



THE USE OF WIZER.ME AS THE CLASS ASSIGNMENT ON
DESCRIPTIVE TEXT MATERIAL FOR SENIOR HIGH SCHOOL STUDENTS

BY

NUR LAILY

NPM. 22102073006



UNIVERSITAS ISLAM MALANG

GRADUATE PROGRAM

ENGLISH LANGUAGE TEACHING STUDY PROGRAM

2023

ABSTRAK

NurLaily, 2023, The Use of Wizer.Me as the Class Assignment on Descriptive Text Material for Senior High School Students. Skripsi, English Teaching Learning Program, Universitas Islam Malang. Pembimbing: Dr. Mutmainnah Mustofa, M.Pd

Kata Kunci: Wizer.Me, Writing, Deskriptif Teks

Globalisasi mempengaruhi dimensi yang berubah dengan cepat di setiap sektor kehidupan manusia, termasuk di lembaga pendidikan. Guru di banyak sekolah di seluruh dunia sekarang mengubah metode pengajaran konvensional mereka menjadi pengajaran baru yang ditingkatkan teknologi dengan memanfaatkan media pembelajaran online secara efektif untuk mendukung keterlibatan belajar siswa mereka. Hal ini menyadarkan bahwa pendidikan saat ini tidak dapat dipisahkan dari teknologi.

Dalam penelitian ini, peneliti memfokuskan pada penggunaan platform online dalam mengerjakan dan mengumpulkan tugas dalam mata pelajaran menulis, karena keterampilan menulis berbeda dengan keterampilan lain dalam proses pembelajaran bahasa Inggris. Menulis adalah keterampilan mengungkapkan ide melalui tulisan dan teks. Menulis dapat membantu kita untuk mempertahankan ide-ide kita setelah kita membaca informasinya. Menulis adalah menulis akademik, terutama keterampilan yang mudah. Yang terpenting adalah jika kita dapat membagikan pemikiran kita, ide kita, dan apa yang kita inginkan dalam bentuk selembar kertas, kita juga lebih mengingat apa yang kita pikirkan, dan apa yang kita inginkan dalam kata-kata karena kita telah menulis ide tersebut.

Dalam penelitian ini terdapat dua fokus penelitian. Yaitu bagaimana penggunaan wizer.me dalam mengerjakan tugas kelas pada materi teks deskriptif untuk siswa SMA Al-Djufri Blumbungan Pamekasan? dan apa kelebihan dan kekurangan dari wizer.me dalam mengerjakan tugas kelas pada materi teks deskriptif untuk siswa SMA di Al-Djufri Blumbungan Pamekasan?

Penelitian ini merupakan penelitian kualitatif dan menggunakan penelitian deskriptif. Lokasi penelitian ini di MA Al-Djufri Blumbungan Pamekasan. Alasan mengapa peneliti memilih lokasi ini karena peneliti mengetahui dari pengamatan bahwa di tempat ini ada kegiatan unik seperti membaca Al-Quran sebelum memulai studi. Peneliti disini menggunakan tiga prosedur dalam mengumpulkan data yaitu : observasi, wawancara, dan dokumen untuk mengumpulkan data di lokasi, sekolah ini tidak menggunakan bahan audio visual dalam proses pembelajarannya sehingga peneliti tidak memasukkan bahan audio visual. Prosedur. Analisis data dapat disimpulkan bahwa analisis data adalah proses menganalisis data untuk membuat data bermakna untuk membantu peneliti menjawab fokus penelitian. Dalam validitas data menggunakan instrumen adaptasi karena mengadaptasi instrumen membutuhkan perubahan yang lebih substansial daripada mengadopsi instrument.

Temuan penelitian penggunaan Wizer.Me, sesuai dengan apa yang telah dijelaskan oleh guru dalam wawancara. Peneliti menemukan informasi yang disampaikan oleh guru. Guru menggunakan platform wizer.me pada teks deskriptif untuk menarik perhatian siswa untuk belajar menulis. Guru juga menjelaskan bahwa untuk meningkatkan keterampilan menyimak siswa, guru membutuhkan media yang lebih menarik dan atraktif untuk menarik perhatian siswa. Guru juga menambahkan media yang atraktif dan menarik akan memudahkan penyampaian materi kepada siswa karena menarik perhatian siswa. Materi yang digunakan guru tidak membuat siswa mengalami kesulitan. Karena guru memberikan materi dengan menggunakan kalimat-kalimat sederhana dalam proses belajar mengajar. Kemudian guru memberikan beberapa materi sesuai dengan kemampuan siswa, misalnya: di kelas guru tidak menggunakan bahasa Indonesia tetapi dilatih menggunakan bahasa Inggris baik dalam menulis maupun keterampilan lainnya. Selain itu, guru yang menggunakan beberapa materi tidak menggunakan bahasa Inggris secara penuh dalam proses belajar mengajar karena tidak melakukan praktik.

