

CHAPTER I

INTRODUCTION

1.1 The Background of the study

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.

Writing is a form of indirect communication. Through writing, a person can convey messages, ideas, concepts. 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

Nama : kristina Simanullang
kelas : X IPS

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 fair 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 .

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. 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.

Based on explanation above, the writer is interested to use media wizer.me that can help the first grade of SMA Swata HKBP Doloksanggul to stimulate their motivation in writing descriptive skills. The researcher tried to do qualitative descriptive research with the title "The use of wizer.me as a media to stimulate students' motivation in writing descriptive text in SMA Swasta HKBP Doloksanggul."

1.2. The Problem of the study

Every study has its limits. The writer must limit the discussion to restrictions pertaining to the research subject at hand. The study's issue is stated as follows in light of the background: "How can wizer.me stimulate students' motivation in writing descriptive text at SMA Swasta HKBP Doloksanggul?"

1.3 The Objective of the study

This study aims to know the use of wizer.me as a media to stimulate students' motivation in writing descriptive text. To increase the motivation students based on the problems outlined in the background. As a result, it is believed that by using the wizer.me media, students will be able to increase their knowledge and and their motivation in writing descriptive text, mainly when composing descriptive prose.

1.4 The Scope of the study

This study will focus on the tenth grade at SMA Swasta HKBP Doloksanggul, X IPS in mastering descriptive text writing and the media is used in teaching learning process focusing on wizer.me

1.5 The Significances of the study

The study is expected to be helpful in terms theoretically and practically, and it will describe as follow

1.5.1 Theoretically Significances

This study can be a new insight into the theory of writing descriptive text and give new information in learning about writing descriptive text

1.5.2 Practically Significances

The result of this study is expected to be useful for students, English teachers, and the next researcher. Describe as follows:

1. For a teacher, it can increase insight about wizer.me especially in writing descriptive text and can create a new perspective on evaluation English.
2. For students, this research can provide a challenge to work on problems in a new form, but can still measure cognitive abilities for students.
3. For readers, this research can get information about preliminary research relate to wizer.me.

1.6 Key Terms of the Study

Key Terms are very important in conducting research so that readers do not misunderstand. So, there are several terms used in this study that must be defined and classified by the research

1. Wizer.me

Wizer.me is one of the most fully featured platforms for making assignment online. In this feature, teachers can search for worksheet that have been made by other teacher, which of course will save time in making assignment. The visual appeal of Wizer.me worksheets encourages kids to learn more and spend more time carefully interacting.

2. Motivation

Students motivation are students' tendency, enthusiasm, and interest in writing and writing activities – such as essays, stories, short responses, and reports are referred to as writing motivation.

3. Writing

This type of activity involves creating information, ideas, or significant concept about anything that is implied in a medium, such as books, paper, or other forms of communication. As a result, Writing is a non-audible yet visible communication instrument that can express what one person thinks to another.

4. Descriptive text

The descriptive text goes into great detail about a person, an animal, or an object. According to Adele (2002) descriptive Writing uses specific details about people, locations, objects, events, or ideas. This is further confirmed by (Hyland, 2004) which states that descriptive text describes an event that is factual to the reader.

CHAPTER II

REVIEW OF LITERATURE

2.1 Wizer.me

2.1.1 The Definition of Wizer.me

According to Nasution (2020:3) Wizer.me is a website that enables teachers to make interactive worksheets for their students. Wizer.me interactive worksheets will allow teachers to easily create a social and gamified learning experience for their students and provide immediate feedback and encouragement to both teachers and parents.

Kaliappen et al., (2021:19) 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.

Wizer.me is one of the most fully featured platforms for making assignment online. In this feature, teachers can search for worksheet that have been made by other teacher, which of course will save time in making assignment. The visual appeal of Wizer.me worksheets encourages kids to learn more and spend more time carefully interacting. Wizer.me worksheets are fantastic, and teachers can choose from a variety of backgrounds and themes. I'll be able to use Wizer.me to add rich media to the mixed worksheet (video, audio, images). Videos can engross the mind, allowing it to learn or practice new skills or do fancy creative undertakings. Wizer.me also saves time by automatically verifying and grading assignments, or by reviewing each one individually to provide more

personalized feedback. In the classroom, the students could undertake customized teaching and learning. Every time, the teacher could see how much the pupils enjoyed conducting these activities in class.

