

# **Application of The *Field Trip* Method To Improve The Ability To Write Descriptions of Students At SMA Negeri 3 Kab. Wajo**

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## **Abstract**

This study aims to improve the description writing skills of class XI students through the application of the field trip method at SMAN 3 Wajo. This research is Classroom Action Research (CAR), which aims to improve the quality of learning practices in the classroom. The collected data is critically analyzed by comparing the results of actions in each cycle. The results obtained from this study include: (1) the application of the field trip method can improve writing learning. This is shown by the increased activeness, attention, concentration, interest, and motivation of students in learning to write descriptions. (2) the application of the field trip method can improve students' ability to write descriptions. This is indicated by the increase in the student's writing score. In cycle I the lowest score of students is 59 and the highest score of students is 82, while in cycle II the lowest student score is 64 and the highest score of students is 95, (3) the completeness of student learning outcomes increases. In the first cycle, the completion of learning outcomes was only 48% or 12 students and in the second cycle it was 96% or 24 students. The conclusion of this study is that the application of the field trip method can improve students' ability to write descriptions.

**Keywords:** *field trip, write, description.*

## **Introduction**

Writing is one of the four language skills that play an important role for humans in everyday life. By writing, a person can express thoughts and ideas to achieve his goals and objectives. In information culture, the ability to write can improve the standard of living. For this reason, intensive development of writing skills must be carried out without neglecting other aspects of language.

In line with this view, Tarigan (2008:1) emphasizes that writing skills also have an important role in the world of education. In addition to making it easier for students to

think critically, writing can also be used by students to communicate feelings, opinions, and experiences to others. The success of students in following lessons at school is largely determined by writing skills. Writing skills are functional towards students' self-development, whether to continue their studies or to enter society. Writing as an active and productive language activity is an ability that requires *encoding activities*, namely activities to produce or convey language to other parties.

Writing activity is one of the last language skills (and skills) that language learners master after listening, reading, and speaking (Nurgiantoro, 2001: 296). In the same book, it is also explained that when compared to other language skills, the ability to write is more difficult for language learners to master because the ability to write requires mastery of various other aspects outside the language, to produce a coherent and cohesive paragraph or discourse.

Writing skills are quite gaining attention in education and learning especially in schools. This phenomenon can occur because basically writing skills are a person's skill to express ideas in a piece of writing. This has always been considered difficult because people consider ideas easier to express in the form of spoken language. It is this fact that is the driver why students' writing skills need to be given continuously and planned . (Mahargyani, Waluyo, & Saddhono, 2012)(Langke & Basmi, 2022)

Writing activities involve several elements, namely: the author as a delivery message, the content of the writing, channels or media and speakers. Angin emphasized that (2020) writing can be said to be successful if the writing can be well understood by readers. Therefore, writing skills are important to be fostered sustainably in schools. This is in line with the opinion of Sabarti (1988:12) who states that writing skills cannot be acquired naturally, but through a process of earnest teaching and learning and training. Thus, in order for students' ability to write to increase, it is necessary for teachers to create a writing teaching and learning condition that can provide opportunities for the emergence of high student activity and creativity in the form of concrete, effective, and creative writing trainings.

Until now, the learning to write descriptive essays is still carried out in the usual way. Students are given a theory about descriptive writing, then look at examples, and finally are tasked with writing a descriptive paragraph or essay directly or by continuing an already existing text. This conclusion is reinforced by the absence of any mention of various learning aids or resources by the teacher. Non-teacher learning resources that students can use are only textbooks and LKS Indonesian. Therefore the atmosphere of learning writing skills becomes dull, students are bored after the learning process.

In addition, students have not been able to identify certain events or images in their heads to be arranged into a text or in other words students are less able to explore ideas and ideas. Even if the teacher has clearly determined the topic of the article. However, writing activities, particularly descriptive writing, are incorporated into learning activities of concern.

Barriers to learning writing skills, especially writing descriptive essays, were found in SMA 3 Wajo. In this case, after conducting an interview with teachers and

students Indonesian, conclusions can be drawn about the factors behind the low ability to write descriptive essays. First, when teaching, teachers often use the explanatory method, but rarely use the question and answer method and model. Second, teachers rarely use media other than whiteboards in every lesson. Third, students are less proactive in asking if there is material they do not understand.

Based on the results of the survey that has been carried out, based on the results of surveys that have been carried out, it shows the low quality of the process and the results of writing learning for class XI science students. Students' writing skills, especially descriptive writing, are not good due to various reasons, including (1) low interest and motivation of students in learning, (2) unusual writing habits. (3) some students need sufficient time to be able to express their thoughts and ideas, (4) students cannot express their ideas/ ideas well, (5) students' language development is not good, (6) student writing results are not good. satisfactory for academic fluency(Craving, 2022) .