Menurut Ibu Siti Ruaida sebagai seorang guru bahasa Inggris memiliki beberapa alasan untuk itu, menyatakan, “selain dari buku mereka dapat menerapkan banyak sumber dari untuk mengurangi kebosanan siswa di kelas selama belajar mengajar internet untuk siswa mencari materi yang dcondongkan”, misalnya siswa dapat mengakses dari e-ducasi.net dan siswa juga dapat mengakses website berupa Wizer untuk sharing atau kegiatan lainnya karena di Wizer kami memiliki akun grup kami khusus untuk pelajaran Bahasa Inggris”

Kegiatan utama yang dilakukan oleh siswa adalah: membuat deskripsi yang telah dijelaskan oleh guru tentang identifikasi, ciri-ciri, dll, dan keesokan harinya guru seperti biasa menyiapkan materi apa yang diberikan kepada siswanya, Guru mengantisipasi menggunakan beberapa media untuk mengajar menulis di kelas. Hal ini bertujuan untuk membuat siswa lebih menarik dan menikmati. Sebenarnya, diskusi yang efektif sangat baik untuk meningkatkan kemampuan menulis siswa.

Keterlibatan siswa merupakan hal yang sangat penting untuk menentukan keberhasilan pembelajaran. Partisipasi siswa dalam pembelajaran merupakan keterlibatan siswa dalam proses pembelajaran untuk mencapai suatu tujuan yaitu hasil belajar siswa memuaskan. kelebihan menggunakan Wizer.Me adalah waktu belajar yang fleksibel dan dapat diatur sendiri, memungkinkan kegiatan pembelajaran dilakukan dengan cepat seperti pembelajaran konvensional. Oleh karena itu, ini adalah salah satu solusinya

ABSTRACT

Nur Laily, 2023, The Use of Wizer.Me as the Class Assignment on Descriptive Text Material for Senior High School Students. Thesis, English Teaching Learning Program, University of Islamic Malang. Advisor: Dr. Mutmainnah Mustofa, M.Pd

Keywords: Wizer.Me, Writing, DescriptiveText

Globalization affects rapidly changing dimensions in every sector of human life, including in the education institution. Teachers in many schools around the world are now altering their conventional teaching method to the new emerging technology-enhanced teaching by utilizing online learning media effectively to support their students' learning engagement. This has brought to the realization that education is nowadays cannot be separated from technology.

In this study, researchers focused on the use of online platforms in working on and collecting assignments in writing subjects, because writing skills are different from other skills in the process of learning English. Writing is the skill of expressing ideas through writing and text. Writing can help us to retain our ideas after we have read the information. Writing is academic writing, especially an easy skill. The most important thing is if we can share our thoughts, our ideas, and what we want in the form of a piece of paper, we also better remember what we think, and what we want in words because we have written the idea.

In this research, there are two research focuses. They are how use wizer.me in doing class assignments on descriptive text material for student senior high school in Al-Djufri Blumbungan Pamekasan?, and what are the advantage and disadvantage from the wizer.me in doing class assignments on descriptive text material for student senior high school in Al-Djufri Blumbungan Pamekasan?

This research was qualitative research and used descriptive research. The location of this research was at MA Al-Djufri Blumbungan Pamekasan. The reason why the researcher choose this location because the researcher know from the observation that in this place here have activities unique as like reciting Al-Quran before start is the study. The researcher here uses three procedure in collecting the data they are: observation, interviews, and documents to collect the data in the location, this school does not use audio-visual materials in the learning process so that researchers do not include audio-visual materials procedures. Data analysis it can be inferred that data analysis is the process of analyzing the data to make the data meaningful to help the researcher answer the research focuses. In the data validity using adapt instrument because adapting an instrument requires more substantial changes than adopting an instrument

The research findings of the use Wizer.Me, according to what had been explained by the teacher in the interview. The researcher found the information that was delivered by the teacher. The teacher used wizer.me platform on the descriptive text to attract the student's attention to learn writing. The teacher also explained that to improve the students' listening skills, the teacher needs more interesting and attractive media to get the students' attention. The teacher also added that the attractive and interesting media would make it easier to deliver the material to the students because she got the students' attention. The material used by the teacher does not make students experience difficulties. Because the teacher provides material using simple sentences in the teaching and learning process. Then the teacher provides some material according to students' abilities, for example: in class, the teacher does not use Indonesian but is trained to use English both in writing and other skills. Also, the teachers using some of the materials did not use full English in the teaching and learning process because they did not practice.

