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USING LEARNINGAPPS.ORG TO TEACH DESCRIPTIVE TEXT WRITING TO SEVENTH GRADERS

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Abstract: Writing is one of the productive skills that must be mastered by students learning English as a Foreign Language (EFL), especially Indonesian learners. However, many students still struggle with writing, resulting in low self-confidence. This research examines using the LearningApps.org website as a learning medium to teach students' writing skills, emphasising descriptive texts. The study used a quasi-experimental method with seventh graders at MTs Ma'arif NU 2 Cilongok Banyumas, with two groups of 44 students, the experimental and control classes. The data were gathered from pre- and posttests and then analysed using descriptive statistics, Mann-Whitney, and the N Gain test. According to the results, the experimental group, which utilised the LearningApps.org website, had a greater average posttest score (54.57) than the control group (43.33). In the Mann-Whitney test, the significance value is 0,005. The experimental group also had a greater N-gain percentage (34.09%) than the control group (11.08%). Although the results indicate that it is ineffective, the positive impact of using the LearningApps.org website is evident. These results suggest that the LearningApps.org website is a valuable and practical tool for supporting students' writing development in descriptive texts.

Keywords: descriptive text, learningapps.org website, writing skills

INTRODUCTION

Writing is a communication activity used to share ideas with readers (Harmer, 2004). Writing is generating a script, gathering ideas, and organizing them into coherent sentences and paragraphs. Therefore, acquiring writing skills is essential for every learner. According to Muthoharoh et al., (2021), writing proficiency involves competence and understanding in conveying thoughts and ideas. Writing is a cognitive process involving multiple strategies and stages (Hyland, 2015). Writing also demands mastery of grammar, vocabulary, cohesion, diction, and sentence structure, making it a complex and multifaceted skill (Hadi et al., 2021; Dewi et al., 2023).

In English language teaching, writing is considered one of the productive skills, emphasizing written communication that must be mastered by students learning English as a Foreign Language (EFL), especially Indonesian learners (Toba et al., 2019). For Indonesian EFL learners, writing presents significant challenges (Asrifan et al., 2020). However, many students in EFL settings face limited opportunities to practice writing, which results in weak development of grammar, cohesion, and vocabulary (Hadi et al., 2021; Ma'rufah et al., 2021). In addition, EFL students often struggle with choosing appropriate diction, maintaining consistency, and constructing grammatically correct sentences (Astrini et al., 2020; Krisbiantoro & Pujiani, 2021). These challenges frequently result in a lack of self-confidence and reduced motivation to engage in writing tasks.

On the other hand, writing can be more enjoyable if English teachers use creative and interactive methods, such as using media technology. This is because the teacher is essential to students while learning and teaching text writing. Teachers play a pivotal role as facilitators, guiding students through the acquisition of writing skills (Salaxiddinovna, 2022). Teaching writing is one of the things considered to have many challenges for teachers. Therefore, teachers should be able to use different strategies, methods, or media in learning to achieve learning goals. In addition, using appropriate techniques, procedures, or instructional media, such as Edmodo or Canva, can facilitate students' development of writing skills both inside and outside the classroom. However, a web platform is one of the good media for teaching text writing. Teachers can teach writing by using a web platform that is easy to access, student-friendly, and suitable for the beginning of learning to write. The web platform that teachers can use to teach writing is the LearningApps.org website.

LearningApps.org is a Web 2.0-based educational platform offering a variety of interactive applications and games to enhance language skills. Istighfaroh et al., (2023) said that the platform includes resources for reading comprehension, vocabulary practice, grammar exercises, and listening activities. Its features include quizzes, drag-and-drop activities, image sorting, fill-in-the-blank tasks, and crossword puzzles. The platform allows educators to access a vast library of pre-made exercises or create customized content tailored to specific learning objectives. Upon registration, users can develop and deliver interactive materials that align with instructional goals (Powel, 2021).

Several previous studies have demonstrated the effectiveness of digital platforms in enhancing abilities, such as a study conducted by Munawwaroh and Septiani (2020). The Edmodo platform significantly improved students' performance in writing procedural texts. Similarly, Hadi et al., (2021) stated that Canva application enhanced writing outcomes by encouraging student creativity and engagement. In another study, Wahyuni and Febianti (2021) demonstrated that WhatsApp group chats improved writing skills while fostering collaboration and communication between students and teachers.

Despite the existing literature on various digital tools, there remains a lack of empirical research focusing specifically on the effectiveness of LearningApps.org in teaching writing, especially at the junior high school level. Therefore, this study seeks to fill that gap by investigating whether LearningApps.org can improve students' performance in writing descriptive texts. It focuses on grammar, cohesion, vocabulary, and diction. Based on the above rationale, this study aims to analyze the effectiveness of

the LearningApps.org website as a tool for teaching writing skills to seventh-grade students.

