

The Influence of Virtual Media Field Trips' on Writing Skill

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Abstract

Media virtual field trips is a World wide web that organizes a collection of thematic-based web pages that have been pre-filtered into a structured online learning experience. To provide a new learning atmosphere for students, so that they are more enthusiastic in writing activities, this study uses an experimental quantitative method with a sample of 40 students. Researchers used virtual field trip media using global trek and airpano. Data analysis used is normality test, homogeneity test and t-test. The results of this study indicate that students who use airpano media have better scores than students who use global trek media. Furthermore, from the t-test results obtained if t_{count} 5.09 is greater than t_{table} = 2.03, this means that there is a significant difference between the use of airpano media and the use of global track media in teaching writing descriptive text. The use of this media can help students in the learning process in the classroom. More in-depth research is needed for writing skills in using 'virtual field trips' media.

Keywords: airpano, globaltrek, virtual field trip media, writing skills.

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INTRODUCTION

Writing is one of the four language skill and is known as productive skills. Writing it's the process of using symbols letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form (Harmer: 2004). Writing is a way of communicating messages to readers for a purpose (Pincas: 1998). It is vital to comprehend a language's fundamental scheme to write obviously. People communicate not only through spoken media but also through written media. There are so many communication media which use written language such as newspapers, magazines, blogs, websites, and even social media. Based on those reasons, it is clear that the writing skill is also important to be mastered in order to maintain a good communication with other people. Therefore, the English teaching and learning process in the classroom should include teaching the writing skill in correct ways in order to help students to build their ability and competence in written language. Meanwhile, according to Heaton(2009), writing is a complex skill because it not only requires the ability to structure sentences and rhetoric but also conceptual elements and assessment. Heaton (2009) describes five assessments in writing, namely: content, organization, vocabulary, language use and mechanics. It is clear that to be able to write correctly, students must have a good mastery of each of the criteria that have been mentioned.

Based on the results of observations it was found that students still experienced difficulties in writing. The researcher then conducted interviews with several students to find out more about the problem. The results of the interview indicated that writing was very difficult for students. Observations also showed

that they looked like they were reluctant when they were asked to write text. Moreover, some of them tend to copy and paste from the internet or the work of their friends. Even some of them prefer not to submit their work and pay less attention to the writing class. There are only a few students who participate in class by answering and responding to questions and instructions from their teachers.

Writing must be done in a fun and relaxed way, learning to write can be done so that students dare to come up with creative ideas and opinions. Creativity is one of the Master's assets that everyone in the world has. With creativity can produce or build everything (Yuliwati, 2019). Teachers must innovate, be creative and motivate students, so that students consider writing easy. In learning English, the researcher faced obstacles to the tenth-grade students of SMK Setia Karya in writing. The impact is that students are less enthusiastic in participating in teaching and learning activities. Fear, boredom and sleepiness always stick to his face when he takes English lessons, especially on writing material. The influence students in school, in order that students are enthusiastic in learning english, researcher using field trip media. Because of the pandemic situation and conditions in Indonesia are coronavirus, the government is implementing Large-Scale Social Restrictions, the researcher used virtual media field trips. Nunan (2003) states that cognitive and affective learning processes need to have motion, colour, sound stimulus, and interaction with other things. Related to this, the learning process including learning to write needs to use the right media, for example, virtual field trip media. This media can present movement, sound, and interaction. Cassady and Mullen (2006) also suggest that virtual field trips cannot replace actual field trips or field trips, but virtual field trips can result in higher levels of learning, skills and experience than real field trips.

Virtual Field Trip is a way to visit other countries online. Students travel to countries around the world without ever leaving their classrooms. This is a learning process that invites students without having to leave the classroom, this method also saves money, we don't need big costs to go abroad. This is a more interesting and fun method. Students feel unsaturated because they can concretely express their ideas. The steps that the researcher takes to implement this virtual field trip learning media are as follows. First, formulate learning objectives. Second, provide teaching materials. Third, teaching implementation, including opening, core and closing.

