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## **GOOGLE EARTH VIRTUAL JOURNEY TO IMPROVE WRITING SKILLS OF HIGH SCHOOL STUDENTS IN MALANG**

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### **ABSTRACT**

They are responding to the current situation of the COVID-19 pandemic, which has affected the world of education in Indonesia. This study aims to develop writing skills using virtual field trips. Virtual field trips based on google earth are used as field trip learning innovations visualized digitally based on internet technology to support the implementation of field studies without leaving the classroom. This research uses Action Research research. From each cycle that was applied, students showed their active participation in producing descriptive paragraph text and showed their willingness to communicate and discuss. These results reflect students' acceptance of the applied learning method because they feel that the applied method helps improve their writing skills.

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## **INTRODUCTION**

The digital transformation widely used in 21st-century literature related to Industry 4.0 has accelerated its implementation and has become mandatory due to Covid-19, and many educational institutions have started using various distance education systems and devices. It can be said that this pandemic has affected 862 million students. That is roughly calculated as half of the world's student population (Viner et al., 2020).

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Twenty-nine countries officially closed their educational institutions a week before the admission announcement (UNESCO, 2020).

Several countries have tried to implement the vision of urgent change at the national level, and many other countries have adopted several solutions to maintain their education systems at the institutional or individual level (Korkmaz & Toraman, 2020). Although the outcome of any implementation is unpredictable; still, it can be expected that schools or institutions with teaching staff experienced in distance learning management systems or under-resourced face serious challenges to get out of this situation. No wonder educational institutions and educators will continue to change post-COVID).

One of the obstacles that arise and are related to language teaching in the COVID era is the lack of innovation made by teachers in the learning process. Instead of making breakthrough innovations in the pandemic era, teachers are still fixated on structuralism, and behaviorism approaches, usually applied from a teacher-centered perspective, to master specific skills. That usually makes students accustomed to passively following what the teacher is told to avoid mistakes that can parse their grades.

Writing is one of the language skills. Writing has several types, namely description, narration, exposition, persuasion, and argumentation. Each of these types has its purpose. Writing is very closely related to composing; teachers and parents must teach children to write from an early age because it will affect children's growth and development in the cognitive and psychomotor domains. (Suroso, 2007) states that teaching writing is directed to achieve several goals. The first goal so that students can fulfill essays to meet several needs. The second goal is so that students can carry out activities in the writing process. The third goal is for students to master written forms of language that include language conventions in the realm of language use. The fourth goal so that students understand the role of written language in interpersonal communication, record people's lives, and improve themselves in writing.

One method that can be used to support writing skills is the field trip method. (Roestiyah, 2001) says that field trips are excursion activities that students use to complete specific learning experiences and are an integral part of the school curriculum. With field trips as a teaching and learning method, students, under the guidance of teachers, visit certain places to learn. That is very appropriate to improve writing skills because bringing the object of learning closer to students will make it easier for students

to pour ideas into writing. In addition, this method will make students more comfortable and happy when learning takes place and can train students to use time effectively. However, unfortunately, in its implementation, it is often constrained by several constraints, such as limited cost, distance, and time (Tuthill, 2002). Especially in the current era of the COVID-19 pandemic, field trips are one of the learning methods that are very difficult to implement due to the strictness of several health protocols implemented in several places. However, these obstacles are not without solutions; there is one way to be used as an alternative to making field trips while still complying with the health protocols implemented by the government, namely Virtual field trips.

Virtual field trip (VFT) is a digital visualization method based on the internet and a personal computer to support the implementation of field studies without having to leave class. In addition, virtual field trips are used to give students more control by providing observation opportunities without having to be in a real place. Moreover, having the opportunity to explore the observed locations, especially those not possible to visit for various reasons (Stainfield et al., 2000). What is meant by virtual is a digital alternative that is interpreted according to the original (Stainfield et al., 2000).

The purpose of implementing VFT is not to replace conventional field trips but to introduce students to various aspects that are not readily investigated directly for safety reasons, such as the possibility of being exposed to the coronavirus (Treves et al., 2015). In addition, VFT can build essential skills to prepare students if one day they are required to go directly to the field and as an exercise in conventional travel proposals, such as preparing mileage, equipment to carry, biodiversity, or physical readiness (Thibault, 2008). Other objectives of implementing VFT are time efficiency facilities compared to conventional field trips and means of presenting the results of observations in the field (Eusden et al., 2012); ensured safe to explore (Treves et al., 2015).

