

# Development Of MVPB Media to Improve Writing Skills In English Subjects for Phase C Students

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## ABSTRACT

English learning is much more difficult than Indonesian learning due to differences in pronunciation and writing. This research is motivated by writing errors in English subjects such as the lack of letters in a vocabulary, the use of capital letters, and punctuation according to writing rules. One alternative to support learning regarding writing skills is the use of media that focuses on writing. Therefore, the purpose of this study is to develop media that can support English learning, especially to improve writing skills. The type of research applied is using the 4-D model or Define, Design, Develop, and Disseminate and data acquisition through validation by material experts, linguists, media experts, and learning experts. The results obtained from the material expert validator were 100%, linguists validation was 97.43%, media validation was 92.42%, and learning experts validation was 81.81%. The improvement in students' writing skills obtained an average gain score of 0.4 which is categorized as moderate. Therefore, the use of MVPB media has implications for improving writing skills in elementary school English subjects phase C.

**Keywords:** Elementary School, English, Learning Media, Writing Skills.

## 1. INTRODUCTION

Language is the primary tool for communicating with others. It is a tool for conveying expressions, feelings, and ideas from the communicator to the recipient. Language skills are the basis for everyone to express themselves, starting from their feelings, desires, opinions, and needs as individuals (Akmalia et al., 2022). One of the languages that can be used is English, after Indonesian as the mother tongue of Indonesian citizens. English is an international language used for communication in various fields of life.

In today's era of globalization, which is saturated with digital technology, the use of English as a means of communication has become a necessity for all groups, both children and adults who use English in various fields such as online games, education, business, trade, politics, tourism, and other fields (Sari, 2022). To be able to compete internationally, mastery of English is needed as a means of communication to convey messages, ideas, thoughts, and intentions to others. Speaking of English, English is one of the languages studied around the world because it is an international language that covers all aspects of global life, whether for children, student exchanges to overseas universities, entrepreneurs, large traders, or high-ranking officials (Arnesti & Hamid, 2015).

Learning English is much more difficult than learning Indonesian, but understanding the meaning of the language itself, students must also be able to pronounce and write words or sentences in English according to the rules of English writing. This difficulty sometimes makes students or children's interest in learning English very low (Akmalia et al., 2022). This is also because English is not a compulsory subject, so the inclusion of English in the school curriculum is a decision made by the school. Various requirements, such as teaching modules, methods, teacher development, and media, are prepared by the school itself.

The objectives of English language subjects are based on the Decree of the Head of the Curriculum Standards and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 032/H/KR/2024 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education Levels in the Merdeka Curriculum are to develop communicative competence in English through various multimodal texts (oral, written, visual, and audiovisual); as well as to develop critical and creative reasoning skills.

Writing skills in English language learning in elementary school are an important part of communication needs in life. English is not only communicated orally, but can also be in writing because it can accommodate more ideas and impressions if we know and apply the right writing techniques because it can hone vocabulary, grammar, and pronunciation skills (Pantau, 2017). Writing is an activity carried out to communicate by arranging, recording, and stringing together letters through the process of communicating the meaning of the writing so that it becomes a sentence that provides information to achieve a specific purpose (Purnama et al., 2016).

Based on the results of interviews and observations, there are still students who make mistakes in writing vocabulary, as mentioned by the teacher. For example, for “a long dress,” students will take the flashcard with the corresponding picture and then rewrite it as “a long dres.” This shows that students understand the meaning of the vocabulary but make minor mistakes in writing. The spelling errors in question are missing letters in a word, incorrect use of capital letters, and incorrect punctuation according to the rules of writing. Errors in a simple sentence must be corrected immediately so that subsequent writing will minimize or even eliminate the same errors.

