

Enhancing Vocational High School Students' Fieldwork Practical Report Writing Through Project-Based Learning with Audiovisual Media

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ABSTRACT

This study examines the effectiveness of the Project-Based Learning (PjBL) model supported by audiovisual media in improving vocational high school students' fieldwork practical (PKL) report writing skills. It also explores the role of students' reading interest in mediating these outcomes. A quasi-experimental design with a pre-test–post-test control group was employed. The study involved 79 11th-grade students from SMK Negeri 7 Batam, divided into an experimental group (n=40) taught using PjBL with audiovisual media, and a control group (n=39) taught using conventional visual media. Data were collected through a PKL report writing test and a reading interest questionnaire. Statistical analyses included the Lilliefors test for normality, F-test for homogeneity, and two-way ANOVA to test hypotheses. The experimental group outperformed the control group, achieving a higher mean score (84.700 vs. 70.154). Data were confirmed to be normally distributed and homogeneous. Hypothesis testing showed that the PjBL model with audiovisual media significantly improved PKL report writing skills across both high and low reading interest groups ($p < 0.05$). Additionally, a significant interaction effect was found between the learning model and reading interest ($F = 4.899$, $p < 0.05$). The findings support the integration of PjBL with audiovisual media as an effective instructional strategy for enhancing report writing skills, particularly in vocational education. It also highlights the importance of considering students' reading interest to optimize learning outcomes.

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1. INTRODUCTION

Writing is a fundamental skill in language education and a critical academic competency, particularly for students in vocational high schools (*Sekolah Menengah Kejuruan* or SMK) who are preparing to enter the workforce. One of the key writing tasks in the SMK curriculum is the

preparation of a *Praktik Kerja Lapangan* (PKL) report, which serves as a formal record of students' fieldwork experiences. These reports are not only required for graduation but also function as professional documents that reflect students' ability to communicate their practical experience in a structured, coherent, and accurate manner (Dewi, 2021; Husda, 2019).

In cities like Batam—a growing industrial hub—well-written PKL reports can enhance students' employment prospects by serving as evidence of professionalism and technical communication skills. However, the quality of students' reports often falls short of expectations. Many students experience significant difficulties in developing and organizing ideas, applying standard Indonesian spelling, and adhering to report writing conventions (Agustin, 2020; Gidion & Ulya, 2025; Ulya, 2024). These issues point to a persistent gap between theoretical instruction and students' practical writing abilities.

Several studies have noted that the recurring linguistic errors in student reports—especially in spelling, punctuation, and structure—reflect deeper instructional shortcomings (Febriana, Supriadi, & Setiawan, 2023; Afnita, 2022). Teachers may deliver writing instruction in a formulaic or overly rigid manner, without adequately addressing individual student needs, especially those related to motivation and engagement. As a result, students often submit reports that are fragmented, inconsistent, or difficult to follow.

The challenge is further compounded by low levels of reading interest among students, which has been shown to influence writing performance. Reading and writing are interrelated skills; when students engage more deeply with texts, they internalize vocabulary, sentence structure, and discourse organization that can later be transferred into their writing (Efrianto, Afnita, & Ulya, 2024; Gani & Ulya, 2022). Conversely, students with low reading motivation often struggle to write effectively, lacking the input necessary to model their written expression.

Writing is also a cognitive process involving planning, drafting, revising, and editing (Clark & Mayer, 2016). In this context, the ability to write an internship or job application letter, and by extension, a PKL report, requires both linguistic accuracy and a deep understanding of textual structure. However, many students fail to meet these demands due to the lack of engaging and contextually relevant instruction (Putri & Atmazaki, 2023). Teaching methods that rely on outdated models or static materials have proven insufficient to support students in developing their writing competence.

To address these challenges, there is an urgent need for instructional models that not only build writing skills but also increase student motivation. One promising approach is Project-Based Learning (PjBL), which emphasizes student-centered, experiential learning through the completion of real-world tasks. When applied to writing instruction, PjBL allows students to actively construct their knowledge and apply it in meaningful contexts—such as writing PKL reports that reflect their actual internship experiences (Ferdiansyah, Rizal, & Ulya, 2023).

