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The Effect of Using 3d Visual Media on Students' Ability to Write Descriptive Texts

Sri Wahyuni[*1], Yuliana Kasuma[*2], Nina Suzanne[*3], Rahmawati[*4]
swahyuni290901@gmail.com[*1], yulianakasuma@uinmybatusangkar.ac.id[*2], ninasuzanne@uinmybatusangkar.ac.id[*3], rahmawati@uinmybatusangkar.ac.id[*4]

Universitas Islam Negeri Mahmud Yunus Batusangkar, West Sumatra, Indonesia

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ABSTRACT

Students often have difficulty generating ideas and clearly describing objects, resulting in poor descriptive writing skills. This study aims to examine the effect of using 3D visual media on students' descriptive writing skills in grade VIII at SMP Negeri 3 Batusangkar. This study uses a quantitative approach with a quasi-experimental design, specifically a post-test only control group design. The research population consisted of all eighth-grade students at SMP Negeri 3 Batusangkar. Two classes were selected as samples: an experimental class with 29 students and a control class with 28 students. The experimental class was taught using 3D visual media, while the control class was taught using conventional teaching methods. Data were collected through a final descriptive test and analyzed using descriptive statistics and an independent-samples t-test. The results showed that the experimental class's average score (74.86) was higher than that of the control class (54.00). The t-test results showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the two groups. These findings suggest that the use of 3D visual media has a significant positive effect on students' ability to write descriptive texts. Further studies are recommended to explore the use of visual media in improving other language skills.

Keywords: *Writing, Student, Descriptive, Media*
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INTRODUCTION

Writing is one of the essential language skills that students must master in learning English, especially at the junior high school level (Olimovna, 2023). Writing allows students to express ideas, thoughts, and information in a structured and meaningful written form. In language learning, writing not only serves as a means of communication but also as a tool for developing thinking and organizing knowledge (Williams, 2021). Brown (2001) states that writing is a complex skill because it requires integrating several components, including grammar, vocabulary, spelling, and the ability to organize ideas coherently.

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In the context of English learning in junior high schools, writing skills play an important role in supporting students' overall language competence. Writing activities encourage learners to use the language they have learned in productive ways actively. Hyland (2019) explained that writing activities allow learners to explore meaning, demonstrate understanding, and develop critical and reflective thinking skills. Through writing, students not only learn to use language as a tool for communication but also to organize and develop ideas logically and systematically. In classroom practice, writing activities can strengthen students' comprehension of vocabulary, grammar, and discourse structures while also helping them express their personal perspectives (Pandya & Saiyad, 2025). Aligned with this perspective, the Merdeka Curriculum implemented in Indonesian schools emphasizes developing literacy skills as a foundation for students' intellectual growth.

At the junior high school level, particularly in the eighth grade, writing instruction aims to help students express ideas and experiences in written English using language forms appropriate to the text type. Students are expected to understand the social function, text structure, and linguistic features of different types of texts commonly used in everyday communication (Nurdianingsih, 2018). Based on the Learning Outcomes of the Merdeka Curriculum, students learn various types of texts, such as descriptive, procedural, narrative, and recount texts, as well as short messages and simple announcements. Each text type requires different language features and organizational patterns, which gradually develop students' writing competence. Writing activities across these text types help students construct sentences, paragraphs, and complete texts clearly and coherently (Khudaverdiyeva, 2025).

This study focuses on descriptive text for several scientific and pedagogical reasons. Descriptive text is considered one of the fundamental forms of writing that students learn at the early stage of secondary education. It provides a foundation for developing writing skills by emphasizing observation, description, and detailed explanation of objects or phenomena. First, descriptive text training teaches students to observe objects and report details accurately, skills that can later be transferred to other types of writing tasks.

Furthermore, descriptive text is closely related to students' real-life experiences because it encourages them to describe familiar objects, people, or places in their surroundings. This characteristic makes descriptive writing suitable for developing students' confidence in expressing ideas in English. Despite its relatively simple structure, descriptive text can be challenging for students who are still developing their language proficiency.

