

The Use of Wizer.me As A Media to Stimulate Students' Motivation in Writing Descriptive Text in SMA Swasta HKBP Doloksanggul

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Abstract

This study aims to know that wizer.me as a media can stimulate students' motivation in writing descriptive text. There is phenomena in this research, Some students stated that they still had difficulties when they were writing texts. They said that they had difficulties in grammar, content, vocabulary, mechanics etc. it makes students will lose interest and become bored during the learning process. To achieve the objectives of this study, the writer uses a qualitative descriptive text. The source of the data came from student's tenth grade in SMA Swasta HKBP Doloksanggul. The instrument of data collection used was phone (Iphone Version), stationaries, worksheet, and technique of data collection used writing test and interview. To analyze the data, four steps were used namely: data collection, data condensation, data display, and the last conclusion drawing. Research result show that the students' ability increases in writing descriptive text, this can be seen from the students' writing after using wizer.me in some aspects, such as: Correlation in content relates to each in writing descriptive text, good coherence of organization in writing descriptive text, improving the grammar in writing descriptive text, improving the vocabulary in writing descriptive text, good spelling and punctuation of mechanic in writing descriptive text, increasing the students' motivation in writing descriptive text, increasing the students willingness in writing and making the class more peaceful. It can be concluded that's wizer.me can stimulate students' motivation in writing descriptive text. This means that students feel that wizer.me is one of the media that easy to use and can make them interested in learning English in writing class.

Keywords: Wizer.me, Writing Descriptive Text, Students' Motivation



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INTRODUCTION

English is used as a medium of communication in everyday life and academic activity as an international language. English as a foreign language is formally taught in Indonesian schools from kindergarten to university. It is now a compulsory subject and one of the subjects assessed in the National Exam. The four English language abilities of hearing, speaking, reading, and writing must all be mastered by those who study the language. According to Fitri (2017), writing is one of the most crucial linguistic skills in our lives. It is use to enlighten people, do business, persuade, irritate, and express ourselves. And it is one of the four fundamental abilities that are extremely tough to master (Rajagukguk, Herman and Sihombing, 2020). Writing is a form of indirect communication. Through writing, a person can convey messages, ideas, concepts (Sinaga, Herman and Hutaauruk, 2020). It is a complex process. A writer must pay attention to the structure of language as well as understanding the author's intent or message to the reader. It's caused the writer is an indirect communication, a writer is expected to be able to communicate all the meanings that exist in the hope that people who read understand the meaning of the writing.

Based on the writer found through interview at SMA Swasta HKBP Doloksanggul that some students had difficulties in writing descriptive texts. Some students stated that they still had difficulties when they were writing texts. They said that they had difficulties in grammar such as using to be, preposition, pronoun, etc. it makes students will lose interest and become

bored during the learning process. To strengthen the data, the writer asked the students to writing descriptive text. Here is one of the student's writing

No	Date
<p>Nama : kristina simanullang kelas : X IPS</p>	
<p>I have a girl friend . Her name is Anggun . She live in Saitnihuta , Doloksanggul . My friend born on November 26, 2006 . She have a not too tall body . her height is 145-150 cm . she has hair skin and shoulder length flowing hair . He always kind and friendly to everyone and she is also smart . and because she is smart , she is known by every teacher who teaches to our class and because she is also kind and friendly , many people like to be friend with her . she is an independent student with high interest in their study . and she always take charge as the leader of the group and have an excellent organizing ability . I think she will have a bright future a head of her .</p>	

From the text above we can see that there are still many writing errors in students' writing, they are:

1. First, not following the structure of writing descriptive text (Introduction & description), students immediately describe without telling who or what is being described.
2. In addition, errors can be found in the use of "to be" of the first line. For example, "my friend born", the correct one is "my Friend was born."
3. In the second line also "he is always kind", the correct one is "she is always kind". (The wrong pronoun)

4. The third line reads, "Many people like to be friends with her since she is likewise kind and kind. She is a self-reliant student who is really interested in her studies. The right answer is, "Many people like to be friends with her since she is likewise kind and kind. She is a self-reliant student who is really passionate about learning.
5. It was also discovered from the text that the pronouns and prepositions chosen were not entirely appropriate. on the final line. For instance, "and she always assumes the role of group leader." "And she always takes charge of a leader at the group," is the acceptable response.

