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Utilization of Google Applications in Learning Writing Skills for Descriptive Texts

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ABSTRACT
This study aims to describe: 1) the mean pre-test of descriptive text writing skills in learning using conventional media; 2) the mean post-test of descriptive text writing skills in learning using the Coggle application; 3) the equality of the mean pre-test and mean post-test of descriptive text writing skills. This descriptive-quantitative study was conducted in 2025 at MTs Al-Muawanah Cianjur. The population of this study consisted of 7th-grade students who participated in learning descriptive text writing skills on science topics using the Coggle application. They numbered 34 students divided into four parallel classes. The sample consisted of 32 students, determined according to a statistical formula. Learning outcome data were collected using a performance test that was compiled objectively and systematically, ensuring it met the requirements of a valid and reliable test. Learning outcome data were analyzed using a nonparametric inferential statistical procedure, specifically the one-sample chi-square test, rather than the one-sample t-test procedure, which could not be used because the data were not normally distributed. The Wilcoxon and NGain tests were used to assess the effectiveness of using the Coggle application in learning descriptive text writing skills. The results of the study: 1) the mean pre-test of descriptive text writing skills in learning using conventional media was 45.00 which is included in the low category; 2) the mean post-test of descriptive text writing skills in learning using the Coggle application was 93.75 which is included in the high category; 3) the Coggle application is practical for use in learning descriptive text writing skills for class VII.

Keywords: *Coggle application, writing skills, description text*

Pemanfaatan Aplikasi *Coogle* dalam Pembelajaran Keterampilan Menulis Teks Deskripsi

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan: 1) mean prates keterampilan menulis teks deskripsi dalam pembelajaran yang menggunakan media konvensional; 2) mean postes keterampilan menulis teks deskripsi dalam pembelajaran yang menggunakan aplikasi *Coggle*; 3) sama-tidaknya mean prates dan mean postes keterampilan menulis teks deskripsi. Penelitian deskriptif-kuantitatif ini dilaksanakan pada tahun 2025 di MTs Al-Muawanah Cianjur. Populasi penelitian ini adalah para siswa kelas VII yang mengkuti pembelajaran keterampilan menulis teks deskripsi topik sain dalam pembelajaran yang menggunakan aplikasi *Coggle*. Mereka berjumlah 34 siswa yang terbagi dari empat kelas paralel. Sampel ditetapkan sebanyak 32 siswa menurut formula statistik. Data hasil belajar dikumpulkan menggunakan tes unjuk kerja yang disusun secara objektif dan sistematis sehingga memenuhi syarat tes yang sahih dan andal. Data hasil belajar dianalisis menggunakan prosedur statistik inferensial nonparametrik yakni uji chi kuadrat satu sampel sebagaiganti penggunaan prosedur uji t satu samapel yang tidak dapat digunakan karena data berdistribusi tidak normal. Uji Wilcoxon dan NGain digunakan untuk memastikan efektivitas penggunaan aplikasi *Coggle* dalam pembelaajaran keterampilan menulis teks deskripsi. Hasil penelitian: 1) mean prates keterampilan menulis teks deskripsi dalam pembelajaran yang menggunakan media konvensional sebesar 45,00 yang termasuk dalam kategori rendah; 2) mean postes keterampilan menulis teks deskripsi dalam pembelajaran yang menggunakan aplikasi Coggle sebesar 93,75 yang termasuk dalam kategori tinggi; 3) aplikasi Coggle efektif digunakan dalam pembelajaran keterampilan menulis teks deskripsi untuk kelas VII.

Kata kunci: aplikasi Coggle, keterampilan menulis, teks deskripsi

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INTRODUCTION

Humans rely on language as a means of social communication. Language enables us to understand everything. Therefore, we need to understand its importance for humans. Language is also a tool for thinking, processing ideas, and understanding. Listening, speaking, reading, and writing are the four foundations of every language, especially Indonesian.

Writing, a crucial aspect of language skills, requires not only mastery of practical skills but also a strong foundation of knowledge and analytical thinking skills. To produce valuable writing, an individual needs a deep understanding of the topic being developed, so that the written work is both measurable and informative, rather than just a series of meaningless words. This aligns with Rosidi's opinion (in Mutaqim et al., 2017:10), who states that writing activities can help students practice thinking, expressing ideas, and solving problems. By engaging in writing activities, students will be trained to think systematically and express their ideas in a coherent written format."As a significant language competency, writing activities are closely intertwined and an integral part of the overall learning experience for students. However, the facts show that writing has not been fully mastered and still presents difficulties for some students. This is evident in student learning outcomes, which often fall short, particularly in writing. The low level of student writing skills was identified through interviews with Indonesian language teachers at MTs Al-Muawanah Cianjur. This is due to students' inability to use the language rules and structure of descriptive texts correctly.

