

## VIRTUAL FIELD TRIPS BOROBUDUR TEMPLE ASSISTED WITH SONGS IN STIMULATING WRITING SKILLS OF DESCRIPTIVE TEXTS

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| Article Info   | Abstract   |
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| <b>Article History</b><br>Received: July 2024<br>Revised: September 2024<br>Published: October 2024  | <i>Writing skills are crucial to basic language skills. However, observations in the field indicate that students' descriptive text writing skills are still low, especially in the aspect of content or ideas. This limitation makes it difficult for students to develop ideas, so the text does not provide enough information and description of the object. With this problem, this study aims to investigate the effectiveness of the virtual media field trip to Borobudur Temple, assisted by songs, in stimulating descriptive text writing skills. This quantitative research uses a quasi-experimental method and a nonequivalent (pretest-posttest) control group design. The research sample consisted of 52 students, with IV A as the experimental class and IV B as the control class, with each class totalling 26 students. The sampling technique used nonprobability sampling with saturated sampling. In the experimental class, special treatment was given, a virtual field trip to Borobudur Temple with the help of songs. In contrast, the control class only used conventional media such as pictures. Research data was collected using test techniques pretest and posttest. Then, the data analysis techniques using independent sample t-test, with the results in Sig. (2-tailed) <math>0.00 &lt; 0.05</math> showing a significant influence of the virtual field trip media at Borobudur Temple assisted by songs on descriptive text-writing skills. This learning media is effective for stimulating descriptive text writing skills because it can inspire students to develop ideas based on virtual field trips and increase vocabulary through song lyrics to be translated into descriptive text.</i> |
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### INTRODUCTION

Indonesian is the national language taught from elementary to tertiary education. Besides being the national language, Indonesian also plays a vital role in the world of education because at every level of education, Indonesian is used as the language of instruction (Nur'aeni et al., 2019; Purnamasari et al., 2023). Learning Indonesian is inseparable from the four basic language skills: listening, speaking, writing, and reading (Hamdi et al., 2021). Writing skills are considered one aspect of essential skills and have more complex difficulties than the other three skills (Rianti et al., 2022; S Moybeka et al., 2023; Sari et al., 2021). Writing skill is a communication activity carried out by pouring ideas and ideas into a written form for the reader to understand, so writing is also called a type of indirect communication (Heginta et al., 2023). Text will be produced during writing activities, and descriptive text is one of the primary texts in this type of writing. The descriptive text describes an object as clearly as possible so that the reader sees, feels, hears, and smells it directly regarding what the author is describing (Prasetyo, 2021; Sugiharti et al., 2020).

When learning to write descriptive text, students still experience difficulties, especially in developing their thoughts and ideas into sentences to form a clear picture of the object (Hendratno et al., 2023; Seftiani, 2020; Windi et al., 2022). In writing descriptive text, five aspects must be considered, namely aspects of the content or ideas expressed, content organisation, grammar, style (choice of structure and diction), and spelling and punctuation (Nurgiyantoro, 2010). The results of observations made on fourth-grade students at SD Negeri Paripurno Salaman showed that the results of their descriptive text writing skills were still low. Students still struggle when writing descriptive texts, especially in the aspect of content or ideas in describing objects. Apart from that, the vocabulary possessed by students is still lacking. Students are also less precise in choosing and arranging words and their use of grammar is not correct. This is shown by the results of their writing, which still tends only to write short descriptive sentences, and the sentences have no connection.

The problems experienced by students in writing descriptive essays are due to the lack of the role of learning media that can stimulate them to get inspiration regarding the description of an object to put into essay form. The use of media that provides visual references has an important role in writing descriptive text because makes it easier for students to capture a clearer and more in-depth picture of the details of the object to be described (Mulyasin et al., 2023). When writing descriptive text, the resulting essay must provide detailed information and a description of an object so that the object feels more alive (Fayyadh et al., 2022). Detailed information about the object can be done by observing through the five senses and experience of the object to be written about (Paidia et al., 2022). Based on the explanation of the students' problems, a learning media is needed to encourage students to improve their descriptive text writing skills. The learning media needed is media that can present an object that will be used as material for writing descriptive text. The presence of this object will help students observe and interact so that it becomes easier for students to express ideas about the details of the object in writing (Ulfiantari et al., 2023). This activity of bringing objects into the learning process is a virtual field trip.

