Implementation of Learning Together Using Media of Canva and Blog to Improve Writing Descriptive Text Ability

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana meningkatnya proses dan hasil kemampuan peserta didik dalam menulis *descriptive text*. Penelitian dilakukan di kelas X DPIB 2 SMK N 4 Semarang sebagai hasil implementasi *learning together* (LT) dengan media canva dan blog. Penelitian ini menggunakan penelitian tindakan kelas dengan teknik siklus, terdiri dari dua tindakan siklus, yaitu siklus I dan siklus II. Alat pengumpul data dalam penelitian ini adalah lembar pengamatan pengelolaan pembelajaran melalui *learning together* (LT) dengan media canva dan blog, lembar kerja peserta didik, dan tes tertulis. Setiap siklus diakhiri dengan ujian tertulis untuk menilai tingkat keberhasilan peserta didik atau persentase keberhasilan mereka setelah proses belajar mengajar. Hasil penelitian menunjukkan *learning together* (LT) dengan media canva dan blog dapat meningkatkan kemampuan menulis *descriptive text*. Dari nilai ketuntasan belajar tersebut dapat disimpulkan bahwa nilai ketuntasan pengetahuan peserta didik mengalami peningkatan dari siklus I ke siklus II sebanyak 33% dengan jumlah ketuntasan di siklus II sebanyak 30 peserta didik. Peningkatan nilai tersebut dibuktikan dengan peningkatan ketuntasan kemampuan menulis peserta didik dari siklus I ke siklus II sebanyak 32,35% dengan jumlah ketuntasan di siklus II sebanyak 26 peserta didik. Peserta didik kelas X DPIB 2 SMK N 4 Semarang telah menunjukkan kemampuan menulis yang lebih baik setelah menerapkan *learning together* (LT) dengan canva dan blog. Ini ditunjukkan oleh presentase ketuntasan dan nilai rata-rata dari siklus I dan II.

Kata kunci: *learning together* (LT)*,* canva, blog, kemampuan menulis, *descriptive text*

ABSTRACT

This study aimed to determine how far the process and results of students' ability to write descriptive texts have increased. The research was conducted in class X DPIB 2 SMK N 4 Semarang as a result of implementing *learning together* (LT) with Canva media and blogs. This study used classroom action research with cycle techniques consisting of two-cycle actions: cycle 1 and cycle 2. The data collection tools in this study were observation sheets on learning management through *learning together* (LT) with Canva media and blogs, student worksheets, and written tests. Each cycle ends with a written exam to assess students' success level or the percentage of their success after the teaching and learning process. The study showed that *learning together* (LT) with Canva media and blogs can improve students' descriptive text-writing skills. From the learning completeness scores, it can be concluded that the student's mastery knowledge scores increased from cycle 1 to cycle 2 by 33%, with the number of completeness in cycle 2 as many as 30 students. This increase in score was evidenced by the rise in the mastery of students' writing skills from cycle 1 to cycle 2 by as much as 32.35%, with the number of completeness in cycle 2 as many as 26 students. Students of class X DPIB 2 SMK N 4 Semarang have shown better writing skills after implementing *learning together* (LT) with Canva and blogs. This finding is indicated by the percentage of completeness and the average score of cycles I and II.

Keywords*: learning together* (LT)*,* canva, blog, *writing ability, descriptive text*

1. INTRODUCTION

English is considered an international language, which means that everyone can communicate with other people from around the world easily if they have a good command of English. In the Indonesian education system, students are taught English as a second or Foreign Language. Students must master several language skills if they want to communicate well.

One of the language skills that affect communication skills is writing ability. Harmer (2004, p. 31) explained that writing is a means of creating language and conveying ideas, feelings, or messages in written form. Furthermore, Graham and Perin (2007) demonstrated that writing is the ability to express opinions based on students' skills and based on their evidence.