Based on the researcher's experience during the Field Practice Program (Praktik Lapangan/PL) conducted in the eighth grade of SMP Negeri 3 Batusangkar, particularly in Class VIII.1 and Class VIII.2, descriptive text often became the initial point of students' difficulty in writing. During classroom observation, many students appeared to struggle when asked to describe objects or places in English. They often produced very short texts containing only a few simple sentences. Students tended to rely on general expressions such as "It is big," "It is beautiful," or "It is good," without providing further details or elaboration. As a result, their descriptive texts lacked richness and clarity, making it difficult for readers to visualize the described object.

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From a theoretical perspective, descriptive text aims to describe a person, place, object, or phenomenon in detail so that readers can clearly imagine the subject. According to Gerot & Wignell (2001), descriptive texts are used to identify and describe the characteristics of a particular object. The purpose of descriptive writing is, therefore, to provide clear and detailed information about the subject being described. Simanjuntak et al. (2023) emphasized that writing descriptive texts helps students practice using appropriate vocabulary and sensory details to produce clear, meaningful descriptions. Through descriptive writing activities, students learn to select appropriate words and expressions that accurately describe the object they intend to describe. This process encourages students to expand their vocabulary and improve their language accuracy.

Based on observation results during the Field Practice Program (PL) at SMP Negeri 3 Batusangkar, as well as interviews with the English teacher, who stated that students' writing ability, particularly in descriptive texts, remains relatively low and needs improvement, many students continue to experience fundamental difficulties in writing descriptive texts. These difficulties include limited ideas, challenges in developing paragraphs, and insufficient vocabulary mastery. Many students produced only one short paragraph when asked to write a descriptive text. In addition, their descriptions often contained repetitive vocabulary, especially the repeated use of basic adjectives such as "big," "beautiful," and "good." As a result, the texts produced by students tended to be short, lacked detailed explanations, and failed to present clear descriptions of the objects being discussed.

These findings are consistent with previous research indicating that students' difficulties in writing descriptive texts are influenced by several factors, including low motivation to learn, limited vocabulary mastery, and the use of less effective teaching strategies. Baharudin et al. (2023) reported that teaching practices that do not optimally utilize instructional media often cause students to have difficulty in developing ideas and expressing them in writing. When teaching relies heavily on traditional explanations without sufficient visual support, students may struggle to imagine the objects they are expected to describe. Consequently, they may produce incomplete or vague descriptions.

There is often a gap between theoretical instruction and classroom practice in writing instruction. Although textbooks usually provide examples of descriptive texts, these examples alone may not sufficiently stimulate students to generate authentic, detailed descriptions. Students frequently need more concrete references that can help them observe objects more carefully. In many classrooms, teachers use two-dimensional visual media, such as pictures or printed illustrations, to support descriptive writing activities. While these media can provide basic visual information, they often fail to accurately represent the depth, texture, and spatial relationships of objects. As a result, students may still find it difficult to produce detailed and vivid descriptions.

One way to improve students' writing ability is to use appropriate instructional media. Instructional media play an important role in facilitating students' understanding of learning materials and enhancing their engagement in the learning process. Visual media, in particular, can help students understand the objects to be described through more concrete representations. Shabiralyani et al. (2015) explained that visual media such as pictures, diagrams, and videos can increase student engagement and facilitate comprehension. By

presenting visual representations of objects, teachers can help students build connections between visual information and linguistic expressions.

Despite their benefits, two-dimensional visual media still have limitations in representing objects realistically. Pictures and diagrams typically present objects from a single perspective and may not show all relevant details needed for descriptive writing. Students may not be able to clearly observe the object's depth, shape, or spatial relations. Consequently, their ability to develop detailed descriptions may still be limited.

Along with the rapid development of technology in education, more innovative forms of instructional media have emerged to support learning processes. One of these innovations is the use of three-dimensional (3D) visual media. 3D visual media can present objects more realistically because they allow students to observe objects from multiple perspectives. Unlike two-dimensional images, 3D representations provide information about shape, depth, and spatial relationships between different parts of the object. This feature makes 3D visual media particularly suitable for descriptive learning activities that require detailed observation.

The use of 3D visual media can provide a more immersive learning experience for students. When students observe a three-dimensional representation of an object, they can explore its characteristics more thoroughly. This process can stimulate students' curiosity and encourage them to generate more detailed descriptions. Alabi (2024) stated that 3D visualization enhances students' perception of object characteristics, making the observation and description process easier. By interacting with more realistic visual representations, students can better understand the object's features and translate their observations into written language.

