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The impact of myenglishstep.com and Yenni's English content to students' descriptive writing skills of HOTS

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ABSTRACT

This study aimed to determine the effectiveness of myenglishstep.com and Yenni's English content towards students' descriptive writing skills of Higher Order Thinking Skills (HOTS) at SMPN 42 Semarang. In this research, a quasi-experimental study design was used. This was a quantitative study that compares Experimental Group 1 and Experimental Group 2, constructed using myenglishstep.com model treatment and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model therapy, respectively. The sample was taken through a purposive sampling technique. The test was done for both experimental classes. The pre-test was carried out before the treatment in data collection. The present researchers used a t-test of SPSS to test the hypothesis in data analysis. Based on the results of the t-test, it was found sig. (2-tailed) = 0.001 < sig. 0.05. It means there is a significant difference between the pre-test and post-test data (H0 rejected, Ha accepted). It can be concluded that myenglishstep model and Yenni's content for the seventh-grade students effectively improved students' descriptive writing skills of HOTS.

Keywords: *myenglishstep; Yenni's English content; descriptive writing skill; higher order thinking skills*

INTRODUCTION

Information has become the "monarch" in the period of globalization, which has occurred on many levels. Information is a power as well as a necessity. To put it another way, information technology has developed into a significant instrument for manipulation. As a counterargument, Atta and Romli (2018) said that due to the critical roles that these systems may provide, educational institutions become more reliant on information systems. It implies that information in the hands of many, rather than money in one person's hand, is the new power source. Information can now be a new source of power, although in the past only a select few might have access to it if they had a lot of money. To get there, one must constantly seek out information. When given a lot of information to accomplish or talk about, people feel entirely secure.

Information development uses communication methods that are more complex and sophisticated. There will probably be a battle of ideologies and viewpoints amongst people, nations, and groups. Because of these difficulties,

individuals have developed into more adept communicators. For instance, computer technology executes numerous complex programs, making some activities simpler. In the end, information is everything to humans. People must therefore grasp the development of knowledge on all fronts of life for technology and scientific advancement to be successfully attained. Hence, a master of languages is required. Language serves as a global information hub and a tool for the advancement of science and technology. Individuals invest time in learning a language because communicating with secular people requires it. People must therefore emphasize their linguistic skills in order to master the language.

English is a universal language that is employed in international communication as a means of expressing ideas and concepts. One of the languages used by numerous nations to communicate with one another is English. On the other hand, the media covers topics like culture, technology, science, etc. As a result, English is virtually always taught in countries that are developing and intend to interact with the global community. Indonesia is also adapting to the global context by starting to teach English in kindergarten or even elementary school and continuing through higher education.

This succinct and illustrative statement demonstrates the clarity and value of the English writing resources offered by myenglishstep.com and Yenni Dwi Maria on sumber.belajar.kemdikbud.go.id for learning how to write descriptions. E-learning his post-pandemic COVID-19 makes it simpler to spot writing errors so you can fix them with more detailed information. The research findings can help programs deliver a strong e-learning strategy as the COVID-19 pandemic persists, and the Indonesian government supports Yenni Dwi Maria's English writing content on sumber.belajar.kemdikbud.go.id because it has user-friendly, authentic teaching material and local culture that students can easily access. to guarantee that the basic competence 4.4 syllabus for junior high school students in the seventh grade includes the writing talent itself. Students must be able to write textually and contextually about people, places, and animals in relation to a social function, general structure, and linguistic feature.

The current researchers used Yenni Dwi Maria's English content at sumber.belajar.kemdikbud.go.id and myenglishstep.com to provide proof to junior high school students in support of their claims. In any case, pupils should master four aspects of the English language. The authors of this study were interested in literature that addressed critical thinking abilities. The outcome is unsatisfactory even though writing has been taught since the first semester. Several students required assistance when it came time to articulate their thoughts and form their opinions in the form of descriptive texts created with critical thought. It is vital to understand how well the seventh-grade students at SMP Negeri 42 Semarang are able to use myenglishstep.com and Yenni Dwi Maria's English writing materials on sumber.belajar.kemdikbud.go.id. The outcome of this study can then be modified and used as a supporting system by additional lessons. For pupils to

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enhance their critical thinking, it is essential to teach them e-learning development abilities in composing descriptive texts.

Statements of the problem

Based on the illustration above, the research problems are as follows: 1) Is myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id effective in improving students' descriptive writing skills of HOTS? and 2) Which one is more effective, myenglishstep.com or Yenni Dwi Maria's English Writing Content at sumber.belajar.kemdikbud.go.id towards students' descriptive writing skills of HOTS at SMP Negeri 42 Semarang?

Previous studies

The present study is related to a number of earlier investigations. Canva's application in writing instruction was examined by Rezkyana and Agustini in 2022. The goal of this study is to help students become more proficient at producing descriptive prose for their ideas, inventiveness, and structure. research on texts that explain things. This study served as the foundation for the research that was done to supplement it. The descriptive text is then made up of an action.