Along with current technological developments, field trip no longer requires visitors to come in person, and the name virtual field trip knows this innovation. Through this media, students can gain experience exploring a tourist attraction or place virtually, which can be accessed without having to leave the classroom, making it easier for students and teachers (Garcia et al., 2023; Imron Rosidi et al., 2023). This virtual media can present and bring to life the imagination as if users are experiencing and feeling the real atmosphere (Muhammad et al., 2021). So, this media can be used as one of the intermediaries and substitutes for the role of concrete objects in learning. Elementary school-age children, according to Piaget's Theory, are in the concrete operational cognitive development phase and are not yet able to think abstractly without the role of concrete objects (Kholiq, 2020), so the presence of virtual field trips can help expedite the learning process. Several previous studies are also relevant to this research topic, including research on developing learning media with virtual field trips. The developed media shows increased students' activeness and critical thinking abilities (Ofianto et al., 2023). In other development research with material on the history of Hinduism and Buddhism in Indonesia, results were also obtained, which increased students' motivation and understanding of the material (Imron Rosidi et al., 2023). Next, media experimental research virtual field trips through YouTube videos and 360-degree videos proves an increase in students' descriptive text writing skills (Nurhotimah et al., 2023; Rosman et al., 2019).

To maximize the application of virtual field trip media in this learning, assistance with song media is also needed. In the world of education, the presence of song media has a vital role, especially for elementary school children (Kurniastuti et al., 2022). A song is a literary work with various sounds and rhythms containing lyrics or a series of words (Aprianti et al., 2022). Through the simulation of the song media in learning, students' language skills,

creativity, concentration, and memory can be improved (Sutriyani et al., 2020). The lyrics in the song media used will help choose diction and words (Suwidnyana et al., 2023). So, the inclusion of song media can assist students in selecting vocabulary for composing descriptive text. In previous research, the song media used was able to have a positive impact on learning to write short stories. The application of song media can make it easier for students to explore creative ideas, especially in describing story themes (Santoso et al., 2023). So, besides creating fun learning, song media can also positively impact improving students' writing skills. Several relevant researchers stated that the role of song media in learning can facilitate students in increasing their vocabulary mastery so it can inspire students to advance their abilities in writing narrative text (Rifai, 2021). In other research, using audio-visual song media pop music has been proven effective and can significantly affect poetry writing skills (Khalimah et al., 2022).

Based on some of this literature, the role of virtual objects in virtual field trips has been proven to enhance the quality of learning and student's ability to write descriptive text. However, no previous research has discussed the media use of virtual field trips in collaboration with song media to improve fourth-grade elementary school students' descriptive text writing skills. In this research, Borobudur Temple was chosen as the object to be described by students, and it is one of the cultural heritage sites in Magelang Regency. Next, the research question underlying this study is: Is virtual field trip media assisted with songs effective towards stimulating students' descriptive text writing skills? The research question acts as a guide in conducting experimentation and discussions.

## RESEARCH METHOD

### Research Design

This study is quantitative research with experimental methods. The experimental method is in line with the goal of the study, which is to investigate the effect of media use virtual field trips to Borobudur Temple assisted with songs on students' descriptive text writing skills. The experimental design used was experimental or quasi-experimental with a nonequivalent (Pretest-posttest) control group design, so the control and experimental classes were not chosen randomly. The experimental and control classes received different learning treatments, but both were given the same pretest and posttest, as depicted in Table 1.

