

THE EFFECTIVENESS OF USING FIELD TRIP TECHNIQUE TO THE WRITING SKILL FOR THE SENIOR HIGH STUDENTS

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Abstract

The objective of this research is to find out whether there is significant difference in teaching writing skill between the second grade students of senior high school who are taught by using field trip technique and those who are not taught by using field trip technique. The effect of field trip technique in teaching writing descriptive text is hoped to build students background knowledge through the real situation such bringing students outside the classroom so that the students can explore their mind through what they see and face directly. Field trip technique in teaching writing skill is an activity which involves students to share ideas through the school environment in order the students can achieve learning goal.

This research is an experimental research which was held at SMA N 3 Kota Ternate. The experimental research involved two groups of students, they are experimental group and control group. The research subjects are the second year students of science class at SMA N 3 Kota Ternate. The sample of this research was taken randomly. The experimental group included of 30 students while the students of control group belong to control group was 30 students. Both classes were given pre-test at the beginning. Then, the students of experimental group were taught by using field trip activity while the control group is taught without field trip activity.

The research findings indicated the results of the research, as follows: The analysis result of experimental class shows that the mean score of pre-test in experimental class is 45.47 and the mean score of post-test is 71.82. It shows that the experimental class experiences improvement in their writing test, and the hypothesis testing indicates that the score of the experimental class students are higher than the control class. It can be seen that the value of p is 0.000 lower than the value at the significant level 0.5. or $0.000 < 0.05$. And value of p is 0.183. It is higher than 0.05 ($0.183 > 0.05$). So the hypothesis testing indicates that the score of the experimental class students are significantly higher than that of the control class. It can be said that using field trip teaching writing descriptive is effective.

Keywords: *Outdoor Classroom Activity, Writing Skill and Descriptive Text.*

INTRODUCTION

Writing is one of the most important skills of English language learning students must master. Writing is also a productive skill to which careful attention must be paid, and teaching such skills really needs special training in order to make the learning process effective.

According Harmer, (2001: 255) Written text has a number of conventions that separate writing from speaking. Apart from differences in grammar, vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. Many students whose native language orthography is very different from English have difficulty forming English letters. Such students require special straining.

Based on explanations above, most second-language students have difficult in English language skills, especially in writing skills. In order to help students learning writing well, teachers should prepare, create or design a good learning model or learning

style to engage students so that they will be more curious and interested in learning English generally and in learning writing skills especially.

Writing has several forms, one of them is called “descriptive text”, which focuses on describing people, places, things, feelings and emotions. This form of writing is more specific in creative descriptive elements so that the students will learn. Harmer, (2004: 9) stated that In descriptive writing, we can capture and keep our memories for many years because they are our link to the past. They can remind us of events and people from our life that have helped shape who we are today. Describing such things helps students to apply imaginations to their real lives and what has already passed in them.

The field trip technique and descriptive text have strong connections in helping build students understanding of writing skills, although a field trip certainly is a technique to support students in the learning process, the most important quality that a field trip provides students is the opportunity to think based on what they see in the environment around them. This means that students can not only study in a classroom situation but also can also walk around in the outside environment in the world to explore those imaginations. Teachers can take students anywhere such as historical sites or recreation facilities and many other places that supply students with experiences that they can later use to explore their creativity. Using a field trip to teach writing descriptive text is a process of building students’ knowledge through exploration in their real live to inspire creativity so that students will be more active in learning process. Activities outside the classrooms can also produce a stronger understanding because students will be able to write about something they have faced directly.

A. Definition of Writing

According to Brown, (2000: 339) Writing is a way of life. It is also about the development of ideas, arguments, logic cause and effect. Without some abilities to express yourself in writing, a student cannot pass the course. Writing ranges from short phrases as in fill-in-the-blank test to brief paragraphs as is easy question exercises and tests, to brief reports of many different kinds. Students must fill out forms, write simple messages, write certain conventional reports for example, a bid on the contract, an inspection report, and at the most creative end of the continuum, write a brief business letter.

Wallace et al. (2005: 16) said that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Often, the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft

Hyland, (2003: 9) stated that *first*, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. *Second*, writing is also a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics before hand.

These two purposes for assignments which is given by Hyland above, which are not mutually exclusive, then guide us in two distinct ways to read and respond to students writing based on the different roles most teachers play: teachers as mentor and teacher as judge. Here is a chart that may make this distinction clearer by McDonald (2002: 27) stated writing is usefully described as a process, something that shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.

Thus, based on several definitions given by the experts above, the researcher can conclude that writing is a process of forming and conveying ideas, feelings, emotion in form of written text, writing is also one of the productive skills to which both teacher and students must pay careful attention.

