

THE EFFECT OF FIELD TRIP METHOD ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

(A study at the Eighth Grade of SMP Swasta Advent Barus in 2020/2021 Academic Year)

Suriani Simamora¹, Asriani Hasibuan², Gabby Maureen Pricilia³

Institut Pendidikan Tapanuli Selatan

E-mail : surianisimamora0@gmail.com

Abstract : *The aims of this research are to know: 1) the application of field trip method in teaching writing descriptive text 2) the students' writing descriptive text ability before and after using field trip method 3) Whether there is a significant effect of field trip method on students' writing descriptive text ability at the eighth grade of SMP Swasta Advent Barus. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research is all of the eighth grade students' of SMP Swasta Advent Barus which consist of 70 students. Sample are VIII A which consist of 22 students which taken by purposive sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The results of this research are: 1) the application of field trip method is 3.8, it is categorized "very good" 2) the mean score of students writing descriptive text ability is 47 it is categorized "fail". Meanwhile, after using field trip method is 72, it is categorized "good". 3) There is a significant effect of using field trip method on students' writing descriptive text ability at the eighth grade of SMP Swasta Advent Barus. The result of data analysis shows that t_{test} is higher than t_{table} ($t_{test} 16.90 > t_{table} 2.05$). So, the hypothesis is accepted. It means that, there is a significant effect of field trip method on students' writing descriptive text ability at the eighth grade of SMP Swasta Advent Barus in 2020/2021 Academic Year.*

Keywords: *Field Trip Method, Writing Descriptive Text Ability*

Abstrak : Penelitian ini bertujuan untuk mengetahui: 1) penerapan metode field trip dalam pembelajaran menulis teks deskriptif 2) kemampuan menulis teks deskriptif siswa sebelum dan sesudah menggunakan metode *field trip* 3) Apakah terdapat pengaruh yang signifikan dari metode *field trip* terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Swasta Advent Barus. Penelitian ini menggunakan metode eksperimen dengan desain *pre-experimental design* dengan menggunakan *one-group pretest and posttest design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Swasta Advent Barus yang berjumlah 70 siswa. Sampel penelitian adalah VIII A yang terdiri dari 22 siswa yang diambil secara *purposive sampling*. Dalam pengumpulan data peneliti menggunakan lembar observasi dan instrumen tes. Hasil penelitian ini: 1) penerapan metode *field trip* sebesar 3,8 dikategorikan "sangat baik" 2) nilai rata-rata kemampuan menulis teks deskriptif siswa adalah 47 dikategorikan "gagal". Sedangkan setelah menggunakan metode *field trip* adalah 72 termasuk kategori "baik". 3) Ada pengaruh yang signifikan penggunaan metode field trip terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Swasta Advent Barus. Hasil analisis data menunjukkan bahwa t_{test} lebih besar dari t_{table} ($t_{test} 16.90 > t_{table} 2.05$). Jadi, hipotesis diterima. Artinya, ada pengaruh yang signifikan metode *field trip* terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Swasta Advent Barus Tahun Pelajaran 2020/2021

Kata Kunci: *Field Trip Method, Writing Descriptive Text Ability*

I. INTRODUCTION

Writing is one of the skill that must be achieved by the student beside of speaking, listening, and reading. writing can be considered as the most frequently occurring activity during the teaching learning process. Writing is important support learning English because it can build a written communication among people from different area. Writing enables the student to express their ideas and thought freely and it is help full ,when a student has difficulties in oral performance.

In Fact, in SMP Swasta Advent Barus most of the students have low ability especially in writing descriptive text. It can be seen from their avarage score in writing descriptive text when the researcher did an observation and gave pretest in PPL period the students' average score is 47. Based on this fact, the researcher knows their ability on writing descriptive text is far from expectation. It can be seen from the students difficulties in writing content, they have lack of vocabulary mastery whereas the influence of vocabulary very necessary in writing descriptive text. It made them difficult to create the sentence.

Actually there are several which can influence the students' writing descriptive text such as: internal factors less of motivation,

less interest, grammar, vocabulary and less student attitude, and many other. It also can be influenced by external factors such as teaching method or technique is not appropriate and not interest, background of students family, environment or society, teacher competence and many others.