Table 1  
Nonequivalent (Pretest-Posttest) Control Group Design

| Class      | Pretest | Treatment | Post-Test |
|------------|---------|-----------|-----------|
| Eksperimen | O       | O         | O         |
| Kontrol    | O       | X         | O         |

Information:

O: Given the treatment

X: Not given treatment

### Research Population and Sample

Research activities were conducted at SD Negeri Paripurno in the Salaman Sub-district, Magelang Regency, Central Java. The participants in this study involved 52 grade fourth students, aged between 9-11 years old. Specifically, 26 students from class IV A participated in the experimental group, and 26 students from IV B participated in the control group. The sampling technique used Non-Probability sampling with saturated sampling. Next, Table 2 displays the gender demographics of the research participants. In the experimental group, special treatment was given to learning Indonesian using a virtual media field trip to Borobudur Temple, assisted with songs as a bridge to observe objects that students would describe.

Meanwhile, in the control class, descriptive text learning used conventional methods with image media.

Table 2  
The Demographic Data of the Research Participants

| Groups       | Participants Gender |        | Total |
|--------------|---------------------|--------|-------|
|              | Male                | Female |       |
| Experimental | 17                  | 9      | 26    |
| Control      | 16                  | 10     | 26    |
| Total        | 33                  | 19     | 52    |

### Instruments

Data collection techniques were carried out through test techniques with test sheets and essays to evaluate students' skills in writing descriptive text. This test includes a pretest, which was carried out to measure experimental class students' descriptive text writing skills before being given learning treatment with media virtual field trip Borobudur Temple assisted with songs and posttest questions after being given this treatment. Likewise, pretest questions were given in the control class to measure initial abilities and posttests after being given conventional learning. The pretest and posttest questions were in the form of description commands to create descriptive text. The results of students' descriptive texts were assessed by referring to criteria based on five aspects: aspects of the content or ideas expressed, content organisation, grammar, style (choice of structure and diction), and spelling and punctuation (Nurgiyantoro, 2010).

### Data Analysis

The research data were analysed statistically using hypothesis testing techniques. Before the hypothesis testing was conducted, the students' pretest and posttest results were examined for normality and homogeneity to understand the data distribution. The normality test was conducted using the Kolmogorov-Smirnov formula, then the homogeneity test using the Lavene test formula. After obtaining the data exhibited normal distribution and homogeneity, hypothesis testing was carried out using the independent sample t-test with a significance level of 5% to identify significant differences in writing skills between the experimental and control classes. The data in this study was processed using the SPSS 24 application.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This research aimed to investigate and also answer the research questions regarding whether the use of virtual field trip media at Borobudur Temple assisted with songs is effective in stimulating students' descriptive text writing skills. Before students were treated, the activity began by holding a pretest in the experimental and control classes. The pretest designed to assess students' initial skills in writing descriptive text prior to any intervention. The pretest results of students in both classes are presented in the table below.

Table 3  
Average Pretest Score for Experimental Class and Control Class

|  | Class        | N  | Pretest |
|--|--------------|----|---------|
| Results of description text writing skills | Experimental | 26 | 58,73   |
|  | Control      | 26 | 58,61   |

Next, the experimental class underwent an Indonesian language learning session using a virtual media field trip to Borobudur Temple, which helps with songs in writing description text material. Meanwhile, in the control class, there was no treatment or only conventional learning without a media virtual field trip to Borobudur Temple with the help of songs. Then,

both classes were given post-test questions to measure students' final ability to write a descriptive text. In this research, the virtual media for the Borobudur Temple field trip used virtual media available on the *Direktorat Jenderal Bimbingan Masyarakat Buddha Kementerian Agama Republik Indonesia* website. The Borobudur Temple tourist attraction was chosen because this temple is one of the world's cultural heritage sites in Magelang Regency, in the same area as the school, which is used as a research location. So those students remain connected with cultural roots, especially local culture, Borobudur Temple tourism was chosen to develop an understanding of local culture. The following is a view of the virtual field trip to Borobudur Temple.

