

Contextualization of Learning through Local Tourism Videos: A Quasi-Experimental Study on Descriptive Writing Skills

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Abstract

This study aims to analyze the influence of the use of video tourism media on the ability to write descriptive texts of grade IX students of SMP Negeri 7 Cilacap. The method used was a quasi-experiment with two groups, namely the experimental group and the control group. The research instrument was in the form of a test to write descriptions given before (pretest) and after (posttest) treatment. The results of the prerequisite test showed that the data did not meet the assumptions of normality and homogeneity, so the analysis was continued with the non-parametric Wilcoxon Signed-Rank Test and the Mann-Whitney U Test. The results showed that there was a significant improvement in both groups, but the improvement in the experimental group was more consistent and substantial, with an average score increase of almost three times that of the control group. A more detailed analysis showed that the use of video media not only improved numerical scores, but also improved the quality of students' writing, especially in terms of content, text structure, and vocabulary. In addition, the use of local content in videos has been proven to make learning more contextual, relevant, and motivate students to write in more detail and sequence. Overall, this study emphasizes that video tourism media is an effective, adaptive, and sustainable learning strategy in developing description writing skills, and has the potential to be applied to various types of texts and other levels of education.

Keywords: *video media, workshop, writing, text description, quasi-experiment*

Introduction

Writing is one of the complex language skills and requires high-level thinking skills in the Indonesian learning process at the junior high school level. Descriptive text is an important form of writing to master because it trains students to convey a detailed description of an object in a detailed, structured, and effective language (Noprianto, 2017). But in reality, many students still have difficulty writing complete and coherent description texts. The results of observations show that around 60% of students are not able to write descriptive texts well, especially in terms of paragraph structure, idea development, and the accuracy of vocabulary use (Erawati Saragih & Nuraeni Septiani, 2017; Wahyuni & Syamsudin, 2021; Zahra et al., 2021). This problem is further strengthened by findings that show that students experience obstacles in pouring ideas and ideas into writing, as well as learning atmospheres that tend to be boring and less interesting (Saprina et al., 2021; Sasmita & Setyowati, 2021).

One of the main causes of students' low writing skills is the conventional learning approach and lack of visual stimulation. Audiovisual video media has been proven to be effective in learning to write because it is able to present an attractive and informative

visual display and build a connection between the learning experience and real life (Saprina et al., 2021; Sasmita & Setyowati, 2021). Recent research shows that the use of audiovisual media in learning to write descriptive texts can significantly improve students' comprehension, with students more easily understanding the material after seeing the visualization of objects through video (Saprina et al., 2021; Sasmita & Setyowati, 2021). Video media is also able to illustrate concepts that are difficult to explain in words, helping students understand the important elements in writing descriptive texts through more engaging visual and auditory stimuli (Saprina et al., 2021; Sasmita & Setyowati, 2021). This finding is strengthened by the results of research showing that the application of YouTube media in learning reaches an average score of 84 and creates an exciting learning situation, and audiovisual media is not boring for students because the material presented is very varied and provides meaningful experiences (Lange, 2018; Lee et al., 2017; Miller & Lewis, 2016).

The integration of local content in learning videos not only enriches students' cognitive content, but also strengthens the connection between the written text and the students' social and cultural realities. The contextual learning model based on local wisdom provides independence for students to identify character values that are sourced from the values of life in the family or community environment, as well as instill character values directly through habituation by participating in community activities (Nursilah & Jayadi, 2025; Sutarso, 2020). Research shows that teaching materials based on local wisdom are able to provide facilities in achieving learning goals, not only conceptually but also applicative, because the attachment between the material learned and activities in the surrounding environment can improve students' understanding and create a more contextual and meaningful learning experience (Diana et al., 2025). The use of learning media based on local wisdom is also in line with the implementation of the Pancasila Student Profile Strengthening Project which raises the values of local wisdom of the Indonesian people through contextual learning experiences and optimizes student potential, with research results showing that contextual learning through local wisdom can increase student motivation and learning outcomes (Habibi et al., 2018; Srirahmawati & Hunaifi, 2022; Sumardjoko & Musyiam, 2018).

