

CHAPTER I

INTRODUCTION

This chapter present background of the study, research question, research objective, assumption, the significance of the study, scope and limitation of the study, definition of the key terms, previous study.

A. Background of The Study

One of the language skills in English is writing skill. Writing skills need to be mastered because these skills are basic skills needed both in school and in everyday life. By writing students can express their thoughts and feelings by using good and correct language. Writing helps a person to think more easily. If properly developed, writing can be one of the most useful skills in life. When teaching English, there are four important skills in teaching and learning English, namely listening, speaking, reading and writing. Writing can be the most difficult skill compared to others because it has some difficulties that cannot be found in other skills (Harmer, 2007).

According to Byrne (1995: 5), writing is a process of expressing feelings, ideas, and thought from a writer to the readers. Byrne also states that each writer should have some techniques and should be knowledgeable to make their writing is interesting. Murcia & Olshtain (2000:142) says that writing is the production of written words that results in a text, and the text must be read and comprehended for communication to take place. In addition, Jonah (2006:29) argues that writing can be used

as an indirect means of communication to others to convey information. It means that when you first write something, you are already thinking about what you are going to write and how you are going to write it. Then after you have finished writing, you can read what you have already written, and make changes or corrections. Therefore, writing is a process that has several steps.

For the academic setting, business context, and interpersonal relationships in the global world, the ability to write is crucial. In this writing activity, students are required to be active in writing put the ideas in his mind. Which later the words will into a sentence and the sentences will become a paragraph. A complete paragraph will later become an essay (Weigle, 2002:1). The finished essay must be appropriate and related to each other so that it can be read and understood. But the reality is still there students who have not been able to express their ideas, thoughts or feelings in written form. In writing, students still tend to have difficulty, both in the use of words, sentences, sentence flow, sentence meaning and the use of spelling according to the improved Indonesian spelling. Generally they can not distinguish the use of ordinary letters and capital letters.

"Motivation is a key principle of all kinds of education," (claim Broughton et al. in 2003). This means that when teaching writing, teachers should motivate themselves just as much as their students. There are many reasons why writing should be mastered by the students. First, writing can improve students' language skills. By writing, students can develop their

skills using vocabulary and grammar correctly. Second, writing is used to approach modern technology and human knowledge. Third, writing plays an important role in supporting students' reading, listening, and speaking skills. Because writing has many benefits, the importance of writing skills in personal and professional life should be taught from an early age, especially in English classes.

In terms of subject matter, it can be put forward the proposition that students will learn best when they feel interested in the subject matter, and when concepts are applied in the context of everyday life, because students learn in fun and more challenging conditions rather than learning in a simple form. Curriculum components out of context. Therefore, the challenge is how contextual learning provides alternative ways to improve the quality of student learning. In many literatures, contextual learning is defined as learning that allows students to learn to use their understanding and academic abilities in various contexts inside or outside school to solve real-world or simulative problems, either alone or in groups (Sears & Hersh, 1998).

According to (Basyaroh P. 2020) problems that students often complain about. These difficulties are: 1) students have difficulty in expressing ideas. The ideas they get are minimal because of their lack of mastery of the outline. Many students forget to make an outline so that the ideas to be written are less than optimal; 2) students have difficulty in developing sentences. There have been many activities, such as imagining, but it is still difficult to put out the words that will be written later. As a

result, the sentences become less cohesive and coherent; 3) students find it difficult to determine the correct spelling. This is because students do not rely on guidelines that should be followed. The spelling that they put into writing becomes less compact in structure and illogical in writing; and 4) students complain that they often find it difficult to concentrate. This is due to many factors such as noisy classes that make students bored in participating in learning. Finally, students are lazy to express their thoughts in written form.

Based on the problem described above, the researcher used the field trip method to teach writing. Field trips allow students to gain firsthand experience with life outside of the classroom. This is an intriguing method because it provides students with both adventure and experience. According to Hughes and Moore (2014), field trips allow students to remember and relate what they have learned, which motivates them to learn. According to that statement, the researcher believes that using field trips will help students improve their English because they will have a fun learning process, which will improve the students' achievement in writing, particularly descriptive text.

Field trip method relates them to the real object of study to identify and investigate the truth of the knowledge that the students gained in the classroom. Through field trip method, The students could explain what they have learnt on their trip and describe the object that they have been visited into written text because they feel and see the object directly which means they get a concrete picture of the object that will be described.

The field trip this time was that students were asked to visit or observe a tourist spot which students would explain in writing which would later be explained or carried out individually or in groups, and the results of these observations would be assessed by the researcher. to determine the use as evidence and research data, after which the students were asked by the researcher to post the results at the back of the class or in the middle of the class.

Based on the previous description, the writer is interested in conducting a research study entitled, **“THE IMPLEMENTATION OF FIELD TRIP TO IMPROVE SKILLS OF WRITING DESCRIPTIVE TEXT IN THE EIGHTH GRADE OF SMPN 1 GAMPENGREJO KEDIRI ”**.

B. Research Question

Based on the background of the problem above, the formulation of the research problem is “Does the use of the Field Trip method improve students' skills in writing descriptive text in the eighth grade at SMPN 1 Gampengrejo Kediri?”

C. Research Objective

The purpose of this research is to find out whether the use of the field trip method can improve students' skills in writing descriptive texts in English in the eighth grade at SMPN 1 Gampengrejo Kediri.