The researcher needs at least two meetings to implement this media. In the first session, the researcher will socialize the formulation of learning objectives and the offering of teaching materials using field trip media. This learning is carried out in the classroom. The second conference discussed the application of the doctrine. The field trip teaching program is divided into three operations. Namely, opening, core, closing. In the opening session, the teacher reviews and reviews the material taught in the first session. In the main operation, students are given the task of making easy descriptive. For example, Japanese people. At the end of the day, several students presented the results of descriptive text essays and then continued with learning reflections.

Through the application of virtual field trip teaching techniques, students are excited to learn. Students are more creative and courageous to express thoughts in their texts. Students enjoy writing. Start writing easy phrases, but eventually,

learners can write more complex phrases. The text shows a personality of trust and the courage to convey thoughts. Although the grammar and vocabulary look less than ideal. As facilitators and resource persons, researchers monitor the course of teaching and help students who face problems.

Students are very enthusiastic about the application of learning media like this. With this learning media students feel more comfortable, more relaxed in their thoughts, and feel happy. Based on the description described earlier, it can be concluded that the media virtual field trip is an interesting and fun learning medium that encourages character. Writing skills also improve, considering that students feel happy and excited in learning to write.

METHOD OF THE RESEARCH

This study aims to determine whether there is an influence between VFT media and writing skills. This study uses a quantitative approach to the type of experimental research. According to Arikunto (2002), quantitative methods use numbers, ranging from data collection, data interpretation, to the appearance of results. The population in this study were 40 students in grade 10 of a private school in Depok. A sample of 40 students was taken from the population using a random sampling technique. Two variables used in this study are VFT media as the independent variable and skills as the dependent variable.

The data analysis technique in this study uses quantitative research by adapting the theory of Cresswell (2009) which is used to test the theory by testing the relationship between variables. The researcher used quantitative data method instruments including written tests which included post-tests. The expert assessment was conducted to test the content and construct validity. Then the researcher gave the test to 40 students from the sample. After that, the researcher calculated the validity test using the normality test formula, homogeneity test and using statistical hypotheses.

As for the writing test, the researcher chose a topic about tourist attractions. Expert judgment was also carried out to test content and construct validity. Then the researcher gave the test to 40 students from the sample.

The score for writing descriptive text is obtained from the indicators of writing aspects in the analytical assessment rubric (Heaton, 1990), among others; ideas and content = 30 points; the arrangement of words and sentences = 20 points; vocabulary = 20 points; Use of Language = 25 and use of punctuation = 5 points. To get the final score on this writing test, the researcher used an inter-rater. The final score for the writing test is calculated using the formula ($NA = \frac{\text{Correct Answer}}{\text{Total Questions}} \times 100$).

After data collection, the researcher performed several data analysis techniques including normality test using liliefors, linearity test using F test, and statistical hypothesis using t-test (Supardi: 2006). The test was carried out to prove whether the two variables had an influence on students' writing skills, and which one was better using airpano or global trek.

RESULT AND DISCUSSION

Based on the results of student tests using airpano media, the highest score was 92, while the lowest score was 74, average = 83.8, median = 75.1, mode = 88.5, variance = 25.09, standard deviation = 5.0 . When compared using global track media, the highest score was 82, while the lowest score was 68, average = 75.9, median = 69.9, mode = 83.9, variance = 22.99, standard deviation = 4.79. Table 1. below is descriptive data on the results of the two tests.

Table 1. Descriptive Data

Description	Experiment	Control
Sampel	20	20
The Highest Score	92	82
The Lowest Score	74	68
Average	83,8	75,9
Median	75,1	69,9
Modus	88,5	83,9
Varians	25,09	22,99
Standard deviation	5,0	4,79

Table 2. Results of calculations using airpano media, 1 student scored between 74 -77, 7 students scored between 78-81, 5 students scored between 82-85.3 students scored 86-89 and 4 students who scored between 90 - 93. Students who scored above the average were 19 students (95%), and 1 student (5%) below the average. Thus, it can be concluded that the writing skills using airpano media in the experimental group can be concluded in the successful category.

The results of the calculation using the globaltrek media, 4 students scored between 68-70; 2 students who scored between 71 - 73; 5 students who scored between 76 – 76; 1 student who scored between 77 – 79; 8 students who scored between 80 - 82. Students who scored above the average were 12 students (60%), and 8 students (40%) below the average. Thus, it can be concluded that writing skills using globaltrek media in the control group can be concluded in the sufficient category.