"According to Mrs. Siti Ruaida as an English teacher had some reasons for that, stated, "besides from the book they could apply many sources from order to reduce students' boredom in class during teaching and learning internet to students the search for the material that was leaned," for example, the student can access from e-ducasi.net and students can also access the website in the form of a Wizer for sharing or other activities because in Wizer we have our group account specifically for English lessons"

The main activities done by the students are: making a description that has been explained by the teacher about identification, characteristics, etc, and the next day, the teacher as usual he prepared what the material was given to his students, The teacher was anticipated using some media to teach writing in class. This is aimed at making the student more interesting and enjoying. Actually, effective discussion is very good for improving student writing.

Student complicity constitutes a very important thing to determine the success of learning. Participation of students in constitute learning of engaging students in the learning process to reach a goal that the result of student study is satisfying. The advantages of using Wizer.Me are flexible and self-adjustable in study time, it allows learning activities to be carried out promptly like conventional learning. Therefore, it is one of the solutions for students who often face difficulties in determining the most appropriate study time for them, plus having to sort and choose the material they have to study. Does not require the necessity to be on time like a regular class. Disadvantages in using the website which can be taken into consideration and need to be anticipated in its development. The deficiencies of the website can be divided into six main categories, the technology, the facilitator, the administration and faculty, the student, the curriculum, and the online environment.

CHAPTER I

INTRODUCTION

This chapter describes the study's origins, its research difficulties, its research objectives, its significances, its scope, its limitations, and a glossary of essential words.

1.1 Background of the Study

The world of education is facing greater challenges in developing innovations in the form of learning applications that make it simpler for students to listen to learning materials at school and outside of school as technology in the educational sector develops and expands at an increasingly rapid rate. The usage of technology in education is undoubtedly highly beneficial for making the educational process more modern and progressive. As a result, many aspiring instructors must be able to use and operate current technology, including computers, the Internet, and other devices.

According to Ahmadi, (2007) essentially, education is a purposeful and intentional effort, also full of adult duty toward children, resulting in interactions between the two that continued until the child reaches the desired level of maturity. As a result, learning can take place anywhere and at any time. One indication that someone has learned something is a change in conduct, which may be brought on by an improvement in knowledge, skill, or attitude.

Foreign language classes are offered in English. English is frequently taught to students beginning with their basic education. Speaking, reading, writing, and grammar development are the four language abilities that students who are learning English focus on developing. Speaking and writing are productive skills, whereas listening, reading, and speaking are receptive skills. When teaching and learning English, all of the necessary abilities must be cultivated. The structured curriculum, which has proven to be a very effective method of choosing and organizing language objects, was the most durable use of structural linguistics—aside from the substitution table. Due to the structural language description's inherent simplicity, there are many aspects of language use that it cannot explain, in particular (Richard & Rogers, 1986).

The 2013 curriculum aims to produce students in Indonesia with superior abilities and personalities, for instance in terms of religion, creativity, productivity, innovation, and efficiency. These students will be able to act as students as well as citizens and will also be able to advance society, the nation, other countries, and global civilization. According to the 2013 curriculum, educators expect teachers to be creative and innovative so they may encourage pupils to think critically and analytically.

In the Indonesian education system, Students taking English classes need to be proficient in four skills. The four abilities are speaking, reading, writing, and listening. One of the things that students struggle to grasp is writing since they first need to become proficient in the use of language, syntax, and punctuation. Based on Oshima & Hogue (1999) states that writing, especially in terms of academic

writing is not easy so a continuous process of learning and practice is needed to develop writing skills.

In English, several types of text are needed to support students in learning. We refer to all forms of written text as genres. Studying several genres is crucial while learning to write. One of the most challenging abilities for some kids to master is writing. It is assumed that everybody who writes will be able to properly format their work. But in practice, it's still seen that a lot of pupils struggle with writing. Additionally, teaching writing skills can be challenging at times since they are complicated and call for knowledge of both grammatical strategies and theory as well as conceptual components and judgment (Heaton, 1995)

According to Faizah (2021), Language education is still evolving to take into account changes brought about by time as well as improvements and advancements in education in general. It is also evolving to improve or correct ineffective offerings to satisfy student learning needs. The use of technology in education has an impact on enhancing the learning process, making it more effective and efficient, and delivering knowledge, skills, and new experiences for both teachers and classroom settings. In order to raise the bar of education, technology is now being incorporated in systems, processes, and learning strategies. This is a new invention in the field of education.