Kurniawan et al. (2020) conducted a following study to enhance students' capacity to create descriptive prose through group mind mapping. The use of collaborative mind mapping, along with feedback from the researcher and the use of excessive vocabulary from passage reading, was found to increase students' writing proficiency. Li (2007) conducted a further investigation on the topic of multiculturalism teacher identity: A critical descriptive narrative. The subjectivity in evaluating student teachers' articles on King and Kitchener's Model is the study's limitation. The findings demonstrated the application of King and Kitchener's Reflective Judging Model, and examples of works were supplied, followed by my evaluations. In a quantitative summary of the evaluation, it was discovered that student and teacher critical reflective thinking abilities had significantly improved.

However, the difference between Nguyen's study (2020) and the present study is in the use of myenglishstep.com and Yenni Dwi Maria's English Contents as a collaboration between teacher and student. While Nguyen and Nguyen's study (2020) investigated the critical thinking ability of EFL Vietnamese university students and its relationship with their argumentative writing essays. This study, in contrast, concentrated on the HOTS of pupils at SMP Negeri 42 Semarang.

Review of literature

Writing

Sharing knowledge, a message, an idea, or a thought through writing requires using proper grammar. Being one of the four language talents, writing is regarded as a challenging skill and a challenging academic topic. It is because pupils are required to write a text using English that is grammatically correct.

The pupils must follow the proper format when writing and expressing their ideas on paper (Nations, 2020).

Khan et al. (2020) began their study of written scripts at the beginning. Typically, text, photos, figures, graphs, and visual symbols make up a document's content. Although, once more, we can say that we are "writing" if we are simply making lists of words, as an inventory of objects like grocery lists, writing requires the arrangement of symbols in accordance with rules to form words and the setting of words to form sentences.

Writing abilities can be developed by organizing words into sentences so the reader can comprehend the writer's messages, according to Welch (2017). Any piece of writing is always the writer saying the text or sentence to the reader, according to Bereton, who was mentioned by Yuni (2005). communicating through writing (Gere cited in Yuni, 2005). Transmitting knowledge or information about a particular topic is referred to as communication. Writing often faces more pressure than speaking correctness from the perspective of language training.

Types of Writing

As noted by Welch (2017), there are various forms of writing. First, an explanation. A document or paragraph written in expository style provides information. There are numerous versions, including the ones listed below: Process employs a step-by-step structure to describe how something occurs, functions, or is carried out. Cause and Effect analyses the relationship between causes and effects and identifies the causes and consequences of anything. A complex problem is broken down into its component parts, and then several solutions are explored or suggested. To uncover connections and reach conclusions, compare, and contrast studies similarities and differences. Developing a Hypothesis is the process of developing an explanation or prediction based on patterns of evidence. the descriptive second. A document or paragraph that uses sensory details to establish mood, build a character, and describe an event is considered descriptive writing. Third, storytelling. A paper or paragraph that tells or narrates a tale is considered narrative writing. It may be based on reality, conjecture, or a combination of both. A basic, organic type of writing where the author narrates an occurrence is narrative. Fourth, convincing. A persuasive essay or paragraph is a more specialized form of writing than an explanatory paragraph. It tries to convince readers to agree with the reasoning behind an opinion or to accept it as their own (Welch, 2017).

Critical thinking

Critical thinking, according to Robert Ennis, is sensible, thoughtful thinking that is concerned with choosing what to think or do (Geng, 2014). According to Revised Bloom's Taxonomy (Bloom's Taxonomy: Updated Levels, Verbs for Objectives [2023], 2022), a team of academics led by Bloom's colleague David

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Krathwohl and one of Bloom's pupils, Lorin Anderson, changed the taxonomy in 2001 to give learners clearer instructional goals.

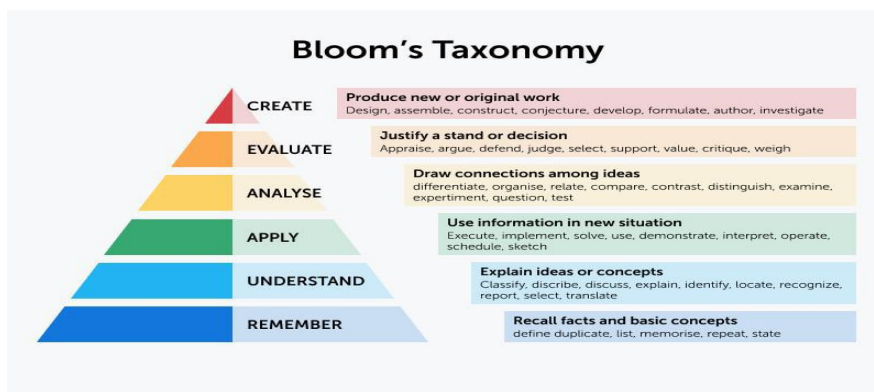


Figure 1. Bloom's taxonomy

In the new variant, nouns were replaced by action verbs. Also, the two highest levels of the taxonomy were swapped. Remember, Understand, Apply, Analyze, Evaluate, and Create are new learning stages. The authors also defined cognitive processes associated with these instructional goals. For example, the ability to remember requires recognizing and recalling.

