



**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT BY USING GENCRAFT: A CLASSROOM ACTION
RESEARCH**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
MINISTRY OF HIGH EDUCATION, SCIENCE, AND TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF JEMBER
2026**



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Prepared to fulfill one of the requirements for obtaining the S1 degree in the English
Education Study Program, Language and Arts Department, Faculty of Education,
University of Jember

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DEDICATION

This undergraduate thesis is dedicated to:

1. My beloved parents, Saini and Musriah, who have always been my greatest source of strength, inspiration, and support. Their endless love, prayers, and sacrifices have guided me throughout every step of this journey.
2. My dear brother, Angga Nova Setia Budi, for his love, support, and encouragement that have motivated me to complete this study.
3. My special partner, Riyo Darmawan, who has always been there for me throughout every step of this journey. Thank you for always being here to listen to my stories and concerns, for encouraging me, and for accompanying me until I finally reached this point.
4. All my friends, who have shared unforgettable moments, support, and togetherness throughout my journey.
5. Last but not least, my self. Thank you “Yulia” for staying strong, continuing to fight, and never giving up until now. Through this thesis, you have proven that you deserve the S.Pd degree. This thesis is also a reminder of your hard work and a first step toward achieving even greater things in the future. Whatever happens next, always appreciate yourself and be proud of every process you have gone through for a better and brighter future.

MOTTO

“Let your dreams be bigger than your fears”

(Robert Strauss)

STATEMENT OF THESIS AUTHENTICITY

I officially state that this thesis is the original and authentic work of the author. All materials integrated from secondary sources have been fully recognized and referenced.

I authenticate that the content in this thesis is the work by the author that has been carried out since the official date of commencement and the approval of the thesis title.

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SUPERVISOR APPROVAL
IMPROVING STUDENTS' ACHIEVEMENT IN WRITING
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RESEARCH

THESIS

Composed to Fulfill One of Requirements to Obtain S1 Degree at the English
Education Study Program, Language and Arts Department, Faculty of Education,
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SUMMARY

This study aims to improve students' achievement in writing descriptive text by using Gencraft. The study focused on helping students to improve their writing skill, particular in generating and organizing ideas into descriptive text. The participants in this study were students in the class with the lowest scores in writing. Many students struggled to describe objects, places, or people in detail so I used Gencraft to support the writing process. each cycle, I carried out planning, action, observation, and reflection activities to evaluate the teaching and learning process. Gencraft was used during the lessons to encourage students to create and describe the images they had created by using Gencraft.

The result of this study showed an increase in students' achievement from the pre-cycle to Cycle 1. In cycle 1, only 30% of the students met the minimum score, while 70% did not achieve it. After implementing Gencraft in Cycle 1, the percentage of students who met the minimum score increased to 40%, while 60% of the students still did not achieve.

Furthermore, the improvement was even more significant in Cycle 2. The percentage of students who achieved the minimum score increased to 70%, while only 30% did not achieve. These results indicate that the use of Gencraft improves students' writing skill, especially in writing descriptive text.

The important key of this study was that Gencraft helped students improve their writing skills by stimulating their ideas through visual images. The images generated by Gencraft made students more interested and motivated to learn. In addition, students were able to describe images in more detail, which made it easier to compose descriptive text.

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First of all, I would like to express the greatest gratitude to Allah SWT for mercy and blessing but for still waiting to give me courage and patience so that I am finally able to finish the thesis entitled “Improving Students’ Achievement in Writing Descriptive Text by Using Gencraft: A Classroom Action Research.”

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2. The Chairperson of the Language & Arts Education Department.
3. The Chairperson of the English Language Education Study Program.
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Hopefully, this thesis will be beneficial for the readers in the future. Therefore, any constructive suggestions and critiques will be welcomed and appreciated for a better future.

Jember, June 2026

The Writer

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CHAPTER I INTRODUCTION

This chapter presents the research background, the research question, the research objective, and the research contributions. They are presented in the following sections.

1.1 Research Background

Writing is one of the four LSRW (listening, speaking, reading, and writing) skills. It is a system of written symbols that stand in for linguistic sounds, syllables, or words Dalman(2025). Generally, writing is a more effective tool for communication than any other. Therefore, students should improve their writing skills to find out their educational needs. Nowadays, students are already capable of writing skills because they can use their study time with their smart phones equipped with technology, and they can utilize the media of the internet that already provide instant answers on the internet, such as AI.

In today's digital age, the application of Artificial Intelligence (AI) has significantly changed the educational landscape. AI is showing great potential as a tool to improve education, especially in the area of English language learning. AI is critical to English learning opportunities. AI has the power to change language learning, making it more effective and accessible for learners of English from a variety of backgrounds Patama & Hastuti (2024). But amidst the transformative potential of AI, students today still face challenges in developing writing skills. Common difficulties include generating relevant ideas, crafting structured sentences, mastering a variety of vocabulary to convey meaning appropriately, and applying text structures that suit communicative purposes Renandya (2022). Therefore, a way is needed to help students to improve their writing skills with interesting features so during the learning process students do not feel bored but will feel interested in learning to write.

As an English Foreign Language (EFL), students usually write descriptive texts in high school. Students are asked to describe an object, place, thing, or a

person. According to Oktavia & Islam (2024), a descriptive paragraph includes words that assist the readers to see, feel, touch, smell, or taste the subject being described. Therefore, in order to make sense to the readers' senses, someone must be described as authentically as possible to attract the readers' sense. As effective writing is considered to be a problem for EFL learners, they need an interesting tool to help students write a text more easily. One AI that is interesting and helps students to write is Gencraft.

Students often have some problems in writing, especially in writing descriptive text. This matter also happened in 10th grade, majoring in Automotive Engineering. By interviewing the English teacher of one vocational high school, I knew that most 10th grade students majoring in Automotive Engineering had difficulties in writing. From the data given by the teacher, it seems that most of the students, for about 70%, got a score <75 in their writing where the mean of their writing score is 70. It happened because the students had difficulty in finding ideas for their writing.

In a previous study, experts agreed that Gencraft has great potential as an effective learning tool, especially in students' writing activities. Patama & Hastuti (2024); Rym (2023) in their Classroom Action research. They get data that Gencraft improves students' writing skill. Gencraft has features that can help students' difficulties in writing skills. Gencraft can be a tool to visualize the concept, character, or background of the story they are going to write. In addition, research conducted by Marquez (2024); Bulawan (2024), it also shows that Gencraft can increase students' academic engagement, interest, and creativity. This tool not only makes learning activities more enjoyable, but also provides unlimited ideas to support academic activities. Gencraft helps students create their creativity by providing a feature that allows them to create images based on prompts they write themselves. This can help students develop their creative writing skills with this feature. Therefore, Gencraft is an effective way of producing ideas in writing. In the previous study, Pratama & Hastutui (2024) who have studied Senior High School students; Rym (2024) who

have studied students at university; Bulawan (2024) who have studied Junior High School students. Therefore to fill the gap, I conducted research in Vocational High School students, whereas Vocational High School focused on practical training rather than theory.

1.2 Research Question

Can the use of Gencraft improve the achievement of 10th grade Automotive Engineering students in writing descriptive text?

1.3 Research Objective

This study aims to improve students' achievement in writing descriptive text using Gencraft.

1.4 Research Contributions

The result of this research was expected to provide feedback to English teachers and future researchers as practical and empirical contributions.

1.4.1 Empirical Contribution

The result of this research could help future researchers who have the same interest with this research to improve students' writing achievement whether or not they had the same research design. The future researchers can follow the steps of learning activities in this research or modify the steps. This research also could help future researchers to improve students' writing in the learning process by using Gencraft.

1.4.2 Practical Contribution

This study provides practical contributions by offering recommendations for teachers to integrate Gencraft in writing class. The results of this study can be used as a reference for designing more creative and enjoyable learning writing by utilizing Gencraft's features to stimulate ideas, increase engagement and foster motivation. In

addition, this research can help students find new ways to learn writing with technology support, such as Gencraft.

CHAPTER II LITERATURE REVIEW

This chapter reviews the literature on theories related to theory perceptions of Gencraft, writing skill, Gencraft as digital aids and features of Gencraft.

2.1 Writing Skill

Writing skill is such an advanced skill to master because of the complexity required in this skill. Therefore, writing abilities are necessary skills in creating and arranging ideas as well as being skilled in a variety of writing skills, including syntax, vocabulary, word choice, and punctuation Rym (2024). One student was used to expressing ideas and feelings in writing. However, they must still pay attention to the structure of the language so that what is written can be understood by readers, as Putri (2022) explained writing skills require a long time and intensive practice.

Writing skills are organizing ideas systematically and expressing them explicitly so that readers can easily understand the message or the idea conveyed. Dalman (2020) explained that writing is the process of students sharing information or things with others and expressing ideas for communication in a written way. Therefore good writing skills help readers understand the authors' goal is to convey a message in a text.

