

## The Effectiveness of Guided Writing Combined with Virtual Reality Video as Teaching Media on Students' Writing Achievement

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### ABSTRACT

This study was conducted to identify (1) whether guided writing combined with virtual reality video as a teaching media is effective on improving students' writing achievement in writing recount text and (2) the teaching learning process in which guided writing combined with virtual reality video as teaching media is implemented in the writing class at the eleventh grade of a private Senior High School in Surakarta. The method used in this research was classroom action research. This research consisted of two cycles, each consists of planning, acting, observing, and reflecting. There are qualitative and quantitative data collected in this research. The qualitative data included interview, observation, transcription, and document analysis whereas the quantitative data included the students' pre-test and post-test scores. The findings showed that the implementation of guided writing combined with virtual reality video as teaching media effective to improve the students' writing achievement and the classroom situation. The mean score improved from 60.71 in pre-test, improved to 72.07 in post-test 1 and improved to 79.15 in post-test 2. The implementation of guided writing combined with virtual reality video as teaching media also changed the class situation to be more active and interacting the students to join the teaching learning process.

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### 1. Introduction

Writing is one of basic skills in learning English . It is a productive skill in which the language users require to produce written language. Harris (1993, p.10) states that "writing is a process that occurs over a period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft". Furthermore, he also states that (1993, p. 122) that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help students find fulfillment as writers. Meanwhile, Hedge (1998, p. 19), "writing is a process. In fact, it is a complex process with a member of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing." In addition, Elbow in Brown (1994, p. 36) states that writing is a two-step process, firstly is figuring out the meaning, then putting it into language. More than that, Brown (1994, p. 335) states that there are several important components in writing should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. From the definitions above, it can be concluded that writing is a complex process and activity to produce a successful pieces of writing by figuring out the meaning and considering several components (content, organization, vocabulary use, grammatical use, and mechanical consideration).

As a productive skill, writing can be called as a basic skill in language learning. It can be an appropriate skill to help students master speaking and reading skill. When the students are afraid of expressing ideas in speaking, they can do it in written language and at the same time they try to make the reader understand it. But, in fact, many students face some difficulties in writing. The result of pre-research at SMA Batik 1 Surakarta shows that students got difficulties in writing. The problems faced by the students are: (1) the students lacked of vocabulary mastery. The limited vocabularies of the students made them did not know the words that they were going to use. Some of students did not want to open the dictionary and prefer to ask to their friends or the teacher. (2) The students had difficulty writing in correct grammar. They had difficulty toward the variety of tenses in English. They did not realize in using appropriate tenses. It made confusing sentences to be read. (3) The third problem was the students' in organizing the text. They made some paragraphs in bad structure. They could not express their ideas in writing successfully. They also could not organize the paragraph well and it is confusing. (4) The fourth problem was the students' difficulties to developing their ideas. They could not explore their ideas to be good paragraph because their background knowledge of the material, so they spent the time to think about the content. (5) The last problem of the students' writing skill was the students' lacked of background knowledge of the material. They had low habit in reading, so they lacked in content in their writing. It made them did not know the material well.

The class situation of X IPA-2 also gave bad impact on teaching learning process especially in writing skill. Based on the interview and observation the problems are: (1) The students were uninterested in teaching learning process. They perceived that English was difficult to learn, so they were uninterested to learn it. Most of students had low motivation when learning English, so when they faced the problems, they just kept silent and did nothing. (2) The students were usually passive in teaching learning process. The students were not active when teacher asked questions, they were afraid to doing mistake when answer it. They were only silent and did not know how to express their idea and not enthusiastic during the lesson. Therefore, the teacher should find an appropriate teaching technique in order to teach writing successfully.

The success of teaching writing can be determined by many factors. One of those factors is the choice of teaching technique. Brown (1994, p. 14) states that, "Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well". Moreover, Brown (1994, p. 16) states that technique is, "Any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives". It can be inferred that techniques are the specific ways of doing something through the activities. Thus, techniques are really needed to do everything to acquire the target language.

Guided writing is one of the techniques that can be used by the teacher to teach writing. Reid (1993, pp. 25-27) states "Guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looked like a short piece of discourse, usually a paragraph. Moreover, the exercises were language-based; they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing". Guided Writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students' vocabulary mastery and sentence structure knowledge as the linguistics aspects in writing are sharpened through language-based exercises so that students have a better preparation to write.