B. Forms of Writing

According to Wishon and Burks (1980: 377) the form of writing used to tell or relate is called narration; that used to describe is called description; that used to explain or interpret is called exposition (or explanation); and the form of writing used to persuade or argue is called argumentation.

1. Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include: short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversations.
2. Descriptions reproduce the way things look, smell, taste, feel, or sound. A description may also evoke mood, such as: happiness, loneliness or fear. This type of writing is used to create a visual image of people places, units of time, days, times of day, or seasons. It may be used also to explain more than the outward appearance of people, telling about their character traits or personality.
3. Exposition is used in giving information making explanation and interpreting meanings. It includes editorial, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Exposition may be developed in a number of ways.
4. Argumentation is used in persuading and convincing. Closely related to exposition, augmentation is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the following the paragraphs. They are basically exposition, but they use argumentation.

C. The Five-Step of Writing Process

According to Graves, (1983: 7) in Johnson, (2008: 179) The five-step process writing approach as follow:

- Step 1: Prewriting. The goal is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbour, or power writing (described below) are all ways to generate ideas.
- Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, a draft is a rambling, disconnected accumulation of ideas.
- Step 3: Revising. This is the heart of the writing process. In revising, a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually moulding and changing. Here you look for flow and structure. You reread paragraphs and move things around.
- Step 4: Editing. This is the stage in which grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.
- Step 5: Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

D. The Definitions of Field Trip

Hantman, (2013-2014: 1) said that field trips supplement and enrich classroom procedure such provide learning experience in an environment outside the school, arouse new interests among students, help students relate the school experience to the reality of the world outside the school, bring the resources of the community—natural, artistic, industrial, commercial, governmental, educational, with the students' learning experience, and provide students the opportunity to study real things and real process in their actual environment. A field trip is any planned journey by one or more students away from district premises that is an integral part of a course of study and is under the direct supervision and control of an instructional staff member or any advisor designated by the superintendent.

Kreisman, (2000: 4) Stated that field trips offer fresh insights and a heightened awareness of our natural world; they help students gain a respect for the many environmental issues they will face as stewards of the natural land, and they introduce them to artists and their artwork about the environment. Students and (a) their growing perception, awareness, and concern for the Natural environment; (b) their personal expression of this while learning about Artists and their art; and (c) cross-curricular activities used to encourage an interdisciplinary art education program”.

RESEARCH METHOD

A. Research Design

This research is quantitative and uses an experiment. Kirk (1995: 1) stated that an experimental design refers to a plan for assigning subjects to experimental conditions and statistical analysis associated with that plan. In experimental designs, two or more groups are compared, one of which (the experimental group) receives the experimental treatment, while the other of which (the control group) does not. Experimental studies usually employ a pre-test experiment post test design. Subjects are randomly assigned to groups, ensuring minimal bias.

Both groups are pre-tested using a suitable outcome measure. Then, the treatment is administered meticulously, and a post-test conducted. A researcher can then look at whether the outcomes differ between the experimental and control group (Muijs, 2004: 4). In this research, two classes of students were used. One was the experimental group, and second was the control group. In experimental group, the field trip was implemented, and in the control group the conventional method was implemented.

Table 1 Research Design

E	O ₁	X	O ₂
C	O ₁	X ₀	O ₂

Note: Source, Creswell (2008: 60)

Where:

- E : Experimental group
- C : Control group
- O₁ : Pre-test of the experimental and control group
- X : Implementing Field Trip Technique in experimental group
- O₂ : Post-test of the experimental and control group
- X₀ : Implementing conventional method in control group (discussion method)

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

1. Descriptive Analysis

- a. Pre-test of experimental class

All data were analysed using SPSS Version 20. The data below shows the descriptive statistics for the experimental class including the mean, mode, and standard deviation.

The data distributions in pre-test of experimental class shows 15 students who obtained scores between 34-36 or 44 %, four students who obtained scores between 37-39 or 11%, no student obtained scores between 40-42, 43-45, 46-48 or 0% for each, one student who obtained a score between 49-51 or 2 %, two students who obtained scores

between 52-54 or 5%, 52 students who obtained 55-57 or 5%, six students who obtained scores between 58- 60 or 17%, and no student who obtained a score between 61-63 or 0 %, three students who obtained scores between 64-66 or 8 %, no student who obtained a score between 67-69 and only one student scored between 70-72 or 2%.

b. Post-test of Experimental Class

The result of data contribution in post test of experimental group, mean score of post test in experimental class was 71.82, median was 68.50, the mode was 90, and the standard deviation was 13.43. there is significant different improvement in the pre test score and post test score of the experimental group.