LITERATURE REVIEW

Descriptive Text

The descriptive text presents detailed information about a particular subject, such as people, objects, animals, or places (Anggraini, 2020). According to Urunami et al. (2017), descriptive writing aims to describe a particular object through language so that readers can understand the subject being described. This writing usually conveys factual information and behavioural characteristics of the object. Written descriptive text allows the reader to visualise the subject as the writer conveys a clear and structured explanation of its features. Through this, writers express their perceptions and emotions and facilitate the reader's ability to imagine, feel, and gain a comprehensive understanding of the object being described. The descriptive process enhances the reader's mental image by offering sensory details and contextual information.

Regarding descriptive text structure, Rusmawan (2017) explains that it generally consists of two main components: identification and description. The identification part introduces the subject and outlines its general characteristics, whether a person, place, or object. The description outlines specific features, such as physical attributes, functions, purposes, and interesting facts. This section allows the writer to highlight the subject's distinctive features and qualities.

In addition, writing an effective descriptive text requires attention to certain linguistic elements, including grammatical structure, vocabulary usage, and writing mechanics. According to Brown (2001), important indicators of a well-developed descriptive text include content, organisation, grammar, vocabulary, and mechanics. These aspects are crucial in ensuring clarity, coherence, and successful communication of descriptive content in the context of English language learning.

Teaching Writing

Teaching writing is a fundamental component of language education. It aims to improve students' grammar and vocabulary and develop their ability to organise ideas, structure paragraphs, and use appropriate language according to context and audience. Harmer (2004) emphasizes that effective writing instruction enhances students' ability to communicate ideas clearly and meaningfully. Furthermore, Hyland (2003) notes that teaching writing supports students in developing both linguistic competence and critical thinking, which are essential for effective communication.

The Concept of Teaching

Teaching is an interactive process between teachers and students that usually takes place in the classroom. In this context, teachers are facilitators who transfer knowledge and guide students in developing specific skills. Maharani (2017) argues that confidence in selecting suitable materials and strategies is key to successful writing instruction. Teachers must use resources that support students' learning and encourage their development as independent writers.

The Concept of Writing

Writing is often considered one of the most challenging skills in English language learning because it requires mastering grammar, word choice, coherence, and structure. According to Harmer (2012) in Laili and Muflihah (2020), writing is a process of expressing one's thoughts and ideas in a structured format. Furthermore, writing encourages critical thinking and analytical skills, making it an essential component of EFL education. However, due to its complexity, writing remains a significant challenge for many EFL learners (Astrini et al., 2020). To overcome this, instructional media should be utilised effectively to increase engagement, and the writing process involves a series of stages that help writers develop coherent and compelling texts.

According to Harmer (2004) in Sa'adah (2020), writing consists of four primary stages. The first stage is prewriting, which involves brainstorming, reading, and discussing topics before drafting begins. Writers plan what to include based on the purpose, audience, and content. Drafting, writers create an initial version of the text based on the ideas generated. Drafting helps organise thoughts and sets the groundwork for further revisions. In this phase, writers improve their content by focusing on clarity, coherence, and idea development. Teachers and peers often provide feedback to support this process. In editing, writers correct language-related errors such as grammar, spelling, punctuation, and formatting. Final drafts are refined through feedback and self-evaluation.

There are several approaches to writing instruction, each offering different levels of teacher guidance. The Freewriting method encourages students to write freely without worrying about grammar or structure. It allows for spontaneous idea generation and is beneficial in building writing fluency (Ma'rufah et al., 2021; Sa'adah, 2020). Controlled Writing: In this method, students write based on the teacher's predetermined structures or models. It helps them focus on accuracy in language use, sentence formation, and content development (Ma'rufah et al., 2021; Sa'adah, 2020). Guided writing involves teacher-led sentence or paragraph construction modelling, followed by student practice. It supports writing development through feedback, discussion, and collaborative text construction (Ma'rufah et al., 2021; Sa'adah, 2020; Ningtyas, 2018).

Writing serves multiple purposes: expressing opinions, entertaining, informing, persuading, and instructing. According to Sa'adah (2020) and Indriati (2015), the eight primary purposes of writing include expressing ideas and feelings, entertaining, persuading, instructing, requesting, recording, and informing. The primary goal of writing is effective communication, where the writer successfully conveys a message, and the reader receives and understands it as intended.

According to Heaton (1990) in Sa'adah (2020), there are four main criterias for evaluating the quality of Writing: Thoughtfulness, the writer reflects deeply on the topic and presents well-considered ideas. Organisation: The content is logically structured, and ideas are presented coherently. Effectiveness: The Writing meets the target audience's expectations and fulfils its purpose. Language Quality: The text demonstrates careful attention to grammar, vocabulary, and style, reflecting the writer's respect for language and its expressive potential in writing.