So that learning can be more beneficial for students, the application of learning to write with the VFT method must be made by conducting a needs analysis. That is done to determine student needs, choose teachers who want to apply the method appropriately because the teacher's role is significant in implementing this method (Van Den Branden, 2016), conduct evaluations involving schools and student opinions about its use, and make some adjustments if the teacher or students feel the need to run the class well.

This study shows how VFT is applied in writing classes in Javanese language lessons for high school students. It aims to improve their writing skills by bringing them closer to

virtual objects.

## **METHOD**

For this study, the researcher followed the research method described by (Zuber-Skerritt, 2010) in (Cohen et al., 2017), which consisted of stages (1) strategic planning, (2) implementation plan (action), (3) observation, evaluation, and self-evaluation, (4) critical and critical reflection on the results (1) – (3) and decision making for the next cycle of research. Referring to (Cook et al., 1986) in (Johnson 2008), there are five stages in the writing process, namely: (1) pre-writing, (2) drafting, (3) revision, (4) editing, and (5) publishing. And share. Other essential things that should not be forgotten in writing, according to (Warburton, 2020), consist of (1) writing objectives, (2) structured research and plans, (3) arguments that can strengthen writing and (4) beautifying writing. Write so that it is acceptable. to readers. Then the teacher must first understand what students need in their real-life situations. Thus, the teacher must conduct a needs analysis before the lesson to diagnose problems and determine solutions that fit the needs. The next step is to plan a teaching methodology using virtual field trips and then implement it in the classroom. At the end of the class, the teacher conducts a critical evaluation of all the stages of learning. To get feedback as a provision to prepare for the next learning cycle.

This research was carried out was SMAN 2 Malang, in level X, totaling 31 students in the language class. These students were deliberately chosen because of the long school years and the hope that when they enter the workforce, they will be at the forefront of introducing local culture, both in the family and in the community. Thus, the application of this learning method is intended to improve their writing skills which will gradually increase their love of Javanese culture.

This research consists of 2 cycles. The steps in each cycle consist of: (1) planning, (2) implementing actions, (3) observing, evaluating, and self-evaluating, and (4) critical and critical reflection on the results obtained. At the planning stage of the first cycle, the researcher held a needs analysis discussion a week before the class started, with the head of the hospitality department and the Javanese language teacher observing classroom management, diagnosing problems that arise in class, and determining student needs. For action planning in the early stages, the researcher opened the class using Indonesian to avoid misconceptions about what the researcher conveyed. Furthermore, the researcher conducted a light discussion about the hopes and desires of the participants when they

graduated; this would be the researcher's consideration in determining the material to be used in learning in each cycle. In the action-taking stage, the researcher gave the material, grouped the students, and instructed them to work in groups. To minimize passive students in the research group, divide the tasks and explain their responsibilities in writing based on chapters; for example, the group is responsible for writing about tourism in the Malang City area. A group gets the writing section in Klojen District, some write in Sukun District, and another district. In the last session, the researcher summarized what the students had learned and shared some adaptations for the next cycle at the next meeting.

In the second cycle, the researcher carried out almost the same stages as the first cycle, with some adaptations based on the reflections done at the end of the first cycle. In the last session, the researcher summarized the lesson and expected students to continue to provide input for the development of the next cycle with the Javanese language teacher—they in the next class. The second cycle is the last in the following research; the researcher summarizes everything that has been found and happened in the research and has the last meeting with the head of the curriculum department and the Javanese language teacher to convey the research results has been done. Provide suggestions and recommendations on what actions they should take next to provide more excellent positive benefits to the results of this study.

## **FINDINGS AND DISCUSSION**

Teaching Javanese to high school students is a challenge because students need a more functional language and have functions and goals to support their future careers. Many students feel that they do not need to master Javanese grammar, expand their vocabulary, and understand how to speak Javanese with their superiors, coworkers, or customers. In an effort to answer these concerns, this research was originally done. In this study, speaking skills will also be taught, but it is not the focus of this research to discuss them in more depth.