The teachers in SMP Swasta Advent Barus have done many efforts to solve the problem in order to success teaching learning process, for example prepare teaching material, complete the school facilities, giving motivations, use suitable technique to increase their understanding on writing descriptive text. But there is no significant effect

If this problem is not solved as soon as possible, the students writing score is low, they can not write descriptive text well based on curriculum expectation. To solve the problem there are many teaching method that can be used in writing descriptive text, such as Field Trip Method, GTM, direct method, cooperative learning, CTL, Questioning and answering, discussion, Cooperative, Integrated, Reading and Compositision (CIRC) etc. In this research, the researcher will use Field Trip Method to solve the problem.

Field Trip Method is fun learning method, where students required to study outside the classroom or outdoor. Not just leaving

last class study, but in students field trip invited to see and observe object that are seen directly. The method allows the learner to learn through participation and observation in the learning process. Through interaction with other, learners come to understand what is being learned in the permanent way. This attempt is to shift from teacher centered to learned-centered mode of teaching field trip are far from new. Teacher have been incorporating them into their teaching methods for years because they enable students to experience the real that is physical world.

Based on the explanation above, it is presumed that the Field Trip Method can be bring a significant effect on students writing descriptive text. In this case, the researcher is strongly interest to conduct a research entitle "The Effect of Field Trip Method on Students' Writing Descriptive Text Ability at the Eighth Grade of SMP Swasta Advent Barus in 2020/2021 Academic Year"

4. Definition of Writing

Writing is one language skill as means of communication by someone which can express his/her idea or information written form by arranging letter, sentence, and paragraph by using structure and related with sentence. According to Patel and Jain (2008:126), writing is the most efficiently acquired when practice in writing

parallels practice in the other skills. According to Wallace et al in Adam (2016: 365), writing is final product of several separate acts that are hugely challenging to learn simultaneously.

Based on the definition above the researcher can conclude that means writing is composition instruction that recognizes the importance of generating, formulating, and refining one's ideas.

5. Indicators of Writing

According to Jacob in Baso (2016: 112) concluded that there are five significant elements of writing, they are:

- 1) Content: in order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, which become the characteristics of the good writing.
- 2) Organization: the process of organization material in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern
- 3) Vocabulary: one of the requirements of a good writing always depends on the effective use of words. In personal description, words play a dual role: to

communicate and to evoke, to let the readers to perceive and feel.

4) Language use: language use writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form.

5) Mechanics: the use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the researcher means to express definitely.

6. Definition of Descriptive Text

Descriptive text is a text which say that what a person or things is like. Its purpose to describe and reveal a particular person, place or thing. According to Amarain et al (2009:28), description is used all forms of writing to create a vivid impression of a person, place, object, or event. Then, according to Iwuk (2007: 70), descriptive text is text whose contents

describe something. For example, objects, people, places, and animals.

Based on some definition above researcher can conclude that writing descriptive text is a text that contain the description of an object, which is an animal, place, thing, etc.

7. Field Trip Method

Field trip method is one of the major constructive methods of teaching and learning. The teaching strategy student-centered and student- directed, teacher simply facilitate the learning task. Mulyono and Wekke (2018:83) state that field trip means go out from classroom in order to learn, field trip does not take a place away from the school and does not take a place away from the school and does not require a long time. Field trip which takes a long time and a place far away called study tour. Field trip method is one grup implementation from may strategy learning such as contextual laerning, role playing, participate teaching and learning, mastery learning and inquiry strategies leraning.

II. METHODOLOGY OF THE RESEARCH

Method is a procedure or way used to achieve a certain goal then there is one term that is closely related to these two term

namely technique which is a spesific way or solving particular problem found in carrying out a procedure . Method of the research means the way that should be chosen to solve the problem of the research. According to Arikunto (2010: 202), Method of the research is the way that used a reseachers to collecting data in a research. This study applied the pre-experimental design by using one-group pre test and post test design.

