

**THE EFFECT OF FIELD TRIP METHOD IN WRITING DESCRIPTIVE  
TEXT BY 11 GRADE STUDENTS OF SMA NEGERI 1 KUTACANE  
ACADEMIC YEAR 2022/2023**

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**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 effect before and after using field trip method 3) Whether there is a significant effect of field trip method on students' writing descriptive text effect at the eleven grade of SMA Negeri 1 Kutacane. 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 eleven grade students' of SMA Negeri 1 Kutacane which consist of 212 students. Sample are XI IPA core 2 which consist of 34 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 effect of field trip method is 3.8, it is categorized "very good" 2) the mean score of students writing descriptive text effect is 55 it is categorized "fail". Meanwhile, after using field trip method is 76,91 it is categorized "good". 3) There is a significant effect of using field trip method on students' writing descriptive text effect at the eleven grade of SMA Negeri 1 Kutacane. The result of data analysis shows that ttest is higher than ttable ( $t_{test} 25.18 > t_{table} 2.52$ ). So, the hypothesis is accepted. It means that, there is a significant effect of field trip method on students' writing descriptive text effect at the eleven grade of SMA Negeri 1 Kutacane in 2022/2023 Academic Year.*

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

## **Background Of The Research**

One of the English skills that is important in both formal and informal settings is writing. When people are unable to communicate verbally, writing enables them to do so. Writing, which necessitates greater mastery of productive language, is the most challenging language skill, according to Barli in Taslim (2010). As a result, it is regarded as the most difficult language skill to acquire.

The study focuses specifically on how students learn English through writing. "Writing is a step, specifically the drop and idea in language." There are several stages to the writing process, each of which contributes to comprehensive.

An observ with English language teachers and students at SMA Negeri 1 Kutacane, Aceh Tenggara, revealed there are students frequently struggle to write certain text, like descriptive text. When they writing struggle to comprehend the subject matter and intended message. Students who do not comprehend the topic or message frequently make errors when it comes to coming up with ideas to complete the content of their writing. Students also stated that they do not see anything significant for writing about. They plan a lot, but they still don't know where to start when it comes to writing. Some of them have no concepts at all and are unable to organize their thoughts. These issues make writing difficult for students. As a result, they lose interest in writing. The students' descriptive text writing scores remained below the MMS, according to their English teacher. To achieve excellence and enhance the teaching and learning process, the researcher required an efficient solution to this issue. outcomes for teachers and students.

In response to the aforementioned issues, the researcher uses the field trip method in this study. Hughes and Moore (2014) claim that field trips encourage students to learn by allowing them to recall and apply what they have learned. The researcher hypothesizes that because field trips will be fun, they will help students improve their English and improve their writing, particularly descriptive texts.

The field trip method connects classroom knowledge to the actual subject matter being studied to identify and correct it. Using the field trip method, students can use written texts to explain what they've learned and describe the objects they've seen because they can feel and see things in person, which gives them a clear picture of the things they'll explain.

Based on the facts and the previous explanation, the researcher decided to teach writing through field trips. The researcher therefore intends to investigate the following :  
"THE EFFECT OF THE FIELD TRIP METHOD IN WRITING DESCRIPTION TEXT BY STUDENTS OF CLASS 11 SMA NEGERI 1 KUTACANE ACADEMIC YEAR

2022/2023".

Based on the identification of the problems above, the research questions are formulated as follows: Is there any effect of the field trip method help students write descriptive texts for 11<sup>th</sup> graders of SMA Negeri 1 Kutacane 2022/2023 school year? After implementing the tourism approach, what are the 11<sup>th</sup> grade students at SMA Negeri 1 Kutacane, Kabupaten Aceh Tenggara's academic outcomes in the 2022/2023 school year?

The objective of the research, based on the provided question is Recognizing that SMA Negeri 1 Kutacane's 11th-grade students could benefit from using the field trip method during the 2022/2023 school year. To determine the educational outcomes of SMANegeri 1 Kutacane students for the academic year 2022/2023 following the implementation of the field trip method.