Table 2. Students Scores Using Airpano and Globaltrek Media

Interval	Experiment		Interval	Control	
Class	Frequency	Frequency(%)	Class	Frequency	Frequency(%)
74-77	1	5%	68-70	4	20%
78-81	7	35%	71-73	2	10%
82-85	5	25%	74-76	5	25%
86-89	3	15%	77-79	1	5%
90-93	4	20%	80-82	8	40%
N	20	100%	N	20	100%

The results of calculating the normality test analysis from tests using airpano media and globaltrek media.

Table 3. Normality Test Results

Variable	N	L_{count}	L_{table}	α	Result
Airpano	20	0,1443	0,19	0,05	Normal Distribution
Globaltrek	20	0,1606	0,19	0,05	Normal Distribution

Table 3. explains the results of the calculation of the airpano normality test data obtained by $L_{count} = 0.1443$. When compared with the Liliefors table at a significant level = 0.05, N=20, and $L_{table} = 0.19$, then $L_{count} 0.1443 < L_{table} = 0.19$, it is known that the data is normally distributed. Then, for the results of the calculation of the global track normality test data obtained $L_{count} = 0.1606$. When compared with the Liliefors table at a significant level = 0.05, N = 20, then $L_{table} = 0.19$, meaning $L_{count} = 0.1606 < L_{table} = 0.19$, it can be said that the data is normally distributed.

Table 4. Homogeneity Test of Variance

Group	N	Dk	S^2
Media Airpano (X1)	20	19	25,09
Media Globaltrek (X2)	20	19	22,99

The t-table distribution for the two-tail test, for $\alpha = 0.05$ and $DK = n-2 = 38$, obtained t-table = 2.03. Because t count is greater than t table ($5.09 > 2.03$), H_0 is rejected, and H_1 is accepted. Therefore, there is an influence between vft media (X) and writing skills (Y).

This study aims to test the hypothesis and to find out whether there is a significant effect between students' writing skills using virtual field trip media in class X SMK Setia Karya Depok in the 2020/2021 school year. Based on the calculation and statistical analysis of the T-test, the researchers found that there was a positive relationship between virtual media field trips and writing skills. After the data was analyzed, the researcher used a post-test using the t-test formula, the coefficient was 5.09.

From the calculation results, the value of t (th) is 5.09 with degrees of freedom (dk) of 19 (obtained from $N-1 = (20-1 = 19)$).

Researchers used a significance level of 5%. In the table of significance, it can be seen that $DK = 38$, and at the 5% significance level the value of the degree of significance is 2.03 or $5.09 > 2.03$. According to (Supardi: 2006), if the calculation result (t-count) is greater than t (T_{table}); the null hypothesis (H_0) is rejected. If the result of the calculation to (T_{count}) is smaller than t ($T_{table} < t$); then the null hypothesis is accepted because the value obtained from the calculation results, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, otherwise the researcher's hypothesis is accepted. , meaning that there is a relationship between writing skills and virtual field trip media.

Based on the results of data analysis, it is proven that the writing scores of students who are taught using Airpano media are better than students who are taught using global track media. This means that the use of virtual field trips in teaching writing is more effective. Another reason based on student responses is that most find Airpano Media more fun, such as organizing pre-filtered collections, and students can view virtual images on airpano media, and the final supporting text on airpano media is more complete than globaltrek media.

CONCLUSION

The researcher uses virtual field trip media to give new colours to grade 10 students at SMK Setia Karya Depok, that students can be more enthusiastic in writing activities. The researcher uses airpano media for the experimental class and globaltrek media for the control class. The use of the field trip method can help the teaching and learning process run well. With this media, students get a real picture of the things that will be written to make descriptive texts. This media can also motivate students to develop ideas, thoughts and ideas in writing descriptive texts. Through this media, students can write descriptive text easily.

There is a significant difference between the use of airpano media and the use of globaltrek media in descriptive writing. Thus the hypothesis that there is an effect on students' descriptive writing skills taught by media can be proven. This means that there is a significant influence between students who are taught using virtual field trip media. The average value of the class taught with airpano as the experimental class is higher than the average value of the class taught with globaltrek as the control class. This proves that Airpano media is more effective in teaching writing skills, especially in descriptive texts.

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