The population in the research is all of the students at the eighth grade of SMP Swasta Advent Barus are 70, and sample are 22. To taking the sample, the researcher used purposive sampling. In this research, the instrument that was use to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about writing descriptive text at the eighth grade of SMP Swasta Advent Barus. The researcher have been got score it, the researcher showed the result of the research. The result of field trip method on students' writing descriptive text is the data of the research. Then, the researcher described the data calculated by using statistical process. which got from the observation sheet about the application of field trip method can be seen from 14 aspects

observed by the observer the total score got score is 48 and mean 3.8 it is categorized “very good”. The test which gave by the researcher to measure the students’ writing descriptive text before and after using field trip method. The highest score before and after field trip method was 60 and 90. The lowest score before and after using field trip method was 34 it is categorized “fail” and 60 it is categorized “enough”. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

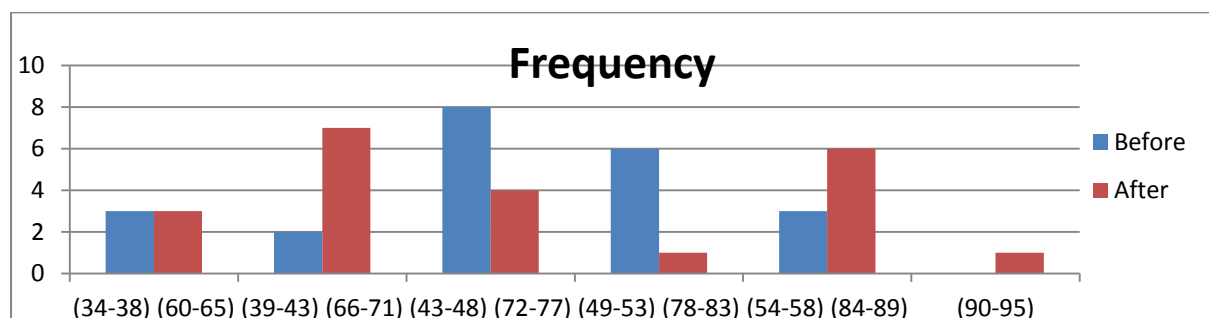


Figure 6: Histogram of Students’ Writing Descriptive Text before and after using Field Trip Method

IV. DISCUSSION

Related to the purpose of the research, that is to determine whether field trip method can be give significant effect especially in writing descriptive text. Based on observation sheet result of application field trip method in teaching writing descriptive text, the

researcher found that the score is 3.8, it is categorized " very good".

Generally, applying of field trip method in teaching writing descriptive text has a significant effect on students ' writing descriptive text. It means that students' writing descriptive text is affected. It can be seen from their writing score. The mean score of content before taught field trip method is 51.16 and after taught by field trip method, the mean score is 84.33, Next, for the organization, mean score before taught by field trip method is 51.59 and after taught by field trip, the mean score is 82.72. Then, vocabulary, the mean score before taught field trip method is 52.04 and after taught by field trip method is 79.54. Next aspect is language use, the mean score before taught by field trip method is 36.36 and the after taught by field trip method is 58.54. Then for the last aspect is mechanic, the mean score before taught field trip method is 57.27 and the after taught by field trip method is 80.

From explanation above, the higher score after taught by using field trip method is in content, it is 84.33 and the lowest score after taught by using field trip method is in language use, it is 58,54. It can be concluded that field trip method is suitable for teaching writing descriptive text especially in content because by

using field trip method students can find to object directly. So make the students can write the content of descriptive text.

The average of students' writing descriptive text ability before using field trip method is 47 it is categorized "bad". Furthermore the average of students' writing descriptive text ability after using field trip method is 72.18, it is categorized "good ". It means that there was an improvement of students writing descriptive text ability after being taught by field trip method. Then, the researcher found that t_{test} is higher than t_{table} ($16.90 > 2.05$) it means that there is a significant effect of using field trip method on students' writing descriptive text ability at the eighth grade of SMP Swasta Advent Barus, or in the other word alternative hypothesis (H_a) is accepted.

CONCLUSION

Based on the result of this research, the researcher can conclude that as follows: a) The application of field trip method in teaching writing descriptive text at the eighth grade students of SMP Swasta Advent Barus is 3.8 it is categorized "Very Good". b) The students' writing descriptive text ability before and after using field trip method at the eighth grade students of SMP Swasta Advent Barus before is 47 it is categorized "fail" and after is 72 it is categorized

“Good”. c) There is a significant effect of using field trip method on students’ writing descriptive text ability. It show that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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