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VIRTUAL REALITY FOR SUPPORTING AUTHENTIC LEARNING IN 21ST-CENTURY LANGUAGE CLASSROOM

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ABSTRAK

Pembelajaran otentik adalah konsep untuk mendekatkan dunia nyata atau pengalaman nyata kepada siswa di dalam kelas. Penggunaan pembelajaran otentik yang menghadirkan realitas di dalam kelas lebih kontekstual dengan aktivitas siswa sehari-hari. Virtual Reality (VR) menawarkan simulasi multimedia 3D kehidupan nyata interaktif, mempromosikan interaktivitas dengan dunia ciptaan, dan memungkinkan sensasi sensorik. Artikel ini mensintesis artikel penelitian sebelumnya yang termuat dalam jurnal terindeks SCOPUS dan jurnal nasional terakreditasi tentang penggunaan realitas virtual untuk mendukung pembelajaran otentik di ruang kelas bahasa abad ke-21. Pendekatan yang digunakan dalam tinjauan pustaka ini adalah simplified approach. Hasil tinjauan pustaka ini menemukan bahwa penggunaan virtual reality memberikan beberapa manfaat dalam pembelajaran otentik di kelas bahasa abad 21. Selain itu, penggunaan Virtual Reality di kelas bahasa abad ke-21 juga memiliki kelebihan dan kekurangan. Kajian ini mengimplikasikan bahwa implementasi Realitas Virtual di bawah kerangka teoritis dan teknik yang ada akan mempertahankan premis bahwa hasil pembelajaran dibantu oleh pengoperasian lingkungan virtual di bawah kerangka teoritis yang ditetapkan.

Kata kunci: pembelajaran otentik, pembelajaran bahasa Inggris, realitas virtual, teknologi

ABSTRACT

Authentic learning is a concept to bring the real world or real experience closer to students in the classroom. Authentic learning that presents reality in the classroom is more contextual with students' daily activities. Virtual Reality (VR) offers interactive real-life 3D multimedia simulations, promotes interactivity with the created world, and enables sensory sensations. This article synthesizes previous research articles on virtual reality to support authentic learning in 21st-century language classrooms, published in reputable international journals indexed by SCOPUS and accredited national journals. The approach used in this literature review is the simplified approach. This literature review found that the use of virtual reality provides several benefits in authentic learning in 21st-century language classes. Besides, the use of virtual reality in 21st-century language classes also has its strengths and weaknesses. This paper implies that Virtual Reality implementation under an existing theoretical framework and technique will sustain the premise that the virtual environment's operation assists learning outcomes under an established theoretical framework.

Keywords: *authentic learning, English language learning, virtual reality, technology*

1. INTRODUCTION

Authentic learning is one of five key findings from research in the learning sciences used to structure and guide efforts to shape 21st-century learning [1]. Authentic learning is a concept to bring the real world or real experience close to the students in the class to train the students in finding solutions for any problems and associating it to their society or everyday life [2]. In the 21st century, authentic learning calls for the students' attention to students' real-life situations and prepares students to face the real problem in society [3]. In short, learning activities in the class should be more contextual to students' everyday life. In the 21st century, learning needs to incorporate intelligence, thinking, creativity, media, literacy in information, communication technology (ICT), and real-life experience [4]. Authentic learning can be designed and developed in the form of the learning material and the learning activity. The students would understand the material easier and engage in the learning process based on authentic learning [5].

Authentic learning is in line with the constructivism learning theory [5]. It could open the students' curiosity, which can be a door that connects them with their real-life situations and problems [6]. It focuses on learning, problem-solving, and contributing to daily life. The students have to get experience in solving the problem given at school. Within solving the problem, students get the moral lesson to be associated with everyday life. Therefore, the students would not be afraid of facing the problem in real life.

The use of authentic learning, which brings reality to the class, is more contextual with students' daily activities. Using authentic learning in the class can make the learning process successful and achieve the learning objective in the class [5]. An example of authentic learning is when the students learn about plants' development in biology, they need to see the real plants and observe them authentically. It also happens in the context of language learning. An authentic text can help to develop students' writing skills [7]. The authentic text is created genuinely or based on trustworthy sources to help students develop their understanding based on the real issues [7]. The teachers can provide the students, news from the newspaper to learn about report text and argumentative text.