### **Difinition Of Writing**

Writing, according to Sol (2010), is the process of putting what you learn into practice. To become proficient writers, students need to practice writing paragraphs well more. This makes it abundantly clear that daily practice is necessary if we are to produce high-quality writing. Writing is a language skill used for indirect communication, not face-to-face with people other than yourself."According to Tarigan, "Writing is a process of conveying thoughts, wishful thinking, and feelings in the form of meaningful written symbols or signs," according to Dalman (2015).

According to Suprano and Yunus (2010), the author's image is consistent with the descriptions (seeing, hearing, smelling, and feeling). argues that writing encompasses a person's entire activity set, which includes expressing an idea and presenting it to the public in any manner that the reader can comprehend.

### **The Purpose of Writing**

According to Tarigan (2017), In light of these limitations, writing serves the following purpose: . Writing that aims to educate or inform is called information discourse or informative discourse. Writing with the intention of persuading or urging is known as discourse persuasive (persuasive discourse). Writing with the intention of being amusing, appealing, or artistic is known as literary writing (literary discourse or literary writing). Writing that emotes strongly and passionately is called expressionistic discourse.

### **Descriptive Text**

A description, according to Suwarna (2012), is a collection of paragraphs that provide an overview of an object, person, or location.

Izul (2010) defines a description as an essay in which something is described in

relation to the actual situation so that the reader can see, hear, smell, or feel what is being described.

A paragraph that gives the reader a clear and detailed description of an object, location, or event so that the reader appears to feel and see what the author is describing is a description, according to Shinigami (2013).

### **Structure of descriptive text.**

Mark and Kathy also talk about the characteristics of generic descriptions in Purna (2014). These descriptions typically use the present tense or infinitive verbs. When describing the characteristic subject, adjectives are also very important because they explain how the subject is described. Adjectives typically provide sensory details about how something smells, tastes, looks, and tastes.

A descriptive essay, according to Dalman (2015), is one that describes a specific object or event in such a way that the reader appears to feel or experience the author's description directly.

Dalman (2015) provides the following description of the steps arrangement: 1) Choose the subject or object that needs to be described; 2) Establish the goal; 3) Observe the subject or object to be described while collecting data; 4) Arrange the data in a systematic manner or write a framework.essay; 5) Develop an essay framework or outline.

### **Definition of the Field Trip**

According to Patrick (2010), Krepel and Diwall define field trips as educational outings organized by schools. Students go on these trips to places where instructional materials can be directly observed and studied in their actual context. Jordan (2014) adds that engineering field trips can help students gain access to classroom resources. By taking students to new places, meeting new people, and learning about them, they give students access to the real world. Education-related field trips are crucial because they bring students closer together and entertain them.

### **Steps for a Field Trip**

Field trips, like all educational programs, should be tailored to education, according to Myers & Jones (2015). Field trips and the concepts they acquire in the education program ought to be easily comprehensible by participants. When planning a successful trip, there are three essential phases that must be included: prior to, during, and following the trip.

a. Pre-trip During this stage of preparation, the teacher must explain the goals of the field trip, plan how it will be carried out, and list the things that need to be done before the trip. under the care of students; The tools are set up; and the students unite

as a group.

b. The teacher adds rules and assignments for the students, sets up the activities for the field trips, asks the students to follow the agreed-upon rules, does group assignments, and checks the activities for the students on the way to field trips.

c. Following the trip: In the final stage, the instructor requests that the students release the results of the field trip, complete group assignments, and release the results of the field trip by assigning each student a text description of the places they visited.

### **Research Methodology**

In order to provide a better understanding of the descriptive method, the following statements have been made by a number of experts: A descriptive method, according to Sugyono (2011), is one that describes or analyzes a research result but does not draw more general conclusions. A way to examine the current state of a group of people, an object, a set of conditions, a way of thinking, or a series of events is the descriptive method (Moh). Nazir, 2012).

An experimental one-group pretest-posttest design is used in this kind of study. A study with a one-group pretest-posttest design is one in which there is no comparison group. Each sample is given the same treatment by this design without the ability's foundation being calculated.

