

**THE USE OF 360-DEGREE VIRTUAL TOUR VIDEO IN GUIDED  
WRITING TECHNIQUE TO INCREASE STUDENT'S WRITING  
ACHIEVEMENT OF REPORT TEXTS**

**(Undergraduate Thesis)**

**By**

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UNIVERSITY OF LAMPUNG**

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## ABSTRACT

### **THE USE OF 360-DEGREE VIRTUAL TOUR VIDEO IN GUIDED WRITING TECHNIQUE TO INCREASE STUDENT'S WRITING ACHIEVEMENT OF REPORT TEXTS**

By

Aisyah Cahya Vindita

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*

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**By**

**Aisyah Cahya Vindita**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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Research Title

**: THE USE OF 360-DEGREE VIRTUAL TOUR  
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ACHIEVEMENT OF REPORT TEXTS**

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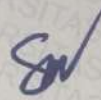


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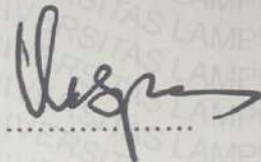
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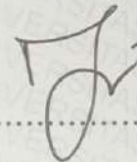
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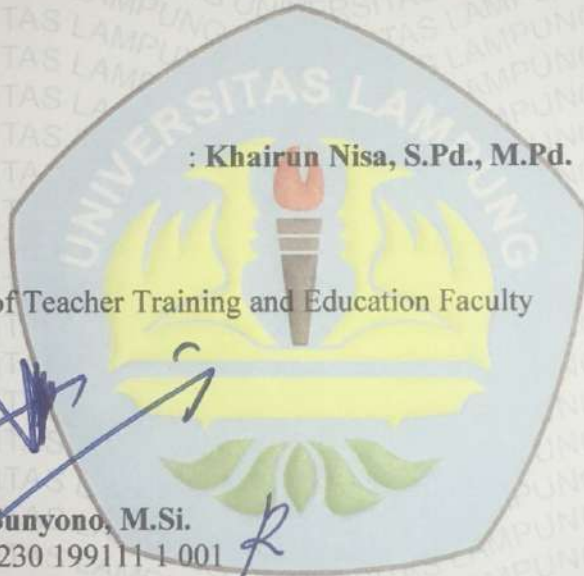
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang Membuat Pernyataan,



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## **CURRICULUM VITAE**

Aisyah Cahya Vindita was born in Bandarlampung on October 20<sup>th</sup>, 2001. She is the last child and the one and only daughter of a loving couple, Armeidi, S.H. and Dra. Resuviana Djauhary. She has two handsome siblings named Muhammad Al Ridho Fajar Pratama, S.I.Kom and Muhammad Al Rizki Ashar Maulana, S.T., eleven years and eight years older than she.

She started her education in Taruna Jaya Kindergarten in 2006. Then, she continued her study at an elementary school near her house, SDN 2 Perumnas Way Halim, from 2007 until 2013. After graduating from elementary school, she entered SMPN 2 Bandarlampung in 2013 through her elementary school achievement and graduated in 2016. Then, she pursued her education at SMAN 9 Bandarlampung and graduated in 2019. During her study in senior high school, she was active in an English Club named Niners English Club.

Having an interest in and liking to participate in English competitions since elementary school, she finally chose English Education at the University of Lampung as her first choice in SNMPTN 2019. Luckily, she got accepted and became an English Department student in 2019. During college, she enriched her knowledge and experience by joining a university organization, the English Society (ESo) Universitas Lampung. In ESo, she took part as the committee in some national events and became a deputy in the Education division in 2021. Not only that, but she also joined some newscasting competitions, both International and National Scaled. On an international scale, she joined Asian English Olympics 2021 and became the quarter-finalist of the newscasting competition.

Meanwhile, she also won some national newscasting competitions, such as Brawijaya English Tournament 2021 and EEC in Action 2021. Besides that, she also got some chances to be the Master of Ceremony in some international events held by the department, faculty, and university, such as the 3<sup>rd</sup> International Conference on ELTL 2021, an International Webinar hosted by the Master's Program of Social Sciences Education in 2021, and the latest was the 3<sup>rd</sup> Universitas Lampung International Conference on Social Sciences (ULICoSS) 2022. After that, she also applied for Kampus Mengajar batch 3 in 2022 and had a chance to teach and share her knowledge at SD Muhammadiyah 3 Panjang for four months.

## **MOTTO**

If everything seems impossible, remember Allah said in Quran 2:117

*“When He decrees a matter, He only says to it: “Be!” – and it is.”*

*“Whoever frees a believer from a worldly difficulty, Allah will free him from difficulty on the Day of Resurrection. Whoever covers the disgrace of a Muslim, surely Allah will cover his disgrace in this dunya and the akhirah. Allah always helps His servant as long as the servant helps his other Muslim fellows.” (HR. Muslim)*

*Allah never promises that the path will always be easy, yet remember Allah’s help is near always to make it easy.*



## **DEDICATION**

*Bismillahirrahmanirrahim*, by the name of Allah Subhanahu Wa Ta'Ala, who always be a place for me to lean on and give me strength in each process, this script is proudly and fully dedicated to:

My dearest parents, Armeidi S.H. and Dra. Resuviana Djauhary, who always pray for me, support me, motivate me to keep going, and provide me with all of the best things they can do.

My dearest brothers, Muhammad Al Ridho Fajar Pratama, S.I.Kom. and Muhammad Al Rizki Ashar Maulana, S.T., who always be there for me.

Myself, who always stand strong in the process.

My beloved friends in English Education Department 2019.

My almamater, University of Lampung.

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During the process of writing this script until finish, the researcher got helped and support from many kind-hearted souls. Thus, the researcher would like to express her sincere appreciation to:

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Finally, the author believes her work still needs improvement. There might be areas for improvement in this research. Therefore, comments, suggestions, and constructive feedbacks are always acceptable for better research. The author hopes this research could give a practical contribution to the educational development of the readers and those who want to conduct further study.

Bandarlampung, May 2023

The researcher,

Aisyah Cahya Vindita

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## **I.INTRODUCTION**

This chapter covers some points as the prior information of the research. It consists of background, research questions, objectives of the research, uses of the research, scope, and definition of terms.

### **1.1 Background**

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.

Besides that, Saed and Al-Omari (2014) state that writing can help improve the other three skills, i.e., listening, speaking, and reading, since writing is interrelated with these skills. Furthermore, Asiah et al. (2020) argue that becoming skilled at writing allows students to express their feelings, ideas, and experiences in written form. 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. Huy (2015) mentions that students believe writing means inevitable failure. This mindset comes because of three reasons. First, students think it is impossible to have good writing because writing is a complex activity that has many aspects. Second, the importance of writing does not become their awareness. They do not know how essential it is to master writing skills for their future. The last reason is their ability in each aspect of writing is below average.