Bloom's Taxonomy levels. Let's take a closer look at each learning stage based on the book describing the revised framework *A Taxonomy for Learning, Teaching and Assessing* by Krahtwohl and Anderson. The authors recommend reading the name of each learning category as though preceded by the phrase "The student is able to..." or "The student learns to...": 1) remember, 2) understand, 3) apply, 4) analyze, 5) evaluate, and 6) create.

Myenglishstep.com

Myenglishstep.com was created by Google Site, and users can access it by clicking on a link that is optimized for bit.ly. That is one of the outcomes of study done at State Jakarta University. Seventh grade, eighth grade, and ninth grade are its three levels. Eight lessons make up each level. On the other side, there are eight fundamental skills offered in each grade. Applications including a live worksheet, tests, Bamboozle, Google forms, and spreadsheets were incorporated into this content management system. It imparts four linguistic abilities: speaking, reading, and writing. It has a friendly user interface, which makes it quite intriguing.

A site called myenglishstep.com places a strong emphasis on the value of thinking about and debating a subject. In this study, myenglishstep.com method is thought to be suitable for teaching students how to produce a descriptive text for their critical thinking. This model aids in using critical thinking to solve problems in topic, organization, vocabulary, syntax, and mechanics when producing a descriptive narrative. Put the ideas you have gathered in a detailed text. Then, to foster critical thinking, students can collaborate with their peers to discuss the structure, vocabulary, syntax, and mechanics of descriptive texts. English content on sumber.belajar.kemdikbud.go.id by Yenni Dwi Maria. All Indonesian teachers

have downloaded an e-learning program from the Indonesian government at sumber.belajar.kemdikbud.go.id. Students who want to access e-learning can sign up using their Google accounts. There are various tools available to aid students in producing descriptive literature that will improve their analytical skills. According to Yenni Dwi Maria's English Content, 2022, it primarily consists of an introduction, indications, materials, practices, and tests.

Yenni Dwi Maria's English content

The myenglishstep.com model is similar to Yenni Dwi Maria's English content on sumber.belajar.kemdikbud.go.id in that it promotes the process of thinking independently and performing activities on a topic. But there are also plenty of audio materials in this situation, allowing the students to listen to a variety of things, and visual materials allow the students to view videos on objects like bags, backpacks, the things I own, and how they look and what they are used for. Querying Concerns? Explaining things, reading aloud, and reading comprehension. After examinations to determine the students' comprehension, pupils post on the blogger.com link. So, they will answer questions like What does the text inform us about? What shape is that? What is the composition? How does it look? What is it used for, etc. After posting their blogs to the WhatsApp group, the author and the other students can comment on them. Because it aids in problem-solving (content, organization, vocabulary, syntax, and mechanics) when putting together the explanatory textual content, Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id media is also considered to be acceptable learning to construct descriptive texts for students' critical thinking in this study.

There are eight lessons in unit 5, especially for students in the seventh grade. By watching videos, the pupils will get knowledge of descriptive language and adjectives. Learners can do activities and tasks while watching a video on the description using Live Worksheet, Kahoot, and Quizizz, among other apps. The author is interested in how well the use of myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id improves the critical thinking of seventh-grade students.

METHODS

Using a quasi-experimental group design, this quantitative research technique was used. It contrasts the experimental groups 1, which were created using the myenglishstep.com model therapy, and 2, which were created using Yenni Dwi Maria's English Content on sumber.belajar.kemdikbud.go.id, respectively. The efficiency of the Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model and the myenglishstep.com model may be compared, as well as the effectiveness of the two platforms. By emphasizing content, organization, vocabulary, grammar, and mechanics, this study's experiment intends to increase students' proficiency in writing a descriptive essay reflecting their higher-order thinking skills (Jacob cited in Brown, 2004).

In the quasi-research, a non-equivalent control group design was used (Sugiyono, 2010). A non-equivalent control group design has three phases: pre-test, treatment, and post-test. There was no random selection for the

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experimental and control groups. For Experimental class 2, Experimental class 2 serves as a control, while for Experimental class 1, Experimental class 2 acts as a control.

Myenglishstep.com paradigm is used for experimental group 1 while Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id is used for experimental group 2. An explanation of the chart is provided below.

Table 1. Division of pre-test and post-test classes

| CT/LS | X1 | | X2 | |
|-----------|----------------|-----------------|----------------|-----------------|
| | Pre-test (X1a) | Post-test (X1b) | Pre-test (X2a) | Post-test (X2b) |
| HOTS (Y1) | Y1-X1a | Y1-X1b | Y1-X2a | Y1-X2b |
| LOTS (Y2) | Y2-X1a | Y2-X1b | Y2-X2a | Y2-X2b |

- CT : Critical Thinking
LS : Learning Management System
X1 : myenglishstep.com
X2 : Yenni Dwi Maria's English Content
Y1-X1a : Pre-test of myenglishstep.com in writing descriptive text for students' HOTS
Y2-X1b : Pre-test of myenglishstep.com in writing descriptive text for students' LOTS
Y1-X1b : Post-test of myenglishstep.com in writing descriptive text for students' HOTS
Y2-X1b : Post-test of myenglishstep.com in writing descriptive text for students' LOTS
Y1-X2a : Pre-test of Yenni Dwi Maria's English Content in writing descriptive text for students' HOTS
Y1-X2b : Pre-test of Yenni Dwi Maria's in writing descriptive text for students' LOTS
Y2-X2a : Post-test of Yenni Dwi Maria's in writing descriptive text for students' HOTS
Y2-X2b : Post-test of Yenni Dwi Maria's in writing descriptive text for students' LOTS

Sample

A sample is a part of the object or population that should be researched (Arikunto, 2013). If the subjects are less than 100, it is better to take all the population subjects. However, if the subjects are large in number, a researcher can take it ranging from 10%-15% or 20%-25%. The sample used in this research was 25% of the population, so the sample number was 33 students. The consideration of not taking all subjects of study may be because of limited cost, power, and time, or only taking a part of the population can draw the characteristic of the population (Sukariasih et al., 2019).

