

Improving 10th Grade Students' Writing Skills through Problem Based Learning and Wepik in SMK 4 Semarang

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ABSTRAK

Model pembelajaran yang beraneka ragam dan media pembelajaran baru yang berbasis teknologi memiliki peran penting dalam meningkatkan hasil belajar siswa. Dalam kegiatan pembelajaran, terdapat aspek pengetahuan dan keterampilan untuk meningkatkan kemampuan siswa. Penelitian ini bertujuan untuk mengetahui pengaruh dari penerapan *Problem Based Learning* dan penggunaan media *Wepik* untuk meningkatkan pengetahuan dan keterampilan menulis siswa tentang *descriptive text* pada siswa kelas X DKV 2 SMK Negeri 4 Semarang Tahun Pelajaran 2022/2023. Metode penelitian yang diterapkan yaitu metode Penelitian Tindakan Kelas yang terbagi dalam tiga kegiatan yaitu kegiatan Pra-Siklus, Siklus I, dan Siklus II. Dalam kegiatan penelitian, guru mengevaluasi hasil belajar siswa berdasarkan pada tes pengetahuan tentang *descriptive text*, keterampilan menulis *descriptive text* dengan menggunakan media *Wepik*, dan memberikan kegiatan refleksi kegiatan pembelajaran dalam bentuk kuesioner. Hasil penelitian ini menunjukkan bahwa model *Problem Based Learning* dan media *Wepik* dapat meningkatkan hasil belajar siswa pada aspek pengetahuan dan keterampilan menulis *descriptive text*. Nilai rata-rata pengetahuan siswa yang awalnya 60,69 (Pra-Siklus) meningkat menjadi 73,14 (Siklus I), dan terus meningkat hingga 82,40 (Siklus II). Selain itu, peningkatan pada nilai rata-rata keterampilan menulis juga terjadi yang awalnya 68,09 (Pra-Siklus) menjadi 78,91 (Siklus I), dan meningkat sampai 84,89 (Siklus II). Selain itu, motivasi dan respon positif dalam refleksi kegiatan pembelajaran juga mempengaruhi semangat belajar siswa. Dengan demikian, penerapan model PBL dan media *Wepik* dapat meningkatkan pengetahuan, keterampilan menulis, dan motivasi belajar siswa.

Kata kunci: *Problem Based Learning, Wepik, Kemampuan Menulis, Descriptive Text.*

ABSTRACT

The variety of learning methods and innovative technology-based instructional media play an important role in improving students' learning results. There are parts of information and skills that contribute to students' capacities within the area of education. The purpose of this study is to investigate the impact of applying Problem-Based Learning (PBL) and using Wepik (a web-based design tool) to improve students' knowledge and writing skills in descriptive text among DKV 2 students at SMK Negeri 4 Semarang in the academic year 2022/2023. Classroom Action Research was used as the research methodology, and it was separated into three phases: Pre-Cycle, Cycle I, and Cycle II. Throughout the study process, the teacher assesses students' learning outcomes using a descriptive text knowledge test, writing skills using Wepik, and a reflective questionnaire on the learning activities. The results of this study show that using the Problem-Based Learning and Wepik can increase students' learning outcomes in terms of knowledge and writing abilities in descriptive text. The average knowledge score of students increased from 60.69 in the Pre-Cycle to 73.14 in the Cycle I, and increased to 82.40 in the Cycle II. Additionally, the average writing skill score climbed from 68.09 in the Pre-Cycle to 78.91 in the Cycle I, and then to 84.89 in the Cycle II. Furthermore, the motivation and positive response in the reflection of learning activities also influenced students' learning enthusiasm. As a result, implementing the PBL model and utilizing Wepik can improve students' knowledge, writing abilities, and learning motivation.

Keywords: *Problem Based Learning, Wepik, Writing Skills, Descriptive Text.*

1. INTRODUCTION

Learning English is an important part of improving Indonesia's human resources and preparing the country's future generations to be competent and high-quality persons in their respective areas. It is critical to strengthen students' ability to communicate in English in order to produce a high-quality generation of successors for the nation. Writing abilities are an important element of English communication. The capacity to write a text is critical for accurately depicting, explaining, and describing an object in accordance with the stated goal of the writing. As a result, students' writing skills must be honed in order for them to improve their abilities and expertise in generating detailed and clearly descriptive texts. Students can effectively connect their comprehension and writing skills with the intended aims of the book by comprehending the knowledge of a text and performing the act of writing it.