Writing skills are considered more difficult for foreign language learners. Zemach and Islam in Febianti (2020) explained that when learning first and second languages, one of the most challenging things for students was starting to write. This explanation indicates that the ability to write is quite difficult for students to master, so the writing they make is not up to standard. In addition, Basheer Nomass (2013) also stated that English learners are increasingly having difficulties in the writing process because they have to compose their writing by paying attention to the framework of ideas, organization, use of grammar, and appropriate vocabulary.

Hayati (2017) suggested that several factors affect the low ability of students in writing, such as the lack of writing practice in English and the lack of willingness of students to start writing, which is caused by confusion in creating what they will write. In line with this opinion, Handayani (2017) stated that identifying ideas, organizing supporting arguments, re-examining, and improving writing are other abilities included in writing.

The writing ability of the tenth grade of DPIB 2 SMK Negeri 4 Semarang can be categorized as low, and there were still many students who were reluctant to practice writing, especially in English. This situation was caused by students who are unmotivated to learn and lack active class participation. In addition, during the observation process, the researcher also found that most students were reluctant to write down the material presented by their teacher. It was proven that in the learning process, students more often take pictures through their gadgets than the teacher writing on the whiteboard or PowerPoint media displayed by the teacher.

In this situation, teachers must be aware and able to make lessons interesting for students, especially writing in English. Group-based learning can provide an engaging and interactive learning environment. E-learning media can assist in the implementation of group-based learning. Digital media such as Canva and blogs are learning tools that can convey material interestingly and interactively. This learning model dan media will encourage students to be more motivated to learn.

One of the cooperative learning models that can be applied in learning English is learning together (LT). In cooperative learning, learning together (LT) allows students to work together to complete specific tasks in groups of four to six students with different characteristics. With learning together (LT), each group produces a group assignment result.

The use of learning media is an essential part of the success of the learning process (Munadi, 2008: 7). Learning media can help students participate actively in the learning process and create a conducive learning environment.

In learning, Canva and blogs can be used through electronic devices, gadgets, and laptops. To fulfill teaching and learning needs that can encourage teachers and students to be more creative, learning should be accompanied by the use of various platforms available on the

internet. Weblogs or blogs are a form of online publication, communication, and expression that have become widely known since their first appearance in the late 1990s (Bloos, 2000; Rosenberg, 2009; Winner, 2001) quoted from Puschman (2015).

Based on this background, the researchers formulated the problems in this study as follows: 1) Can cooperative learning using the learning together (LT) with media Canva and blogs improve students' ability to write descriptive text for tenth-grade students of DPIB 2 at SMK N 4 Semarang Academic Year of 2023/2023? 2) Can cooperative learning using the learning together (LT) with media Canva and blogs improve the quality of writing the descriptive text for tenth-grade students of DPIB 2 at SMK N 4 Semarang Academic Year of 2023/2023?

This research was conducted to know the results of increasing the ability to write descriptive text by implementing learning together (LT) with Canva and blogs in tenth-grade students of DPIB 2 at SMK N 4 Semarang Academic Year of 2023/2023.

Writing Skill

All language skills include listening, speaking, reading, and writing skills. Writing ability is one of the four essential language skills, and this ability must also be developed in language learning. Suriamiharja (1996) defined that writing activities can produce feelings and thoughts through writing. So writing is a way of communicating to convey ideas and ideas to achieve specific goals.

Hairston in Darmadi (1996) suggested that writing activities help people find things, discover new ideas, improve at organizing, become more objective, get more information, help solve problems, and communicate actively. Therefore, writing activity is a way to think and learn the language. This activity allows students to practice expressing ideas and applying their learning to their writing.

Good writing has specific characteristics. Good writing, according to Enre (1988: 9), must have the following features: a) meaningful, b) explicit, c) coherent and intact, d) economic, and e) following grammatical rules. Good writing is defined as writing that has meaning for the reader and can also provide evidence for the intent conveyed. Therefore, writing that is considered good must be clear and meaningful, objective, effective and efficient, consistent and coherent to meet the criteria of good writing as much as possible.

Descriptive Text

Descriptive Text is text writers or speakers use to describe things, people, animals, places, and events for readers or listeners (Gerot & Wignel, 1994; Knapp & Watkins, 2005). The process of description is done by sorting its characteristics. The description starts with naming and classifying the features, behavior, functions, etc. This explicit description lets the reader or listener notice the author's writing.