The use of 3D visual media can also support the development of students' observational and analytical skills. Arsyad et al. (2024) found that the use of 3D visual media supports observation skills and helps students produce more detailed descriptive texts. Students who learn through three-dimensional visual representations tend to generate more specific vocabulary and more comprehensive descriptions because they can observe the object from different angles. Consequently, integrating 3D visual media in writing instruction has the potential to improve students' ability to generate ideas and to develop more coherent descriptive texts.

To examine the effectiveness of this instructional approach, the present study employed a quantitative quasi-experimental design. Specifically, the research used a posttest-only, nonequivalent-groups design. In this design, two classes were selected as the experimental and control groups. The experimental group received instruction using 3D visual media, while the control group was taught using conventional teaching methods. The experimental and control classes were selected through random sampling; however, random assignment of individual students was not possible because the classes had already been formed by the school. This design was chosen because it reflects authentic classroom conditions and allows researchers to evaluate the impact of the instructional treatment within a real educational setting.

Based on the explanation above, it can be concluded that the ability to write descriptive texts remains a significant challenge for junior high school students, particularly

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at SMP Negeri 3 Batusangkar. Students' difficulties in generating ideas, developing paragraphs, and using varied vocabulary indicate the need for more effective teaching strategies and instructional media. The integration of 3D visual media is expected to provide a more concrete and engaging learning experience that can help students observe objects more clearly and express their observations in written form.

This study, entitled "The Effect of Using 3D Visual Media on Students' Ability to Write Descriptive Texts (A Study at the Eighth Grade Students of SMP Negeri 3 Batusangkar)," was conducted to investigate whether the use of 3D visual media significantly affects students' ability to write descriptive texts. Specifically, the study aims to determine whether there is a significant difference in descriptive writing performance between students taught with 3D visual media and those taught with conventional methods, as reflected in their post-test results.

RESEARCH METHOD

Population

The population of this study consisted of all eighth-grade students of SMP Negeri 3 Batusangkar in the 2025/2026 academic year. The population included five parallel classes with a total of approximately 140 students. The selection of this population was relevant because eighth-grade students study descriptive texts as part of the English curriculum.

According to Zulfikar et al. (2024), population refers to the entire group of individuals or objects that become the focus of a study and are relevant to the research objectives. In this research, the population served as the source from which the research sample was drawn in order to examine the effect of 3D visual media on students' descriptive writing ability.

Table 1. Population of the Research

No	Class	Total Students
1	VIII.1	28
2	VIII.2	29
3	VIII.3	28
4	VIII.4	28
5	VIII.5	27
Total		140

Sample

The sample of this research was selected using a random sampling technique at the class level. This technique ensured that each class had an equal opportunity to be selected as the research sample. According to Sugiyono (2018), random sampling is a sampling technique in which members of the population are selected at random, without regard to particular strata or characteristics.

A lottery system was used to determine the research sample. The researcher prepared five rolled pieces of paper representing the five eighth-grade classes. The papers were randomly drawn to determine the experimental and control groups. Based on the lottery

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results, Class VIII.2 was selected as the experimental group, and Class VIII.3 as the control group.

Before implementing the treatment, the researcher examined the students' prior English achievement scores to ensure that the two classes had relatively similar initial abilities. The results indicated that both classes had comparable initial competence; therefore, the researcher used a posttest-only design, focusing on measuring the treatment effect after the instructional process.

Table 2. Sample of the Research

No	Class	Total Students	Description
1	VIII. 2	29	Experiment
2	VIII. 3	28	Control
Total		57	

The use of intact classes as samples was appropriate because random assignment of individual students was not feasible within the existing classroom structure.

Research Instrument

The main instrument used in this study was a writing test administered as a post-test. The test required students to write a descriptive text on a topic related to the curriculum and familiar to them. This approach ensured that the test measured students' writing ability rather than their background knowledge.

Students' writing performance was evaluated using an analytic scoring rubric covering five components: content development, organization, vocabulary use, grammatical accuracy, and mechanics. The use of an analytic rubric allowed for objective and systematic scoring of students' writing performance (Brown, 2001). The scores obtained from the writing test served as the primary data for analyzing the effect of 3D visual media on students' descriptive writing ability.