In the end, writing is a way to express and understand one's knowledge rather than only being about handwriting or writing style. According to Setyaningrum (2022), engaging in fun and useful activities is beneficial. Increasing writing abilities can encourage creativity and increase self-confidence. Writing abilities enable us to successfully express our ideas and feelings through the use of suitable language and coherence.

2.2 Writing Process

Producing a piece of writing is a process the writer may go through. Brannan (2023) pointed out the steps in a standard writing process to carry out the writing project successfully:

1) Prewriting

This step can be described as the first step in the writing process, during which the writer develops ideas for their work. It can be useful to determine whether the writer has an understanding of the object they will be writing about. This stage is also valuable for developing the writer's ideas and adding more creativity to their work.

2) Organizing Idea

In this step, writers must organize their ideas in a structured way before they begin writing their work. There is no doubt that writers must think through and organize many ideas into a paragraph.

3) Drafting

This is the stage where the writer has finished organizing all their ideas. At this stage, the writer can begin writing their draft.

4) Revising

During the revision step, the writer needs to evaluate the text. The writer needs to identify sections that can be changed, added or deleted. This stage takes a considerable amount of time and is crucial. The main areas of focus during revision are content, structure, and style.

Based on the description above, the steps explained that the writing process has some steps which make the writing will be organized.

2.3 Gencraft as Digital Writing Aids

Digital writing includes various skills such as, interacting on social networks, blogging, online communication, writing with word processors Aljuaid (2024). Digital writing requires the ability to adapt writing styles to different digital platforms and to use technology effectively for clear written communication. Ahmeti (2020) explains in a survey of educators about the positive influence of digital technology on students' writing skills. Therefore, improving writing skills need tools to get a different experience and students motivated in the learning process. Xiao & Zhi

(2023), stated that Gencraft have advantages for English language learning encompassing in the enhancement of language skill, Interesting features, effective tools, delivering aid with writing, research, and problem-solving assignments, as well as individualized insights into practice materials. Therefore, Gencraft can be an effective tool to help learning writing because Gencraft is an AI Art Generator that enables users to transform text descriptions into unique images.

Technology is very much needed in the process of learning because it is effective in the learning process. The result of Pratama & Hastuti (2024) study shows that the application of technology, especially the use of Gencraft in the learning process, can improve students' skills in the learning process. This is because the use of technology can make the process of learning more interesting and engaging. In his research Gencraft is considered effective in increasing a positive atmosphere in the learning process. A positive atmosphere in the learning involves fostering high motivation for learning, encouraging open communication, instilling enthusiasm for learning material among students, and ensuring active participation of the students in the learning process. Akoko (2024) in his quantitative study, Gencraft has become one of the most widely used tools for learning, as it has interesting features and enjoyable learning tools. Gencraft can also make learning classes enjoyable and not boring.

In particular, participants in this study will get a solution when they use Gencraft as a digital writing tool. Gencraft has features that can help students' difficulties in writing class. Gencraft can be a tool to visualize the concept, character, or background of the story they are going to write. By inserting textual descriptions they will get a visual representation that can trigger new ideas and enrich their imagination before or during the writing process.

2.3.1 Features of Gencraft

Such features of Gencraft can be used as tool for improving students' writing skills:

1. Text to image generation

In this feature the user enters the requested text and Gencraft generates a corresponding image based on the description. Students who struggle to describe scenes, characters or abstract ideas can use this feature as a starting point for their initial descriptions. By experimenting with different descriptive words in their prompts s can observe how subtle changes in language can result in different visuals. This iterative process can help students to hone their writing skills.

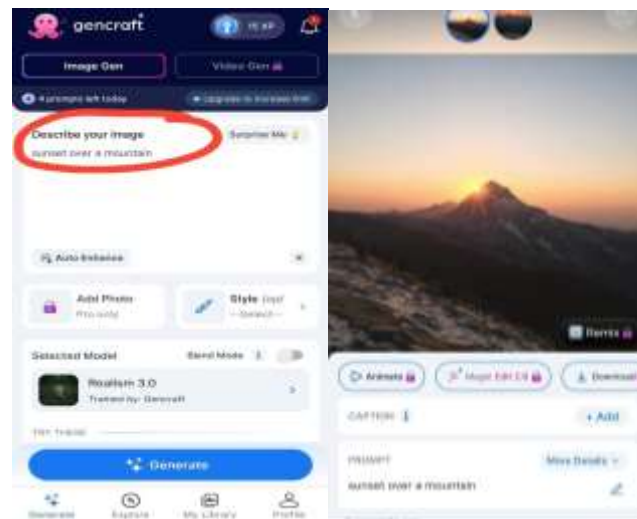


Figure 1 Feature of Text to Image

2. Style Selection

In this feature, Gencraft offers a variety of artistic styles (abstract, realistic, fantasy) that users can choose from in the image they want to generate. By generating images of the same subject in various styles, students can gain an understanding of how they can select and translate their descriptions through the choice of words they write.

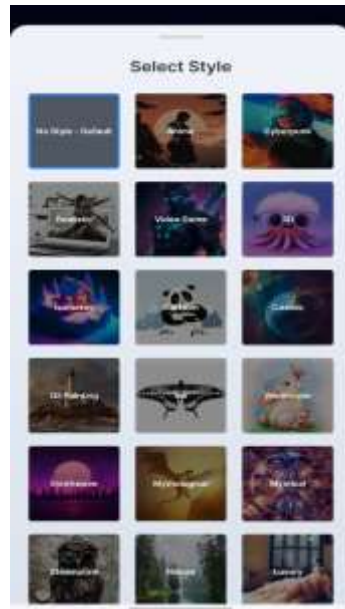


Figure 2 Features of Style Selection

3. Image Variations

In this feature, Gencraft allows users to generate multiple variations of a single image based on the same prompt. As explained in the previous point, the subtle differences between image variations can encourage students to think more critically about the specific details that make each image unique. This encourages them to be more precise in exploring their writing, by focusing on specific visual elements.

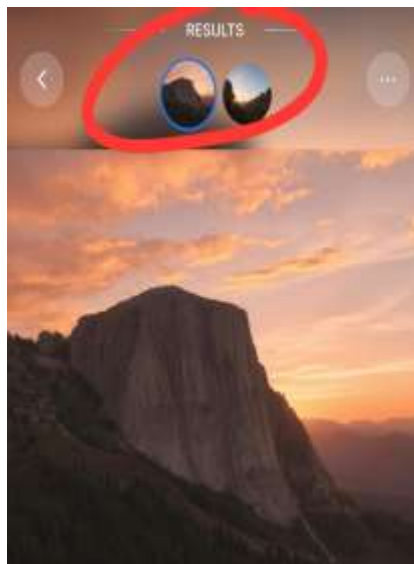


Figure 3 Features of Image

BAB III RESEARCH METHODOLOGY

This chapter consists of the research design, research context, research participants, data collection method, and data analysis method. All of them will be presented in the following parts.

3.1 Research Design

This research was conducted by using Classroom Action Research (CAR). It is one of the research processes in a class activity. Classroom Action Research (CAR) is developed to improve learning practices on an ongoing basis. However, the objective of Classroom Action Research (CAR) is to solve problems, improve conditions, develop and enhance the quality of learning Semathong (2023). Therefore, in developing professionalism as an educator, implementing Classroom Action Research (CAR) is very needed as a kind of development and level of professionalism for an educator.

Kemmis & Mc Taggart (2000) state that Classroom Action Research (CAR) is an in-depth study carried out by educators, researchers, administrator, school counselors, or other involved parties in the educational environment to understand more about how their specific school functions, how they instruct, and how effectively students learn. Therefore, Classroom Action Research (CAR) is a kind of study where the teacher uses a technique, media, or approach to improve the quality process of learning in the classroom.

This research also used a design developed by Kemmis & Taggart (2000) consisting of four components, which are planning, action, observation, and reflection. These components were carried out in each cycle. Zainudin & Fatoni (2021) state that the number of cycles carried out in the classroom learning process depends on the problems that need to be solved. If the learning outcomes are not achieved in the first cycle, then more than one cycle is needed. Therefore, the

definition of a cycle here is a round of activities consisting of planning, action, observation, and reflection.

a. Planning

The first stage before starting a research is planning. I prepared the things, which are the topic, scheduling, media, and lesson plan (See Appendix 1). In addition, I also prepared a test for the students to use as a tool for getting statistical data regarding their proficiency in writing descriptive text.

b. Action

At the beginning of the first meeting in the cycle, I introduced the media to the students. Then the material presentation was delivered through the information features in Gencraft. In this case, students were asked to install Gencraft on their smartphone with the aim that students can always be involved actively in the class.