Descriptive Text is written in English and describes what the object or living thing we are describing is like, either in appearance, smell, sound, or composition. Describing and expressing the characteristics of objects or living things we describe is descriptive text communication's purpose.

The descriptive Text consists of two components of text structure: 1) identification or a general statement that includes the subject or "what" is meant to be described or explained and 2) description or description which includes discussion or description of the subject or "what" is in the identification.

According to Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005), Descriptive Text uses the following linguistic characteristics:

1. Focus on a particular participant as the main character.
2. Use the present tense as the dominant tense.
3. Use action verbs and behavioral processes in providing additional descriptions of the actions and behaviors performed by objects in writing.

4. Use mental verbs or mental processes when describing feelings.
5. It uses adjectives and adverbs to provide information about objects and more detailed descriptions.
6. It uses adverbial phrases to add more information about ways, places, or times and is sometimes embodied in embedded clauses that function as a state.

Learning Together (LT)

One of the cooperative learning models that can be applied in learning English is learning together (LT). In cooperative learning, learning together (LT) allows students to work together to complete specific tasks in groups of four to six people with different characteristics. With learning together (LT), each group produces a group task result. Learning with learning together (LT) emphasizes four aspects, according to Robert E. Slavin (2009: 250), namely: face-to-face interaction, positive interdependence, individual responsibility, and interpersonal and small group skills.

The cooperative learning steps of the Learning Together (LT) model in this study was as follows:
1. The teacher made presentations of teaching materials.
2. Students were divided into heterogeneous groups consisting of four to six people to work on one worksheet.
3. The teacher assessed the results of the group work.
4. The teacher gave tests individually and evaluated them as the result of individual work.

Based on this description, cooperative learning type learning together (LT) can help students become more confident, motivated, and able to use different thinking strategies. In addition, students can also build relationships with other people to achieve specific goals.

Learning Media

Learning media is an essential part of the success of the learning process (Munadi, 2008: 7). The means used to provide material in the learning process and are also used as a means of conveying information to recipients are called learning media. So that recipients can learn effectively and efficiently. Learning media can help students participate in the learning process and create a conducive learning environment. In addition, learning media also functions as motivation for students to learn.

Learning media, according to Bahri (2006: 124), was divided into three categories based on its type: (1) Auditive Media, namely media that only rely on sound, such as radio, cassette, and CD; (2) Visual media is media that only focuses on the sense of sight; for example, still images, moving images, photographs, paintings, and props; and (3) audiovisual media is media that contains sound and images. This media type is better because it covers the first and second categories.

So using learning media is necessary to carry out effective and efficient learning. The selection of learning media must also be adjusted to the needs of teaching to help students actively participate in the learning process and create a conducive learning environment.

Canva

Using Canva to fulfill teaching and learning needs in the Merdeka Curriculum is highly recommended. The Canva platform can be used through electronic devices, gadgets, and laptops in the learning process.

Canva has several advantages over other platforms. These advantages include 1) the availability of various attractive designs that allow teachers and students to be more creative because of the many available features, 2) Canva can be used practically so it can save time in making designs, 3) Canva can be accessed easily via a device or laptop (Tanjung and Faiza 2019). Mansur and Rafudin (2020) emphasized that Canva can help students present writing in a creative and more attractive form because of the latest features and more precise data.

The industrial revolution 4.0 forces students to acquire new abilities that change all aspects through the internet

and technology. As a result, Canva is being used to teach English, and using Canva as a learning medium means using technology as a practical learning medium in terms of time, use, and results. Canva is also used to help students understand English visual literacy.

Blog

Weblogs or blogs are a form of online publication, communication, and expression that have become widely known since their first appearance in the late 1990s (Bloos 2000; Rosenberg 2009; Winner 2001) quoted from Puschman (2015).