Besides the use of appropriate teaching technique, the use of interesting teaching media can give a huge impact on the classroom situation. There are some reasons for students not to write, perhaps students have never written much in first language(s) or they do not have anything to say and cannot come up with ideas Therefore, the teacher should stimulate the student to make them come up with ideas and start their writing.

Video can be used as a trigger to help teacher in stimulating the students before writing. Berk (2009) states that video can give a strong effect on the mind and senses. Moreover, by watching video, students having a chance to generate their ideas and get more inspiration for writing. Moreover, Sherin (2017, p. 50) states that video today is often used for demonstration and evaluation, but more productive approach is to use video to support teachers' ability to notice and interpret classroom interactions. However, video is a moving image that can display a situation, whatever its shape, the video can only display two-dimensional images only. Users cannot experience the exact conditions. This becomes the weak point of a video, so video still cannot make the message or material to its full potential.

Another media that can be used by the teacher to stimulate the student before wiring is Virtual Reality video. Virtual reality or commonly called VR is a three-dimensional video technology that allows users to interact with existing environments in the

virtual world that are simulated by a computer, so that users feel they are in that environment. Chandel and Chahuan (2014) states that Virtual Reality (VR) is a computer-based technology that combines special input and output devices so that users can interact deeply with virtual environments as if they were in the real world. In addition, Linowes (2015) states that the goal of using Virtual Reality video is to achieve a strong sense of being present in a virtual environment that seems very real. The three-dimensional experiences are designed as supplement for teacher's traditional lesson plan, by allowing students to see objects situated in their real life. By using Virtual Reality video, teachers can take their students anywhere around the world without leaving the classroom, thus give more memorable experience, so as to provide inspiration for writing. Additionally, it can provide an informal learning context which can support the learning gains acquired in classroom setting. Moreover, Williams-Bell, Kapralos, Hogue, Murphy, and Weckman (2015) states that the use of Virtual Reality video presents both joyful and exciting course moments by simulating impossible and dangerous events in the classroom.

The aims of this research are to investigate whether and to what extent guided writing combined with virtual reality video as teaching media improves the writing achievement of the students and to describe the teaching learning process when guided writing combined with virtual reality video as teaching media is implemented in teaching writing. This research focused on recount text. Recount text is chosen because it is stated in the syllabus of tenth grade students. The evaluation of the students' test is evaluated on the content, organization, vocabulary, language use and grammar, and mechanic.

## 2. Methodology

This research is implemented in SMA Batik 2 Surakarta which is one of the private senior high schools in Surakarta. It is located on Jl. Samratulangi No.86, Kerten, Kec. Laweyan, Kota Surakarta. The participants of this research are X IPA-2 of SMA Batik 1 Surakarta in the academic year 2019/2020.

This research used Classroom Action Research (CAR). Ebbutt (in Hopkins, 2008, p. 48) says that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of own reflection upon the effects of these actions. According to Kemmis and McTaggart (in Burns, 1999: 32) action research occurs through a dynamic and complementary process, which consists of four fundamental steps in spiraling process, they are: planning, action, observation and reflection.

In this research, the researchers used the qualitative and quantitative techniques of collecting the data. The researchers used qualitative data includes interview, observation, diary, audio recording, transcription, and document analysis. The researcher also used students' writing scores (pre-test and post-test) as quantitative data. To analyze the qualitative data, the researchers used constant comparative techniques as described by Burns (1999, pp. 157-160) who mentions that there are several stages for analyzing data: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. On the other hand, to analyze the quantitative data the researcher used descriptive statistics technique. The researcher compared students' score from the pre-test and the post-test.

This research was divided into two cycles. Each cycle consisted of two meetings. After each cycle was done, the researchers conducted post-test to know the improvement of the students' writing skill.

## 4. Results and Discussion

In order to identify the students' problems in writing, the researchers got the pre-research data by observing the class, interviewing the students and teacher, and doing pre-test. From these activities, the researcher could identify five main problems from class X IPA-2 in writing skill. The problems are: The difficulties of developing the ideas, the use of vocabulary, the use of grammar, the difficulties of organizing the text, and the difficulty to write spelling and mechanic. It can be seen in table 1.