Although there have been many studies that discuss the effectiveness of video media in learning, there is still limited research that specifically raises local tourism-based video media as a strategy to improve description writing skills at the junior high school level. Previous research has focused more on general audiovisual media without considering the local context as an integral part of the teaching material (Rizka et al., 2025; Zhu & Luo, 2022). Empirical studies that integrate video tourism media as a learning resource in learning to write descriptive texts are still relatively limited, even though this approach has great potential to create more meaningful and contextual learning as shown in research related to locally-based educational tourism that can strengthen cultural identity and improve learning outcomes (Rizka et al., 2025; Zhu & Luo, 2022). This is where the contribution and uniqueness of this research lies, which is to combine visual media with local content that is relevant to the daily context of students. This research is expected to be able to make a theoretical contribution in strengthening the foundation of multimedia-based and contextual writing learning, as well as practically become a reference for Indonesian teachers to utilize local learning resources in the form of videos as part of the development of writing teaching materials that are adaptive to the needs of 21st century learning, considering the importance of integrating local wisdom in learning to create a more holistic approach and contextual (Rizka et al., 2025; Zhu & Luo, 2022).

Methods

Research Type and Design

Research It uses a quantitative approach with a quasi-experimental (quasi-experimental) type of non-equivalent control group design, which is a design that compares two groups (experimental and control) without a full randomization process (Bloomfield & Fisher, 2019). This essay was chosen because the classroom situation does not allow for random division of subjects, but it still allows for the treatment and measurement of change. This research will be carried out in June 2025 at SMP Negeri 7 Cilacap.

Research Subjects and Samples

The subjects in this study are all grade IX students of SMP Negeri 7 Cilacap for the 2024/2025 school year. The number of students who took the pretest was 252 people. Based on the results of the pretest, a mapping of the student's initial ability to write descriptive texts was carried out. From the analysis of the distribution of scores, 64 students were obtained with a score range of 60-65, which was considered to represent a group with moderate writing ability.

For experimental purposes, the 64 students were selected as a research sample, then divided evenly into two groups, namely:

- a. The experimental group of 32 students learned to write descriptive texts using the video media of the workshop.
- b. The control group was 32 students who participated in conventional learning without video media.

The sample selection technique was carried out by purposive sampling, with consideration to equalize the initial basic abilities between the two groups so that the treatment given could be analyzed for its influence in a more controlled manner.

Research Instruments

The main instrument in this study is the descriptive text writing test, which is given in the form of a pretest and posttest. This test is assessed using an assessment rubric compiled based on the theory of writing from Gagné et al. (2004) which states that writing is the result of a multi-stage cognitive process starting from information gathering, organizing ideas, developing content, to final editing. This rubric assesses five aspects. In addition to referring to Gagné & Briggs' theory, the arrangement of this rubric is also adapted about Basic Indonesian Competencies for junior high school level.

This rubric consists of 5 main assessment aspects, namely: (1) Text Structure, (2) Completeness of Content, (3) Use of Language, (4) Coherence and Cohesion, (5) Creativity and Originality. Each aspect has a number of indicators, with a total of 25 scoring indicators representing various important elements in the description text. Each indicator is rated using a scale of 1 to 5, where a score of 1 indicates very poor quality and a score of 5 indicates excellent quality. The maximum score that can be achieved is 100.

This rubric was tested for validity through a content validity process by two experts who are lecturers of the Master of Indonesian Education Study Program. Validation is carried out with an expert judgment approach, to ensure the suitability of the content of the rubric with relevant and representative writing ability indicators. This rubric is used as a tool to assess the results of students' writing both during the pretest and posttest, and is the basis for measuring the ability to write descriptive texts as a dependent variable in this study.

Data Analysis Techniques

Data analysis was carried out in two stages, namely prerequisite test and hypothesis test, with the help of the SPSS version 25 program.

Analysis Prerequisites Test

The Normality test using Kolmogorov-Smirnov and Shapiro-Wilk showed that the pretest and posttest data were not normally distributed (Sig. < 0.05). The Variance Homogeneity Test using Levene's Test also showed that the data was inhomogeneous (Sig. = 0.000). Based on the results of prerequisite tests that do not meet parametric assumptions, the analysis is continued with non-parametric statistical tests (Snell & Sprent, 1995).

Test Non-Parametric Hypothesis

- 1) The Wilcoxon Signed-Rank Test, is used to test the difference in pretest and posttest scores within each group. The results show:
 - a) Experimental group: Sig. = 0.000 (there was a significant difference with all students experiencing an increase in scores)
 - b) Control group: Sig. = 0.001 (there was a significant difference but not all students improved)
- 2) The Mann-Whitney U Test is used to test the difference in posttest scores between the experimental group and the control group. The results showed a significant difference (Sig. = 0.000) with the mean rank of the experimental group (48.50) much higher than that of the control group (16.50).