Campbell (2003) explained that there are three types of weblogs or blogs in teaching ESL (English Second Language), namely: 1) Tutor blogs are blogs run by teachers that are useful for students in providing practice reading information or about the syllabus of activities to be carried out in class in English. 2) Student blogs are blogs created or run by students or can be made by student study groups. 3) The Class blog collaborates with all class members as a medium for international language class exchange.

Learners can use blogs created by others to help them learn or sites such as Blogger, WordPress, or Edublogs to support their learning. By using blog media in the learning process, teachers can give flexibility to students to develop their ideas and improve their ability to exchange ideas.

Blogs can encourage students' interest in writing and have a positive influence, as stated by Zhang (2009) explained that the use of blogs as a learning tool has an impact on the ability to write in English. By facilitating students' critical thinking skills, they provide flexibility to learn to publish students' writing results, influencing the quality of students' writing, promoting more meaningful learning activities, and increasing students' learning interest in writing. Akdağ and Özkan (2017) added that blogs effectively help students learn to write in English.

From this description, blog media can be applied to learning because it helps students learn to write more freely and be creative in creating creative writing.

2. METHODS

This collaborative classroom action research involves students as researchers and English teachers at SMK N 4 Semarang, Ms. Yuniati Akbariah, S. Pd., and M. Li. as collaborators. The subjects of this study were students in the tenth grade of DPIB 2 SMK N 4 Semarang in the even semester of the academic year of 2022/2023, involving 34 students consisting of 18 female students and 16 male students. While the object of action from this study is the ability of students to write Descriptive Text increases with the application of learning together (LT) with Canva media and blogs.

This research was a classroom action research with two cycles. Researchers used the action research model from one cycle to the next. Each cycle consists of two meetings, and each session lasts 4 hours of lessons or the equivalent of 180 minutes. According to the Kemmis and McTaggart model, the stages in CAR consist of planning, action, observation, and reflection. Revised planning, action, observation, and reflection are the next steps in subsequent cycles. The problem identification process is carried out before starting the first cycle.

The data collection tools for this research were learning management worksheets, student worksheets, and learning test results through learning together (LT) with Canva media and blogs. The data also came from observing the activities of students in groups and individually. Each cycle ends with a written exam to assess students' success level or their percentage of success after the teaching and learning process. In evaluating students' writing results, there were five elements to consider. Content components (ideas, topics, and facts presented), organizational features (physical structure of essays, chronological order, coherence, and conclusions), vocabulary components (choice of words and effective use of words), and mechanisms (spelling, punctuation, and

neatness of writing) were the elements assessed.
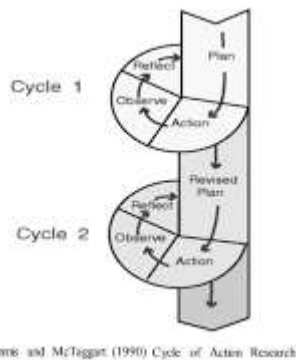
Kemmis and McTaggart (1990) Cycle of Action Research

Figure 1. Classroom Action Research Cycle

The data collected were analyzed to determine the completeness of student learning outcomes. The formula for assessing the percentage of completeness of learning outcomes was as follows:

Completeness Percentage =
$$\frac{Number\ of\ Complete\ Students}{Total\ Number\ of\ Students} x100\%$$

This research is considered successful if it fulfills the following three performance indicator criteria: 1) The score of the students reaches KKTP (Criteria for Achievement of Learning Objectives) 75; 2) The activity of active students increases and learning outcomes in writing descriptive text increase each cycle; and 3) The percentage of completeness results above the KKTP is at least 75%.

3. RESULTS AND DISCUSSION

Preliminary Cycle

The results of observing students' activities while learning to write in the initial conditions showed that most students could still write poorly. They were reluctant to write because they thought writing takes a long time, so they often took pictures of paper on the whiteboard or PowerPoint presentations shown by the teacher. The researcher also checked several students' notebooks, most of which did not contain written material, only writing assignments given by the teacher. These conditions make them unfamiliar with writing, especially writing in English.