However, based on observations in class X DKV 2 at SMK Negeri 4 Semarang, many students face difficulties in writing descriptive texts due to several factors they experience. Since they rarely use English in their daily lives, one of the obstacles they face when writing is a lack of familiarity with the language's vocabulary and its proper application. As a result, they struggle to select a topic and generate original ideas when writing descriptive texts.

In addition, students believe that the learning activities are conducted in a conventional manner, with the teacher explaining the material to them as the primary focus. As a consequence, their active participation in the learning process is limited. They desire active, creative, innovative, and enjoyable learning activities that can ignite their intrinsic motivation to learn and enable them to gain a deeper understanding of the subject matter. They also wish to have opportunities to directly apply and practice the materials they learn. They prefer learning activities that leverage technology and relate the benefits of the lesson materials to their daily lives. Thus,

they can implement the acquired knowledge to their lives, gaining the necessary skills, and experiences in order to develop and improve their skills and knowledge.

Based on the observations and problems encountered in class X DKV 2, the researcher seeks alternative learning models and engaging teaching media that apply creative and innovative technology in presenting descriptive text materials while simultaneously enhancing students' knowledge and writing skills in English. This study employs the Problem-Based Learning (PBL) learning model, and the online media used is Wepik, which allows students to write and design web-based content, similar to Canva.

By utilizing the Problem-Based Learning model and Wepik as the media, it is hoped that the cognitive aspect and English writing skills of students can be effectively improved. This will enable them to write descriptive texts that are engaging and descriptive. Students are able to design their own content using attractive templates and elements, enabling them to create visually appealing designs and well-written descriptive texts.

In addition, Problem-Based Learning (PBL) functions as an innovation to improve education and foster a more conducive learning environment for training students in critical thinking and active participation in group-based learning activities. This strategy is intended to prepare them for future professional collaboration and cooperation. By incorporating PBL into the instruction of descriptive text writing, it is anticipated that students will develop their comprehension and writing skills in a more meaningful and authentic manner.

The use of information and communication technology in schools is becoming increasingly important in today's increasingly digital world. The Wepik media is an example of a piece of technology that can be exploited in the context of the teaching and learning process. Wepik is an online editing platform that was built by the Freepik Company. It features design templates

that can be customized to the user's specifications, and the company is best known for developing platforms such as Flaticon and Slidesgo. In the context of this study, it is anticipated that making use of Wepik will help students improve their descriptive text writing skills, leading to the development of creative and original ideas. This will be made possible by the platform's provision of appealing media elements and design templates.

Nevertheless, there is a limited amount of research that combines the implementation of the PBL model and the use of Wepik in teaching descriptive text writing, especially among students in class X DKV 2. Hence, the objective of this research is to investigate the implementation of the Problem-Based Learning (PBL) approach and the integration of Wepik media in enhancing the knowledge and skills of writing descriptive texts among students in class X DKV 2 at SMK Negeri 4 Semarang.

Based on the background of the issues mentioned, there are two problems identified: (1) students' knowledge and skills in writing descriptive texts are still low, and (2) the learning activities lack the ability to captivate students' interest and motivation to learn descriptive texts. Therefore, students require creative, innovative, and engaging instructional models and media for engaging in innovative learning activities. Taking into account these issues, the researcher can formulate the following research query that must be answered: How does the application of the Problem-Based Learning model and the use of Wepik media influence the improvement of students' knowledge and writing skills in Descriptive Texts in class X DKV 2 at SMK Negeri 4 Semarang in the Academic Year 2022/2023?

Hence, the purpose of this study is to describe and analyze the impact of implementing the Problem-Based Learning (PBL) model and utilizing Wepik media on the knowledge and writing skills of students in class X DKV 2 at SMK Negeri 4 Semarang in the Academic Year 2022/2023.

Writing

Writing is one of the most important abilities in English for communicating ideas, thoughts, and opinions, and for expressing one's creativity. According to Harmer, as cited in Siswanjaya (2021), writing is a way to communicate with others in a physical form, conveying one's ideas, thoughts, and opinions to others. Writing is a cognitive activity that requires knowledge, enabling the writer to have ideas or opinions to be conveyed.