The sample of this research can write a descriptive text using myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model is taken from two classes of grade 7 junior high schools (SMP) in Semarang City. Myenglishstep.com is applied in grade 7 A at SMP Negeri 42 Semarang (experimental class 1), and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id is applied in class 7th C of SMPN 42 Semarang (experimental class 2). The sample was taken by purposive sampling technique, meaning the sample was taken with purpose. Sample selection using purposive sampling technique was carried out with the following considerations: a) Two classes are grade 7 in Semarang City; b) The two sample classes have never been subjected to myenglishstep.com model and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id to write

a descriptive text for students HOTS and LOTS, and c) Two sample classes consist of students with heterogeneous abilities.

Instruments

According to the grammar of each model, experimental class 2 received Yenni Dwi Maria's English Writing Content from sumber.belajar.kemdikbud.go.id media, while experimental class 1 received the myenglishstep.com model. The testing procedure involved writing a descriptive paragraph. The purpose of the exam was to evaluate the respondent's ability to compose a descriptive prose for pupils' higher-order thinking abilities. Experimental classes 1 and 2 each received a pre-test and a post-test. The post-test was conducted before the treatment.

The post-test was administered after experimental classes 1 and 2 were treated using the models from myenglishstep.com and Yenni Dwi Maria's English Writing Content at sumber.belajar.kemdikbud.go.id, respectively. In order to compute the score per aspect and the total number of responders, the experimental class 1 and experimental class 2 pre-test and post-test results were adjusted in accordance with the assessment criteria for higher-order thinking skills. The effectiveness of the myenglishstep.com tools, the effectiveness of the Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model, and the effectiveness of the myenglishstep.com model compared to Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model was then determined using a t-test using the SPSS application.

The research toolkit consists of a test instrument and a non-test instrument customized for the methods utilized for data collection. A descriptive text that comprises operational guidelines, questions, and grading criteria is included with the action test questions. A non-testing instrument is the questionnaire. It includes questions, operation instructions, and a grading scale. Working Guidelines Descriptive text compilation worksheet for literacy instruction.

1. Get your stationery ready!
2. Finish the assignment in 30 minutes!
3. Finish the assignment on your own!

Question

Make a descriptive text based on the following topics (1) My house. (2) My Mother. (3) My Cat. (4) My Backpack considers the contents, organization, vocabulary, language use, and mechanics!

Rubric for Evaluation
Compiling Descriptive Text.
Text

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Table 2. Weighting aspects of assessment

| No | Components | Scores |
|----|--------------|--------|
| 1 | Content | 30 |
| 2 | Organization | 20 |
| 3 | Vocabulary | 20 |
| 4 | Syntax | 25 |
| 5 | Mechanic | 5 |
| | Total | 100 |

(Jacob in Brown, 2004, p. 246)

The evaluation tool uses an action test to generate a critical thinking descriptive paragraph for pupils. The test evaluates a student's ability to describe a process in writing. The student's aptitude is assessed using the pre-test and post-test. Using Google Forms, which has been established, the researchers questioned the students after asking them a series of questions concerning the learning process and writing for students' critical thinking. Write the following assertions from activity 1 as True, False, or Not Stated. After the data from the questionnaire has been collected, the results are computed using the given formula and then categorized in accordance with the categories that have been created using Google Forms.

The questionnaire was handled by one person. when using the myenglishstep.com paradigm and the sumber.belajar.kemdikbud.go.id model for Yenni Dwi Maria's English Content. Data-gathering techniques were employed in experimental classes 1 and 2 to gather information on how students learned to produce descriptive writings that prompted critical thought. Data that assist in compiling the descriptive text for students' critical thinking with quantitative data are instruments of data collection techniques.

Techniques of data analysis

The hypothesis was examined using a t-test in SPSS. Before, during, and after treatment were all planned. To compare the effectiveness of the Yenni Dwi Maria's English Content model at sumber.belajar.kemdikbud.go.id and the myenglisstep model in writing descriptive text for students' critical thinking, conduct a t-test (beginning test-final test of experimental class 1, pre-test-post-test experimental class 2, and the final test of experimental class 1-experimental class 2).

FINDINGS AND DISCUSSION**Findings**

This study was conducted at SMP Negeri 42 Semarang in Grade 7A as experimental class 1 and Grade 7C as experimental class 2. Experimental class 1 received myenglishstep in gaining knowledge of writing descriptive texts, and experimental class 2 got hold of the treatment of Yenni Dwi Maria's English Content at sumber.belajar.go.id. version in gaining knowledge of writing descriptive texts for grade 7 students.