The writer believes that English teaching should be enhanced in specific practice and straightforward ways, particularly in terms of writing (Barus, Herman and Niswa, 2020). Teachers must also continue to develop themselves and provide variety in the classroom. Students are directed to be able to communicate in the written language with these variants. Students must convey their thoughts or ideas logically and straightforwardly, with the appropriate content and structure for the situation. To educate effectively, teachers must select the appropriate media. The importance of media in helping students (learners), according to Miftah (2013:25), said that the media is suited to the established learning objectives. Students benefit greatly from the use of media in the learning process because it helps them understand what they are learning. As a result, media selection and use must be extremely appropriate in order to accomplish the desired results. Finally, the utilization and application of media contributes to the effectiveness of attraction in learning. As a result, when structuring learning in the classroom, teachers and students must prepare carefully. Recognizing the relevance of media in the learning process, teachers are beginning to realize that the learning process will be ineffective without it.

Sapriyah (2019:470-471) said that the evolution of the digital world in education has a profound impact on the patterns of interaction between teachers and students. When learning is conducted in a traditional manner, students who are digitally literate on average get bored more rapidly. Learning media that is tailored to the needs of learning activities will result in a learning activity that is both effective and efficient, allowing the teacher's information to be absorbed to its full potential. Learning media in education, as well as in the teaching and learning process, is necessary and plays a significant part in the growth of students in schools, allowing them to acquire knowledge and material from their teachers.

Writing descriptive text failed to pique students' interest. This is because teachers are having trouble locating an appropriate and up-to-date media manual for this material. Students are more involved in learning and can easily access the material being taught when teachers use digital media instead of when teachers use traditional media. When this media were used in class, the teacher saw a noticeable difference in the pupils' interest in learning. wizer.me is one of the digital media that the teacher has used in the classroom.

Kaliappen et al. argue that (2021:23) Kids are motivated to learn more and spend more time carefully interacting thanks to the visual attractiveness of Wizer.me worksheets. The worksheets on Wizer.me are excellent, and teachers can select from a variety of backgrounds and themes. I'll be able to add rich media to the mixed worksheet using Wizer.me (video, audio, images). Videos can captivate the mind and give it the opportunity to practice or learn new abilities or engage in elaborate creative activities. Wizer.me also helps you save time by checking and grading assignments automatically or by reviewing each student to give more individualized comments. The user might participate in individualized instruction and study in a group setting. Every time, the students engaged in these activities in class, the teacher could tell how much fun they were having.

RESEARCH METHOD

Research Design

According to Ary (2010), research design is "a set of plans for gaining a knowledge of a phenomenon in a specific environment." Furthermore, he claims that study design in the academic system is divided into two approaches: qualitative and quantitative. Furthermore, descriptive qualitative research is a study that aims to collect genuine facts by examining events, processes, and the perspectives of the individuals in the study. The writer employed qualitative research to conduct this study. According to Creswell (2007), qualitative research is a method of comprehending a social problem by the use of words, reposting, and detailed explanations, all of which are done out in a natural setting (Silalahi et. al., 2021). Qualitative research is used to organically describe the findings. The phenomena of teaching English will be the focus of this research. The phenomenon in this example is the employment of wizer.me to motivate pupils to write descriptive text.

This qualitative method was investigated data on the use of digital media in English instruction. The writer would be gathering data in two parts, namely interviews and writing tests, in order for the study to be effective. The writer was conducting interviews. The writer was obtaining information about the wizer.me media utilized by instructors in class through interviews with teachers. The interview data was answered writer concerns about the wizer.me media utilized by the instructor and the method the teacher implements the wizer.me media. The writing test, on the other hand, is a technique for determining a student's ability to write descriptive language. The writer was gained insight on how teachers using wizer.me media in real-life circumstances by using the writing test.