The use of technologies is also preferred as a medium to create authentic learning [8]. Simulating a real-world environment with media or being in a place where specific skills or knowledge are used in the world - providing a more authentic context for learning - increasing the likelihood that lessons will be remembered and can be used elsewhere in similar situations [1].

Recent studies explained that authentic learning has a role in language learning, especially in learning English. There are five roles of authentic learning that could be beneficial in learning English. First authentic learning could influence students' motivation [9]. Second, authentic learning can enhance EFL students' writing skills [7]. Third, authentic learning can foster oral production by involving students in meaningful activities [10]. The fourth, authentic learning, affects students' listening skill development and lowering students' anxiety in listening to a foreign language [11]. Furthermore, fifth, authentic learning can increase students' academic achievement [5].

Technologies use to hold authentic learning in class. One of the examples is the use of virtual reality. Virtual Reality is promoting playing a game and contributing to the education field [12]. By definition, virtual reality, or commonly known as VR, is an immersive, realistic, and three-dimensional technology that can bring real experiences to activate and engage the passive student [12]. Virtual Reality can bring reality to the class due to the environment in which Virtual Reality can be constructed [13]. Related to the growing use of Virtual Reality becomes widespread in the 21st-century, this paper aimed at elaborating the use of virtual reality in the implementation of authentic learning in language classrooms in the 21st century.

2. METHOD

For research on "Virtual Reality for Supporting Authentic Learning in 21st Century Language Classroom", the literature review was used. A literature review is a thorough analysis and evaluation of literature relating to a given subject by defining research questions and then addressing these questions using a structured approach by finding and reviewing relevant literature [14].

The source of this literature review is research articles from SCOPUS indexed journals and accredited national journals. Data analysis in the literature review begins with critical appraisal. To do a critical appraisal, the writer needs an instrument to assess the articles that the author uses. In this study, the authors used six questions to perform a critical appraisal. The questions such as 1) Where will the information be retrieved from; 2) What are the key messages or results/findings; 3) How the authors come to their conclusions? 4) Who supported these arguments; 5) When it was written, and 6)

Why this has been written[15]. This approach aims to conclude arguments from credible articles with different methods to answer literature review research questions [14].

3. RESULT AND DISCUSSION

People who want to learn a foreign or second language in the era of CALL could do it with the machine's aid to replace the classroom learning process [16]. The students could autonomously locate the details. With CALL, teachers may ask the student to figure out the content or get an additional lesson by surfing the internet. The machine has grown into other smaller-sized instruments for years, evolving CALL into MALL (Mobile-assisted Language Learning) [16]. Virtual Reality is part of the MALL's growth in this period[17].

One of the natural advancements of computer-assisted learning (CAI) or computer-based training (CBT) can be considered the use of Virtual Reality in education [18]. There is a long tradition dating back to the early 1950s about the use of computers as teaching aids. In the early 1960s, serious experiments began [18]. Computers, especially microcomputers or personal computers (PCs), have become a growing and accepted delivery mechanism for many modes of education since the emergence of the microcomputer in 1977. Virtual Reality has continued the pattern, which can be seen in all forms of devices [18].

Virtual Reality is a tool that enables modern instructional approaches to have vast potential and significant pedagogical advantages. Virtual Reality offers an interactive real-life 3D multimedia simulation, promotes interactivity with the world created, and allows sensory sensations [12], [19]. Virtual Reality has incredibly diverse implementations across several topics. Virtual laboratory technology (VL) is also used in education, especially for certain subjects that require running experiments. VL is an entirely interactive multimedia experience that allows learners to create and perform practical experiments in a virtual world and visualize their effects in a 3D environment [19]. This technology helps students improve their problem solving, computer literacy, and practical skills in a fun way that is considered necessary for lifelong learning [19]. The teachers will add real-life insight to the class with a 3-dimensional object and virtual 360-degree expertise [12].