This study aimed to determine the effectiveness of myenglishstep.com and Yenni Dwi Maria’s English Content at sumber.belajar.go.id. As well as learning to write and myenglishstep.com texts difference in the effectiveness of the two models in the two experimental classes of learning compile, a series of descriptives using the formula for the mean difference (t-test) SPSS version 16 application support.

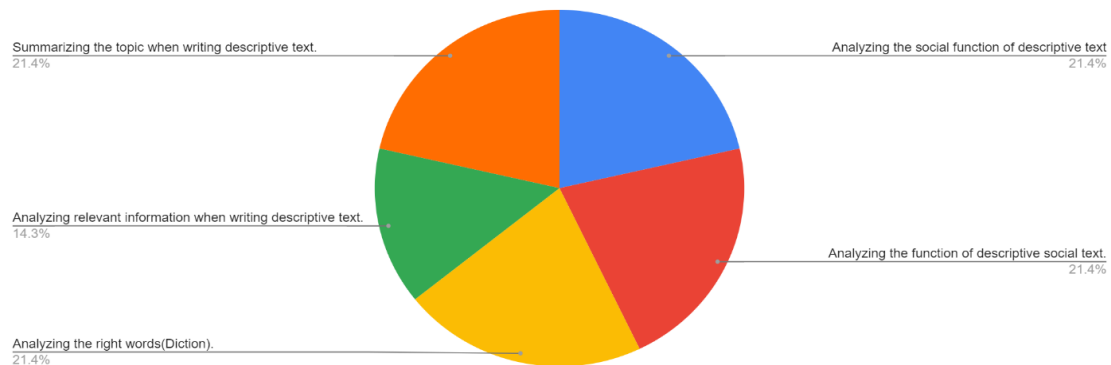


Figure 2. The average value of myenglishstep.com on improving descriptive writing for grade 7A students’ HOTS

It can be shown from Figure 2 that the result of students’ critical thinking found 21.4%, or eight students out of 33 students, that most students have higher critical thinking, more than 20.8%, or seven students out of 33 students.

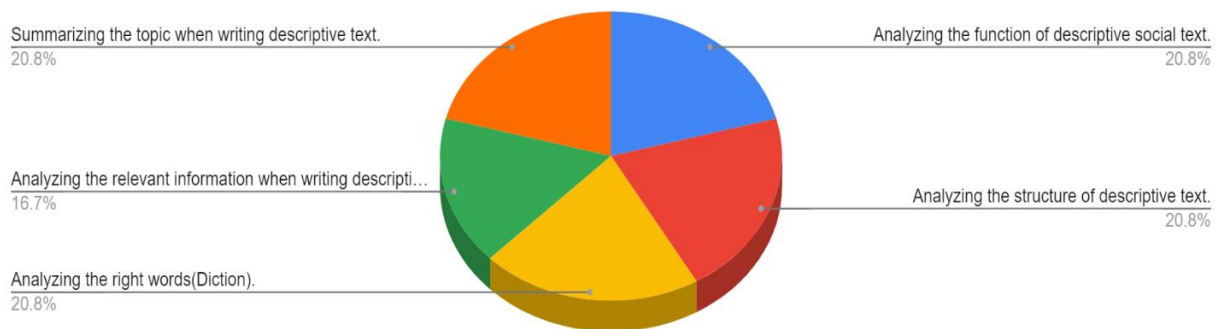


Figure 3. The average value of Yenni Dwi Maria’s English Content improving writing descriptive text for grade 7C students’ HOTS

It can be shown from Figure 3 that the result of students’ critical thinking found 20.8%, or six students out of 33 students, that most students have higher critical thinking, more than 20.8%, or seven students out of 33 students.

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Difference of myenglishstep.com towards HOTS and LOTS**Table 3.** Average Value of Experimental Class 1

| | | Mean | N | Std Deviation | Std. Error Mean |
|-------------|-----------|-------------|----------|----------------------|------------------------|
| Pair | Pre-test | 83.12 | 33 | 7.516 | 0.657 |
| | Post Test | 93.33 | 33 | 3.808 | 0.746 |

The learning approach for creating a descriptive text utilizing learning objectives for myenglishstep format and text writing is described in this subsection. In experimental class 1, critical thinking skills of grade 7 students were described using the MyEnglishStep paradigm. The learning outcomes for students' HOTS at myenglishstep.com in writing descriptive text reached 93.33%, as shown in Table 3.

For this, the creation of a descriptive text's learning process is described using experimental class 1's learning outcomes for myenglishstep.com's descriptive text writing for grade 7 students' critical thinking. The average pre-test score was 83.12, and the average post-test score was 93.33, as can be shown. Since the results show an increase between lately and after the experimental class 1 was given a treatment of 10.21, it suggests that the use of myenglishstep is useful when it comes to learning to write a descriptive text.