Decision-Making Criteria

- 1) H_0 is rejected if the significance value is < 0.05 (there is a significant difference)
- 2) H_0 is accepted if the significance value is ≥ 0.05 (no significant difference)

The results of statistical analysis were used to evaluate the influence of the use of video tourism media on the improvement of the ability to write descriptive texts of grade IX students of SMP Negeri 7 Cilacap. Based on statistical findings, there is strong empirical evidence that:

- 1) Workshop video media has proven to be effective in improving the ability to write descriptive texts, shown by all students in the experimental group (32 people) experiencing an increase in posttest scores compared to pretest
- 2) The effectiveness of learning was higher in the experimental group than in conventional learning, with the mean rank of the experimental group (48.50) almost three times higher than that of the control group (16.50)
- 3) A statistically significant difference ($p < 0.001$) showed that the improvement in ability did not occur due to a coincidental factor, but was actually caused by the intervention of the tourism video media

These findings confirm that workshop video media interventions are effective in supporting the achievement of descriptive writing competencies that demand concrete and contextual visualization, as well as providing a more meaningful learning experience for students (Aryuntini et al., 2018; Dwifadjrin & Pamungkas, 2020).

Results

Analysis Prerequisites Test

In quantitative research, before conducting hypothesis testing, it is important to ensure that the data meets the basic assumptions of distribution normality and homogeneity of variance. These two tests determine the type of statistical analysis used. If the data is not normally distributed and is not homogeneous, then parametric analysis such as the t-test cannot be applied validly, so it is necessary to use a more robust non-parametric analysis against the violation of assumptions (Oppong & Agbedra, 2016; Sampson, 2020).

The results of the Shapiro-Wilk test (Table 1) showed that three of the four groups were not normally distributed ($\text{Sig.} < 0.05$). This is reflected in the pretest scores of the control group ($p = 0.000$), the pretest of the experimental group ($p = 0.000$), and the posttest of the control group ($p = 0.001$). Only the posttest data of the experimental group met the normality assumption ($p = 0.238 > 0.05$).

Table 1. Normality Test Results (Shapiro-Wilk)

Data	Group	Sig.	Information
Pretest	Control	0.000	Abnormal
Pretest	Experiment	0.000	Abnormal
Posttest	Control	0.001	Abnormal
Posttest	Experiment	0.238	Usual

(Source: SPSS Data Processing v25, 2025)

From the table above, it can be seen that in the initial phase (pretest), both groups have shown abnormal distribution. This condition can occur due to the heterogeneous background of students, both in terms of writing skills and previous experience (Creswell & Creswell, 2018). An interesting thing arose in the posttest of the experimental group, where the distribution of data changed to normal. This indirectly indicates that the use of video media is able to provide a uniform effect on academic achievement—students whose initial achievements are diverse become more uniform after treatment.

Furthermore, the variance homogeneity test with Levene's Test also showed similar results. The significance value for the posttest data was $0.000 < 0.05$, which means the variance between groups was not homogeneous.

Table 2. Homogeneity Test Results (Levene's Test)

Variable	F	Sig.	Information
Posttest	18.282	0.000	Not homogeneous

(Source: SPSS Data Processing v25, 2025)

This inhomogeneity of variance indicates that there is a fairly wide gap in learning outcomes between the control and experimental groups. The experimental group, which received the treatment in the form of video tourism media, showed a more concentrated distribution of results at a high level, while the control group remained at a lower variation of achievement. This phenomenon is in line with the findings of Nicolaou et al. (2019) who stated that the use of context-based audiovisual media can improve the consistency of student learning outcomes.

Based on the results of these two tests, the hypothesis analysis cannot use a parametric approach, but must use a non-parametric approach. This is in accordance with the principle of robust statistics, where non-parametric tests remain valid even if the

assumptions of normality and homogeneity are not met (Bakr et al., 2023; Lachin, 2020). In other words, the selection of the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test in this study is not only a methodological choice, but a statistical necessity.