LearningApps.org Website

Definition of the LearningApps.org Website

LearningApps.org is a Web 2.0-based educational platform providing various interactive tools to support teaching and learning processes. This platform offers free, customisable exercises that teachers can use directly in classrooms. Istighfaroh et al., (2023) state that the website includes various educational applications such as games and activities targeting English language skills, including reading comprehension, vocabulary, grammar, and listening. In addition to ready-to-use content, the platform allows users to create and share customised learning activities using text, audio, images, or video. Susanti et al. (2021) further highlight that LearningApps.org enables the development of language-based tasks such as word matching, crossword puzzles, fill-in-the-blanks, sorting tasks, and more. The free platform supports creative assignment templates suitable for diverse learning styles and student levels.

Moreover, LearningApps.org enhances learning by offering automated feedback and diverse activity formats that foster student autonomy in online education (Horbatiuk et al., 2024). These features make it a flexible and accessible tool for facilitating synchronous and asynchronous instruction. Additionally, the website allows easy access to specific content through keyword search, simplifying the process of distributing digital learning materials in the classroom.

Features of the LearningApps.org Website

LearningApps.org provides an array of features that accommodate different types of learning activities. According to Istighfaroh et al., (2023), the available tools include matching pairs, group classification tasks, multiple-choice quizzes, fill-in-the-blank exercises, image sorting, crosswords, and map-based identification. These features can utilise text, audio, images, and video, enabling teachers to present multimodal content engagingly and interactively.

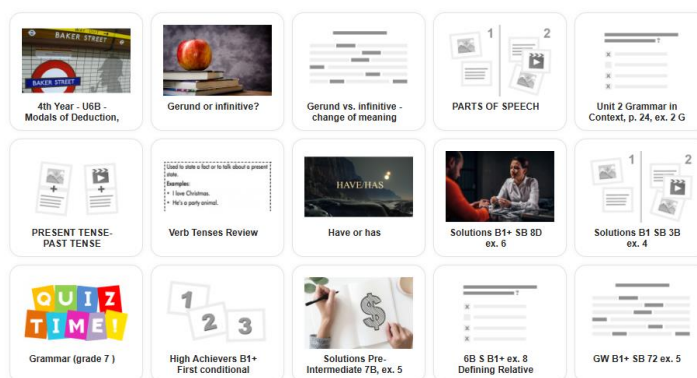


Figure 1. Features in learningapps.org web

For example, the "matching pairs" feature allows students to connect related words, phrases, or visuals and provides immediate feedback by indicating correct responses in green.



Figure 2. Features Matching Pairs

Another feature is the “group assignment” activity, which helps learners classify information such as videos, audio clips, and text.

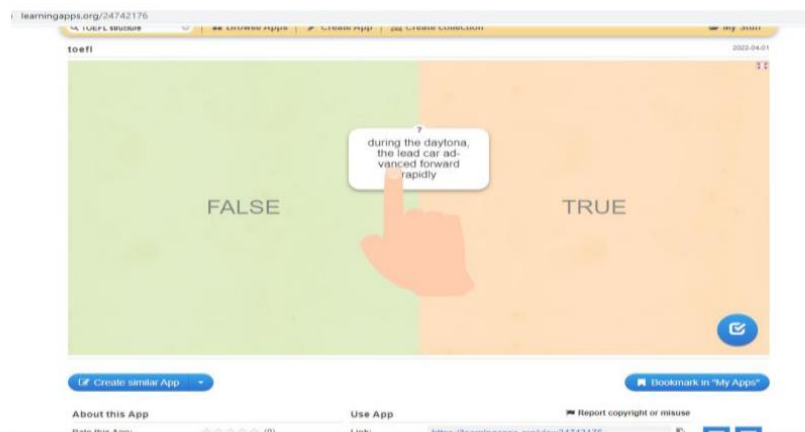


Figure 3. Features group assignment

The “multiple-choice” feature allows teachers to design standard quiz formats with one or more correct answers, helping students test comprehension.

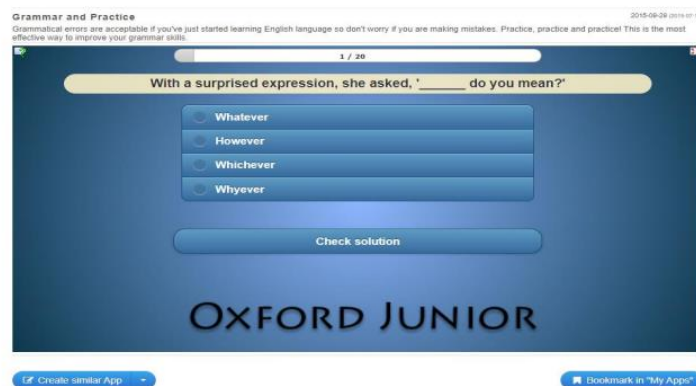


Figure 4. Feature multiple choice

Similarly, the “fill-in-the-blank” tool prompts students to supply missing words in a sentence, reinforcing vocabulary and grammatical structures (Richards & Schmidt, 2010).

