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## The Impact of Using Virtual Reality on Writing Descriptive Text at Seventh Grade in SMP YPI Darussalam 1 Cerme

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### ABSTRACT

*The purpose of this study is: (1) To determine the impact of Virtual Reality on writing descriptive text in 7th grade at SMP YPI Darussalam 1 Cerme. In this study, researchers used a quantitative method approach with a type of Pre-Experimental research with the design of One Group Pretest Posttest. The result shows a significant difference in the writing of descriptive text between the student taught using Virtual Reality (VR) medium and those taught not using Virtual Reality (VR) medium. By comparing the magnitude of the "t" obtained in observational calculations ( $t_o=5.71$ ) and the size "t" listed in the value table t ( $t_{t.ts. 5\%} = 2.04$  and  $t_{t.ts.1\%} = 2.76$ ). Then it can be known that the  $t_o$  is greater than the  $t_t$ :  $2,04 < 5,71 > 2,76$ . Because the  $t_o$  is bigger than it, then the  $H_o$  filed was rejected, and  $H_a$  was accepted. This suggests that there was an impact on the use of Virtual Reality medium on descriptive text writing of the 7C class at SMP YPI Darussalam 1 Cerme. From the explanation above, implementing Virtual Reality (VR) medium in the teaching and learning process positively affects the students. Because they can study easily and have more fun without any burden, it can be done because fun learning, knowledge, and sharing can be maintained well.*

**Keywords:** Writing, Descriptive Text, Virtual Reality, Teaching Media

### I. INTRODUCTION

One of the most commonly used aspects of language is writing. According to Dorothy E Zemach, Writing is an important form of communication in day-to-day life. It is

especially important in high school and college. Writing is also one of the most difficult skills to master in first and second languages (Zemach & Rumisek, 2016). Writing is an activity that can usefully be prepared me for my work in other listening,

speaking, and reading skills (Maulidah & Aziz, 2020). This preparation can make it possible for words that have been used receptively to come into productive use (Nation, 2008).

For students, being good at writing will bring many benefits for us. Firstly, writing is a good way to help develop their ability to use vocabulary and grammar. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is away to approach modern information technology and human knowledge. (Huy, 2015)

Based on the curriculum of junior high school, which the government recommends, some texts have to be mastered by the students at junior high school. One of the texts is descriptive text. In learning descriptive text, students have difficulties learning it. Students are confused about what to write, although they know the topic the teacher has given. They are confused about writing their idea about the topic. The goal of descriptive text writing is to be able to paint a picture and clearly describe it. Proper word choice must also be highlighted so that the reader fully comprehends the image. In Reality, however, writing a fully workable

English text for the student is difficult. It is natural for a student to make mistakes in their language and writing. This compels teachers or other scholars to investigate the types of student authenticity in language and writing problems.

Students encounter problems while learning to write a descriptive text. Students' ability to write is less excellent in the linguistic aspect, and students' academic ability is less good in reading a text (Muhsin & Aziz, 2021). And students continue to struggle to identify one text from another. Furthermore, students' competence is not overly concerned with syntax, vocabulary, and pronunciation, which impacts their ability to write descriptive texts. Some students have difficulty communicating with others on a psychological level. And students continue to struggle with stringing together paragraphs and distinguishing descriptive writing from others. (Bella, 2022)

Based on the problem above, in learning, media is needed as a tool for students in the teaching and learning process. In this era, the development of technology is very rapid. As a result, a creative teacher must be able to use technology in the learning experience, which also benefits pupils. Teachers in Indonesia should be able to

integrate information technology and communication in the learning process, according to Permendiknas No.16 in 2007. (Permendiknas, 2017)

Student learning activities include sitting, listening to the teacher explain, and imagining more. The advancement of technology will be beneficial in the formal or informal educational world. Thus, the educational world must be more effective and enjoyable. (Syaifuddin, 2017)

Using technology as learning is critical, particularly in English Language Teaching (ELT) (Aziz & Dewi, 2020). It is equally critical for the instructor to choose the media to be used in the classroom. The media should be easy to organize and appealing to students and teachers, and the language used should be authentic. (Wright, 1976)