The Source of Data

Qualitative research, does not use the term population, but is called "social situations" namely: places, actors, and activities that can support research (Herman and Pardede, 2020). So in this study, the place of this research is the SMA Swasta HKBP Doloksanggul and the subjects of this research are students of class X IPS.

The Instrument of Collecting Data

An instrument is a tool used to gather information. According to Creswell (2007: 84), in qualitative research, the writer serves as the data collector, analyzes, interprets, and reports the research findings (Silalahi et. al., 2022). As a result, the data collection instrument assisted the researcher in gathering and organizing data more systematically and straightforwardly. Here, the instruments of collecting data was using in this study, phone (Iphone Version), stationaries, worksheet. The result of interview and students' worksheet of using wizer.me was showing the students' motivation in writing descriptive text that was analyzing by the writer and was the data of this study.

Technique of Data Collection

To get the data of this study, the writer used two techniques namely writing test and interview.

1. Writing Test

According to Wahab (2017:2), writing test is an important talent in the English language that is useful in both professional and informal circumstances. When people are unable to convey their thoughts, ideas, or feelings verbally, they can do it via writing. Another reason people need to write is that it can help them sort out and organize their thoughts, allowing them to develop their ideas in a way that many others can grasp. Aside from writing, time is crucial

in a variety of ways. The writer was used the writing test to determine how far the students' ability to write descriptive text has progressed and whether the Wizer.me media has sparked students' interest in writing descriptive text.

According to Brown (2007) in Herman et. al. (2020), the writing system should be more based on the writing aspect. Also said that the writing assessment was more effective when the assessment is carried out seen by students so that when students see their mistakes they can relate their scores and writing. The value of the students' text was calculated by performing descriptive text times the weighting according to their aspect.

Table 1. Assessing Writing Descriptive Text

Aspect	Performance Description
Content	The theme is comprehensive and well defined and the details are relevant to it
Organization	The identification is complete and the description is structure logically
Grammar	There are several grammatical or linguistic errors
Vocabulary	Phrases and word formations are influential
Mechanics	It employs proper capitalization, grammar and writing

(Brown, 2007)

2. Interview

In qualitative research, one of the data collection procedures is the interview. According to Fatmawati et. al. (2022), an interview is a method for gathering information about people's ideas, feelings about a topic, and experiences. Ary et. al. (2010) also divided interviews into three categories: organized interviews, semi-structured interviews, and unstructured interviews. A structured interview is one in which the writer is prohibited from asking any questions other than those on the list. Semi-structured interviews, on the other hand, are more flexible, as the writer is free to ask questions not on the list. The questionnaire guide only serves to keep the writer focused on the data they want to collect. Unstructured interview also refers to an open interview in which the writer follows the participants' responses and narration. The questions are focused on broad topics. Because semi-structured interviews are effective in helping the writer solve the problem and because the writer only has the opportunity to conduct interviews with research participants, the writer was employed this method in this study. To gather information about digital media utilized by instructors, semi-structured interviews were used. So, here are some steps that would be used by writing in collect the data, they are:

1. The writer entered the class, and asked students to writing descriptive text directly without use wizer.me
2. After finishing it, the writer introduced about wizer.me and explain how to using it.
3. The writer asked them to do writing test by using wizer.me in writing descriptive text.
4. The writer checked the students' writing without wizer.me and with wizer.me
5. The writer compared the result of students' writing in writing descriptive text without using wizer.me and using wizer.me.
6. The next, the writer do interview to know how's wizer.me help them in writing descriptive text.
7. The writer concluded that wizer.me can stimulating or not students' motivation in writing descriptive text.