A. Virtual Reality for the 21st-Century Learning Goals

International demands for teacher obligations are not accessible [20]. In the 21st-century, teachers are expected to conduct a learning process based on and implementing UNESCO's four pillars of learning as the goal of learning. Education is a structured and sustainable communication designed to support student learning. UNESCO recommends four pillars of education: learning to know, learning to do, learning to be, and learning to live together [20].

As identified through the four pillars of education in the 21st century, the use of virtual reality can be said to have met the educational needs of the 21st century. In learning to know, virtual reality can stimulate learners' cognitive and attitude, especially in the learning process [18]. Virtual reality can bring real-life experience to the class. The real-life experience creates authentic learning in the class [18], [21]. Through authentic learning experiences, students would try to connect their prior knowledge to the material as the mechanism of constructivism and theory [21].

Learning by doing is the concept offered by applying virtual reality [18], [22]. Virtual Reality provides experience with new technologies through actual use, and learners construct their concepts through their experiences through the learning process [18], [22]. For example, with a virtual 3D environment built by Yeh and Lan, users can easily construct their virtual 3D background by choosing objects from the catalogue of virtual objects and putting them where they want [22]. Users can freely change object orientation and position or even conveniently uninstall and reconstruct the environment [22]. Besides, Virtual Reality offers a means for many reasons to be learned by distance education that was historically difficult to educate in this way [18]. Learners can collect the information by observing the three-dimensional object and the virtual environment [22].

For the third pillar of education, learning to be, virtual reality can enhance learners' motivation [18], [23]. Virtual reality is suitable to be used in an attractive environment [24], [25]. The teachers can choose the material that needs an attractive environment to reach the learning goals to let the students be something [24], [25]. In another research that applied Virtual walk using google street view, students displayed an open attitude, appreciation, awareness, and respect toward cultural differences, all of which are values that motivate their realistic pursuit of cultural information in the target cultural environment [26].

The last goal of learning is learning to live together. Students' active learning is the result of applying virtual reality in the learning process [18]. The activities by using virtual reality can be designed as student-centered learning. In 21st-century learning, student-centered learning is one of the principal that is important [27]. The use of a collaborative virtual learning environment in which learners need to collaborate to solve obstacles in the target language contributes to developing language and enhancing learners' ability to think critically [28]. In the study conducted by Mroz, students were asked to determine whether the nature of their interactions mediated by the avatars impacted their collaborative work; they unanimously admitted to equating fictional characters and their online representations with themselves [28]. The anonymity afforded by avatars is thus considered beneficial for collaborative learning, reduces the anxiety and inherent self-awareness of exposing their imperfect command of a second language, and increases their engagement with tasks and willingness to take risks [28].

B. Virtual Reality in the Language Classroom

In educational research for practical purposes such as expense and size, wearable Virtual Reality devices that offer a truly interactive environment entirely masking the physical world are not included [29], [30]. Most of the research on virtual reality uses virtual environments, where computer screens allow users to communicate with them [29]. Virtual reality and virtual environments can, however, be programmed and created for any context, making them useful for learning languages [21], [25], [31]. As Kluge and Riley note, Virtual Reality Learning Environments are highly adaptable to multiple learning techniques, are student-centered, and implement an instructional paradigm of "learning by doing." [29]

Wang et al. created a Virtual Reality language class activity by building a Virtual City using descriptive language and directions; Shadowing presentation skills using 360-degree videos, making virtual reality role-playing videos based on encouraging learning verbs. The Virtual City designed by Wang et al. provides beneficial results for understanding how language learners feel when learning English in a 3D Virtual World [32].

Garrido-Iñigo and Rodríguez-Moreno also developed a Virtual World used to teach listening comprehension to students [33]. Garrido-Iñigo and Rodríguez-Moreno presented the Virtual World as a game with a sequence of exams designed as a match to determine three winners. There were five steps that the users had to pass. The processes include three levels used for instruction, participant testing and listening comprehension community testing. The test questions concentrate on both the prototypical vocabulary of an airport conversation (which the student has already read on the learning island) and grammar (syntax, morphology, verb conjugation) and spelling aspects [33]. As a result of this study, students showed a high concentration on the phrases they should have composed [33]. In terms of collaboration, students do not see using this virtual world as a competition. Instead, they only tried to complete the panel [33].