### **Population And Sample**

According to Sugiyono (2019), population is a generalization that encompasses: objects or subjects that have been specified by researchers to be investigated and conclusions drawn from, with particular quantities and characteristics. Based on this opinion, SMA Negeri 1 Kutacane learning 2022/23 visited 212 students from six classes, as shown in the table below:

Table 3.1.2 Total Population

Number	Class	Total Population
1	XI IPA 1	42 Students
2	XI IPA 2	40 Students
3	XI IPA CORE 1	36 Students
4	XI IPA CORE 2	34 Students
5	XI IPS 1	27 Students

6	XI IPS PLUS	33 Students
Amount		212 Students

Source Vice Principal for Student Affairs

This study employs the purposive sampling technique. According to SuharsimiArikunto (2010), if the subject has fewer than 100 participants, they should be analyzed thoroughly; if the subject has more than 100 participants, 10-15% or 20-25% or more should be analyzed. The purpose of sampling is to obtain examples that are truly representative of the actual situation or that can serve as specific illustrations.

Based on the assessment above, there is a need to employ a purposive strategy in class XI IPA Center 2, which is class center.

Table 3.1.2 Number of Samples

Number	Class	Number of Samples
1	XI IPA CORE 2	34 students
Amount		34 students

## Finding

In obtaining research data, researchers used essay tests given to students after learning was carried out in class, both before using the Visit Learning Method (Field Trip) and after using the Visit Learning Method (Field Trip). Furthermore, the results that have been done by students are processed into statistical data. Research data processing was carried out to describe the results of the two methods applied in the study, as well as the differences between the two.

### Description effect write descriptive text before using the Field Trip Method (X2)

The test of the effect to write descriptive text after using the Visit Learning Method (Field Trip) method for Class XI students of SMA Negeri 1 Kutacane in the 2012/2023 academic year is presented in table 4.1 below:

#### Effect Score Write a Descriptive Text before using the method Visit Learning Method (Field Trip) before and after using method

NO	NAME	CLASS	PRE TES	POST TES	$x_1$	$x_1^2$	$x_2$	$x_2^2$
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			(X1)	(X2)				
1	AAM	XI IPA CORE 2	60	80	5	25	3,09	9,5481
2	AF	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
3	AHS	XI IPA CORE 2	60	80	5	25	3,09	9,5481
4	AU	XI IPA CORE 2	60	80	5	25	3,09	9,5481
5	ANF	XI IPA CORE 2	60	80	5	25	3,09	9,5481
6	CTA	XI IPA CORE 2	55	80	0	0	3,09	9,5481
7	DS	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
8	DA	XI IPA CORE 2	60	80	5	25	3,09	9,5481
9	FA	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
10	GAS	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
11	HI	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
12	HTBS	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
13	IT	XI IPA CORE 2	50	80	-5	25	3,09	9,5481
14	JRP	XI IPA CORE 2	60	75	5	25	-1,91	3,6481
15	KA	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
16	L	XI IPA CORE 2	50	80	-5	25	3,09	9,5481
17	MHM	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
18	MFRP	XI IPA CORE 2	60	80	5	25	3,09	9,5481
19	MRR	XI IPA CORE 2	60	80	5	25	3,09	9,5481
20	MU	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
21	ME	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481

22	NSS	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
23	NRA	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
24	PWS	XI IPA CORE 2	50	75	-5	25	-1,91	3,6481
25	RAD	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
26	RPR	XI IPA CORE 2	60	80	5	25	3,09	9,5481
27	RA	XI IPA CORE 2	60	75	5	25	-1,91	3,6481
28	SN	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
29	SS	XI IPA CORE 2	50	75	-5	25	1,91	3,6481
30	ST	XI IPA CORE 2	60	80	5	25	3,09	9,5481
31	SCEP	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
32	WK	XI IPA CORE 2	60	80	5	25	3,09	9,5481
33	WN	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
34	YK	XI IPA CORE 2	55	75	0	0	-1,91	3,6481
<b>TOTAL SCORE</b>			<b>1870</b>	<b>2615</b>	<b>0</b>	<b>600</b>	<b>3,88</b>	<b>200,74</b>

From the data table 4.1, the lowest score in the pre-test is 50 and the highest score is 60.