Moreover, the integration of audiovisual media into PjBL can enhance the effectiveness of instruction by providing multimodal inputs. According to Mayer's Cognitive Theory of Multimedia Learning, combining visual and auditory information helps students process and retain complex content more effectively (Mayer, 2009). Audiovisual resources—such as video tutorials, infographics, and animated guides—can make abstract writing concepts more accessible, especially for students who struggle with conventional text-based instruction (Riyanto, Subekti, & Nurmalasari, 2022).

Despite the theoretical promise of PjBL and audiovisual integration, few empirical studies have examined their combined impact on vocational students' report writing abilities, particularly in the Indonesian context. Most research has focused either on general writing instruction or on the development of specific language features without connecting them to broader pedagogical innovations. Furthermore, there is a lack of studies exploring how students' reading interest interacts

with instructional models to influence writing outcomes (Islami & Ulya, 2025; Ningsi & Ulya, 2025). This gap is critical, given that reading interest is a known moderating factor that affects students' engagement and achievement in language learning (Pitri, Marni, & Mana, 2024).

Students with high reading interest tend to exhibit more cognitive engagement in writing tasks, while those with low interest may require more structured, multimodal support to succeed. Therefore, it is essential to examine not only the overall effectiveness of PjBL with audiovisual media but also how it differentially affects students with varying levels of intrinsic motivation, particularly in relation to reading.

Another relevant aspect is the persistent issue of spelling and language accuracy in student writing. Studies have shown that errors in spelling and punctuation are among the most frequent and persistent problems in student PKL reports (Febriana et al., 2023). According to Pranowo (2019), linguistic errors should not be viewed solely as failures but as opportunities for feedback and learning. However, for corrective feedback to be effective, instruction must first create an environment where students are actively involved in the writing process and supported by adequate scaffolding, such as media-based exemplars and models.

The Indonesian Enhanced Spelling System (*Ejaan Bahasa Indonesia yang Disempurnakan*, or EYD) serves as the formal reference for spelling and punctuation conventions in PKL reports. Yet, adherence to EYD remains inconsistent among students due to limited exposure, unclear instruction, and a lack of corrective mechanisms in the classroom (Ulya & Jaya, 2015; Ulya et al., 2017). Thus, a pedagogical model that facilitates mastery of spelling and mechanics through active engagement and multimedia support could offer a sustainable solution to this issue.

In light of these challenges, this study seeks to investigate the effectiveness of a Project-Based Learning model supported by audiovisual media in enhancing students' PKL report writing skills. It also aims to examine whether reading interest moderates the effectiveness of this instructional model. The study is conducted among 11th-grade students at SMK Negeri 7 Batam—a vocational school located in a major industrial region—making the findings directly applicable to broader efforts to strengthen workforce readiness in Indonesia.

This research contributes to the field by addressing a clear gap in the literature regarding the intersection of project-based instruction, multimedia integration, and reading motivation in vocational writing contexts. It is expected that the results will offer practical insights for educators, curriculum designers, and policymakers seeking to implement evidence-based strategies to improve students' writing proficiency and overall literacy development in SMK settings.

2. METHODS

2.1 Research Design

This study employed a quasi-experimental research design, specifically a Pre-test Post-test Control Group Design. This design was chosen due to the practical constraints of a school setting, which prevented the random assignment of individual students. Instead, intact classes were used as the experimental and control groups. The purpose of this design was to investigate the effectiveness of a specific instructional treatment on students' fieldwork practical report writing skills. Ethical approval for the study was obtained from the school's administration, and informed consent was secured from all participating students and their parents/guardians.

2.2 Population and Sample

The population of this study was all 263 11th-grade students at SMK Negeri 7 Batam. The sample consisted of 79 students selected from two intact classes. One class, with 40 students, was designated as the experimental group, which received the instructional treatment. The other class, with 39 students, served as the control group, receiving conventional instruction. The use of a pre-test helped to establish baseline equivalency between the two groups.