Furthermore, the results of this prerequisite test also reveal dynamics that are important to discuss. First, the normal distribution of the experimental posttest showed that the effect of video media on tourism not only increased scores, but also reduced disparities between students. Second, the non-homogeneous variance between groups shows a sharp difference in learning quality, so further analysis is expected to show the real contribution of this media to students' writing skills.

Hypothesis Test in Groups (Wilcoxon Signed-Rank Test)

After confirming that the data did not meet the parametric assumptions, the next step was to test the differences in pretest and posttest scores in each group using the Wilcoxon Signed-Rank Test. This test is appropriately used for paired data that are not normally distributed, as it compares the median of two conditions (before and after treatment) without assuming a normal distribution (Bakr et al., 2023; Lachin, 2020).

Table 3. Wilcoxon Signed-Rank Test Results

Group	N	Z	Sig. (2-tailed)	Δ Mean (Pre-Post)	Interpretation
Control	32	-3.307	0.001	+4.8	There has been a significant, but partial increase
Experiment	32	-4.970	0.000	+14.5	There has been significant and consistent improvement

(Source: SPSS Data Processing v25, 2025)

The test results showed significant differences in the two groups, but with very different patterns.

- The control group experienced an average score increase of 4.8 points from pretest (M = 62.1) to posttest (M = 66.9). Of the 32 students, 13 increased, 19 stagnated, and none decreased. This increase indicates that conventional learning continues to have an impact, but is limited in reaching all students.
- The experimental group experienced a much higher average increase in scores, namely 14.5 points (from M = 61.8 to 76.3). No students are stagnant or declining, but rather the whole has increased significantly. This fact shows that the video medium of the tourism works universally, providing a consistent stimulus for all students.

Furthermore, the analysis of writing score items showed that the most notable improvement in the experimental group occurred in the aspects of vocabulary (lexical choice) and completeness of content. If in the pretest only 28% of students are able to use varied descriptive vocabulary, in the posttest this figure increases to 81%. Meanwhile, the ability to present content in a complete and complete manner increased from 34% to 85%. These findings support the report of Quinlan & Mar (2020) that audiovisual media enriches students' imagination and vocabulary.

In addition, a significant and consistent increase in the experimental group showed a mediating effect on learning motivation. According to Quinlan & Mar (2020), audiovisual media can increase *Attention*, *Relevance*, *Confidence*, and *Satisfaction*. Workshop videos not only show concrete objects, but also make students feel that learning is more relevant to the real world. This explains why the improvement in the experimental group was evenly distributed across all students, not just a small part as in the control group.

Theoretically, these results reinforce the view of Mayer (2014) in *the Cognitive Theory of Multimedia Learning*, which emphasizes that learning is more effective when information is processed through visual and verbal channels simultaneously. In other words, video tourism media not only adds to the variety of learning, but also facilitates *dual coding* that strengthens students' memory and writing quality.

Intergroup Difference Test (Mann-Whitney U Test)

To see the extent of the effectiveness of video media in the tourism area compared to conventional learning, the Mann-Whitney U Test was conducted on the posttest scores of the two groups. This test was chosen because the data did not meet the assumptions of normality and homogeneity, and were appropriately used to compare two independent groups on both ordinal and interval scales (Aminuddin, 2017; Kuckartz & Radiker, 2023).

Table 4. Results of the Intergroup Difference Test (Mann-Whitney U) – Skor Posttest

Group	N	Mean Rank	Average Posttest Δ	Average (Pre-Post)
Control	32	16.50	66.9	+4.8
experiment	32	48.50	76.3	+14.5

Overall test statistics Statistics	Value
U	0.00
Z	-6.948
p (2-ekor, Asymp.)	< 0.001

(Source: SPSS Data Processing v25, 2025)

These results showed that the difference in achievement between the experimental and control groups was significant ($p = 0.000$). The Mean Rank value of the experimental group (48.50) was much higher than that of the control group (16.50), with the average difference of the posttest reaching +9.4 points. In other words, students who learn using video tourism media have almost three times greater learning advantages than students with conventional learning.

From the perspective of educational significance, it is not only the statistical test that supports it, but also the large achievement gap that shows that this media is able to shift student performance from the "adequate" category (around a score of 62–67) to the "good" category (around a score of 76). This change is important because it is not just a difference in numbers, but also a change in the level of students' writing competence (Lantz-Andersson et al., 2016).

