

# **The use of 360-degree virtual tour video in guided writing technique to increase student's writing achievement of report texts**

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## **ABSTRACT**

This research aimed to find out whether there was a statistically significant difference of students' writing achievement between the pre and the post tests after the use of a 360-degree virtual tour video in guided writing technique in the teaching of report texts. This research adopted a quantitative approach with one group pre-test and post-test design. The samples of this research were thirty students in class X-11 at SMAN 9 Bandar Lampung in the academic year 2022/2023, and the data were collected through pre-test and post-test in the form of report text. The data were compared by Paired Sample T-test with a significant level of 0.05. The result showed that there was a statistically significant difference of students' writing between the pre and the post tests after the students were facilitated by a 360-degree virtual tour video in guided writing technique. This suggests that a 360-degree virtual tour video combined with a guided writing technique facilitates students to improve their writing achievements.

*Keywords: 360-degree virtual tour video, guided writing technique, report text, student's writing achievement*

## **I. INTRODUCTION**

Nowadays, writing is one of the most needed skills in our life and the world of work. By mastering writing skills, we can gain the chance to develop ourselves. As we can see in real life, many jobs require writing skills, such as copywriting, content writing, and many more. Thus, writing becomes one of the necessary skills everyone should excel in, both in real life and language learning. English is one language that requires learners to learn and master four skills: listening, reading, speaking, and writing. Among those four skills, writing skills have important roles and benefits in English. Maghsoudi and Haririan (2013) state that writing can encourage students to think, compel them to concentrate and organize their ideas, and enhance their ability to summarize, analyze, and criticize. Students can produce their thoughts and communicate words inside their minds in sentences and paragraphs. Hence, mastering writing skills is crucially needed for students.

Nevertheless, students still find some difficulties and obstacles in the writing process. According to Nasser (2018), the problem students experience during the writing process is they are lack of self-confidence to write about everything in a paragraph. Additionally, Purnamasari et al. (2021) assert that writing is a complicated activity because the students have to express their ideas in written form and the processes compel them to notice the aspects of writing. Another problem students should deal with in the writing process is the pre-writing stage. Mogahed (2013) asserts the hardest part of writing is the beginning stage, which is pre-writing. This stage needs much attention and time because the process can avoid the "writer's block" problem.

After looking at the student's problem, teacher can assist students develop their writing skills and eliminate their negative perspectives about writing by utilizing the media and the proper technique. Teacher can increase their enthusiasm for the writing process by using several media, one of which is video. According to Styati (2016), using video as authentic material for teaching can trigger the students

in the classroom to learn English quickly and make them more understanding of the material. In line with that, Bastos and Ramos (2009) state video especially on YouTube can grab the student's attention in the learning and teaching process because it consists of graphics, sounds, and animation. Hence, this platform is more interesting than worksheets, slides, and textbooks.

Using video especially on the platform like YouTube as a media to increase students' writing is no longer new since many researchers have researched the use of video to improve student writing achievement. Besides using suitable media, the technique in the teaching writing process plays an essential role in the classroom. According to Tyner (2004), guided writing is an instructional writing context to teach the writing process by means of modeling, giving support, and practicing. In line with that, Dunigan (2005) states that guided writing is a helpful method to teach writing to all ages, including adults. This method can be useful since guided writing utilizes the scaffolding technique in the process of writing to teach all learners with different levels. Dieni (2022) conducted a study titled "The Use of Guided Writing to Improve Students' Writing Skills" and found that guided writing could positively affect students' writing skills by showing improvement. The students can participate actively in the teaching and learning process. Additionally, they could construct sentences correctly and use more vocabulary in their writing.

Commonly, guided writing involves a media in the teaching process, for instance picture and video. A research by Virgiawan et al. (2020) titled "The Effectiveness of Guided Writing Combined with Virtual Reality Video as Teaching Media on Students' Writing Achievement", found that the use of guided writing and virtual reality on YouTube is able to improve the student's writing on recount text. The students are able to develop their ideas easily by combining the virtual field trip video and guided writing. Additionally, they can fulfill some aspects of writing, such as using appropriate vocabulary.

In previous studies, the researcher has yet to find the use of 360-degree virtual tour video as a media in guided writing for teaching report text. Therefore, in this study, the researcher tried to teach report text using 360-degree virtual tour videos as learning media in guided writing techniques.

## **II. METHODS**

This quantitative study aimed to see the students' report text writing improvement after implementing a 360-degree virtual tour video on YouTube as a media in the guided writing technique. The instruments of this research were writing tests consisting of pre-test and post-test. The population of this research was the first-year students of SMAN 9 Bandar Lampung, and X-11 became the sample of this research for the experimental class. The researcher used the one-group pre-test post-test design proposed by Setiyadi (2018) for the research design. The researcher conducted the pre-test to perceive the students' prior knowledge of writing. After giving the pre-test, the researcher gave the treatment containing the material about the report text and applied a 360-degree virtual tour video. Additionally, the researcher implemented the guided writing technique during the treatment process. In the last session, the researcher administered a post-test to see the student's writing improvement. After gathering the data, the researcher analyzed and found the result using *Paired Sample T-test of Statistical Package for Social Science (SPSS)*.