D. Assumption

Based on this research, the writer wants to develop assumptions to clarify the purpose of this research. The assumption is that field trip method can improve students' skills in writing descriptive texts in junior high schools.

E. The Significance of The Study

- For students, students become more active in learning, can improve student learning outcomes, and students are increasingly interested in learning follow the learning process.
- For teachers, teachers can add insight and experience of teachers about the implementation of field trip method and add variety of learning strategies.

F. Scope and Limition of The Study

- This research is limited to the use of the field trip method in teaching English that focuses on students' writing achievement, consists of vocabulary and grammar
- The limitation of this research is its design. This research uses Classroom Action Research (CAR). CAR is one of the research designs used by instructors to improve the quality of educator activities. This research design only involves one class.

G. Definition of The Key Terms

1. Writing

Abdurrahman and Waluyo (2000:23) that writing is a visual depiction of thoughts, feelings, and ideas with use of language for communication or conveying purpose-specific message. Having the ability to write is of course possible for humans to communicate ideas, appreciation and experience to others. This writing ability is acquired through practice and guidance-intensive training that must be trained in school. Writing can also be said to be a process of thinking and expressing that thought in essay form.

2. Descriptive Text

According to Harmer (2004:67), descriptive text is a text having aim to describe a particular person, place or thing. Descriptive text is text that provides a clear picture of a person, place, event, object, or idea. A good description is when the reader can imagine an object, place, or person in their mind. It can be used to describe the characteristics of a particular thing, such as an animal, place, or person in detail.

3. Field Trip Method

Winarno (1980: 115), the field trip method is a learning method by inviting students to a place with the aim of learning. So this method is different from a tour or excursion because its purpose is for learning assignments.

H. Previous Study

1. A similar study was conducted by Atika Widi Astuti (2013), This study's findings indicate that by incorporating a field trip technique into the instruction, this classroom action research study aimed to improve students' descriptive text writing skills. This research was carried out at SMP Negeri 3 Colomadu, Surakarta, in the eighth grade. The students had difficulty exploring ideas using correct spelling, grammar, capitalizations, and arranging their writing in coherent paragraphs. The research was divided into two phases. Each cycle had four steps: plan, action, observation, and reflection. According to the quantitative and qualitative analyses, the field trip could improve both the students' writing skills and the classroom environment.
2. The second previous study came from Ratnasari (2016), This research employed quasi-experimental method with focused on nonequivalent control group design since control group and experiment group were not chosen randomly. The pre-test and post-test instruments for this study were written tests. The data showed that there was a significant improvement in the students' writing skills between those who were taught using the Field Trip method and those who were taught using the Lecture method as the conventional teaching method. The experimental group's mean post-test score (33.2) was higher than the controlled group's mean post-test score (24.5). At the level of significance 0.05 and degree of freedom (df) = 38, the t-test (4.712) outperformed the t-table (2.024). As a result, hypothesis H0 was

rejected and hypothesis H_a was accepted. Based on the research findings and discussion, the researcher concluded that the Field Trip Method can improve the writing skills of eighth grade students at SMP Negeri 4 Bangkala Barat, Kab Jenepono.

3. The Third previous study was conducted by Saptania Ayu Ramadani (2013), The purpose of this action research was to improve the writing skills of SMA N 1 Godean students in Class X.A by implementing a field trip. According to preliminary observations, there were some issues in the writing teaching and learning process, such as students' lack of vocabulary mastery, ungrammatical sentences, students' lack of getting and developing ideas, use of media, and students' low motivation to participate in the teaching and learning process. This study was an action research study with two cycles. As a collaborator, the researcher worked with the English teacher and the students. The participants in this study were 36 students from Class Xa. It not only improved students' ability in some aspects of writing that the researcher was interested in, such as content, organization, vocabulary, language use, and mechanics, but it also increased students' motivation to write. The students' writing scores improved from 9.6 in the pre-test to 13.6 in Cycle 1 and 15.6 in Cycle 2, and finally to 16.2 in the post-test, corroborating the findings.
4. The fourth previous study was conducted by RisaMeiranti (2012), This study aims to improve students' writing skills and learning activity in English class VIII-2 SMP N 1 Luragung by implementing

the field trip method. The issue in this research content is the low level of students' writing and learning skills. This is a classroom action research study that was carried out in two cycles. The subject of this research is English in class VIII-2, with a total of 34 students. The test and observation sheet were used as research instruments to observe the students' and teacher's learning activities. According to the findings, students' mean writing scores improved from 47 in the preliminary study to 70,51 in the first cycle to 73,24 in the second cycle. The results of field notes revealed that the classroom environment during the teaching learning process creates a positive atmosphere in the classroom and encourages students to be creative in finding ideas, organizing the text, and using better grammar. Students who were fearful of learning in the second cycle appeared more confident. Students in the second cycle were more confident in their working tasks, and their participation in learning increased, as they actively asked and answered questions from the teacher.

5. The last previous study came from Alsindy HS (2022), The purpose of this study is to explain the students' This study sought to explain the improvement of students' writing abilities in the writing components of organization and content in class XI of SMA Negeri 6 TAKALAR in the 2021/2022 academic year. A Classroom Action Research was used in this study (CAR). It was divided into two cycles, each with four meetings. The subjects of this study were students in class XI, with 9 women and 5 men participating. The researcher used actual class data

to determine the students' writing abilities. In cycles I and II, the instruments of this study were a writing test and an observation sheet.