Data Collection Technique

The data in this study were collected through a post-test writing task administered to both the experimental and control groups. Prior to data collection, the researcher conducted instructional sessions with each group in accordance with the predetermined teaching procedures.

In the experimental group, students were taught descriptive writing using 3D visual media—learning activities included observing three-dimensional objects, identifying their characteristics, and organizing ideas into descriptive paragraphs. Meanwhile, the control group received instruction using conventional visual media, such as two-dimensional images.

Both groups received the same instructional materials and time allocation to ensure equivalent learning conditions. After the treatment period, students in both groups were given a post-test writing task. The students' written work was then collected and evaluated using the analytic scoring rubric.

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The post-test scores were compiled as quantitative data for further statistical analysis to determine the effect of using 3D visual media on students' descriptive writing ability.

Data Analysis and Interpretation

The collected post-test data were organized and tabulated for analysis. Descriptive statistics, including mean scores and standard deviations, were calculated to describe students' writing performance in each group.

Students' descriptive texts were scored using a standardized analytic rubric (Brown, 2001) that covered five aspects: content, organization, vocabulary, grammar, and mechanics. Each aspect was scored on a scale of 1–5, and the total score was obtained by summing the component scores. This procedure converted qualitative writing performance into quantitative data suitable for statistical analysis (Zulfikar et al., 2024).

Before conducting hypothesis testing, the data were subjected to assumption testing. The normality test was performed using the Kolmogorov–Smirnov or Shapiro–Wilk test to determine whether the data were normally distributed. Meanwhile, the homogeneity test was conducted using Levene's test to determine whether the variances between the experimental and control groups were equal. These procedures were necessary to ensure that the data met the assumptions required for parametric statistical testing (Hardani et al., 2020)

FINDING AND DISCUSSION

Finding

Descriptive Statistics Overview of Post-test Scores

This study aimed to examine the effect of using 3D visual media on students' ability to write descriptive texts. The data analyzed in this section were obtained from the post-test writing task administered after the instructional treatment. The post-test measured students' descriptive writing ability in both the experimental and control groups. To maintain the confidentiality of the participants, each student was identified using respondent codes such as S1, S2, S3, and so forth.

The post-test scores for both groups are presented in Table 1. The experimental class consisted of 29 students, while the control class consisted of 28 students. The table shows that students in the experimental group generally achieved higher scores than those in the control group.

Based on the data presented, the experimental group obtained an average score of approximately 75, whereas the control group obtained an average score of approximately 54. The difference in mean scores indicates that students taught with 3D visual media tended to demonstrate better descriptive writing performance than those taught with conventional visual media.

Overall, the post-test results show that the experimental class ranged from 58 to 92, while the control class ranged from 40 to 76. The higher scores in the experimental group suggest that the instructional treatment using 3D visual media may have contributed to improved students' descriptive writing performance.

Descriptive Statistics of Post-test Scores

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To obtain a clearer picture of students' descriptive writing performance, descriptive statistical analysis was conducted. The statistics analyzed included sample size (N), mean score, median, standard deviation, and standard error of the mean for both groups.

The results of the descriptive statistical analysis indicate that the experimental group achieved a mean score of 74.7, while the control group achieved 54.4. This difference indicates that students who received instruction using 3D visual media performed better in writing descriptive texts compared to those who received instruction using conventional visual materials.

In addition, the median score of the experimental class was higher than that of the control class, suggesting that most students in the experimental group achieved higher writing scores. This finding further supports the result that the experimental class demonstrated stronger writing performance overall.

Another important finding can be observed from the standard deviation values. The standard deviation of the control group was higher than that of the experimental group, indicating that the control group's scores were more widely spread. In contrast, the experimental group showed a lower standard deviation, which suggests that students' scores were more consistent.

Furthermore, the minimum and maximum scores also reflect this difference. The experimental class achieved higher maximum scores than the control class, indicating that several students in the experimental group reached a high level of writing performance. In contrast, the control group displayed lower maximum scores and more variation among students. These descriptive statistics provide preliminary evidence that the use of 3D visual media contributed to better and more consistent descriptive writing performance among students.