Furthermore, the analysis of writing items reveals striking differences between groups:

- In terms of content, 85% of the experimental group of students were able to write complete descriptions, while only 41% of the control group.
- In the text structure, 78% of experimental students wrote sequentially according to the rules, while the control was only 46%.
- In vocabulary, experimental students were more varied (83%), compared to stagnant controls at 39%.

These findings are consistent with the research which reported an increase in learning outcomes by 70–75% through the use of contextual-based video media. Furthermore, the

research of Schneider et al. (2018) confirms that the use of local content in learning media not only increases cognitive achievement, but also strengthens students' intrinsic motivation and emotional connection to the surrounding environment.

Theoretically, the results of this study corroborate the theory of Cognitive Theory of Multimedia Learning (Mayer, 2014), which emphasizes that visual and verbal integration improves information processing in long-term memory. In this context, video tourism provides visual (image, color, atmosphere) as well as verbal (narrative or text) input, making it easier for students to build rich mental representations to be poured into descriptive writing.

Discussion

The results of the prerequisite test showed that the data did not meet the assumptions of normality and homogeneity. The Shapiro-Wilk test showed that three of the four groups had abnormal distributions, except for the experimental group posttest (Sig. = 0.238). The Levene's Test also produces a value of Sig. = 0.000, which means that the variance between groups is not homogeneous. This condition requires the use of non-parametric tests, namely the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test (Kim & Cribbie, 2018). These preliminary findings are important, because they indicate a sharp gap in learning outcomes between groups and the potential for homogenization of outcomes in the experimental group. This is consistent with the opinion of Creswell (2017) that the initial heterogeneity of learners can be reduced through appropriate learning media interventions.

Analysis with the Wilcoxon Signed-Rank Test showed significant differences between the pretest and posttest in both groups. In the control group, the average score increased by 4.8 points, but only 13 of the 32 students experienced an improvement, while the rest were stagnant. In contrast, the experimental group increased by an average of 14.5 points, and all students showed significant improvements. The biggest improvement occurred in the vocabulary and completeness aspects of content, which rose by more than 45% after the treatment. These results support which shows that audiovisual media can enrich vocabulary and strengthen students' imagination in writing. Theoretically, these findings reinforce the *Cognitive Theory of Multimedia Learning* (Mayer, 2014), which states that visual and verbal integration facilitates stronger information processing.

The Mann-Whitney U test further confirms the effectiveness of tourism video media. The Mean Rank value of the experimental group (48.50) was much higher than that of the control group (16.50), with the average difference of the posttest reaching +9.4 points. This difference is not only statistically significant ($p = 0.000$), but also educationally significant because it is able to shift student achievement from the category of "adequate" to "good" (Lantz-Andersson et al., 2016). Analysis of writing items showed that experimental students excelled in content, structure, and vocabulary over controls. This is in line with the research of Schneider et al. (2018) which emphasizes the importance of local wisdom-based media to increase students' intrinsic motivation. Thus, video workshops are proven to be an effective, consistent, and sustainable contextual learning strategy in improving the descriptive writing skills of junior high school students.

Conclusion

This study confirms that the use of video media workshops has a significant influence on improving the ability to write descriptive texts for grade IX junior high school students. Non-parametric analyses showed clear differences between the experimental and control

groups, both in terms of the increase in average scores and the consistency of improvement between students. All students in the experimental group made progress, with an average improvement nearly three times higher than in the control group. This shows that audiovisual-based media is able to reduce disparities in student achievement, while providing a richer and more meaningful learning experience. These findings confirm that contextual media-based interventions can serve as a writing skill booster, even in students with diverse backgrounds of early abilities. Thus, the use of video tourism media can be seen as a strategic solution to optimize the results of writing learning at the junior high school level.

More than just improving numerical scores, video media is also proven to improve the quality of student writing in terms of content, structure, and vocabulary. The use of local content makes learning feel more relevant to everyday reality, thus encouraging intrinsic motivation while building students' emotional connection to the surrounding cultural environment. Thus, this media is not just a visual aid, but an effective contextual learning strategy to improve writing competence comprehensively. These results imply that teachers need to innovate by integrating locally-based media to build stronger and more sustainable writing skills. In the future, this kind of media also has the potential to be applied to other types of texts and different levels of education, thus opening up wider opportunities for further research.

Acknowledgment

We would like to thank the Rector of the Universitas Muhammadiyah Purwokerto for fully supporting this research

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