

IMPROVING DESCRIPTIVE WRITING THROUGH 'VK'S PROJECT' AUDIOVISUAL: A QUASI- EXPERIMENTAL STUDY

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Abstract— Many young people today frequently use more than one language, often mixing Indonesian with English in both oral and written communication. At MTs Al-Huda Gondang, a problem identified is students' lack of proficiency in constructing proper sentences, describing objects or events in detail, and understanding the correct structure of descriptive texts. This research aims to determine whether there is a significant difference in the descriptive text writing skills (on the topic of animals) of Grade VII students at MTs Al-Huda Gondang before and after the use of the "Vk's Project" audiovisual media in the learning process. This study employs a quantitative approach with a one-group pre-test-post-test experimental design. Data were collected twice using a pre-test (before treatment) and a post-test (after treatment) to compare students' writing skills. The sampling technique was convenience sampling. The results showed a mean pre-test score of 61.31 and a post-test score of 80.52. In the pre-test, 17 students (89%) scored below the minimum mastery criterion (KKM) of 75. In the post-test, 18 students (95%) achieved scores at or above the KKM. Data analysis using a paired sample t-test revealed that $t_{\text{count}} > t_{\text{table}}$ ($10.11 > 1.734$), leading to the acceptance of the alternative hypothesis (H_a). Furthermore, the effect size calculation (Cohen's $d = 2.32$) indicates a very large practical significance. Therefore, it is concluded that the use of the "Vk's Project" audiovisual significantly improved students' descriptive text writing skills about animals. It is acknowledged that the study's design, lacking a control group, limits the ability to definitively attribute all improvement solely to the intervention..

Keywords—writing skills; descriptive animal text; "Vk's Project" audiovisual; Quasi experiment

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INTRODUCTION

English is one of the international languages used in many countries. In fact, many countries require their people to learn English in depth. With many developments taking place in various aspects of today's world, English is increasingly important and widely used in everyday life. English is not only a cross-cultural communication tool, but also a bridge to explore new knowledge and opportunities. English is a subject that develops good verbal communication skills as well as in writing, understanding and expressing information (Ferdinandus, 2022:84). According to Engin, (2022:132) writing is also a means of communication because people can express ideas, feelings, and opinions in written form

language. English is a subject that develops good verbal communication skills as well as in writing, understanding and expressing information. Grade VII students at MTs Al-Huda Gondang cannot ignore the importance of gaining a solid understanding of English, as this will be a solid foundation for their future success.

One of the crucial aspects of English skills is writing. Writing is the one of the basic skills of the English language (Javed et al., 2013:130). Semi as cited in (Marudut & Halim, 2023:313) stated that, writing is the creative activity of putting thoughts into characters that are written. At MTs Al-Huda Gondang, there are problems that arise related to students' lack of ability in writing descriptive text. Students often have difficulty in constructing sentences well, describing objects or events in detail, and understanding the structure of descriptive text correctly. It means the descriptive text should let the readers know what was being described in a detailed explanation (Hamid et al., 2022:78). Therefore, teachers are advised to use techniques or strategies in teaching writing skills that are interesting and can increase students' interest in learning to write descriptive texts.

“Vk's project” is a youtube channel that contains audiovisual learning media or explanations of materials in English lessons, such as explanations of descriptive text, procedure text, narrative text and other materials. Audiovisual from “Vk’s Project” is considered to be one of the interesting learning media for students. Because students can see interesting visual images and listen to audio that is displayed during learning. The use of “Vk’s Project” audiovisuals in the learning process can also increase student concentration and help teachers explain the material. This can result in a more immersive and impactful experience for the audience compared to using sound or visuals alone. In this research, the researchers will use audiovisual as a teaching medium in delivering the material of writing description text animal from “Vk’s Project” youtube channel. In the case that the researchers found when researching at MTs Al-Huda Gondang, class VII students have difficulty in writing English descriptions. Therefore, the researchers uses “Vk’s Project” audiovisual learning media in the learning process with the hope of improving the skills to write English descriptions of grade VII students at MTs Al-Huda Gondang.

