

The Use of Wizer.me on Students' Writing Achievement of Eighth Grades of SMP Negeri 1 Pajar Bulan

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Abstract. This study aims to investigate the effectiveness of Wizer.me as an interactive digital platform in improving students' writing achievement in descriptive texts. The research was conducted at SMP Negeri 1 Pajar Bulan using a quasi-experimental design with two groups: the experimental group, which received instruction through Wizer.me, and the control group, which was taught using conventional methods. Data were collected through pre-tests and post-tests and analyzed using paired and independent sample t-tests. The findings revealed that students in the experimental group showed significant improvement in their writing performance compared to the control group. Among the five assessed aspects—content, organization, grammar, vocabulary, and mechanics—content and organization improved the most. Wizer.me created an engaging and supportive learning environment that helped students develop and organize their ideas more effectively. In conclusion, the use of Wizer.me significantly enhanced students' writing achievement and can be considered a useful tool for teaching descriptive writing at junior high school level.

Keyword: wizer.me; Writing; Achievement; Descriptive Text

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INTRODUCTION

Writing is a productive skill that plays a central role in English language learning. It is not only a means of communication but also a tool for learning and critical thinking (Graham, 2018). Among the four language skills—listening, speaking, reading, and writing—writing is considered the most complex and demanding. It requires the integration of various subskills, including grammar, vocabulary, content development, organization, coherence, and mechanics. According to Hyland (2007), writing is a socio-cognitive process involving planning, drafting, reviewing, and revising to convey meaning effectively to readers. In this regard, writing is more than just putting words on paper—it is a recursive and interactive process involving linguistic competence, rhetorical knowledge, and communicative purpose.

The teaching of writing in the Indonesian junior high school curriculum emphasizes functional communication. According to the 2013 Curriculum (*Kurikulum 2013*), students are expected to be able to write simple texts, such as descriptive, recount, and narrative texts, with correct structure and language features. However, in practice, many students encounter difficulties in achieving these standards. At SMP Negeri 1 Pajar Bulan, teachers have reported that eighth-grade students struggle to compose descriptive texts with coherent organization, adequate vocabulary, and grammatical accuracy. These challenges are consistent with findings by Ariyanti & Anam, (2021), who noted that many EFL students face problems in generating ideas and organizing their thoughts into structured paragraphs.

One of the key causes of low writing achievement is the limited use of interactive and engaging instructional methods. Traditional writing instruction often relies on teacher explanation and textbook activities, which are less effective in stimulating students' interest or supporting different learning styles (Vonna et al., 2015). To address these shortcomings, educators are encouraged to adopt technology-enhanced approaches that provide visual, auditory, and kinesthetic engagement.

Wizer.me is a digital learning platform that enables teachers to create interactive worksheets with multimedia elements such as video, audio, and images. It offers various question formats—multiple choice, fill-in-the-blank, matching, open-ended—that can be customized for different learning goals. According to Kopniak (2018), *Wizer.me* helps increase learner engagement, supports autonomous learning, and allows real-time assessment. In language classrooms, its use has been associated with improved student participation and comprehension. Simamora (2022) reported that students who used *Wizer.me* showed significant improvement in writing descriptive texts, particularly in organization, vocabulary, and grammar. Nildasari & Nur (2024) also found that *Wizer.me* facilitated deeper understanding by allowing students to learn through visual and interactive materials.

From a pedagogical perspective, descriptive writing is one of the fundamental genres taught in junior high schools. Its main purpose is to provide vivid details about a person, place, animal, or object to help the reader visualize it (Wardani, 2014). A typical descriptive text consists of two generic structures: identification and description. It commonly uses simple present tense, adjectives, and noun phrases (Kemendikbud, 2024). Despite its relatively straightforward structure, many students have difficulty mastering this genre due to limited vocabulary, poor sentence construction, and weak paragraph coherence (Husna, 2017; Loka, 2020). Therefore, implementing multimedia-supported platforms such as *Wizer.me* may help bridge the gap between instructional goals and student performance.

Although previous studies have explored the use of digital platforms in general, there remains limited empirical evidence focusing specifically on the use of *Wizer.me* to enhance writing achievement in descriptive texts, especially in rural junior high schools in Indonesia. Moreover, there is a research gap concerning the specific impact of *Wizer.me* on the five core writing aspects: content, organization, grammar, vocabulary, and mechanics.