With the passage of time, several types of technology that can be utilized as a medium in language learning have emerged, one of which is Virtual Reality (VR). Virtual Reality (VR) has grown in popularity even though it is widely assumed to be a variety of industries, including manufacturing, architecture, entertainment, medicine, and education. (Jamil, 2018)

Students can be engaged when studying using Virtual Reality since they engage in learning activities that improve their understanding, analytical ability, and memory. Furthermore, Virtual Reality (VR) improves learners' imagination, critical thinking, and creative potential. As a result, students can benefit from many positive impacts. (Zumbach et al., 2022)

Several individuals are already familiar with today's VR for various applications such as video games and 3D movies via smartphone and tablet. Currently, most educators have yet to recognize that Virtual Reality (VR) can be used as a teaching and learning tool to improve student's learning experiences through the implications of these innovations in the learning process. (Ludlow, 2015)

In this study, the researcher focused on identifying the impact of using Virtual Reality (VR) as a medium to teach the descriptive text. VR is considered appropriate media for learning descriptive text because by using VR, students can observe the object or thing that will be described clearly in the virtual environment. Researchers will use tests as an instrument of study to know the influence of VR use as a descriptive text. Virtual Reality has never been used in the learning process at SMP YPI

Darussalam 1 Cerme. After observing, researchers have determined SMP YPI Darussalam 1 Cerme school as an objective study, at which SMP YPI Darussalam 1 Cerme school meets the research facility. With LCD, projectors, and other facilitators, the materials will be used in 3D or 3600 YouTube videos.

## II. LITERATURE REVIEW

### A. *Definition of Media*

"Media" is derived from Latin, the plural form of the word "Medium," meaning intermediary or introduction. The Association for Education and Communication Technology (AECT) defines media as any form and channel used for information processes. The National Education Association (NEA) defines media as any object that can be manipulated, seen, heard, read, or talked about, along with the instruments used for the activity (Nurseto, 2011a).

According to Daryanto, "Media" is a plural form of the word "Medium," defined as an intermediary or introduction to communication from the sender to the receiver (Aziz & Dewi, 2020). Media is also one of the communication components, namely as a messenger from the communicator to the communicant, so it can

be said that learning media is an intermediary means in the learning process. (Rukayah et al., 2023)

In general, learning media is a tool for the teaching and learning process. Furthermore, learning media can stimulate the student's ideas, feelings, attention, and abilities or skills to assist the learning process. While learning media, according to Briggs, is a tangible medium of conveying content/learning materials such as books, movies, videos, etc. The National Education Association then revealed that learning media is a medium of communication in print and graphically, including hardware technology and learning media's position. (Mabruri et al., 2019)

As a result, lecturers/teachers must incorporate media into the learning process. Thus, through the learning medium, the teaching and learning process can be more effective and efficient, and a good relationship between teachers and learners can be established. Furthermore, media can help students overcome boredom while learning in the classroom. So learning media is one approach for overcoming all kinds of challenges in teaching. Not only does learning media overcome obstacles, but it also provides students with a wide range of

information that is comprehensive (Tafonao, 2018). Some media that can be used as learning aids are:

#### 1. Video

Video is a medium that is also often used as a medium of learning. Video is classified as an audio-visual media that display motion. The message presented can be fact (important events/ events, news), fictitious (such as stories), and informative, educative or instructive. Most movie roles can already be replaced by video, not that video will replace the position of the film completely, but each has its own limitations and advantages (Duschinsky, 2020).

While many systematic literature reviews for the potential of virtual for education, only a few studies of this kind have been found for 360<sup>0</sup> videos. A first scoping review by C. Snelson and Hsu (Snelson & Hsu, 2020), shows a variety of topics for educational experiences provided through 360<sup>0</sup> videos. Overall content areas include business, marine biology, psychology, religious studies, sports, surgical education, teacher education and writing. Regarding the advantages of 360<sup>0</sup> videos for education, the summarised studies' participants reported high levels of interest, engagement, enjoyment or increased learning perceptions.

#### 2. Flash Card

Flash Card is a learning media in the form of a picture card with a size of 25x30 cm. The images can be made by hand or in the form of photos. Or take advantage of images/photos that have been printed and affixed to flash card sheets. The images on the flash card are a series of messages presented with the range of each image listed on the back. The use of flash card media is only suitable for small groups of students or no more than 30 students. The advantages of flash cards are that they are easy to carry, practical, easy to remember and fun (Nurseto, 2011b).