Based on the problem statements, the objectives of this research are as follows: To find out the students' writing skill before taught by using “Vk’s Project” audiovisual at VII grade students MTs Al-Huda Gondang in the academic year of 2023/2024. To find out students' writing skill after taught by using “Vk’s Project” audiovisual at VII grade students MTs Al-Huda Gondang in the academic year of 2023/2024. To find out whether there is a significant difference from before and after the use of “Vk’s Project” audiovisual in the learning process to improve the descriptive text animal writing skills of VII grade students at MTs Al-Huda Gondang in the academic year of 2023/2024.

The students have received descriptive text material from the teacher. However, students' learning outcomes on the material are still low. Learners then took the pre-test before participating in learning using

audiovisual from “Vk’s Project” implemented by the researchers. After participating in the learning, students then take the post-test. From the results of the pre-test and post-test, an analysis will be carried out to determine whether there is a difference in the learning outcomes of students before and after participating in learning using audiovisual in “Vk’s Project” of descriptive text material. A temporary conjecture on a problem contained in a study and must be proven using a study. Hypotheses are conjectures or statements that propose possible relationships between variables, which are then tested through experimentation or observation. The results obtained in the study show the suitability of the hypothesis or bring up a new theory. Thus, the hypothesis or hypotheses formulated in this study are “There is a significant improvement by using audiovisual in the English descriptive writing skills of VII MTs Al Huda Gondang”.

There are several similar studies in learning to writing skills using audiovisual. The second is a research conducted by Dea Silvani (2020) entitled “Learning through Watching: Using Animation Movie to Improve Students' Writing Ability". At the end of this research, the results of cycle II showed that the students' average scores in general and individual students' scores in particular improved significantly compared to the results of cycle I. In addition, the use of animated films as learning media can encourage students to have a better attitude in participating in the teaching and learning process. In addition, the use of animated films as learning media can encourage students to have a better attitude in participating in the teaching and learning process. Nevertheless, the observation results in cycle I showed that there were still some weaknesses that emerged during the learning process, both from teachers and students.

RESEARCH METHODOLOGY

This research is an effort to improve the quality of learning that affects student learning outcomes. Based on the problems studied, this research was conducted using quantitative research methods. The research design chosen by the researchers was a quasi-experimental one group pretest-posttest design. Quantitative research is the easiest to define and recognize. The information collected is always in the form of numbers, and is evaluated using mathematical and statistical techniques (Limone et al., 2022:657). Quantitative research requires reliability of research instruments, procedures and results. Qualitative research aims to increase dependability through several strategies to enable external evaluation of the research setting, researchers, data, research procedures and findings (Validity & Qualitative, 2021:6). As mentioned above, this research uses a quasi-experimental design, according to (Maithreyi Gopalan, Kelly rosinGer, 2020:220) explain that a quasi-experimental research design, as the name suggests, uses non-experimental (or non-researchers-induced) variation in the main independent variable of interest, essentially mimicking experimental conditions where some subjects are exposed to a treatment and others are not randomize.

The quasi-experimental one-group pretest-posttest design is a type of research design used to investigate cause-and-effect relationships, but with a lower level of control compared to a true experimental design. This design is conducted with one group receiving treatment, and data is collected before and after treatment. With the pre-experimental design type of one group pretest-posttest, researcher only use one experimental class and do not use a control class. Before being given treatment, the experimental class was given a pretest first, then given treatment using a cooperative learning model with an advisor group strategy and then given a posttest. The following is a table of one group pretest-posttest design in this study.

Table 1. One Group Pretest-Posttest

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Description O₁= Pretest score before action/treatment, X = Action using a cooperative learning model with an advisor group strategy, O₂ = Posttest value after treatment.

In quantitative research, involving two variables, for example, the researchers's goal is to study the relationship between the independent (predictor) and dependent (criterion) variables in a population (Hopkins as cited in Khalid et al., 2012:16). Independent variable, often referred to as free variable, influencing variable. An independent variable can also be defined as a condition or value that if it appears, it will bring about (change) another condition or value (Purwanto, 2019:346). Based on this definition, the independent or free variable (X) in this study is the use of audiovisual learning media from "Vk's Project" in the form of learning materials. The dependent or bound variable (Y) in this study is the students' writing skills descriptive text about animal. The population in this study were all seventh grade students of MTs Al Huda Gondang in the 2023/2024 academic year consisting of 3 classes with a total of 53 students. For sampling in this research using sample convenience sampling technique. Convenience sampling is a non-probability sampling technique used in research where participants are selected based on their easy accessibility and proximity to the researchers. In other words, the sample is drawn from a group of people who are readily available and willing to participate. The class that was sampled was VII-A with 19 students. The class that was sampled was VII-A with 19 students.

