



# Improving Descriptive Text Writing Skills Using Learning Media for Fifth *Virtual Field Trip* Grade Students of SD Negeri 4 Jatilawang

Futya Rakhmani<sup>(✉)</sup> and Afendy Widayat

Yogyakarta State University, Yogyakarta, Indonesia

futyarakhmani.2019@student.uny.ac.id, afendy\_widayat@uny.ac.id

**Abstract.** Schools in the pandemic era make teachers and students fight together so that they can continue to carry out learning according to the plan. The conventional learning process can no longer be applied because it can trigger boredom. In the fifth grade Javanese language lesson, students will get material about writing descriptive texts. Online learning cannot only rely on the lecture method, therefore innovation from the teacher is needed to ward off student boredom. The digital era requires all timelimes to quickly adapt to technology. The *virtual field trip* (VFT) method can be an effective alternative to trigger students' creative processes in knowing, describing and imagining an event and then channeling it into a piece of writing. With the *virtual field trip* (VFT) method, students only need to observe a natural event without having to visit the place. This study aims to determine the improvement of students' writing skills on the material of writing descriptive texts about natural events. The method used is pre-experimental design, namely by using a research class without a control class. This research results that there is a significant increase in terms of *pretest* and *posttest* when using virtual field trip media and using conventional media.

**Keywords:** Virtual Field Trip · Descriptive Text · Learning in the pandemic era

## 1 Introduction

Education in the 21st century prioritizes learning that integrates literacy skills, knowledge skills, skills and attitudes, and mastery of technology. This is in line with the objectives of the 2013 curriculum as stated in *Permendikbud* No. 69 of 2013 is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization (Kemendikbud, 2013). The purpose of education is increasingly narrowed according to the needs of the times, namely students have the skills to face a fast-changing era.

The interaction between teachers and students in the classroom is a learning process that has been carried out for years. The involvement of teachers and students can determine the success of the teaching and learning process that has taken place. According to Marquis & Hilgard (in Suyono, 2016: 12) expressed the opinion that learning is a

process of seeking knowledge that occurs within a person through training, learning, and others so that changes occur in oneself. The teaching and learning process is an activity that contains a plan in order to obtain the expected goals. The planning process is described in detail in the Learning Implementation Plan (RPP). The procedure for learning activities from the beginning in the form of achievement indicators has been well designed according to the needs of students.

Learning media is one of the elements in the learning implementation plan. Educators must align the material with the media that will be an intermediary so that students can receive the material clearly. Conventional learning in the form of lectures is no longer relevant in the current era. Educators must be able to find suitable and effective learning media with the students being taught.

In an effort to utilize the media as a teaching aid, Edgar Dale (1969) in his book entitled “Audio visual methods in teaching” made a classification based on the most concrete to the most abstract levels.



Classification is then known as the “cone of experience” from Edgar Dale and at the time it adopted widely in determining the tools most appropriate to learning experience. Because in essence the function of learning media is as a means of assisting to create an effective learning situation.

Utilization of media in learning can generate new desires and interests, increase motivation and stimulation of learning activities, and even have a psychological effect on students (Hamalik, 1986). In the opinion of Sudjana and Rivai (1992) suggested several benefits of media in the student learning process, namely: (i) fostering student learning motivation because teaching will attract their attention; (ii) the meaning of teaching materials will become clearer so that students can understand and enable mastery and achievement of teaching objectives; (iii) teaching methods will be more varied, not solely based on verbal communication through words; and (iv) students do more activities during learning activities, not only listening but also observing, demonstrating, direct and acting.

The learning process using technology-based media is a must. Considering that it has been 1.5 years since the Covid-19 pandemic has made the learning process have to change completely in the blink of an eye. The lesson plans that have been prepared have been completely overhauled considering that students will learn online. The challenge in developing creativity in the use of technology must be faced by educators so that learning

is delivered properly. Nizam in (Kemendikbud, 2020) argues that online learning is a challenge for the world of education with the situation of Indonesia which has thousands of islands. How technology can be used, how to provide internet access in remote areas where electronic goods without internet access are still a luxury. This is a challenge for all parties.”