#### 3. Radio

Radio is a visual medium in the form of objects or tools used to facilitate the process of teaching and learning and application using the sense of hearing. The function of radio as a learning medium with a voice can provide information contained in it (Miftah et al., 2020).

#### 4. Audio Recording

Recording made on magnetic tape, discs, motion picture and soundtrack. These are reproductions of actual events or soundtracks.

## 5. Picture

The picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.

## 6. Television

This category includes all types of audio-video electronic distribution systems, eventually appearing as television monitors.

### ***B. Function of media in the Teaching-Learning Process***

Using relevant material in class can help improve the learning process. Learning media assists teachers in criticizing concepts or ideas as well as motivating participants in active learning. The media can serve as a gateway to critical thinking and action for kids. It is possible to use media to assist teachers and students in fulfilling their obligation to acquire basic competency that has been established.

To use learning media effectively, teachers must first understand their students' learning needs and the challenges they confront with the topic to be taught. As a result, media must be created based on pupils' relevance, basic competency, substance and characteristics. Teachers can act as the creators of suitable, efficient, and enjoyable media for pupils. However, while using them in class, it is important to underline that they

should be the medium of study (Anjarani et al., 2020).

### ***C. Definition of Virtual Reality***

Virtual Reality, commonly called VR, is a computer technology that creates immersive simulations that allow users to interact and feel they are in a real event and environment. Devices designed with a specific purpose in this technology are required by Virtual Reality. So that Virtual Reality can provide people who feel this virtual world feels real and confident. Some of the devices used by Virtual Reality include: Force balls/tracking balls, Controller wands, Voice recognition, Headsets, Joysticks/gamepads, Data gloves, Treadmills, Motion trackers/ bodysuits.

When it is in the virtual world, the user seems to drift and merge in his world and feel able to interact with the objects that are there. Telepresence is the experience of a person's existence in the environment through media. (Thuan, 2019) Over time, the use of virtual Reality has also attracted many people. Using VR is very easy. VR users only need a mobile phone to enable it, coupled with a VR headset so that the sound sounds real and the user feels the real thing.

**D. Type of Virtual Reality and Hardware**

There are different types of VR systems with different uses of technological devices and functions, as explained below:

1. *Immersion Systems (Fully-immersive)*

This VR Immersion system requires users as VR users. To do so, the user needs a data glove and HMD that tracks the movements of the user's head to change the view. This type of VR system is related to audio and visual, so VR users can explore and experience immersive experiences as real as they look. This type of technology can be expensive and has several activities, including the exchange rate of determining images, loads and environmental problems regarding simulators. (Alqahtani et al., 2017a)

2. *Non-Immersive System*

Non-immersive systems are often called virtual desktop reality or similar to those without input devices. Based on the display screen, this is a view of a virtual world without a device like HMD. And sometimes also called Window on World (WoW) Non-immersive systems are often called virtual desktops. The public often uses this VR system with a desktop consisting only of a standard condenser monitor to display the virtual world. However, this system has a low presence level but can achieve graphics that

satisfy quality, user comfort and cost less. (Alqahtani et al., 2017a)

3. *Semi-Immersive system*

The third type of VR is semi-immersive or can also be called a hybrid that uses a VR development desktop and also includes enhancements such as data gloves. This type of VR has a high immersion level and uses a physical model. This semi-immersive displayed virtual environment is organized with a real atmosphere and is recognized by the environment. The user controls this type of system, such as a mouse, keyboard, interaction style, glasses and joystick. It allows users to interact by using their hands, wearing glasses or datagloves. (Alqahtani et al., 2017b)

Table 1 Shows The Difference Between The 3 Types Of Virtual Reality

	Fully immersive	Semi-Immersive	Non-immersive
Resolution	High	High	Medium-low
Sense of emersion	Low-non	Medium-high	Low
Interaction	Low	Medium	High
Price	Lowest cost	Relatively Expensive	Very Expensive

**E. Basic Operation of Virtual Reality**

The basic operation of the Virtual Reality (VR) as medium in learning. The first stage from the use of Virtual Reality is the

user run VR video player on smartphone, either from Apps or videos. If from an application then users can download from the play store or Appstore. If VR user uses a video, then a user must use 360°. Then the place the smartphone against in VR glasses. Users can see virtual environments and interact, as it were, with objects found within VR glasses. Either information or knowledge can be conveyed by VR users to audience or voice as well general information such as that of a historical place with narrative text or another text.