In this cognitive interaction, writing skills require generating ideas, constructing sentences with well-structured sentence patterns, selecting appropriate vocabulary, utilizing correct punctuation, and creating integrated sentence content. Additionally, the ability to combine sentence content into coherent and cohesive paragraphs is also necessary to produce easily comprehensible texts.

As a result, engaging in the activity of writing can provide students with the knowledge to practice how to successfully communicate using language that is proper and appropriate. According to Dayton (2015), the first thing to be learned before writing is the activity of understanding knowledge about writing, so that students can comprehend the purpose, text structure, and language features used in a text. To assess students' understanding, teachers can measure their comprehension through formative and summative assessments related to the materials that have been taught.

This is consistent with Harmer's statement, cited in Siswanjaya (2021), which states that writing requires continuous practise in order to effectively convey ideas, thoughts, and opinions. Writing involves a process of planning, composing, editing, and producing a final version of the text that corresponds with the intended purpose of the writing. In this process, the teacher's role is crucial in providing feedback and enhancement suggestions to students, thereby enabling them to develop well-organized written works and effectively convey the content to readers in a clear, accurate, and appropriate way.

According to Grenville, as cited in Siswanjaya (2021), writing has three purposes: to entertain, to provide information, and to persuade or convince the reader. By understanding the purpose of writing, individuals can compose a text that effectively conveys their ideas, thoughts, and opinions, expresses their emotions, and persuades the reader with credible information.

Descriptive Text

In the journal article presented by Indriyastuti (2018), it is stated that *Descriptive Text* is one of the text types commonly taught in formal schools because it is frequently used to describe specific objects, places, and individuals. One of the benefits of learning Descriptive Text is the ability to describe objects, places, and other people in ordinary life, allowing us to provide accurate responses in the future when asked to describe an object, place, or person.

In addition, the utility of *Descriptive Text* itself can train students to create object descriptions, which can be beneficial if they engage in future endeavours such as selling or promoting their own products. Consequently, Descriptive Text requires vocabulary mastery, which includes nouns, verbs, adjectives, the use of present tense grammar, and occasionally the use of past tense grammar when describing historical places or famous biographies.

There are three essential components of descriptive text: social function, generic structures, and language features.

Social Function of Descriptive Text

The social function can be defined as the purpose of the text. Therefore, the social function of Descriptive Text is to describe a specific person, object, or place in a detailed manner, taking into account the characteristics of the object being described. Thus, there are three possible topics for Descriptive Text: an object, a place, and a person, each of which is described in detail.

Structures of Descriptive Text

Descriptive Text has two important structures in providing a description of an object, namely:

a. Identification

Identification is the initial part of *Descriptive Text* that provides an overview of the object being described. It is written in the introductory paragraph so that readers can understand the general overview of the object.

b. Description

Description is an essential part of *Descriptive Text* that provides a more specific and detailed description of an object based on its characteristics, allowing readers to comprehend a clear depiction of the object. *Description* serves as a deeper elaboration of the *Identification*, describing the physical features, distinctive attributes, characteristics, and practical value of the object.

Language Features of Descriptive Text

The language features of *Descriptive Text* are as follows:

- a. *Descriptive Text* uses *Present Tense* in the sentences. For example: *My laptop has powerful performance. It performs great and it can edit videos smoothly.*
- b. *Descriptive Text* uses many *Adjectives* to describe the characteristics of an object. For example: *three cute cats, a beautiful white lotus, etc.*
- c. *Descriptive Text* uses *Linking Verbs* to provide information about the subject. Misalnya: *My dad is strong, that bear has very thick fur to warm its body, etc.*
- d. *Descriptive Text* also uses *Thinking Verbs* (such as *believe, think, etc*) and *Feeling Verbs* (such as *feel*) to show the perspectives of the writer about an object being described. For example: *I think he has the latest iPhone, I feel that my laptop can do multiple tasks because of its powerful performance.*
- e. *Descriptive Text* also uses *Adverbs* if there are any information needed to explain. For example: *the camera performs extremely well, iPhone is*

very expensive, she likes jogging in the morning, etc.

Learning Model

The learning model is the most fundamental aspect of conducting effective learning activities, based on educational psychology and learning theories. The instructional model is designed based on an analysis of curriculum implementation and its positive impact in schools, aligned with respective levels or phases.

