CHAPTER I
INTRODUCTION

This chapter consists of a brief description of the whole study. In detail, this study consists of a background of the study, research questions, research objective, scope of the study, the significance of the study, and the clarification of terms being used in the study.

1.1 Background of the study

Writing is a long-term process that results in a cohesive and coherent sequence of phrases structured in a particular order and connected in specific ways. There are several aspects of writing that a writer should be concerned with to write correctly. Content, organization, word choice or vocabulary, language use, and mechanics (spelling and punctuation).

Based on target school observations of this study, the students had a great deal of difficulty following the aspects. First, they find it challenging to develop writing ideas to spend a lot of time because they don't know what to write. Second, the students lacked vocabulary, making it difficult for them to write in English. Third, the students struggled to put the words together into phrases and paragraphs. Fourth, the students were challenging to use correct grammar, especially in recount text; they didn't use the past verb in their writing. Fifth, the students struggled to use the machine correctly.

This observation is similar to the difficulties faced by EFL students in writing. According to research by Al Fadda (2012), the main challenges faced by EFL students were distinguishing between written and spoken words and phrases, reviewing grammar, including subject-word agreement work, and connecting sentences into coherent paragraphs. Moreover, students' inability to generate ideas about their topics may challenge their writing progress (Al Murshidi, 2014).

Moreover Husin & Nurbayani (2017) found that Indonesian EFL learners have to face the two problems in writing; internal and external factors. In internal factor, cause of Students' low English writing proficiency, they trouble with the mechanisms and organize the structure in English accordingly. While, in external factor refer to their quality of learning from informant. In learning teachers does not

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only deliver the material with explanation to the students but also, they have a plan such as use a tool to make the material can receive clearly without anxiety to the students. In addition, the research target school teachers only teach using traditional methods. Teaching is only teacher-centered where he explains social functions, generic structures, language features, gives examples of texts, and assigns students to make recount texts.

Due to the background above, teachers are responsible for creating an enjoyable writing class. To inspire students to enjoy learning, the teacher should strive to find effective instructional strategies for writing to correctly and effectively the actions we take to attain a goal more quickly and effectively (Reid, 2000). The use of several techniques that can help students improve their writing performance is essential (Negari, 2011).

Information and Communications Technology (ICT) plays a vital role in learning English since it boosts motivation (Schoepp & Erogul, 2001). The research found that ICT use in EFL classrooms can improve students' writing performance, vocabulary, attitudes, and confidence (Henao, 2017). Virtual Field Trips is a part of ICT as an excellent way to get students outbuilding, enhance learning, and have fun (Gilbert et al., 2010). The virtual field trip is a collection of technology-based resources to give students the learning experiences gained from an actual field trip (Arrowsmith et al., 2005). Furthermore, virtual field trips are used to provide user students more flexibility by allowing them to make observations without being present in the actual location and exploring observed places, especially those difficult to visit for various reasons. The virtual field trips provide images, simulations, animations, audio, and video (Banister et al., 2010). The goal of today's Virtual Field Trip is not to replace conventional field trips but to introduce students to the fundamental skills required to analyze their surroundings before embarking on an actual field trip (Gilmour, 1997). Teachers can take their students anywhere in the world using Virtual field trips video without leaving the classroom, providing a more memorable experience and inspiration for writing.

Recent studies such as that conducted by Krishnapatria, Kurniati, & Saefullah (2019) and Virgiawan, Suryani & Sutimin (2020) related to implementing

virtual field trips in teaching writing in the form of text. These studies analyzed virtual field trips through google maps in teaching writing in text form to improve students' writing skills. The study describes and explains why and how virtual field trips help students in writing. However, a more in-depth explanation of the benefits of implementing virtual field trips is not given. Thus, based on the effectiveness of implementing virtual field trips on writing above, this study investigates the types of activities that occur during teaching recount texts through virtual field trips and knowing virtual field trips video to improve students' perceived writing skills. Students can explore and reflect on memorable places through virtual field trips videos and then express their ideas in the text. In addition, virtual field trips are a learning medium to promote interactive and fun lessons to help students become more interested and involved in writing activities.

1.2 Research questions

Based on the background of the problem presented, the writer formulates the research question as follows:

How can virtual field trips as a media improve students' writing skills?

1.3. Research objectives

For the research to be following the objectives, it is necessary to formulate goals in line with the research problems stated above. This study aims to determine how can virtual field trips improve junior high school students' recount text writing skills.

1.4. Scope of the study

The research study described improving the students writing skills in recount text by using virtual field trips. This study conducted 12 students of 9th grade of junior high school as participants.

1.5. Significance of the study

The results of this study are expected to be useful for two aspects.

Theoretically, this research can reference other researchers who want to research the same topic, using virtual field trips to improve students' writing skills.

Practically, this research can inspire teachers to teach writing subjects using learning media, so monotonous classroom activities do not produce better writing achievements. This research is expected to improve and motivate students' English learning, especially writing recount text. And also, for schools, it is possible to use virtual field trip as media in the teaching and learning process.

1.6. Clarification of the key terms

These are the clarification of terms in this study: EFL, ICT and VTFs. Each term is defined as follows:

1. EFL stands for English Foreign Language, which means the learners who study English as their Second Language.

2. ICT is information and communication technology that refer to the technology used to handle telecommunication, including a computer, internet, cellphone, and other media that enable users to access digital form information. The utilization of information and communication technology in education, such as computers and computer network, provides opportunities for every learner to access learning materials presented in interactive form through computer networks. Using ICT in teaching and learning activities is teaching and learning processes by interacting with students. Teachers use laptops, LCDs, projectors, the internet, and application programs that support learning interactions in this learning process.

3. VFTs stands for Virtual field trips, are guided exploration over the internet that organizes a pre-filtered collection of theme-based web pages into a structured online learning experience. At this time, other forms of dynamic and interactive virtual field trips have been – and are being – freely available such as access via google maps or YouTube. Virtual field trips allow students to visit and explore objectives relevant to the course concept and aligned with the course's learning objectives.

1.7. Organization of the paper

The organizational structure of the research paper contains the entire contents of the research paper and its discussion. The organizational structure of the

research paper can be described and explained with a systematic writing sequence. The organizational structure of the research paper contains the order of writing of each chapter and chapter section. The organizational structure of the research paper starts from the chapter I to chapter V.

- **Chapter I: Introduction**

    This chapter discusses the introduction of the paper, which explores the background of the study. It includes a background of the study, research questions, research objectives, significance of this study, the clarification of terms used in the paper's research, and organization.

- **Chapter II: Literature Review**

    This chapter explores the literature review related to the study. It contains VFT as a media in English language classroom, teaching writing, teaching writing recount text, teaching writing using VFT, the benefit of VFT, and related study.

- **Chapter III: Methodology**

    This chapter contains the things that become the framework in carrying out the research. This chapter describes the selected research design, where the research is carried out, who is the object of research, what research instruments are used, detailed research implementation procedures, and how researchers process the data that has been collected.

- **Chapter IV: Results and Discussions**

    This chapter describes the result and discussion of the research. In the findings section, all data collected during the study are shown. In the discussion section, all the data findings are analyzed, discussed, and compared to the data collected during two different time cycles. The formulation of the research problem is also answered in this section.

- **Chapter V: Conclusion and Suggestions**

    This chapter contains conclusions and suggestions. The conclusion includes a brief presentation of the results of the data analysis and

findings on the problem. Then suggestions contain opinions related to research.