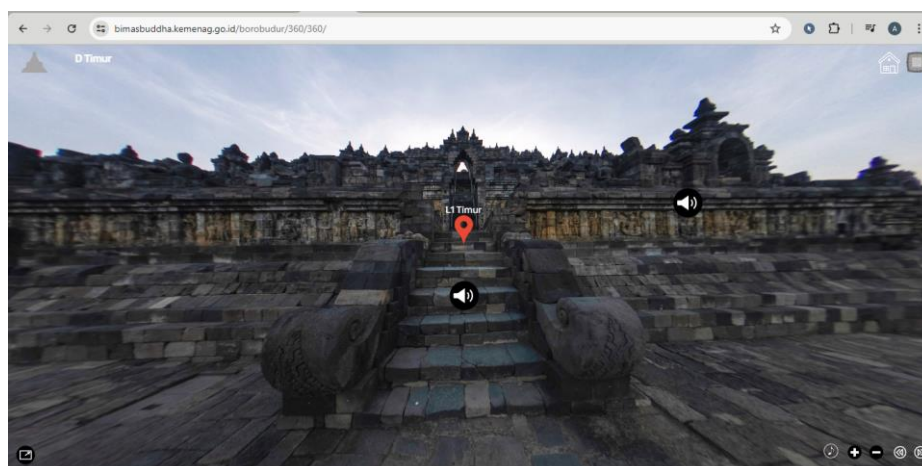


Figure 1. Virtual Field Trip Borobudur Temple  
(Source: [bimasbuddha.kemenag.go.id](http://bimasbuddha.kemenag.go.id))

In this research, the experimental class students observed and carried out travel activities on the Borobudur Temple tour virtually. Even though they only surf virtually, students can feel like they are visiting in person through panoramic photos. A panorama is a photo that displays an object from a comprehensive perspective, with a 360° field of view in horizontal and vertical directions, so that the object's appearance is depicted without interruption (Sari Dewi et al., 2023). Students can enjoy the journey by taking complete control to navigate the object as desired. This media is supported by complete features such as walking forward, sideways, and backwards and enlarging the view of Borobudur Temple to make it clearer. This media is also equipped with audio, which contains supporting information about the areas of Borobudur Temple or can be thought of as a tour guide. During this virtual trip, students can write important information, which can later be used as material for preparing descriptive text. To further enliven the atmosphere of the trip in the classroom and increase the vocabulary that students can use in writing descriptive texts, the media is assisted by the song "Borobudur", created by B. Saddhanyano. The vocabulary in the lyrics of this song can also be used as keywords that will be developed in the preparation of the text description. The following are the lyrics of the Borobudur song used in this research (in English).

My heart feels happy  
When you see Borobudur  
The temple is famous all over the world  
Everyone was amazed to admire it

There is life a story  
Buddha Gautama  
Depicted in beautiful relief

## Lalitavistara

My heart feels happy  
 When you see Borobudur  
 The temple is famous all over the world  
 Everyone was amazed to admire it

There is a life story  
 Buddha Gautama  
 Depicted in beautiful relief  
 Jataka Mala

Then, both classes were given posttest questions to measure students' final ability to write descriptive text. After obtaining the pretest and posttest data, the data was processed for prerequisite tests using the normality and homogeneity tests. The normality test was conducted to determine if the data distribution followed a normal pattern. In this study, the Kolmogorov-Smirnov formula was employed for the normality test, where a significance level above 0.05 indicated a normal distribution of the research data. Meanwhile, a significance level below 0.05 indicated a non-normal distribution. Table 2 displays the results of the normality test.