2.1.2 The Use of Wizer.me

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

According to Nasution (2020:4) 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 will be instantly logged in and prepared to begin working on the worksheet.

1. Students' go-to app.wizer.me by link code that will share by teacher, after that student's will enter and join an email. Than students will automatically join the task worksheet that will provide by the teacher.
2. If the teacher has put it up, students can receive immediate feedback after finishing an assignment. Otherwise, Wizer.me will grade some items for the instructor automatically, and the teacher will have the option to offer student feedback once the assessment is completed.

2.1.3 The Function Wizer.me as a Media in Teaching

Full-time (day) and correspondence (distance) schooling can benefit from interactive multimedia worksheets. Worksheets are helpful for students' solo work and in the classroom. Furthermore, wizer.me can use to educate at many stages of

a lesson, such as activation of basic knowledge, presentation and consolidation of new content, and control of the achieved outcomes, among other things. Each student's wizer.me can customize me page, or it can be the same for all students in a group. A worksheet's interactive tasks allow for the immediate application of theoretical information. They can successfully supplement and illustrate the instructional material presented in the classroom, resulting in more effective assimilation of complex concepts.

One of the most significant benefits of wizer.me is the ability to undertake current and final control and formative assessment. Worksheets allow students to process instructional content at their own pace and in the required sequence, ensuring freedom of choice and respect for each student's unique abilities and skills and aligning with the concepts of personality-oriented teaching. A teacher should consider that various students require varying amounts of time to respond appropriately (secondary school kids are frequently told, "Faster, faster...", but this harms performance). It is a well-known truth that receiving feedback from students throughout learning activities and checking their understanding is critical. Written feedback has a delayed effect because a teacher can only review students' work after classes, and thus they can only repair their mistakes during the next session (there's a reason why people say "a stitch in time saves nine"). On the other hand, an oral inquiry is not always practical in the classroom because the audience is enormous, and some students may be hesitant to speak up.

2.1.4 The Advantages and Disadvantages of Wizer.me

In using wizer.me as one of the learning media, it certainly has advantages and disadvantages, especially if the supporting facilities owned by students are inadequate. Therefore, the writer concludes some of the advantages and disadvantages of using wizer.me media as a learning medium.

2.1.4.1 The Advantages of wizer.me

There are some the advantages of using wizer.me, they are:

1. User Interface (UI) or platform display

The wizer.me platform is dynamic, but it still has a simple aesthetic. The menu arrangement for accessing the available functions is also clearly recognizable, making it simple to use even for new users.

2. Features that support the assignment process

Wizer.me offers a variety of functions, one of which is a worksheet. This feature allows the user to access the worksheets that he or she has produced. The worksheet tool is one of wizer.me most unique features, since it allows teachers to generate questions by uploading a pre-existing question file rather than having to retype the question. This will, of course, save the teacher's typing time.

2.1.4.2 The Disadvantages of wizer.me

There are some the disadvantages of using wizer.me, they are:

1. Although it looks pretty, it's not always easy to find the worksheet you want. Lots of scrolling, lots of clicks. From a student perspective it's even worse, with just a list of all assigned worksheets with no real way to organize them.

2. When you connecting to Google Classroom will require a paid account (along with other features).

2.2 Motivation of the Students

Students motivation are students' tendency, enthusiasm, and interest in writing and writing activities – such as essays, stories, short responses, and reports are referred to as writing motivation. (Andrew,2016:23) While students may participate in various writing assignments depending on their subject area, their ability to write a creative story in English and a detailed report in science (for example) is influenced by the attitudes, behaviors, and emotions associated with writing and writing tasks. The writing behaviors and strategies resulting from their writing motivation are called engagement.

Motivation is the urge that drives people toward their objectives. Intrinsic and extrinsic motivation are the two different types. The expression is most frequently used to explain human conduct, but it can also be used to describe the causes of animal behavior. This article discusses human motivation. Numerous perspectives suggest that motivation may be explained by less obvious incentives including sympathy, egoism, morality, or escaping mortality. It may have its roots in a core motivation to lessen pain and increase pleasure. Additionally, it can be linked to more oblique factors like compassion, selfishness, morality, or religion as well as to concrete needs like eating and sleeping, a desired object, purpose, state of being, or an ideal. Motivation should not be mistaken with either optimism or volition conceptually. Although they are not the same, emotion and motivation are related.