Many experiences improve writing with Google; the closest to this research is from (Krishnapatria et al., 2019), who share their experience improving students' writing skills by using Google Maps. This research yielded positive results, as seen from the responses of students who were actively involved in writing activities when the research was conducted. This study also reveals the finding that students are more motivated in

interactive learning activities. This study applies a slightly different method from the research above and sees the research results above as motivation to do the same positive thing. In this study, a Virtual Field Trip using the Google Earth application was integrated into the Javanese language class in two cycles.

## **First Cycle**

### **Diagnosing and Strategic Planning**

The first needs analysis discussion was conducted with the head of the curriculum department at SMAN 2 Malang and the class X Javanese language teacher. The results of the meeting resulted in two problems and two needs. The two problems are: (1) teachers usually start the lesson using Indonesian to open the class and explain today's lesson, and (2) students are reluctant to write in Javanese. While the two needs are: (1) students need to understand practical vocabulary so that Javanese can be learned easily, and (2) students need to get direct experience in writing related to the world of Javanese culture so that it can increase enthusiasm.

As a strategic plan in action, the researcher opened the class using Indonesian, following the general procedures for opening and closing classes. For the second cycle, the researcher helped students open the class by using various Javanese Krama languages. To avoid misunderstandings, the researcher explains classroom management using Indonesian. For the second cycle, the researcher agreed with the students to fully use the Ngoko Javanese language in the classroom. The researcher realizes that the Ngoko variety is the lowest level in the Javanese language and should not get used to speaking with this variety, let alone talking to researchers who are incidentally older than them. However, the researchers facilitate the use of their vocabulary so that it could have an impact on their writing results. The researcher also observed that in *Jayabaya* magazine, *Panyebar Semangat* magazine, and the thesis work of Surabaya State University students, most of them used Ngoko's writing style. To meet the vocabulary and grammar needs, the researcher provides materials related to these needs, namely: (1) an online Bausastra application link, (2) an improved Javanese spelling e-book, and (3) writing samples from *Jayabaya* and *Panyebar Semangat* magazines related to tourism to stimulate students' desire to write, the researcher divided the class into several groups, asked them to discuss the material in groups and helped them to divide writing assignments.

## **Implementing the Plan (Action)**

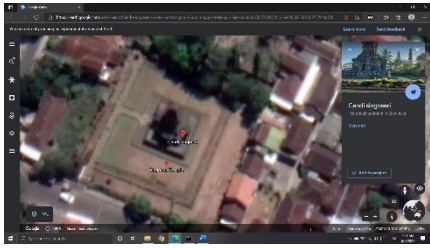
### **Pre-Stage (15 minutes)**

In the pre-stage, as a teacher, the researcher provides opportunities for students to open classes by using Indonesian as a general procedure for opening classes. The teacher then starts the class using the same language to inform students about the new teaching procedure. The researcher also agreed with the students to use the *Ngoko* Javanese language variety during the learning process. This agreement is essential to ensure that students use Javanese in the discussion even though it can cause difficulties if their competence and confidence are Javanese and they do not hold Javanese discussions in class because most of the teachers explain the material to them. The purpose of using the *Ngoko* Javanese variety is, as stated by researchers in the strategic planning section.

The teacher does not forget to divide students into five groups consisting of 6 students, and there is one group consisting of 7 students so that they can practice in pairs to do their writing assignments. For the second cycle, the teacher grouped them based on their assessment in the first cycle to work with peers with various Javanese language competencies. The teacher distributes material in the pdf article text, vocabulary related to the world of tourism, and practice questions. As an initial stage, the teacher determines how the learning process occurs; the teacher must also make students understand the material, assignments, and class management well before class starts. Thus, the teacher can open a question-and-answer session in the Javanese variety of *Ngoko*, which is repeated in Indonesian if there are questions about classroom management. It is essential to set a class different from the regular class and indirectly familiarize them with speaking in Java.

### **Instruction and Example (30 minutes)**

In this step, the teacher shares an example of an article text in pdf form on how to describe a tourist attraction. The teacher also demonstrates how to describe an object in writing by opening the Google Earth application and selecting one of the objectives to be explained. In this demonstration stage, the researcher chose to describe Singosari Temple.