In this research students created images using Gencraft with prompts whose themes or template was determined by I. After they have already successfully produced images according to the given themes or templates, they will describe in detail the images they have created by following the descriptive text structure, which are identification and description. And their writing was assessed using scoring rubric at each meeting (See Table 1).

c. Observation

Observation is the third stage. In this stage, the learning activities are observed to see how the students are improved. The goal of observation was to collected information on how the media used during the activity of students' writing activities.

d. Reflection

The final step that needs to be completed after carrying out research includes finishing some steps, including planning, action, and observation is reflection. At this stage, I was identified the strengths and weaknesses of the process process, examines any problems that occurred, and evaluates the effectiveness of the strategies or media used. The findings of the reflection were used to decide whether the research should be stopped because the objectives have been achieved or continued to the next cycle with necessary improvements. Therefore, the main purpose of the reflection stage was to ensure continuous improvement in the quality of teaching and learning.

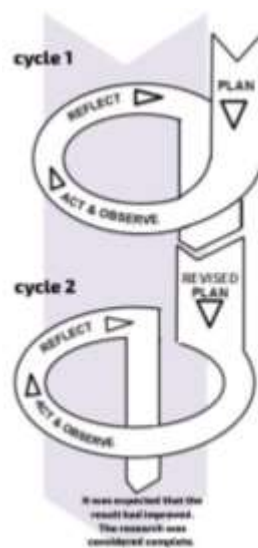


Figure 4 cycle by Kemmis & Taggart (2000)

3.2 Research Context

This research was conducted at one of the vocational high schools in Jember. The research was conducted on 10th grade students majoring in Automotive Engineering. They have been using Gencraft since they were in 1st semester. I got this information when I asked them about Gencraft and they already know about Gencraft. An emancipated curriculum was used in this vocational high school. At this

school, English class takes place three times a week. I was chosen this school because they wanted to improve students' achievement in writing, especially in writing descriptive text. This decision was based on I's knowledge that the English teacher had never used Gencraft in descriptive writing classes. Therefore, the headmaster granted permission to I conducted this study.

3.3 Research Participants

This research was conducted in one of vocational high schools in Jember, The research participants were 10th grade students majoring Automotive Engineering which has the lowest mean score in writing skill, the mean score was 67. It consists of 36 students (2 females and 34 males). Purposive sampling technique was used in this research to find out the participants. Purposive sampling a technique to take objects based on criteria and relevant with focus of topic research Magnone & Yezierski (2024). The students' criteria that I apply in this research are the class who have low to moderate writing skills based on previous writing scores and the class who have been using Gencraft. Therefore I chose 10th grade students majoring Automotive Engineering as participants because they had the lowest mean score in previous writing classes (See Appendix 8).

3.4 Data Collection Method

This research was conducted with some instruments to collect the data needed. Which are tests and lesson plans. In this case, a writing test had been done to collect the primary data.

3.4.1 Writing Test

A test is a tool that presents students with a series of questions requiring them to engage in the activity of answering question Millan (1992). In this study, the writing test was conducted to find out the data on the descriptive writing skills of 10th grade students. The writing test was administered in each cycle after the action

had been implemented. This writing test was evaluated based on five aspects, grammar, vocabulary, organization, mechanics, and content.

In this research, a writing test was administered to assess the ability of 10th grade students to write descriptive text after participating in a learning process using Gencraft. During the test, the students were given a topic related to descriptive text. Second, the students were creating images based on the prompt that was already determined by the teacher. Then, students wrote a descriptive text in a paper as a test that was already provided by the teacher (see appendix 9 & 10). Students described the images that they have already created. In this phase, descriptive text writing scoring rubric was used to assess the students writing.

3.5 Data Analysis Method

This research was conducted using an analytical rubric. An analytical rubric is a rubric that requires teachers to first assign scores to each component of performance separately, and then sum those scores to obtain a total score Moskal (2000). Rubric analysis is used to identify students' specific strengths and weaknesses. Analytic rubrics are also suitable for use when detailed assessment of students' work is required, as well as the specific feedback regarding their performance.

Scoring rubrics aid in evaluating and giving feedback to students' comprehension and knowledge of important criteria based on planned learning outcomes in order to complete the course and goals of the program Phetsangkhad (2022). Therefore this research used scoring rubric as a data analysis method because scoring rubric is a systematic assessment tool that ensures consistency in evaluation, makes goals clear to students and helps them develop them with organized and helpful feedback. This research was conducted using scoring rubric by Hughes (2003).

Table 1 Scoring Rubric

No	Criteria	Score
	Grammar - Few (if any) errors of grammar or word order. - Some errors of grammar or word order but do not interfere with comprehension. - Errors of grammar or word order are frequent; re-reading is necessary for full comprehension. - Errors of grammar or word order are very frequent; readers' own interpretation is needed. - Errors of grammar or word order so severe as to make comprehension impossible.	5 4 3 2 1
	Vocabulary - Use few (if any) inappropriate words. - Use some inappropriate words but do not interfere with comprehension. - Use wrong or inappropriate words frequently; expressing ideas limited. - Use wrong or inappropriate words very frequently; readers own interpretation is needed. - Vocabulary is so limited as to make comprehension impossible.	5 4 3 2 1

	• Mechanics • Few (if any) misspelling, wrong punctuation, and capitalization. • Some misspelling, wrong punctuation, and capitalization but do not interfere with comprehension. • Misspelling, wrong punctuation, and capitalization frequent re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization are very frequent; reader's own interpretation is needed. • Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible.	5 4 3 2 1
	• Content • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak.	5 4 3 2 1
	Organization • Few (if any) lack of organization and link to ideas. • Some lack of organization and link of ideas but do not impair communication.	5 4

	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. • Lack of organization and link of ideas is very frequent; readers' own interpretation is needed. • Lack of organization and link of ideas so severe as to make communication impaired.	3 2 1
	Total score :(the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing Score: $\frac{Total\ Score}{25} \times 100\% = \dots\dots\dots$	

(Adopted from Hughes, 2003)

CHAPTER IV RESEARCH RESULT AND DISCUSSION

This chapter contains the result of the action in Cycle 1 and Cycle 2. Each cycle covers the result of the observation, the result of the writing test and the discussion.

4.1 The Result of the Action in Cycle 1

The result of the action in Cycle 1 presented how Gencraft can improve students' achievement in writing a descriptive text. The action given to research participants was Gencraft in writing descriptive text. In this research, I conducted steps of Classroom Action Research (CAR) by Kemmis & Taggart (2000) as follows:

4.1.1 Planning

I prepared everything indeed to carry out the Classroom Action Research (CAR) during the planning stage. Planning was done to help the implementation of the teaching and learning process. I prepared the lesson plan for action in Cycle consisted of learning objectives, teaching procedures, classroom activities and assessment technique (See Appendix 2). As the main instrument, I also prepared a writing test, to obtain quantitative data of students' achievement in writing descriptive text. The test was conducted to identify the students' achievement after implementation of Cycle 1 was conducted.

I also arranged the schedule of teaching activity that already coordinated with timetable school to ensure that the action was implemented effectively. The schedule of action in Cycle 1 as follows:

Table 2 Schedule of the Research in Cycle 1

No.	Dates	Activities	Activities were done by
1.	8 April 2026	Meeting 1	Researcher
2.	9 April 2026	Meeting 2	Researcher

3.	10 April 2026	Meeting 3 (Writing Test)	Researcher
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4.1.2 Action

In Cycle 1, I distributed worksheets to the students and asked them to write prompts based on the themes that had been provided. The prompts (See Appendix 9 and 10) were then used in Gencraft to generate images related to the selected themes. After obtaining the images, students were asked to write descriptive texts by explaining the visual details shown in their generated pictures.

During the implementation of this cycle, it was found that the most students were still unable to describe their images comprehensively. Several objects, characteristics, and details appearing in the pictures were not clearly explained in their descriptive text. As a result, the descriptions tended to be incomplete and lacked sufficient detail to help readers fully visualize the images being described.

To address this issue, I provided feedback and guidance to the students. The feedback focused on encouraging them to observe their generated images more carefully and describe every relevant object, feature, color, shape, and surrounding detail. Students were also guided to expand their sentences and provide more specific information in their descriptions.

After receiving feedback, the students revised and improved their work. The results showed that their descriptive texts became more detailed and comprehensive. Most students were able to include additional information about the objects in their pictures and explain them more clearly. Furthermore, improvements were also observed in their writing mechanics. Students paid more attention to punctuation, capitalization, and sentence structure, and organized descriptive text. These improvements indicated that the use of Gencraft, combined with continuous feedback from I, helped students develop their writing descriptive text more effectively.