The Covid-19 pandemic has stopped the face-to-face teaching and learning process. Starting from the holding of learning from home for 2 weeks until approaching the first year there has been no sign of a decline in cases. The adaptation process from offline to online learning takes a long time. Although it is considered simple, educators must be extra in preparing learning media so that students are able to get the expected results.

In the Javanese language lesson, writing descriptive text about natural events that will be studied by 5th graders becomes a challenge for the teacher to make learning media that is easy to understand and fun. Often writing descriptive texts is considered to be a trivial thing, but in practice it is still often far from expectations. Writing is a means of expressing oneself and expressing ideas, thoughts and experiences. Writing can fill the time to communicate the way of thinking, increase insight and think positively in dealing with life. Difficulty processing words, pouring thoughts and references into elements that influence students in making a descriptive text.

It takes a learning approach that can improve the skills of writing descriptive texts about natural events for 5th grade elementary school students. Prior to the Covid pandemic, Trips were *Study* not an obstacle to implementing them for teachers and students. The demands of creative teaching made the 5th grade Javanese language teacher at SD 4 Jatilawang take a decision to use technology media as a tool. *Virtual Field Trips* or VTFs are a shortcut as a substitute for *Study Trip* a failed.

*Virtual field trips* (VFT) are internet-based digital visual facilities and personal computers to support the implementation of *study trips* without having to leave the place of study. With the *virtual field trip* (VFT) media, it supports the government to minimize mobility and maximize learning from home by utilizing digital media. In addition, *Virtual field trips* (VFT) are used to provide more control in the hands of students as users, by allowing observations to be made without having to be in the actual place and having the opportunity to explore the observed locations especially those that are not possible to visit for various reasons (Stainfield et al., 2000).

Selection and use of adaptive learning media to support online learning, among others, can be done to consider the SECTION model offered by Bares, namely: *Student* (students), *Ease of use* (easy to use), *Cost* (cost), *Teaching* (learning activities), *Interaction* (interaction), *Organizational issue* (problem management), *Networking* (expanding the network), *Security and privacy* (security and privacy).

A *virtual field trip* (VFT) was created to create a experience *study trip* real, such as visiting a historical heritage site in a certain area. By using these media students are expected to be able to study an object carefully. Oyler (2014) produced a study that the use of VFT on communication aspects in general, namely the ability to understand sentences and mastery of *vocabulary* with significant improvement results in both aspects. Other research conducted by Treves *et al.* (2015) shows that this method facilitates the process of interpreting and visualizing students' objects of observation.

## 2 Methodology

Research method uses a pre-experimental design method, namely by using one research class without a control class (Creswell, 2016). The research design used was the One Group Pretest Posttest Design, because in this study the observations were carried out twice, namely before and after being given the learning media treatment *virtual field trip* (VFT).

The research was conducted in semester 2 of the 2020–2021 academic year at SD Negeri 4 Jatilawang. Class 5 students, totaling 23 students ( $N = 23$ ) were taken as research samples.

The instruments used in this study included descriptive text writing tests, writing skill observation sheets, and student response questionnaires. Descriptive text writing test questions contain points: essay content, structure, choice of diction, coherence between sentences. The descriptive text writing skill observation sheet was used to assess students' Javanese vocabulary during a *virtual field trip* (VFT).

## 3 Result and Discussion

Assessment or learning outcomes are not only intended to determine whether or not the goals that have been set have been achieved, but also to find out the importance of these goals for students and the way students achieve these goals according to Sudjana (2013). Cognitive, affective and psychomotor aspects are benchmarks in paying attention to students' abilities after receiving learning experiences. Evidence data will show the level of student ability in achieving learning objectives in the form of holding evaluation activities. Assessment of learning outcomes is an effort to give value to teaching and learning activities carried out by students and teachers to achieve learning objectives. Therefore, the assessment should also check how much the student's behavior changes after treatment occurs in the learning process. Assessment of results and the learning process is a unit that is closely related, because the results are a series of processes.

The calculation results are presented in the form of the *N-gain* value of the student's average score and the achievement of each indicator in the skill of writing descriptive texts about natural events. Here is a recapitulation of the calculation of *the N-gain* students through pretest and posttest are presented in (Table 1).