Levak and Son [34] carried out another Virtual Reality implementation. Levak and Son integrated Skype and Virtual World used as a teaching medium for listening skills. Users will listen to the directions and follow them on the map through the directions from Skype. The "Shopping" and "At the Cafe" assignments required participants to visit a replica of a life-like location in Virtual World. Authentic resources (e.g., snippets from real shopping catalogues, actual menus) are used to facilitate conversation and learning via Skype. For the "Describe Objects" and "Describe Events" assignments, participants described a virtual 3D representation in Virtual World and a 2D image representation in the Skype version of the task [34]. This study found that participants found both facilitation techniques useful for facilitating the development of their listening comprehension. All participants expressed the value of having the opportunity to interact with native speakers guided by tasks arranged around themes, reflecting real-life goals. Second Life's abilities are that participants can: hear other people's conversations and see other people's text messages in cyberspace; meet random avatars; access and become familiar with virtual cultural locations; hear music and see prints; participate in role-playing and get 24-hour access. Skype's unique ability is being able to see someone's partners. The capabilities of online tools and how they align with the pedagogical goals of tasks appear to influence task effectiveness.

Research by Bonner & Reinders was focused on finding out the practical immersion of AR and VR in language teaching [35]. Triggered by the wide use of AR and VR to help the engineering sector, health, and history class, they believed AR and VR could also be used positively to help language teaching [35]. They used AR to get students to a tour itinerary or get engaged in location-based games

by walking around a town to find clues relating to a story. This research demonstrates AR and VR integration into everyday language classrooms without expecting teachers to have specialized technical skills. Its use is also believed can reduce distractions [35]. VR video content can help students make connections between the concepts they are studying and their effects on the real world. Furthermore, there are some principal features of AR, such as 1. It can comprise a set of mobile technologies; 2. Enabling social interaction and collaborative learning; 3. It allows learners to experience context sensitivity for displaying content in a different language; and 4. Easy connectivity and access to such resources as information; Finally, it helps facilitate personalized learning [35].

Research by Meunier et al. used Virtual Reality in the teaching of speaking skills. The study revealed the benefits of using Virtual Reality in Immersion-Prompted Contact include the students' strong presence in their speech practice, more positive feelings among the students, and more improved speaking ability [36]. Similar findings were revealed by Wang et al. They designed a Virtual World called VILLAGE (Virtual Immersive Language Learning and Gaming Environment), which was similar to classrooms and campuses in real life [32]. The aim was to reduce the anxiety of instructors and students in using the Virtual World. In each case, learning experiences in this field enable students to have a dialogue. Based on the skills they gain from the information presented, students may construct their conversations, modify the example conversations given in Moodle, or replicate the conversation on these examples. This exercise aims to help students use the present time to write sentences and discern by speaking between liaison verbs, action verbs, and participatory. The learning objectives designed at VILLAGE primarily aimed at facilitating verb learning, especially for language learners to differentiate between linking verbs, action verbs, and participles, composing sentences using present, past, and future tenses, and forming sentences using active and passive voices [32]. The study shows that chatbots and time machines facilitate the realization that learners feel somewhat real through engagement with these learning artifacts [32]. Learners are fully immersed in a virtual 3D world through their interactions with chatbots and time machines. The increasing presence of language learners in the virtual world enhances learners' embodiment and makes them feel like they belong [32]. The research also reveals empirical and theoretical frameworks that explain immersion and presence [32]. Real-time interaction with chatbots and time machines gives a sense of authenticity. The sense of authenticity and presence determines the extent to which the learner can transfer what he or she learns in the virtual 3D world to real-life [32].

Chen also encourages the use of Virtual World in teaching speaking skills in language schools. He argues that the option to use avatars to collaborate and connect with other residents concurrently in the target language also allows them the chance to use their natural language as if they were in a real-world situation [37]. In Virtual World, language learners will use voice and text chat in various Real Life simulation activities to practice their speech and writing [37]. Features of Virtual World will stimulate task-based experiences, foster inspiration, and sustain task commitment [37]. Ultimately, it improves the encoding and performance of learner language [37].