Technique of Data Analysis

In this study, the data that the writer analyzed based on Miles, Hubermen (2014), where the data analysis are conducting with these following steps:

1. Data Condensation

Data condensation is divided into selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents and empirical materials. In this step, the writer was selected the data that was be found and also focusing what the writer wants to find. The data was stronger through considering. Nonetheless, data condensation is not independent of the analysis. The steps in the data condensation are as follows:

1. Selecting, the writer collected the students' writing without wizer.me and use wizer.me sheet and interview sheet.
2. Focusing, the writer focused on the result of students' writing sheet.
3. Simplifying, the writer analyzed students' writing sheet that without using wizer.me and using by wizer.me
4. Abstracting, the writer evaluated the interest of students in writing descriptive text by interview.
5. Transforming, this the last step in the data condensation where in this step the writer concluded every result of students' writing sheet by using wizer.me and interview

2. Data Display

The data must then be shown. A data view is a structured and straightforward collection of data that enables for quick deduction. The framing of the writer problem guides the data reduction and presentation phase. "How is wizer.me can stimulate students' motivation in writing the descriptive text for SMA HKBP Doloksanggul?" This stage is carried out by offering a structured collection of facts and the ability to draw conclusions. Conclusions are reached after the evidence has been presented.

3. Drawing Conclusion

Drawing conclusions is the last step in qualitative data analysis. Qualitative analysis begins with data gathering to determine what is meant by noting explanations and possible configurations. Making tentative conclusions begins the conclusion process after the data has been obtained.

RESEARCH FINDINGS AND DISCUSSION

Research Finding

Wizer.me is an internet software program with a free basic feature that academics can use. The Wizer.me worksheet builder enhances teachers' creativity and experience by allowing them to quickly create a range of question kinds, including open questions, multiple-choice, matching pairs, fill in the blank, fill on an image, and tables (Kaliappen et al., 2021:19). The use of wizer.me in teaching, especially learning writing descriptive text can build students' interest, because wizer.me is one of the learning media that provides exercises in the form of a unique worksheet design. Students will also require accounts. The worksheet can be shared with students in three ways: through Google Classroom, as a link, or as a pin code. The simplest method is to use Google Classroom. Students simply click on the link created by the Wizer.me app to complete the homework. The students were instantly logged in and prepared to begin working on the worksheet. Students' go-to app.wizer.me by link code that will share by teacher, after that student's was entered and joined an email. Than student's was automatically joined the task worksheet that was provided by the teacher. If the teacher has put it up, students can receive immediate feedback after finishing an assignment. Otherwise, Wizer.me was grading some items for the instructor automatically, and the teacher has the option to offer student feedback once the assessment is completed.

Based on the observation, the writer could see that the students' ability increases in writing descriptive text, this can be seen from the students' writing before using wizer.me and after using wizer.me in some aspects, such as: content, organization, grammar, vocabulary and mechanics.

1. Correlation in Content relates to each other in Writing Descriptive Text.

Before utilizing wizer.me, the writer could not identify comprehensive, well-defined, and pertinent details in the content of student writing, but after using wizer.me, the writer could see the details data. (As see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. According to Brown (2004:73), an excellent piece of writing has a title that accurately describes its subject matter. A text's content should be pertinent or equivalent and accurately explain the title. The writing component evaluates a student's proficiency in writing in English, including their capacity to conceive and organize ideas, back them up with examples or other supporting data, and compose a standard written English response to a given topic. In this instance, the writer concluded that using wizer.me media boosts the content in creating descriptive text. This is evident from the writing assignments that students completed utilizing the wizer.me platform. The text's substance is pertinent or equivalent and accurately describes the title. The writer portion evaluates a student's proficiency in writing in English, including their capacity to compose responses to a given topic in formal written English and to organize, develop, and support their arguments using examples or evidence.

2. Good coherence of Organization in Writing Descriptive Text.

Before utilizing Wizer.me the organization of the writing pupils has improved. The description is illogical and the identification is incomplete for me. While after used wizer.me the writer found in data 1 *The identification complete and the description is logically*, (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. It refers to how the students structure their thoughts. Whether or not each paragraph is well-organized However, as noted by a good writing consists of well-arranged paragraphs with certain connecting words that can give the paragraph coherence (Nurgiantoro 2001:307). The writer concluded that pupils are becoming more organized as they compose descriptive texts in this instance. This is seen in the way that pupils structure their ideas. Regardless of whether each paragraph is structured or not, a good writing comprises of coherent paragraphs that are logically organized and contain specific connecting words.