2.2.1 The Factor of students' Motivation

According to Richard and Edward (2000), the most fundamental distinction is that extrinsic motivation relates to doing something in order to achieve a separate end, while intrinsic motivation refers to doing something because it is naturally fascinating or enjoyable. This indicates that intrinsic motivation has something to do with students' interest in or desire for studying. Extrinsic motivation, on the other hand, is connected to a goal or success. Learning a second language is influenced or guided by both intrinsic and extrinsic motivation. The two types of motivation are intrinsic motivation and extrinsic motivation, according to Ryan and Deci (2000).

2.2.1.1 Intrinsic Motivation

One sort of personal learning motivation is intrinsic motivation, which is defined as a drive to learn something that originates from inside. Intrinsic motivation, on the other hand, is. According to Gardner (1982), intrinsic motivation is thought to consist of three components. They are desire, effort, and attitude. Although not the only type of motivation or even of volitional behavior, intrinsic motivation is a common and significant one. Harmer (2001) asserts that intrinsic motivation, in contrast, derives from within the person and may be spurred on by a desire to improve one's own well-being or by the enjoyment of the learning process. A popular definition of intrinsic motivation is interest in the learning task being completed. It is believed that intrinsic motivation is a desirable or advantageous type of motivation. One could argue that learning English for pleasure, enjoyment, or challenge is intrinsically motivated by a person's drive and curiosity. As a result, someone may be inspired by a desire to improve

someone else's mood or by the excitement of learning itself. There are a number of aspects that affect students' intrinsic motivation after learning various definitions of it (Sari, 2021), including:

1. Self - Desire

This element demonstrates that pupils think they behave on their own initiative and not in order to receive a gift or reward. Intrinsic interest and internal motivation are strongly related. Thus, motivation is a result of both need and interest. Interest is a suitable motivating factor because, according to Pintrich and Schunk (2002), it is linked to greater cognitive engagement, more learning, and higher levels of accomplishment in students. If learning is accompanied by interests and desires, it will proceed smoothly. Students, for instance, study out of their own free will, and the outcomes are better because they are self-generated.

2. Satisfaction

When someone achieves their goal or receives the reward for their efforts, they feel satisfied. As a result, a person will feel more satisfied with his success. Achieving something is an added bonus to the work that pupils have already done. Students don't initially expect anything in return, but success brings the knowledge that they are headed in the correct direction.

3. Challenge/Competition

Competition can be used to motivate pupils and enhance their academic progress. According to studies, people are more likely to choose difficult tasks when they are driven by internal motivation than when they are driven by the desire for external rewards. Competition should be utilized with caution and

according to the emotional state of the pupils because it might engender unpleasant emotions like resentment and jealousy.

4. Good Habit

Since there is no need for justification to practice developing excellent habits, intrinsic motivation is more likely to aid students in doing so. Students who finish their assignments can develop good habits. The significance of completing the assignment effectively must be conveyed to the students. Viau (1999) asserts that given the objectives being sought, students' perceptions of the usefulness or degree of interest they derive from a specific task. It is obvious that how students understand assignments determines how valuable they believe the task to be. Students raise their sense of responsibility and overall interest in the work since they don't want to waste time on things that are pointless or unimportant. Self-motivation will therefore promote healthy behaviours.

2.2.1.2 Extrinsic Motivation

Extrinsic motivation, on the other hand, is defined as motivation from incentives or other variables unrelated to the work. Extrinsic motivation, according to Harmer (2001), is brought on by external variables like the need to pass a test, receive compensation, or go on a future trip. Extrinsic motivation is typically thought of as a less effective or less desirable type of motivation. From the previous reasoning, it can be inferred that extrinsic motivation can result from a variety of external causes or originates from outside the person, whether it be for incentives or grades. For instance: the requirement to pass an exam, the desire for financial gain, or the potential for advancement in level. According to Sari (2021), reward and punishment are the two factors that affect extrinsic motivation.

1. Teacher, Parents, and Environment

Teacher a factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate and support the students in learning activity. Parents a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. Environment outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

2. Reward

Lefrancois (2000) defined a reward as an item, stimulus, event, or result that is thought to be pleasurable and hence has the potential to be reinforcing. When they receive a reward, students are more likely to learn or finish a task. For instance, students study English in order to improve their test scores.