Table 4  
 Normality Test Results for Experimental Class and Control Class

|   | Class                 | Statistics | df | Sig.  | Conclusion |
|---|-----------------------|------------|----|-------|------------|
| Result of description text writing skills | Experimental Pretest  | 0.142      | 26 | 0.188 | Normal     |
|   | Experimental Posttest | 0.143      | 26 | 0.186 | Normal     |
|   | Control Pretest       | 0.166      | 26 | 0.063 | Normal     |
|   | Control Posttest      | 0.171      | 26 | 0.00  | Normal     |

Table 2 displays the result of the normality test, showing a significance score of 0.188 for the pretest in the experimental class and 0.063 for the control class. Furthermore, the posttest in the experimental class yielded a significance score of 0.186, while the control class scored 0.050. All the data from the normality test showed significance scores exceeding 0.050, indicating a normal distribution. Then, the research data is continued with a homogeneity test using the Lavene test formula. A significance level above 0.05 in the Based on Mean suggests homogeneity in the data, whereas a significance level below 0.05 indicates non-homogeneity. The results of the homogeneity test are detailed in Table 3.

Table 5  
 Homogeneity Test Results for Experimental Class and Control Class

|  | Class                               | Lavene Statistic | df | df2     | Sig.  |
|--|-------------------------------------|------------------|----|---------|-------|
| Results of description text writing skills | Based on Mean                       | 0.331            | 1  | 50      | 0.567 |
|  | Based on Median                     | 0.387            | 1  | 50      | 0.537 |
|  | Based on Median and with adjuted df | 0.387            | 1  | 49, 187 | 0.537 |
|  | Based on trimmed mean               | 0.403            | 1  | 50      | 0.529 |

According to Table 3, the results of the data homogeneity test for both the experimental and control classes show significance, with a Based-on Mean amounting to. Based on the mean amounting to 0.567 ( $> 0.05$ ), indicating that the research data is homogeneous. Since the data is normally distributed and homogeneous, hypothesis testing can proceed using the independent sample t-test. This test aims to ascertain whether there are disparities in descriptive text writing

skills between the experimental and control classes. When doing a hypothesis test, if the Sig. (2-tailed) is less than 0.05,  $H_0$  is rejected, and  $H_a$  is accepted. This suggests that there is a difference in the average descriptive text writing skills between the experimental and control groups. Conversely,  $H_0$  is approved and  $H_a$  is rejected if the score Sig. (2-tailed) is greater than 0.05, indicating that there is no difference in the average descriptive text writing skills between the experimental and control classes. Table 4 presents the findings of the independent sample t-test for this investigation.

Table 6  
Independent Sample T-Test Results

|  |                             |  | <b>F</b> | <b>Sig.</b> | <b>t</b> | <b>Sig. (2-tailed)</b> | <b>Conclusion</b> |
|--|-----------------------------|--|----------|-------------|----------|------------------------|-------------------|
| Results of description text writing skills | Equal Variances Assumed     |  | 0.331    | 0.567       | 6.352    | 0.000                  | Ha accepted       |
|  | Equal Variances Not Assumed |  |          |             | 6.352    | 0.00                   |                   |

The outcomes of the independent t-test show that the Sig. (2-tailed) of  $0.000 < 0.05$ , so  $H_a$  is accepted. This means there is a significant difference in average descriptive text writing skills between the experimental and control classes. This distinction is further evident when examining the average post-test outcomes for both groups, as depicted in Table 5.

Table 7  
Average Posttest Score for Experimental Class and Control Class

|  | <b>Kelas</b> | <b>N</b> | <b>Posttest</b> |
|--|--------------|----------|-----------------|
| Results of description text writing skills | Experiment   | 26       | 81.96           |
|  | Control      | 26       | 72.23           |

Based on the pretest and post-test scores for both classes, it is evident that the descriptive text writing skills of the experimental class surpass those of the control class. Specifically, the posttest result for the experimental class stands at 81.96, whereas for the control class, it is 72.23. This has also been proven by the independent sample t-test, which shows significant differences between the experimental and control classes. So, these results can be an answer to the research question that the use of virtual field trip media at Borobudur Temple assisted by songs is effective in stimulating students' descriptive text-writing skills.