#### ***F. Definition of Writing***

Writing is a complex cognitive activity of the author being forced to show control variables simultaneously. Strong writing skills can increase the likelihood of successful students. Writing is also an important factor in language. Good writing skills are also needed for students to meet their educational and job requirements. (Durga & Rao, 2018) Therefore, someone who writes definitely needs skill, perseverance and also knowledge. It is through writing that one can know the thoughts of others other than to speak. Good writer will result in good writing, and vice versa (Aziz et al., 2022).

### **III. METHOD**

It employs a quantitative approach to experimental research. Experimental

research is structured, logical, and accurate in controlling the situation (Lokesh, 1984). The research uses a type *pre-experimental* design, with a type *one group pretest posttest*. Using only one group is an experimental group without a control group (Sugiyono, 2018). Before the subject is given treatment first, it provides an initial motivational questioner *pretest* form (O<sub>1</sub>) Then do the treatment (X) And after that it gives final motivation that is *posttest* (O<sub>2</sub>).

#### ***1. Data Presentation***

The study was conducted at SMP YPI Darussalam 1 Cerme. This research is a *pre-experimental design* with a type *one group pretest posttest*. The data of this study consist of initial test and final test of descriptive text writing by using Virtual Reality (VR) medium. So that, researchers can address problems that have been formulated into problems by analyzing the data.

The population in this study is 7<sup>th</sup> grade student by the amount 75 students. So the researchers collected a sample of the 7C by the amount 30 students. The data used in this study is quantitative data. Data retrieval is done by test method. Testing methods are used to identify the impact of using Virtual Reality (VR) medium on descriptive text writing using either *pretest* or *posttest*, in this case the cognitive test being used instrument question form as many as 5 question items



taken before the application of the Virtual Reality treatment (*pretest*) and after the application of the Virtual Reality medium treatment (*posttest*). This pretest data was given to students before the application of learning and post- test data was provided after the study in 7C class, there are the 30 students in 7C Class.

## 2. Research Data Before Treatment (*pretest*)

Research data on the use of Virtual Reality (VR) medium, before a treatment is called *pretest*. These assessments are intended to determine the state of the beginning of the object or ability before the application of Virtual Reality (VR) medium.

The result of *Pretest* data on English Lesson in Descriptive Text Writing before doing treatment of Virtual Reality Medium, that higher value is 90 and lowest value is 30, and for the recapitulation of the details value in the impact of using Virtual Reality (VR) medium test answer on the writing descriptive text at SMP YPI Darussalam 1 Cerme will be presented.

## 3. Research Data After Treatment (*posttest*)

Descriptive text data using Virtual Reality (VR) medium. Researchers gave a tests of 5 items with instrument question to 7C student. This test comes after treatment (VR) medium, which is aimed at knowing the

impact of the use of Virtual Reality medium on descriptive text writing.

The result of *Posttest* data on English Lesson in Descriptive Text Writing after doing treatment of Virtual Reality Medium, that higher value is 90 and lowest value is 65, and for the recapitulation of the details value in the impact of using Virtual Reality (VR) medium test answer on the writing descriptive text at SMP YPI Darussalam 1 Cerme will be presented. For now about already obtained the results from *pretest* and *posttest*. The overall number of *pretest* scores is 1370 with an average of 45,66. The total number of *posttest* scores is 2250 by an average of 75, so the difference between *pretest* and *posttest* average is 29,34.

## 4. Data Analysis

To determine whether there is any effect to the use of Virtual Reality (VR) medium on descriptive text writing of the 7C class at SMP YPI Darussalam 1 Cerme, thus analyzing the data of researchers uses the *t-test* formula. To know overall calculating for get a "t" in testing  $H_0$  about differences before treatment and after treatment with  $X = 1370$  and  $Y = 2250$  with  $\Sigma D = -880$  and  $\Sigma D^2 = 2890$ . look for the price of the "t" critiques on the value table "t." By holding on to that  $df/db$  has been acquired, good on Significance level 5% or significance level 1%. With the  $df$  of 29 we

accelerate with the "t" value table, either at significance level 1% or at 5% significance level. The price of *t critiques* or table with db is 29 on a 5% of  $t_{table}$  significance, at 2.04, while a significance level 1% gained by 2.76.