Every area of human existence is impacted by the globalization, including the educational system, which is experiencing fast changing aspects. By effectively employing online learning media to assist their students' learning engagement, teachers in many schools around the world are currently changing their traditional

teaching methods to the new developing technology-enhanced teaching (Mustofa, 2020). This has made it clear that technology and education today are inextricably linked.

Teachers are expected to be able to come up with engaging ways to teach writing to their students. For students to find ideas and convey their thoughts in writing, teachers can use a variety of strategies or ways to pique their interest in writing. In Indonesia, junior and senior high schools require students to take English as a foreign language. Therefore, students' understanding of learning English, especially in terms of writing is very necessary.

A digital worksheet is an improvement on a printed worksheet that uses computer technology to convert it into a digital or electronic form. Worksheets for students are frequently utilized as instructional resources so that they can engage with the information being presented. Two things that sometimes become a challenge faced by teachers when giving assignments to students are: how to make assignments interesting and not boring, and assessment time to check student work. Many platforms then provide assignments that are integrated with the learning management system platform, one platform that has full features for making online and offline assignments is Wizer.Me. Many studies were conducted in this area. Ardian (2016), for example, problems were found regarding the successful delivery of messages in the learning process, this was caused by the students' low English proficiency. To overcome these problems, learning media that is effective, flexible and fun is needed, so that students are able to take part in learning well, in this case the mobile learning lets learn application. This study aims to find out how to

develop the lets learn application, and to find out whether the application of the lets learn application is effective in improving the English language skills of class X students, to determine the effectiveness of the application on students' English proficiency, a trial was conducted using the pre-experimental design – pretest-posttest one controlled group design method. Similarly Bulow, (2022) found that Wizer.Me is able to improve student learning outcomes in class VIII in Islamic Religion Subjects at SMP Yapim Manado, this study employs classroom action research (CAR), which employs II cycles with two meetings per cycle. Planning, doing, watching, and reflecting make up each cycle. The study participants were class VIII B students. The research object was Islamic religious education lessons using website-based learning media.

According to Mrs. Siti Ruaida a teacher of MA AL-DJUFRI, in the implementation of the 2013 curriculum, she said that “Three linked dimensions exist. They can't be kept apart. Planning, the teaching-learning process, and learning evaluation are these three. The planning will determine the teaching materials, the media, and the methodologies that will be applied during the teaching-learning process. In order to understand the outcomes of the teaching-learning process and student achievement, evaluation methodologies will be applied in this manner.” As a result, a teacher simply acts as a facilitator for students, focusing on each one's individual talents. Speaking, reading, listening, and writing are the four abilities that students need to master in order to learn English, and teachers must be aware of this because these skills have a significant impact on how well students learn the language”.

Because writing skills are distinct from other abilities in the process of learning English, researchers in this study concentrated on the use of online platforms in working on and collecting assignments in writing-related areas. Writing is the ability to communicate ideas through written language and text. Writing can assist us in remembering our thoughts after reading material. Writing is academic writing, especially an easy skill. The most important thing is if we can share our thoughts, our ideas, and what we want in the form of a piece of paper, we also better remember what we think, and what we want in words because we have written the idea.

In addition, writing is also a good activity that requires students to have abilities such as mastery of vocabulary, grammar, and mechanics. Writing is a thought process, a transaction in words followed by physical action. Requires practice to communicate and make contact from the writer to the reader, students can find out information from reading something and can put it in written form so that students can master writing something, such as explaining something, compiling something, and so on. Report something and announce something related to the word that students have in improving writing skills in the thinking process occurs.

Currently, there is an English lesson, namely writing skills to improve students' skills in writing texts, therefore, teachers are expected to have students practice writing a lot. We all understand that writing demands good and thorough information, and it's not as simple as you might assume. Consider how well-written words, phrases, and paragraphs are produced by pupils all at once.