Meanwhile, according to Nasser (2018), the problem students face during the writing process is their lack of self-confidence when they should write about everything in a paragraph. Along with this, he pointed out that the students cannot show their feelings and themselves through written form. In line with that, Purnamasari, Hidayat, and Kurniawati (2021) assert that writing is a complex activity because in the process of writing, the students have to express their ideas in written form, and the process compels 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 help the writer to solve the “writer’s block” problem. He also points out that this problem can happen because the learners think they cannot find any idea and they have no clue how to start their writing. The pre-writing stage also makes the students are struggling in starting their writing process and find the details for supporting their main idea, according to Yuk and Yunus (2021).

The problem with writing skills in English is also happening in Indonesia. Because English is a second language in Indonesia, many students experience and find difficulty in the writing process of this language. Wahyuni and Umam (2017) state that EFL learners in Indonesia are still nervous about writing English. As a result,



it causes them to have writing anxiety that blocks their ability and confidence to produce English in a written form.

Thus, as a teacher, we can help students develop their writing skills and eliminate their negative perspectives about writing by utilizing the media and the proper technique. By applying media, the students can be more enjoyable and creative in getting the idea for their writing. We 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.

We can find the video spoken in various languages that the teacher can use as material for the teaching and learning process, according to Mayora (2009). In line with that, Bastos and Ramos (2009) state a 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. Similarly, videos can help the students to make their ideas more precise and the contents more meaningful. Furthermore, YouTube videos can be a source of online material that might be employed in language learning activities to improve students' writing skills.

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. The first finding from Prihatini, Prihatin, and Sani (2018) intended to see whether there is a positive effect of applying YouTube videos on the Grade XI students' writing skills in Senior High School. The researchers found that YouTube videos positively impact students' writing skills, especially videos that can help the students write narrative text.

Another research done by Rivai et al. (2017) found using video is more effective for improving students' writing ability in descriptive text. They state the students can be more understanding and enthusiastic about learning.

Besides using suitable media, the technique in the teaching writing process plays an essential role in the classroom. Choosing an appropriate technique to teach can have a significant effect to students. The teacher can use many techniques and methods to teach writing, and one of them is guided writing technique. According to Tyner (2004), guided writing is an instructional writing context to teach the writing process by means of modeling, giving support, and practicing. The guided writing process can create two-way communication between the teacher and students, because the teacher has many chances to interact with the entire class or with the students individually in the process of writing. 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, especially the weak learners. Commonly, guided writing involves a media in the teaching process, for instance picture and video.

In the previous study, Virgiawan et al. (2020) used virtual field trip videos combined with a guided writing technique for teaching recount text. They found that using virtual field trip videos as a media and guided writing enhances the student's ability to write a recount text. The students are able to develop their ideas easily by combining the virtual field trip video and guided writing. Another study by Salwa and Kurniati (2020) found a significant result in students' writing ability after using a guided writing technique in teaching. They discovered the use of guided writing gives many benefits to the students; for instance, the students feel a sense of accomplishment when they comprehend how to continue writing, and they are tremendously motivated.

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.

## **1.2 Research Question**

In line with the background study above, the researcher formulated the problem statement as follows:

Is there any significant improvement in students' writing achievement of report texts after the students were taught using a 360-degree virtual tour video in guided writing technique?

## **1.3 Objectives**

In relation to the research questions above, the purpose of this research was to find out whether there is a significant difference in students' writing achievement in report text after using a 360-degree virtual tour video in guided writing technique.

## **1.4 Uses**

The research might be advantageous for some people or further study both theoretically and practically. The uses of this research are:

1. Theoretically, this research might support the previous studies that earlier researchers have done about using video in guided writing for teaching writing. In addition, the researcher expected that the findings could be a reference for further studies about using videos especially a 360-degree virtual tour video in guided writing to increase students writing achievement.
2. Practically, the result of this research hopefully can be a consideration for English teachers to use engaging media in the classroom, like 360-degree virtual tour

videos, to improve the student's writing achievement and to make the class situation enjoyable for the students to learn.

### **1.5 Scope**

This research used a quantitative approach, and the researcher did the research to the first-year students of Senior High School 9 Bandar Lampung. This research focused on the implementation of 360-degree virtual tour video in guided writing technique and investigated whether there is a significant improvement or not in students' writing achievement after conducting the treatment. In this research, the researcher implemented 360-degree virtual tour video as a media, among other types of virtual tour video such as free-movement 360 walking tours, virtual walking tour, 3D virtual tour, virtual reality tour, and many more. The 360-degree virtual tour video itself is one of virtual tour video. This video presents the actual situation of a place we try to visit virtually, and we seem to be in that place. Therefore, 360-degree virtual tour video could be a media in the learning activity for writing a report text. The researcher implemented a guided writing technique to teach the students. In conducting the research, the researcher conducted pre-test and post-test to assess the students' improvement in their writing. In order to evaluate the students' writing, the researcher adopted Jacob's scoring system (1981:90), with five aspects being assessed: content, organization, vocabulary, language use, and mechanics. For the materials and the activities, the researcher utilized the arranged English lesson module used to teach in school, especially in teaching writing.

### **1.6 Definition of Terms**

#### **Writing**

Writing skills is the activity to convey ideas by using words and sentences. (Lubis, 2014)

**Report Text**

Report text is a type of text that tries to provide a general explanation of something. (Barker, 2000)

**360-Degree Virtual Tour video**

360-Degree Virtual Tour Video is a type of video that has a stronger ability to give a sense of being in the real place and provide viewers with a more realistic tourism experience. (Willems et al, 2019)

**Guided Writing**

Guided writing is an instructional writing context to teach the writing process by means of modelling, giving support, and practicing. (Tyner, 2004)

The chapter above has discussed the background, research questions, objectives of the research, uses of the research, scope of the research, and the definition of terms used in this research. Further explanations of the theories will be discussed in the next chapter.



## **II. LITERATURE REVIEW**

This chapter discusses some theories that emphasized this research. It consists of previous study, concept of writing, aspects of writing, teaching writing process, report text, 360-degree virtual tour video, 360-degree virtual tour video in teaching writing, guided writing technique, procedure of teaching report text writing through 360-degree virtual tour video in guided writing, advantages and disadvantages, theoretical assumption, and hypotheses.