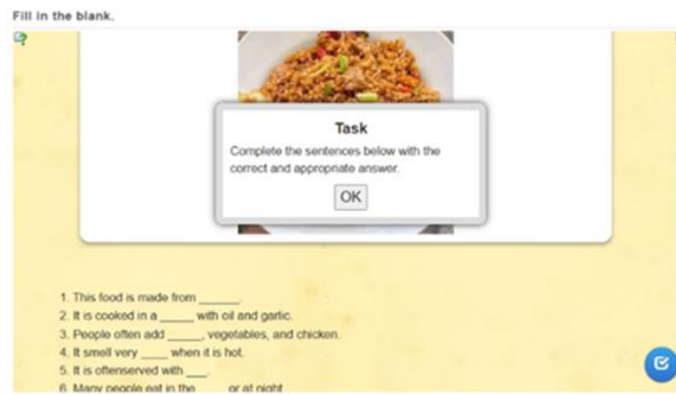


Figure 5. Feature fill in the blank

Powel (2021) highlights two key aspects of the platform. First, it offers a library of over 300 pre-designed exercises that educators can access and adapt to their teaching needs. These activities cover various topics and language proficiency levels, including vocabulary for clothing, environmental issues, grammar structures, and sentence patterns. Second, LearningApps.org supports the creation of custom exercises. Users can register for free and choose from numerous templates to develop tasks such as sequencing, classification, games, drag-and-drop activities, multimedia integration, and even competitive quiz formats like “Who Wants to Be a Millionaire?” or “Horse Racing.” The platform also supports 23 languages, making it accessible for multilingual education settings.

Advantages and Disadvantages of LearningApps.org Website

The use of LearningApps.org brings numerous advantages to the learning environment. According to Yerzhanova and Maketova (2018), the platform enhances the efficiency and quality of education by stimulating cognitive activity, developing information-processing skills, and promoting aesthetic appreciation through multimedia content (Horbatiuk et al., 2020). The study found that teachers benefit from visual and illustrative learning aids that are easy to access. Users are delighted with multimedia support (89.06%) and time efficiency (46.88%). The platform is particularly beneficial for remote learning, with 100% of surveyed teachers reporting ease of use in online instruction. Furthermore, teachers can edit and differentiate assignments, allowing them to tailor content according to student needs (78.13%).

However, the platform also has limitations. According to Stepanyuk et al., (2020), the limitations are on the unstable internet connectivity, which not all schools have full access to the Internet, then when updating the homepage on the LearningApps.org homepage, for example, some tasks may not work if there is a change in the task template structure. According to Putra et al., (2020) Limited internet access can disrupt learning activities and hinder teachers from fully utilising the platform’s customisation features. Inconsistent connectivity may also result in task failures or difficulties saving template changes, especially during time-constrained instructional sessions.

METHOD

This study employed a quantitative research approach using a quasi-experimental design, specifically the nonequivalent control group design. The implementation involved administering pre-tests and post-tests to the experimental and control classes to evaluate the effectiveness of using the LearningApps.org website to teach descriptive writing. According to Sugiyono (2013), a quantitative method is a research approach used to examine specific samples or populations, involving research instruments for data collection, statistical analysis, and hypothesis testing. This study used a quasi-experimental nonequivalent control group design. According to Aktaş and Akyol (2020), the implementation involves administering a pre-test and a post-test to the experimental and control classes.

The experimental group is provided with a particular instructional treatment, where the teacher utilizes the LearningApps.org website to teach descriptive text writing. Meanwhile, the control group receives instruction through the use of conventional textbooks. The effectiveness of using the LearningApps.org website in teaching descriptive writing is examined. To test the predetermined hypothesis and analyze the collected data, IBM SPSS Version 26 is used.