According to Arends as cited in Suprijono (2013), the learning model refers to the approach to be used, including learning objectives, stages in the learning process, learning environment, and classroom management. Thus, it can be defined as a framework for learning activities that are necessary to organize engaging, creative, and innovative learning experiences by teachers, enabling students to achieve learning objectives effectively and develop their knowledge, skills, and attitudes.

Problem Based Learning (PBL)

According to research conducted by Lestari (2022), Problem-Based Learning (PBL) is a problem-centered learning model in which students are presented with challenges or problems to solve in groups. It encourages students to communicate, exchange ideas/opinions, and divide tasks in order to find the optimal solution to a problem. PBL involves presenting questions or problems, focusing on interdisciplinary connections, engaging in authentic/original investigations, fostering collaboration and product creation, as well as demonstration.

According to Santosa et al. (2020), PBL is a learning model that develop students' abilities to confront and resolve problems in a group setting, enabling them to find applicable, real-world solutions.

Implementing the Problem-Based Learning (PBL) model requires teachers to create instructional materials relevant to the real-world problems encountered by students. In accordance with the curriculum content of the Merdeka

Curriculum, problems provided to students should reflect the actual social situations they face.

Learning Media

According to Ariyati and Misriati (2016), learning activities in the field of education can be conducted using engaging instructional media such as technology, applications, and other visual aides, thereby motivating students to learn. Curiosity about the inventive, innovative, and engaging instructional media increases student engagement and active participation in the learning process. In addition, instructors become more creative and innovative in planning learning activities using a variety of instructional media to motivate students to learn.

According to Darbani (2018), instructional media plays a crucial role in the transmission of messages from sender to receiver. In the context of education, instructional media is used to facilitate positive interaction between instructors and students, thereby capturing students' attention and motivating them to actively engage in the learning process.

Wepik

Wepik is one of the online editing platforms that provides users with customizable design templates. *Wepik* is a web-based design application created by Freepik Company, which is also responsible for the Flaticon and Slidesgo platforms.

Individuals and businesses can use *Wepik* for a variety of design purposes, as it provides a vast library of templates for social media, marketing, education, and other categories.

In the context of this study, it is expected that the use of *Wepik* will improve students' *Descriptive Text* writing skills through the use of creative and innovative ideas, with the assistance of engaging media elements and design templates. *Wepik* is an alternative design application to Canva that is user-friendly and provides tools for customizing social media designs.

2. RESEARCH METHOD

This study employs Classroom Action Research, which aims to identify issues in the learning process and improve the quality of instruction based on the problems occurring in the classroom. Therefore, the researcher follows the phases of classroom action research outlined by Kemmis and McTaggart in their model. The study consists of four stages: planning, action, observation, and reflection.

Setting and Respondents

This study was conducted at SMK Negeri 4 Semarang, which is located at No. 7 Jalan Pandanaran II, Semarang. This investigation involved 35 students from Class X DKV 2 in the academic year 2022/2023, including 11 male and 24 female participants. The duration of the classroom action research was two months, from March to April 2023. The knowledge and writing skills of Descriptive Text among Class X DKV 2 students at SMK Negeri 4 Semarang were the focus of this study.

This investigation utilized both primary and secondary sources of data. The primary sources of data for this study were: 1) students' pre-test results before the implementation of the action; 2) students' learning knowledge test results in each action cycle; 3) students' written works in each action cycle; 4) students' self-reflection sheets in Google Form; 5) the researcher's observations of teaching and learning activities and students' learning attitudes during the action; and 6) the teacher's teaching journal.

Teknik Pengumpulan Data

This study employs three kinds of data collection methods, including students' learning knowledge tests, their written works, and their reflections on learning activities. The knowledge tests are used to measure the students' learning outcomes progress throughout the research, including the pre-cycle, cycle 1, and cycle 2. In addition, the written works of the students are used to evaluate their English writing skills in Descriptive Text

in accordance with the criteria for writing assessment.

Research Instruments

This classroom action research employs pre-test sheets, post-test 1 sheets, and post-test 2 sheets to evaluate students' descriptive text knowledge and comprehension. Additionally, there is a rubric assessment sheet for evaluating students' descriptive text writing skills, and a learning activity reflection sheet filled out by the students.

With these instruments, the teacher-researcher can assess students' knowledge, writing skills, and learning reflections in order to determine the effect of the PBL model and *Wepik* media on enhancing students' knowledge and writing skills, as well as their self-reflection on learning motivation in English language learning, with a focus on *descriptive text* material.