3. Punishment

As a result of conduct, punishment entails either the presentation of an unpleasant stimulus or the withdrawal of a pleasurable stimulus (Lefrancois, 2000). For instance, students study English because they are worried about failing the subject and receiving poor grades from their teachers.

2.3 Writing Skill

This type of activity involves creating information, ideas, or significant concept about anything that is implied in a medium, such as books, paper, or other forms of communication. As a result, Writing is a non-audible yet visible communication instrument that can express what one person thinks to another.

Fitri (2017) said that writing is the production of speech, which involves the development of picture symbols. This illustrates how Writing is incorporated into communication. There are numerous writing symbols in this age, such as " (colon and closing brackets represent grin), which can be used to send a smile symbol to someone through Writing.

Meanwhile Harmer (2004) said it has always been an afterthought in the English curriculum. The importance of Writing varies depending on the learning and teaching contexts. Writing is often effective as instruction for various tasks, mainly when college students create sentences to fill in the gaps between dialogue activities.

Writing is separated into two types of action, according to Nunan (2005) mental and physical. Mentally writing is a career that entails generating thoughts and being able to convey them. On the other hand, physical Writing is the act of putting words of argument and even concepts into Writing. Writing a text necessitates a large number of ideas. Therefore the writer gathers them through comprehensive observations, participant interviews, and analysis.

According to Harmer (2004) Writing is similar to speaking in terms of communication, except for the academic aspect. This indicates that Writing is essential not only in the classroom but also in everyday life, such as when

interacting with others. Based on the above rationale, the inscription is not only a tool of communication but also a crucial lesson for students to develop their creativity.

As a result of the preceding information, it is now clear that Writing is a process of gathering ideas and opinions carved and put into characters to provide information to the reader. It seeks to build confidence in expressing thoughts in Writing by being written correctly and in easy-to-understand language.

2.3.1 The Purpose of Writing

Practical writing seeks to convey a precise, direct, and unambiguous message to a specified audience rather than being instructive or inventive (Abdallah, 2014). It entails, among other things, drafting instructions, official letters, notes, invites, adverts, and reports. Writing can also invite people, give advice, and much more. This can involve various things, such as a lesson or a real-life event. For example, they could explain or talk about what they witnessed or even give instructions on how to construct items.

In other hand, according to Mohamad Yunus and Suparno in Novidar (2017) said that there are 4 purposes of writing, namely:

1. Improve your intelligence. This cannot be ignored, as Writing is one of the masters of the mind, allowing us to put our thoughts or ideas on paper. We like to memorize what we see or read by Writing, which influences when the teacher dictates.
2. Increase your ability to take the initiative and be creative. Writing is one of the tasks that require planning. Before Writing, students engage in analyzing, interviewing, and reading to encourage them to think creatively.

3. Develop courage. Indonesia is a country where people are free to express themselves. However, nowadays, we can write down our thoughts. Its goal is to boost one's bravery to speak up.
4. Encourage the willingness and ability to gather data. Students are expected to undertake various activities to generate ideas in this example. Interviews, analysis, and other similar activities are examples.

2.3.2 Teaching Writing

Students must be required to write in diverse texts, according to Ministry of Education and Culture regulations no. 22 and 23 from 2006. It can help kids think creatively in addition to teaching writing skills. On the other hand, Writing is still regarded as a language competence that our country lacks. Writing is one of the rawest talents in English. To put it another way, pupils must acquire the talent of Writing.

Teachers must figure out the ideal technique to teach this ability to students so that they may comprehend and master it. Students will be less interested in virtual learning sessions if the teacher exclusively transmits information orally. The fundamental ingredient for integrating the ever-evolving curriculum is creative teachers. Teachers, schools, and students all benefit from virtual classrooms. Teachers can use Google Meet or Zoom to provide a space for students to meet. A share screen option has been added to this program. Before beginning the lesson, we can show the power points that we have prepared.

Teachers are allowed the freedom to utilize Microsoft Word and PowerPoint Giles (2009) Teachers can use computer presentation software such as Microsoft PowerPoint to integrate topics. Furthermore, a slide presentation is a

visual format in which a teacher can employ voice, video, graphics, and even images to impart learning during teaching and learning activities (Asyhar, 2012). The writer explains that, in addition to making it easier for junior high school students to understand Writing, the teacher's use of power-point to display graphics piqued their interest in virtual learning.