To find out whether the use of Wizer.Me is appropriate to implement, the next step is to discuss and present the results of previous studies in an objective-rational manner. Some students admitted that they still struggled with text writing. According to them, there are issues with language, topic, vocabulary, mechanics, etc., which cause pupils to lose interest and grow bored while learning. The author employs a qualitative descriptive text to fulfill the goals of this study. The data was gathered from a student in the tenth grade at Doloksanggul Private High School. This investigation seeks to determine whether wizer.me, as a platform, can encourage students' motivation to write descriptive prose (Simanjuntak, 2022). As for using Wizer.Me, it also helps learners attain worthwhile learning goals. The government did, however, adopt a strategy to restrict the spread of the Covid-19 virus as a result of the Covid-19 pandemic that started in early 2020. That way researchers want to develop a digital-based learning tool. The learning tool used is teaching materials in the form of LKPD. Researchers use the Wizer.Me service to develop student work sheet in English (Kumalasari, 2021). In conducting this research, researchers used a type of development or research and development (RND) utilizing the analysis, design, development, implementation, and evaluation (ADDIE) paradigm's five stages. The purpose of this study is to develop scientific worksheets using the Wizer.For fourth-graders in elementary schools who have solid, beneficial, and impressive credentials, I have developed a website with materials on alternative energy.

Previous studies focus more employing Wizer.Me is distinctive and easy to use, and the author offers feedback to let the pupils know when they made mistakes. The final outcomes provide as proof of this. The writer's conundrum about Wizer was resolved by this finding. I used it to encourage students to write descriptive prose. The majority of students stated using Wizer, according to the presentation of the data above. Me gave them more inspiration to write. Writing by the pupil both before and after using Wizer. The writer was able to note that the students' ability to write descriptive text has improved in several areas, such as correlation in content relating to each writing descriptive text and high coherence of structure, in previous studies, the only focus was on the series of stages that researchers had gone through in developing science worksheets assisted by the Wizer.Me website, it can be concluded that the product developed is declared fit for use with qualifications, natural science LKPD assisted by the Wizer.Me website is very practical to use as teaching material for science subjects on alternative energy material for grade IV elementary schools. So this might not be appropriate due to school factors or different levels of equivalence, or maybe students who get learn from the teacher are different in their delivery

The worksheets are supposed to be used as a tool for teaching and learning by the pupils. Many educators, let alone those who create the worksheets for the kids, must pay close attention to a variety of factors. But in reality, the school, in this case, MA Al-Djufri it is recommended to do assignments on a website in their class because this is the first time this school has used a website in working on or collecting assignments, which usually uses paper or books which are usually

collected by manual, but now with the development of school technology tools, they put them to good use and benefit, this is only done when learning to write in descriptive text material

1.2 Research Problems

Part of research without it the researcher can't determine what have been observed and the source of data related to the research problem, the researcher gives two questions as follows:

1. How to use Wizer.Me in doing class assignments on descriptive text material for students in senior high school in Al-Djufri Blumbungan Pamekasan?
2. What are the advantage and disadvantages of the wizer.me in doing class assignments on descriptive text material for students in senior high school in Al-Djufri Blumbungan Pamekasan?

1.3 Research Objectives

A research aim is a statement of the study's purpose that identifies the precise objectives the researcher hopes to accomplish during the investigation. This indicates that the research objective is outlining the goals in light of the challenges the researcher has created. The purpose of this is to address the following research issues, which also serve as the study's primary issue:

1. To describe the Wizer.Me in doing class assignments on descriptive text materials for student senior high school in Al-Djufri Blumbungan Pamekasan?

2. To describe the advantage and disadvantages of the Wizer.Me in doing class assignments on descriptive text material for students senior high school in Al-Djufri Blumbungan Pamekasan?

1.4 Significance of the Study

The study's significance is a probability level that expresses your willingness to assume the greatest possible risk that any detected differences are the result of chance. This is the next important thing after the research objective that can be researched, and the research focuses can be answered accurately. Commonly, there are two kinds of significance of the research, those are: a) theoretically, and b) practically.

a. Theoretically

The researcher expects that by conducting this study, we will learn more and that it will benefit the teaching-learning process, especially in the use of the Wizer.Me in doing class assignments on descriptive text material for Al-Djufri Blumbungan Pamekasan high school students

b. Practically

a. For the Researcher

The results of this study are knowledge and experience to practice knowledge or information related to the Wizer.Me in doing class assignments on descriptive text material for MA Al-Djufri Blumbungan Pamekasan students themselves. And also researchers know more about explanatory texts and find out the results of descriptions made by students in the Wizer.Me and an interesting atmosphere for students that can be used

by an English teacher in the teaching and learning process and add new experiences in the teaching and learning process to become a good teacher.