### **2.1 Previous Study**

Some researchers conducted research dealing with this topic. The first finding was “The Effectiveness of Guided Writing Combined with Virtual Reality Video as Teaching Media on Students’ Writing Achievement” by Virgiawan et al. (2020). In this study, the researcher desired to find out how guided writing combined with virtual reality video as a media that can improve the students’ writing achievement in recount text. The researcher chose eleventh-grade students of a private Senior High School, and they used qualitative and quantitative design. For the quantitative data, the researchers requested that the object do the pre-test and post-test. Meanwhile, the qualitative data included interviews, observation, transcription, and document analysis. Using descriptive statistics to analyze the quantitative data and constant comparative technique for the qualitative data, the researchers of this study found that the use of guided writing and virtual reality is able to improve the student’s writing on recount text. Then, 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,

creating grammatically correct sentences, producing a well-organized text with a good content, and writing with good spelling and mechanics.

Another research about using Virtual Reality to enhance writing skills was done by Mohamed et al. (2022), entitled “The Effect of Virtual Reality in Developing Al-Azhar Secondary Stage Students’ EFL Writing Skills.” This study aimed to discover the effect of Virtual Reality in improving Al-Azhar Secondary Stage students’ EFL writing skills. The researchers adopted a quasi-experimental design using an experimental and control group. The participants of this study were 50 Al-Azhar Secondary stage students. The researchers administered the pre-test and post-test to gather the data and analyzed the data using Paired Sample T-Test. After collecting and analyzing the data, the researchers found there were statistically significant differences between the mean scores of the experimental group students after being taught using virtual reality. The result also showed that the students’ ability in post-test improved from the pre-test both in content and organization aspect. Therefore, Mohamed et al. recommended using virtual reality to teach writing to EFL students.

Not only does the media support the learning process of EFL writing skills, but also the technique plays an essential role in the classroom. One of the techniques being used was the guided writing technique. A lot of research was done on using guided writing techniques. Started from Dieni (2022) conducted a study titled “The Use of Guided Writing to Improve Students’ Writing Skills” and intended to know whether guided writing can improve student writing skills and to see the students’ responses to implementing guided writing in the writing process. The researcher used qualitative and quantitative designs to collect the data. To get the qualitative data, the researcher used observation. Meanwhile, the researcher conducted pre-test and post-test to collect the quantitative data. After completing the research, the researcher 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.

Furthermore, Deviani et al. (2018) conducted research entitled “The Effectiveness of Guided Writing Technique in Teaching Report Text.” As mentioned in the title, the study aimed to find out whether the guided writing technique effectively teaches writing report text. In this research, the researchers applied a pre-experimental design with a sample of second-year science students of 38 students in the Don Bosco Senior High School Sanggau in academic year 2017/2018. The researcher conducted pre-test and post-test to gather the data from the students and analyzed the data using the t-test and effect size formula. After analyzing, the researcher found that the post-test score of 76 is higher than the pre-test score of 55.2. It showed that using guided writing techniques effectively teaches writing report text to students. The result also presented that guided writing techniques could help the students to master writing report text and improve their writing ability.

On the other hand, using media like video can also help the students enrich their topic and ideas in writing. The video can aid the students in composing the text. Rachmawati (2019), in her research entitled “Using “BBC Worldwide” Video to Enable the Eleventh Grade Students of PKBM Mandiri Surabaya to Write Report Texts.” proved the use of video could assist the students in writing. In this study, the researcher used observation and writing tests to gather the data and conducted the research in two cycles. Each cycle of this research occurred two meetings. From this study, the researcher found that 34 students earned a score  $\geq 70$  in the second cycle in the post-test. As a result, the study proved that the “BBC Worldwide” video could improve the eleventh-grade students to compose a report text. The result also showed that the video helped the students improve their writing skills and enhance each writing aspect, such as content, language use, and vocabulary.

Additionally, video can be a good media in the learning process. Bajrami and Ismaili (2016) in their study asserted that there are a lot of benefits to using video as a media in EFL learning. Video could provide a lot of information for listeners and help the students to focus on the material. The authentic video was also able to create a natural language-learning atmosphere. As a result, positive circumstances in the classroom could stimulate EFL learners to be interested in English learning. Using video like a 360-degree virtual tour video in the classroom affected the students' motivation in learning more than other forms of authentic material. This could happen because the video contains music and setting elements could entertain the students. Lastly, the author pointed out the result of using video in the classroom; high motivation and a delightful learning environment.

From some of the studies above, it is no longer a new thing to use guided writing and media to help students with their writing. The use of guided writing can significantly affect the students' writing competency. Moreover, using video and pictures in guided writing can also help them to develop their ideas, and they will not be confused about what they want to write. Besides, the videos can enrich their knowledge at the same time.

## **2.2 Concept of Writing**

Being one of the most common activities done by everyone, writing is one of the skills in English that students can master to be fluent in other English skills as well. Because writing can provide the learners with communication and thinking skills. In line with that, Raimes (1983) states that writing is one of the skills in English that we use to express ideas, feeling, and thoughts arranged in words, sentences, and paragraphs. In his book entitled "Techniques in Teaching Writing", he states that writing helps the students learn since it reinforces the students' knowledge

about the use of the idioms, grammatical structures, and vocabulary as well it can make them to explore the language and to take the risks.

In 2015, Nisa identifies writing as a communication way to convey our feels, ideas, and thoughts in written form. Therefore, it can help us to communicate with other people. Meanwhile, Asshiddiq and Abd. Rauf (2020) define writing as an activity requires some processes such as discovering, constructing and organizing ideas, then elaborating them on the papers and revising.

Hence, it can be concluded from the theories above that writing is a productive skill that requires a constant process where people can express their ideas, thoughts, feelings, and experiences in a written form.

### **2.3 Aspects of Writing**

However, writing is not a write-only activity that students can do without any basic aspects. Because there are several aspects that students or writers should take into account in order to compose good writing. According to the theory proposed by Jacobs et al. (1981), there are five aspects that should be considered in the process of writing. They are as follows:

#### **1. Content**

In writing, the content deals with the substance of the writing, which can be recognized by looking at the topic sentence. Accordingly, the topic sentence in a paragraph should express the main idea clearly and reflect the entire paragraph.

#### **2. Organization**

Organization in writing indicates the logical organization of the content. Thus, in creating the writing, the writers should be concerned about how the ideas can relate to each other and avoid jumbling ideas, and also pay attention to the sequence of each sentence and paragraph in order to make coherent writing.



### **3. Vocabulary**

Vocabulary refers to the selection of words that are usable and appropriate to the content. To see the vocabulary that is used by the writers can be identified by looking at the word choice or diction as a means to convey the message to the reader.

### **4. Language use**

Language use deals with the correct grammatical form in the writing and syntactic pattern on combining, separating, and grouping the ideas in words, phrases, clauses and sentences to make a logical relationship in paragraph writing.