In addition, the researcher asked several students during the learning process to find out why they were lazy in writing because students needed more motivation to write. Under these conditions, the researcher asked what the difficulties were in writing descriptive text, and the students answered that they continued to need help expressing ideas, stringing words together, and making detailed sentences, so they preferred learning to write.

The preliminary observations indicated that a more innovative learning process was needed to attract students to write. The use of learning models and learning media must attract students' interest in participating in learning. In this study, researchers used learning together (LT) with digital media Canva and blogs to encourage students' desire to practice writing and attract their attention during the learning process.

Before starting the action, the researcher examined the initial ability of the tenth-grade DPIB 2 students to write descriptive text by holding a pre-test. The students' descriptive text pre-test results needed to improve, and their average score was still far from the KKTP of 75. In the pre-test, only 13 students had a completeness percentage of 38%, and the overall average score was only 66. 5, who received a score above the KKTP. The scores of the 13 students who completed it were 75, 80, 85, 90, and 95. The lowest score from the pre-test was 20. These results indicate that students must be given action so that their scores can reach the KKTP score.

Cycle 1

In cycle 1, planned activities included preparing teaching modules and learning scenarios, making students' worksheets (LKPD), making learning media, making assessment tools, and preparing lesson materials. As a group, students were tasked with writing a complete descriptive text on a subject according to their expertise program.

Cycle 1 began with an understanding of the competencies to be learned. Learning is carried out in two meetings.

For the first meeting of process cycle 1, the researcher divided students into six groups based on their learning style assessment results. In activity LKPD 1, the researcher provided the descriptive text of objects related to the student's expertise program. From the text, students were asked to work in a group to identify and analyze descriptive sentences, text structures, and linguistic elements. For activity, LKPD 2, the teacher provided pictures of things according to their expertise program. In groups, students were asked to write sentences describing things based on their size, shape, color, and material.

In the second meeting, students worked with the same group to write a descriptive text of the problems provided. The teacher provided three problems related to student expertise programs for six groups. Each group must be able to find the object in question from the problem. To increase students' knowledge about the thing to be described, the teacher allows students to find as many sources as possible. Cycle 1 learning ended with a post-test to determine the score of students' knowledge of the material for writing descriptive text.

The results after the students' tests in cycle 1 showed that students had difficulty writing descriptive text. To achieve the five aspects of assessment in writing, students have yet to be able to compose sentences properly and correctly. Students must remember the proper descriptive writing structure and how paragraphs relate when organizing their writing. This also happened because students did not master various kinds of vocabulary.

The observation showed that many students still needed to be more serious during learning. Some students did not pay attention to the lesson, did other assignments even though the teacher explained the material, and did not record material or essential points in their notebooks. Not all group members were involved in discussions or group work during discussion activities. In addition, many students were not interested in asking or commenting on group work results when asked to present. In addition, students should have darsed to ask or

answer the teacher's questions. Apart from these students, however, there were still students who carefully listened to the teacher's explanation and paid attention to the discussion. Some students were more interested in working in groups.

In addition, teachers still need to improve classroom management and how to provide reflection after learning is over. The explanation and the teacher's directions to students were required to be more explicit. Also, there was still a lack of time management because some students were not sure about the method used by the teacher.

Cycle 1 ended with the implementation of the assessment by the researcher. The assessment included the results of the implementation of cycle 1 by assessing students' learning outcomes, students' activities, and the teacher's ability to apply teaching and learning activities. The results of students' data analysis showed that students obtained an average score of 70.4 in descriptive text lessons, with a passing percentage of 55%, or the equivalent of 19 students. The average score for writing the descriptive text was 67.32, with a completeness percentage of 44.11%, or only 15 students scored above the KKTP. The results showed that cycle 1 could have achieved the expected success indicators. As a result, errors found during the first cycle must be corrected before continuing the research to the next cycle.

Learning to write descriptive text through implementing learning together (LT) was quite good, although its implementation still had some weaknesses. According to the observations of cycle 1, students' behavior has changed. The behavior of students who were initially silent, still confused, and not interested in learning, but after the action was taken, they became more active, asked questions boldly, expressed their opinions, and continued to follow the lesson. By implementing the learning together (LT) model, students could collaborate to find ideas that could be turned into a complete descriptive text.