2.3 Instruments

Data were collected using two main instruments: a reading interest questionnaire and a fieldwork practical report writing skills test. The questionnaire was a self-report instrument designed to measure students' interest in reading. To ensure its quality, the questionnaire underwent validation by three expert reviewers (a linguist, an educational technology expert, and a subject matter expert) and was subsequently pilot-tested on a group of students not included in the main study. The reliability of the questionnaire was confirmed using a statistical analysis, yielding a Cronbach's Alpha coefficient of 0.87, indicating high internal consistency.

The fieldwork practical report writing test was the primary instrument for assessing student skills. The test required students to write a full report based on a provided scenario. The assessment was conducted using a detailed analytic rubric with criteria focused on four key areas: (a) content and substance: the clarity, accuracy, and depth of the information presented; (b) organization: the logical flow of ideas, use of transitions, and overall structure of the report; (c) language use: the correctness of grammar, syntax, and vocabulary; and (d) mechanics: the accuracy of spelling, punctuation, and formatting. The rubric was also subjected to expert validation to ensure its alignment with learning objectives and was proven reliable through an inter-rater reliability test (Kappa coefficient = 0.85) to minimize scoring subjectivity.

2.4 Data Collection

The research began with the administration of the pre-test to both groups to assess their initial writing skills. This was followed by the distribution of the reading interest questionnaire. The instructional treatment was then delivered to the experimental group, while the control group continued with their regular instruction. After the intervention period, a post-test was administered to both groups to measure the change in their writing skills.

2.5 Data Analysis

Data analysis was conducted to test the following hypotheses:

1. The mean score of the experimental group's post-test will be significantly higher than its pre-test mean score.
2. There will be a significant positive correlation between students' reading interest and their fieldwork practical report writing skills.
3. The instructional treatment will have a significant interaction effect on students' reading interest in their writing skills.

All collected data were processed using the SPSS statistical software. Before hypothesis testing, data normality was verified using the Lilliefors test, and homogeneity of variance was assessed with Bartlett's test. A two-way ANOVA (F-test) was used to test the hypotheses and determine the effects of the treatment and reading interest on writing skills. To provide a comprehensive understanding of the practical significance of the findings, effect sizes (partial eta-squared)

2.5 Bias Control

Several measures were taken to minimize potential bias in the study. The fieldwork practical report writing tests were scored by a blind rater who was unaware of whether the reports belonged to the experimental or control group. This step ensured that the scoring was impartial and not influenced by the rater's knowledge of the study's design. Additionally, the pre-test results were used as a covariate in the statistical analysis to control for any pre-existing differences in writing skills between the two groups, thereby increasing the internal validity of the findings.

3. FINDINGS AND DISCUSSION

3.1 Analysis of Fieldwork Practical Report Writing Skills

The following table presents the descriptive statistics (mean, standard deviation, and variance) for the fieldwork practical (PKL) report writing skills scores of 11th-grade students at SMK Negeri 7 Batam.

Table 1. Recapitulation of Fieldwork Practical Report Writing Skills Scores of 11th-Grade Students at SMK Negeri 7 Batam

| Analysis Results | Experimental Group | Control Group |
|--------------------|--------------------|---------------|
| Mean | 84.700 | 70.154 |
| Standard Deviation | 6.052 | 7.517 |
| Variance | 36.626 | 56.502 |
| Maximum Value | 95.00 | 85.00 |
| Minimum Value | 72.00 | 60.00 |

The table presents a statistical summary of the fieldwork practical (PKL) report writing skills for both the Experimental Group and the Control Group. The Experimental Group achieved a mean score of 84.700, indicating a higher average performance compared to the Control Group, which had a mean score of 70.154. The Standard Deviation for the Experimental Group was 6.052, while the Control Group showed a wider spread with a standard deviation of 7.517. Correspondingly, the Variance was 36.626 for the Experimental Group and 56.502 for the Control Group. These figures suggest that the scores in the Experimental Group were more clustered around their mean, indicating greater consistency in performance, whereas the Control Group's scores were more dispersed. Looking at the range of scores, the Maximum Value in the Experimental Group was 95.00, higher than the Control Group's maximum of 85.00. Similarly, the minimum value for the experimental group was 72.00, which was also higher than the control group's minimum of 60.00. This further underscores the overall better performance and higher baseline scores in the Experimental Group.