In this learning process, teachers use flashcards as a learning medium. Flashcards contain pictures, and students are instructed to write the pictures in English and write them in a simple sentence according to the teacher's dictation. The role of media in learning is to help students understand the content of the material being taught. With the help of media, teaching and learning activities can be made more interesting and interactive, creating a pleasant learning atmosphere. The media used in learning can be in the form of print, audio, audio-visual, interactive multimedia, or e-learning. The learning media that is widely used, especially in English lessons, is flashcards.

Flashcards have been proven to increase scores by 44% after using the flashcard image learning method (Iswari, 2017).

The use of flashcards has been widely applied by teachers in learning. Based on research by Nurafiani & Iftidiani, 2023, entitled *Analysis of English Language Learning Through Writing and Reading Skills Using Picture Books and Texts in Elementary Schools* (Language Learning Journal), the use of picture books and texts in English language learning at the elementary school level can improve students' English reading and writing skills. This shows that integrating picture books into the curriculum can significantly support language development. Meanwhile, research conducted by Hesti & Nuryanti, 2022, entitled "The Effectiveness of Flashcards on Elementary School Students' English Vocabulary Writing Skills" found that the use of flashcards can improve English vocabulary writing skills with a negative t-value of -7.135. This negative t-value indicates a difference between the pretest and posttest, as well as a significant increase in scores.

Based on the background described above, in order to improve students' writing skills in English, the development of appropriate learning media is very important. By utilizing technology and various types of media inspiration, the learning process can be made more interesting and effective. Combining the concepts of flashcards and dictation as used in learning, the researchers developed a printed medium in the form of a book so that the pictures and writing remain in the same place. According to Yulia in (Harahap dkk., 2022), print learning media is media that comes from text, images, and other supporting illustrations used as a means of conveying learning information.

## **2. METHODOLOGY**

This study uses the Design and Development (D&D) method with a focus on product and tool development. In their paper, (Richey & Klein, 2014) explain that product studies focus on the design and development of instructions or non-instructional principles that are relevant to practitioners. The research model used in this study to achieve product development results is 4-D or Define, Design, Develop, and Disseminate. So, this research uses the D&D approach with 4-D stages. In (Thiagarajan dkk., 1976), the stage categorized as "define" is described as an analytical stage and involves five steps: preliminary analysis (problems faced by teacher trainers), learner analysis, task analysis, concept analysis, and determination of instructional objectives. The next stage is design, or the design of instructional material prototypes, which consists of four steps: creating tests based on criteria, selecting media, selecting formats, and initial design for the presentation of instruction through media such as tests, textbooks, audio tutorial models, and computer-assisted instruction. The development stage consists of modifying the prototype material through expert assessment and development trials. For the final stage (disseminate), it is explained

that there is a summative evaluation, final packaging activities such as copyright management, and dissemination.

## **2.1 Data collection techniques**

The data collection methods used in this study were interviews, observations, questionnaires, and tests. In the interview stage, the researcher conducted open interviews with phase C English teachers. The interviews were conducted to obtain answers that were relevant to the research needs. During the observation stage, the researcher observed elementary schools to see and learn firsthand about the conditions of phase C students and to gain a general understanding of their writing skills in English. The interview and observation stages were conducted to provide the researcher with real data to adjust the development or research based on empirical evidence from literature reviews, student conditions, and the school environment. Questionnaires were used to determine the feasibility of the media developed by the researcher through validation by media experts, subject matter experts, language experts, and learning experts. The study used a One Group Pretest-Posttest Design to test the MVPB learning media developed to improve the writing skills of fifth-grade students.

## **2.2 Research Instruments**

Based on the above research techniques, there are guidelines for conducting research or collecting data, including guidelines for research techniques using interview instruments, observation sheets, questionnaires, and test questions. Several types of instruments were used. Interviews were conducted to gather information about the curriculum, teaching and learning activities, media, strategies, and evaluation. Observations were used to directly observe the learning process and the use of instructional media. Questionnaires were administered to obtain data on materials, language, media, and learning. Meanwhile, tests were used to assess writing neatness, word choice, spelling, punctuation accuracy, and creativity.