The design used in this study is the Pretest-Posttest Non-Equivalent Control Group Design shown in the table below (Sugiyono, 2013):

Table 1. Design of research

Group	Pretest	Treatment	Posttest
Experiment Class	Q ₁	X	Q ₂
Control Class	Q ₃	-	Q ₄

Information on the table:

Q1: Writing skill in experimental class before special treatment

Q2: Writing skill in experimental class after special treatment

Q3: Writing skill in control class before special treatment

Q4: Writing skill in the control class that is not given special treatment

X: Teaching text writing using the LearningApps.org website

This research occurs at MTs Ma'arif NU 02 Cilongok Banyumas, which is located at Cileweng Street, Panembangan, Cilongok, Banyumas Regency, Central Java 53162. The reason for choosing the research setting at MTs Ma'arif NU 02 Cilongok Banyumas is that this school has several problems teaching English, especially seventh-grade students. First, the seventh-grade students at MTs Ma'arif NU 02 Cilongok Banyumas have low motivation to learn English, have limited vocabulary knowledge, and do not understand the grammar structure, so this situation makes English teachers teach English, especially text writing. Without mastery of vocabulary and grammar, students struggle to learn English, especially writing text, and struggle to expand their ideas into words, sentences, or paragraphs.

Second, English teachers at MTs Ma'arif NU 2 Cilongok Banyumas only focus on teaching reading skills and do not develop other English skills, such as writing. This situation is against the standard curriculum. Therefore, the research aims to use the Learningapps.org website to teach text writing for the first time in class 7 of MTs Ma'arif NU 02 Cilongok Banyumas. Meanwhile, the participants in this study are seventh-grade students of MTs Ma'arif NU 02 Cilongok Banyumas.

The population refers to the entire group of individuals or objects that are the focus of a research study and possess specific characteristics. According to Sugiyono

(2013), a population is a general area consisting of objects or subjects that share specific, defined characteristics and qualities, as determined by the researcher for the study, from which conclusions are drawn. This study's population comprises seventh-grade students at MTs Ma'arif NU 02 Cilongok Banyumas, eight classes are included in the population, comprising 32 students, resulting in 256 students.

According to Sugiyono (2013), the sample is part of the population's number and characteristics determined in the research. This research used two classes for the sample by purposive sampling: experimental and control classes. Purposive sampling is chosen because of specific considerations, such as limited time, budget, and effort in this research, so purposive sampling is considered adequate and very efficient. In addition, the English teacher also recommended two classes used as samples, which are classes 7.3 and 7.4, because the class has the same characteristics and almost the same academic ability, so it is more efficient to collect data without considering the existence of significant differences, which makes the results more valid. Therefore, the sample of this research is class 7.3, the experimental class with 32 students, and class 7.4, the control class with 32 students. The sample in this research is shown in the table below:

Table 2. The sample of the research

Sample of the Research		
Description	Class	Sample
Experimental Class	7.3	32
Control Class	7.4	32
Total		64

Variables are elements in research that a researcher can choose and define in various forms. Information from these elements helps form the basis for concluding (Sugiyono, 2013). A variable is a trait or construct studied in a study. Two variables were used in this study: the independent variable and the dependent variable (Sugiyono, 2013).

The independent variable, also known as the free variable, antecedent, predictor, or stimulus, is a factor that influences or causes changes in the dependent variable. The dependent variable, alternatively referred to as the outcome, consequent, criterion, or result, is the variable that is affected by the independent variable. In this study, the independent variable uses the LearningApps.org website, which is expected to impact the dependent variable. The dependent variable, students' writing skills, is examined to determine whether any improvements occur due to the treatment.

According to Sugiyono (2013), research indicators are aspects or measures used to see how much the variables under study can be observed and measured. Indicators can assist researchers in operationalizing variables. This study uses indicators to assess students' description text writing skills. The indicators used are based on Brown's (2007) thoughts on content, organization, vocabulary, grammar, and mechanics.

The tests employed in this study are written assessments, including pre-test and post-test evaluations, which are administered to students in both the experimental and control groups. These assessments are designed to gather information about students' performance before and after the treatment. The written tests focus on text writing, specifically evaluating students' ability to write descriptive texts. The topics of the texts are centered around daily life, such as describing objects, places, animals, or people. The

duration for both the pre-test and post-test is allocated as 40 minutes, equivalent to one class period.

The pretest is administered before the treatment to assess students' text writing abilities before applying the treatment. The students from the experimental and control classes, 7.3 and 7.4 at MTs Ma'arif NU 02 Cilongok Banyumas, were given a pretest before using the LearningApps.org website to teach writing skills. The post-test was administered after the treatment, and the material was explained to assess student achievement following the intervention. The students from the experimental class, which consists of class VII 3 at MTs Ma'arif NU 02 Cilongok Banyumas, and the students from the control class, which consists of class VII 4 at the same institution, took the post-test after the treatment. The post-test is a tool to evaluate the effectiveness of using the LearningApps.org website for teaching text writing to seventh-grade students at MTs Ma'arif NU 02 Cilongok Banyumas.