### **5. Mechanics**

Mechanics in the writing process refers to the use of graphic conventional of the language, such as capitalization, punctuation, and spelling in the paragraph.

In this research, the aspects specified by Jacobs et al. (1981) above can be used to examine students' writing skill in the classroom for getting the score of their test, and the researcher will focus on the content and organization of the student's writing. Thus, there are five aspects from the theory above that the teachers applied to teaching writing to achieve the students' successful in writing. Additionally, the students' can use those aspects as a standard for them in producing their writing aiming to have a good writing.

## **2.4 Teaching Writing Process**

Writing skill, especially in English, is helpful for many purposes in students' life, especially for their studies. Although writing can benefit the students, they still struggle with the writing process. According to Hinkel (2003), this problem can happen because writing in L2 is fundamentally different from L1, and the writing

process requires many aspects students expect to fulfill. Hence, the students need the role of the teacher to teach and guide them to solve the obstacles in the writing process. Teaching writing means the teacher teaches the students how to convey their idea or imagination in their mind into written form.

Nevertheless, teaching writing becomes a challenge for the teacher because writing in English is the most difficult skill for students to require, among other skills. The teacher needs to be concerned with the aspects of writing and ensure the students understand and can fulfill the elements. Not only that, but the teacher also needs to give the appropriate guidance to the students and build their awareness of the writing process, starting from generating ideas until revising. In line with that, Raimes (1983) states the English teacher should guide the students in the writing process and try to give relevant material according to the student's interests and needs. Moreover, students' capacities and ages should be a concern for English teachers to make the students successful in the writing process with few or no errors in the composition. He asserts that teaching writing is a unique way to reinforce learning. Therefore, teaching writing and giving the right material for the students are being important part in teaching, in order to build students' language skills.

However, giving a suitable material is not enough. The teacher should consider several elements in writing, such as grammar, vocabulary, sentence organization, and mechanics. Teaching writing is not only teaching the students to write their sentences on paper, despite the teacher needs to guide them to organize their ideas into written form, and it needs a long-time of practice and process. Hence, the English teacher plays an essential role in guiding, teaching, and educating them in their writing process to achieve successful writing. In order to achieve success in writing, there are some steps in the process approach that teachers can do to their students for practicing in the classroom. The steps in the process approach are important to guide the students in producing a text.

Harmer (2004) states that the writing process is a stage where a writer tries to make something in its final written form. He suggests there are four main elements in the writing process, they are:

### **1. Planning**

Planning is a step where writers plan about the things they are going to write, and try to decide about the topic they are going to say. In the planning process, the writers can involve some activities, such as making detailed notes, writing a few jotted words, and some of them only planning it in their heads. Not only involving some activities, but they have to think about some issues regarding to their writing, such as the purpose, the audience, and the content structure of their writing.

### **2. Drafting**

A draft is the first version of our piece of writing. The writer can produce several drafts during the writing process due to the editing on its way to the final version.

### **3. Editing (Reflecting and Revising)**

After producing a draft, the writers try to reread their draft and start to edit it by adding and removing the sentences and paragraphs in the text that do not work. In the editing stage, they also focus on the order of the text information, whether their writing is confusing or ambiguous to the reader, and other things to make their writing better, so that the reader can get the point of their writing quickly.

### **4. Final Version**

The final version stage is a step where the writers have edited their drafts, making the changes in their text to make their writing more efficient and valuable for the reader, and they produce a final version. Usually, the final version looks different from the original and the draft version because some things have changed through the editing process.

In conclusion, there are a lot of versions of the teaching writing process that teachers can apply in the classroom according to their students' needs. Meanwhile, in this research, the researcher tried to use the process approach consisting of pre-writing, planning, drafting, editing, and final version.

## **2.5 Report Text**

In English, there are a lot of kinds of texts we can produce based on our purpose and means. One of them is report text. Susilohadi (2008) states that report text is a type of text to describe or illustrate something in general. In line with that, Gerot and Wignell (1994:196-197) identify report text as a kind of text to describe something in our surrounding the way things are, including a variety of natural, man-made, and social phenomena around us. From the theories, it can be implied that report text is a text we can use to describe something by explaining the information in a general way. This text's report can be related to history, geography, science, artificial, natural resources, and environmental occurrences. As its name suggests, the social function of report text is to report and provide information about something generally.

For the learners, sometimes it is difficult to differentiate between report text and descriptive text. According to Sundem (2006), the difference between descriptive and report is that descriptive text is a type of text to describe a specific subject. Meanwhile, report text is categorized as nonfiction writing to describe information.

After knowing the definition and social function of the report text and also the difference with descriptive text, the learners also need to know the generic structures and the language features of this text. According to Gerot and Wignell (1994), the generic structures of this text consist of the following:

### 1. General classification

The general classification is a part of the report text to classify the general aspect of the thing, such as country, public place, animal, and many more. The writer generally discusses the thing in this part and briefly introduces the topic to be discussed.

### 2. Description

In this part, the writer can tell the thing being discussed in the text; in terms of characteristics, qualities, habits, or behaviors. Sometimes in the report text, we can find the supporting information is short and simple by only including the main idea without including explanations.

According to Gerot and Wignell (1994), there are some language features in report text the writers should take into account, those are:

1. Using simple present tense.
2. Introducing a group or general aspect and use a general noun.
3. Using the relational verb to describe features.
4. Using technical terms.
5. Using action verbs when describing behavior.

In summary, the writers should pay attention to the generic structures and the language features in order to produce a good report text because report text looks similar with descriptive text although it has different characteristics from other texts.

## **2.6 360-Degree Virtual Tour Video**

In the middle of technological advances, using suitable media in the learning process can help the learning process, especially in learning writing. One of the media we can use in the classroom is video. According to Maru and Nur. (2020),

the use of video can help develop skills in the context of learning English as a Foreign Language (EFL) and increase the student's interest in learning. Additionally, they state that using video not only grabs the students' interest and stimulates skill acquisition but can be an effective way to language practice. One of the videos we can use in the teaching process is a 360-degree virtual tour video. A 360-degree virtual tour video is a video where the videographer recordings a view in every direction and simultaneously records shots using an omnidirectional camera or a collection of cameras. In addition, on YouTube, which shows 360-degree virtual tour videos, there is a button on the top left that we can push to see the situation on our right, left, top, and bottom sides.