*Candhi Singhasari utawa Candhi Singasari utawa Candhi Singosari ya iku candhi Hindu-Buda tilas sejarah Kerajaan Singhasari kang ana ing Desa Candhirengo, Kecamatan Singgosari, Kabupaten Malang, Jawa Timur, Indonesia. Sakiwa tengene Candhi Singosari kebak penduduk.*

**Figure 1.** Display of Singosari Temple via Google Earth and example of descriptive text in Javanese

In the second cycle, the description examples used remained the same by only changing the purpose from one place to another. While listening to the demonstration and observing how the teacher practiced writing, students were asked to note down vocabulary and grammar that they found challenging to ask after the teacher finished the demonstration to understand what it was and how to use it in writing. Students are asked to prepare a tourist destination design that will be written and published, such as an example of a demonstration conducted by the teacher.

### **Discussion (60 minutes)**

In this step, the teacher asks students to discuss the material, do the exercises, and develop a written draft. The draft is written after they have done the pre-writing stage in discussions between members of their group. Students are also welcome to open the google earth application and make their virtual field trip to determine which tourist attractions are interesting for them to describe, describe, and promote. Another thing that is considered in the discussion is that students discuss the vocabulary they will use and learn to write based on the Javanese spelling pdf book for Latin provided by the researcher. They also do exercises and write concepts that reflect their understanding of form and grammar. Teachers take turns helping to provide instructions and assistance to students in the practice of compiling their writing. For students who use Indonesian or remain passive so that there are no mistakes when speaking in Javanese, the teacher encourages students to be active in discussions that are part of the assessment. In addition, the teacher also provoked them to be active by giving rewards to the best students and the best group at the end of the cycle.

### **Performance (45minutes)**

This last session is very decisive because it shows how students achieve their learning

targets. Two students from each group were selected to present their writings. Students present their results by displaying their Google Earth screen. Most of the students who represent their groups are still not confident in explaining the results of their group performances; this is because they still feel foreign in using Javanese in the scientific world and are not the focal point of this research to explain their communication skills. Their performance was analyzed at the end of their performance with a performance appraisal rubric (introduction, content, and conclusion), Content, Grammar, Punctuation, Spelling and Mechanics, and Vocabulary. Each consists of five parameters, each representing a different quality component, namely: Organization (of these parameters has five levels of value ranging from "unacceptable (0-49), acceptable (50-69), moderate (70-79), good (80-89), very good (90-100) " (Latief, 2009).

No	Analytical Scale for Writing Task	Score	Category
1.	Organization: Introduction, Body, and Conclusion		
2.	Content		
3.	Grammar		
4.	Punctuation, Spelling, and Mechanics		
5.	Vocabulary		

**Table 1.** Performance-Based Writing Assessment Rubric

### **Observation, Evaluation, and Self-Evaluation (30 minutes)**

In this last step, students get feedback from teachers and friends about their vocabulary comprehension and use grammar use, and writing performance. The three achievements in learning to show that students understand the strengths and weaknesses of their writing. Peer feedback demonstrates students' understanding of the material, allowing them to see their peers' mistakes and correct them. Something is interesting at the peer feedback stage. Some students who live near the location described by other students provide constructive criticism if they find that their partner's writing does not match what they see every day. For example, a student who has a house located around the Badut Temple commented to his friend, "Your writing is quite good; you can explain about the Badut Temple, which happens to be not far from my house; unfortunately, the plants mentioned around the temple have not been around for a long time, now the plants have grown replaced with other types of plants. At this stage, students are asked to self-

evaluate their work based on the same rubric used by the teacher; their opinion can be a valuable consideration, and in the future, they can evaluate independently.