According to Kosasih (2018:16), a descriptive text is a type of text that provides a detailed description of an object or condition from the author's subjective perspective. The subject can be anything, from natural phenomena to animals or even people. For example, a writer might describe a cat. With this descriptive text, a writer typically aims to convey a vivid experience, allowing the reader to witness it directly, clearly, and in detail.

To produce a high-quality descriptive text, it is essential to adhere to the structure and language rules. According to Kosasih (2018:16), the structure of a descriptive text is divided into three parts: a general statement, a description of the parts, and a conclusion. Furthermore, according to Kosasih (2018:17), the language rules in descriptive text include: first, using terms that indicate objects; second, using terms that indicate items; third, using verbs; and fourth, using passionate terms. By using a complete structure and language rules, the resulting descriptive text can be categorized as accurate.

Appropriate media are needed during the learning process to improve students' descriptive writing skills. Learning media are tools deliberately used by teachers to assist in conveying learning information more effectively and efficiently. Furthermore, these learning media should be sufficiently engaging to keep students engaged during the learning process and facilitate their understanding of the material presented (Nurfadilah, 2021:13).

In this modern era, information and communication technology have become an integral part of various aspects of life. Similarly, within the education system, the use of innovative multimedia resources is crucial. Pramintya (in Adawiyah et al., 2022:1) argues that, given the abundance of technologies available to choose from and utilize as learning aids, the Coggle application is a viable solution.

Sari & Nugroho (in Gusti et al., 2024:2) also explain that digital learning media have the potential to facilitate the delivery of engaging and adaptive learning materials, allowing students to learn at their own individual learning pace and modalities."In this study, the media used was the Coggle application. According to Salma et al. (2021:504), the Coggle application is an online tool for creating and sharing mind maps. Students can use this application to take notes, generate ideas, discover connections between various subjects, and work in groups. Thanks to digital innovation in the form of the mind-mapping app Coggle,

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learning will become more engaging and imaginative. The use of this learning medium is expected to improve students' descriptive writing skills.

Similar to previous research conducted by Dewantara (2019:1) entitled "Implementation of Learning with the Mindmapping Method Using Coggle," the purpose of this study was to determine whether there were changes in learning outcomes before and after implementing the mindmapping method using Coggle. The results showed that the Coggle application successfully demonstrated differences in student learning outcomes before and after its use. Similarities with this previous study include the use of the Coggle application to improve student learning outcomes. However, there are differences in the material studied in the previous study, namely, electromagnetics. In this study, the topic was writing descriptive text.

Furthermore, in a study by (Yuliani et al., 2018:5) entitled "Improving Students' Writing Skills in Descriptive Texts Using the Mindmapping Technique in Grade Ten of SMA Negeri 5 Semarang," the purpose of this study was to determine the improvement in the ability of grade X MIPA 5 students of SMA Negeri Semarang in writing descriptive texts using the Mindmapping technique. The results of this study indicate that students improved and were able to write descriptive texts using Mind Mapping. Similarities with this study include the improvement of descriptive writing skills in students using the Mind Mapping method; however, this study employed the Coggle application.

Based on previous research, differences and similarities with the current study can be identified, as well as the advantages and disadvantages of implementing this study. The advantage of this study is that students gain new experiences learning descriptive texts using the Coggle application. Students will not experience difficulties composing descriptive texts. Furthermore, there are drawbacks to ignoring this issue, such as students' continued difficulty composing descriptive texts that adhere to structure and linguistic rules, and students' lack of experience using the Coggle application as a learning tool.

This article will discuss how to use the Coggle application as a learning tool and examine the results of students' descriptive text writing before and after using the application.

METHOD

According to Sugiyono (in Tampubolon, 2023:3), a research method is defined as a systematic procedure or scientific methodology applied to gather relevant information related to the study's focus, with the ultimate goal of finding solutions to the problems faced. The research method used in this study was a quantitative experiment using a One-Group Pretest-Posttest Design, which examines the effect of an application on the sample used (Sugiyono, 2012:107). According to Sugiyono (in Neliwati, 2018:114), the stages of experimental research are as follows:

1) Formulating the identification of the research problem
2) Compiling a literature review
3) Establishing research objectives
4) Collecting data
5) Analyzing and interpreting data

The research problem was identified by conducting interviews with Indonesian language teachers at MTs Al-Muawanah, Cianjur. After identifying the problem, the research objective was determined: to improve students' descriptive text writing skills.