Distribution of Scores

In addition to the descriptive statistical measures, the distribution of post-test scores was analyzed to understand how students' writing scores were spread across the two groups.

The analysis shows that the experimental group exhibited a more concentrated distribution of scores around the mean. Most students in this group achieved scores in the medium to high range, and only a few students obtained relatively low scores. This pattern suggests that students taught with 3D visual media tended to demonstrate relatively consistent writing performance.

On the other hand, the control group showed a wider distribution of scores. The spread between the lowest and highest scores in this group was more varied, indicating greater differences in students' writing abilities. This wider distribution suggests that students' descriptive writing performance in the control group was more heterogeneous compared to the experimental group.

Overall, the distribution pattern supports the descriptive statistical findings. The experimental class not only achieved a higher mean score but also demonstrated more consistent performance among students. These results provide initial evidence that the use

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of 3D visual media may improve learning outcomes in descriptive writing, pending further inferential statistical analysis.

Normality Test

Before conducting hypothesis testing, a normality test was performed to determine whether the post-test data from both groups were normally distributed. The normality test is an important assumption that must be satisfied before applying parametric statistical tests, such as the independent samples t-test.

In this study, the Shapiro–Wilk test was used because the sample size in each group was fewer than 50 participants. The results of the test show that the experimental group obtained a significance value of 0.876, while the control group obtained a significance value of 0.062.

Since both significance values are greater than 0.05, it can be concluded that the post-test scores in both the experimental and control groups were normally distributed. Therefore, the assumption of normality was fulfilled, and the data were suitable for further parametric statistical analysis.

Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the post-test scores between the experimental and control groups were equal. This test is another important assumption required before performing the independent samples t-test.

The homogeneity test was conducted using Levene's Test. The test result shows that the significance value was 0.163.

Since the significance value is greater than 0.05, it can be concluded that there was no significant difference in variance between the two groups. Therefore, the variances of the experimental and control groups were considered homogeneous, and the assumption of homogeneity was satisfied. Based on this result, the independent samples t-test with equal variances assumed could be applied for further analysis.

Independent Samples t-test

After the assumptions of normality and homogeneity were met, an independent-samples t-test was conducted to determine whether there was a statistically significant difference in students' descriptive writing ability between the experimental and control groups.

The results of the t-test indicate that the experimental group achieved a mean score of 74.86, while the control group obtained a mean score of 54.00. This difference clearly shows that students who were taught using 3D visual media performed better in writing descriptive texts than those who were taught using conventional visual media.

The statistical analysis produced a t-value of 8.197 with 55 degrees of freedom (df). The significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05.

Because the significance value is less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This result indicates a statistically

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significant difference in descriptive writing ability between students taught with 3D visual media and those taught with conventional media.

Research Hypotheses

The hypotheses in this study were formulated to examine the effect of using 3D visual media on students' ability to write descriptive texts.

a. Null Hypothesis (H_0)
   There is no significant difference in the descriptive writing ability between students taught with 3D visual media and those taught without it.

b. Alternative Hypothesis (H_1)
   There is a significant difference in the descriptive writing ability of students taught with 3D visual media and those taught without it.

Decision Criteria

The hypotheses were tested using the independent-samples t-test at a significance level of $\alpha = 0.05$.

The decision criteria were as follows:

a. If Sig. (2-tailed) < 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

b. If Sig. (2−tailed) ≥ 0.05, the null hypothesis (H_0) is accepted.

Hypothesis Testing Results

Based on the results of the independent-samples t-test, the significance value was 0.000, which is lower than the alpha level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

This finding indicates that the use of 3D visual media had a statistically significant effect on the descriptive writing ability of eighth-grade students at SMP Negeri 3 Batusangkar. In other words, students who learned descriptive writing using 3D visual media achieved significantly better writing performance compared to students who learned through conventional visual media.

Discussion

Interpretation of the Findings

The results of this study demonstrate that integrating 3D visual media in writing instruction has a meaningful and statistically significant impact on students' ability to produce descriptive texts. The experimental group, which received instruction supported by 3D visual media, achieved a considerably higher average score on the post-test compared to the control group that was taught using conventional visual materials. In addition, the statistical analysis using the independent samples t-test confirmed that the difference between the two groups was significant. These findings indicate that students exposed to

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three-dimensional visual learning resources performed better in several aspects of descriptive writing, including idea organization, content development, vocabulary use, and the application of appropriate linguistic structures.