In comparison to digital storytelling, Liang integrated storytelling through virtual reality multimodality in her study, using resources from picture libraries or other digital platforms where storytellers can monitor their characters' behavior and engage in constructing stories with environmental resources [38]. Liang found that while Virtual World story simulations can help students articulate ideas and develop stories, training on embodied and digital activities could be essential to help those second-language learners thoroughly explore Virtual World skills [38].

C. Strength of Using Virtual Reality in The Language Classroom

Virtual reality used as a medium in language classrooms has advantages and disadvantages. Researchers see Virtual Reality as an excellent medium that can enhance student learning and renew authentic learning and teaching experiences [21], [26], [37], [39]–[41]. However, researchers need to be aware of the limitations of using Virtual Reality. In other words, before using Virtual Reality in language classrooms, we need to properly understand the advantages and disadvantages of Virtual Reality in education.

Virtual Reality can help learners understand English more efficiently since its instructions are in English [41]. Therefore, Virtual Reality applications can be counted as supplementary media for outside learning activities so that learners can improve their English skills through autonomous learning that gives them an enjoyable learning atmosphere [41]. For the most part, Virtual Reality

application in the Language Classroom allows learners to elaborate their English and connect with others to face the global competition [41].

Virtual Reality can be used to develop early literacy among young learners [41]. The immersion of Virtual Reality and Virtual Reality is considered the state-of-the-art tools for teaching young learners. As a learning tool, Virtual Reality motivates the students and engages them in the learning activities [41]. Learners actively involve their sense of sight, hearing, and touch when AR is used. Therefore, the existence of texts, images, video, animation, and 3D models allows learners to an ideal learning environment so that their literacy can be developed widely [41].

The Virtual Reality corpus [42] typically indicates instances where virtual reality has brought significant changes in student learning and the growth of skills for the twenty-first century. Using virtual reality in teaching language classrooms can help develop students' communication skills [39], [43]. The improvements made by the students learning by watching their virtual avatars making the motions while listening to the English phrases benefited the most [39]. Wang et al. are in agreement with this opinion. They argue Virtual World seems authentic. This authenticity can help students reduce doubts in communicating in the Virtual World, and it will make students get used to communicating in the real world [32]. Mroz conducted a study in which the students were engaged in a shared virtual learning environment. In this virtual environment, they were assigned to participate in problem-solving activities that improve critical thought and problem-solving skills, some of the 21st century's essential abilities [28]. During this problem-solving, the students also needed to work collaboratively, which requires them to use English. The advent of virtual reality also allows the collaborative sharing of ideas [34], [44], [45].

Apart from twenty-first-century skills, the use of virtual reality in language classes can also help students learn about other cultures and increase positive attitudes towards the target culture being studied [26], [31], [46]. In language classrooms, the use of virtual reality often promotes participation and increases morale and task engagement through practical and authentic interactive activities. [23], [30].

Using virtual reality can reduce the anxiety in the communication process while learning [28], [32], [47]. The anonymity afforded by avatars is thus considered beneficial for collaborative learning, reduces the anxiety and inherent self-awareness of exposing their imperfect command of a second language, and increases their engagement with tasks and willingness to take risks [28]. Virtual Reality's possible benefit in Immersion-Prompted Contact is that students are more present in speech practice, are happier, and assume that Virtual Reality will help students improve their speaking ability more effectively than smartphones [36]. For Wang et al., the virtual world's use in language learning can reduce instructors' and students' anxiety [32].

Virtual reality in education is also beneficial for teachers, such as facilitating teacher training [21], [25]. Using a 3D virtual world, teachers can incorporate peer advice and borrow peer-to-peer ideas when developing assignments. They can provide feedback and include peer feedback during the trial period. They can critically reflect on their teaching sessions in the journal and make the necessary changes to their assignments after observing peer teaching sessions and reading reflections in journals. Their collaboration allows them to develop integrated 3D skills and create new products, language learning tasks [25]. In Virtual World, teachers should also make greater use of creative tests to assess job fulfilment and language performance gains. The task-based aviation English performance evaluation requirements seek to inform assumptions about pupils' English proficiency and include authentic tasks effectively accomplished by test users [21].