Difference of Yenni Dwi Maria's English Content at sumber.belajar.go.id. toward HOTS and LOTS**Table 4.** Average Value of Experimental Class 2

| | | Mean | N | Std Deviation | Std. Error Mean |
|-------------|-----------|-------------|----------|----------------------|------------------------|
| Pair | Pre-test | 80.03 | 33 | 12.953 | 0.487 |
| | Post-test | 89.12 | 33 | 3.877 | 0.566 |

The results of Yenni Dwi Maria's English Content outputs for creating descriptive text for students' HOTS are shown in Table 4 above, attaining 89.12%. For this, learning outcomes for Yenni Dwi Maria's English Content at sumber.belajar.go.id are used to explain the learning process of putting together a descriptive text. It can be noted that the average pre-test score for experimental class 2's 7-grade kids in writing descriptive texts for critical thinking was 80.03, and the average post-test score was 89.12. The results appear to improve between recently and after the experimental class 2 was given a treatment of 9.09, suggesting that the use of Yenni Dwi Maria's English Content at sumber.belajar.go.id is effective when it comes to learning to write a descriptive prose.

The difference between the myenglishstep model and Yenni Dwi Maria’s English Content at sumber.belajar.go.id in writing essays Descriptive text for students’ HOTS

Table 5. Post-test Average Value of Experimental Class 1 and Experimental Class 2

| Data | t | Df | Sig. (2-tailed) | Result | Description |
|--|--------|----|-----------------|------------------------|--|
| Post-test of Experimental Class 1 and Experiment Class 2 | -4.476 | 32 | 0.001 | Sig. (2-tailed) < 0.05 | The mean pre-test and post-test scores are different |

Based on the table over, $t = -4,476$ and $df = 32$. $(2\text{-tailed}) = 0,001 < \text{level of } 5\%$ or 0.05 , at that point H_0 is rejected and H_a is acknowledged. So, the cruelness of Pre-test and the post-test scores is different.

Writing descriptive texts using the learning process model myenglishstep.com for students’ critical thinking

Through myenglishstep-based observations of the research class, it is possible to see the learning process of compiling descriptive text utilizing myenglishstep in composing essays descriptive text for students' critical thinking. The sentence of the myenglishstep model, prewriting, writing, and edited, determine observational signals. Thus, what is observed includes seriousness, activism, positive feedback, and responsibility.

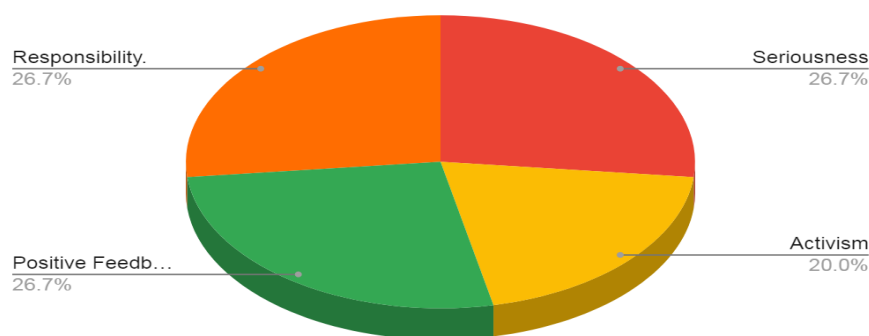


Figure 4. The graphic of Students’ Observation Outputs about myenglishstep and Yenni’s English Content

Based on Figure 4, it can be concluded that the responsibility great category was as numerous as 26.7% of, seriousness 26.7%, positive feedback 26.7 of and activism 20.0% 33 students’ observation having writing descriptive texts using myenglishstep.com

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Writing descriptive texts using the learning process model Yenni Dwi Maria's English Content at sumber.belajar.go.id for students' HOTS

The learning process of compiling descriptive text using Yenni's English content in writing essays Descriptive text for students' critical thinking can be seen from Yenni's English content-based observations of the research class Observational signals are determined through the sentence of the Yenni's English content model, prewriting, writing and revised. Thus, what is observed includes seriousness, activism, positive feedback, and responsibility. Within Yenni's English content in writing essays of descriptive text for students' critical thinking, the reality viewpoint is gotten from understudy activities when 1) analyzing a descriptive text to adjust mistakes regarding content, organization, vocabulary, syntax, and mechanics found after discussion (at the composing arrange). The following presented the comes about of students' perceptions based on perceptions from analysts.



Figure 5. The graphic of Observation Comes about and Yenni's English Content Show

Based on the Figure 5, it can be seen that the activism great category was as numerous as 29.4% of, seriousness 23.5%, positive feedback 23.5 of and responsibility 23.5% 33 students' observation of having written descriptive texts using Yenni's English Content.

Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.go.id. Model in Composing Learning Descriptive Text for Grade 7 Students' HOTS

Based on Table 6, the importance of the scores for the pre-test and post-test of each perspective of experimental class 2 is less than 0.05; at that point, Ho is rejected, and Ha is accepted. By tolerating Ha, there is a contrast within the normal value of each aspect of the pre-test and post-test within the test lesson 2. By and large normal esteem obtained by understudies is additionally tried for the distinction in average using SPSS 16. The hypothesis of t-test pre-test and post-test of Experimental Class 1 is Ho accepted on the off chance that the

centrality esteem is more than 0.05 and Ho rejected in other regards. The taking after comes from the t-test of pre-test and post-test of experimental class 2.