The improvement observed in the experimental group can be attributed to the instructional advantages of 3D visual media. Unlike traditional two-dimensional images, three-dimensional media allow students to observe objects more concretely and realistically. Students can view the object from multiple perspectives, which enriches their understanding of its characteristics and details. This deeper visual interaction enables learners to collect more information about the object they are describing, which subsequently facilitates the generation of ideas during the writing process. As a result, students can construct more detailed and coherent descriptive texts.

Another important factor contributing to the effectiveness of 3D visual media is its ability to reduce the cognitive difficulties commonly experienced by learners during writing tasks. Writing, particularly in a second language, requires students to simultaneously manage several cognitive processes, such as generating ideas, organizing information, selecting appropriate vocabulary, and applying grammatical rules. When students struggle to imagine or conceptualize the object they need to describe, a significant portion of their cognitive effort is devoted to visualization rather than to writing itself. The presence of 3D visual media helps address this challenge by providing a clear and vivid representation of the object. Consequently, students can focus more on transforming their observations into written descriptions rather than trying to construct the image mentally.

In addition, the use of 3D visual media appears to increase students' engagement and motivation during learning. Students tend to show greater interest when instructional materials involve interactive or visually rich elements. The three-dimensional representation of objects stimulates curiosity and encourages students to explore their details more actively. This increased engagement can positively influence the writing process, as students become more enthusiastic about expressing their observations and ideas in written form.

The findings of this study are supported by the principles of multimedia learning theory, which suggests that learning outcomes improve when verbal explanations are combined with visual representations. According to Dalgarno & Lee (2010), learning environments that integrate visual and verbal information can enhance students' comprehension and facilitate deeper cognitive processing. In the context of descriptive writing, visual media provide learners with concrete references that support the development of written descriptions.

Furthermore, the results are also consistent with the view that visual learning materials can make abstract concepts more understandable for students. Suhana et al. (2024) argue that visual media help transform abstract information into concrete representations that are easier for students to grasp. This function is particularly valuable in descriptive writing instruction because students are required to observe and describe specific features of an object in a detailed manner. By providing a clearer representation of the object, visual media can significantly assist students in identifying and describing relevant details in their writing.

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Comparison with Previous Studies

The results of this study align with findings from previous research that highlight the effectiveness of visual media in improving students' writing ability. For instance, Abdulrahman Alabi (2024a) reported that students who learned writing through visual-based instructional media demonstrated significant improvement in descriptive writing performance. The improvement was attributed to visual media providing clearer references for students when describing objects, thereby helping them develop ideas more effectively and maintain better focus during writing tasks.

Similarly, Azhar Arsyad et al. (2024) found that visual learning tools can support the development of students' vocabulary and facilitate the process of generating ideas when completing writing assignments. When students are exposed to visual representations of objects or situations, they tend to acquire new descriptive vocabulary and expressions more naturally. As a result, their writing becomes more detailed and expressive.

While earlier studies have demonstrated the benefits of visual media in writing instruction, the present research contributes additional insights by emphasizing the role of three-dimensional visual media. Most previous studies primarily focused on two-dimensional images, such as photographs, illustrations, or printed pictures. Although these visual resources can support learning, they often provide limited perspectives of the object being observed.

In contrast, the use of three-dimensional visual media offers a more immersive learning experience. Students can observe objects in greater depth and from different angles, which helps them develop a more comprehensive understanding of the object's physical characteristics. This richer observation process enables students to produce more elaborate descriptions and organize their ideas more effectively in their writing.

The results of this study, therefore, support the argument presented by Mark Dalgarno and Mark J. W. Lee (2010) that three-dimensional learning environments can promote deeper cognitive engagement and meaningful learning experiences. When students interact with three-dimensional representations, they are encouraged to explore and analyze the features of the object actively. This active engagement strengthens their understanding and facilitates the translation of visual information into written language.

In this way, the current study extends the existing body of research by demonstrating that integrating 3D visual media offers advantages beyond those of traditional visual materials. The findings suggest that incorporating more interactive and immersive visual tools into language learning activities can significantly enhance students' writing performance.