3. Improving the Grammar in Writing Descriptive Text

In grammar, before using wizer.me the writer found there are grammatical errors, such as: Data 1 the writer found *some fish*, while after used wizer.me in the last line the writer found *some fishes*. (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. According to Nurgiantoro (2001: 307), mastery of the tenses and the structure is actually required in order to produce paragraphs. Long sentences are not necessary, but they should still contain proper grammar. In this situation, the writer concluded that wizer.me has increased the use of grammar in the creation of descriptive texts. Students' writing does not typically utilize long sentences, but the grammar is correct.

4. Improving the Vocabulary in Writing Descriptive Text

Before using wizer.me the writer discovered that some of the vocabulary is still incorrect, such as: Data 1 the writer found in line 8 *Mata yang hitam*, while after used wizer.me the writer

found in line 11 *Dark eyes*. (as see in appendix 3). It is hoped that using wizer.me was improving the pupils' capacity to write descriptive language. It is made up of theory. According to Rivers, who is stated by Nunan (1992:11), vocabulary is crucial for effective second language learning. A writer should utilize the right vocabulary in their writing to convey their ideas. In this case, the writer concluded that using wizer.me has increased the use of grammar in creating descriptive text. When students wrote, they choose the appropriate words to convey their ideas.

5. Good Spelling and Punctuation of Mechanic in Writing Descriptive Text

Before using wizer.me and discovered capitalization problems as well as the necessity for accurate spelling. The writer noticed the capitalization mistake, but not as much as the writer had before using Wizer.me. (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. According to Nurgiantoro (2001:307), a paragraph is made up of several sentences and requires proper punctuation and spelling. Whether or not the students are proficient writer with little spelling errors. In this case, the writer concluded that using wizer.me increases the use of mechanics in writing, as evidenced by the writing examples of the students. a string of sentences that calls for accurate spelling and punctuation.

6. Increasing the Students Motivation in Writing Descriptive Text

The writer could see that the students were showing positive motivation when the writer used the media in writing descriptive text. In this case, they showed their motivation by showing enthusiasm in the learning process. This data from the writing test was supported by the result of the interview. The result in the statement of *I am interested and more enthusiastic about writing using this wizer.me media. besides being easy to use, there is feedback given by the teacher so that we know where our mistakes are*. It's meant that the use of wizer.me could help the students to increase their motivation. It is consistent with Nasution's (2003) that Wizer.me interactive worksheets was allow teachers to easily create a social and gasified learning experience for their students and provide immediate feedback.

7. Increasing the Students willingness in Writing

Based on the observation, the writer could see that the students' showed positive motivation by showing interest in joining the learning process if using wizer.me. It is relevant with Gage and Berliner (1984), one of many factors that influence the students' motivation is interest. Therefore, the students who have an interest was aware of the learning process. This data was also supported by the interview result saying that *Yes, because wizer.me is unique*. Its means that students were interesting in joining the class because the activities by using videos were interesting and unique. Thus, they could focus their attention on the learning process. However, in this case, the student's interest was influenced by wizer.me. its mean the students were showing situational interest. It is consistent with Kaliappen et al., (2021:19) Wizer.me is an internet software program with a free basic feature that academics can use and a unique media. In here the writer concluded that using wizer.me increasing the students' willingness in writing especially, in writing descriptive text.

8. Making the Class more Peaceful

Before using wizer.me, many students felt bored when studying in the classroom, many students not focus or even bothered each other while studying. In here, the writer concluded that the students need a media namely wizer.me to making the class more peaceful and making

students feel comfortable and excited to study especially in writing descriptive text. During the implementation of wizer.me in the learning process, the writer found that the students enjoyed the activities in the class when the writer used the wizer.me. The writer could see that they were happy to follow the activity in the classroom. Harmer (2004) states that the intrinsic motivation is affected by the individual meaning that they might be motivated because of the enjoyment of the learning process or the desire to make themselves better. This data was also supported by the interview result saying that "*when using wizer.me learning situation in class is more fun*". It means that using wizer.me can make students enjoy the learning process, especially in writing descriptive text.