Table 6. T-Test Outputs of Pre-test and Post-test of Experimental Class 2

| Data | t | Df | Sig. (2-tailed) | Result | Notes |
|-----------------------------------|--------|----|-----------------|------------------------|--|
| Post-test of Experimental Class 2 | -4.476 | 32 | 0.001 | Sig. (2-tailed) < 0.05 | The mean pre-test and post-test scores are different |

Based on Table 6, it can be seen that $t = -4.47$ and $df = 32$. $Sig. (2-tailed) = 0.001 < level of 5\%$ or 0.05 , at that point, H_0 is rejected, and H_a is accepted; at that point, the normal esteem of the pre-test and post-test is different. The difference in normal can be seen from the Combined Table Samples Insights.

Table 7. Normal Esteem of Explore Course 2

| | Mean | N | Std. Deviation | Std. Error Mean |
|----------------------|-------|----|----------------|-----------------|
| Pair Pre-test | 80.03 | 33 | 13.107 | 2.282 |
| Post-test | 89.12 | 33 | 13.776 | 2.398 |

Based on Table 7, it can be seen that the average pre-test score was 80.03, and the post-test score was 89.12. This appears that the utilization of Yenni Dwi Maria's English Content at sumber.belajar.go.id demonstration is compelling when connected to learning to compose explanation content since an increment between some time recently and after the post-experimental class was given a treatment of 9.09.

Differences in Effectiveness of myenglishstep Model and the Yenni Dwi Maria's English Content at sumber.belajar.go.id Model in Learning Compile Text Descriptive for Grade 7 Students' HOTS

Appraisal of learning results for experimental class 1 and test lesson 2 is carried out at the pre-test and post-test stages. To discover the contrast within the adequacy of the model myenglishstep and Yenni Dwi Maria's English Content at sumber.belajar.go.id models in learning to compose texts explanation, a t-test was carried out from the ultimate test information for the experimental class 1 and experimental class 2. When seen from the aspects of the appraisal utilizing the average per-aspect of the ultimate test appraisal of experimental class course 1 and experimental class 2, as follows.

Experimntal Class 1 and Experimental Class 2 have had great data homogeneously. Moreover, $Sig. (2-tailed) = 0.001 < 5\%$ level or 0.05 , then H_a acknowledged. Based on this, it implies that there is a distinction between the

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test scores and the conclusion of experimental class 1 and experimental class 2. The contrast can be seen from Table 8.

Table 8. Average Post-test Score of Experimental Class 1 and Exeperimental Class 2

| Code | N | Mean | Std. Deviation |
|-----------|---|------|----------------|
| Post-test | 1 | 33 | 93.33 |
| | 2 | 33 | 89.12 |

The information appears the esteem of utilizing myenglishstep demonstration; 93.33 is more than the normal esteem of using the Yenni Dwi Maria's English Content at sumber.belajar.go.id show, which is 89.12. This appears that the utilization of myenglishstep is more effective than the utilization of sumber.belajar.kemdikbud.go.id demonstrates in learning to compose descriptive text for Grade 7 Students' HOTS.

Hypothesis test results

After the t-test was carried out, the speculation was tried. Based on the outputs of the t-test, the comes about of speculation testing is taken after. This ponders two assumptions: the null hypothesis (H_0) and the alternative hypothesis (H_a). To begin with the hypothesis of this expertise, the weak idea (H_0), i.e., there is no significant difference between the pre-test results and after administration treatment within the experimental class 1, which was treated utilizing myenglishstep. The alternative hypothesis (H_a) is that there is a significant difference between before and after the treatment within Experimental Class 1, which was given treatment utilizing myenglishstep model. The data examination procedure was employed to test the hypothesis using a t-test investigation. The results of the estimation on the t-test were carried out within the same group, specifically the gathering that was treated with myenglishstep show on students' group 7A SMP Negeri 42 Semarang. The difference can be known through the t-test, pre-test, and post-test results for the experimental class 1. T-test calculation using SPSS. Based on the t-test results of the hypothesis, it can be concluded that there was no significant difference between Experimental Class 1 before and after getting the treatment of learning to compose a descriptive text using myenglishstep and the post-test results after getting the treatment of learning to write descriptive text using the Yenni Dwi Maria's English Content.sumber.belajar.kemdikbud.go.id show. H_0 was rejected. In addition to that, there is a significant difference between Experimental Class 1 before learning to write descriptive text using myenglishstep demonstration and experimental class one after getting the treatment of learning to compose a descriptive text using myenglishstep demonstration. H_a was then accepted.

Discussion

Adequacy of myenglishstep Demonstrate

In Composing Learning Descriptive Content for Grade 7 Students' HOTS, the adequacy of learning to compose descriptive content can be seen through: the

contrast between the average score of the beginning test some time recently being given treatment and the normal of the ultimate test after being treated utilizing myenglishstep show. The average pre-test score for 136 experimental class 1 is 83.12, and the average post-test score for the experimental class is 1 of 93.33. Based on the distinction between the two cruel (t-test) scores of the pre-test and post-test on experimental class 1, get the esteem of Sig. (2-tailed) = 0.001 < 0.05, so H_0 is rejected, and H_a is accepted, meaning there is a significant difference. The t-test shows that the application of myenglishstep show in learning compiling descriptive text for grade 7 students' HOTS.