Skills in writing descriptive texts have four indicators that serve as benchmarks in assessing the content of the essay, structure, choice of diction, integration between sentences. The recapitulation of the average value *N-gain* is as follows (Table 2).

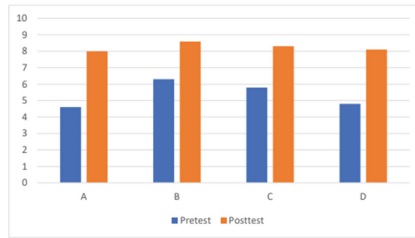
Measurement of descriptive text writing skills is carried out at the beginning and end of learning so that the following results can be obtained.

**Table 1.** Values of *N-gain* of Test Writing Descriptive Text Mean

Mean Score pretest	Mean Score Posttest	Value Maximum	N-Gain	Category
54.2934783	82.826087	100	0.59	Moderate

**Table 2.** Mean Values of *N-gain* on each indicator

Indicator	average <i>pretest</i>	average <i>posttest</i>	<i>N-gain</i>	Category
text Contents overall descriptive	46.6521739	80.5217391	0.63	Medium
text structure form of identification, the descriptive part, the cover	63,4782609	86,4782609	0.62	Moderate
Selection of diction	58.7391304	83,2173913	0.52	Moderate
integration Inter-sentence	48.3043478	81.0869565	0.61	Medium The

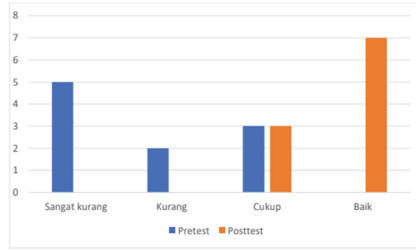


**Fig. 1.** .

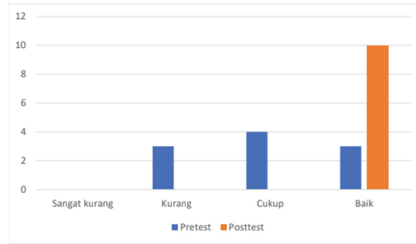
Description: A = Content of descriptive text as a whole; B = Text structure in the form of identification, descriptive section, closing; C = Choice of diction; D = Cohesiveness between sentences. Based on Fig. 1, there are four indicators of students’ writing skills that can be measured. The average acquisition of students’ skills has increased with the increase in the final average score on all indicators tested. The distribution of students’ mastery of skills in the indicators of writing descriptive text content as a whole from the results of the *pretest* and *posttest* based on the Purwanto category (2008) can be seen in Fig. 2.

The bar chart above shows the students’ skills in writing descriptive text as a whole. The results of the pretest showed that half of the students were in the poor category in carrying out descriptive text writing activities. However, after being given VFT treatment there was a change. As many as 70% of the 23 students experienced changes to the good category. Then, the distribution of writing skill mastery according to the structure in the form of identification, section description, and closing will be reviewed from the results pretest and posttest following (Fig. 3).

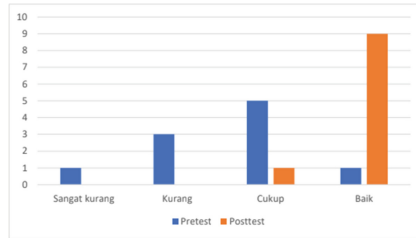
Based on Fig. 3, it can be seen that the descriptive text writing skills are in accordance with the structure, concluding that students experienced very significant changes. At first the results of the *pretest* showed a lack of student ability (30% of 23 students), adequate (40% of 23 students) and good (30% of 23 students) then after undergoing a series of



**Fig. 2.** Distribution of Students' Ability in Writing Descriptive Text



**Fig. 3.** Students' Ability in Mastering the Structure of Writing Descriptive Texts



**Fig. 4.** Students' Ability in Sorting Ngoko Javanese Diction

posttest the percentage changed to good as much as 100%. The distribution of students' mastery of skills in choosing diction using the Ngoko language can be seen from the results of the students' pretest and posttest in Fig. 4.