Teaching writing is the ability of a teacher to communicate and fascinate pupils so that they can express themselves in Writing until they understand the grammatical structure and memorize an extensive vocabulary. Teachers can utilize PowerPoint as teaching material in this digital era, as this application can display images, sounds, videos, graphics, and more. Because of the illustrated teaching approach that follows their generation, students will feel at ease and won't get bored quickly.

2.3.3 The Writing Process

There are two processes in Writing, according to Hyland (2004:18) A writer must go through various steps to produce excellent and proper Writing. This stage prepares you for the writing stage. By developing an outline or making a plan, the writer must first determine the meaning of what they will write or explain. Do this before you begin writing. Only after that will you begin writing with the discoveries of the idea, following the outline plan that you created without thinking about anything else, and writing a problem. Finally, you'll figure out what you're talking about and be able to write it down.

Graves (1982:32) described a five-step process writing approach provided here. This will set the stage for the writing exercises in the following chapters.

1. Topic Selection: This procedure can be discovered or offered. The teacher can give students a topic. On the other hand, students can discover their topic through interviews, reading, and listening. The topic selection process takes a week and a month to ensure that the topic is chosen correctly.
2. Rehearsal: Rehearsal includes both preparation and drafting. The writer decides what to do next based on the topic in this phase. Daydreaming, reading, sketching, and talking are all good ways for writers to do this. The following phase's design will be based on this revelation.
3. Composing: Composing is a stage of sifting. From the previous draft, the writer will choose what should be removed and included.
4. Reading: The writer reads his work aloud; at this point, the writer must be more important than the other readers. This is similar to the editing process in that the writer can
5. spot faults and correct them right away. Checking the information's appropriateness is one of them.
6. Revision: Go over the text you've done and make any necessary changes. This is done to check for spelling errors, typeface formation, information additions, and improper Writing.

It will be clear from the explanations of the samples above that the writers have various procedures, but they all have the same purpose and start at the same place. I'm looking for suggestions for good writing subjects.

2.4 Descriptive Text

The descriptive text goes into great detail about a person, an animal, or an object. According to Adele (2002) descriptive Writing uses specific details about people, locations, objects, events, or ideas. This is further confirmed by (Hyland, 2004) which states that descriptive text describes an event that is factual to the reader.

Nuirchurifiani (2020) defines description as providing a verbal portrait of an organism, a role in an organization, or something essential. We can draw a picture of what we see. This method depicts something good, such as dwelling items, inanimate objects, and herbal appearances, and then instructs the reader via adoxography until the reader understands. Noprianto (2017) mentioned that it is a relationship between the writer and the reader. Declarative cursive drawing of a person, phenomena, creepy-crawly, and others. It decides that this text should be deciphered by handwriting.

The Structure of Descriptive Text

According to Wignell (1994) There are bodies of description.

1. Identification: Introduces the physical topic process to be depicted by identifying or telling about it.
2. Description: Objects, traits, and recommendations are defined in this section. Physical appearance, features, behaviors, content, and others are more conical and particular.

The Example of Descriptive Text

The Borobudur Temple

Borobudur is a Buddhist temple located in Java. It was constructed in the ninth century during the reign of the ancient Mataram Kingdom's Sailendra

dynasty. Borobudur is a Buddhist temple in Magelang, Indonesia's Central Java. (Identification)

Borobudur's temple is built on a 46-meter-high hill and features an eight-step stone terrace. Borobudur's design represents Buddhist cosmology's idea of the universe. According to Hindu mythology, the universe is split into three spiritual spheres: kamadhatu, rapadhatu, and arupadhatu. Borobudur Temple, which was re-dedicated as an Indonesian monument in 1983, is an essential treasure for Indonesians. Its extraordinary size and architecture qualify it as one of its seven wonders. (Description)

Source: Internet

2.4.1 The Evaluation of Descriptive Text

The type of the text to evaluate writing descriptive text is subjective test. The subjective test which was be used is paragraph. From the topic given students choose one of the topics, students make descriptive text by using its generic structure. There are some aspects of writing that can be evaluated (Nurgiantoro, 2001:307)

1. Content (The agreement with the little chosen)

When the title accurately describes the content, the writing is good. The text's content must be pertinent or equivalent and completely describe the heading. According to Brown (2004;73), the writing component assesses a candidate's proficiency in writing in English, including their capacity to formulate and arrange ideas, back them up with examples or evidence, and compose responses to one specified topic in standard written English.