360-degree video is one of the Virtual Reality (VR) applications. The definition of VR itself, according to Hobson and Williams (1995), is an active digital-generated medium that gives the opportunity to the participants to experience the simulated environments using the HMD of a VR device. Pahlevi et al. (2021) state this technology is developed as a part of smart tourism to give information about the destination and show a place's potential. Hence, the viewers of the videos can get information and understanding about the place they want to visit, and it can remove the distance barrier for exploring the place and transform how people travel to a location. Not only that, Zahorik and Jenison (1998) states that 360-degree virtual tour video can provide the users with a new experience, that is, the sense of presence in a destination. In line with that, Ye et al. (2019) assert that 360-degree virtual tour video technology facilitates users to look at a 360-degree picture or video in which things, situations or scenarios look natural, so such environments' realism is also high. Thus, the viewers can feel enjoy and relax while watching the video.

Hence, the researcher chose to combine the writing skills process with this type of video to prevent the students from burdening the aspects they should fulfill in their report text writing. Because by using 360-degree virtual tour video, the students can

experience something new to explore new places in a fun way without the need to go there. Moreover, the students can get the idea quickly by seeing the video showing some places, and they can organize their thoughts well to produce good writing in report text.

### **2.7 360-Degree Virtual Tour Video in Teaching Writing**

In this technological advance, there is a technology called virtual reality. According to Alhalabi and Lytras (2019), Virtual Reality or VR create a digital environment similar to the real environment, and give the experience in terms of sight, hearing, touch, and so on. As a result, they can get feelings and experiences which are similar to those in the real environment. There are some types of virtual reality, such as non-immersive virtual reality, fully-immersive virtual reality, semi-immersive virtual reality, and augmented reality. In this case, 360-degree virtual tour video belongs to the type of semi-immersive virtual reality.

Several studies conducted the use of VR in the education field, especially in learning English as Foreign Language. According to Meyer et al. (2019), VR not only promote students' motivation to learn, but can also develop their capability to explore their views, and increase their ideas and also knowledge. Hence, VR considered as a tool that can promote students' writing achievement, and some researchers have discovered about the fact. For example, Alpala & Peña (2014) states that the video can provide the learners with a learning environment which is suitable to give them writing theme, and it can mobilize their imagination and creativity. A 360-degree video encourages learners to view a place and situation in whichever direction they wish, and it helps students to enrich their ideas, information, and imagination. Thus, it can be easier for students to get ideas for their writing and develop their text.

## 2.8 Guided Writing Technique

In writing, there are a lot of techniques the teacher can use in the classroom to make the students easier in the writing process. One of them is the guided writing technique (GWT). According to Parsons (2001:12), in the guided writing process, the teacher's role in the classroom is to guide the students and help them develop their text through joint text construction, discussion, and evaluation of their writing. Furthermore, guided writing can assist students in enhancing their writing skills and motivate them to convey their ideas in a paragraph in a written form, according to Brown (2001).

In order to get the best result after implementing guided writing, Dunigan (2005) in his book states there are several steps of guided writing activity, those are:

1. Planning: the students can gather information about the topic to be discussed and organize their materials also ideas.
2. Packaging the first draft: the teacher guides the students in the writing process gradually following their plan to write their first draft.
3. Pruning and plumping: by using the existing rubric, the teacher can control the students' writing and to know which part they need to revise.
4. Polishing and rewrite: in this part of guided technique writing, the students can polish and rewrite their draft from the teacher's feedback before producing the final draft with assistance.
5. Publishing and performing: the last part of guided technique writing is publishing, where the students finish their text and can try to present their results to their friends and teacher.



Turbill (2007) asserts that the teacher plays an essential role in guided writing because they need to guide students in writing, provide responses to students' work, and develop students' thinking. Therefore, after doing all steps in guided writing, hopefully the students could produce a report text properly by guidance of the teacher.

### **2.9 Procedure of Teaching Report Text using 360-Degree Virtual Tour Video in Guided Writing**

The teacher used the guided writing technique and a 360-degree virtual tour video in this research to teach writing. Considering the module of English lessons, the teacher chose report text as a type of text that students learned in the classroom. The teacher provided students with material about the report text and applied the guided writing technique and the 360-degree virtual tour video as media to support writing a report text. Then, the students tried to produce a report text taught by the teacher and used a 360-degree virtual tour video as media for them. The concept for the report text was they tried to explain and tell the information about a country or city in a written form.

The procedure of the writing process using a 360-degree virtual tour video and applying guided writing as follows:

#### **Pre-activities:**

1. The teacher explained the purpose of the study and motivates them to participate actively in the classroom activity.
2. The teacher simply explained the material by showing an example of the report text and talking about the language features and the structure.
3. The teacher explained the 360-degree virtual tour video and about what they would do in the writing activities.

**Main activities****Pre-writing and planning:**

1. The students watched a 360-degree virtual video.
2. The teacher guided them to brainstorm and make an outline idea for their writing based on the topic they chose from the options.
3. After outlining, they continued to the next step, packaging the first draft.

**Packaging:**

1. After reviewing their outline, the teacher guided the students to produce the first draft.
2. The teacher helped the students to make report text step by step even sentence by sentence for producing their draft.
3. The teacher asked for feedback from students in the class.

**Pruning and plumping:**

1. In this stage, the teacher checked the students' drafts and used the existing frame to check the students' writing.
2. The teacher did the checklist using a frame to check which part the students need to revise.
3. After checking the draft, the teacher gave feedback and asked students to revise their first draft.

**Polishing and rewrite:**

1. After revising their first draft based on the feedback, the students gave it to the teacher, who checked the changes they made in their draft.
2. The teacher rechecked the draft in some aspects, such as structures, sentences, vocabulary, and English standards.
3. After checking the draft, the teacher gave feedback.

4. Then, the teacher gave back the draft to the students and asked them to revise it again before producing a final draft.

**Publishing and performing:**

1. To reach this stage, the students needed to produce their final draft based on the teacher's feedback.
2. They wrote their final draft on a piece of paper or book.
3. The teacher called some of them to read aloud their text in front of the class.

**Post activities:**

1. The teacher allowed the students to give feedback related to the material.
2. The teacher and students summarized the material.
3. The teacher gave chance for students to ask about the material.

In the end, the students could make a report text after doing all the writing processes starting from pre-writing and planning, drafting, revising, and final version by using a 360-degree virtual tour video in guided writing.

**2.10 Advantages and Disadvantages of using the 360-degree Virtual Tour Video**

Using media can have advantages and disadvantages for the learners as users in the classroom. The advantage means the media can positively impact the student's learning process. However, applying media to the learning process also has disadvantages too. The disadvantage means the media we choose in the learning process for the students cannot support the learning activity, and it does not help the students in their studies. The advantages and disadvantages of using 360-degree virtual tour video are as follows:

### **Advantages**

1. 360-degree virtual tour video can rise the students' power of creation

When watching the videos, the students enjoy and can grow their potential in creativity and get the inspiration for their writing. They can easily get the idea by watching the video and listening to the explanation.