## **III. RESULTS AND DISCUSSIONS**

### **Result of Writing Pre-test and Post-test Score**

In the first meeting, the students had to do the pre-test to know their prior ability and knowledge before getting the treatment from the researcher. After getting the text result, the researcher and English teacher at Senior High School 9 Bandar Lampung assessed the pre-test result together. After learning about report text in the treatment process, students had to do a test counted as post-test. The post-test aimed to find out the students' writing increment capability to prove the research question that there was a

significant different in students' writing achievement in report text after using a 360-degree virtual tour video in guided writing technique. The result of their pre-test and post-test is shown in the table 1:

**Table 1. Distribution of Students' Pre-test and Post-test Score**

		Interval Pre-test		Interval Post-test	
		Frequency	Percent	Frequency	Percent
Valid	61-65	7	23.3	0	0
	66-70	11	36.7	2	6.7
	71-75	8	26.7	11	36.7
	76-80	3	10.0	9	30.0
	81-85	1	3.3	7	23.3
	86-90	0	0	1	3.3
	Total	30	100.0	30	100.0
Mean		69.33		77.37	

Table 1 shows the distribution of students' pre-test and post-test score. In the pre-test, 11 students in class X-11 scored around 66 to the scoring average, which is 70. Nevertheless, 7 students obtained under 66, around 61 to 65. Furthermore, 8 students earned pre-test scores around 71 to 75, and the rest got around 76 to 85. In the pre-test, no student can get a score of approximately 86 to 90.

Table 1 also presents the distribution of students' score in the post-test. It can be seen that the lowest score that the students got of around 66 to 70, and there were only 2 students from 11 students before. Moreover, most students earned a post-test score of about 71 to 80. Meanwhile, 7 students scored of around 81 to 85, while 1 got approximately 86 to 90. In total, 30 students were the sample of this study.

From the test result in the Table 1, some students scored below 70 during the pre-test. Consequently, the mean of the pre-test in class X-11 is 69.33. Meanwhile, the post-test data shows no one earned below 70 anymore, with the highest score of 87. As a result, the mean of the post-test is increasing to 77.37. It can be concluded that there is an improvement in students' writing achievement after they were taught using a 360-degree virtual tour video in guided writing technique. The data were analyzed using *Paired Sample T-test* in SPSS 25 to know the significant level of students writing improvement.

**Table 2. Result of Paired Sample Test**

Paired Samples Test									
		Paired Differences					t	df	Sig.
		Mean	Std.	Std.	95% Confidence				(2-
			Devi	Error	Interval of the				taile
			ation	Mean	Difference				d)
					Lower	Upper			
Pair	Posttest	8.0333	1.691	.30881	7.4017	8.6649	26.014	29	.000
1	– Pretest	3	43		4	2			

Table 2 describes the result of the two-tailed value computation. The table shows the significant value is 0.000, under the alpha value of 0.05. It means the first hypothesis or H1 is accepted, resulting in  $0.000 < 0.05$ . Another evidence that proved is the t-value is higher than the t-table, resulting in  $26.014 > 2.0452$ . Therefore, it can be concluded that there is a significant improvement in students' writing skills after being taught using a 360-degree virtual tour video in guided writing.

After investigating from the mean and the paired sample t-test result, the researcher also needed to see the gain or improvement of students' writing in each aspect to determine which aspect improves the most after using a 360-degree virtual tour video in guided writing technique in the learning process. The data for each writing aspect is presented below:

**Table 3. Improvement of Students' Writing in Each Aspect**

Aspect of Writing	Mean Score of Pre-test	Mean Score of Post-test	Improvement	Percent	T-value	Sig
Content	19.1	22.9	3.8	12.7	15.388	.000
Organization	15.1	16.6	1.5	7.5	8.962	.000
Vocabulary	15.2	16.4	1.2	6	5.613	.000
Language Use	16.9	18.2	1.3	5.2	4.676	.000
Mechanics	3.8	4.2	0.4	8	4.397	.000

From the table, it can be seen starting from the first aspect is content. In the pre-test, the mean of content earned was 19.1. Meanwhile, the post-test raised around 3.8 or 12.7% to 22.9. Second, the organization aspect only obtained 15.1 in the pre-test and increased to 16.6 with growth of around 7.5%. The next aspect is vocabulary, which only got 15.2 for the mean in the pre-test, and gained 16.4 for the post-test. Fourth is language use which only obtained 16.9 in the pre-test and raised to 18.2 with a gain was 1.3. The last aspect of writing is mechanics, with the average in the pre-test being 3.8 improved to 4.2 with an increase of around 8%. It was also established evidence by recognizing the t-value of each aspect is higher than the t-table ( $15.388 > 2.0452$ ,  $8.962 > 2.0452$ ,  $5.613 > 2.0452$ ,  $3.676 > 2.0452$ , and  $4.397 > 2.0452$ ). Not only the t-value, but the significant value is lower than 0.05 ( $0.000 < 0.05$ ,  $0.000 < 0.05$ ,  $0.000 < 0.05$ , and  $0.000 < 0.05$ ).