By comparing the magnitude of the "t" obtained in observational calculations ( $t_o = 5.71$ ) and the size "t" listed in the value table ( $t_{t.ts, 5\%} = 2.04$  and  $t_{t.ts, 1\%} = 2.76$ ). Then it can be known that the  $t_o$  is greater than the  $t_t$ :  $2,04 < 5,71 > 2,76$ . Because the  $t_o$  is bigger than  $t_t$ , then the  $H_o$  filed were rejected, and  $H_a$  is accepted. This suggests that there was an impact on the use of Virtual Reality medium on a descriptive text writing of the 7C class at SMP YPI Darussalam 1 Cerme.

#### IV. RESULT

##### *Analysis of Prerequisites Testing*

Before doing hypotheses testing, Prior to testing assessments or analysis requirements were performed that included normality tests. Normal test testing is used to determine whether or not data distribution is obtained.

##### *Normality Testing*

Normality testing uses *Kolmogorov-Smirnov*. *Kolmogorov-Smirnov* test was used many times, especially after the presence of many statistic programs that were circulated. The *Kolmogorov-Smirnov* test also had an

advantage and did not create a difference between perception one observer and another.

Table 2 The Result Of Calculate Normality Testing

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual	
N		30	
Normal Parameters <sup>a,b</sup>	Mean	,0000000	
	Std. Deviation	4,88439946	
Most Extreme Differences	Absolute	,133	
	Positive	,110	
	Negative	-,133	
Test Statistic		,133	
Asymp. Sig. (2-tailed) <sup>c</sup>		,184	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	,187	
	99% Confidence Interval	Lower Bound	,177
		Upper Bound	,197

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The variables had ( $0.184 > 0.05$ ) significance value in Kolmogorov-Smirnov test column. This based on the Kolmogorov-Smirnov normality test, the data was distributed normally.

##### *Hypotheses Testing*

Based on the research's formula and sound purpose of the study to know if there is or not the impact of the use of Virtual Reality (VR) medium on descriptive text writing at 7C in SMP YPI Darussalam 1 Cerme. With the df of 29 we accelerate with the "t" value table, either at 1% significance or at 5% significance. The critiques price of *t* or table with df of 29/ on  $t_{table}$  5% significance

table, was obtained by 2,04, whereas a degree of 1% significance gained by 2,76.

By comparing the magnitude of the "t" obtained in observational calculations ( $t_o = 5,71$ ) and the size "t" listed in the value *table t* ( $t_{t.ts. 5\%} = 2,04$  and  $t_{t.ts. 1\%} = 2,76$ ). Then it can be known that the larger  $t_o$  Than  $t_t$  that is  $2,04 < 5,71 > 2,76$ . Because the  $t_o$  is bigger than  $t_t$ , then the  $H_o$  filed were rejected, and  $H_a$  is accepted. Based on the presentation above, it could be concluded that there is an impact in the use of Virtual Reality (VR) medium on the descriptive text writing of the 7C class at SMP YPI Darussalam I Cerme

## V. DISCUSSION

### *The impact of using Virtual Reality as a media on writing descriptive text at seventh grade in SMP YPI Darussalam I Cerme*

Based on the research show that pretest total is 1370 and average 45,66. So, post test total is 2250 and average 75. So the difference between *pretest* and *posttest* average is 29,34. From the data analysis obtained from the *pretest-posttest* test using the *t-test* formula, the result is 5,13. With the df of 29 we accelerate with the "t" value table, either at 1% significance or at 5% significance. The critiques price of t or table with df of 29/ on *ttable 5% significance table*, was obtained by

2,04, whereas a degree of 1% significance gained by 2,76.

By comparing the magnitude of the "t" obtained in observational calculations ( $t_o = 5,71$ ) and the size "t" listed in the value *table t* ( $t_{t.ts. 5\%} = 2,04$  and  $t_{t.ts. 1\%} = 2,76$ ). Then it can be known that the larger  $t_o$  Than  $t_t$  that is  $2,04 < 5,71 > 2,76$ . Because the  $t_o$  is bigger than  $t_t$ , then the  $H_o$  filed were rejected, and  $H_a$  is accepted.