Group	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
1	A1	74	A2	70	A3	78	A4	70	A5	71
2	A1	78	A2	75	A3	81	A4	65	A5	70
3	A1	75	A2	82	A3	82	A4	70	A5	70
4	A1	76	A2	80	A3	80	A4	70	A5	75
5	A1	76	A2	78	A3	75	A4	68	A5	68

**Table 2.** Performance-Based Writing Scoring by Teacher

Group	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
1	A1	80	A2	80	A3	80	A4	85	A5	75
2	A1	85	A2	82	A3	85	A4	80	A5	78
3	A1	80	A2	85	A3	85	A4	81	A5	80
4	A1	82	A2	82	A3	80	A4	79	A5	85
5	A1	79	A2	80	A3	80	A4	78	A5	80

**Table 3.** Performance-Based Writing Scoring by Student

### Critical and self-critical on the results

At the end of the lesson, the teacher summarizes what students have learned, what learning targets have been achieved, and what is needed for further learning. For this cycle, the teacher does not forget to do critical reflection related to the learning process that has taken place. Students, in general, already have vocabulary related to their expertise as tour guides and master grammar related to processes in tourism. With their understanding, they can do the exercises and produce good, simply writing. The teacher then asks students to express their feelings about the lesson that has taken place. This sharing becomes helpful input for teachers to do better learning by using the Virtual Fields Trip method in the next cycle. The following table shows students' opinions on the learning methods that have been implemented.

From table 4, the researcher sees that students can accept the Virtual Field Trip learning method well. Students' attitudes towards the Virtual Field Trip learning method varied; however, some students stated that Virtual Field Trip-based learning was fun and entertaining. Some students find this activity fun and entertaining, but most of the other students find this activity a waste of time. The most vital opinion of students is at point

3.71, namely on their comfort level after successfully producing a written work.

Writing using the stimulating method through Virtual Field Trips and writing works in full Javanese is a new experience for many students, and the central aspect of this learning is introducing students to the new habit of writing is fun. It is interesting to note that students value the opportunity to see the work of their peers but tend to reread their work, which can be used as a tool to reflect on their learning and progress. Based on student assessment, evaluation, and reflection, the researcher conducted a second needs analysis with the head of the curriculum department and the Javanese language teacher to make the necessary adaptations for the second cycle.

No	Questions	Mean	St. Dev	Median
1.	How comfortable are you working with the new habit?	2.84	1.44	3
2.	After writing your essay, how comfortable do you feel now?	3.71	1.10	4
3.	To what extent do Virtual Field Trips improve your writing performance?	3.45	1.18	3
4.	How often do you proofread your writing?	2.60	1.05	3
5.	To what extent has reviewed your writing back helped you understand the learning process?	1.81	1.05	1
6.	To what extent does writing with the help of Virtual Field Trip help you absorb learning material?	2.42	1.20	2
7.	Does the learning method apply to make you more motivated to learn the responsibilities that your colleagues assign to you?	2.48	1.09	2
8.	What is your view on the application of the learning model that is applied? Is it useful for you, or is it just a waste of your time?	2.16	1.19	2
9.	How comfortable do you feel when your work is seen by other students?	3.10	1.01	3
10.	How often do you watch other students' writings?	1.19	0.60	1
11.	How valuable is it to watch other students' writings?	1.81	1.05	1
12.	To what extent have the applied learning methods benefited you in developing your skill competencies in the future?	2.60	1.05	3

**Table 4.** Students' Opinion towards Virtual Field Trip Implementation on the First Cycle

## Second Cycle

### Diagnosing and Strategic Planning

Cycle II shows that there are two problems and two needs. The two problems are: (1)

students still feel that what they learn is too helpful for themselves, and (2) students are still reluctant to correct their writing. While the two needs are: (1) students need challenges in the applied learning process so that they begin to play an active role in the process, and (2) Students still need to be faced with real-life experiences on how to become cultural guides for those around them so that they find a process that is beneficial for themselves.

The learning target is still the same as the first cycle, namely, students in Javanese. As an action plan, the teacher will create a virtual exhibition in the form of a Telegram Group and involve other teachers to assess students' writing; researchers will also lure students; students who receive positive responses and the most comments will receive specific responses. The teacher also reminded students to use Javanese in speaking, although some students still wanted to use Indonesian to express things they did not understand in Javanese. In this cycle, the teacher demonstrates to students how to write and, at the same time, gives examples of the layout of the writing to make it more interesting to read.