The population of this study consisted of seventh-grade students from MTs Al-Muawanah Cianjur who participated in a descriptive text writing skills course using signage and then took the post-test. There were 36 students.

The sample size was 34 students. This determination employed a statistical formula developed by Slavin (Amin et al., 2023:22; Razak, 2015:192; Santoso, 2023:36).

Pre-test and post-test data for descriptive text writing skills were collected using a test

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instrument. The test was designed using objective and systematic procedures to ensure content validity.

The descriptive text writing skills answer sheets were examined to obtain raw scores for both descriptive text structure and linguistic rules. If the descriptive text structure was fully included in the answer, a score of 50 was given. If only two structures were included, a score of 30 was given, and if only one structure was included, a score of 10 was given.

For the linguistic aspect, scoring uses five aspects. If there are all linguistic rules in the descriptive text, a score of 50 is given, if there are three linguistic rules, a score of 30 is given, if there are only two linguistic rules, a score of 20 is given, and finally, if there is only one linguistic method, a score of 10 is given. The total score is 100.

RESULT

1. Hasil Prates Keterampilan Menulis

The mean score for the pre-test descriptive text writing skills using conventional media for seventh-grade junior high school students was 45.00, with a standard deviation of 14.591. Furthermore, the minimum score was 20.00, and the maximum score was 80.00 (Figure 1).

Descriptive Statistics

Pretest

N	Minimum	Maximum	Mean	Std. Deviation
32	20	80	45,00	14,591

Figure 1
Descriptive Statistics of Pre-Test Data for Descriptive Text Writing Skills

Next, a normality test was conducted for the pre-test descriptive text writing skills data curve for seventh-grade students at MTs Al-Muawanah Cianjur. This test serves as a prerequisite for using a one-sample t-test. In other words, one of the requirements for using a one-sample t-test for parametric inferential statistical procedures is the normality test. If the data are not normally distributed, the one-sample t-test is canceled and switched to a nonparametric inferential statistical test, namely the One-Sample Chi-Square test.

The statistical value obtained using the Shapiro-Wilk test was 0.869, with a significance level of 0.001, which is greater than 0.05 (Figure 2). Thus, Ho is rejected, as the pre-test data for procedural text writing skills are not normally distributed.

Tests of Normality

Pretest

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,259	32	0,000	0,869	32	0,001

a. Lilliefors Significance Correction

Figure 2
Normality Test of Descriptive Text Writing Skills Pre-test Data via SPSS

The observation score for the pre-test of descriptive text writing skills for seventh-grade students at MTs Al-Muawanah Cianjur yielded an expected value of 5.3, resulting in residual values ranging from -4.3 to 9.7 (Table 1).

Table 1
Frequency Distribution of the Descriptive Text Writing Skills Pre-test

Pretest Frequences

	Observed N	Expected N	Residual
20	4	5,3	-1,3
30	1	5,3	-4,3
40	15	5,3	9,7
50	1	5,3	-4,3
60	10	5,3	4,7
80	1	5,3	-4,3
Total	32		

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The one-sample chi-square test using SPSS for the pre-test data on descriptive text writing skills of seventh-grade students at MTs Al-Muawanah Cianjur yielded a value of 32,500 with a degree of freedom (df) of 5 and a significance level (sig.). 0.00 (Figure 3). Therefore, the mean of 45.00 is not the same as the mean of 43.33. This means that the mean of the pre-test data was 45.00, which is in the low category.

Test Statistics

	pretest
Chi-Square	32,500[a]
df	5
Asymp. Sig.	0,000

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 5,3.

Figure 3
One-Sample Chi-Square Test for Pre-test Data on Descriptive Text Writing Skills via SPSS

2. Teaching Descriptive Text Writing Skills Using Signage Media

To prevent monotony in teaching descriptive text writing, innovative learning approaches are needed, such as utilizing learning media. Innovative learning is a student-centered approach based on constructivist principles. One implementation of this learning is through methods that actively involve students. The quality of the learning method is correlated with the level of creativity and innovation applied by the educator. The media used must be able to assist students in identifying objects, describing their parts, and using descriptive language appropriately. (Magdalena et al., 2020).