Therefore, the pretest is conducted before Cycle I, while post-test 1 is carried out during Cycle I, and post-test 2 is conducted in Cycle II. The results of the pretest, post-test 1, and post-test 2 are used to compare students' knowledge and writing skill scores. At the end of Cycle I and Cycle II, the learning activity reflection sheets are provided to the students to assess their positive responses and learning motivation.

Data Analysis

To analyze the data, the researcher utilized the following methods: (1) descriptive method to describe the data obtained in the research, and (2) qualitative method to analyze the acquired data, providing a more detailed explanation of the data analysis. Therefore, this classroom action research employed a descriptive qualitative method by utilizing the data obtained from the research and explaining the findings in detail.

The success criteria were used to measure the level of success in each research cycle. In order to achieve research success, the teacher-researcher utilized the Minimum Mastery Criteria (KKM) or so called as Passing Grade,

which indicates that at least 80% of students have passed a score of 75 or higher. This demonstrates that students have acquired a proficient level of descriptive text knowledge and writing abilities.

3. FINDINGS AND DISCUSSION

Description of Pre-Cycle

At the initial learning stage, the teacher conducted a pre-cycle activity, which involved administering a pretest on descriptive text and assigning a descriptive text writing task without implementing Problem Based Learning and Wepik media. The purpose of the pre-cycle was to evaluate the students' initial condition prior to beginning Cycle I. The assessment results served as data for the initial condition (pre-cycle), enabling the researcher to evaluate the students' descriptive text knowledge and writing skills prior to implementing the treatment in Cycle I.

Description of Cycle I

During Cycle I, the researcher implemented the Problem-Based Learning (PBL) model in the classroom, where students learned descriptive text material in small groups under the researcher's guidance. Additionally, students utilized the web-based design application Wepik to compose descriptive texts. The purpose of Cycle I was to determine the impact of the PBL model and the use of Wepik media on the improvement of students' knowledge of descriptive text and their writing skills.

Description of Cycle II

In Cycle II, the teacher facilitated the learning activities by implementing the Problem-Based Learning (PBL) model and utilizing the Wepik web application for designing and writing descriptive text. The researcher provided the students with problem topics that needed to be solved in groups, and the students were tasked with creating descriptive texts using Wepik. The teacher also guided the students on how to use the Wepik application, enabling them to download their finished work.

Cycle II followed the same structure as Cycle I, but the teacher provided more intensive guidance during group activities and gave students advice on how to write effective descriptive texts. Additionally, the researcher asked the students about any difficulties they encountered while completing the tasks, allowing the teacher to anticipate and resolve any issues that may arise.

Description of Learning Reflection

The reflection results encompassed students' motivation in learning English and their feedback on the learning activities using the PBL model, which were collected through a questionnaire. The reflection results included questions about students' motivation in learning English, their response to the learning activities using the PBL model, and their response to writing descriptive text.

Based on the reflection results from the learning activities conducted at the end of each cycle, it was evident that there was a significant improvement. This was supported by the positive responses from students, indicating an increase in motivation and interest in learning from Cycle I to Cycle II.

In Cycle I, students' average scores for positive responses and motivation were 63.40 points. In Cycle II, this score increased to an average of 86.20, indicating that students' positive responses and motivation in the learning activities improved significantly.

Discussion

In this classroom action research, the teacher-researcher focused on enhancing students' knowledge test scores and descriptive writing skills. The collected data included students' descriptive text writing products and knowledge test scores. In addition, the data collected from the students' reflections on the learning activities served as supporting evidence for the improvement in the students' knowledge and writing abilities.

Based on the results of the learning activities using the PBL model and Wepik as the learning media, there was a

significant improvement in students' learning outcomes in terms of knowledge and their writing skills in descriptive text among the students of X DKV 2 class.

The following table provides a comparison of the data of the test results

in knowledge and the writing skills in descriptive text of students who participated in Pre-Cycle activities, Cycle 1 activities, and Cycle 2 activities.