Before conducting hypothesis testing, prerequisite analyses were performed: normality of data distribution and homogeneity of variance. Normality testing was conducted to determine if the frequency distribution of scores was normally distributed. The Lilliefors test was used for normality testing, with the criterion being that if $L_0 < L_t$, the data are normally distributed. Conversely, if $L_0 > L_t$, the data are not normally distributed. The testing was performed at a significance level of 5% (0.05).

Table 2. Recapitulation of Data Distribution Normality Test Results

| Group | Sample | L ₀ | L _t | Category |
|-----------|--------|----------------|----------------|----------|
| Experimen | 40 | 0.1302 | 0.1386 | Normal |
| Control | 39 | 0.1371 | 0.1402 | Normal |

Homogeneity of variance across groups was tested to ensure that any differences observed in the t-test truly originated from inter-group variations, rather than intra-group differences. In this study, homogeneity of variance was tested using the F-test. The testing criterion states that if F calculated < F_{table}, the samples are considered homogeneous. The testing was performed at a significance level of 0.05.

Table 3. Test of Homogeneity of Variances

| Levene Statistic | Experimen | Control | Sig. | Category |
|------------------|-----------|---------|-------|----------|
| 2.276 | 1 | 77 | 0.135 | Homogen |

Based on Table 3, the significance value is 0.135, which is greater than the significance level of 0.05. Thus, it can be concluded that the PKL report writing skills data for students in both the experimental and control classes are homogeneous.

Hypothesis 1:

| | | Independent Samples Test | | | | | | | | | |
|-----------|-----------------------------|---|------|------------------------------|--------|--------------------------|-------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Significance One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | Lower | Upper |
| Nilai Tes | Equal variances assumed | 2.276 | .135 | 9.486 | 77 | <.001 | <.001 | 14.546 | 1.533 | 11.493 | 17.600 |
| | Equal variances not assumed | | | 9.460 | 72.856 | <.001 | <.001 | 14.546 | 1.538 | 11.481 | 17.611 |

Figure 1. The result of the independent sample test 1

Based on the table, the significance value is <0.001 and Tcount(9.486), which is less than the significance level of 0.05. Therefore, it can be concluded that there is a significant difference in PKL report writing skills between students taught with the Project-Based Learning (PjBL) model supported by audiovisual media in the experimental class and those taught with the visual media in the control class, with the experimental group performing better.

Hypothesis 2:

| | | Independent Samples Test | | | | | | | | | |
|-----------------------------|-----------------------------|---|------|------------------------------|--------|--------------|-------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | One-Sided p | Two-Sided p | | | Lower | Upper |
| Nilai Tes Minat Baca Tinggi | Equal variances assumed | 2.096 | .163 | 7.228 | 20 | <.001 | <.001 | 17.455 | 2.415 | 12.417 | 22.492 |
| | Equal variances not assumed | | | 7.228 | 19.095 | <.001 | <.001 | 17.455 | 2.415 | 12.402 | 22.507 |

Figure 2. The result of the independent sample test 2

Based on the table, the significance value is <0.001 and Tcount(7.228), which is less than the significance level of 0.05. Thus, it can be concluded that there is a significant difference in PKL report writing skills for students with high reading interest taught with the PjBL model supported by audiovisual media in the experimental class, compared to those with high reading interest taught with the visual media in the control class, with the experimental group showing better results.