Seeing this situation, researchers are also trying to find alternative solutions in writing learning to overcome all the difficulties and obstacles that exist in students and teachers. Finally, after discussions between researchers and teachers of native speakers of Indonesian, research was carried out on the problem of descriptive writing.

The use of appropriate methods to improve and deepen students' writing skills. In addition, the way teachers teach should use different learning techniques creatively. Referring to all the problems above, teachers and researchers have found many different solutions in writing learning, one of which is the use of methods.

Research on improving writing skills by the field trip method was carried out because it was found that the condition of students in receiving writing materials was not as expected. In addition, researchers suggest that the teaching and learning methods used by teachers with presentations and sample media do not change student writing results. Another problem that arises is that students have a negative perception of written material because the methods and media used seem boring and confusing.

*Field trips are excursions* used by students to complete certain learning experiences and are an integral part of the school curriculum (Sagala, 2006: 214). This Field Trip method is a method by teaching that is carried out by inviting students to a certain place or object outside the school to learn or investigate something such as reviewing the surrounding environment, parks, farms, plantations, playing fields and so on. Zulaikhoh (2009) suggests that with *field trips* as a (Sanita, Marta, & Nurhaswinda, 2020) teaching and learning method, students under the guidance of teachers visit certain places with the intention of learning. This is very appropriate to improve learning to write description essays because bringing the object of study closer to students will make it easier for students to pour ideas into writing. According to Roestriyah (2001:85) the purpose of this method is "by carrying it out, it is hoped that students can gain direct experience from the objects they see, can participate in living someone's work tasks and can be responsible." Perhaps by this way they are able to solve the problems faced in

learning. In addition, this method will make students more comfortable and happy when learning takes place, and can train students to use time effectively.

Research related to the use of *the field trip* method in learning has been carried out by several previous researchers. Sulastris Ningsih (2021) in his research, *The Effectiveness of The Application of the Field Trip Method to the Ability to Write Essays Student Descriptions* revealed that the application of the *field trip* method is effectively used to the ability to write description essays for class VIII students of SMP Negeri H Wukirsari.(Ningsih, 2021)

Meanwhile, in a study conducted by Zulfadli Hamdi, et al entitled *The Effectiveness of the Field Trip Method in Learning to Write Descriptions in Class V MI Nurul Islam Students Change the 2021-2022 Learning Year*, a conclusion was obtained stating that the application of the *field trip* method has a positive impact on the student learning process. In addition, in the study it was also found that there was a significant influence by applying the *field trip* method in learning to write descriptions of class V MI Nurul Islam students.(Hamdi, Ningsih, Irfan, & Husni, 2021)

The research conducted by researchers today also discusses the ability of students to write descriptions by applying the field trip method. However, in this study, researchers focused the application of this approach on student learning at SMA Negeri 3, Wajo Regency. This study aims to improve the ability to write descriptive.

## Methods

This research uses a class action research design (PTK), which is action research carried out with the aim of improving the quality of learning practices in the Suhardjono class (in Arikunto, 2007: 58). Classroom action research is carried out in order to solve problems faced by teachers in learning to write description essays. Because it is a class action research, it is not enough to do this research in one stage, but rather to be carried out in stages or multicyclically. The cycle is carried out according to the characteristics of class action research.

The subject of this study was a student of class XI science of SMA 3 Wajo. The object of this study is the ability to write a description by applying the *field trip* method. In more detail, the object studied in this study is the ability to write descriptions with the application of the *field trip* method.

This class action research (PTK) contains qualitative data and quantitative data. Qualitative data in the form of student behavior data during the process of writing a description essay with the application of *the field trip* method. Quantitative data in the form of student ability levels shown by the test scores of writing description essays and student responses after participating in learning to write description essays with the application of the *field trip* method. In accordance with these data, this study used four methods, namely observation method, test method, interview method, and questionnaire method. This study uses instruments as a supporting tool for the use of methods. The tools used in this study were observation sheets, descriptive writing practice tests and questionnaires. The observation sheet tool is used in the observation

method while the descriptive essay writing practice test tool is used in the test method. This study also used multiple choice questions to find out students' responses after learning to write descriptive essays using the field method.

Once the data is collected it is then analyzed. In this study, students' descriptive writing skills were analyzed with quantitative descriptive techniques, data on the stages of learning to write descriptive essays with the actual result method were analyzed by descriptive methods. application of quantitative descriptive techniques. Field methods in descriptive writing skills are analyzed using quantitative descriptive techniques.