The research process on teaching descriptive text writing at MTs Al-Mu'awanah, Grade VII-A, utilized the Coggle application as a learning medium. The Coggle application, which includes a concept map feature, is designed to be user-friendly, making it easier for students to write descriptive texts according to the structure and use of linguistic rules. Through this application, students can focus on the structure and linguistic rules of descriptive texts, without feeling overwhelmed by the technology. The steps to use the Coggle app are as follows:

1) Open your Google browser.
2) Type Coggle in the search bar.
3) Click the "Coggle" text that appears at the top with the green logo
4) Click "Sign Up.
5) Select "Log in with your Google Account.
6) Select your Google Account to continue the registration process
7) Click the "+" sign next to "Create Diagram" to start creating your mind map.
8) Type text in the gray column as the title/ topic you want to create
9) Move your cursor to the edge of the gray column to display a "+" sign to add a column to the initial structure of your text.
10) Move your cursor forward or down to display a "+" sign to add a text column.
11) If the column position is not quite right, you can change it by clicking the corner of the colored column and adjusting it.
12) Click the down arrow in the right corner to download. There is an option to download as a file.
13) If you choose to download as an image, when the text appears, right-click on the image and select "Save Image." The mind map you created using the Coggle app will be saved in the "Downloads" folder on your laptop or smartphone. You
14) If the selected download process is not an image, then after clicking the down arrow, it will automatically be saved in the download folder.

3. Posttest Results of Descriptive Text Writing Skills Using Nameplate Media

The mean post-test score for descriptive text writing skills using nameplates for seventh-grade junior high school students was 45.00, with a

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standard deviation of 14.591. Furthermore, the minimum score was 20.00 and the maximum score was 80.00 (Figure 4).

Descriptive Statistics

Post-test

N	Minimum	Maximum	Mean	Std. Deviation
32	80	100	93,75	9,419

Figure 4
Descriptive Statistics of Post-Test Data for Descriptive Text Writing Skills

Next, a normality test was conducted for the post-test data curve for the descriptive text writing skills for seventh-grade students at MTs Al-Muawanah Cianjur. This test serves as a requirement for using a one-sample t-test. In other words, one of the requirements for using a one-sample t-test for parametric inferential statistical procedures is the normality test. If the data are not normally distributed, the one-sample t-test is discarded and switched to a non-parametric inferential statistical test, namely the One-Sample Chi-Square test.

The Shapiro-Wilk statistical value was 0.585 with a sig. > 0.005, or 0.000 (Figure 5). Thus, Ho was rejected, indicating that the post-test data for procedural text writing skills were not normally distributed.

Tests of Normality

Post-test

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,434	32	0,000	0,585	32	0,000

a. Lilliefors Significance Correction

Figure 5
Normality Test for Post-Test Data for Descriptive Text Writing Skills via SPSS

The post-test observation score for descriptive text writing skills of seventh-grade students at MTs Al-Muawanah Cianjur yielded an expected value of 5.3, resulting in residual values ranging from -4.3 to 9.7 (Table 2).

Table 2
Frequency Distribution of Post-Test for Descriptive Text Writing Skills

Post-test Frequences

	Observed N	Expected N	Residual
80	10	16,0	-6,0
100	22	16,0	6,0
Total	32		

The one-sample chi-square test using SPSS for the post-test data for descriptive text writing skills of seventh-grade students at MTs Al-Muawanah Cianjur was 4.500 on df 1 and a sig. 0.034 (Figure 6). Therefore, the mean of 93.75 is also not the same as the expected mean of 16.0. This means that the mean post-test data was 93.75, which is in the very high category.

Test Statistics

	post-test
Chi-Square	4,500[a]
df	1
Asymp. Sig.	0,034

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 16,0.

Figure 6
One-Sample Chi-Square Test of Post-test Data for Descriptive Text Writing Skills via SPSS

4. **Effectiveness of Signboards in Learning Descriptive Text Writing Skills**

The Wilcoxon hypothesis test results in Table 3 indicate that using the Coggle application can improve descriptive text writing skills in class VII-A students at MTs Al-Mu'awanah Cianjur. This is

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evident from the Asymp. Sig. (2-tailed) value of 0.000 <0.05, indicating a difference between the average descriptive text writing skills of class VII-A students at MTs Al-Mu'awanah Cianjur before and after using the Coggle application. This means that H0 is rejected and H1 is accepted.