Hypothesis 3:

| | | Independent Samples Test | | | | | | | | | |
|-----------------------------|-----------------------------|---|------|------------------------------|--------|--------------|-------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | One-Sided p | Two-Sided p | | | Lower | Upper |
| Nilai tes Minat Baca Rendah | Equal variances assumed | 3.346 | .082 | 2.330 | 20 | .015 | .030 | 8.091 | 3.473 | .846 | 15.336 |
| | Equal variances not assumed | | | 2.330 | 16.856 | .016 | .033 | 8.091 | 3.473 | .758 | 15.423 |

Figure 3. The result of the independent sample test 3

Based on the table, the significance value is <0.015 and Tcount (2.330), which is less than the significance level of 0.05. Therefore, it can be concluded that there is a significant difference in PKL report writing skills for students with low reading interest taught with the PjBL model supported by audiovisual media in the experimental class, compared to those with low reading interest taught with the visual media in the control class, with the experimental group demonstrating superior performance.

Hypothesis 4:

Table 3. Two-Way ANOVA Results

| Varian Resources | JK | Db | RJK | Fvalue | Ftable |
|------------------|-----------|----|-----------|--------------------------------|--------|
| A | 1794.5682 | 1 | 1794.5682 | 36.4682 | 4.08 |
| B | 5.1136 | 1 | 5.1136 | 0.1039 | 4.08 |
| Interaction (AB) | 241.1136 | 1 | 241.1136 | 4.8998 | 4.08 |
| Galat (G) | 1968.3636 | 40 | 49.2091 | | |
| Total | 4009.1591 | 43 | | There is an interaction | |

Based on the results of the two-way ANOVA (Anova two-way) for hypothesis 4, with a significance level (α) of 0.05 and a numerator degrees of freedom (df_{AB}) of 1, the calculated $F_v(4.899)$ and $F_t(4.08)$. Since $F_{calculated} > F_{table}$, it is proven that there is a significant interaction effect between the use of the Project-Based Learning model supported by audiovisual media and reading interest on the PKL report writing skills of 11th-grade students at SMK Negeri 7 Batam.

Discussion

The Overall Impact of Project-Based Learning with Audiovisual Media

The findings from the first hypothesis test demonstrated a significant positive impact of the Project-Based Learning (PjBL) model, supported by audiovisual media, on students' fieldwork practical (PKL) report writing skills. Students in the experimental group, regardless of their initial reading interest, achieved higher average scores than those in the control group. This outcome suggests that the PjBL model is a robust pedagogical tool for improving complex writing tasks. The effectiveness of this approach can be understood through the lens of John Dewey's Experiential Learning Theory, which posits that students learn best by doing and reflecting on their experiences. By engaging students in a project that mirrors a real-world task—writing a PKL report—the model bridges the gap between theoretical knowledge and practical application, a crucial aspect of vocational education (Ferdiansyah, Rizal, & Ulya, 2023; Durrari and Kamal, 2020; Afnita, 2022; Dewi, 2021).

Furthermore, the integration of audiovisual media into the PjBL model is a key factor in its success. According to Richard Mayer's Cognitive Theory of Multimedia Learning, using both visual and auditory channels to present information can reduce cognitive load and enhance information processing and retention (Rakafaeri et al., 2020; Ningsi & Ulya, 2025; Pitri et al., 2024; Clark & Mayer, 2016; DeWitt & Storksdieck, 2019). The tutorials provided via audiovisual media likely offered a clear, step-by-step guide that was easy for students to follow, thereby improving their understanding of the complex structure and content required for PKL reports. This aligns with research by Riyanto et al. (2022) and Alfiati (2020), which highlights the positive influence of video tutorials on writing skills.

Impact on Students with High Reading Interest

The results of the second hypothesis test indicate that students with high reading interest benefited significantly from the PjBL model with audiovisual media. This finding is consistent with Carol Dweck's Growth Mindset theory, which suggests that individuals who believe their abilities can be developed are more likely to embrace challenges and persist through difficulties. For students who were already intrinsically motivated to read, the PjBL model served as a stimulating environment that maintained and deepened their motivation. The project-based approach, with its freedom for exploration and creativity, allowed these students to fully engage with the material and apply their high interest in reading to their writing tasks (Islami & Ulya, 2025; Ningsi & Ulya, 2025; Pranowo, 2019; Febriana et al., 2023; Gani & Ulya, 2022; Husda, 2019). The experimental group's higher scores suggest that the intervention provided the necessary stimulation and challenge to sustain their engagement, unlike the conventional visual media in the control group which failed to adequately support their existing motivation.