This study, therefore, seeks to fill this gap by examining whether the use of *Wizer.me* leads to a significant difference in students' writing achievement compared to conventional teaching methods. It also aims to analyze which aspects of writing benefit most from the platform's use. The results are expected to contribute to the development of more effective, technology-based writing instruction in EFL classrooms.

METHOD

1. Design

This study employed a quasi-experimental design with a non-randomized pre-test and post-test control group model. The design involved two intact classes: one served as the experimental group, which received treatment through the use of *Wizer.me*, and the other as the control group,

which was taught using conventional methods. The purpose of this design was to determine whether there was a statistically significant difference in writing achievement between the two groups. The research procedure consisted of administering a pre-test to both groups, implementing the treatment in the experimental group, and then conducting a post-test to measure students' progress.

2. Subject

The participants of this study were 54 eighth-grade students of SMP Negeri 1 Pajar Bulan in the academic year 2024/2025. The sample consisted of two classes: VIII.1 (28 students) as the experimental group and VIII.2 (28 students) as the control group. These classes were selected using purposive sampling, considering that both were taught by the same English teacher and had relatively similar proficiency levels and class sizes. Most of the students had elementary to lower-intermediate English proficiency, particularly in writing.

3. Instrument

The primary research instrument was a writing test, which consisted of a descriptive text writing task. The same test was used for both the pre-test and post-test. Students were asked to write a descriptive text of at least two paragraphs about a given topic (e.g., an animal). To evaluate students' performance, an analytic scoring rubric adapted from Brown (2007) was used, which assessed five writing components: content, organization, grammar, vocabulary, and mechanics. Each component was scored on a scale of 1 to 4 and assigned a specific weight in the overall score.

4. Data Collecting Technique

Data were collected in three stages: pre-test, treatment, and post-test. In the pre-test phase, both the experimental and control groups were asked to complete a writing task on descriptive text. The experimental group then received treatment using *Wizer.me* across six classroom meetings, during which students completed multimedia-enhanced writing tasks. Meanwhile, the control group was taught using traditional methods, such as textbook-based instruction and whiteboard explanation. At the end of the treatment period, both groups were given a post-test that was identical in format and topic to the pre-test.

5. Data Analysis Technique

The data were analyzed quantitatively using paired sample t-tests and independent sample t-tests. The paired sample t-test was used to compare students' writing performance within each group before and after treatment. The independent sample t-test was used to compare the post-test scores between the experimental and control groups. Both tests were conducted using SPSS version 25. In addition, the reliability of the scoring was confirmed through inter-rater reliability, where two experienced English teachers evaluated the students' writing. The Sig. (2-tailed) coefficient between the two raters was 0.000, indicating acceptable reliability.

RESULTS AND DISCUSSION

This section presents the results of students' writing achievement as measured through pre-tests and post-tests administered to both the experimental and control groups. The data were analyzed using descriptive statistics and inferential analysis (paired sample and independent sample t-tests).

1. Results

a. Descriptive Statistics

The pre-test results showed that the experimental group had a mean score of 59.35 with a standard deviation of 14.52, while the control group had a mean of 54.22 and a standard deviation of 11.21. After the treatment, the post-test mean in the experimental group increased to 72.88 (SD = 13.91), while the control group's mean increased to 62.15 (SD = 12.49).

Table 1 Result Descriptive Statistics

Group	Test	Mean	Std. Deviation
Experimental	Pre-Test	59.35	14.52
	Post-Test	72.88	13.91
Control	Pre-Test	54.22	11.21
	Post-Test	62.15	12.49

b. Paired Sample t-Test (Within Group Comparison)

In the experimental group, the paired sample t-test showed a statistically significant increase from pre-test to post-test. The mean difference was 16.50 with a t-value of 6.53 and a significance value of 0.000 ($p < 0.05$), indicating a substantial improvement. Similar results were observed across all five writing components: content, organization, grammar, vocabulary, and mechanics.