b. For the Reader

The results of this study are to find out the knowledge of using the Wizer.Me, readers have to understand what is the explanation of the text itself, and the contents of the explanation text itself and can increase vocabulary related to the explanatory text itself.

c. For English teacher

The researcher expects that teachers will be able to use this research study to help students complete class projects using descriptive language utilizing the Wizer.Me platform. Teachers of English can also employ techniques like the direct method. Teachers were more diligent in checking student writing after reading this study. Thus, educators might develop fresh approaches to enhance texts and support educators in resolving students' problems. Teachers must also be aware of communication with students who have a lot of vocabulary and enjoy talking with students so that the learning process can be easier for English teachers.

d. For the students

The student gets many vocabularies by using the Wizer.Me platform in doing class assignments on descriptive text material because the students automatically have to study and write directly when the students practice making the text namely explanation text so the students have carefully in making the text, and the students are thinking hard, the students have

mastered in using question word, especially in using how/why because in explanation text here is to say how/why the phenomenon happens.

1.5 Scope and Limitation of Research

Based on the other resource, scope, and limitation can be defined as the area of the independent and dependent variable which is investigated, population, and location. Scope focuses on using the Wizer.Me

The limitation is the act of limiting or controlling, a rule, or fact that limits. (Oxford, 2008) the limitation of the study is using the Wizer.Me in doing class assignments on descriptive text material for students in senior high school in Al-Djufri Blumbungan Pamekasan

1.6 Definition of Key Terms

1. Wizer.Me

In general the use of the Wizer.Me is an act of teacher effort to get the main goal in the teaching and learning process

2. Writing

Writing is one of the language skills which needs more practice. It is a complex and time-consuming process. We can learn to speak naturally, on the other hand, writing is culturally specific, we learn to write if we are members of a literate society, and usually only if someone teaches us.

3. Descriptive text

Descriptive text is concluded that descriptive text is identical to outlining the traits of something. Descriptive text is one type of text that aims to picture or describe a person, object, places

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this study. These suggestions are recommended to English teachers, to students and also to other researchers. Here is a brief description of them.

6.1 Conclusion

The researcher came to the conclusion that the use of the Wizer.Me website for gathering assignments was in the form of descriptive text based on the data collection and discussion in the previous chapter, namely in the form of a questionnaire and making a paragraph about descriptive text, while the generic structure in the identification was in the form of animals, people, places and things.

The application of the teacher in class is to discuss together about descriptive text by describing an image that the teacher gives to students, then the teacher instructs students to make descriptive text also by reading it one by one to the front of the class. In the next application, the teacher invites students to identify the general structure and language qualities after providing the findings of the teacher's description. For those who have finished, the teacher asks for the assignment to be uploaded on the website that the teacher uses as usual.

The next day the teacher starts the discussion again about the assignment given by correcting it with one class. Then the third teacher the strategy used by the teacher is very appropriate for second grade students, because students are more active in speaking in class. Discussion is an effective strategy to implement, because

some students really want to ask what they don't know in the learning process. The researcher made several notes and conclusions about the application of the teacher used in collecting assignments during the teaching and learning process. Students may not have some difficulty using the websites on the Wizer.Me platform. That is, based on several strategies used by the teacher in collecting assignments, this is the most appropriate strategy in teaching writing and is more practical.

6.2 Suggestion

Because English learning activities need to be able to help students feel at ease and like learning, the researchers offered ideas for English teachers, students, and other researchers after conducting the research and analyzing the data. Additionally, some teachers are inventive while planning class activities. There are suggestions for using the wizer.me on descriptive text material for senior high school students in MA Al-Djufri Blumbungan Pamekasan

6.2.1 For Teachers

- a. The teacher must create a good situation in the teaching and learning process. Teachers do not forget to explain instructions and rules easily and understandably. This is very important in learning to teach properly.
- b. Teachers should not use foreign words to prevent students' struggles with learning English during the teaching and learning process, especially when writing is involved.
- c. English teacher in particular, things are suggested to use student worksheets that have been developed to improve students' writing skills,

as well as help students achieve learning objectives, especially in terms of writing descriptive text. If students actively engage in the teaching and learning process, the student worksheet design will be successful. Students then require homework to develop their higher-order thinking abilities.

6.2.2 For School

Schools should provide a more interesting picture as a medium for developing students' abilities in learning English. With this media students will have full motivation to learn English.