2. 360-degree virtual tour video can bring the feel of presence in the real place for students

By showing some places in the video, the students can feel they are in the actual place and get the presence feeling there. So, it helps them to find the idea for writing a report text.

3. 360-degree virtual tour videos are more engaging than photos

The students are more likely to be engaged when they see the video than only seeing the photos because the video allows them to see the situation around them so they can picture themselves there.

4. 360-degree virtual tour video provides different learning and teaching experience

The students can get a different experience in learning because they feel they were there, and it can build their sense of fun and more enjoyable classroom because the video can bring a new experience for them in the learning activity.

### **Disadvantages**

1. Students can easily get distracted while watching 360-degree virtual tour video because they open it on the YouTube platform

As we know, YouTube has many videos on various topics that students can access easily. Sometimes, students choose to watch other videos instead of the

video we ask them to do their writing. Hence, teachers need to control their students during the writing process.

2. It can be difficult to find pre-made 360° or Virtual Reality content that can fit into the learning objectives of classes smoothly in EFL classroom due to the students' different language levels

After knowing the advantages and disadvantages of using 360-degree virtual tour video as a medium in the classroom, the researcher hopes to minimize and dismiss the disadvantages and maximize the benefit of applying the video. Therefore, all the learning processes in the classroom can run well and reach the research goals.

### **2.11 Theoretical Assumption**

In line with the previous research, the researcher believed that the student's writing in report text would improve after using a 360-degree virtual tour video as a media combined with a guided writing technique. Using a 360-degree virtual tour video, the researcher assumed the students could acquire much cultural background information about the learning materials, and it could give the idea for the students to write. Therefore, this can help the students enrich their knowledge and obtain many ideas for composing their writing. The video and technique also helped them in the writing process, from planning to producing the final draft. As a result, the students would make a report text better after the researcher conducted the treatment.

Besides, the researcher assumed the students would engage and participate actively in the learning and teaching process as they used a 360-degree virtual tour video since this type of video is a new thing for them to learn English and give a unique experience that they were there. It could happen because the 360-degree virtual tour

video shows them the actual situation in a place they have never visited. Therefore, using this video can give them a new experience in learning and motivate them to stay enthusiastic because they can simultaneously learn and travel around the world. Additionally, guided writing techniques combined with this video can make learning more enjoyable and structured. As a result, the students can positively respond to using 360-degree virtual tour video as a media in the guided writing process. In addition, they can develop their creativity in writing by watching this video, and they will have ideas about what they want to write. Also, the researcher presumed the students could learn to organize their ideas and elaborate them to produce a report text.

## **2.12 Hypothesis**

In this research, there are two research questions as the problems. According to the problem and the assumption, the researcher proposes the hypotheses as follows:

- There is significant improvement of students' writing achievement before and after using 360-degree virtual tour video in guided writing.

Thus, the theories that have been discussed in this chapter are previous study, concept of writing, aspects of writing, teaching writing process, report text, 360-degree virtual tour video, 360-degree virtual tour video in teaching writing, guided writing technique, procedure of teaching report text writing through 360-degree virtual tour video in guided writing, advantages and disadvantages, theoretical assumption, and hypothesis.

### III. METHODS

The chapter discusses several points: design, population and sample, variable, data collecting technique, research procedures, implementation of the research, instrument of the research, validity and reliability, data treatment, data analysis, and hypotheses testing.

#### 3.1 Design

This research was a quantitative study that aims 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. To analyze the data of the research question, the researcher used the *Repeated Measures T-test*.

Moreover, for the research design, the researcher used *the one-group pre-test post-test design* proposed by Setiyadi (2018). At the first meeting, the researcher asked the students to produce a report text, and it was used as the pre-test. After holding the pre-test, the researcher conducted the treatment related to the writing material and using a 360-degree virtual tour video as a media, also implemented guided writing technique. Finally, the researcher gave the post-test to the students after holding the treatment. The design of this research is presented as follows:

|                   |
|-------------------|
| <b>G: T1 X T2</b> |
|-------------------|

Where:

G: Group/class

T1: Pre-test

X: Treatment

T2: Post-test

### **3.2 Population and Sample**

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. In determining the experimental class, the researcher used a method to decide the sample, namely simple random sampling. According to Setiyadi (2018), simple random sampling can give each individual in the population the same opportunity to be chosen as the research sample. In using this method, there is no standard procedure to decide on the sample because the way for sampling does not matter as long the researcher use a way that can give all individual in the population the same chance to be the sample. In another research, the researcher used coins, dice, and other ways to decide the sample. Therefore, the researcher used a lottery in this research to decide which class is going to be the sample.

### **3.3 Variable**

Each quantitative research needed variables to support the research process. Setiyadi (2018) states that variables are characteristics of a group of people, their behaviour, or their environment that varies from one individual to another, such as gender, motivation, and achievement. There are two kinds of variables, namely independent variable (X) and dependent variable (Y).

In this research, the dependent and independent variable were as follows:

1. 360-degree virtual tour video in guided writing as independent variable (X).

It is categorized as independent variable because the video can influence the dependent variable.



2. The students' writing achievement as dependent variable (Y).

It is categorized as dependent variable because it measures to see the difference of students' writing achievement.

### **3.4 Data Collecting Technique**

In order to gain the data and get the result of the problem, the researcher implemented writing tests as the instrument of this study. The researcher used this to perceive the significant difference in students' writing before and after using 360-degree virtual tour video as a media in the guided writing process. Therefore, the researcher did the data collecting with some procedures as follows:

1. Pre-test

The researcher conducted the pre-test in the first meeting before the students get the treatment. Thus, the students produced their report text before using a 360-degree virtual tour video as a media in guided writing. This test aimed to perceive how far their understanding and knowledge about report text are and also to see their ability in writing. The pre-test also could give the researcher information on whether students' writing performance improves from the pre-test to the post-test after the treatment. In the pre-test, the researcher asked the students to produce a report text about a country or city, which consists of a minimum of 75 words within 75 minutes. In the pre-test, they have not used the virtual video yet.

2. Post-test

If there was a pre-test, there would be a post-test too. At the end of the meeting, the researcher administered the post-test as a writing task after conducting the treatment. The students should write a report text which consists of minimum of 75 words within 75 minutes. After that, the researcher provided feedback and discussion session regarding their writing in the post-test.

### 3.5 Procedures of Conducting the Research

The procedures of this research are as follows:

1. Before conducting the research, the researcher tried to find out the student's problem in writing, especially in writing report text at SMAN 9 Bandar Lampung. The researcher found that the students sometimes have no idea what they are going to write about, they cannot organize their ideas well, lack vocabulary, and feel writing is a tedious activity. Hence, the researcher applied a 360-degree virtual tour video in the guided writing process of report text in the classroom to give them help with their problems and the experience of exploring something new with this video. Also, the students could develop their imagination by watching the video, so it could give them ideas and tried to organize their creations.