## Discussion

This research aimed to investigate and also answer the research questions regarding whether the use of virtual field trip media at Borobudur Temple assisted with songs is effective in stimulating students' descriptive text writing skills. After a series of research activities, students who were treated with virtual field trip media assisted by songs in this study showed a higher score compared to students who were taught with conventional media. Based on the hypothesis testing result, there is also a difference in descriptive text writing skills between students taught with virtual field trip media assisted by songs and those who were only taught with conventional media. These results of the study indicate that the use of virtual field trip media assisted by songs is more effective in improving students' descriptive text writing skills compared to conventional media.

The findings of this study align with those of studies by (Nurhotimah et al., 2023) showing that students' descriptive text writing skills can be enhanced through the use of virtual field trips media. This research uses a virtual media field trip as a YouTube video as an object in writing descriptive text. Media use of virtual field trips can positively influence learning activities and outcomes (Alqudah et al., 2023). The visualisation in the video makes it easier

for students to observe and understand the characteristics of the object to be described, so it is proven to be able to improve their descriptive text writing skills, as shown in the posttest score. Media virtual field trips can also be implemented via 360° videos downloaded via the YouTube application (Rosman et al., 2019), with the contents of Borobudur Temple as an object of observation similar to this research. This research showed an increase in descriptive text writing skills in fourth-grade elementary school students. However, the media virtual field trip using videos has several disadvantages, including that students can only have experience through watching the video. So, they do not have the opportunity to take control of exploring the objects they visit virtually (Afan et al., 2022). Students can only enjoy the virtual field trip based on what was provided in the video; they cannot access areas according to their preferences, such as choosing which area to visit first based on their desires.

The selected virtual field trip media must be considered to support learning activities that emphasise student involvement in learning, one of which is using virtual field trips with panoramic or 360° photos. In previous research, media was also used in virtual field trips 360° photos (Imron Rosidi et al., 2023); students gain a virtual experience with images they can access from various viewpoints according to their wishes. Students can explore historical stories about Hindu and Buddhist cultural heritage through a virtual exploration of objects that can be accessed from the websites available. With this media, students can be more accessible to utilise the media applied and be more actively involved in learning activities.

In this research, media virtual field trips collaborated with song media, which is also in harmony with the objects of Borobudur Temple. Songs are certainly not something new to elementary school students. Learning activities using song media are something that children like and can improve students' literacy skills in Indonesian language meta-lessons; this is shown by improving reading skills, writing skills, introducing letters, recognising the alphabet, and improving students' phonology (Janah et al., 2023). So, song media can help stimulate students' writing skills in Indonesian language subjects in elementary schools. The use of song media in learning, besides creating a happy and comfortable classroom atmosphere, songs provides suggestions to students, which can stimulate the development of students' imagination in writing (Sidauruk, 2023). Student imagination is needed to encourage descriptive text writing skills because support is needed for students in selecting and arranging words that they will arrange into a text. The results of the imagination in the song can make it easier for students to describe objects because it helps them detail an object (Rauf et al., 2021). Apart from that, the lyrics in songs can help students find ideas because the lyrics in songs can be developed into a description that describes an object. In song media, which involves listening to the songs you hear and reading the lyrics, apart from providing ideas or information for students' writing, it also inspires the presentation and delivery structure of their writing activities (Rahman et al., 2020).

Previous researchers have researched using song media to improve writing skills, such as the Balinese pop song media "Bungan Sandat", which aims to improve students' poetry writing skills (Suwidnyana et al., 2023). The song media used in this research can improve poetry text-writing skills, which can be observed in word choice, diction, language style and message. Apart from poetry texts, song media can also improve the ability to write narrative texts (Nurahman, 2023). Not only that, but the song media used in language learning can also increase appreciation of literary material, including poetry, fables, short stories and pants (Kurniawati et al., 2020). Based on some of this literature, it can be understood that the song media used can contribute to students' writing skills.