6.2.3 For Researchers

Apart from that, by giving some suggestions to teachers and schools the writer tries to give some suggestions to the next researcher to do the same strategy with other respondents to find out the advantages in that place. Furthermore, other researchers may implement different skills, speaking, listening, and reading, for example. Additionally, you can create worksheets for students that integrate speaking, listening, and other English language abilities. So that students' abilities are also honed in other English skills

a. For the school

School should give more interesting picture as a media to improve the student's capacity for learning English. By this media the student will have full motivation to learn English.

b. For the researcher

Besides, by giving some suggestions to teacher and school the author makes an effort to offer advice to the following researcher on how to conduct a similar study. With other respondents to find out the advantages in that place. Furthermore, other researchers can implement different skills, such as: writing, listening, and reading.



REFERENCES

- Ahmadi, A., & Uhbiati, N. (2007). *Ilmu Pendidikan*. Jakarta: PT Rineka Cipt. 67-69 <https://opac.perpusnas.go.id>
- Aisyah, S., & Haryudin, A. (2020). *Instructional Media Used in Teaching English. PROJECT*. (Professional Journal of English Education). 737-738
DOI: 10.22460/project.v3i6.p737-742
- Ardian, R. (2016). *Pengembangan Aplikasi Mobile Learning Let's Learn Menggunakan Android Terhadap Kecakapan Berbahasa Inggris Materi Descriptive Text Pada Siswa Kelas X di Sma Negeri 1 Bawang*. Under Graduates thesis. Universitas Negeri Semarang. 12-40
<http://lib.unnes.ac.id/id/eprint/28410>
- Azizah, S. (2013). *Writing III the Process of Writing an Essay*. Pena Salsabila.
<http://etheses.iainmadura.ac.id>
- Balance, A. F. (2021). *Assessment Practices in the Diverse Class Setting. Superdiversity and Teacher Education: Supporting Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities*. <https://doi.org/10.4324/9781003038887>
- Bulow, N. (2022). *Penggunaan Media Pembelajaran Berbasis Website Pada Mata Pelajaran Agama Islam Di Smp Yapim Manado*. Diploma thesis, IAIN MANADO.56-57. <http://repository.iain-manado.ac.id/id/eprint/115>
- B, Heaton. (1995). *Writing English Language Test*. (New York: Longman Group) <https://octovany.files.wordpress.com/2013/12/ok-writing-english-language-tests-j-b-heaton.pdf>

- Carrel, J. A. (2001). *Writing and Grammar Communication and Action*. America: Prentice Hall.
- Creswell, J. W. (2012). *Educational Research Fourth Edition*. Boston: Pearson Education.
- Dewi, D. (2022). *Pengembangan E-LKPD Interaktif Berbantuan WIZER.ME Untuk Meningkatkan Kemampuan Spasial Matematis Siswa*. Sarjana Thesis, UIN Sunan Gunung Djati Bandung. <https://etheses.uinsgd.ac.id/59181/>
- Djuharie, O. S. (2007). *Genre*. Bandung: Yrama Widya. <https://onesearch.id>
- Donald, A. (2010). *Introduction to Research in Education Eighth Edition*. (Belmont, CA: Wadsworth. <https://www.modares.ac.ir>
- Donohue, C., & Schomburg, R. (2015). *Teaching With Technology: Preparing Early Childhood Educators for Digital Age*. In Donohue, C(Ed), *Technology and Digital Media in the Early Years*. Washington. DC. Taylor and Francis
- Faizah, M., Mustofa, M., Hasanah, N., Dzulfikri., & sRafiki, I. (2021). *Investigating EFL Students Perception in Reading Comprehension Through Google Classroom*. *Jurnal Reflektika*, Vol 16, No 02. 352-353. DOI: [10.28944/reflektika.v16i2.531](https://doi.org/10.28944/reflektika.v16i2.531)
- Given, M. Lisa. (2008). *The Sage Encyclopedia Of Qualitative Research Method*. Los Angeles: Sage Publications. 573-576. ISBN: 1412941636
- Gerot, L., & Wignell, P. (1994). *Making sense of language*. Cetak Ulang: Gerd Stabler <https://onesearch.id/Record/IOS3189.slims-1615?widget=1>
- <https://www.edoemedia.com/2021/04/wizerme-sebuah-platform-lembar-kerja.html?m=1>

<https://www.kompasiana.com/bagus52366/63689b564addee6a971efe82/wizer-me-platform-pembelajaran-interaktif-di-era-digital>