2. Selecting Population and Sample

The population of this research was the tenth-grade students in SMAN 9 Bandar Lampung. Meanwhile, the sample of this analysis was students in X-11 for the experimental class.

3. Determining Materials

The researcher used the materials based on the provided school's syllabus, which focuses on making a report text about a country or city. The materials for teaching writing delivered in the classroom consists of the structures, the language features and the social function of report text. Then, the researcher provided them the example of 360-degree virtual tour videos. Then, they tried to make a report text based on the video.

4. Administering Pre-test

The researcher administered a pre-test to the students in the first meeting. The

purpose of this test was the researcher wanted to know the students' prior knowledge and writing ability before the researcher gives the treatment. In the pre-test, the researcher asked the students to make a report text based on the provided topic.

#### 5. Conducting Treatment

The researcher gave the treatment after conducting the pre-test. There were three meetings for providing the treatment in the classroom. The researcher shared the material related to the report text and chose the 360-degree virtual tour video for showing to the students. Then, during the process of making a text, they could use one 360-degree virtual tour video based on their interest in producing a report text. After that, they started to do the pre-writing and planning stages. They also did the process of writing, such as drafting, editing, and final version. The researcher provided the information students need during the treatment and used guided writing technique to guide the students in each writing process to produce a report text properly. Thus, the students could learn to make an excellent one after doing all the writing processes in the treatment.

#### 6. Administering Post-test

The researcher gave the post-test to measure students' ability to write report text after the treatment. The researcher asked the students to make a report text based on the provided topic. Then, they could write their report text on a piece of paper, and submitted it to the teacher to be assessed.

#### 7. Scoring

The researcher used two raters to score the students' writing test. The first one was the researcher itself, and the second one was the English teacher in SMAN 9 Bandar Lampung.

#### 8. Analyzing the result

The researcher assessed the students' writing in each test of making a report text based on the writing aspects from Jacobs (1981). Then, the researcher compared the scores of both tests to see the students' progress. Moreover, the researcher investigated the result of the writing aspect to see the improvement of each of them.

### **3.6 Implementation of Using 360-degree Virtual Tour Video in Guided Writing**

The researcher conducted this research at Senior High School 9 Bandar Lampung in class X-11, which consists of 30 students. It took around five weeks to complete the research procedure and gather the data from that class. In the first meeting, the researcher gave a pre-test to the students. After getting the pre-test data, the researcher provided treatment by delivering the material about the report text to the students in the second, third, and fourth meetings. At the end of the session, the students had to take a post-test.

The pre-test was given to see the students' prior knowledge about the report text before getting the treatment. In the pre-test, they were asked to make a report text based on the given theme. The themes were Indonesia, Jakarta, and Bandar Lampung. The students could choose one based on their interests and knowledge. They had to write it on paper within 75 minutes and submit their text's result to the researcher.

After taking the pre-test, the researcher checked the text's result to know how well they could make a report text without getting information about it. Additionally, the researcher observed the student's faults related to writing aspects in the text and what things need to be concerned about in the material and the teaching process later so that the students were able to obtain the material to the fullest.

Afterward, the researcher provided students with material about the report text in the treatment process. The material started from the report text's definition, social function, the structure, and language features. In addition, the researcher showed the model or example of report text about a country or city taken from the internet to make the students easier to understand the material.

After learning about the report text, the researcher introduced them to a 360-degree virtual tour video. The researcher gave a 360-degree video link to the students to be material in the treatment process. While watching the video, the researcher explained about a 360-degree virtual tour video, how to use it in the learning process and the text's making process, and how to gather the data from the video. The students were enthusiastic about the video because it was unfamiliar and rare to use during the learning process. Then, the researcher had two video options the students could choose as a topic for their report text in the treatment process. After selecting the video, the researcher grouped them based on the video they chose before. The purpose of grouping them was to make the researcher will be easier to guide and control them, especially when doing the guided writing technique in the writing process.

Then, in the treatment process, the researcher asked to produce a report text based on the video, starting from the first draft. During the process, the researcher applied a guided writing technique. In the guided writing technique, the researcher guided them step-by-step in order to make them clearer in every stage of the writing process. The process began with planning, where they needed to gather the information and data and brainstorm ideas for their writing. Next, they created the first draft of their report text and submitted their report text's first draft to the researcher. After that, the researcher did the pruning and plumping process in the guided writing process by checking the students' drafts and giving suggestions regarding their writing. After receiving the suggestion, they did the polishing and

rewriting stage, where they needed to revise their draft and give it to the researcher again. Then, if the text is already good, they could produce the final version of their report text.

After holding the treatment process, the students had to do the post-test. In the post-test, they were asked to make a report text based on the given theme. The themes were London, Bali, and New York. The students could choose one based on their interests and knowledge. They had to write it on paper within 75 minutes and submit their text's result to the researcher.

In conclusion, the researcher did the experiment successfully in five meetings. Hopefully, the student's writing ability in report text could increase after getting the treatment.

### **3.7 Instrument of the Research**

In this research, the researcher used writing tests as the instrument for this research. The researcher held two tests, which were pre-test and post-test. For the pre-test, the researcher conducted it in the first meeting before the treatment to see the students' initial ability in writing, especially in producing a report text. Then, the researcher administered the treatment to give the material related to report text. After doing the treatment, the students required to make a report text. The researcher could get the data for this research by comparing the results of their writing tests and observing the aspect improves the most after the treatment.

### **3.8 Validity and Reliability of the Instrument**

In conducting the research, the instruments used in the classroom should be valid and reliable. Therefore, the researcher needed to check the validity and reliability of their instrument. Setiyadi (2018) stated that validity and reliability are essential points in developing instruments that the researcher should be considered. Validity

and reliability used to find out whether an instrument has achieved the criteria of good test. Therefore, the researcher used validity and reliability tests to ensure that the tests being used in this research were valid and reliable.

### **3.8.1 Validity of Writing Test**

Setiyadi (2018) defined validity of an instrument has to show how well that instrument measures what is supposed to be measured. Moreover, there were two types of validity are being used in this research:

#### **a) Content Validity**

According to Brown (2000), content validity related to any validity strategies that focus on the content area of the test. This research had the content validity because the researcher made the test based on the indicator in syllabus of the first-year students at SMAN 9 Bandar Lampung, and the researcher gave the material suitable with the curriculum. In this research, the researcher used report text writing as the material and the writing test.