## **2.3 Data analysis techniques**

In this study, quantitative data analysis was obtained from media feasibility questionnaires that had been assessed by validators and to compare the results of pretest and posttest activities. Quantitative data analysis was obtained from the results of questionnaire analysis. The questionnaires were analyzed using a Likert scale. This study used a 4-point even Likert scale, namely three, two, one, and zero. According to Hadi in Hariawan (2019), using a four-point Likert scale is intended to eliminate the weaknesses contained in odd or five-point scales, such as double meaning (undecided) and central tendency effect.

**Table 1.** Likert Scale Score Category

Skor	Category
0	Need Guidance
1	Enough
2	Good (Decent)
3	Very Good (Proficient)

The improvement in students' writing skills was analyzed using statistical techniques with normalized gain score analysis (Hake in Mufida & Qosyim, 2020) with the following calculations:

$$g = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximal Score} - \text{Pretest Score}}$$

The sum of the scores obtained from each aspect will reflect the quality of the students' writing skills in accordance with the indicators determined through the developed MVPB media. Then, the gain score obtained is interpreted (Wahab et al., 2021) according to the following criteria:

**Table 2.** N-Gain Criterion

Range N-Gain	N-Gain Criterion
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$0 < g < 0,3$	Low
$g \leq 0$	Failure

Qualitative data will be managed using the Miles and Huberman technique. According to Miles and Huberman in (Zulfirman, 2022), interactive model data analysis consists of three main components, namely data reduction, data presentation, and conclusion drawing or verification. Data reduction involves selecting and simplifying relevant data, data presentation organizes information in an easily understandable form, while drawing conclusions or verification is the process of drawing conclusions and verifying their accuracy based on the analyzed data.

### 3. RESULT AND DISCUSSION

#### **Media MVPB Design**

The first stage in the development of the My Vocabulary Pocket Book (MVPB) learning media was the definition stage. After the definition stage, the next stage was the design stage. In the definition stage, the researcher conducted a beginning-end analysis, learner analysis, task analysis, and learning objective design. The first step taken by the researcher was to identify the problem. The problem identification activity was carried out at an elementary school in Parongpong, West Bandung Regency. Problem identification was carried out through observation and interviews with English teachers in phase C, especially those teaching fifth grade. Based on the results of the

observation and interviews, it was found that there was a need to strengthen the language skills of students, namely writing and listening skills, in the fifth grade for the 2024/2025 academic year. Students already knew vocabulary related to clothing based on what they had previously learned in the 2021 independent curriculum package book from the Ministry of Education, Culture, Research, and Technology. Although students can write simple vocabulary and sentences in English as dictated by the teacher, there are errors in their writing, such as missing letters, for example, the word “dress” becomes “dres,” and incomplete punctuation

The learning process refers to the elements of the fifth grade English subject unit 5, namely, the elements of writing and presenting. In this element, students are expected to have the ability to produce language to convey and express ideas or messages. Based on this, the learning objectives are formulated, namely that students are able to identify and name the types of clothing worn by people.

The next step, after identification, is to design the media. The media is designed based on test criteria that will be included in the media, namely exercises and evaluations. Assessment is carried out on five indicators, namely writing skills, namely neatness of writing, choice of words, use of spelling, correct punctuation, and creativity in written language. Each aspect of the indicators has four assessment ranges with a score range of 0-3 and the highest category is excellent or proficient, good or adequate, sufficient, and the lowest category is needs guidance.