*Table 1 Pre-research Findings*

Problem Indicators		Descriptions
A Writing Competence	1. The students were lacked in vocabulary mastery	The limited vocabularies of the students made them did not know the words that they were going to use.
	2. The students had difficulty to write in correct grammar	The students had difficulty toward the variety of tenses in English. They did not realize in using appropriate tenses.

	3. The students had problem in organizing the text.	<ul style="list-style-type: none"> <li>The students made some paragraphs in a bad structure</li> <li>They could not express their ideas in writing successfully</li> </ul>
	4. The students had difficulty to developing their ideas	The students had difficulty to explore their idea in writing activities, so they only wrote three until five sentences in one paragraph.
	5. The students were lacked in background knowledge of the material	They spent much time to start writing because they did not know the material well.
B Class Situation	1. The students were not interested and had low motivation in teaching learning process.	<ul style="list-style-type: none"> <li>They had a perception that English is difficult to learn, so they did not interest to learn it.</li> <li>When they faced the problems in writing English, they just kept silent and did nothing.</li> </ul>
	2. The students were passive in teaching learning process.	<ul style="list-style-type: none"> <li>Students were not active when the teacher asked a question, and giving some quiz. They were afraid to do mistake when answer it.</li> <li>Some of students were not enthusiastic in teaching learning process.</li> </ul>

Based on the problems, the writer designed a lesson using guided writing combined with virtual reality video as teaching media to teach writing. The lesson was divided into two cycles and two post-tests. Each cycle consisted of two meetings. In preparing the materials by using guided writing combined with virtual reality video as teaching media, the researcher arranged the lesson activities to make sure that the lesson could overcome the problems of writing skill. It can be seen in table 2.

Table 2 The List Activities Using Guided Writing Combined with Virtual Reality Video as Teaching Media

Activities	The Aims	Problem Indicators being addressed	Cycle/Meeting
The students are given model paragraph	To introduce the text to the students	A5	<ul style="list-style-type: none"> <li>C1/ M1</li> <li>C2/ M3</li> </ul>
The teacher gives comprehension questions	To built the students' background knowledge of the material	A3, A4, A5	<ul style="list-style-type: none"> <li>C1/ M1</li> <li>C2/ M3</li> </ul>
The students practice related to language based exercise	to build the students' vocabulary and sentence structure knowledge	A1, A2, A5	<ul style="list-style-type: none"> <li>C1/M1, M2</li> <li>C2/ M3, M4</li> </ul>
The teacher gives virtual field trip using virtual reality video	to make the student come up with ideas on their writing	A4, B1,B2	<ul style="list-style-type: none"> <li>C1/ M2</li> <li>C2/ M4</li> </ul>
The students are asked to prepare a draft orally	To help the students build an outline, explain the grammar and mechanics in writing To make the class active	A3, A4, B1, B2	<ul style="list-style-type: none"> <li>C1/ M2</li> <li>C2/ M4</li> </ul>
The students are asked to make the oral draft into written.	To help the students make the text by developing the outline	A3, A4, B1, B2	<ul style="list-style-type: none"> <li>C1/ M2</li> <li>C2/M4</li> </ul>

The table above shows the lesson activities using guided writing combined with virtual reality video as teaching media to improve students writing achievement. The first and second column explains about the activities and the goal of the study. The third column indicates the problems that can be addressed from the learning activities. To make it more clear, the table 3 shows how the problems indicator can be solved.

Table 3 Problem Indicator as being addressed by Guided Writing Combined with Virtual Reality Video as Teaching Media

Problem Indicators	Guided Writing Combined with Virtual Reality Video as Teaching Media	
A Writing Competence	1. The students were lacked in vocabulary mastery	3
	2. The students had difficulty to write in correct grammar	3
	3. The students had problem in organizing the text.	2, 5, 6

	4. The students had difficulty to developing their ideas	2, 4, 5, 6
	5. The students were lacked in background knowledge of the material	1, 2, 3
B Class Situation	1. The students were not interested and had low motivation in teaching learning process.	3, 4, 5, 6
	2. The students were passive in teaching learning process.	3, 4, 5, 6

From the table 3 above, it can be seen that the problem indicators can be solved with guided writing activities. Based on those activities, it is expected to overcome the problems of the students and also improved the students writing skill. In the cycle 1 the researcher prepared the lesson plan about recount text for two meeting. The researcher also prepared the materials such as power point presentation, model paragraph, exercises, and virtual reality video were used in the teaching learning process.