The total number who belong to the post test in the experimental group is 34. the data distributions in post-test of experimental class shows that one student obtained a score between 44-47 or 2 %, two students obtained a score 48-51 or 5%, only one student obtained a score between 52-55 or 2 %, one student who obtained a score between 56-59 or 2 %, 3 students who obtained a score between 60- 63 or 8 %, 9 students who obtained a score between 64-67 or 26%, two students who obtained a score between 68-71 or 5%, three students who obtained a score between 72-75 or 8 %, no students who obtained a score between 76-79 with 0 %, two students who obtained scores between 80-83 or 5%, one student who obtained a score between 84-87 or 2%, and nine students who obtained scores between 88-91 or 26%.

c. Pre-test of Control class

The data distributions in pre-test of control class shows had 17 students who obtained a score between 34 - 36 or 50%, two students who obtained a score 37 - 39 or 5%, two students obtained a score 40 -42 or 5%, no student who obtained a score between 43-45 or 0%, two students obtained a score between 46 48 or 5%, two students who obtained a score 49 - 51 or 5%, three students who obtained a score between 55 - 57 or 8 %, two students who obtained a score between 58 - 60 or 5 %, no student who obtained a score between 61 - 63 or 0 %, two students also who obtained a score between 64-66 or 5 %, no student who obtained a score between 67 - 69, and only one student who obtained a score between 70 -72 or 2%.

d. Post-test in control class

The data on the post test shows the comparison of pre test scores and and post test score of control group. Mean score of pre test was 43.18, median was 36.00, mode 34.0 and standard deviation was 12.45. and post test scores of control group were: mean was 46.88, median was 46.50, mode was 34.0 and standar deviation was 13.17. it can be concluded that pre test and post test score of the control group were not as good as the score of pre test and post test of the experimental group, it means that implementation of field trip technique in teaching writing descriptive was more effective then teaching writing using conventional method.

2. Tests for Normalcy of the data

To find out the effectiveness of teaching writing field trip technique, the researcher uses t-test, while to test the normality of the data the researcher employs the theory of Kolmogrov-Smirnov to know the homogeneity of the data, the data must be tested by using homogeneity test. The analysis described below:

a. Experimental group

1. Normality Test

A normality test is used to analyse whether the data distribution is normal or not. The researcher decides 0.05 for the significant value in this test. The normality test for the pre-test in the experimental class and control class, the data can be seen in the table below:

Table 2. The normality test result of the pre-test and post test of experimental group

	Kolmogrov-Smirnov	Df	Sig
Pre test Experimental class	1.266	34	0.081
Post test in experimental class	0.978	34	0.295

Based on the table above, it can be described that the data of the pre-test in the experimental group and pre-test in control group are normal. It is because the value of significance is higher than 0.05. We can see from Kolmogrov-Smirnov table in which the significance value of pre-test in the experimental class is $1.266 > 0.05$ and the significance value of the pre-test in the control class is $0.978 > 0.05$. Therefore, pre test and post test of the experimental group are normal.

2. Homogeneity Test

The homogeneity test is used to find out whether the sample has the same variance or not, to test the homogeneity of the variance, the writer used the levene test analysis. The result of homogeneity test is presented below:

Table 3. The homogeneity test result of the students' writing of the experimental group

F	df1	df2	Sig.
.0000	1	66	0.990

Based on the computation above, the significance of the students' writing comprehension in the pre-test and post test for both experimental class and control class indicate the coefficient of pre test is 0.990. The probability (significance) for both classes is higher than 0.05. The result can be concluded that the data are homogeneous because the value of significance is $0.990 > 0.05$ and post test is $0.990 > 0.5$. Therefore, the variance of the two classes in the pre-test are homogeneous and the sample has the same variance. So the data meet the requirement of research analysis.

3. Hypothesis Test

To compare the result of pre-test between experimental and control class the researcher has to count t-test. The t-test was applied to test whether there are significance

different results of the two groups. The result of the t-test can be described in the following table

Table 4. The result of t-test

Resource	Statistic	Df	Sig	Result
Pre test for both groups	775	66	0.441	Not significant different

The table 4 shows that the value of p or the level of significance is 0.068. The value of p is higher than 0.05 or $0.068 > 0.05$ it means that hypothesis null is accepted. Therefore, the score of writing test between the experimental group and control group is not significant different in the pre-test.

b. Control group

1. Normality test

A normality test is used to analyse whether the data distribution is a normal or not. The researcher decides 0.05 for the significant value in this test. The normality test was conducted by using Kolmogrov-Smirnov test.

Table 5. The result of the normality test for the post-test in the experimental class and control class, the data can be seen in the table below.