Media selection Based on the classification of learning media, MVPB is designed from the results of print technology in the form of books. The books are not large, so they are flexible for users. The size is 12×7cm. MVPB media is printed using art paper with glossy lamination and a hardcover. The format designed contains the material in unit 5 of grade 5 in the book published by the Ministry of Education, Culture, Research, and Technology in 2021, English Student Book for Elementary/Madrasah Ibtidaiyah Grade 5, written by the ELYC team. After determining the media and format, a preliminary design was made. The initial design of the MVPB media consists of 9 parts, namely: 2 cover pages, 1 Book Details page, 1 Objectives page, 1 How to Use This Book? page, 5 subheading pages, 5 Story pages, 8 exercise pages, 5 evaluation pages, and 4 glossary pages.

### **Validation Result of MVPB Media**

The results of MVPB learning media development were obtained through two stages, namely the develop stage and the disseminate stage. The develop stage was carried out in two steps, namely expert validation and product testing. Expert validation was carried out by subject matter experts, language experts, and learning experts (subject teachers). Product testing was conducted on phase C elementary school students, particularly those in grade VI in the 2025/2026 academic year. To evaluate

the feasibility of the media produced, expert validation was carried out. Each expert received an instrument to evaluate the feasibility of the media. A questionnaire with data analysis using a Likert scale was used as a research instrument.

**Table 3.** MVPB Media Validation Results by Experts

No	Validator	Percentage Results	Category
1.	Materials Expert	100%	Very Worthy
2.	Linguist	97,43%	Very Worthy
3.	Media Expert	92,42%	Very Worthy
4.	Learning Expert	81,81%	Very Worthy

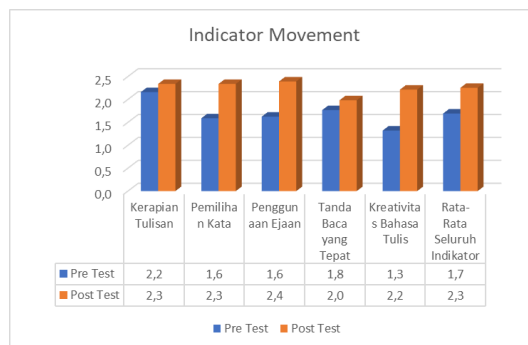
The next step after validation by experts is to conduct development trials. Development and product effectiveness trials will be conducted on all sixth-grade students in the 2025/2026 academic year. This aims to ensure that the device meets quality standards and can be used practically with the packaging process of learning materials so that it is easy to understand and attractive to users. This includes visual presentation and formats tailored to elementary school students. Next, the media is distributed to the audience. In this study, distribution was carried out through socialization, which included explanations of the concept, how to use it, and the purpose of the MVPB media. Socialization was carried out with 9 teachers, 2 prospective teachers, and 14 students.

### **MVPB Media Final Results**

Based on the previous stages, the MVPB media has been adjusted according to the results of problem identification, format selection, media selection, initial design, and validation. The final result of the MVPB media uses several fonts that have been adjusted, namely Core Bandi, Dynapuff Condensed, Amaranth, Courgette, Mango AC, and Shrikhand as font variations. This book consists of several main sections. At the beginning, there are the front and back covers, which display information about the book's title. After that, there are Book Details, which outline the book's identity, followed by Objectives, which explain the learning objectives. The "How to Use This Book?" section provides instructions on how to use the book. Next, there are Subtitles, which explain the learning activities. The "Story" section presents the storyline, followed by Exercises, which contain practice questions related to the story. After that, the "Evaluation" section provides evaluation questions. At the end of the book, there is a Glossary containing important vocabulary that appears in the story.

### **MVPB Media to Improve Writing Skills**

The results of student achievement in writing skills for each indicator show an increase and change in the average for each indicator through pre-tests and post-tests, which can be seen in the following graph:



**Figure SEQ Figure\\* ARABIC 1.** Diagram of Pretest and Posttest Result for Each Indicator

The results of the assessment based on each indicator were then calculated as the average overall pretest and posttest scores to see the improvement through gain score analysis. To see the improvement score, calculations were made using statistical techniques through normalized gain score analysis. All quantitative score calculations were made using Microsoft Excel 2019 software, one of the results of which is shown in Table 6 below:

**Table 4.** Pretest, Posttest, and N-Gain Scores of Students' Writing Skills

Average	Pretest Score	Posttest Score	Gain (g)	Information
	8,5	11,3	0,43	Medium

## DISCUSSION

The MVPB media development design began with the first two stages of the 4-D research model, namely define and design. In the definition stage, the first step was for researchers to conduct a preliminary analysis with the aim of identifying problems in schools. The identification was carried out in one of the elementary schools in West Bandung Regency by conducting interviews and observations.