In the first meeting of the cycle 1, the researcher as a teacher explained the topic lesson, it is recount text. The students learned about the definition, social function, the generic structure, type of recount text and the language features that can be used in recount text. After given a model paragraph, they tried to find the generic structure of the text and found the meaning of difficult words. They were also given some comprehension questions to check their understanding and practiced about grammar use. In the second meeting, the students were given a virtual field trip by using virtual reality video and then they learned to make a draft orally and written composition. They were given an example of outline for making a recount text. After that, they tried to practice writing by developing the outline they had made before.

The finding of the cycle 1, there were some points found in the actions. First, the students became more active in teaching learning process. Some of students were enthusiastic when answering the question. Some students finished every task and activities eagerly. They could manage their concentration on the lesson. The use of virtual reality video made All of the students felt joyful during the lesson. Second, the students could improve their writing skill. The result of the post-test 1 indicated that the students writing skill increased. Their ability in developing ideas little bit improves. Third, most of students were confused in choosing appropriate words and made the sentences in bad structure; they usually translated using the dictionary or electronic dictionary without regard to the context. It made the text was confusing to be read.

Fourth, many students were confused in the aspect of grammar. They did not use the right tense to make sentences. Fifth, many of students were despaired easily when faced the difficult task. They often gave up and asked the answer to the teacher or friends without try it first. Some of them was silent and waited for the discussion. The last was the students could not manage the time when they finished the task. They were wasting the time to ask each other, so the class became noisy. But generally, the ability of writing skill of students increased. Because of there were still problems faced in the teaching and learning process in cycle 1, the researcher planned cycle 2 in order to overcome the students' problems and improve the writing skill of students. Cycle 2 consisted of two meetings and one post-test. The genre that was discussed was still recount text. In the third meeting, the teacher did some flashback about recount text to check their memory about previous meeting. Then, students were given a model text about holiday. After that, the teacher asked some questions orally to know the students' understanding and attract their attention in learning process. The second activity, the teacher gave some exercises for the students about grammar use. The teacher showed the exercises one by one, and then the students started to discuss it with their partner. The first exercise was about simple past tense. The students were asked to change the wrong word into the right one which uses past tense. The teacher pointed some students to answer it and then their answers were discussed together.

The second exercise was about present perfect tense. The type of the exercise was the same as the first exercise. The teacher also pointed the students to answer the exercises. After those exercises had been answered and discussed, the teacher gave one more exercise in the same type. Then, the situation was different. After the teacher showed the next exercise and asked the students to try answering the exercise, the students were enthusiastic to answer that. The students looked so active and confident to answer the exercise.

In the fourth meeting, the teacher divided the students into groups. The students were given a jumbled paragraph to be arranged. They were asked to read and arrange the jumbled paragraph. Firstly, they did the task without knowing the context and meaning of every paragraph. Then, the teacher looked around and helped the students to do the task. The students should pay attention to each part of the paragraph, know the meaning, find the meaning of new word they did not know and also

understand the grammar use. After all of students understood the way to do the task, they continued it. The students looked enthusiastic to have discussion with their friend in a group. This stage aims to make the class situation more active and improve the students confident by having discussion with their friends.

The result of the second cycle of the research showed the improvements from the first cycle. Firstly, they faced many problems in writing skill, but by implementing guided writing they found it easier than before. By using model paragraph and exercises, they became more interested to the lesson. In addition, the use of activity or steps in the guided writing made the students easier to remember and get the ideas that will be wrote. In the beginning, the students had difficulty that they could not use appropriate words and grammar, but after the treatments, they could handle it well. It was proved by the score of the students in post-test cycle 2. There was an improvement than before. It could be seen from the students' capability of developing the idea, the used of spelling and mechanic, and the text organization. These improvements were supported by the mean score of the test in the cycle 2. The mean score of post-test cycle 2 was 79.15 It was better than the mean sore post test 1 that was only 72.07. The improvement of students' score can be seen at Table 4, as follows:

Table 4. The Improvement of the Students' Achievement

Sub Cycle	Observation	Cycle 1	Cycle 2
Kind of Test	Pre-test	Post-test 1	Post-test 2
Students' mean score	60.71	72.07	79.15

The classroom situation of the second cycle had an improvement. First, most of students became more active. Before treatments, they looked embarrassed and did not dare to answer the teacher' questions. They were not confident to speak using English because they were afraid to make mistake. After that, they were confident to answer the question although they used mixed language Bahasa Indonesia and English. Second, all of students became more focused of the lesson, so the noise decreased. It made the class situation more conducive and active.