Cycle 2

The second cycle 1s taught as planned, with two meetings. The learning process is based on pre-prepared teaching modules. During the second cycle, students used the same learning model and media but different students worksheets. At the end of the second cycle, students were asked to write a complete descriptive text on a topic related to their program of expertise.

During the first meeting of cycle 2, each group received a different descriptive text from the researcher to analyze and determine the structure and language features. Then, the students were asked to write a complete descriptive text individually. At this meeting, students began to design what will be described. They started by looking for the theme of objects per the program of expertise, looking for their characteristics and characteristics, functions, and other related things.

The second meeting was used to continue writing full descriptive text and designing it using Canva media. After finishing writing, students were given time to make designs from the writing that had been made. Students were given the flexibility to choose templates in Canva. Some students worked on the design through devices, and some used laptops. After they finished with the design they made, the results of the writing were uploaded to their blog. The lesson was closed with a post-test 2 to determine the score of students' knowledge regarding writing descriptive text as support in assessing descriptive text material. In addition to the post-test, students were asked to complete reflections, self-assessments, and peer-to-peer assessments.

The students' test results in cycle 2 showed increased learning outcomes. This research also indicated that students could compose descriptive text with the proper rules, even though grammar was still a problem. Students could express ideas in writing descriptive text and determine the correct text structure. The observations made during cycle 2 showed that students' activities and learning outcomes increased during the learning process. Students were more active in learning; they showed a positive interest in learning by participating in discussions as best they could and only reading English books. Students interacted with each other in group presentations and discussions. This condition was caused by the teacher's better ability in learning management.

The results of student data analysis showed that students obtained an average learning result of 87.9 in descriptive text, with a completeness percentage of 88%, or as many as 30 students who completed. In addition, students' learning outcomes regarding understanding descriptive text were proven through their writing scores, which reached 77.35 with a completeness percentage of 76.47%, or 26 students completed. Based on these findings, the researcher concluded that learning together (LT) with Canva media and blogs in learning could improve students' learning outcomes and the activities they did while learning the descriptive text.

As shown by the results of classroom action research from cycle 1 to cycle 2, student interest, learning achievement, and question-and-answer activities increased. During learning, students were more active. These conditions could be seen from their desire to complete the teacher's task of writing descriptive text. In addition, the class situation was better than the learning process in the first cycle.

Students' Grade Results

The research results in the tenth grade of DPIB 2 SMK N 4 Semarang in the even semester of the academic year of 2022/2023 showed increased learning outcomes, both the knowledge score and ability in writing descriptive text. These results proved that implementing learning together (LT) with Canva media and blogs in learning can improve students' ability to write.

The score of the pre-test, post-test cycle 1, and post-test cycle 2 as evidence of student learning outcomes can be seen in the following table.

Table 1. Descriptive Text Knowledge Average Score

	Pre Test	*Post Test I*	*Post Test II*
Average score	66	70	88
Deviation		4	18

Table 2. Descriptive Text Knowledge Completeness Results

	Pre Test	*Post Test I*	*Post Test II*
Complete students	13 (38%)	19 (55%)	30 (88%)
Incomplete Students	21 (62%)	15 (45%)	4 (12%)

Table 3. Descriptive Text Writing Average Score

	Post – Test I	*Post – Test II*
Average score	67,32	77,35
Deviation		10,03

Table 4. Descriptive Text Writing Completeness Results

	Post – Test I	*Post – Test II*
Complete students	15 (44,11%)	26 (76,47%)
Incomplete Students	19 (55,89%)	8 (23,53%)

Table 1 shows that the results of the students' pre-test knowledge of descriptive text only reached 66 points. Table 2 shows that the total completeness is 38%, or only 13 students got a complete score above the KKTP (75). Students' pre-knowledge of the descriptive text still needs to be higher. Researchers use the results of the pre-test scores as a reference to provide action at the next meeting.