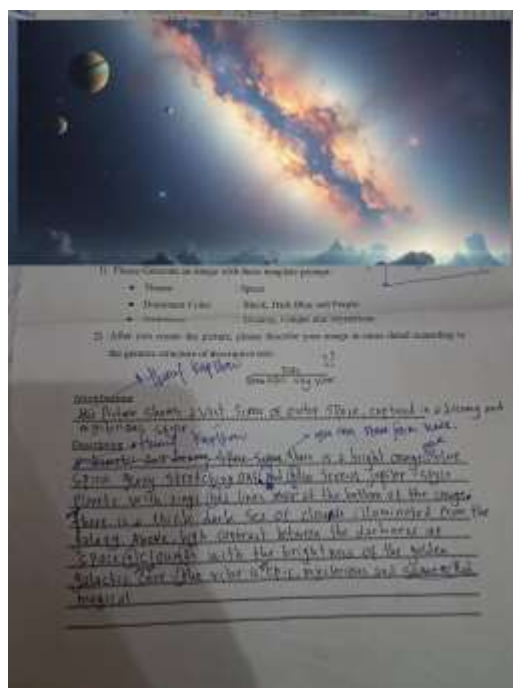


Figure 5 a DescriptiveText before revision

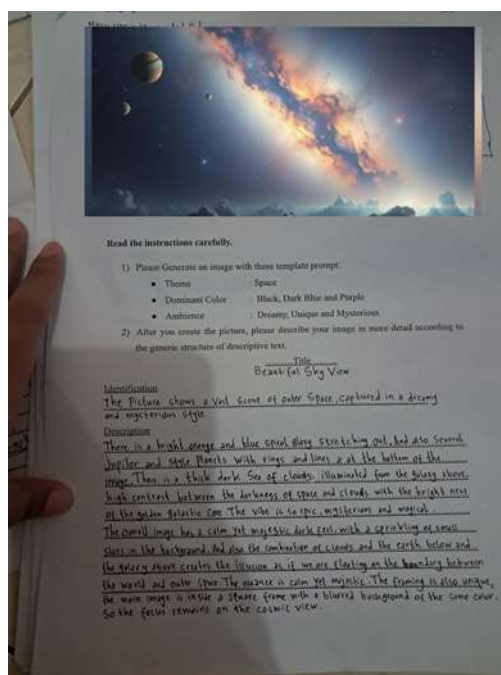


Figure 6a Descriptive Text After Revision

4.1.3 Observation

In observation step, I observed the implementation of teaching descriptive text using Gencraft. The observation was conducted to collect data on students' participation, engagement, and responses during the learning process. In addition, the observation focused on how students used Gencraft to generate visuals through prompts and develop their ideas into descriptive text. I used an observation checklist to record students' activities, including their attention to the teachers' explanation, participation in classroom discussions, ability to use Gencraft, and completion of the assigned tasks.

Table 3 Observation Checklist of Cycle 1

Observation Checklist	Yes	No
• Students' paid attention to the teachers' explanation about decriptive text	V	
• Students were able to access and use Gencraft	V	
• Students' actively prticipated in classroom activities	V	
• Students wrote descriptive texts independently		V
• Students completed the writing task within the allotted time		V
• Students showed enthusiasms during the learning process	V	
• Students followed the teachers' guidance throughout the activity	V	

4.1.4 Reflection

The reflection was the final stage. The result of reflection was used to decide I should be stopped or continue to the next cycle. A writing test was used at this stage. A writing test was used to measure the students' achievement in writing a descriptive text. The test was given after I conducted the first and the second meeting. This writing text was in the form of an essay. The students had to wrote a descriptive text of at least 8 sentences and the time allocation was 45 minutes. The mean scores of the students' achievement in writing test were:

Table 4 the Students' Result in Action Cycle 1

No.	Students' Initial Names	KKM	Score	Achieved	Not Achieved
	EAR	75	78	V	
	FRA	75	64		V
	FRA	75	64		V
	FID	75	64		V
	FKR	75	77	V	
	FF	75	75	V	
	FGAT	75	70		V
	ICL	75	68		V
	IBAD	75	66		V
	IBA	75	68		V
	IKSK	75	75	V	
	INNS	75	68		V
	INAM	75	79	V	
	KNR	75	78	V	
	MAI	75	66		V

	MARA	75	66		V
	MADH	75	77	V	
	MMT	75	64		V
	MIG	75	77	V	
	MDAL	75	79	V	
	MHH	75	64		V
	MH	75	79	V	
	MHYA	75	78	V	
	MSA	75	66		V
	MDRA	75	70		V
	MGPA	75	68		V
	MG	75	66		V
	MMF	75	66		V
	MAG	75	68		V
	MAI	75	78	V	
	MNZ	75	68		V
	MAF	75	72	V	
	MAR	75	68		V
	MAF	75	78	V	
	MAR	75	70		V
	MBM	75	76	V	
Total				14	22
The Average Score			71		
Percentage				40%	60%

Based on the result above, the students' average score was 71. It was considered to be successful because the minimum score of the students was 75, then the percentage of the students who achieved the target score 75 was 40%.

Table 5 the Improvement of the Students' Achievement in Pre-cycle and Cycle 1

No.	Cycle	Criteria of Success	
		Achieved	Not Achieved
1.	Pre- Cycle	30%	70%
2.	Cycle 1	40%	60%

4.2 The Result of the Reflection in Cycle 1

Based on the data above, it showed that the findings of Gencraft in writing descriptive text can improve their writing skill with interesting features of Gencraft. Students described the images that they already made by using features of Gencraft. Using Gencraft can also improve their creativity when they write, because students can create images based on their prompt, it means from their own creativity. And from the finding of the writing test, the percentage of the students who got at least 75 was 40%. Therefore, the result of Cycle 1 in this research had fulfilled the criteria of success that the mean score of the students was ≥ 70 and 40% of the total students achieved the standard score that was 75. However the action of Cycle 1 achieved the target of this research, it was still necessary to continue the action of Cycle 2 to know the consistency result of teaching writing by using Gencraft.

Based on the observation checklist (See Table No. 3), most students showed positive engagement during the learning process. They paid attention to I's explanation, were able to access and use Gencraft, actively participated in classroom

activities, showed enthusiasm, and followed the teacher's guidance throughout the lesson. These findings indicate that Gencraft successfully improving students' motivation and participation in learning writing.

However, two indicators were not achieved. The students were not yet able to write descriptive text independently, because sometimes they copy paste their chairmates' work. The students were also unable to complete the writing task with the allotted time. These results suggest that although students were interested in the learning activities, they still faced difficulties in organizing ideas and developing description.

Therefore, I need to be continued to Cycle 2. In the next cycle, I should provides a clear writing models, more guided practice, and better time management strategies. It is expected that these improvements will improve students' achievement and help achieve all the success indicators in Cycle 2.

4.2 The Result of the Action in Cycle 2

The result of the action in Cycle 2 presented how Gencraft can improve students' achievement in writing a descriptive text. The action given to research participants was Gencraft in writing descriptive text. In this research, I conducted steps of Classroom Action Research (CAR) by Kemmis & Taggar (2000) as follows:

4.2.1 Planning

I prepared everything indeed to carry out the Classroom Action Research (CAR) during the planning stage. Planning was done to help the implementation of the teaching and learning process. I prepared the lesson plan for action in Cycle 2 consisting of learning objectives, teaching procedures, classroom activities and assessment technique (See Appendix 5). I also prepared a writing test. The writing test was conducted to identify the students' achievement after implementation of Cycle 2 was conducted.

I also arranged the schedule of teaching activity that already coordinated with the school to ensure that the action was implemented effectively. The schedule of action in Cycle 2 as follows:

Table 6 the Schedule of the Research in Cycle 2

No.	Dates	Activities	Activities Were Done By
	22 April 2026	Meeting 1	Researcher
	23 April 2026	Meeting 2	Researcher
	24 April 2026	Meeting 3 (Writing Test)	Researcher

4.2.2 Action

Based on the reflection of Cycle 1, several improvements were made in Cycle 2 to overcome the problems found during the previous cycle. The students still had difficulties in organizing ideas and developing descriptions independently using Gencraft. Some students tended to copy their classmates' work, and many of them could not complete the writing task within the allocated time. Therefore, I revised the teaching strategy to provide more support and guidance during writing process.

In this cycle, I implemented several actions. First, I provided clear examples of descriptive text and explained the structure and language features in more detail. I highlighted how to develop ideas from simple information into complete descriptive text using Gencraft.

Second, I gave more guided writing practice. Before writing individually, the students were guided to identify the object being described, which are characteristic, and organize the ideas using prompts.

Third, to encourages independent writing, I monitored students more closely during the writing activities and reminded them to complete the task using their own

ideas. Students were encouraged to ask questions whenever they faced difficulties rather than copying their friends' work.

Finally, I applied better time management strategies by dividing the writing activity into several stages and informing students of the time allocation for each stage. This was intended to help students completed their writing task more effectively.