2. Organization (Paragraph unity, coherence and cohecion)

This refers to how students structure their ideas. Whether or not each paragraph is well-organized However, a good composition consists of coherent paragraphs that are logically structured and contain connecting words.

3. Vocabulary (The precision of using vocabulary)

According to Rivers and Nunan (1992; 11), vocabulary is crucial for effective second language learning. A writer should choose the right words to express themselves in their writing.

4. Grammar

To compose paragraphs, one actually has to have a firm grasp of grammar and tenses. Long sentences are not necessary, but it is crucial that the grammar is employed correctly. If they are struggling with tenses and structure, children will find it challenging to organize a solid paragraph.

5. Mechanic (Spelling and punctuation)

A paragraph is made up of several phrases and requires proper punctuation and spelling. Whether or not the kids are proficient writers with little spelling errors. All of the aforementioned factors, including content, organization, vocabulary, grammar, and mechanics, will be utilized to judge how well the students were able to write descriptive texts.

2.5 Previously Study

Researchers, including Rahmadani, have studied wizer.me media among students (2021) "Development of Interactive Worksheet Writing Description Text Using Wizer Media in Promoting Higher Order Thinking Skills (HOTS) for 8th grade students at MTSN 2 Medan" is the title of learning . Through interactive writing exercises, this study seeks to help increase students' motivation in writing descriptive texts in four aspects: content, organization, grammar, vocabulary, and mechanics. The 8th grade students of MTSN 2 Medan became the research subjects. After the writer applied wizer.me, not many students felt motivated in

writing descriptive text, students said that writing on wizer.me and writing on plain paper were the same. This study conducted an interview with an English teacher and administered a questionnaire to 25 respondents. Based on the results of questionnaires and interviews, students need English teaching materials that can inspire them to read interactive descriptive worksheets. Two vocations that have been certified by experts, lecturers and English teachers, are the final product.

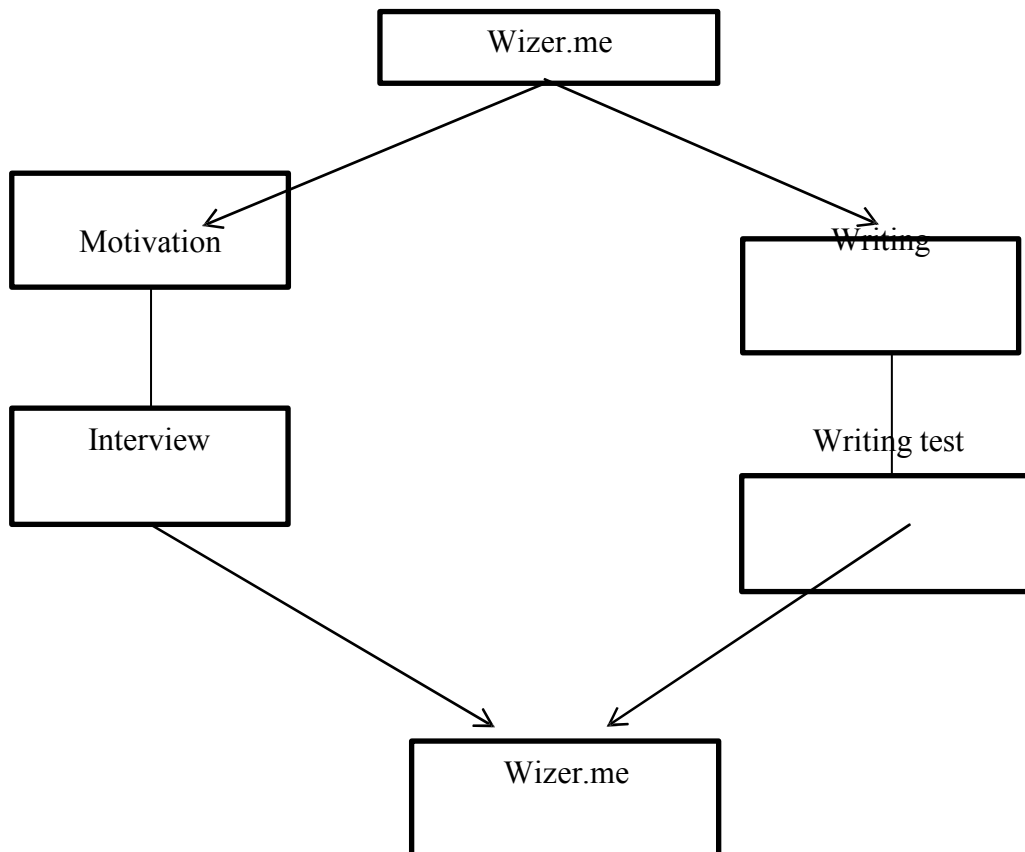
Moreover, Barus (2017) research titled "The Use of Student Worksheet to Improve Writing Ability of Descriptive Text." This study aims to see if using a student worksheet to learn to write descriptive text can help students improve their ability to write a descriptive text. The method employed in this study was an experiment, and the approach was quantitative descriptive. The results revealed that, first and foremost, the student's ability to create descriptive prose before using the worksheet is categorized as adequate, with an average score of 62.5. The ability to adapt is the second factor to consider. The writer's contribution is that it is based on the research completed above. The differences are found in the object, the problem, and the method. It assists the research in determining whether the usage of a worksheet in the learning of descriptive text can aid students in improving their descriptive text writing abilities. And the contribution of this research as a reference is because of the same purpose that can increase a piece of new information for my thesis proposal.