### **Implementing the Plan (Action)**

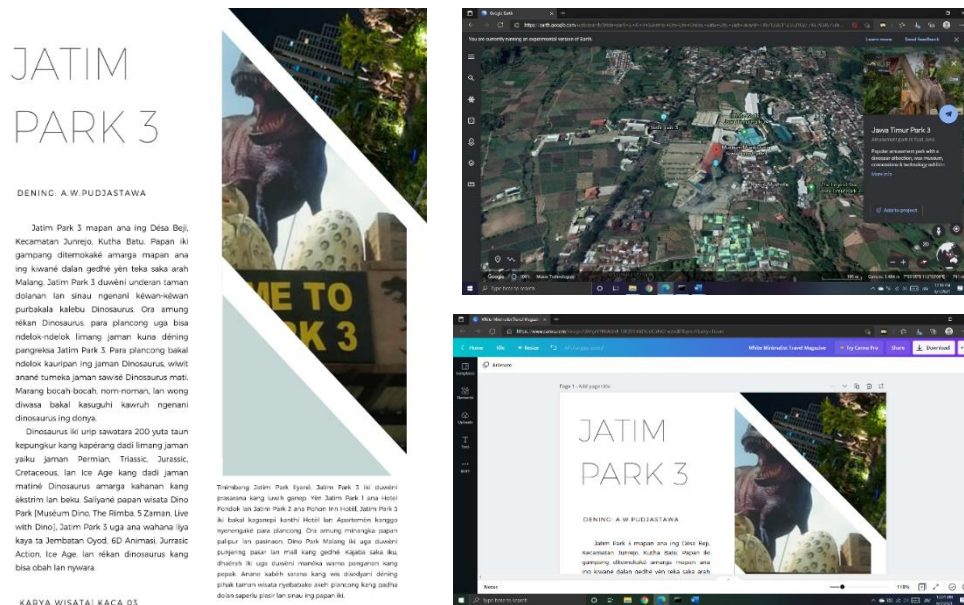
#### **Pre-Stage (15 minutes)**

In the second pre-cycle stage, students opened and ended the class using Javanese because they had learned how to do it in the first cycle. This opening and closing are also used for their learning after the second cycle ends. The teacher then groups the students based on their writing performance assessment scores in cycle I to ensure that one group consists of different levels of Javanese language proficiency. Therefore, students with high Javanese language skills can help their friends with low Javanese skills. Students are also prepared to open the Canva application; the application will be used to lay out their writing to make it more interesting to read. This cycle has the same preparation for the pre-stage in the first cycle, and students already understand what they did during the lesson from their experiences in the first cycle.

#### **Instruction and Example (30 minutes)**

In this second cycle, the teacher demonstrates how to create a writing layout using the Canva application. In the first cycle, the teacher demonstrates how to produce written work. Similar to cycle I, students were asked to discuss the material, do exercises and prepare dialogues in groups. In this cycle, while the teacher demonstrates how to

compose text in Canva, students can immediately try compiling their writing into a similar application.



**Figure 2.** Display Google Earth and Canva Applications to the results of the demonstration writing that has been laid out

## Discussion (60 minutes)

Like cycle I, students were asked to discuss the material, do exercises and develop writing in groups. In this cycle, students' dependence on the teacher is minimized because they understand the benefits of discussing this material. In addition, they can discuss it with their colleagues who have high Javanese language skills. Their creativity also thrives as they draw much inspiration from the sample templates in the Canva app to enhance their writing. Although some students with low writing scores still showed reluctance to participate in writing, they showed an effort to participate in discussions rather than remaining passive; some took the initiative to take over the part of beautifying writing using the Canva app.

## Performance (45 minutes)

Their performance in demonstrating their work is the same as in the first cycle. This performance in this second cycle looks better than the previous performance because the student feels that writing is more beautiful and looks professional. Students voluntarily engage in dialogue without being appointed by the teacher because they want to show what they have prepared in group discussions. In this cycle, some students who had low

writing skills in Javanese also actively wanted their group to show their best performance so that at the end of the lesson, their group could get a prize, as the teacher said earlier. That is a great relief because, in this way, they provide each other with corrective feedback on the work of their peers, which will be helpful in the development of their professional competence in the future.