	Kolmogrov-Smirnov	Df	Sig
Pre test in cotrol group	1.348	34	0.53
Post test on control group	1.286	34	0.73

Based on the table above, it can be described that the data of the post-test in experimental group and post-test in control group are normal. It is because the value of significance is higher than 0.05 . We can see from Kolmogrov-Smirnov table in which the significance value of post-test in the experimental class is $1.348 > 0.05$ and the significance value of the post-test in control class is $1.286 > 0.05$. Therefore, the experimental group and control group data in the post-test are normal.

2. Homogeneity Test

The homogeneity test is used to find out whether the sample has the same variance or not, to test the homogeneity of then variance, the writer used the levene test analysis. The result of homogeneity test is presented below:

Table 6. The homogeneity test result of the students' writing in control class

F	df1	df2	Sig.
3.434	1	66	.068

Based on the computation above, the significance of the students' writing comprehension in the post-test indicates the coefficient of 0.068 . The probability (significance) is higher than 0.05 . The result can be concluded that the data are homogeneous because the value of significance is $0.068 > 0.05$. Therefore, the variance of

the two classes in the post-test are homogeneous and the sample has the same variance. So the data meet the requirement of research analysis.

4. Hypothesis Test

To compare the result of post-test between experimental and control class the researcher has to count t-test. The t-test is applied to test whether there are significant different results of the two groups. The result of the t-test can be described in the following table:

Table 7. The result of t-test

Resource	Statistic	Df	Sig	Result
Post test for both groups	7.730	66	0.000	Significant difference

The table 7 shows that the value of the level of significance is 0.000. Lower than $0.000 < 0.05$ it means that the hypothesis null is accepted. Therefore, it can be concluded that the score of the students 'vocabulary, organization, content, language use and mechanics mastery between the experimental group and control group is significantly different, because of the score of the students' vocabulary, organization, language use, content and mechanics mastery in the experimental group and control group is significant different, the researcher used t-test one sample, therefore, the analysis is described below:

The result of Paired sample t-test in pre test of experimental and control groups shows that the value of p is 0.000. It is lower than 0.05 ($0.000 < 0.05$).

Dependent t-test for Control Group

The result of dependent t-test for control group in Table shows that the value of p is 183 . It is higher than 0.05 ($183 > 0.05$).

Independent t-test for pre-test between Experimental and Control Group (Also include Levene's test

Independent t-test for pre-test between Experimental and Control Group shows that the value of p is .121 is higher then 0.5

Table. 25

Independent t-test for post-test between Experimental and Control Group (also include Levene's test)

Independent t-test for post test of both experimental and contol groups shows that the value of p is .990 it is higher then 0.5.

DISCUSSION

Based on research finding above, the writing scores of students who are taught using the fieldtrip technique was higher than the scores of those students' writing test before the field trip. Before the treatment the pre-test of mean score of experimental group (taught through field trip) was 45.57 and after treatment the mean score of post-test in experimental group 71.82. it sighthnificantly improved, It means that field trip technique is effective in teaching writing descriptive at the students.

The writing scores of those taught by the traditional method were 43.18 before they were taught using the conventional method and 46.88 after being taught by the conventional method. Thus, the conventional method was not as effective in teaching writing as the fieldtrip technique. The field trip was an effective technique in teaching writing process skills among this group of students. It also can be supported from the result of the t-test with a value of $p = 0.000$ for Dependent t-test for experimental group or using paired sample t-test in pre test of experimental and control groups was lower than 0.5, and The result of dependent t-test for control group shows that the value of p is 183 . It is higher than 0.05 ($183 > 0.05$). the result of Independent t-test for pre-test between experimental and control group show that the value of p is .121 is higher than 0.5 and the result of Independent t-test for post test of both experimental and control groups show that the value of p is .990 it is higher than 0.5. it can be concluded that the result of teaching writing descriptive is significantly improved then teaching writing using conventional method. Thus the field trip can advance of student writing ability and make students attracted in learning because they can achieve their learning goal.

CONCLUSIONS

Teaching descriptive writing for the second class students of SMA Negeri 3 Kota Ternate by means of the Field Trip Technique was effective. The data clearly show that the Field Trip Technique was more successfully in teaching writing skills to students than the conventional method.

Many possible explanations exist for this success. the field Trip technique may provide a stronger connection with students and make them more active in learning process. Besides that, the field trip technique invites students not only to study in the classroom but also to learn outside of the classroom in a more natural environment. Perhaps, this learning technique can inspire students' imaginations, develop critical thinking skills, and create better background knowledge. There are so many advantages in implementing field trip in the classroom, allowing the teacher to be more creative second and keeping the students from being bored.

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