Table 3
Wilcoxon Test of Pre-test and Post-test Data for Descriptive Text Writing Skills

Test Statistics[a]	
	Posttest - Pretest
Z	-5.002[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The N-gain score is a percentage divided into four categories:

1) <40.00 : ineffective
2) 40.00-55.00 : less effective
3) 55.00-75.00 : quite effective
4) >75.00 : effective

Table 4
N-Gain Score Test

	N	Min	Max	Mean	Std. Deviation
NGain Score	32	.50	01.00	.8874	.17544
NGain Percent	32	50,00	10.00	88,74	17.54
Valid N (listwise)	32				

Based on Table 4, the average score is 0.8874, or approximately 89%. The N-gain score of 89% falls into the effective category. Therefore, it can be concluded that the Coggle application is efficacious in improving descriptive text writing skills in seventh-grade students at MTs Al-Mu'awanah Cianjur.

DISCUSSION

Writing is one of the most important forms of communication, especially in this digital age. Through writing, we can convey ideas, information, and feelings clearly and accurately to others, even without face-to-face interaction. This aligns with Ulimaz's opinion (Riyanti et al., 2023:1). In the digital era, digital media has permeated every aspect of life, dominating daily activities with its undeniable presence. The shift towards the use of digital technology in the education sector is increasingly widespread, marking a significant transition. This change represents a profound paradigm shift in learning, fundamentally altering the way we perceive and engage with knowledge. It is undeniable that the presence of digital media has initiated substantial breakthroughs in the educational process.

The results of the initial test (pretest) indicated that students continued to experience difficulties when writing descriptive texts. This was due to students' poor understanding of the structure and linguistic rules of descriptive texts, as well as the monotonous nature of the learning media used. However, the results of the final test (posttest) showed an improvement in the use of structure and linguistic rules. This is evidenced by the results of the students' final test, which assessed the completeness of the structure and the application of linguistic rules.

Below are screenshots showing how to use Coggle step by step.

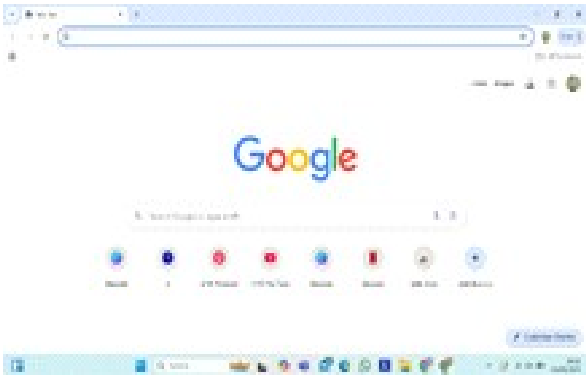

Figure 7
Google Browser Screenshot

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Figure 8
Coggle Screenshot with Green Logo

Figure 11
Coggle Page Screenshot

Figure 9
Coggle Home Page Screenshot

Figure 12
Screenshots for Creating Titles

Figure 10
Account Registration Screenshot

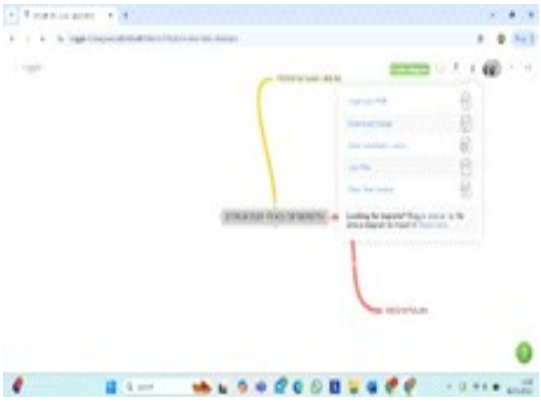

Figure 13
Screenshot of How to Download Written Results

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Structure

Based on the results of the initial test (pretest) administered to 32 students, no students achieved a score of 50. At the same time, from the data that has been analyzed, 22 students obtained a score of 30, 17 students including PD01, PD02, PD04, PD05, PD07, PD08, PD09, PD12, PD13, PD19, PD23, PD25, PD26, PD27, PD28, PD30, PD31 by including aspects of the general statement structure and section description. Furthermore, four students, namely PD16, PD18, PD21, and PD29, in their writing results included two descriptive text structures: section descriptions and conclusions.

Meanwhile, one student, namely PD10, included a general statement structure and conclusions in his writing. Then, 10 students obtained a score of 10. Six students (PD03, PD06, PD15, PD20, PD22, and PD24) included a general statement and descriptive text structure in their writing. Four students (PD11, PD14, PD17, and PD32) included a sectional description structure in their writing.