Discussion

The overall results show that the use of wizer.me is unique, easy to use and there is a feedback given by the writer so that the students know where their mistakes are. It is consist to theory of Nasution (2020:3) Wizer.me is a website that enables teachers to make interactive worksheets for their students. Wizer.me interactive worksheets was allowing teachers to easily create a social and gamified learning experience for their students and provide immediate feedback and encouragement to both teachers and parents.

The findings answered the writer problem about how is wizer.me can stimulating students' motivation in writing descriptive text. Based on the presentation of the data above, most of the students said that by using wizer.me students' motivation in writing increased. It can be seen from the research findings, where the use of content, before utilizing wizer.me, the writer could not identify comprehensive, well-defined, and pertinent details in the content of student writing, but after using wizer.me, the writer could see the details data. (As see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. In this instance, the writer concluded that using wizer.me media boosts the content in creating descriptive text. This is evident from the writing assignments that students completed utilizing the wizer.me platform

In organization, before utilizing Wizer.me the organization of the writing pupils has improved. The description is illogical and the identification is incomplete. While after used wizer.me the writer found in data 1 *The identification complete and the description is logically*, (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. This is seen in the way that pupils structure their ideas. Regardless of whether each paragraph is structured or not, a good writing comprises of coherent paragraphs that are logically organized and contain specific connecting words.

In grammar, before using wizer.me the writer found there are grammatical errors, such as: Data 1 the writer found *some fish*, while after used wizer.me in the last line the writer found *some fishes*. (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. In vocabulary, before using wizer.me the writer discovered that some of the vocabulary is still incorrect, such as: Data 1 the writer found in line 8 *Mata yang hitam*, while after used wizer.me the writer found in line 11 *Dark eyes*. (as see in appendix 3). The writer concluded that using wizer.me was improving the pupils' capacity to write descriptive text. And also in mechanics, before using wizer.me and discovered capitalization problems as well as the necessity for accurate spelling. The writer noticed the capitalization mistake, but not as much as the writer had before using Wizer.me. (as see in appendix 3). The writer concluded that using 3izer.me was improving the pupils' capacity to write descriptive text.

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media in writing descriptive text. In this case, they showed their motivation by showing enthusiasm in the learning process. This data from the writing test was supported by the result of the interview. The result in the statement of *I am interested and more enthusiastic about writing using this wizer.me media. besides being easy to use, there is feedback given by the teacher so that we know where our mistakes are.* It's meant that the use of wizer.me could help the students to increase their motivation. And the last Making the Class more Peaceful, before using wizer.me, many students felt bored when studying in the classroom, many students not focus or even bothered each other while studying. In here, the writer concluded that the students need a media namely wizer.me to making the class more peaceful and making students feel comfortable and excited to study especially in writing descriptive text

This research is related to Permatasari et al (2018) research on wizer.me as a medium to improving student learning outcomes and motivation. His research shows that wizer.me increases students' motivation in Basic Programming Learning. As researched by Papatga and Ersoy (2016) that the wizer.me program improves students' reading comprehension skills. Their research has a difference with this study, namely the skills that the researchers used in Papatga and Ersoy's research to improve reading skills, while this study was to identify students' motivation in writing skills.

In this study, it was found that's how wizer.me can stimulate students' motivation in writing descriptive text, this means that students feel that wizer.me is one of the media that can make them interested in learning English in writing class. However, it was found that students' writing skills improving when using wizer.me. This is supported by the results of students' writing, where their language is better and has good creativity.

CONCLUSION

Based on the research findings, the overall results show that the use of wizer.me is unique, easy to use and there is a feedback given by the writer so that the students know where their mistakes are. This finding answered the writer problem about how is wizer.me used in stimulating students' motivation in writing descriptive text. Based on the presentation of the data above, most of the students said that by using wizer.me students' motivation in writing increased. The writer could see that the students' ability increases in writing descriptive text, this can be seen from the students' writing before using wizer.me and after using wizer.me in some aspects, such as: Correlation in content relates to each in writing descriptive text, good coherence of organization in writing descriptive text, improving the grammar in writing descriptive text, improving the vocabulary in writing descriptive text, good spelling and punctuation of mechanic in writing descriptive text, i0ncreasing the students' motivation in writing descriptive text, increasing the students willingness in writing and making the class more peaceful.

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