Six sessions were held in the experimental class in an offline classroom setting, including the pre-test and post-test. During the treatment in the experimental class, the teacher utilized the LearningApps.org website as a tool to teach text writing, with a particular focus on descriptive text. In the first meeting, the experimental class took a pre-test on descriptive text, with a topic about things and animals. In the second meeting, the teacher utilized a PowerPoint presentation (PPT) to explain the material, including the definition of descriptive text, its purpose, the generic structure of descriptive text, the language features of descriptive text, and examples of descriptive texts. The treatment plan for the experimental class is provided in the following table:

Table 3. The treatment plan for the experimental class

Meeting	Day/Date	Material
1 (Offline)	Monday, 13 th January 2025	Pretest
2 (Offline)	Tuesday, 14 th January 2025	Explain Descriptive Text through PPT <ul style="list-style-type: none"> • Definition of descriptive text • Purpose of descriptive text • Generic structure of descriptive text • Language features of descriptive text • Example of descriptive text
3 (Offline)	Thursday, 16 st January 2025	<ul style="list-style-type: none"> • The teacher gives examples of vocabulary related to descriptive text • Quiz Vocabulary related to descriptive text through the LearningApps.org website
4 (Offline)	Monday, 20 th January 2025	<ul style="list-style-type: none"> • Students play an interactive game in groups to answer the sentences related to the picture through the LearningApps.org website • Students complete the quiz that involves completing the sentences in a paragraph of descriptive text with the correct answer through the LearningApps.org website
5 (Offline)	Tuesday, 21 st January 2025	<ul style="list-style-type: none"> • Students to play an interactive game to complete a paragraph of descriptive text with the correct answer related to the picture through the

Meeting	Day/Date	Material
		LearningApps.org website <ul style="list-style-type: none"> • Students make a paragraph describing the picture using the LearningApps.org website
6 (Offline)	Thursday, 23 rd January 2025	Posttest

In the third meeting, the teacher asked the students about the material from the last meeting. Next, the teacher used the LearningApps.org website to show examples of vocabulary categorized as descriptive text. After that, students completed a quiz related to the material, such as matching vocabulary and its meaning, which included descriptive text through the LearningApps.org website. The teacher and students discussed the quiz and answered questions about the material discussed.

In the fourth meeting, the teacher asked the students about the material from the third meeting. Next, the teacher instructed the students to play an interactive game in groups to answer the sentences related to the picture through the LearningApps.org website. After that, students completed the quiz by completing the sentences in a paragraph of descriptive text with the correct answer. Last, the teacher and students discussed the quiz results and asked questions about the material that had been learned.

In the fifth meeting, the teacher asked the students about the material from the fourth meeting. Next, the teacher instructed the students to play an interactive game and complete a paragraph of descriptive text with the correct answer related to the picture through the LearningApps.org website. After that, students made a paragraph describing the picture using the LearningApps.org website. Last, the teacher and students discussed the quiz results and asked questions about the material that had been learned. In the sixth or last meeting, the experimental class gives a posttest about descriptive text with a topic describing a place and a personal text.

In the control class, the treatment used a textbook, with Mrs. Pradiptha, the English teacher at MTs Ma'arif NU 02 Cilongok Banyumas, instructing the students in text writing. The students were introduced to the research in the first meeting, and a pre-test was administered. In the second meeting, students were provided with material on descriptive texts, including the definition, purpose, and generic structure of descriptive texts. During the third meeting, the focus was on the language features of descriptive texts. The fourth meeting covered examples of descriptive texts and the steps for creating a descriptive text. In the fifth meeting, students learned to make and edit a simple descriptive text. Finally, in the last meeting, the students in the control class were given a post-test on descriptive texts, with topics focusing on describing a place and a person. The treatment process in the control class is outlined in the following table:

Table 4. The treatment plan for the control class

Meeting	Day/Date	Material
1 (Offline)	Monday, 13th January 2025	Pretest
2 (Offline)	Tuesday, 14th January 2025	Descriptive Text -Definition of descriptive text -Purpose of descriptive text -Generic structure of descriptive text

Meeting	Day/Date	Material
3 (Offline)	Thursday, 16st January 2025	Descriptive Text -Language features of descriptive text
4 (Offline)	Monday, 20th January 2025	Descriptive Text -Example of descriptive text -Steps for making a simple descriptive text
5 (Offline)	Tuesday, 21st January 2025	Descriptive Text -Make a descriptive text -Editing the descriptive text
6 (Offline)	Thursday, 23 rd January 2025	Posttest

Instrument

According to Sugiyono (2013), tools for collecting data in the form of tests or questionnaires used to make observations or interviews are called research instruments. Research instruments must be checked before collecting data with validity and reliability tests using IBM SPSS V 26. This study uses an instrument, such as an essay test, because one of the variables in this study is writing skills. On the other hand, the pretest and posttest for students must be reviewed by expert lecturers before use. The expert lecturer is Mrs. Aniqotul Mila Zakiyah, S.S., M.M., who focuses on teaching English and writing skills, especially in junior high school. Meanwhile, the rubric for writing skills is based on adaptations from Brown (2007), which was used to score students' writing on the pretest and posttest in this study. The rubric is shown in the following table:

Table 5. Criteria for scoring in writing assessment (Brown, 2007)

Aspects	Score	Criteria
Content (4)	4	Complete, clear, and complete topics with details related to the topic.
	3	Complete and clear topic, but almost all the details are related to the topic.
	2	Complete and clear topic, but the details are not related to the topic.
	1	The topic and details are unclear.
Organization (4)	4	Identification and description are complete in all appropriate conjunctions.
	3	Almost complete identification and description arranged with almost entirely correct conjunctions.
	2	Incomplete identification and description are arranged with some appropriate conjunctions.
	1	Incomplete identification and description made with inappropriate conjunctions.
Vocabulary (4)	4	The entire content of the essay uses the right and effective choice of word forms.
	3	Almost all the essay's contents use the right word form.
	2	Some of the essay's contents use the right word forms.
	1	A small part of the essay's content uses the right word form.
Grammar (4)	4	Use of grammar with very few inaccuracies.
	3	Use of grammar with a few inaccuracies.
	2	The use of grammar with many inaccuracies.

Aspects	Score	Criteria
	1	The use of grammar with frequent inaccuracies.
Mechanic (4)	4	The entire content of the essay demonstrates correct use of spelling, punctuation, and capitalization.
	3	Most of the essay's content utilizes correct spelling, punctuation, and capitalization.
	2	Some of the content in the essay uses correct spelling, punctuation, and capitalization.
	1	A small part of the content in the essay uses correct spelling, punctuation, and capitalization.
Total Score	$(4+4+4+4+4) \times 5$ $(20) \times 5$	
	100	

The criteria for the scores that are used to determine the pretest and posttest results on students' descriptive text writing are adopted from the KKM of SMAN 1 Banjar, where the score criteria are shown in the following table:

Table 6. The range of scores and criteria for students' writing

Score	Criteria
95-100	Excellent
85-94	Very Good
80-84	Good
70-79	Sufficient
Less than 70	Insufficient

Data analysis is carried out to obtain final data after collecting data from other sources. The data analysis technique used in this study is parametric inference statistics with ratio-formatted data obtained from two unpaired samples. According to Sugiyono (2013), parametric statistics are used to test population measures through sample data or statistics, which are usually called statistical hypothesis tests.

A data normality test is conducted to show that the sample data comes from a normally distributed population. According to Azis et al., (2021), some techniques that can be used in normality testing are the chi-square, the Lilliefors, the Kolmogorov-Smirnov, and the Shapiro-Wilk test. This study uses the Shapiro-Wilk because the sampel is under 50 and uses IBM SPSS V 26 to analyse the data.

The significant value in the normality test is below 0.05, which means it is not normal, so this study uses the Mann-Whitney non-parametric test. According to (Sriwidadi, 2011), Mann-Whitney testing is used if the null hypothesis test states that there is no real difference between the two data groups, and where the data is taken from unrelated samples. This test is commonly called the U-test because it tests the null hypothesis. According to (Mubarok et al., 2021), there are several criteria for the decision in the Mann-Whitney test, including:

- a) H_0 is accepted if the probability (Asymp. Sig) ≥ 0.05 .
- b) H_0 is rejected if the probability (Asymp. Sig) < 0.05 .

N Gain Test

This study used the N Gain Test to determine the treatment's effectiveness. According to Meltzer, this formula is used to calculate the N Gain:

$$N \text{ Gain} = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

The information:

N Gain: Gain normality test value

S p o s t : Pretest score

S p r e : Posttest score

S m a x : Maximum score

FINDINGS AND DISCUSSION

Pre-test and Post-test Data in Experimental Class and Control Class

The experimental class in this study was Class VII-3 of MTs Ma'arif NU 02 Cilongok, Banyumas, consisting of 23 students. A pre-test was administered on January 14, 2025, followed by a post-test on January 30, 2025. Both tests were designed to assess students' writing skills, specifically in composing descriptive texts, although each test employed a different theme. Meanwhile the control class in this study consisted of Class VII-4 of MTs Ma'arif NU 02 Cilongok, Banyumas, comprising 21 students. A pre-test was administered on January 13, 2025, and a post-test was given on January 30, 2025. Both assessments evaluated the students' writing skills through descriptive texts, with each test using a distinct theme. The results of the pre-test and post-test for the experimental class and control class are provided below:

Table 2. Pre-test and post-test results of the experimental group

Statistics	Pretest	Posttest
N	23	23
Minimum	35	40
Maximum	55	75
Mean	33,26	54,57
Range	30	35
Sum	765	1255
Mean different	21,31	

