhance learner engagement (Widyasari, 2025). The use of expert validation and revision further strengthens the development process, as emphasized in recent R&D studies that regard validation as a crucial step to ensure material quality and usability (Shafa Alyanabila & Wijayatiningsih, 2025).

Thus, the development of the *Ecobites Pimnas-37* Booklet demonstrates a theoretically grounded and research-supported process that addresses vocational students' needs through a structured design.

The Structure of the *Ecobites Pimnas-37* Booklet

The second research question examines how the *Ecobites Pimnas-37* Booklet is structured to support the teaching of descriptive writing. The results indicate that the booklet was systematically



organized to guide students from understanding descriptive texts to producing their own written texts.

The structure of the booklet reflects the principles of genre-based writing instruction, which has been widely discussed in recent studies on vocational English learning. Widyasari (2025) states that genre-based materials are effective when they present clear stages, including text modeling, guided practice, and independent writing. The *Ecobites Pimnas-37* Booklet adopts this staged organization, allowing students to gradually build their understanding of descriptive text structure and language features.

Additionally, the inclusion of learning objectives, language focus sections, and writing tasks supports instructional clarity. Recent research by Mu'man and Resmini (2025) emphasizes that structured writing materials help students better understand writing expectations and reduce confusion during writing tasks. The organization of the booklet also aligns with vocational learning principles, where students benefit from clear instructions and practical task sequencing.

The presence of reflection activities further supports student-centered learning, which is emphasized in recent curriculum-oriented studies. According to Lestari and Priyana (2025), reflection activities help vocational students evaluate their learning progress and develop metacognitive awareness. Therefore, the structured design of the *Ecobites Pimnas-37* Booklet is consistent with recent research and supports its role as a pedagogically sound learning medium.

The Content of the *Ecobites Pimnas-37* Booklet

The third research question addresses the content of the *Ecobites Pimnas-37* Booklet as an English learning medium for teaching descriptive writing. The results show that the booklet content integrates linguistic elements, contextual topics, and eco-based themes relevant to vocational students.

Recent studies on descriptive writing material development emphasize the importance of providing clear text models and contextual vocabulary (Shafa Alyanabila & Wijayatiningsih, 2025). The descriptive texts included in the *Ecobites Pimnas-37* Booklet consistently demonstrate the generic structure and language features of descriptive texts, which supports students' understanding of how descriptive writing is constructed.

In terms of vocabulary selection, the booklet introduces terms related to agronomy and environmental sustainability. This approach aligns with recent ESP research, which suggests that field-specific vocabulary enhances learners' comprehension and engagement (Norhayati et al., 2024). The inclusion of bilingual glossaries further supports vocabulary learning, especially for students with limited English proficiency.

The integration of grammar explanations within writing tasks also reflects current instructional practices. Recent studies indicate that contextualized grammar instruction helps students apply grammatical knowledge more effectively in writing activities (Mu'man & Resmini, 2025). Additionally, the eco-based content embedded in the booklet supports interdisciplinary learning by combining language instruction with environmental awareness, which has been recognized as a valuable approach in recent educational research (Lestari & Priyana, 2025). While the results show that the *Ecobites Pimnas-37* Booklet is feasible for instructional use, several factors may influence its implementation:

1. Students' language proficiency
Differences in students' English proficiency levels may affect how easily they engage with the materials, particularly in vocabulary and grammar use.
2. Teacher implementation
The successful use of the booklet depends on how teachers facilitate the learning process, provide guidance, and give feedback during writing activities.

3. Time allocation

Writing instruction requires sufficient time for practice and feedback. Limited classroom time may affect the depth of students' engagement with the booklet content.

4. Learning motivation

Students' interest in environmental topics may influence their engagement with the writing tasks.

The results of this study suggest that the *Ecobites Pimnas-37* Booklet is a valid, relevant, and pedagogically appropriate learning medium for teaching descriptive writing in vocational high schools. These results are consistent with previous studies on the development of contextual and genre-based English learning materials.

Overall, the *Ecobites Pimnas-37* Booklet contributes to the development of English learning media by providing eco-based, contextual, and curriculum-aligned instructional materials. Therefore, the booklet can be used as an alternative learning medium to support descriptive writing instruction and as a reference for future media and material development studies.

CONCLUSIONS

In addressing the first research question on how the *ECOBITES PIMNAS-37* booklet was developed, this study found that the development was carried out systematically and well organized through a Research and Development (R&D) process, following the ADDIE model, focusing only on the Analysis, Design, and Development phases. This process began with an in-depth analysis of students' learning needs, their vocational context, and curriculum requirements, which revealed a clear need for relevant English-language materials that integrated descriptive writing with environmental topics. From there, these insights informed instructional planning during the design stage, where we mapped learning objectives, logically structured tasks, and considered visual layout. During the development phase, we produced a complete booklet prototype

and had it reviewed by experts to ensure linguistic accuracy, instructional clarity, and content appropriateness. Ultimately, this approach demonstrates that the booklet was developed using a solid, evidence-based method, consistent with standard practices in instructional material development in vocational settings.

Regarding the second research question, which focuses on the structure of the *Ecobites Pimnas-37* booklet, our results indicate that it is designed with a precise, logical flow that effectively supports the instruction of descriptive writing. The booklet progressively guides students from their first encounters with descriptive texts to producing their own independent pieces. Moreover, each section thoughtfully incorporates elements such as learning goals, examples of descriptive texts, targeted language features, structured writing exercises, and opportunities for self-reflection. This structured progression facilitates students' understanding of descriptive text characteristics and reduces learning difficulties by providing gradual, scaffolded instruction. Therefore, the structure of this booklet supports the development of students' writing skills by providing a well-structured learning path tailored to the needs of vocational high school students.

Moving on to the third research question, which analyzes the content of the *Ecobites Pimnas-37* booklet, our research found that this booklet is linguistically sound, contextually appropriate, and highly effective for teaching descriptive writing in vocational high schools. This material skillfully combines key language components, such as vocabulary, grammar, and text structure, with themes focused on environmentally friendly topics relevant to vocational subjects, particularly those related to environmental sustainability. For example, descriptive text examples illustrate appropriate language use and text organization, and vocabulary lists and grammar explanations are integrated directly into writing activities to encourage practical application. In addition, environmentally themed content creates engaging learning scenarios that



help students connect language skills to real-world challenges.

Overall, the *Ecobites Pimnas-37* booklet is a reliable teaching tool for developing descriptive writing skills while integrating language education with environmental awareness.

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