In cycle 1, the average descriptive text knowledge learning outcomes score shown in Table 1 shows that students only get 70 points. This result means that this score still needs to be successful if we look at the KKTP score set by the education unit, which is 75 points. The results of the average score of the learning outcomes of descriptive text knowledge were obtained from all 34 students. It can be seen in Table 2 that the total score obtained from a total of 34 students only achieved 55%

completeness or as many as 19 students who were declared completed. When compared with the pre-test scores, the increase in the average score of students' knowledge of descriptive text was only 4 points, with an increase in the percentage of completeness by 17%.

The score of this knowledge is also evidenced by the score of the learning outcomes of students' writing abilities in post-test I. The average score of students' writing abilities can be seen in Table 3. The table shows that in cycle 1, the average score of students' writing abilities is 67.32, with a total of 15 students with a completeness percentage of 44.11%, as shown in Table 4. This result means there are still 21 students, with a percentage of 55.89%, who still need completeness. Thus, the average score of learning outcomes for writing ability is still categorized as insufficient to achieve the predetermined completeness score, namely the KKTP score (75).

In cycle 2, the average descriptive text knowledge learning outcomes score shown in Table 1 shows that students only get 88 points. This result means that the score increased by 18 points from Cycle 1. This score can be categorized as successful in achieving the KKTP score set by the education unit, which is 75 points. The results of the average score of the learning outcomes of descriptive text knowledge were obtained from all 34 students. It can be seen in Table 2 that the total score obtained from a total of 34 students only achieved 88% completeness or as many as 30 students who were declared completed. When compared with the post-test I score, the increase in the average score of students' knowledge of descriptive text was only 18 points, with an increase in the percentage of completeness by 33%.

The score of this knowledge is also evidenced by an increase in the score of the learning outcomes of students' writing abilities in post-test II. The average score of students' writing abilities can be seen in Table 3. The table shows that in cycle 2, the average score of students' writing abilities was 77.35, with 26 students' completeness with a completeness percentage of 76.47%, as shown in Table 4.

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Eight students, with a percentage of 23.53%, still need to achieve completeness. These results show an increase in post-test I and post-test II mastery by 32.35%. Thus, learning in cycle 2 was successful, and the research was stopped.

Based on these results, it can be concluded that the mastery score of students' knowledge from cycle 1 to cycle 2 increased by 33%, with 30 students achieving mastery. The completeness score of students' abilities from cycle 1 to cycle 2 increased by 32.35%, with 26 students achieving mastery. Based on the average Cycles 1 and 2 scores, cycle 2 scores higher than Cycle 1.

Therefore, the researcher concluded that students in the tenth grade of DPIB 2 SMK N 4 Semarang in the even semester of the academic year of 2022/2023 showed an increase in their ability to write descriptive text by implementing learning together (LT) with Canva media and blogs in the learning process. This conclusion can be seen from students' learning outcomes in terms of knowledge and abilities, the activities of students in learning activities, and is evidenced by the increase in the scores obtained by students in each cycle. Thus, the learning process by implementing learning together (LT) with Canva media and blogs can be an alternative for teachers in teaching English, especially in descriptive text material with mastery of writing skills.

4. CONCLUSION

Based on the results of this classroom action research, the researchers concluded that there was an increase in descriptive text learning outcomes obtained through the implementation of the learning together (LT) with Canva media and blogs for students in the tenth grade of DPIB 2 SMK N 4 Semarang in the even semester of the academic year of 2022/2023.

The learning process by implementing the learning together (LT) with Canva media and blogs positively impacts students, especially in increasing the score of the ability to write descriptive text, as described in Tables 3 and 4 above.

Implementing learning together (LT) can be an alternative for teachers in teaching English. This is evidenced by an increase in the results of the ability to write descriptive text. In the second cycle, the average score obtained was 77.35 from the previous score in the first cycle, of only 67.32. The results of the completeness of students' writing abilities also increased in cycle 2 and obtained a completeness percentage of 76.47%, or as many as 26 students were declared complete. The percentage of students who did not complete was 23.53%, or as many as eight students had yet to reach the completeness score.

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