Furthermore, based on the posttest, 32 students were able to write descriptive texts using a complete and adequate structure, including a general statement, a descriptive text structure, a sectional description, and a conclusion.

Language Rules

Based on data analysis, one student, PD09, achieved the maximum score. He included all aspects of linguistic rules in his writing, including using terms indicating objects, such as "mountains" in the first paragraph, and terms indicating items, such as "merupakan" in the first paragraph, using verbs, such as "berjalan" in the second paragraph, and using terms indicating objects, such as "indah" in the second paragraph.

Five students scored 30 points. PD01 and PD08 included terms indicating objects, verbs, and passionate terms. PD03 included terms indicating objects, terms indicating items, and passionate terms. PD06 and PD31 included terms indicating objects, terms indicating items, and verbs. Furthermore, seven students, PD10, PD18, PD22, PD23, PD26, PD27, and PD32, included terms indicating items, verbs, and passionate terms.

Then, five students, namely PD01, PD08, PD13, PD16, and PD24, contain terms that indicate objects, verbs, and passionate terms. As in the descriptive text of PD01's work, using terms that indicate objects in the first paragraph, "waterfall", the verb "see" in the second paragraph, and the passionate term "beautiful" in the second paragraph. Then, there are two students with a score of 20; namely, PD07 contains terms that indicate items and passionate terms. PD20 includes terms that indicate objects and passionate terms. As in the descriptive text of PD07's work, the term that indicates items "is" in the first paragraph and the passionate term "cool" in the second paragraph. Moreover, 14 students who obtained a score of 10, namely PD04, PD12, D21, PD28, and PD29, contain terms ,that indicate objects. Furthermore, five students, namely PD02, PD05, PD15, PD17, and PD25, included terms that indicate objects. Two students, PD11 and PD30, included terms that indicate items. One student, PD14, included a verb. For example, in the descriptive text written by PD17, the word "indah" is included.

Google apps are essentially learning media as well. These learning media truly serve to mediate teacher expression so that students can receive it well. Research findings on the role of electronic media in learning outcomes are often found in scientific articles published online by Jurba Online, such as this one written by (Dewi et al., 2025:34-44; Maelasari 2025:55-60; Aryani & Achmad, 2025:87-98; Yuniarti et al., 2023: 13–22; Jendriadi, et al., 2023:33–46).

On the other hand, the use of the Coggle application is also strongly believed to increase student learning motivation. High learning motivation is indeed associated with high learning outcomes. This statement aligns with descriptions contained in scientific articles in online journals such as (Faida, 2023:10-14; Florina & Atmazaki, 2023:79-94; Putri & Ramadhan, 2022:13-30).

sangat diyakini mampu memotivasi siswa untuk mengikuti pembelajaran secara sungguh-sungguh

CONCLUSION

According to the pretest results, students struggled to complete the text structure using correct linguistic rules. However, in the posttest, students demonstrated good mastery of linguistic structure and rules. It was apparent that students were able to write descriptive texts in the posttest using the correct structure and linguistic rules. Of the 32 students, several were able to write descriptive texts well. This was evident from the scores obtained by students in the pretest and posttest, before and after using the Coggle application as a learning tool for writing descriptive texts.

In the pretest, the average score was 45, with a range from 20 to 80. Meanwhile, the average score obtained in the posttest was 94, with a lowest score of 80 and a highest of 100. The difference between the pretest and posttest was 20. The obtained scores were then processed using statistical data tests, the first of which was the normality test. The pretest obtained a value of 0.0001, and the posttest obtained 0.000; both values indicate that the data come from a non-normal population. Therefore, a non-parametric test was carried out using the Wilcoxon test. The results obtained from the Wilcoxon test, specifically the positive ranks between the pretest and posttest results, showed 32 positive N data, indicating that all students experienced an increase in learning outcomes, as evident in the pretest and posttest scores. The results of the Wilcoxon test show the Asymp sig. (2-tailed) value of 0.000 <0.05, so it can be concluded, H0 is rejected and H1 is accepted. This means that the use of the Coggle application can improve the ability to write descriptive texts in class VII-A students of MTs Al-Mu'awanah Cianjur. Furthermore, the N-Gain test, which produces an average value of 0.8874 or approximately 89%, based on the interpretation of the N-Gain value as 89%, is included in the effective category. This means that the Coggle application has proven effective in improving the descriptive text writing skills of class VII-A students at MTs AL-Muawanah Cianjur.

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