Media virtual field trip Borobudur Temple, which collaborated with the media song "Borobudur", combines media that complement each other to stimulate students' descriptive text writing skills. Media virtual field trips become a bridge for students to observe the object to be described without visiting it directly. Data relating to information about objects is collected in these observation activities. Furthermore, song media can be a source of inspiration in developing writing skills; through song lyrics, students can recognise vocabulary, grammar and sentence structure without excessive pressure (Hadi Pratama, 2024). This media is not only for learning Indonesian but can also increase vocabulary in second languages such as English and Arabic (Sholihatul Fithri, 2021). Increased vocabulary, grammar, and sentence structure can be obtained through singing activities by repeating song lyrics (Kurniawan Siagian et al., 2024). In the song used, several lyrics can be used as keywords to be further developed into a descriptive text sentence, namely, "The temple is famous all over the world everyone was amazed to admire it, there is life a story Buddha Gautama depicted in beautiful relief Lalitavistara, there is a life story Buddha Gautama depicted in beautiful relief Jataka mala". The song lyrics can be used as descriptive text material, which can also be collaborated with observations on virtual field trips.

From the research results, the descriptive text produced by the experimental class, which was treated with song-assisted virtual field trip media, showed better results compared to the control class. The resulting descriptive text can better describe Borobudur Temple with clearer information. This information is the result of observations on virtual travel activities and the development of sentences that they adapted from song lyrics. The experimental class is generally superior, especially in content or ideas, content organization, and grammar. In content or ideas, control class students demonstrate the appropriateness of the title, careful development of ideas, and provide supporting facts that are appropriate to the topic of the essay. Then, in content organization, students can organize content, namely writing according to the main idea, clear sentence structure and a coherent descriptive text structure. In grammar and style, students show more complex and compelling language choices and word arrangements, as well as good and correct use of vocabulary. Thus, using virtual field trip media assisted by songs can stimulate students and improve their descriptive text-writing skills.

Apart from the research results that have been reported, some limitations must be considered in this study. Despite media use of virtual field trips, Borobudur Temple, with the help of songs, can help optimize descriptive text writing skills while also instilling a sense of pride in local culture. However, the media virtual field trip used in this research is still relatively simple, so future researchers can develop more advanced virtual media.

## CONCLUSION

The purpose of this study was to investigate and also answer the research questions regarding whether the use of virtual field trip media at Borobudur Temple assisted with songs is effective in stimulating students' descriptive text writing skills. In light of the study's findings, the research results show that the use of virtual field trip media assisted by songs is more effective in improving students' descriptive text writing skills compared to conventional media. This learning media provides the experience of visiting an object virtually, making it easier for students to make observations to collect descriptive data from an object. This media is also more practical than direct field visits, which will require more money and energy. In addition, with the help of song media, the lyrics can enhance the vocabulary of students and can be used as material for composing descriptive text. The resulting descriptive text can better describe Borobudur Temple with clearer information. This information is the result of observations on virtual travel activities and the development of sentences that they adapted

from song lyrics. The descriptive text produced by experimental class students can be improved, especially in depicting Borobudur Temple with clearer information. This information is the result of observations on virtual trip activities and the development of sentences they adapt from song lyrics. Based on the five aspects of the description assessment, the experimental class excels in the aspect of content or ideas presented, organization of content, and grammar. The role of media is vital in facilitating students' understanding and making it easier to achieve learning goals. So, learning media has become an issue that is quite important to be studied and paid attention to by practitioners or researchers in the field of education. The learning media taken should also be able to be adapted to developments and demands in a world that continues to accelerate, especially in the digital sector. Based on these findings, it is recommended that teachers maximize the use of virtual field trip media assisted with songs to stimulate students' writing skills. The researchers also hope that future researchers can further explore and develop virtual field trips assisted by songs to stimulate English language skills.

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