The instruments used in this research include tests. The test in this study was used to determine the effect of using audiovisual from "Vk's Project" in the descriptive text learning process to improve students' writing ability. The type of test in this study was a subjective test of 1 question containing an order to create a descriptive text about their pets at home as a pre-test and 1 question containing an order to create a descriptive text about a cat animal presented by the researchers in the form of a video. After

the test, the researchers can find out whether there is a significant difference between before and after the use of audiovisual from "Vk's Project" in developing students' English description text writing skills.

Researchers use written tests in the form of essays related to essays that will be done by students. the instruments used in this study were taken from previous research conducted by (Yunita, 2023). Then researchers conducted validity and reliability tests of research instruments through validity with experts or validators as well as for reliability tests. This test contains four criteria for measuring writing skills according to Tamimi as cited in (D. Yunita, 2023:92) namely content, organization, grammatical, vocabulary & mechanic.

In quantitative research, data analysis is an activity after data from all respondents is collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer problem formulations, and performing calculations to test hypotheses that have been proposed. There are two quantitative data analysis techniques used in this study, namely researchers using descriptive statistics and parametric inferential statistics using the t-test.

The t-test is a statistical test used to determine statistically significant differences. The data is analyzed using the following T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Md: Mean from the differentiation between pre-test and post-test (pre-test and post-test), Xd: Deviation from each subject (d-Md), $\sum x^2 d$: Number of deviation quadrate, N: Sample of subject.

RESEARCH FINDINGS AND DISCUSSION

This research activity was carried out for one day with 3 lessons. Starting from 08:00 to 10:00. This research was conducted in class VII-A MTs. Al-Huda Gondang in the 2023/2024 school year. In the first 10 minutes, introductions and presentations will be made as usual. Furthermore, the researchers will deliver the learning material as usual, namely with the lecture method and the material according to the book owned by the students. After this part, the pre-test will be carried out before the treatment. This pre-test activity is to determine students' knowledge of writing skills before being given treatment. This pre-test activity is to write a descriptive text of the pets that students have and they will describe it on a piece of paper for class VII-A MTs. Al-Huda Gondang students totaling 19 students.

Then in the second learning hour, treatment is carried out which includes providing material in the form "Vk's Project" audiovisual learning media about writing good descriptive text and being able to clearly describe animal from a photo or video by explaining it in detail which aims to provide

complete information to the reader about all the explanations of the object to be described. After completing the material or treatment in the third learning hour, a post test was conducted. Post-test is the last activity. In the post test, students write descriptive text based on the video of the some cats as object to be described on a piece of paper in class VII - A MTs. Al-Huda Gondang, totaling 19 students.

The writing skills before using “Vk’s Project” audiovisual as a learning media to develop the ability to write descriptive text about animal. Researchers have presented and analyzed data collection through pre-test which was then implemented to 19 students. The pre-test was conducted before the treatment and was conducted on Friday, June 6, 2024. The research calculation show that the mean score of students before using “Vk’s Project” audiovisual in learning to write descriptive text is 61.31 in the poor category. The highest score was 80 and the lowest score was 45. There were 0 students got the excellent category, 1 (5%) student got the good category, 4 (21%) students got the fair category. 13 (62%) students got the poor category, and 1 (5%) student got the very poor category. There are 17 or 89% of the total students still scored less than the minimum standard score (KKM) of 75.

The researchers describes the results of students' descriptive text about animal writing ability after being taught using “Vk’s Project” audiovisual learning media. The researchers also presents and analyzes the data collected through the post-test conducted in class VII-A MTs Al-Huda Gondang and the number of students is 19 people. The mean student outcome after using “Vk’s Project” audiovisual in learning description text is 80.52 with a good category. The highest score is 95 and the lowest score is 65. There were 4 students in the excellent category or 21%, 8 students in the good category or 42%, 6 students in the fair category or 32%, 1 student in the poor category or 5%, and no students in the very poor category. There were 1 or 5% of the total students who scored less than the KKM which is 75. This is explained in the following frequency table:

Table 2. Frequency Distribution of Pre-test and Post-test

Test Score	Absolute	Frequency
Interval	Pre-test	Post-test
0-45	1	0
46-65	13	1
66-78	4	6
79-89	1	8
90-100	0	4
Amount	19	19

Empirical data based on the table above that the amount of data on writing skills of students who were taught before and after using “Vk’s Project” audiovisual was 19 students. The lowest score

on the pre-test was 45 and the highest score was 80. Then, the lowest score on the post-test was 65 and the highest score was 95. The average student learning outcomes increased from 61,31 to 80,52. From the data, it can be concluded that there is a significant difference between before and after the use of audiovisual from "Vk's Project" in learning to write descriptive texts about animals. The analysis of students' improvement can be seen on the following table:

Table 3. Analysis of Students' Improvement Result

Characteristic	N	Sum	Mean	Lowest Score	Highest Score
Before using audiovisual	19	1165	61,31	45	80
After using audiovisual	19	1530	80,52	65	95

From the T distribution it is found that t_{table} for $t_{0,05} = 1,734$. So, $t_{count} > t_{table} = 10,11 > 1,734$. To determine whether the results of the pre-test and post-test are significantly different or not must be returned to the hypothesis. There are two types of hypotheses:

H_a (Alternative Hypothesis) there is a significant difference between the average results of the pre-test and post-test of students' writing skills before and after being by using "Vk's Project" audiovisual learning media to improve the writing skills of tenth grade VII students at MTs Al-Huda Gondang in the academic year of 2023/2024. The use of "Vk's Project" audiovisual in descriptive text about animal learning will be significant if $t_{count} > t_{table}$. The data analysis above shows that $t_{count} > t_{table}$ ($10,11 > 1,734$), so H_a is accepted.

H_0 (Null Hypothesis) there is no significant difference between the average results of the pre-test and post-test of students' writing skills before and after being by using "Vk's Project" audiovisual to improve the writing skills of tenth grade VII students at MTs Al-Huda Gondang in the academic year of 2023/2024. The use of "Vk's Project" audiovisual will not have a significant effect if $t_{count} < t_{table}$. In the data analysis, the $t_{count} > t_{table}$ is $10,11 > 1,734$ so H_0 is rejected.

Based on the t-test results above, it can be seen that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. This means that there is a significant difference between the students' achievement results in the pre-test and post-test. It can be concluded that the writing skills descriptive text about animal students' after being taught using "Vk's Project" audiovisual is better than before being taught using "Vk's Project" audiovisual learning media.

CONCLUSION AND RECOMMENDATIONS

The conclusion was drawn by the researchers after completing the research, as a result of the research on improving students' writing skills on descriptive text about animal using "Uk's Projetc" audiovisual learning media for class VII-A MTs Al-Huda Gondang in the 2023/2024 school year. The

calculation results show that the mean student result before using “Vk’s Project” audiovisual learning media is 61.31 in the less category. The highest score was 80 and the lowest score was 45. There are 17 or 89% of the total students still scored less than the minimum standard score (KKM) of 75. The calculation results show that the mean student learning outcomes after using “Vk’s Project” audiovisual learning media is 80.52 with a very good category. The highest score was 95 and the lowest score was 65. Then in the post-test after using this technique, there were 18 or 95% of students who got the effectiveness of scores above or equal to the minimum standard score (KKM) of 75. The total score after using “Vk’s Project” audiovisual learning media is higher than before. This is shown by the results data analysis above shows that $t_{count} > t_{table}$ ($10,11 > 1,734$). Therefore, in this study, it can be emphasized that the use of audiovisual is effective in learning to write descriptive text about animal for Class VII-A MTs Al-Huda Gondang in the 2023/2024 school year.

The results of this study contribute to the enhancement of the knowledge framework related to educational media to gain English language knowledge using the provision of empirical evidence towards the power of audiovisual in the form of videos and images with procedural techniques. English teachers can be more creative in accommodating students' needs to achieve learning outcomes. Understanding interesting and fun learning media is one approach to attract students' interest in learning. With the right technique and adequate supporting facilities, the results obtained will be better. Students can utilize apps that contain learning videos as an alternative way to learn English. Students can learn to describe objects, people, animals, or places through audiovisual such as pictures or videos. By seeing the object to be described, it can make it easier for students to imagine how the shape, texture, characteristics, and atmosphere can be described.

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