Implications for Teaching

The findings of this research provide several important implications for the teaching of English, particularly in the development of writing skills among junior high school students. One of the primary implications is that teachers should consider integrating innovative visual media into their instructional practices in order to support students' learning processes. The use of 3D visual media can be an effective instructional strategy to

help students observe objects more clearly and generate ideas more easily when composing descriptive texts.

In classroom practice, teachers may incorporate various forms of three-dimensional visual resources into writing activities. These resources may include digital 3D models, virtual objects, interactive images, or simple educational applications that allow students to explore objects visually. By providing students with opportunities to interact with these visual resources, teachers can create a more stimulating and engaging learning environment that encourages students to participate actively in writing tasks.

Moreover, the integration of 3D visual media can help teachers explain the structure and language features of descriptive texts more effectively. When students can directly observe the object they are describing, they can more easily identify its characteristics, such as shape, size, color, texture, and function. This observation process naturally leads to the generation of descriptive vocabulary and phrases that can be incorporated into their writing.

Another implication of this study relates to the importance of combining visual learning tools with appropriate instructional strategies. Teachers should not rely solely on visual media but should also guide students through structured writing activities, such as brainstorming, outlining, drafting, and revising. The combination of visual support and guided writing practice can significantly improve students' understanding of how to organize descriptive texts and express ideas clearly.

Finally, the use of 3D visual media is consistent with contemporary trends in education that emphasize the integration of technology in the classroom. Modern learning environments increasingly encourage the use of digital tools to enrich students' learning experiences and support the development of twenty-first-century skills. By incorporating innovative media such as three-dimensional visual tools, educators can create more dynamic and effective learning environments that enhance students' motivation, creativity, and academic achievement.

In summary, the findings of this study highlight the potential of 3D visual media as a valuable instructional resource for improving students' descriptive writing ability. Through clearer visualization, increased engagement, and enhanced idea development, the use of three-dimensional media can significantly contribute to more effective writing instruction and improved learning outcomes.

CONCLUSION AND SUGGESTION

This study examined the effect of using 3D visual media on students' ability to write descriptive texts. The findings indicate that students who learned descriptive writing using 3D visual media achieved higher post-test scores than those taught with conventional visual materials. Statistical analysis using the independent samples t-test revealed a significant difference between the experimental and control groups at the 0.05 significance level. This result suggests that integrating 3D visual media improved performance in descriptive writing tasks. The improvement was reflected in several components of writing, including content development, organization of ideas, vocabulary use, grammatical accuracy, and writing mechanics.

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The results also indicate that 3D visual media can provide clearer and more concrete representations of objects, enabling students to observe details more effectively. This visual support helps students generate ideas and describe objects more accurately in written form. By presenting objects realistically and engagingly, 3D visual media can support students' understanding of descriptive text characteristics and facilitate the process of transforming visual observations into written language.

From a pedagogical perspective, these findings suggest that integrating visually based instructional tools, particularly three-dimensional media, may support the teaching of descriptive writing in English language classrooms. The use of 3D visual media may help create learning situations where students can interact more actively with the learning material and obtain clearer references for their writing tasks. In addition, the integration of visual technology in writing instruction aligns with current educational practices that emphasize the use of multimedia resources to support language learning.

However, several limitations should be acknowledged. First, the study was conducted with a relatively small sample of two classes from a single school, which may limit the generalizability of the findings to other educational contexts. Second, the research design employed a post-test only approach, which focused on students' performance after the treatment and did not measure changes in students' writing ability over a longer period. Third, the study focused specifically on descriptive texts; therefore, the findings may not fully represent the effectiveness of 3D visual media in other types of writing.

Considering these limitations, future research may expand this area of investigation by involving larger and more diverse samples from different schools or educational levels. Further studies could also examine the use of 3D visual media in teaching other genres of writing, such as narrative, recount, or argumentative texts. In addition, longitudinal research may explore the long-term effects of integrating three-dimensional visual tools in writing instruction. Researchers may also investigate the combination of 3D visual media with other instructional approaches or digital technologies to understand better how different learning strategies can support the development of students' writing skills.

Overall, the findings of this study contribute to the growing body of research on the role of visual media in language learning, particularly in supporting students' development of descriptive writing skills in English language classrooms.

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