In accordance with the character of action research, the success of action research is characterized by the presence of a movement towards improvement, both in relation to learning and the learning environment. The criteria for academic success for writing a descriptive essay is expressed as success in achieving a GPA in the comprehensive category or 96% of all students achieve 85.

This criterion also corresponds to the KKM designed by the teachers in this school. By meeting the success criteria specified above, this search can be stopped. The cycle of actions that are likely to meet the criteria for success or achievement of KKM is considered the best action that meets the criteria for success.

## Results

In this study, meaningful findings can be identified. The finding is that the application of the *field trip* method can improve student learning outcomes in learning to write description essays.

This can be seen from the improvement in the results of students' description essay writing skills. The increase is because the *field trip* method has several advantages, 1. the student can gain direct experience from the object he sees, 2. the student can see, hear, research, and try what he is facing so that later he can draw conclusions and at the same time at the same time the student can learn several lessons, 3. Students can participate in living someone's work and can ask questions to solve the problems they face in lessons or general knowledge. In line with Mulyasa's opinion (2005:112) which states "The *field trip* method is an activity outside the classroom or school carried out by students to gain learning experience, especially direct experience which is an integral part of the school curriculum." During teaching and learning, students need to be invited outside the school, to review certain places or other objects. It is not just recreation but to learn or deepen the lesson by seeing the reality. Therefore, it is said that the *field trip* method is a way of teaching that is carried out by inviting students to a certain place or object outside the classroom or school to learn or investigate something. This shows that the *field trip* method applied to learning to write a description essay can make it easier for students to make a description essay so that their writing skills can improve. Table 1. Comparison between the average score of classes on cycle I, and on cycle II.

Implementation	Average score
Cycle I	68,08
Cycle II	85,08

### Analysis of student learning outcomes after the implementation of the action of cycle I

The data obtained in this study is data on the value of learning outcomes in the form of individual tests once. Furthermore, the researcher processes the data according to the steps in the research method.

Table 2. Statistics

Not.	Statistics	Statistical value
1.	Subject	25
2	Ideal score	100
3.	Highest score	82
4.	Lowest score	59
5.	Mood	64
6.	Average	68,08

From the table above, it shows that the average score of learning outcomes in writing descriptions of class XI SMA 3 Wajo students, after the teaching and learning process through the field trip method carried out in the first cycle is 68.08. The highest score a student gets in this cycle is 82 out of the ideal possible score of 100. While the lowest score is 59 of the minimum score that may be achieved, which is 0.

If the student's learning outcomes score is grouped into five categories, the frequency and percentage distribution of scores is obtained as follows:

Table 3. Frequency and percentage distribution.

No t	Ability	Category	Freque ncy	Percentage
1.	0 – 34	Very low	0	0 %
2.	35 – 54	Low	0	0 %
3.	55 – 64	Keep	13	52 %
4.	65 – 84	Tall	12	48 %
5.	85 – 100	Very high	0	0 %
Sum			25	100 %

Based on the average score of student learning outcomes obtained after the teaching and learning process of students in the first cycle, which was 68.08. After judging from the table above, it is known that the mastery level of class XI SMA 3 WAJO students is in the moderate category.

If the student's learning outcomes in cycle I are analyzed, then the percentage of student learning completion in cycle I can be seen in the following table.

Table 4. Table of completion of learning to write descriptions of class XI SMA 3 WAJO students

Value	Category	Frequenc y	Percen t
0 - 65	Incomplete	13	52 %
66-100	Complete	12	48%
Sum		25	100%

From the table of completeness of learning to write descriptions of class XI SMA 3 WAJO students in cycle I, it is known that in cycle I there were 52% of students who did not reach completion or about 13 students, and 48% of students who had reached completion or about 12 students, in learning to write descriptions.

### Qualitative Analysis Results

After the results of quantitative analysis are obtained, then the results can be formulated to be expressed qualitatively. The formulation in question is in the form of reflection of activities during learning activities through the field trip method.

The results of the analysis and reflection that occur during the learning process in the first cycle are as follows: (1) students' ability to pour ideas into the form of description essays is still low, (2) Students still have difficulty in finding the right words and sentences to write, (3) The lowest score / score of students obtained by 1 student with a total of 59, while the highest score was obtained by 1 student with a total number of 82, (4) The completion of student description writing learning outcomes only reached 48%. This can be seen from the results of student writing in the form of description writing and calculated from the number of students who get a score of 65 and above, namely 12 students.