Based on the diagram in Fig. 4, it can be seen that the skill of sorting out the right diction to be poured in a descriptive text sentence has undergone many changes. The results pretest initial were 50% (out of 23 students) in the sufficient category. However, after being given VFT behavior and holding a posttest, 90% of the 23 students were in the good category. The distribution of students' mastery of skills in the indicators of writing descriptive text in the form of continuity between sentences is shown in Fig. 5.

Based on Fig. 5 it can be seen that students' skills in writing descriptive texts can be said to be good. The results of the pretest showed that 30% were in the very poor category, 30% in the poor category, 30% in the sufficient category and 10% in the good category. After being treated with VFT learning media, it can be seen that the students' abilities increased by 20% in the sufficient category and 80% in the good category.

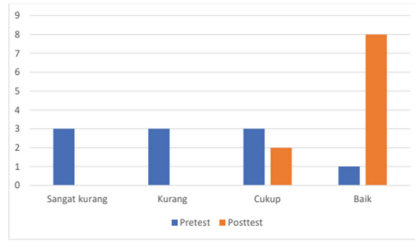


Fig. 5. Continuity of Students in Writing Descriptive Texts

Based on the research, students’ descriptive text writing skills can be trained using *virtual field trip* (VFT) media. Having an *N-gain* of 0.59 means that in general it proves that students’ descriptive text writing skills increase after being given VFT treatment. Quali (2016) stated that there was an increase in skill results in terms of good knowledge, skills and confidence to communicate after the use of virtual learning.

The high *N-gain* in each indicator can be concluded because of the activities and activities that involve students to play an active role. Students can comfortably watch *virtual field trips* carried out by the teacher. Considering that in the current era, students tend to really like watching video media for entertainment, VFT can also be used as a fun learning medium. *Virtual field trip* is a breakthrough that is suitable to be applied at this time. According to Kirchen (2011) the implementation of *virtual field trips* is similar to other activities and activities, such as proper planning, including constructive and cooperative learning planning, bringing up question and answer sessions, encouraging students to solve problems, involving students to be active during learning, linking activities in the curriculum and provide a variety of experiences that enable students to use and build new skills.

*Virtual field trips* can be done in various ways. In this study, the author did it by making a *vlog* and using the google earth website. When VFT treatment occurs, students who carry out online learning do not only see videos in the form of teachers lecturing. However, students are invited to see a natural event or historical heritage site as well as watching a documentary video on *YouTube*. Media to replace the experience is *field trip* conventional expected to be able to make students imagine and feel the experience of visiting a location. Although it cannot replace students’ feelings if they can visit in person, at least VFT is able to make students write down their experiences of seeing locations even if they only rely on virtual media.

Indicator	Average Score	Percentage	Category
Content of descriptive text as a whole	0.63	63.13	Quite Effective
Text structure in the form of identification, descriptive section, closing	0.62	61.27	Quite Effective
Diction selection	0.52	52.52	Quite Effective
Integration between sentences	0, 61	61.32	Quite Effective

Based on the research, the skills of writing descriptive texts about natural events carried out by grade 5 students are included in the category of being quite effectively

applied. Given the pandemic situation and conditions, a variety of learning is needed so that students can follow the material well. Students can watch VFT repeatedly according to the time needed. Students are able to study locations in detail, learn language by listening to the narrator speak, and can duplicate how to tell a story in a fun way.

Skills in utilizing media and technology can be identified during the learning process. *Virtual field trips* facilitate students to use the internet, digital maps, and explore places that are difficult to reach due to the Covid 19 pandemic.

## 4 Conclusion

Research using *virtual field trips* (VFT) media has significant results on the process and student learning outcomes. The results of measurements before and after the VFT treatment made students able to write descriptive texts about natural events. The category *N-gain* which includes indicators in the form of descriptive text content as a whole, text structure, diction selection and coherence between sentences can be identified properly. Followed by students who are able to tell orally is a plus in the use of VFT media.

**Acknowledgment.** I gratefully thank the parties who have helped and participated in providing support to complete this article, especially to both parents, supervisors, and editors of journals who are willing to publish this article. Hopefully, this article can contribute, be useful as well as possible for the world of education.

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