Virtual reality can be used for outside classroom activities [41], [48]. The limitation of applying this game-based learning in the classroom gives a greater chance to develop it beyond the classroom [41], [48]. By doing so, the learners can develop their autonomous learning and have time to reflect on their learning and what they want to achieve. The study from Mirzaei, et al., entitled "Collaborative learning through story envisioning in virtual reality" can describe the use of Virtual Reality in the language teaching practice. They argue that language skills practice's effectiveness increases students' literacy skills, motivation, creativity, communication skills, and critical thinking that suits the technology advancement in digital storytelling. Some digital story generators as platforms for creating animated stories are used as a trend supporting tools the Computer Assisted Language Learning (CALL). The platform allows the learner to engage in a discussion to create a story and scenario it will be converted and generate into a 3D animated story [48]. As a result of this, the story created by the learners receives learners are visualized in this virtual reality platform, enabling them to select the role to play in new content and deliberating presentation in proper tone, narration, and perspective as well as to explain characters and mental feelings [48].

D. Weaknesses of Using Virtual Reality in The Language Classroom

In addition to the advantages of applying virtual reality in the learning process, some problems become weaknesses. To provide 360-degree virtual reality experiences to students, the school must prepare three necessary equipment. The equipment includes google glasses/cardboard, applications or videos related to the material, and smartphones. Schools need to spend more to operate virtual reality (VR) for the learning process in schools [18], [25]. This problem can be overcome by designing grouped activities to be used in groups of students. Second, the use of virtual reality (VR) will require a more extended time allocation in the classroom [18], [25]. More ample time allotment is needed due to unstable technical problems in using Virtual Reality [37]. At the beginning of the learning process, the teacher needs to explain the technicalities of learning using virtual reality. As a solution, teachers can provide information to students to read more about virtual reality (VR) and activity instructions before entering class. Therefore, virtual reality (VR) users can become complementary media in the learning process.

Another weakness of using virtual reality in the language classroom is research on the effective use of virtual reality to teach writing skills. Chen et al. found that the students indicated challenges in their writing process when using Google Earth VR, such as the amount of time required and the challenges of using the discovered information from their virtual trips in their writing, which were expanded upon in the subsequent interviews [37].

A significant challenge in designing a Virtual Reality Learning Environment for learning writing structures is how to comfortably create large amounts of text for users [29], which may affect cyber-sickness symptoms [50]. If the text is too close to the user, it fills their field of vision, requiring the user to move their head and neck frequently [29]. Quick movements in positioning the head up, down, and rotating the head would trigger cybersickness symptoms [50]. With the weight of a Virtual Reality headset, this can cause unwanted discomfort and physical strain on the user's neck. If the text is too far away, the user may have difficulty seeing the text if the headset is not attached correctly, causing unwanted discomfort and physical strain on the user's eyes [29]. Additionally, users may not want to use the Virtual Reality Learning Environment for a long time. Students may get frustrated from trying to read and understand the text at the same time.

Furthermore, Virtual Reality headsets may become hot and can put pressure on the faces of the participants. This experience is even worse for students with myopia as the headset will press their glasses onto their faces. It is not easy for them to walk and read the texts while constantly adjusting their headset [29].

4. CONCLUSION

The Virtual World's immense capacity gives teachers numerous possibilities in their classrooms for new projects. In real-life schools, a more practical application is required to truly appreciate the use of the virtual universe to enrich the classroom atmosphere. The experience of integrating Virtual Reality within well-defined theoretical structures and methodologies will maintain the presumption that learning outcomes are supported when incorporating the Virtual World within an established theoretical framework. Furthermore, educational designers and device developers need to investigate further the concept of immersive environments open to people with disabilities. To lead to the development of specific skills such as reading and writing, the Virtual World's specific attributes will require further thought. In the Virtual World, researchers can also suggest creating real-life assignments. At the same time, teachers and policymakers can pursue low-cost options for virtual reality to enrich their interactions in the classroom.

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