Based on the presentation above, it could be concluded that there is an impact in the use of Virtual Reality (VR) medium on the descriptive text writing of the 7C class at SMP YPI Darussalam I Cerme. Writing is one of language abilities that as process to express idea feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is central to our personal experience and social identities and we are often evaluated by the control of it. Writing is used as an aide- memoire or practice tool to help students practice and work with language they have been studying (Hyland, 2021).

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive

text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great detail. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like (Siburian, 2013).

Virtual Reality (VR) is a computer technology that allows users to experience the illusion of being immersed in a virtual environment that does not actually exist. It is a computer simulation of a real-world situation in which a human subject can interact with the virtual environment. Occasionally, non-traditional interfaces such as glasses and helmets are used to depict the scene and replicate the sound (Achille et al., 2016).

Students can be engaged when studying by using Virtual Reality since they engage in learning activities that improve

their understanding, analytical ability, and memory. Furthermore, Virtual Reality (VR) is thought to improve learners' imagination, critical thinking, and creative potential. As a result, students can benefit from a wide range of positive impacts (Sonjaya & Fadlurahman, 2019).

The study by Prita Dellia and Ahmad Jami'ul Amil, this study shows that How to Development Of Virtual Reality Media About Shipping and Marine Warfare Strategies in Jokotole Folklore on Indonesian Lesson at State Junior High School 1 Pasean Pamekasan. This research is research on the development of language learning media, literature, and teaching based on Virtual Reality for writing skills with the aim of facilitating the process of learning literature and transfer of local knowledge about ships and marine warfare strategies with care, understanding of Jokotole stories and facing problems encountered by utilizing local knowledge.

The results of the study were found, The process of learning literature using VR makes students more excited, and makes it easier for them to write in relation to extracting ideas, because the media is very attractive. In addition, VR media can be used as the main alternative in learning literature sub-main rewed the content of folklore.

The next researcher is Resi Kartika Dewi. Utilization of 3Dimensional Media Based on Virtual Reality to Increase Interest and Learning Outcomes of IPA Subjects of Class V Elementary School Students. The changing era 4.0 and demands of students want interesting and innovative and more concrete learning leads to 3D media based on Virtual Reality. Many researchers discuss the use of 3D media but not yet based on Virtual Reality. Meanwhile, so far the use of Virtual Reality media in learning is only used by mathematics. Therefore, because of the importance of more concrete and innovative learning encourages researchers to develop 3D learning media based on Virtual Reality on the content of IPA lessons, especially water cycle process materials. The use of 3D media based on Virtual Reality is needed based on the consideration that learning using real or concrete media will increase the power of students' interest in learning, because it will improve students to understand the material taught. Researchers show that the use of 3D media in education is very beneficial in increasing students' interest and learning outcomes.

Based on the research, it shows that Virtual Reality media not only increases understanding, but also increases student motivation. Students can have more in-depth

experiences, while learning 3D models that can enhance their experience. Virtual Reality also gives students to freely interact with virtual objects. As a result, students are able to investigate, experiment, and make students to improve the imagination of learning and critical thinking.

## VI. CONCLUSION

Based on the result of the research was carried out, it could be concluded that was found by an effectiveness of using VR as a medium for learning descriptive text on 7th grade in SMP YPI Darussalam 1 Cerme, the researcher concludes that the student writing ability of descriptive text before doing treatment was shown by the pretest score which was total 1370 and average 45,66. The student writing ability of descriptive text after doing treatment by using Virtual Reality medium were higher the result of pretest. It was shown by the posttest score which was total 2250 and average 75. There was significant differences of score between pretest and posttest with the df of 29 we accelerate with the "t" value table, either at 1% significance or at 5% significance. The critiques price of t or table with df of 29/ on ttable 5% significance table, was obtained by 2,04, whereas a degree of 1% significance gained by 2,76. Because the  $t_0$  is bigger than  $t_t$ , then the  $H_0$  filed were rejected, and  $H_a$  is

accepted. Based on the presentation above, it could be concluded that there is an impact in the use of Virtual Reality (VR) medium on the descriptive text writing of the 7C class at SMP YPI Darussalam 1 Cerme.

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