Referring to the interview results, it was conveyed that there are students who need reinforcement in language skills, especially writing and listening skills. The problems found from the observation and interview results are in line with the findings of Pratiwi & Hendratno (2024), which state that obstacles in the English learning process are related to the four language skills, namely listening, speaking, reading, and writing. These four skills often pose obstacles for students, such as when they write sentences according to the applicable writing formulas and rules. Utilizing learning media during the teaching and learning process is one effective strategy that can be applied to overcome the various needs and obstacles faced by students.

The learning media used by teachers, namely flashcards, are in line with the benefits of learning media according to Azhar Arsyad in (Karo-Karo & Rohani, 2015), namely, media can clarify the delivery of messages and information so that it can facilitate and improve the learning process and outcomes, increase and direct the

attention of students, thereby fostering motivation to learn, helping to overcome limitations, and providing experiences for students. The use of flashcards fulfills several functions of learning media classified by (Levie & Lentz dalam Mahmud, 2023), namely attracting students' interest during teaching and learning activities so that there is student involvement in learning activities, attracting students' interest in learning media, helping to facilitate students in learning activities, and helping students with limitations.

The design stage consists of three steps. The first step in the design stage is the development of criteria-based tests. This step is developed with reference to the learning objectives. Tests or evaluations are designed to assess writing skills and vocabulary mastery. The criteria are designed in accordance with writing skill indicators, namely neatness of writing, word choice, correct use of spelling and punctuation, and creativity in written language. According to Calengosi in Bhakti et al. (2015), tests are one of the planned measurement methods used by teachers to provide opportunities for students to demonstrate their achievements related to predetermined objectives.

The next step in the design stage is the selection of media and format. The selection of media is tailored to the characteristics and classification of the media being developed, namely printed media in the form of a pocket dictionary. The book media is designed to be compact so that it is flexible for users. The size used for the MVPB media is 12×7cm, which is adapted from the pocket dictionary created by Zhafira Aqyla, a content creator who focuses on education and sexual education and who also created a vocabulary book. The MVPB media is printed on art paper with glossy lamination and a hardcover. The use of art paper with glossy lamination allows the media to be reused because the ink can be erased if used with a marker. The media is designed with a hardcover to make it sturdy and durable. This media is a development of flashcards and dictionary books, so MVPB can be used anywhere and anytime. This is supported by (Nursyaida, 2016)'s findings that image media can help inspire students.

The final step in the design stage is to compile a preliminary design. The preliminary design is compiled based on the results of the analysis and previous design steps. The preliminary design consists of nine parts of the media, namely the cover page, book identification information page, learning objectives information page, media usage guide information page, subheading page, story page, exercise page, evaluation page, and glossary page.

The results of the MVPB learning media development validation were obtained through two stages, namely the develop stage and the disseminate stage. The develop stage consisted of two steps, namely expert validation and product testing. The expert validation step was carried out by four validators consisting of subject matter experts, language experts, media experts, and learning experts. The experts who carried out the validation came from their respective fields. Material and language validation was

carried out by a lecturer from the English Education study program, media validation was carried out by a lecturer from the Elementary School Teacher Education study program, and learning validation was carried out by a phase C English subject teacher.