### **Observation, Evaluation, and Self-Evaluation (30 minutes)**

In the second cycle feedback session, students demonstrated an understanding of their writing skills by providing corrective feedback to their peers. In addition, students can produce excellent writing that looks beautiful using layouts from the Canva application. In this cycle, students are more confident in communicating because they want to show and show off what they are doing with their friends. In this cycle, the researcher also conducts an evaluation and self-evaluation for them. It is hoped that they will be more familiar with the model of mutual correction in the future as the researchers are trying to teach in this action research.

Group	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
1	A1	80	A2	7	A3	78	A4	85	A5	80
2	A1	85	A2	75	A3	81	A4	80	A5	85
3	A1	82	A2	82	A3	82	A4	85	A5	82
4	A1	80	A2	80	A3	80	A4	80	A5	84
5	A1	85	A2	78	A3	82	A4	82	A5	85

**Table 5.** Performance-Based Writing Scoring by Teacher

Group	Action	Score	Action	Score	Action	Score	Action	Score	Action	Score
1	A1	90	A2	90	A3	85	A4	90	A5	90
2	A1	91	A2	92	A3	90	A4	95	A5	85
3	A1	90	A2	90	A3	95	A4	90	A5	90
4	A1	92	A2	89	A3	90	A4	85	A5	90
5	A1	90	A2	85	A3	90	A4	90	A5	86

**Table 6.** Performance-Based Writing Scoring by Student

### **Critical and self-critical on the results**

In the second cycle of reflection, students can write articles well and have adequate writing skills related to tourism. They can describe a tourist attraction, explain the facilities in it, and offer services. To improve learning after the research was conducted, students were asked to convey their perceptions about implementing the learning process in the second cycle. The following table shows their opinions about the learning

methods used.

No	Questions	Mean	St. Dev	Median
1.	How comfortable are you working with the new habit?	3.19	1.49	3
2.	After writing your essay, how comfortable do you feel now?	3.45	1.18	3
3.	To what extent does the combination of learning models apply to improve your performance in writing essays?	3.10	1.01	3
4.	How often do you proofread your writing?	2.84	1.44	3
5.	To what extent has reviewed your writing back helped you understand the learning process?	2.15	1.19	2
6.	To what extent does writing help you absorb learning material?	2.87	1.23	3
7.	Does the learning method apply to make you more motivated to learn the responsibilities that your colleagues assign to you?	2.60	1.05	3
8.	What is your view on the application of the learning model that is applied? Is it useful for you, or is it just a waste of your time?	2.31	1.02	2
9.	How comfortable do you feel when your work is seen by other students?	3.71	1.10	4
10.	How often do you watch other students' writing?	2.19	1.33	2
11.	How valuable is it to watch other students' writings?	2.16	1.19	2
12.	To what extent have the applied learning methods benefited you in developing your skill competencies in the future?	3.10	1.01	3

**Table 7.** Students' Opinion towards Virtual Field Trip Implementation on the Second Cycle

From table 7, the researcher understands that students receive a Virtual Field Trip better than what they did in the first cycle. Almost all students like to learn to write by discussing the material with their friends and then making it more beautiful with the help of the Canva application. They like the innovations made by the teacher in the second cycle because now they understand what the function of writing is for them when entering the world of internships or the professional world in the future. Some students even looked annoyed when they were not chosen to present their work. That happens because researchers have limited time to perform. However, the researchers paid for it by creating a virtual exhibition of works via Telegram as described in the strategic action stage. It was found that group 4 was the best group, seen by the highest number of positive comments and likes from colleagues and teachers who entered virtual classes on Telegram. From this

reflection, the researcher must make a third needs analysis to make adaptations for the next cycle that the school can apply and develop. Adaptations include materials, examples, assignments, and grading rubrics that can be modified to suit the school's grading rubric. Do not forget that at the end of the research, the researcher held separate training for Javanese language teachers in class X to continue what the researchers had built.

Teaching Javanese to high school students is a challenge for teachers because students need more practical actions than just dwelling on too academic things. Students need to master Javanese grammar and expand their vocabulary, and they need to understand how to write in Javanese precisely and adequately so that others can accept it. There was an idea for researchers to bring their writings to be sent to *Panyebar Semangat* and *Jayabaya* magazines, but due to time constraints and some student writings that did not meet the standard criteria of the two publishers, the researchers did not make this initiative in this research.