Figure 7 a Final Descriptive Text of Cycle 2

4.2.3 Observation

In observation step, I observed the implementation of teaching descriptive text using Gencraft in Cycle 2. The observation was conducted to collect data on students' participation, engagement, and progress during the learning process. The observation particularly focused on the improvements made based on the reflection of Cycle 1, including the use of clear writing, guided writing activities, and better time management strategies.

Table 7 Observation Checklist Cyle 2

Observation Checklist	Yes	No
• Students' paid attention to the teachers' explanation about decriptive text	V	
• Students were able to access and use Gencraft	V	
• Students' actively prticipated in classroom activities	V	
• Students wrote descriptive texts independently	V	
• Students completed the writing task within the allotted time	V	
• Students showed enthusiasms during the learning process	V	
• Students followed the teachers' guidance throughout the activity	V	

4.2.4 Reflection

The reflection was the final stage. The result of reflection was used to decide I should be stopped or continue to the next cycle. As the main instrument, the writing test was used in this stage. The writing test used to measure the students' achievement in writing a descriptive text. The test was given after I conducted the first and second meeting. The students had to wrote a descriptive text of at least 8 sentences and the allocation was 45 minutes. The mean scores of the students' achievement in writing test were:

Table 8 the Students' Results in Cycle 2

No.	Students' Initial Names	KKM	Score	Achieved	Not Achieved
	EAR	75	86	V	
	FRA	75	69		V
	FRA	75	67		V
	FID	75	78	V	
	FKR	75	84	V	
	FF	75	78	V	
	FGAT	75	76	V	
	ICL	75	70		V
	IBAD	75	69		V
	IBA	75	75	V	
	IKSK	75	80	V	
	INNS	75	70		V
	INAM	75	84	V	
	KNR	75	84	V	
	MAI	75	75	V	
	MARA	75	68		V
	MADH	75	80	V	
	MMT	75	68		V
	MIG	75	82	V	
	MDAL	75	84	V	
	MHH	75	75	V	
	MH	75	83	V	
	MHYA	75	84	V	
	MSA	75	72		V

	MDRA	75	78	V	
	MGPA	75	75	V	
	MG	75	70		V
	MMF	75	70		V
	MAG	75	75	V	
	MAI	75	83	V	
	MNZ	75	75	V	
	MAF	75	77	V	
	MAR	75	70		V
	MAF	75	80	V	
	MAR	75	78	V	
	MBM	75	80	V	
Total				16	20
The Average Score			76		
Percentage				70%	30%

The students' average score was 76, according to the data above. Because a student's mean score was ≥ 70 , it was considered to be successful. Then, 70% of the students got the minimum score of 75.

Table 9 the Improvement of the Students' Writing Achievement in Pre-cycle, Cycle 1 and Cycle 2

No.	Cycle	Criteria of Success	
		Achieved	Not Achieved
	Pre-Cycle	30%	70%
	Cycle 1	35%	65%
	Cycle 2	70%	30%

4.3 The Result of the Reflection in Cycle 2

Based on the data above, it showed that the finding of implementing Gencraft in writing descriptive text can help students to improve their writing skill with interesting features of Gencraft. Students described the images that they already made by using features of Gencraft. Using Gencraft can also improve their creativity when they write, because students can create images based on their prompt, it means from their own. And from the result of their writing test, where the average score of the students' achievement in writing was at least 75 and 70% of the total students achieved the standard score. Thus the result of Cycle 2 in this research had fulfilled the criteria of success.

Based on the results of the observation checklist and the students' writing test in Cycle 2, it could be concluded that the implementation of Gencraft as a learning medium successfully improved the students' achievement in writing descriptive text. The improvements made in this cycle, such as providing clear writing practice, conducting more guided writing activities, and applying better time management strategies, contributed positively to the students' learning outcomes.

Furthermore, the students demonstrated greater independence in completing the writing task.s. Unlike in Cycle 1, most students were able to write using their own ideas and showed less dependes on their classmates' work. The guided practice and writing models provide by I helped students understand how to develop descriptive text more effectively. In addition, the students were able to complete the writing tasks within allocated time. The improved time management strategy enabled them to work more effiviently and focus on each stage of the writing process. As a result, their organization, richer description, and more appropriate use of vocabulary and gammar.

4.4 Discussion

This action Classroom Action Research (CAR) was done to help the students write descriptive text using features of Gencraft, and improve the students' achievement at the 10th Automotive Engineering. Because Gencraft can help students to improve their writing descriptive text with the images that they have already made. Therefore, they can describe the picture more easily. This finding is supported by Pratama & Hastuti (2024), they study explained that Gencraft features can help students' writing skill. Because Gencraft has features that can help students to develop their creativity and their ideas during writing. According to the image, they can describe the color, physic, shape and characteristics in detail. It can also develop the students' ideas and their creativity during writing. This finding in line with Harmer (2008), who stated that visual media can stimulate students' imagination to generate ideas for writing activities. In action of cycle 2, the images generated through Gencraft helped students develop ideas and encouraged them to write descriptive texts based on their prompt. Although some students still had difficulties in organizing their ideas, completing the task on time, and writing independently. In action of Cycle 2, after receiving more guided writing practice using features of Gencraft, students were able to describe the images more comprehensively by including more objects, characteristics, and details in their descriptive text. In addition, motivation and engagement in language learning can increase by technology based learning media Richards (2014). Based on the observation checklist (See table 6 and 7), most students paid close attention to the explanation, actively participated in classroom activities, and showed enthusiasm throughout the learning process while using Gencraft.

After Gencraft was implemented in Cycle 1, the percentage of students who achieved the minimum competency standard (75) increased to 40%, while 60% did not achieve. This finding showed that Gencraft had an improvement on Students' achievement in writing descriptive text. Because in Gencraft students can generate ideas more easily and organize their writing better. Also students can visualize the

picture and give inside ideas to the students to write the descriptive text about that picture.

In Cycle 2, progress improved further. The percentage of students who achieved the minimum competency standard was 70%, while 30% did not achieve. The result indicates that the implementation of Gencraft was more effective after revising the strategy in Cycle 1. In Cycle 2 I provided more writing practice, clear instruction and more examples of descriptive text. Furthermore as Vygotsky (2012) stated, guidance dan practice from teachers play important roles in helping students achieve better outcomes.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestion. The suggestions are proposed to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on data from Classroom Action Research, it concluded that the use of Gencraft effectively improved students' achievement in writing descriptive text. This improvement was seen in the findings of Cycle 1 and Cycle 2, where students appeared more creative, motivated, and better able to organize and develop their ideas in writing. In addition, the qualitative data explained that the students were more engaged and active during the learning process. Therefore, Gencraft can be recommended as an effective teaching tool for English teachers to improve students' writing skill, especially in descriptive text.

The implementation of Gencraft was positively improved by the teachers' teaching strategy. Students' understanding of descriptive text was improved by the teachers' use of media to deliver the material in a more engaging and creative way. Therefore, it can be concluded that Gencraft is a useful teaching tool which English teachers can utilize to help students become better writers, especially writing descriptive text.

5.2 Suggestions

The findings showed that Gencraft can improve students' achievement in writing descriptive text. From these results, some suggestions are proposed for English teachers, the students, and future researchers.

5.2.1 The English Teacher

Based on the findings of this study, it is recommended that teachers implement Gencraft in teaching descriptive text, as it can effectively assist students in generating

ideas and improving the content aspect of their writing through Gencraft. Teachers may follow the procedures of using Gencraft or adapt them according to their classroom needs.

However, since Gencraft mainly supports the development of content and does not directly assist students in improving other writing aspects such as grammar, vocabulary, organization, and mechanics. For example, grammar checking and writing assistance error applications can be used to help students' identify and correct grammatical errors, improve vocabulary choices, organize ideas more effectively, and enhance writing mechanics. By combining Gencraft with other writing support applications, teachers can provide more comprehensive guidance and assessment of students' writing performance.

5.2.2 The Students

For students, it is suggested to use Gencraft as a learning tool to support the writing process, especially in generating ideas and developing the content of descriptive text. By creating prompts, students can obtain more detailed information to describe objects, places, people, or animals in their writing.

However, students do not depend only on Gencraft. They are encouraged to use other learning resources or writing support applications to improve other aspects of writing, such as grammar, vocabulary, organization, and mechanics. Through continuous practice and the use of various supporting tools, students can develop their overall writing skills and produce better descriptive text.

5.2.3 The Future Researchers

For future researchers, it is recommended to conduct further studies on the use of Gencraft in teaching writing with different text genres, educational levels, or research designs to obtain broader findings. Since this study found that Gencraft contributed to the improvement of the content aspect of students' writing, future researchers are encouraged to investigate the integration of Gencraft with other AI

based writing tools that can support grammar, vocabulary, organization, and mechanics. Such studies may provide a more comprehensive understanding of how multiple AI tools can be combined to enhance students' overall writing performance. In addition, future researchers may explore students' perceptions, and engagement in using Gencraft.