Validation was conducted to determine the suitability of the media produced. Each expert received a tool to evaluate the suitability of the media. A questionnaire was used as a research tool with Likert scale data analysis. This study used an even 4-point Likert scale, namely three, two, one, and zero. According to Hadi in Hariawan (2019), using a four-point Likert scale is intended to eliminate the weaknesses of an odd or five-point scale, such as responses in the middle (central tendency effect) and double meanings (uncertainty).

The validation of the material is intended to provide an assessment of the suitability of the material created in the media and its relevance to the objectives of the English language subject. The final assessment of the suitability of the material received a score of 100%, which is categorized as "Very Suitable." Before the final assessment, the validator provided several suggestions on the material in the MVPB media, namely to add a brief explanation of the reasons for wearing certain clothes. This aims to provide students with the opportunity to think at a higher level in the C4-C6 range of Bloom's taxonomy. Based on the revised Bloom's taxonomy, the content presented in the MVPB media was added to the cognitive domain of "Evaluating" with one of the keywords used being "Assessing" (Nafiati, 2021). The validation of language use was aimed at assessing the appropriateness of the language used in the media and its conformity with English language rules. The final assessment of the appropriateness of language use resulted in a score of 97.43%, which was categorized as "Very Appropriate". The validation of the media was aimed at assessing the feasibility of the media development product created by adjusting the feasibility criteria in media creation, such as the aspects of organization, format, content, consistency, and attractiveness of each indicator. The assessment of media feasibility resulted in a score of 92.42%, which is categorized as "Very Feasible". The validator provided several suggestions for the MVPB media, namely to add appropriate illustrations to the subheading pages. Therefore, the researcher added appropriate illustrations to the pages "Let's Read the Story!", "Let's Do the Exercises!", and "Let's Do the Evaluation!".

The validation of media used in the learning process is intended to assess the suitability of the media development product in terms of media usage and content. The media suitability assessment resulted in a score of 81.81%, which is categorized as "Very Suitable." The media was not only assessed by learning experts; the validators also provided suggestions to MVPB regarding the use of language. The English used in the MVPB text is not the kind of language that students encounter in their daily lives. It would be better to use language that is easy for students in phase C to understand, in line with the content and achievements outlined in the Merdeka curriculum package.

The media has been validated by expert validators in each aspect and improvements have been made based on their suggestions and input. This is in line with what Sukmadinata (2013) wrote, that if a product is proven to be invalid or less valid when tested by experts, the testing will be redone to ensure the results are as expected (Zamsiswaya et al., 2024). Therefore, based on the calculation results, the media is suitable for testing. The product testing phase was conducted on all phase C students, particularly sixth graders in the 2025/2026 academic year at one of the elementary schools in West Bandung Regency.

Learning tools will be considered effective if the learning objectives set can be achieved based on certain criteria (Situmorang & Simanullang, 2022). The MVPB media developed in this study focuses on students' writing skills in English phase C. Based on the results of trials and validation by four experts, MVPB media is suitable and effective for use in the learning process.

The disseminate stage is the final stage of the 4-D research model conducted in this product development process. This stage consists of three steps, namely product effectiveness testing, packaging, and product distribution to the public. The first step of the dissemination stage is validation testing or testing the effectiveness of the product in the field. This aims to ensure that the product meets quality standards and can be used practically. This step was carried out directly at an elementary school located in West Bandung Regency. Product effectiveness testing uses a One Group Pretest-Posttest Design, with the media used as treatment before the Posttest is conducted. The media product that has been tested until completion in the final stage of the 4-D research model is disseminated to a limited audience at one school, specifically sixth grade students and subject teachers who are the research subjects, namely a private school located in West Bandung Regency. The product was distributed at the school where the research was conducted to school teachers, students, and prospective teachers by observing how the media was used in the learning process during the trial. Distribution was also carried out by socializing the introduction of the media, the concept and objectives of MVPB, and how to use it in learning.