Table 3. Pre-test and post-test results of the control group

Statistics	Pretest	Posttest
N	21	21
Minimum	25	55
Maximum	30	60
Mean	33,10	43,33
Range	30	40
Sum	695	910
Mean different	10,23	

The conclusion is, in the pre-test, the experimental class had a minimum score of 35, a maximum of 55, and a mean score of 33.26. The control class had scores ranging from 25 to 30, with a mean of 33.10. After four treatment sessions, the post-test revealed that the experimental class achieved a minimum score of 40, a maximum of 75, and an

average score of 54.57. Meanwhile, the control class scored between 35 and 60, averaging 43.33. These findings demonstrate a greater improvement in the experimental class than the control class, indicating that the interactive features of LearningApps.org contributed more effectively to students' progress in writing descriptive texts than traditional textbook-based instruction.

Normality Test

Table 4. Assessment of data normality for pre-test and post-test in the experimental and control groups tests of normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kontrol	,291	21	,000	,787	21	,000
Pretest kspexperiment	,222	23	,005	,863	23	,005
Posttest Kontrol	,239	21	,003	,881	21	,015
Posttest Ekperiment	,343	23	,000	,796	23	,000

a. Lilliefors Significance Correction

A Shapiro-Wilk test was conducted to examine whether this improvement was statistically significant due to the small sample size (less than 50 students per group). The significance values for all four datasets were below 0.05: the control class pre-test (0.000), the experimental class pre-test (0.005), the control class post-test (0.015), and the experimental class post-test (0.000). These results indicated that the data were not normally distributed, and thus, a non-parametric Mann-Whitney U test was used.

Mann-Whitney Test

Table 5. Mann-whitney test analysis of pre-test and post-test scores in the experimental and control groups

	Test Statistics ^a
	Students' Learning Output
Mann-Whitney U	154,500
Wilcoxon W	479,500
Z	-2,807
Asymp. Sig. (2-tailed)	,005

a. Grouping Variable: Kelas

The Mann-Whitney test yielded a significance (Sig.) value of 0.005, less than the standard alpha level of 0.05. This confirms that the difference in students' writing scores between the experimental and control groups was statistically significant.

N-Gain Test

Table 6. N-gain score comparison between experimental and control classes

Class	N Gain Score	N Gain percentage	Effectiveness Category
Experiment	0.33	34.09%	Low
Control	0.13	11.04%	Very Low

Additionally, the N-gain analysis showed that the experimental class had an N-gain score of 0.33 (or 34.09%), while the control class had a score of 0.13 (or 11.04%). Although both groups fall under the "low effectiveness" category based on N-gain classification, the experimental class exhibited a more substantial gain, highlighting the relative advantage of digital learning tools.

The findings demonstrate that implementing LearningApps.org significantly improved students' writing performance compared to conventional methods. The experimental class achieved higher post-test scores and a greater N-Gain score. Although the N-Gain effectiveness was categorised as low, students in the experimental class showed more interest and engagement. The results are consistent with prior research conducted by Hadi et al., (2021) and Munawwaroh and Septiani (2020). Wahyuni and Febianti (2021) emphasize that the benefits of incorporating digital tools in writing instruction. The increased motivation and interaction levels, alongside improved scores, suggest that LearningApps.org offers pedagogical value, especially in EFL contexts. Despite the learning curve associated with new platforms, LearningApps.org provided interactive, multimodal learning that stimulated students' creativity and focus.

CONCLUSION

The findings of this study indicate that the LearningApps.org website positively and significantly enhances the descriptive writing abilities of seventh-grade students at MTs Ma'arif NU 2 Cilongok Banyumas. The experimental group used the LearningApps.org website during instruction and outperformed the control group taught through conventional methods. This is evident from the average post-test scores (54.57 for the experimental group vs. 43.33 for the control group) and the Mann-Whitney significance value of 0.005. Moreover, the experimental group demonstrated a greater learning improvement, as shown by a higher N-Gain score of 34.09%, compared to 11.08% in the control group.

Despite these positive results, this study has several limitations. The limited treatment duration, small sample size, and single school setting have constrained the broader applicability of the findings. Additionally, using LearningApps.org was new to the students, requiring additional familiarisation time. Technical obstacles, such as malfunctioning projectors and inconsistent ICT infrastructure at the school, also hindered the optimal implementation of the digital platform during learning activities.

Based on the results and challenges observed, teachers should utilise interactive digital platforms like LearningApps.org to create more engaging and effective writing instruction. Schools are encouraged to support this integration by improving facilities and ensuring adequate internet access. Future researchers are advised to conduct studies with longer durations and broader populations and to explore the application of such platforms in teaching other language skills, including reading, listening, and speaking.

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