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APPENDICES

Appendix 1 Research Matrix

RESEARCH MATRIX

TITLE	PROBLEM	ARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving Students' Achievement in Writing Descriptive Text By Using Gencraft: A Classroom Action Research	Can the use of Gencraft improve the 10 th grade majoring in Automotive Engineering students' achievement in writing descriptive text?	1) Independent variable : The use of Gencraft in teaching writing descriptive text 2) Dependent variable : The students' achievement in writing descriptive text by using Gencraft	1) The use of Gencraft. - Improve the students' achievement in writing descriptive text 2) The scores of the students' writing in each cycle. The aspects of writing to be evaluated are: - Grammar - Mechanics - Vocabulary	1) Participants : The 10 th grade in majoring Automotive Engineering of one of vocational high school in Jember. 2) Documents: - The names of research participants - The previous writing scores of the 10 th grade in majoring	1) Research Design Classroom Action Research with the cycle mode. The stages of each cycle: a. The planning of the action b. The implementation of the action c. Class observation d. Data analysis and reflection of the action e. Research participants : Purposive Sampling f. Data collection methods: - Writing test g. Data analysis method : - Scoring rubric	Gencraft can improve the 10 th grade majoring in Automotive Engineering students' achievement in writing descriptive text

			- Content - Organization	Automotive Engineering		
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Appendix 2 Lesson Plan Cycle 1 Meeting 1

LESSON PLAN (Cycle 1 meeting 1)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: XI/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka

menyajikan informasi menggunakan berbagai metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

- Mampu menjelaskan pengertian Descriptive Text
- Mampu mengidentifikasi, *generic structure (identification and description)* pada *descriptive text*.
- Menulis teks deskriptif dengan memperhatikan *generic structure* dan penggunaan *adjective* dan *simple present tense* dari *descriptive text*.

D. Learning Material

- Appendix 1 : Learning Material

E. Teaching Approach

- Technique : Scientific Approach

F. Media and Tools

- Media : Appendix 2
- Tools : Smart TV, Paper, Pencil, SmartPhone

G. Teaching And Learning Activities

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	• Guru mengucapkan salam pembuka dan menyapa siswa. • Guru memimpin doa sebelum kegiatan

		pembelajaran dimulai. • Guru mengecek kehadiran siswa. • Guru memulai pembelajaran dengan menampilkan gambar salah satu tempat di SMKN 2 Jember pada <i>slide ppt</i> lalu memberikan pertanyaan pemantik. • “<i>Do you know where it is?</i>” • “<i>Please describe this picture with one word!</i>” • Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. • Guru menjelaskan tujuan pembelajaran yang akan dicapai dalam kegiatan pembelajaran.
Main Activity (Kegiatan Inti)	60 Menit	• Siswa diminta untuk memusatkan perhatian pada topik <i>descriptive text</i> dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. • Guru menjelaskan <i>definition, generic structure, language features</i> dari <i>descriptive text</i>. • Guru memberikan contoh <i>descriptive text</i>, lalu mengidentifikasi bersama <i>generic structure</i> dari <i>descriptive text</i> tersebut. • Guru dan siswa latihan menulis teks deskriptif bersama dengan menulis <i>simple sentence</i>.

		• “<i>After you mention this picture with one word, please make one simple sentence including one word that you have been made</i>” • Setelah berdiskusi bersama, guru memberikan tugas kepada siswa untuk berlatih menulis <i>descriptive text</i> dengan tema tempat yang ada di SMKN 2 Jember, dengan struktur kalimat yang runtut dan sesuai. • Guru berkeliling memeriksa progres siswa.
Closing (Penutup)	10 Menit	• Guru meminta siswa untuk mengumpulkan tugas yang sudah diberikan ke meja guru. • Guru beserta peserta didik menyimpulkan apa yang telah dipelajari hari ini. • Guru memberikan tugas lanjutan untuk pertemuan selanjutnya • Guru menutup kegiatan pembelajaran dengan doa dan salam.

Appendix 1

Learning Materials

- **Definition of Descriptive Text**

A text that aims to describe an object (a person, place, animal, or thing) in detail so that the reader can imagine it.

- **Generic Structure of Descriptive Text**

- Identification: introduce the object/topic.
- Description: describing characteristics of object in details (size, function, color etc)

- **Language Features of Descriptive Text**

- Adjective: tall, beautiful, large, blue
- Simple Present Tense: “She has beautiful hair”, “It is very large place He is the most handsome boy in the class”

- **Example of Descriptive Text**

School Canteen

The school canteen is a clean and comfortable place. It is located near the school garden. Inside the canteen, there are many tables and chairs for students to sit and eat. The canteen sells various foods such as noodles, fried rice, snacks, and fresh drinks. Every day, the canteen is busy during break time because many students come to buy food. The canteen workers are friendly, and they always keep the place tidy. It is a nice place for students to enjoy their meals and relax with friends.

Appendix 2

- **Media and Tools**

- **PowerPoint/Canva**



Appendix 3 Lesson Plan Cycle 1 Meeting 2

LESSON PLAN (Cycle 1 meeting 2)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X TKR 2 /2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai

metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada Akhir Pembelajaran, siswa mampu:

1. Menggunakan Gencraft untuk membuat visualisasi objek deskripsi
2. Mengembangkan descriptive text berdasarkan visual yang dihasilkan

D. Learning Material

1. Review Descriptive Text
2. Penggunaan aplikasi Gencraft untuk menghasilkan gambar sesuai prompt
3. Mengembangkan teks berdasarkan gambar yang dihasilkan pada Gencraft.

E. Teaching Approach/Method

Teaching Method : Project Based Learning

F. Media and Tools

- Media : Gencraft
- Tools : SmartPhone, Smart TV, Paper, Pencil, Boardmarkers

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	• Guru mengucapkan salam pembuka dan menyapa siswa. • Guru memimpin doa sebelum kegiatan pembelajaran dimulai.

		• Guru mengecek kehadiran siswa. • Guru memulai pembelajaran dengan meReview materi sebelumnya, yaitu descriptive text. • Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. • Guru menjelaskan tujuan pembelajaran yang akan dicapai dalam kegiatan pembelajaran.
Main Activity (Kegiatan Inti)	60 Menit	• Siswa diminta untuk memusatkan perhatian pada topik pembelajaran pada pertemuan ini dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. • Guru menjelaskan cara menggunakan Gencraft dengan menjelaskan fitur yang ada pada Gencraft. • Siswa diminta untuk membentuk kelompok (2 orang). • Guru memberikan contoh dengan membuat prompt sederhana pada Gencraft “ A beautiful tropical beach with white sand and blue water”. • Setiap kelompok diminta untuk menghasilkan gambar melalui Gencraft menggunakan prompt yang sudah diberikan. • Setiap kelompok diminta untuk menulis

		descriptive text berdasarkan gambar yang mereka hasilkan sesuai dengan generic structure dari descriptive text. • Guru berkeliling memeriksa progres siswa. • Setelah seluruh kelompok menyelesaikan tugasnya, guru meminta siswa untuk mempresentasikan hasil kerja mereka. • Kelompok lainnya, memberikan komentar atau masukan. • Setelah seluruh kelompok selesai mempresentasikan dan memberi masukan, setiap kelompok diminta untuk menulis kembali teks deskriptif yang sudah diberi komentar dan masukan.
Closing (Penutup)	10 Menit	• Guru meminta siswa untuk mengumpulkan tugas yang sudah ditulis kembali , diberikan ke meja guru. • Guru memberikan feedback pada lembar kerja siswa berupa catatan. • Guru bersama peserta didik menyimpulkan apa yang telah dipelajari hari ini. • Guru memberikan tugas lanjutan untuk pertemuan selanjutnya. • Guru menutup kegiatan pembelajaran

		dengan doa dan salam.
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Appendix 4 Lesson Plan Cycle 1 Meeting 3

LESSON PLAN (Cycle 1 meeting 3)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai

metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa mampu:

1. Menulis Descriptive Text secara mandiri.
2. Menghasilkan gambar menggunakan Gencraft sesuai dengan tema prompt yang sudah ditentukan.
3. Mendeskripsikan hasil gambar dengan generic structure of descriptive text dengan benar.