Impact on Students with Low Reading Interest

The third hypothesis test revealed that the PjBL model with audiovisual media was also effective for students with low reading interest. This outcome underscores the model's ability to act as an external catalyst for motivation. The project-based approach provides a hands-on, problem-centered learning experience that is often more engaging than traditional methods (Agustin, 2020). For

students who might not be drawn to the act of reading, the project itself—the tangible goal of creating a report—becomes the primary motivator. This process aligns with the principles of social constructivism, as proposed by Lev Vygotsky, where learning is a social activity. The collaborative nature of the project and the direct guidance provided by the teacher within the zone of proximal development (ZPD) helped these students overcome their initial lack of interest and develop their writing skills, as seen in the work of Boeriswati et al. (2021) and Efrianto et al. (2024).

Interaction Between the PjBL Model and Reading Interest

The significant interaction between the PjBL model and students' reading interest highlights a synergistic relationship, underscoring the importance of aligning instructional design with learner characteristics. While the Project-Based Learning model is independently effective, its impact is notably amplified when paired with students' intrinsic motivation, such as a strong interest in reading. This finding reinforces the idea that instructional models do not function in isolation but are shaped by the attributes of the learners themselves. A well-structured PjBL approach—characterized by varied tasks and learner-centered activities (Ningsi & Ulya, 2025)—can sustain and enhance student engagement. At the same time, students with high reading interest are more likely to capitalize on the rich, contextual learning experiences provided by the model. This reciprocal dynamic creates an optimal environment for developing complex competencies, including PKL report writing.

Critical Reflection and Limitations

Although this study confirms the effectiveness of the Project-Based Learning (PjBL) model supported by audiovisual media, several contextual limitations and potential biases warrant consideration. One possible influence is the novelty effect, wherein students' performance may temporarily improve due to the introduction of an unfamiliar and more engaging learning method, rather than the instructional model itself. Additionally, despite employing a blind rater to minimize scoring bias, the teacher's enthusiasm or skill in delivering the new approach may have contributed to improved outcomes in the experimental group—a phenomenon known as the teacher expectancy effect (Aditiawarman et al., 2025; Alwi et al., 2025; Boeriswati et al., 2021; Naini & Ulya, 2025; Ramadhan et al., 2025; Ulya et al., 2022; Wulandari, 2025). Another limitation lies in the study's scope, which was restricted to a single vocational school with a relatively small sample size. This confines the external validity of the findings, making it difficult to generalize results to other institutions with differing cultural contexts, student characteristics, and instructional resources. Therefore, future research is recommended to replicate the study across diverse settings and larger populations to strengthen the reliability and applicability of the results.

4. CONCLUSION

This study concludes that the Project-Based Learning (PjBL) model supported by audiovisual media significantly enhances students' fieldwork practical (PKL) report writing skills compared to visual media. The model's success stems from its ability to engage and motivate learners, with results showing a significant improvement in the experimental group. PjBL with audiovisual support proved beneficial for both high and low reading interest students, demonstrating its adaptability. The synergistic relationship between the PjBL model and students' reading interest underscores how a dynamic pedagogical approach can enhance intrinsic motivation to achieve better learning outcomes. Based on these findings, we recommend integrating the PjBL model into the curriculum, focusing on the professional development of teachers to implement this approach, and investing in audiovisual resources. While this study provides valuable insights, its limitations lie in the quasi-experimental

design with pre-existing groups, which hinders generalizability. Therefore, future research should use a mixed-methods approach to gain qualitative insights, conduct longitudinal studies, and expand the sample to various schools for validation.

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