Indraswati, D. (2023). *The Effectiveness of Interactive Worksheet Making Training with Wizer.Me to Optimize Learning at SDN 26 Mataram*. Journal on Education. Volume 05, No. 04, Mei-Agustus 2023, pp. 14615-14624. <https://doi.org/10.31004/joe.v5i4.2517>

Jacobs, G. (2008). *We Learn What We Do: Developing a Repertoire of Eriting Practices in an Instan Messaging World*. Journal of Adolescent&Adult Literacy. Doi:10.1598 <https://www.jstor.org/stable/30250083>

Moleong, J. L. (2011). *Metodelogi Penelitian Kualitatif Edisi Revisi*. Bandung : PT. Remaja Rosdakarya

Kumalasari, O. D. (2021). *Pengembangan Lembar Kerja Peserta Didik Ilmu Pengetahuan Alam Berbantu Website Wizer.me Materi Energi Alternatif Kelas IV Sekolah Dasar*. J PGSD. Volume 9 Nomor 07. <https://doi.org/10.36989/didaktik.v9i2.995>

Miles, B. M., & Huberman, M. A. (1994). *Qualitative Data Analysis*. Second Edition California: Sage Publications. 182-185.

<https://vivauniversity.files.wordpress.com/>

Mukarto. (2007). *English on the sky SMP book*. VII. Jakarta, ID: Erlangga.

Mustofa, M. (2020). *Islamic Character Educatin in E-Learning: How Should it be Implemented?. Jurnal Sains Sosio Huainora*

- Nasrullah, R., Mustofa, M., Karimullah, I, W., & Putra, S, P. (2022), *Call Integration in English Language Teaching Into Offline and Online Classes*. BIRCI-Journal. Vol 5, no 3 UNISMA. <https://doi.org/10.33258/birci.v5i3.6823>
- Nasution, E. (2020). *Developing Digital Worksheet by Using Wizer.Me for Teaching Listening Skill to the Tenth Grade Students in Smk Negeri 7 Medan*. Jurnal of ETL: Vol, 9 No 1. 2-4. <https://doi.org/10.24114/tj.v9i1.19959>
- Oshima, A. H. (2007). *Introduction to Academic Writing*. New York: Longman
- Oxford Learners Pocket Dictionary. (2008). New York: Oxford University Press
- Rahmadani, E. (2021). *Pengembangan Lembar Kerja Siswa Interaktif Menulis Deskriptive Text Menggunakan Media Wizer dalam Mempromosikan Higher Order Thinking Skills (HOTS) untuk Siswa Kelas 8 Di MTSN 2 Medan*, BAHAS: Volume 32 Nomor 1. P, 33-35. DOI: [10.24114/bhs.v32i1.25442](https://doi.org/10.24114/bhs.v32i1.25442)
- Richard & Rogers. (1986). *Approach and Methods in Language Teaching* (New York: Cambridge University Press. <https://www.scirp.org/%28S%28351jmbntvnsjt1aadkposzje%29%29/referen ce/referencpapers.aspx?referenceid=2286970>
- Simanjuntak, M. (2022). *The Use of Wizer.me as a Media to Stimulate Students' Motivation in Writing Descriptive Text in SMA Swasta HKBP Doloksanggul*. Jurnal Kewarganegaraan Vol. 6 No. 3 Oktober. 9-12. <https://doi.org/10.31316/jk.v6i3.3909>

Shalihah, M., Dzulfikri., & Mustofa, M. (2022). *Analyzing Higher Order Thinkings Skills (HOTS) Questions of Reading Essay Task in Senior High School English Textbook*. Vol. 11, No. 1, UNISMA.

<https://doi.org/10.24815/eej.v13i1.23956>

Sudarwati, Th, M., & Grace, E. (2007). *Look a Head an English Course 1; for Senior High School Students Year X*. Jakarta: Erlangga. ISBN: 04-01-576-3

Suharsimi, A. (2010). *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Revisi Yogyakarta: Rineka Cipta <https://opac.perpusnas.go.id>

Sugiyono, (2012). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Penerbit alfa beta

Sobri, M. (2022). *Pelatihan Pembuatan Worksheet Interaktif Dengan Wizer.Me Untuk Mengoptimalkan Pembelajaran Di Sd Negeri 26 Mataram*. Vol. 4, No. 2. DOI: 10.29303/jwd.v4i2. 189.

Tompkins, G. E. (1994). *Teaching Writing: Balancing Process and Product*. Merrill: University of Virginia. P.05. <https://www.worldcat.org/title/making-sense-of-functional-grammar/oclc/795990767>