D. Teaching and Learning Material

1. Menulis descriptive text dengan Gencraft secara mandiri
2. Mengidentifikasi generic structure pada teks deskripsi yang sudah siswa tulis

E. Teaching and Learning Activities

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	- Guru mengucapkan salam pembuka dan menyapa siswa. - Guru memimpin doa sebelum kegiatan pembelajaran dimulai. - Guru mengecek kehadiran siswa. - Guru memulai pembelajaran dengan meReview materi sebelumnya, yaitu bagaimana cara menggunakan fitur yang ada pada Gencraft . - Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. - Guru menjelaskan tujuan pembelajaran

		yang akan dicapai dalam kegiatan pembelajaran.
• Main Activity (Kegiatan Inti)	• 60 Menit	• Siswa diminta untuk memusatkan perhatian pada topik pembelajaran pada pertemuan ini dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. • Guru menjelaskan kembali cara menggunakan Gencraft dengan menjelaskan fitur yang ada pada Gencraft. • Siswa diminta untuk menulis Descriptive Text secara mandiri dengan menggunakan tema prompt yang akan ditentukan oleh guru. • Guru memberikan WorkSheet kepada siswa. • Guru menentukan tema untuk prompt yang akan mereka tulis. • Siswa diminta untuk menghasilkan gambar dengan menulis prompt yang temannya sudah ditentukan oleh guru. • Setelah siswa menghasilkan gambar, siswa diminta untuk mendeskripsikan hasil gambar mereka berdasarkan struktur descriptive text yang benar. • Guru meminta siswa untuk mengerjakan secara mandiri tanpa berdiskusi dengan teman.

		Guru berkeliling memeriksa progress siswa.
Closing (Penutup)	10 Menit	- Guru meminta siswa untuk mengumpulkan Worksheet yang sudah diberikan ke meja guru. - Guru bersama peserta didik menyimpulkan apa yang telah dipelajari hari ini. - Guru menutup kegiatan pembelajaran dengan doa dan salam

Appendix 1

Media Pembelajaran

- WorkSheet

Writing Test

(Cycle 1)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

Read the instructions carefully.

1. Please Generate an image with these template prompt:
 - Theme : Space
 - Dominant Color : Black, Dark Blue and Purple
 - Ambience : Dreamy, Unique and Mysterious
2. After you create the picture, please describe your image in more detail according to the generic structure of descriptive text.

.....Title

Identification

.....

Description

.....

.....

.....

Appendix 2

Rubric Penilaian Writing

No	Criteria	Score
	Grammar - Few (if any) errors of grammar or word order. - Some errors of grammar or word order but do not interfere with comprehension. - Errors of grammar or word order are frequent; re-reading is necessary for full comprehension. - Errors of grammar or word order are very frequent; readers' own interpretation is needed. - Errors of grammar or word order so severe as to make comprehension impossible.	5 4 3 2 1
	Vocabulary - Use few (if any) inappropriate words. - Use some inappropriate words but do not interfere with comprehension. - Use wrong or inappropriate words frequently; expressing ideas limited. - Use wrong or inappropriate words very frequently; readers own interpretation is needed. - Vocabulary is so limited as to make comprehension impossible.	5 4 3 2 1
	Mechanics - Few (if any) misspelling, wrong punctuation, and	5

	capitalization. • Some misspelling, wrong punctuation, and capitalization but do not interfere with comprehension. • Misspelling, wrong punctuation, and capitalization frequent re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization are very frequent; reader's own interpretation is needed. • Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible.	4 3 2 1
	• Content • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak.	5 4 3 2 1
	• Organization • Few (if any) lack of organization and link to ideas. • Some lack of organization and link of ideas but do not impair communication. • Lack of organization and link of ideas frequent; re-reading is	5 4 3

	required for clarification ideas. • Lack of organization and link of ideas is very frequent; readers' own interpretation is needed. • Lack of organization and link of ideas so severe as to make communication impaired.	2 1
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing Score: $\frac{\text{Total Score}}{25} \times 100\% = \dots\dots\dots$	

Appendix 5 Lesson Plan Cycle 2 Meeting 1

LESSON PLAN (Cycle 2 meeting 1)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X TKR 2/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai

metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

- Mampu menjelaskan pengertian Descriptive Text
- Mampu mengidentifikasi, *generic structure* (*identification and description*) pada *descriptive text*.
- Menulis teks deskriptif dengan memperhatikan *generic structure* dan penggunaan *adjective* dan *simple present tense* dari *descriptive text*.

D. Learning Material

Appendix 1 : Learning Material

E. Teaching Approach

Technique : Scientific Approach

F. Media and Tools

- Media : Appendix 2
- Tools : Smart TV, Paper, Pencil, SmartPhone

G. Teaching And Learning Activities

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	- Guru mengucapkan salam pembuka dan menyapa siswa. - Guru memimpin doa sebelum kegiatan pembelajaran dimulai. - Guru mengecek kehadiran siswa. - Guru memulai pembelajaran dengan menampilkan gambar salah satu tempat di SMKN 2 Jember pada <i>slide ppt</i> lalu memberikan pertanyaan pemantik. <i>“Do you know who are they?”</i> <i>“Please describe this picture with one word!”</i> - Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. - Guru menjelaskan tujuan pembelajaran yang akan dicapai dalam kegiatan pembelajaran.
Main Activity (Kegiatan Inti)	60 Menit	- Siswa diminta untuk memusatkan perhatian pada topik <i>descriptive text</i> dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. - Guru menjelaskan <i>definition, generic structure, language features</i> dari <i>descriptive text</i>. - Guru memberikan contoh <i>descriptive text</i>, lalu mengidentifikasi bersama <i>generic structure</i> dari <i>descriptive text</i> tersebut.

		• Guru dan siswa latihan menulis teks deskriptif bersama dengan menulis simple sentence. • <i>“After you mention this picture with one word, please make one simple sentence including one word that you have been made”</i> • Setelah berdiskusi bersama, guru memberikan tugas kepada siswa untuk berlatih menulis <i>descriptive text</i> dengan tema tempat yang ada di SMKN 2 Jember, dengan struktur kalimat yang runtut dan sesuai. • Guru berkeliling memeriksa progres siswa. • Setelah melakukan tugas pertama. Siswa diminta kembali untuk menggunakan Gencraft dalam kelas menulis <i>descriptive text</i>. • Siswa diminta untuk menulis <i>descriptive text</i> dengan mendeskripsikan secara rinci gambar yang sudah mereka buat dengan prompt yang akan diberikan oleh peneliti. • Peneliti memberikan prompt <i>“Please generate a picture of the kitchen with the staff over there”</i>. Lalu siswa diminta untuk mendeskripsikan secara rinci gambar tersebut.
Closing (Penutup)	10 Menit	• Guru meminta siswa untuk mengumpulkan tugas yang sudah diberikan ke meja guru. • Guru beserta peserta didik menyimpulkan apa yang telah dipelajari hari ini.

		• Guru memberikan tugas lanjutan untuk pertemuan selanjutnya • Guru menutup kegiatan pembelajaran dengan doa dan salam.
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Appendix 1

Learning Materials

- **Definition of Descriptive Text**

A text that aims to describe an object (a person, place, animal, or thing) in detail so that the reader can imagine it.

- **Generic Structure of Descriptive Text**

- Identification: introduce the object/topic.
- Description: describing characteristics of object in details (size, function, color etc)

- **Language Features of Descriptive Text**

- Adjective: tall, beautiful, large, blue
- Simple Present Tense: “She has beautiful hair”, “It is very large place”, He is the most handsome boy in the class”

Example of Descriptive Text

Upin & Ipin

Upin and Ipin are famous twin brothers from a Malaysian animated series who live in Kampung Durian Runtuh with their grandmother, Opah, and sister, Kak Ros. Physically, they are easy to distinguish because Upin has a single strand of hair and wears a yellow shirt, while Ipin is bald and wears a blue shirt. These five-year-old boys are known for being cheerful, energetic, and helpful, though they can be a bit mischievous at times. Their most iconic trait is their favorite catchphrase, "Betul,

betul, betul!", which reflects their enthusiastic and innocent personalities as they go on daily adventures with their friends.

Appendix 2

Media and Tools

- **PowerPoint/Canva**



- **Picture of Upin & Ipin**



Appendix 6 Lesson Plan Cycle 2 Meeting 2

LESSON PLAN (Cycle 2 meeting 2)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X TKR 2/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil Pelajar Pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai

metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada Akhir Pembelajaran, siswa mampu:

- Menggunakan Gencraft untuk membuat visualisasi objek deskripsi
- Mengembangkan descriptive text berdasarkan visual yang dihasilkan

D. Learning Material

- Review Descriptive Text
- Penggunaan aplikasi Gencraft untuk menghasilkan gambar sesuai prompt
- Mengembangkan teks berdasarkan gambar yang dihasilkan pada Gencraft.