Table 1. Comparison Results of Knowledge Test of *Descriptive Text* in Each Cycle

No.	Data Description	Pre-Test	Post-Test I	Post-Test II
1.	Average Score	60,69	73,14	82,40
2.	Highest Score	76	88	96
3.	Lowest Score	52	56	64
4.	Students passed the Passing Grade (KKM)	1 (3%)	21 (60%)	30 (85%)
5.	Students did not pass the Passing Grade (KKM)	34 (97%)	14 (40%)	5 (15%)

Table 2. Comparison Results of Writing *Descriptive Text* in Each Cycle

No.	Data Description	Pre-Cycle	Cycle I	Cycle II
1.	Average Score	68,09	78,91	84,89
2.	Highest Score	78	87	94
3.	Lowest Score	60	66	74
4.	Students passed the Passing Grade (KKM)	1 (3%)	26 (74%)	30 (85%)
5.	Students did not pass the Passing Grade (KKM)	34 (97%)	9 (26%)	5 (15%)

From Pre-Cycle to Cycle 1 and Cycle 2, based on Tables 1 and 2, the average scores reveal a significant and positive increase in both the knowledge test and descriptive writing skills. In terms of knowledge, the average score rose from Pre-Cycle to Cycle 1 and continued to rise in Cycle 2.

In terms of average knowledge scores, Cycle 1 showed a 12.45% improvement over the Pre-Cycle average. In addition, the average score for Cycle 2 increased by 21.71% compared to the Pre-Cycle. Similarly, there was a 10.82% improvement in the average scores for writing skills between the Pre-Cycle and Cycle 1 administrations. In addition, the average score for writing skills increased

by 16.80% in Cycle 2 compared to the Pre-Cycle average.

The results prove that the implementation of the PBL model and the use of Wepik as a medium positively contribute to the significant improvement of students' knowledge and writing abilities. Students can learn logical thinking and critical reasoning through problem-based learning activities while collaborating with their peers. With PBL, students are able to provide solutions to problems and collaborate to develop appropriate solutions. In addition, the use of web-based design media, such as Wepik, assists students in enhancing their creative ideas when designing a project. The design process helps students express

their creativity by allowing them to select templates and elements that correspond to their personality, interests, and the topic of the text they are working on. Students can transform a monotonous text into one that is engaging to readers by using a variety of templates and elements.

Therefore, the findings of this research are supported by a study conducted by Santosa et al. (2020), which examined the impact of PBL and Rainbow Card media on improving descriptive text learning. In addition, these findings are consistent with a study conducted by Siswanjaya (2021), which examined the impact of PjBL and Canva on the improvement of English greeting card writing skills.

Moreover, Darbani (2018) added that knowledge also influences learning success, so students' writing skills progress in tandem with their comprehension and knowledge of a subject. By paying attention to the learning activities conducted by students, teachers can assess their progress in learning and devise knowledge tests that align with the topics covered in class while taking into account the class's average comprehension abilities. Therefore, this research adopts the criteria of student success, which requires 80% or higher of the total students in the class passed a Minimum Mastery Criteria (KKM) of 75 in both knowledge and writing skills related to *descriptive text*.

Based on the success criteria, there are 30 students (85.71%) who achieved scores in the Excellent and Good categories in terms of knowledge and writing skills related to descriptive text.

4. CONCLUSION

Based on the research conducted on 35 students of X DKV 2 class at SMK Negeri 4 Semarang, the researcher concludes that the implementation of the Problem-Based Learning model and the use of Wepik media can improve students' knowledge and writing skills in descriptive text. The improvement is evidenced by the development of learning

activities and the students' scores in English knowledge and writing skills. In terms of knowledge and writing skills, a total of 30 students in Cycle II earned Excellent and Good grades. In addition, there was a significant increase in average scores during Cycle I and Cycle II compared to the Pre-cycle phase. In addition, during the reflection on learning activities in Cycle II, the students' motivation and positive response increased in comparison to Cycle I. These results indicate a correlation between the improvement of student learning outcomes as a result of the implementation of the PBL model and the use of Wepik media, along with an increase in students' positive response and motivation.

In other words, PBL and Wepik media play an essential role in improving students' descriptive text knowledge and writing skills. In addition, the positive response and learning motivation of students influence their development and learning outcomes in every learning activity. This is evident through the reflective practices carried out by teachers, highlighting the need for teachers to enhance their professional and pedagogical competencies in teaching and improve their social and personal competencies in guiding students, thereby creating a safe, comfortable, and enjoyable learning environment in the classroom. Therefore, the implementation of the Problem-Based Learning model and the use of Wepik media can enhance students' learning outcomes in terms of knowledge and writing skills of *descriptive text*.

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