In addition, errors and shortcomings were also found in student writing, including: (1) students still have difficulty exploring ideas and putting them in the form of words / sentences (2) if students find difficulties in writing, students do not dare to ask the teacher but tend to prefer to ask their friends. This is done by students to equalize students' perceptions in compiling storylines, (3) students write down the results of the amatan still superficially and not so detailed on the object, (4) many students' writings are the same as their friends' own, this means they are still working on it in groups, (5) there are still some students who are not right in choosing diction in paragraphs, (6) students' interest and motivation in learning writing skills still need to be improved, (7) student activity in learning has not been maximized. The learning situation is still

passive. The teacher explains and the students listen. Teachers still dominate learning activities so that students get limited opportunities to actively participate in learning, (8) students still do not pay attention to learning. Some of them are still talking to their friends and are busy on their own. Therefore, researchers and teachers feel that the results of this study have not been maximized. Researchers and teachers then plan to apply the action to the next cycle.

## Results of student learning analysis after cycle II

### Quantitative Analysis Results

This cycle is carried out to improve the quality of writing descriptions, by applying the *field triep* method when describing SMA 3 WAJO schools. The scores of students in cycle II can be seen in the following statistical table:

Table 5. Statistics

No t.	Statistics	Statistical value
1.	Subject	25
2	Ideal score	100
3.	Highest score	95
4.	Lowest score	64
5.	Mood	83
6.	Average	85,08

From the table above, it shows that the average score of learning outcomes in writing descriptions of class XI SMA 3 WAJO students, after the teaching and learning process through the *field trip* method carried out in cycle II is 85.08. The highest score obtained by students in this cycle is 95 out of the ideal score that may be achieved which is 100 while the lowest score is 64 of the minimum score that may be achieved which is 0.

If the student's learning outcomes score is grouped into five categories, the frequency and percentage distribution of scores is obtained as follows:

Table 6 Frequency and Percentage Distribution

No t	Ability	Category	Frequency	Percentage
1.	0 – 34	Very low	0	0 %
2.	35 – 54	Low	0	0 %
3.	55 – 64	Keep	1	4%
4.	65 – 84	Tall	11	44 %
5.	85 – 100	Very high	13	52 %
Sum			25	100 %



Based on the average score of student learning outcomes obtained after the teaching and learning process of students in cycle II, which is 85.08. After judging from the table above, it is known that the mastery level of class XI SMA 3 WAJO students has increased. If the student's learning outcomes in cycle II are analyzed, then the percentage of student learning completion in cycle II can be seen in the following table:

Table 7. Table of Frequency of Completion of Learning to Write Description of Class XI SMA 3 WAJO Students

Value	Category	Frequency	Percent
0-65	Incomplete	1	4 %
66-100	Complete	24	96%
Sum		25	100%

From the table of completeness of learning to write descriptions of class XI SMA 3 WAJO students in cycle II, it is known that in cycle II the completion value reaches 96% in description writing skills. This indicates that the application of the field trip method can effectively improve the skills of writing descriptions.

### Qualitative Analysis Results

The results of quantitative analysis obtained in cycle II during learning activities through the application of the field trip method are: (1) The quality of writing learning has increased, namely 96% of students have achieved completeness in description writing skills, (2) an increase in student activity, attention and concentration is also seen in cycle II, (3) teachers have succeeded in arousing students' interest and motivation to follow writing learning well and in an orderly manner.

Student writing gaps and errors in cycle I no longer appear in cycle II. The students' writing results show that the students' writing skills have improved. In terms of content, the students' handwriting in cycle II is much better than in the previous cycle. The vocabulary used by some students is more varied. The student is able to organize his ideas well. There is a compatibility between the content of the article and the observed object. The student's highest score on this exam is 95 and the student's lowest score is 64. The student's academic performance on the descriptive writing section is 96%. This comes from the student's work in the form of a description text and is calculated from the number of students who scored 65 or more, namely 24 students.

## Conclusions

Based on the discussion above, there are several things that are concluded: (1) the application of the *field trip* method can improve writing learning. It is characterized by increased activeness, attention, concentration, interest and motivation of students in learning (2) the application of the *field trip* method can improve students' ability to write. This is indicated by the value of student writing results that have increased. In cycle I the student's lowest score was 59 and the student's highest score was 82. in cycle II the student's lowest score was 64 and the student's highest score was 95, (3) the completion of student learning outcomes increased. In the first cycle, the completion of student learning is only 48% or about 12 students, then in cycle II it becomes 96% or about 24 students.

Based on the conclusions above, suggestions can be put forward as follows:

- (1) Teachers should always try to encourage students to be more active in writing practice.
- (2) Teachers should teach using different methods to make students more comfortable.
- (3) Teachers should give more time and attention to writing because writing is not an easy skill.

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