Meanwhile, in the post-test, the lowest score is 75 and the highest score is 80. The test variant categories are according to Arikunto 3:

81 – 100 : Very good

61 – 80 : Good

41 – 60 : Pretty Good

21 – 40 : Not Good

So the value of the Standard Deviation of The Effect Of Field Trip Method In Writing Descriptive Texts by Class XI IPA CORE 2 Students of SMA Negeri 1 Kutacane Academic Year 2022/2023 Text by Students before treatment with the Usedmethod field trip is **4.20**.



The value of the Standard Deviation of The Effect Of Field Trip Method In Writing Descriptive Texts by Class XI IPA CORE 2 Students of SMA Negeri 1 Kutacane Academic Year 2022/2023 Text by Students after treatment with the Used method field trip is **2,43**.

So the value of the Standard Error Learning The Effect of Writing Descriptive Text by Students before being treated with the used of the field trips method is **0,73**.

So the value of the Standard Error Learning The Effect of Writing Descriptive Text by Students after being treated with the used of the field trips method is **0,42**.

**Table 4.1.5 Modus Pre-test and Post-test.**

Pre Test Score	Frekuensi	Post Test Score	Frekuensi
(X <sub>1</sub> )	F (X <sub>1</sub> )	(X <sub>2</sub> )	F (X <sub>2</sub> )
50	12	75	21
55	10	80	13
60	12		
Median Score	(X <sub>1</sub> ) = 50	Median Score	(X <sub>2</sub> ) = 80
Modus Score	(X <sub>1</sub> ) = 60 dan 50	Modus Score	(X <sub>2</sub> ) = 75

From this table above, The effect of writing descriptive text used the previous field trips method was that the most value was 50, namely 12 students, while the results of using students after used the field trips method had the most value being 75 students, namely 21 students.

the research found that the t observation = 36,52. By seeing the t table with df = n-1 of level  $\alpha = 5\%$ , it was found the t table = 2,052. so, the researcher concluded that the hypothesis in this research was received. From the results of testing the hypothesis above, it can be concluded that the use of the field trip method in writing descriptive text by Class XI IPA Inti 2 SMA Negeri 1 Kutacane in the Academic Year 2022/2023.

## Conclusion

Based on the results of the research that has been carried out and the discussion that has been described previously, it can be concluded that there is an effect in learning to write descriptive text using the field trip method by Class XI IPA Inti 2 SMA Negeri 1 Kutacane in the 2022/2023 academic year. This is evident from the average pre-test score for learning to write descriptive text before used the field trip method, students are = 55 with a standard

deviation = 4.20 and experience the effect of the final post-test score with an average value of = 76.91 with a standard deviation = 2.43. Based on the data on the results of the student's pre-test and post-test, and if it is related to the KKM score for English Subjects for SMA Negeri 1 Kutacane is = 65. Then learning to write descriptive text used the field trip method for post-tests with an average value = 76.91 students are included in the Good category.

In addition, the value of  $t_{\text{count}} > t_{\text{table}}$  or  $36,52 > 2.052$  thus from the results of the Hypothesis Testing above it can be concluded that there is an effect of Learning to Write Descriptive Texts used the field trip method by Class XI IPA Inti 2 SMA Negeri 1 Kutacane Year Learning 2022/2023.

### **Suggestion**

Based on the results of research on the effects of learning to write descriptive text using the field trip method by students, it is suggested that English language and literature teachers should be able to use the field trip method as an alternative in students' ability to write descriptive text.

Students need to increase their interest in and attention to learning English, especially in the Ability to Learn Writing Text descriptions which of course can add to students' knowledge and vocabulary in English.

It is necessary to carry out further research by other researchers in order to provide constructive input for the world of education, especially English, regarding Learning to Write Descriptive Texts using the field trip method.

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