E. Teaching Approach/Method

Teaching Method : Project Based Learning

F. Media and Tools

- Media : Gencraft
- Tools : SmartPhone, Smart TV, Paper, Pencil, Boardmarkers

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	• Guru mengucapkan salam pembuka dan menyapa siswa. • Guru memimpin doa sebelum kegiatan

		pembelajaran dimulai. • Guru mengecek kehadiran siswa. • Guru memulai pembelajaran dengan meReview materi sebelumnya, yaitu descriptive text. • Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. • Guru menjelaskan tujuan pembelajaran yang akan dicapai dalam kegiatan pembelajaran.
Main Activity (Kegiatan Inti)	60 Menit	• Siswa diminta untuk memusatkan perhatian pada topik pembelajaran pada pertemuan ini dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. • Guru menjelaskan kembali cara menggunakan Gencraft dengan menjelaskan fitur yang ada pada Gencraft. • Guru memberikan contoh dengan membuat prompt sederhana pada Gencraft. • Siswa diminta untuk membuat prompt, seperti contoh “ A beautiful tropical beach with white sand and blue water”. • Siswa menghasilkan gambar melalui Gencraft. • Siswa diminta untuk menulis descriptive text berdasarkan gambar yang mereka

		hasilkan sesuai dengan generic structure dari descriptive text. • Guru berkeliling memeriksa progres siswa.
Closing (Penutup)	10 Menit	• Guru meminta siswa untuk mengumpulkan tugas yang sudah diberikan ke meja guru. • Guru bersama peserta didik menyimpulkan apa yang telah dipelajari hari ini. • Guru memberikan tugas lanjutan untuk pertemuan selanjutnya. • Guru menutup kegiatan pembelajaran dengan doa dan salam.

Appendix 7 Lesson Plan Cycle 2 Meeting 3

LESSON PLAN (Cycle 2 meeting 3)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X TKR 2 /2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Profil pancasila

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
2. Berkebhinekaan global
3. Gotong royong
4. Mandiri
5. Benalar kritis
6. Kreatif

B. Capaian Pembelajaran

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum

dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai metode untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa mampu:

- Menulis Descriptive Text secara mandiri.
- Menghasilkan gambar menggunakan Gencraft sesuai dengan tema prompt yang sudah ditentukan.
- Mendeskripsikan hasil gambar dengan generic structure of descriptive text dengan benar.

D. Teaching and Learning Material

- Menulis descriptive text dengan Gencraft secara mandiri
- Mengidentifikasi generic structure pada teks deskripsi yang sudah siswa tulis

E. Teaching and Learning Activities

Kegiatan Pembelajaran	Alokasi Waktu	Deskripsi
Set Induction (Pendahuluan)	20 Menit	• Guru mengucapkan salam pembuka dan menyapa siswa. • Guru memimpin doa sebelum kegiatan pembelajaran dimulai. • Guru mengecek kehadiran siswa. • Guru memulai pembelajaran dengan meReview materi sebelumnya, yaitu bagaimana cara menggunakan fitur

		yang ada pada Gencraft . • Guru menjelaskan kepada siswa materi yang akan dipelajari pada pertemuan ini. • Guru menjelaskan tujuan pembelajaran yang akan dicapai dalam kegiatan pembelajaran.
Main Activity (Kegiatan Inti)	60 Menit	• Siswa diminta untuk memusatkan perhatian pada topik pembelajaran pada pertemuan ini dengan melihat, mengamati, dan mendengarkan penjelasan dari guru. • Guru menjelaskan kembali cara menggunakan Gencraft dengan menjelaskan fitur yang ada pada Gencraft. • Siswa diminta untuk menulis Descriptive Text secara mandiri dengan menggunakan tema prompt yang akan ditentukan oleh guru. • Guru memberikan WorkSheet kepada siswa. • Guru menentukan tema untuk prompt yang akan mereka tulis. • Siswa diminta untuk menghasilkan gambar dengan menulis prompt yang temannya sudah ditentukan

		oleh guru. • Setelah siswa menghasilkan gambar, siswa diminta untuk mendeskripsikan hasil gambar mereka berdasarkan struktur descriptive text yang benar. • Guru meminta siswa untuk mengerjakan secara mandiri tanpa berdiskusi dengan teman. • Guru berkeliling memeriksa progress siswa.
Closing (Penutup)	10 Menit	• Guru meminta siswa untuk mengumpulkan Worksheet yang sudah diberikan ke meja guru. • Guru bersama peserta didik menyimpulkan apa yang telah dipelajari hari ini. • Guru menutup kegiatan pembelajaran dengan doa dan salam

Appendix 1

Media Pembelajaran: WorkSheet

Writing Test

(Cycle 2)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

Read the instructions carefully.

- Please Generate an image with these template prompt:
 - Theme : Room of House
 - Dominant Color : Golden yellow, Soft orange, Green
 - Ambience : Peaceful, Fresh, Homie
- After you create the picture, please describe your image in more detail according to the generic structure of descriptive text.

.....Title

Identification

.....

Description

.....

.....

.....

.....

Appendix 2

Rubric Penilaian Writing

No	Criteria	Score
	Grammar - Few (if any) errors of grammar or word order. - Some errors of grammar or word order but do not interfere with comprehension. - Errors of grammar or word order are frequent; re-reading is necessary for full comprehension. - Errors of grammar or word order are very frequent; readers' own interpretation is needed. - Errors of grammar or word order so severe as to make comprehension impossible.	5 4 3 2 1
	Vocabullary - Use few (if any) inappropriate words. - Use some inappropriate words but do not interfere with comprehension. - Use wrong or inappropriate words frequently; expressing ideas limited. - Use wrong or inappropriate words very frequently; readers own interpretation is needed. - Vocabulary is so limited as to make comprehension impossible.	5 4 3 2 1
	Mechanics	5

	• Few (if any) misspelling, wrong punctuation, and capitalization. • Some misspelling, wrong punctuation, and capitalization but do not interfere with comprehension. • Misspelling, wrong punctuation, and capitalization frequent re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization are very frequent; reader's own interpretation is needed. • Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible.	4 3 2 1
	• Content • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak.	5 4 3 2 1
	• Organization • Few (if any) lack of organization and link to ideas. • Some lack of organization and link of ideas but do not impair communication.	5 4

	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. • Lack of organization and link of ideas is very frequent; readers' own interpretation is needed. • Lack of organization and link of ideas so severe as to make communication impaired.	3 2 1
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing Score: $\frac{Total\ Score}{25} \times 100\% = \dots\dots\dots$	

Appendix 8 Previous Scores

H. The 10th Grade Previous Mean Scores of Writing Test

No.	CLASS	AVERAGE SCORE
1.	X TKJ	77
2.	X TAB	76
3.	X TSM	72
4.	X TPM	69
5.	X TKR	67
6.	X DPIB	75
7.	X TAV	70
8.	X TR	70

I. The Previous Score of X TKR Writing Score

No.	Students' Initial Names	KKM	Score	Achieved	Not Achieved
1.	EAR		75	V	
2.	FRA		60		V
3.	FRA		60		V
4.	FID		64		V
5.	FKR		75	V	

6.	FF		72		V
7.	FGAT		66		V
8.	ICL		66		V
9.	IBAD		63		V
10.	IBA		65		V
11.	IKSK		64		V
12.	INNS		65		V
13.	INAM		75	V	
14.	KNR		75	V	
15.	MAI		64		V
16.	MARA		63		V
17.	MADH		75		
18.	MMT		60		V
19.	MIG		72		
20.	MDAL		75	V	
21.	MHH		62		V
22.	MH		75	V	
23.	MHYA		75	V	
24.	MSA		60		V

25.	MDRA		67		V
26.	MGPA		62		V
27.	MG		60		V
28.	MMF		64		V
29.	MAG		64		V
30.	MAI		75	V	
31.	MNZ		66		V
32.	MAF		67		V
33.	MAR		62		V
34.	MAF		75	V	
35.	MAR		66		V
36.	MBM		69		V
Total			72	10	26
The Average Score			67		
Percentage				30%	70%

Appendix 9 Worksheet of Writing Test Cycle 1

Writing Test

(Cycle 1)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

Read the instructions carefully.

1) Please Generate an image with these template prompt:

- Theme : Space
- Dominant Color : Black, Dark Blue and Purple
- Ambience : Dreamy, Unique and Mysterious

2) After you create the picture, please describe your image in more detail according to the generic structure of descriptive text.

.....Title

Identification

.....

Description

.....

.....

.....

.....

Appendix 10 Worksheet of Writing Test Cycle 2

Writing Test

(Cycle 2)

School	: SMKN Negeri 2 Jember
Subject	: English
Class/Semester	: X/2
Lesson	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

Read the instructions carefully.

3. Please Generate an image with these template prompt:

- Theme : Room of House
- Dominant Color : Golden yellow, Soft orange, Green
- Ambience : Peaceful, Fresh, Homie

4. After you create the picture, please describe your image in more detail according to the generic structure of descriptive text.

.....Title

Identification

.....

Description

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.....

.....

Appendix 11 Documentations of Action

Cycle 1

Meeting 1, April 8



Meeting 2, April 9



Meeting 3, April 10



Cycle 2

Meeting 1, April 22



Meeting 2, April 23



Meeting 3, April 24