Virtual Field Trips using Google Earth were chosen as a Javanese language teaching approach because the travel method allows students to be actively involved and helps to understand the learning process and learning experiences in natural settings (Shamsudin, 2013). In addition, the selection of descriptive text types is intended to increase the benefits of the Virtual Field Trip that is carried out because, according to (Harmer, 2007), descriptive writing can capture and store our memories for years because it is our link with the past. They can remind us of events and people from our lives that have helped shape us today. Describing such things helps students to apply imagination to their real life and what happens in them. Field trip techniques and descriptive texts have a strong relationship in helping to build students' understanding of writing skills; although field trips are certainly a technique to support students in the learning process, the essential quality of field trips is to provide opportunities for students to think based on what they learn to see in the environment around them (Adam, 2016).

However, from these results, some things cannot be ignored. The best activities that can be applied during the implementation of virtual field trips are similar to other 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 (Kirchen, 2011). This suggestion from the Kirchen researchers was captured and

adopted. First, proper, constructive, and cooperative planning has been carried out by the researcher by providing implicit instructions, command discussions, and ordering performance. Second, bring up a question and answer session, encourage students to solve problems, and involve students to be active during the learning that has been carried out by attracting students with rewards and giving them the opportunity to lead the course of the class by minimizing dependence. To researchers in cycle II. Third, linking activities into the curriculum has been carried out by holding a meeting at the end of the meeting with the head of the hospitality department and the Javanese language teacher. Fourth, providing a variety of experiences that allow students to use and build new skills has been done well by providing additional skills beyond writing, namely writing layouts into the Canva application.

Because (Barron & Chen, 2008) showed that identification helps develop individual and group knowledge, this study is designed so that students can be facilitated to observe and identify the interactions listed on the Google Earth website. This observation also has the hidden purpose of allowing students to explore their environment, and ultimately in the future, they will be more involved in decision-making if they are in a government environment (Daly, 2016).

Skills in utilizing media and technology can be identified during learning because Virtual Field Trips facilitate students to use the internet as research information material, virtual tours, digital maps, and exploration of hard-to-reach places by integrating skills, knowledge, ability to apply theory and social meanings/values that can be learned (Stainfield et al., 2000). Using Google Earth in learning allows teachers to implement various activities in their classrooms, such as digital storytelling or practicing grammar on a 3D street view. In this application, users can create content, discover new places, write comments about their expressions and experiences, and provide ratings and testimonials (Munir, 2014).

## **CONCLUSIONS AND SUGGESTIONS**

Throughout using Google Earth in a Virtual Field Trip to write descriptive paragraphs, students were actively involved as participants and were careful in producing their work. This easy-to-use activity allows their thoughts and opinions to be heard. The learning method applied provides instructions to students on how to be independent, which is supported by the teacher in learning to understand well what they are learning and can

use it in real-life situations. Students who are allowed to study on their own by discussing the material with their friends will develop good independent study habits to minimize students dependence on teachers because they have long used traditional teaching. The way their peers evaluate students will provide good correction habits. The whole process prevents them from remaining passive in class because they fear making mistakes while learning to write. They should realize that making mistakes while studying can be minimized by being active in the discussion, as there is plenty of helpful input that empowers them with a good understanding of proper form, meaning, and grammar. What needs to be underlined is that active action is needed to help students be stimulated toward critical thinking and habits of reflection that are an integral part of their development both as professional practitioners and as global citizens (Andreotti, 2006). In terms of pedagogy, this study illustrates that technology can be developed and applied in Indonesian secondary schools (Krishnapatria et al., 2019), especially in learning Javanese.

The limitation of this study lies in the limited needs analysis, which must also involve students who share the need to learn Javanese for their expertise. In the future, it will be more beneficial to receive direct guidance from the original author who is already accustomed to writing in *Jayabaya* or *Panyebar Semangat* magazines so that student works have a great chance of being published in these two magazines. While the generalizability of this study is limited, it identifies several benefits of using a virtual field trip approach aimed at achieving a more student-centered pedagogy. Further research will aim to explore ways to help students become more critical about the value of writing to familiarize themselves with writing in their lives. There is also potential to develop the model used in this research to support writing skills or other skills in disciplines in education or outside education, and this will be a new tool in helping educators harness the full potential of virtual field trips as an effective instructional practice.

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