MVPB media uses several fonts, including *Core Bandi*, *Dynapuff Condensed*, *Amaranth*, *Courgette*, *Mango AC*, and *Shrikhand*. Not all fonts are used on a single page; rather, they are adjusted according to need. The Core Bandi font is used for the title on the cover page, the Dynapuff Condensed font is used for the titles needed on each page and for the page numbers, the Amaranth font is used for writing questions or texts on each page, the Courgette font is used on the subheading and story title pages, the Mango AC font on MVPB media is used for numbers on practice and evaluation questions, and the Shrikhand font is used for pages with questions in the summer clothes category for random letters.

The background used in MVPB media is vertical and horizontal lines in pink; brown; blue; yellow, winter atmosphere, summer atmosphere, sports equipment, and Pastel Gray Orange colors. The background is determined by the themes on the page, for the winter clothes category it is adjusted to the winter atmosphere, the summer clothes category is adjusted to the summer atmosphere, and the sportswear category is adjusted to the background of several sports equipment.

The My Vocabulary Pocket Book learning media or hereinafter abbreviated as MVPB has been tested for implementation to determine the improvement in the writing skills of phase C students. Learning outcomes based on the textbooks used in the learning and teaching process, clothing material was found in class V, but implementation activities were carried out in class VI because students had entered the next academic year.

The increase in the average score of all indicators from 1.7 to 2.3 indicates that there is quite good development in students' writing skills after the intervention or learning carried out. MVPB media is proven to improve students' writing skills. This is in line with the results of research conducted by (Permata & Indihadi, 2025) that the use of media with visual images (daily journals) can encourage students' imagination so that they can enrich the content of their writing and can improve writing skills continuously through students' personal experiences. This research is in line with MVPB media that can be used continuously, although in this study, the media was used in one learning session, MVPB media has shown an increase in indicators of written language creativity where there are arguments, ideas, or students' imagination in writing.

Indicators of neatness of writing and the use of correct punctuation also increased. In MVPB media, there are exercises and evaluations that provide students with the correct learning experience by writing on the straight lines provided. According to (Jamaludin et al., 2023), by applying the exercise method, the frequency of students' writing becomes more frequent, so they are accustomed and more practiced in writing. The results obtained from their research indicate that the use of image media in learning has a positive impact on students' writing skills. In cycle 2, classical completeness exceeded the established KKM (Minimum Completeness Criteria) (>80%), this achievement was influenced by improvements in several factors, one of which was writing sentences correctly and neatly. In addition, students can write objects completely and clearly by composing writing through good grammar and using correct punctuation and spelling (Jamilah et al., 2023).

Based on Table 6, there are 7 students in the low category, 5 students in the medium category, and 2 students in the high category. The overall average N-Gain result of students' writing skills is 0.43. The average N-Gain obtained shows that it is in the medium criteria. This shows that in general, the use of MVPB media has a

sufficient influence on improving students' writing skills, although the variation in the level of improvement between individuals is quite diverse.

Learning media according to Levie and Lentz in Nasron et al., 2024, has four main functions, namely attracting students' attention (attention function), arousing students' emotions and attitudes (affective function), facilitating understanding and remembering information (cognitive function), and facilitating students who are weak and slow to receive information (compensatory function). Based on this statement, the use of MVPB media through a series of learning students feel happy during learning with MVPB media, in addition students also try to be able to answer the questions in the media, both practice and evaluation. MVPB media is equipped with a glossary so that it makes it easier for students when they have difficulty with new vocabulary, facilitates understanding, and remembers information.

#### **4. CONCLUSION**

The media developed through four stages: identification or definition, design, development, and dissemination received a "Very Adequate" result based on an assessment by experts including material experts, language experts, media experts, and learning experts. The media was used and tested to measure the improvement of students' writing skills. The indicators used consisted of five, including neatness of writing, word choice, spelling, correct punctuation, and written language creativity. These five indicators showed improvement, especially the written language creativity indicator which experienced a significant increase compared to the other indicators.

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