Kaliappen et al., (2021) "Wizer.me and Socrative as Innovative Teaching Method Tools: Integrating TPACK and Social Learning Theory," is also worth mentioning. The purpose of this study is to provide a lecturer's perspective on the

use of Wizer.me and Socrative applications as a cutting-edge teaching strategy that incorporates TPACK and Social Learning Theory in higher education (SLT). 44 undergraduate students taking the Cross-Cultural Management course at Universiti Utara Malaysia were taught using the program (UUM). The lecturer initially employed Wizer. Ask students to respond to a series of questions prior to the start of class. Each chapter's completion was followed by a series of questions that the students were required to respond to using the Socrative application. The results show that students were not familiar with these two applications at the beginning of the semester. However, any student who has used these applications should feel at ease with them by the end of the semester. However, at the end of the semester, every student had become accustomed to these tools and had positively evaluated their use in the Socrative and Wizer.me teaching and learning processes. In this study, the sentiment analysis software IntenCheck was used to examine the student comments. Students' opinions on the Socrative app and Wizer.me as a cutting-edge teaching technique that hasn't been used before at UUM. In order to include these applications into their teaching and learning processes, university lecturers may find this perspective to be helpful. The author's contribution is based on the previously mentioned research. The aim is the same; the difference is that the authors are focused on teachers, whereas our study is directed toward lecturers (universities) (school). The distinctions between the goal and the object are discussed. Additionally, one of the research's findings explains wizer.me, which is why this study was chosen. The author chooses this source as a reference because she believes that her research will enable her to learn new facts about wizer.me.

2.6 The Conceptual Framework

Because it is utilized as a means of communication, handwriting is one of the most critical skills in English. People must learn to write English since it is a mind-altering process. This book is divided into two sections: identification and description. According to the writer's interview with the students, students have difficulty creating descriptive language. As a result, the author anticipates that using wizer.me will stimulate students in writing descriptive text. The writer will be guided by Qualitative Descriptive Text.



CHAPTER III

RESEARCH METHODOLOGY

3.1 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. 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.

3.2 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 (Sugiyono, 2013: 215). 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.

3.3 The Instrument of Collecting Data

An instrument is a tool used to gather information. According to Cresswell (2007: 84), in qualitative research, the writer serves as the data collector, analyzes, interprets, and reports the research findings. 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.

3.4 Technique of Data Collection

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

3.4.1 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 (Omalley & Pierce, 1996) adapted from (Brown, 2007), 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 3.4.1 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)

3.4.2 Interview

In qualitative research, one of the data collection procedures is the interview. According to Ary (2010) an interview is a method for gathering information about people's ideas, feelings about a topic, and experiences. Ary 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. In this research, the writer used interview was conducted by Barus (2017) with the title "The use of students' worksheet to improve writing ability of descriptive text". 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.

3.5 Technique of Data Analysis

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

3.5.1 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

3.5.2. 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.

3.5.3. 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