The adequacy of myenglishstep demonstrates in learning to compose texts in clarification; there is a preparation of talk or trading suppositions between one understudy and another understudy. Within the discourse prepared, one understudy educates another understudy. The finest reply to the address, "What is the foremost effective teaching method?" is that it depends on the goal, the understudy, the substance, and the educator. But the most excellent reply after that was "Students educating students." There is overpowering proof that peer education is effective for numerous purposes, substances, and understudies of all levels and personalities.

Differences in Effectiveness of myenglishstep Model and the Yenni Dwi Maria's English Content at sumber.belajar.go.id Model in Learning to Compose Descriptive Writings for 7th grade Students' HOTS

After knowing the viability of myenglishstep demonstrate and enni Dwi Maria's English Content at sumber.belajar.go.id in learning to write descriptive content, at that point, elaborated the distinction in adequacy between the myenglishstep demonstrate and sumber.belajar.kemdikbud.go.id model. The objective is to discover which show is more viable than the two models when connected in learning to write descriptive writings in grade 7 junior high school. Based on the calculation of the normal increment, the student's post-test average score in experimental class 1 of 93.33, whereas the normal esteem of the student's post-test in Experimental Class 2 of 89.12. There is a distinction in the esteem of 4.21 between experimental class 1 and experimental class 2. So, it can be concluded that Experimental Class 1 is more successful than Experimental Class 2.

The calculation of the show's viability is additionally carried out by utilizing the two different tests, the mean (t-test) of post-test. The test criteria, specifically in case H_0 accepted, at that point made no significant difference between experimental class 1 utilizing the model myenglishstep and experimental class 2, which employed sumber.belajar.kemdikbud.go.id model. On the other hand, if H_0 is rejected (H_a is accepted), at that point, there is a significant difference between experimntal class 1, which employs myenglishstep show, and Experimental Class 2 utilizing sumber.belajar.kemdikbud.go.id model. The calculation comes from the t-test examination on the ultimate lesson data of Experimental Class 1, which employments myenglishstep demonstrates, and Experimental Class 2, which uses Yenni Dwi Maria's English Content at sumber.belajar.go.id show has gotten the esteem of Sig. (2-tailed) = 0.001 < 0.05, H_0 is rejected, and H_a is accepted.

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Scores portray students' authority in compiling descriptive texts. Based on the normal esteem, experimental class 1, which employments myenglishstep in descriptive writing, is way better than experimental class 2, which employments Yenni Dwi Maria's English Content at sumber.belajar.go.id. Observational information was obtained from the perception of myenglishstep show treatment and Yenni Dwi Maria's English Content at sumber.belajar.go.id demonstrates. Based on the perceptions, the sentence structure of myenglishstep model and sumber.belajar.kemdikbud.go.id. demonstrate has been actualized well.

CONCLUSION

Based on the results of data analysis and discussion in the previous chapter, applying the myenglishstep model in learning to compose descriptive texts for seventh-grade students of junior high school is effective. Based on the results of the t-test, sig. (2-tailed) = 0.001 < sig. 0.05. There is a mean difference between the pre-test and post-test data for experimental class 1 learning to compose the descriptive text for seventh-grade junior high school students (H_0 rejected, H_a accepted). Yenni's English Content on the sumber.belajar.kemdikbud.go.id percentage version in gaining knowledge of composing texts is why the 7th-grade students of SMP are effective. Based on the effects of the take a look at sig. (2-tailed) = 0.001 < sig. 0.05. There may be a median distinction between the preliminary look at statistics and the last look at statistics for experimental class 2 in gaining knowledge of composing descriptive texts for 7th-grade junior excessive college students. Myenglishstep model is applied more effectively in improving descriptive writing skills of HOTS for 7th-grade students compared to the Yenni Dwi Maria's English Content at sumber.belajar.go.id model. Based on the results of testing (Both sides) = 0.00 < 0.05., it can be concluded that there is a mean difference between the post-test data of experimental class 1 and the post-test data of Experimental Class 2 to learn how to write descriptive text for the 7th grade of junior high school students.

Based on these conclusions, the following suggestions are put forward. Teachers should apply the myenglishstep model and Yeni Dwi Maria's English Content.sumber.belajar.kemdikbud.go.id in learning, especially in composing descriptive texts, to make it easier for teachers and students. Indonesian language teachers should apply the myenglishstep model in writing descriptive text rather than using Yunni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id so that learning to compose the descriptive text for students' critical thinking becomes more effective. Linguists must be able to continue or complete this study. The world of education, especially Language learning, writes the descriptive text.

AUTHOR STATEMENT

Amin: Conceptualization, data collection and analysis, writing the abstract, introduction, method, results and discussion, conclusion, and corresponding author. **Senowarsito:** Supervision, draft revision, proofreading, editing, and refining the manuscript. **Suwandi:** Supervision, draft revision, proofreading, editing, and refining the manuscript.

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