Based on the research findings, the result of the research showed the improvement of students' writing skill and classroom situation. The improvement of students' writing skill that (1) By using a model paragraph that contains of some new vocabularies, the students could choose the appropriate word in certain context. (2) By power point presentation the teacher gave an explanation about grammar and then the students practice in making sentences. This treatment made the improvement of students' understanding in writing recount text. (3) The use of model paragraphs also guided the students to write the recount text in a good order. The students could arrange their text in well-organized, which consisted of date, salutation, opening paragraph, content, closing and signature. (4) The students could make recount text with longer paragraph and detailed information. The model paragraph, comprehension question, and virtual reality video could give stimulus, so that they can construct and develop their idea into the recount text. (5) The students could make the recount text with good spelling and mechanics, because in every meeting the teacher reminded the student to check their spelling and mechanic before being collected to the teacher.

The implementation of guided writing combined with virtual reality video as teaching media also improve the classroom situation. Firstly, the students looked more interested in teaching learning process. The implementation of guided writing combined with virtual reality video as teaching media made The students became more active and made the classroom activity more interactive than before. In the beginning, all of students did not look confident to write English text because they were afraid to make a mistake. During the classroom research, the students are given stimuli from power point presentation, model paragraph, exercises and virtual reality video; so when they were asked to make a recount text, the students were confident and could finish it easily.

The implementation of guided writing combined with virtual reality video as teaching media also attracted the students' interest to join the lesson from the beginning until the end of the lesson. It involved various learning activity made the students more active in class. The teacher often got the students to be involved in the classroom discussion. The teacher asked some questions which needed feedback from the students. Their responses were good. They actively answered the teacher's questions. Even their speaking skill was not good enough; they tried to answer the questions. By frequently having discussion with the students, the classroom situation and activity were more alive and enjoyable. Another improvement, the students' motivation in learning English also improved. It can be seen from students' activity in learning English. They were not shy when asked about the lesson about what they did not understand. The use of English language in classroom activity was improved. They did not afraid to talk

using simple English conversation. They were also aware that learning English was important. It was caused by the teacher monitored the students when they got work group and individual work. The teacher gave immediate feedback when monitoring the students. In this way, the students were motivated and confident. The result of this condition is the students kept on writing task.

## 5. Conclusion

The result of the research showed that the implementation of guided writing combined with virtual reality video as teaching media is able to improve students' skill in writing recount text. It covers (1) the students could develop their ideas easily. They made recount text with longer paragraphs. (2) The students used more appropriate vocabulary in writing. (3) The students wrote recount text using grammatically correct sentences. (4) The students could arrange their text in well-organized. (5) The students wrote recount text with the good spelling and mechanic.

The improvement of students' writing skill is also supported by the result of test scores. The mean score of pre-test was 60.71 and it improved into 72.07 in the post-test 1 and 79.15 in the post-test 2. So, the result of post-test 1 and 2 has passed the minimum requirement criterion of that school that is 70. It showed that the implementation of guided writing combined with virtual reality video as teaching media in teaching writing recount text effective to improve the students' writing achievement. The implementation of guided writing combined with virtual reality video as teaching media gives good impact in the class situation. It can be seen from the positive improvement in the class situation during the teaching learning process. It can be indicated by the students looked more interested in teaching learning process and the classroom situation also became more conducive. This happened because they were more interested in learning activity rather than chatting or doing something else. Especially, some features of virtual reality video such as amusement, ease of use, user friendly interface and portability provided positive outcomes among students. These findings confirmed previous related research by Dong (2016) which especially emphasized the feeling of reality and involvement virtual reality video provided. Another improvement, the students became more active and interactive when the teacher gave some question and task; the students' motivation in learning English also improved; the use of English language in classroom activity was improved. The students were aware that learning English was important; the implementation of guided writing also changed the class situation became more interesting, so the students not bored and free from monotonous activity during the lesson.

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