#### **b) Construct Validity**

Nurweni (2018) stated that construct validity means that the researcher should arrange the test items or tasks based on the theory of what is being tested. In addition, she emphasized that the teacher must use the theory of language skills, which involves language aspects, as bases to develop tasks to evaluate students' language ability. In this research, the researcher designed the test based on the theory of writing. Furthermore, the researcher applied the aspects of writing during the teaching and learning process. For the scoring system, the researcher utilized the theory arranged by Jacobs (1981), which has been proven for examining writing tasks. The English teacher at Senior High School 9 Bandar Lampung also checked the instruments of the tests too. Therefore, it can be concluded that the test items in this study fulfilled the construct validity.

### 3.8.2 Reliability of Writing Test

The instrument of this research implemented a writing test. Hence, the researcher used the *inter-rater ability* to see the consistency of the test. By using the *inter-rater ability*, it meant that there were two raters who examine the test independently. Thus, in this research, the researcher collaborated with the English teacher in SMAN 9 Bandar Lampung to assess students' writing based on the writing aspects proposed by Jacobs et al. (1981). Then, the researcher compared both raters' results to determine the reliability.

Moreover, the researcher used *Rank Spearman Correlation* to see the correlation between the two raters: the English teacher and the researcher. The researcher used the statistical formula to achieve reliability. The formula was as follows:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Note:

p: coefficient of rank order

d: difference of rank correlation

N: number of students

1-6: constant number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher will analyze the coefficient of reliability with the standard of reliability below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)



- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

(Arikunto, 1998: 260)

Based on the reliability criteria above, it can be concluded that the writing tests should be considered reliable if the tests reached the range of 0.60 to 0.79 (high reliability). In addition, the reliability of pre-test and post-test of this research is evidenced below:

**Table 3.1 Reliability of Pre-test**

| Correlation | Number of Items (N) |
|-------------|---------------------|
| .845        | 2                   |

From the table above, it can be seen the reliability of the pre-test is 0.845. According to the standard of reliability by Arikunto (1998:260), it can be concluded that the pre-test used in this research to know the students' prior knowledge is believed to have very high reliability. On the other hand, the reliability of the post-test is presented below:

**Table 3.2 Reliability of Post-test**

| Correlation | Number of Items (N) |
|-------------|---------------------|
| .900        | 2                   |

Regarding the second table, the reliability of the post-test is scored 0.900. Thus, the post-test used after giving the students some treatments has very high reliability.

To conclude, the reliability of both tests was very high based on the specification by Arikunto (1998:260). It is because the reliability score for the pre-test is 0.845

and 0.900 for the post-test. The result also can be evidence that the tests have good consistency of assessment results.

### 3.9 Data Treatment

Setiyadi (2018) mentioned three basic assumptions the researcher should fulfill in using *Repeated Measure T-test* analysis to examine the hypotheses, those are:

1. The data are an interval.
2. The data are taken from random sample in population (non-absolute).
3. The data are distributed normally.

To find out whether the data is normally distributed or not, the researcher applied *Shapiro-Wilk Formula* with the hypotheses:

$H_0$ : The distribution of the data is normal

$H_1$ : The distribution of the data is not normal.

The level of the significance used is 0.05.  $H_0$  is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Moreover, the result of the normality test is shown in the table below:

**Table 3.3 Test of Normality (Shapiro-Wilk Test)**

| Tests of Normality                                 |                                 |    |       |              |    |      |
|--|---------------------------------|----|-------|--------------|----|------|
|  | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|  | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| PRETEST  | .107                            | 30 | .200* | .953         | 30 | .207 |
| POSTTEST   | .128                            | 30 | .200* | .961         | 30 | .323 |
| *. This is a lower bound of the true significance. |                                 |    |       |              |    |      |
| a. Lilliefors Significance Correction              |                                 |    |       |              |    |      |

Table 3.3. shows the evidence that both of the data are distributed normally. The value of the normality test in the pre-test is 0.207 and in the post-test is 0.323. It can be assumed that H0 is accepted because the data from both tests are higher than 0.05. Thus, the data are distributed normally.

### 3.10 Data Analysis

In order to get the result of this research, the researcher did some steps below.

1. Scoring all of the tests using inter-rater.
2. Tabulating the result of pre-test and post-test.
3. Computing the data to SPSS.
4. Obtaining the mean of both test by calculating the result using this formula:

$$Md = \frac{\sum d}{N}$$

Md: mean (average score)

$\sum d$ : total students' score

N: number of students

(Hatch and Farhady, 1982)

5. In order to find whether there is significant difference of students writing before and after using 360-degree virtual tour video, the researcher used the formula below:

$$I = M2 - M1$$

I: the improvement of students' writing achievement

M1: the average score of pre-tests

M2: the average score of post-tests

6. Composing a discussion regarding the result.
7. Answering the question by concluding the result of the analysis.

### 3.11 Hypothesis Testing

The formula for testing the hypothesis for the first question of this research is:

$$H_0 = \text{Sig.} > 0.05$$

$$H_a = \text{Sig.} < 0.05$$

$H_0$ : There is no significant difference of students' writing performance before and after using 360-degree virtual tour video as media.

$H_a$ : There is significant difference of students' writing performance before and after using 360-degree virtual tour video as media.

The researcher analyzed the hypothesis for the research question by using *Repeated Measure of Statistical Package for Social Science (SPSS)*.

In short, this chapter covers the methodology of the research consists of design, population and sample, variable, data collecting technique, research procedures, implementation of the research, instrument of the research, validity and reliability, data treatment, data analysis, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

This final chapter focuses on the discussion of two points. First, the conclusion of the research findings. Second, suggestions for English teacher who wants to implement a 360-degree virtual tour video combined with guided writing technique in teaching writing and other researcher who wants to conduct study in the same area.

### **5.1 Conclusion**

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.

## **5.2 Suggestion**

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. English Teacher**

- a. The researcher recommends English teachers apply a 360-degree virtual tour video combined with guided writing techniques in teaching writing, especially report text.
- b. 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 to avoid being distracted by moving here and there while exploring the place.
- c. English teachers can try to apply the video to teach other English skills like speaking and listening.

### **2. Further Research**

- a. Further 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.
- b. This research was aimed to find out the improvement of students writing ability using a 360-degree virtual tour video in guided writing technique. Hence, further researchers can try to find out the students' perception, motivation, or attitude of using this media in the classroom combined with the technique.

As a final point, those are the conclusion of this research after implementing a 360-degree virtual tour video in guided writing to develop the student's writing skills. Hence, the suggestion can be a consideration for English teachers and further

researchers to apply a 360-degree virtual tour video in the classroom and combine it with a technique.

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