From the table and also the explanation, it can be assumed that five writing aspects statistically improved. Additionally, the writing aspect improves the most after using a 360-degree virtual tour video in guided writing technique to teach report text is content, with the gain is 3.8 ( $3.8 > 1.5$ , 1.2, 1.3, and 0.4) and the t-value is 15.388 ( $15.388 > 8.962$ , 5.613, 4.676, and 4.397).

## Discussion

After gathering and computing the data to Statistical Package for Social Science (SPSS), the result showed students' writing improved from the pre-test to the post-test. The mean score of pre-tests was 69.33. The result was supported by the fact that students lacked knowledge about producing a good report text during the pre-test. It was assumed that they had never learned or looked for material about report text before. As a result, they did not know about report text and how to compose it properly. Consequently, the students did not develop the idea well in their text and only mentioned it. Their ideas were not coherent, they had limited knowledge about the topic, used improper vocabulary, and they could not give the supporting detail to their text. Due to this problem, the researcher used a 360-degree virtual tour video in guided writing technique to determine its impact on the students' writing. After conducting

the treatment by delivering the material about report text and using a 360-degree virtual tour video in guided writing technique, the students reached the mean score in post-test to 77.37.

The result of this research aligned with Virgiawan et al. (2020) study stated that using a virtual field trip video collaborated with guided writing techniques could improve students' writing skill. The result also showed that using virtual reality video enhanced the students' writing ability in composing a text. The scores from pre-test to post-test improved because the students' post-test results showed they could elaborate their idea, provide supporting detail in their text, use appropriate vocabulary, be able to organize the idea and make the paragraph coherent, also fix their grammar and mechanics.

Moreover, the researcher also found some things during the treatment process. In the treatment process, the students had a chance to explore using a 360-degree virtual tour video during the treatment because this kind of video was new for them to use in the learning process. They seemed excited and enjoyed the learning process. The students also uttered that they felt like they were there in the video because they could explore here and there to see the situation inside the video. The student's experience in line with the finding from Virgiawan et al. (2020) that using Virtual Reality video gives both delightful, excellent moments, and provides good impact for students in the classroom.

Furthermore, the researcher also found that students felt helpful when the researcher implemented guided writing because they have the chance to get the support during the writing process from the researcher, and they felt the opportunities to get immediate feedback related to their writing. As a result, the students could know about their draft's mistakes and revise them, so they got some new insights during the writing process. For instance, when the researcher found a mistake in the word order used by the students, the researcher could inform them directly during the writing process. Therefore, they knew their mistakes so they could learn from them directly, and they master how to construct a good report text. From this finding, it can be concluded that the guided writing technique could build an interactive learning process between the teacher and the students in the classroom. The finding in accordance with the result from Dieni (2022) study that stated the students could participate actively in the learning process, and they were able to construct a good report text.

In conclusion, using a 360-degree virtual tour video in guided writing improved students' writing ability in the report text. This study showed that five aspects of writing elevated with content as the most increased aspect. The students could develop the idea by giving supporting detail and elaborating it into an excellent report text. Besides, since using a 360-degree virtual tour video in learning an English text was new for them, they were interested and excited to learn by using the video. The learning activities could give them a new experience and explore some new things from the video, and they also felt it helpful when the researcher implemented a guided writing technique.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

The use of a 360-degree virtual tour video in guided writing improved students' writing ability in composing report text. The result presented that the students got higher scores after getting the treatment of using the video and guided writing technique. It was proved that the mean score of the post-test (77.37) was higher than the mean of the pre-test (69.33). The t-value score of the result analysis was also higher than the t-table ( $26.014 > 2.0452$ ). It happened because implementing a 360-degree virtual tour video in guided writing could create a joyful and enjoyable learning process. As a result, it made the students interactive and motivated to learn. The video also helped the students to obtain ideas and get more inspiration. Thus, the content aspect improved the most in this study result since the students could develop the concept and give supporting detail in their writing text. In conclusion, teaching the students with a 360-degree virtual tour video in guided writing technique effectively developed students' writing

in the report text. The video and the technique could help the students elaborate on creating a report text, especially in developing the content aspect.

## Suggestions

Regarding to the conclusion above, the researcher would like to provide some suggestions in applying a 360-degree virtual tour video in guided writing.

1. For the English teacher, the researcher recommends to apply a 360-degree virtual tour video combined with guided writing techniques in teaching writing, especially report text. If possible, the researcher suggests teachers play the video using a projector in front of the class. However, to make the students feel the experience, the researcher suggests they play the video using their laptops.

2. For further researcher, the researcher can consider implementing a 360-degree virtual tour video to increase other skills like speaking and listening since the video provides much information about the places in each country or city. Additionally, further researchers can try to find out the students' perception, motivation, or attitude of using this media in the classroom combined with the technique.

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