Table 2 Result Paired Sample t-Test

Component	Pre-Test Mean	Post-Test Mean	Mean Difference	t-Value	Sig. (2-tailed)
Writing Achievement	58.75	75.25	16.50	6.53	0.000
Content	0.77	1.01	0.23	6.32	0.000
Organization	0.47	0.60	0.13	5.27	0.000
Grammar	0.44	0.55	0.11	4.05	0.000
Vocabulary	0.34	0.42	0.08	2.91	0.007
Mechanics	0.31	0.41	0.10	3.09	0.004

In the control group, a significant increase was also observed, but the improvement was smaller. The mean difference was 13.62, with a t-value of 7.28 and significance value of 0.000. However, the post-test mean remained lower than that of the experimental group.

c. Independent Sample t-Test (Between Group Comparison)

The independent t-test comparing the post-test scores between the experimental and control groups revealed a mean difference of 7.41, with a t-value of 2.286 and a p-value of 0.026. Since $p < 0.05$, the result indicates a significant difference in writing achievement between students taught using *Wizer.me* and those taught conventionally.

Table 3 Result Independent Sample t-Test

Variable	Mean Experimental	Mean Control	Mean Difference	t-Value	Sig. (2-tailed)
Writing Achievement	75.25	67.84	7.41	2.286	0.026

These findings suggest that the use of *Wizer.me* had a statistically significant effect on students' writing performance, particularly in descriptive text composition.

2. Discussion

The findings of this study indicate that the use of *Wizer.me* significantly improved students' writing achievement in descriptive texts. The experimental group, which was taught using *Wizer.me*, demonstrated higher post-test scores than the control group taught through conventional methods. This result is consistent with previous studies (Nildasari & Nur, 2024; Simamora, 2022) that emphasize the benefits of interactive digital platforms in enhancing student engagement and writing performance.

The improvement was especially notable in two components: content and organization. Students in the experimental group were able to generate and elaborate ideas more effectively, likely due to the multimedia features of *Wizer.me* such as video prompts and images. This aligns with the view of Graham (2018), who stated that writing is not only a cognitive process but also a creative one, where visual and contextual stimuli can significantly aid idea development. Similarly, improved organization may be attributed to the structured and scaffolded worksheet format provided by the platform, which guided students in logically sequencing their ideas.

Other aspects—grammar, vocabulary, and mechanics—also showed measurable improvement, albeit at a slightly lower rate. These gains are consistent with the findings of Vonna et al. (2015), who argue that supportive instructional tools can incrementally improve linguistic accuracy by offering repeated exposure and practice. The automatic feedback and correction features of *Wizer.me* may have contributed to raising students' awareness of grammatical structures and vocabulary usage.

Furthermore, the interactive learning environment created by *Wizer.me* appeared to have increased students' motivation and participation. This supports the findings of Ariyanti and Anam (2021), who observed that technological tools can reduce anxiety and foster learner confidence in language production tasks. In this study, students engaged more actively with the tasks, as the platform provided immediate feedback and visually appealing content that maintained interest throughout the learning sessions.

The independent sample t-test results confirm the statistical significance of the difference between the two groups. With a p-value of 0.026, the data support the hypothesis that *Wizer.me* has a measurable impact on writing achievement. Although both groups improved, the magnitude of improvement in the experimental group was greater, indicating that digital instructional tools can enhance traditional classroom practices, especially in EFL contexts.

Despite these promising outcomes, several challenges were noted during implementation. Some students experienced distractions when using mobile devices, while others encountered initial difficulties in navigating the platform. Additionally, students unfamiliar with digital learning tools needed more guidance, which required the teacher to provide technical as well as pedagogical support. These practical limitations suggest that while digital tools offer significant benefits, their integration must be accompanied by appropriate digital literacy training and classroom management strategies.

In conclusion, the discussion confirms that *Wizer.me* is an effective, motivating, and pedagogically sound tool for teaching descriptive writing. It facilitates not only linguistic improvement but also learner autonomy and engagement. The novelty of this study lies in its focused evaluation of *Wizer.me*'s impact on specific writing components within an Indonesian junior high school context—an area that remains under-researched in current EFL literature.

CONCLUSION

This study concludes that the use of *Wizer.me* as an interactive digital learning platform has a significant positive impact on students' writing achievement, particularly in writing descriptive texts. Students taught using *Wizer.me* showed greater improvement in all assessed aspects of writing—content, organization, grammar, vocabulary, and mechanics—compared to those taught

through conventional methods. The most notable improvements were observed in content development and text organization, indicating that the platform effectively supported students in generating and structuring ideas. The statistical results confirmed that this difference was significant, with the experimental group outperforming the control group in the post-test. These findings affirm that digital platforms such as *Wizer.me* can enhance the effectiveness of writing instruction, especially in EFL classrooms at the junior high school level.

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