

The Effects of Field Trip Method and Reading Interest Towards Description Text Writing Skills Grade XI ADP SMK Negeri 1 Baso

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ABSTRACT

This research aims to determine the differences between learning results of text description writing skills using field trip method and interest in reading with conventional method in the class XI ADP SMK Negeri 1 Baso. This type of research was quantitative with experimental designs. The population of the research is Class XI ADP SMK Negeri 1 Baso. Sampling totaling 60 students was done by total sampling technique. Data collection is done through questionnaires and performance tests. Questionnaires are used to see students 'interest in reading' and performance are conducted to determine the text description writing skills of student. The data in this research is the scores of text description writing skills result. The result of his research as follows. First, the score of student text description writing skills which are taught using field trip is higher than the score of student which are taught by conventional methods. Second, the score of the student text description writing skills have higher interest in reading which is taught using field trip method is higher than interest in reading which is taught using conventional methods. Third, the score of student's text description writing skills have low interest in reading which is taught using field trip methods higher than interest in reading of student that were taught using conventional method. Fourth, field trip methods and interest in reading influence on the writing skills of text description.

Keywords: Field trip, reading interest, conventional, description writing skills

1. INTRODUCTION

Writing is one of the language skills that students have learned from elementary school to high school. By having writing skills, students' horizons of creative and critical thinking can develop properly. At the secondary school level, especially SMK (Vocational High School), the writing skills learned by class XI Office Administration (ADP) at Competency Standard 2 and Basic Competency 2.12 reads "Writing discourse in narrative, descriptive, expository and argumentative styles".

One of the writing skills is writing descriptive text skills. Description text is one type of written communication that describes or writes an object in detail or depth according to the actual situation. Everything that is heard, smelled, seen, and tasted through sensory organs, which is then described by means of words, so that it can be lived by others. The goals to be achieved through descriptive writing is an imaginative appreciation of something so that the listener or reader feels as if he or she is experiencing and knowing it directly. Therefore, writing a description is closely related to the knowledge possessed by students and the conditions of a conducive learning environment.

Based on the observations and informal interviews with Mr. Azhar Syahid, S.Pd, M.Pd, a teacher who taught in class XI ADP, which was conducted on December 26, 2016 at SMK Negeri 1 Baso, Agam Regency that the low skills of students in writing descriptions was caused by still many students consider the writing descriptive paragraphs is a difficult language skill. *First*, students are difficult to develop ideas into the coherent writing, *Second*, students find it difficult to assemble the right words. *Third*, the misuse of punctuation and spelling. *Fourth*, students do not understand the function of text, text structure, and language elements. *Fifth*, students are lazy to read books related to writing descriptive text skills.

To make students easier to write descriptive essays, broad insights are needed so that students can easily express their ideas in written form. Through reading, students can enlarge their insights and knowledge. Therefore, students must increase their reading interest in order to expand the knowledge they have. Reading interest has a big influence in writing. Reading interest is an important factor that must be cultivated in students when they master writing skills. This is in line with Sudiana's opinion [1] which states that reading interest is one of the factors that significantly influences reading and writing skills. Grabe and Stansberry in the journal Khairudin [2]

stated that reading interest is related to the academic success of students where students who like to read will be able to write well and have many ideas that will make them more creative and innovative.

Based on these problems, the researcher assumes that the use of field trip method based on reading interest is expected to have a positive effect on the writing skills of the students at SMK Negeri 1 Baso. Thus, the demands of Vocational School Education Unit Level Curriculum (KTSP), especially class XI Office Administration, can be fulfilled and implemented properly. So, based on the above phenomena it can be concluded that this research is important to carry out.

2. RESEARCH METHODS

This research was conducted using a quasi-experimental method, namely research that aims to obtain information from experiments based on treatment of an experimental unit within the design limits set in the experimental class in order to obtain data that describes what is expected.

The research population was students of class XI ADP 1 and XI ADP 2 of SMK Negeri 1 Baso who were registered in the 2015/2016 academic year. The number of students enrolled in class XI ADP 1 is 30 students and the number of students enrolled in class XI ADP 2 is also 30 students. In this research, the population was sampled at once. The sampling technique used in sampling using through *total sampling* is taking the entire population to be sampled because the population is less than 100 people.

There were two instruments used to collect the data, namely questionnaire sheets and tests. The questionnaire sheet was used to determine the level of students' reading interest, while the test one was used to measure the level of students' skills in writing descriptive text.

The aspects discussed in this data analysis technique are (1) data description, research data in the form of reading interest questionnaire scores, performance scores of descriptive text writing skills which are converted into values. (2) testing requirements analysis. Before testing the hypothesis, first the linearity test is carried out, and (3) hypothesis testing.

3. DISCUSSION

1. Student Descriptive Text Writing Skills (X) Taught by the *Field Trip* Learning Method (Y1) and Conventional Learning Methods (Y2)

The result of first hypothesis testing revealed that the overall students' group description writing skills using the *field trip* learning method are better than students who use the conventional learning methods. The use of the *field trip* learning method has an effect on student learning outcomes to write descriptive text. This is due to the higher involvement of students in *field trip* learning activities. This involvement occurs because of the *field trip* learning method, where students will get hands-on

experience so it can inspire these students in writing. The inspiration that students get is one of the learning materials in learning to write descriptive texts. With the different direct experiences of each student, the students' writing will be more varied.

According to Hamdayama's opinion [3] reveals several advantages of the *field trip* learning method, they are (1) students can participate in various activities carried out by officers on the object of the *field trip*, and experience and live up to about what their really job is. Things which are not possible to happen in school, so these opportunities can develop their special talents or skills. (2) Students can see the various activities of officers individually or in groups which will deepen and broaden their experiences. (3) On this occasion, students can do asks and answers, to find the first information sources to solve all the problems they faced, so that these students may find the evidence of correctness of their theory, or students can apply the theory itself through practice. (4) With the object reviewed, students can acquire a variety of integrated, inseparable and integrated knowledge and experiences.

Unlike the *field trip* learning method, the conventional learning method uses one-way communication which places students as learning objects that act as passive recipients of information. In general, the delivery of lessons uses questions and answers and assignments. Teachers always dominate learning activities, while students receive more from teachers. This is in accordance with the opinion of Djaafar [4] which states that conventional learning methods are teacher-oriented methods and almost all teaching and learning activities are fully controlled by the teacher. There is no chance for students to contribute to knowledge, skills, and attitudes in the learning process. In conventional learning methods, information and explanations by the teacher are carried out thoroughly and classically. Students are considered to have the same skills regardless of differences in student characteristics. Students taught by conventional learning methods tend not to be confident that they have no motivation to learn, only rely on the information from teacher, and these students are not used to work hard, and are not accustomed to be independent and finding knowledge on their own.

It can be seen at the time while research were conducting, where students who are taught by conventional learning showed a passive attitude. Students listen to the teacher's explanation, take notes about the meaning of description text and its structure, then the student will answer the teacher's questions if he/she asks. This causes students not to have the initiative to communicate with fellow students to discuss related learning materials which is being studied. In addition, students are asked to do the exercises assigned by the teacher.

Based on the observations, students who are taught by conventional learning methods are passive and have no desire to develop students' reading interest. Almost all of the knowledge gained comes from the teacher, from recitation, and from exercises. Teacher will be the

determinants the course of learning, so it is going to be no teacher no learning activities.

The conventional method learning causes the students being less active and simply waiting for teacher's explanations more than finding the knowledge, attitudes and skills themselves. On the conventional method learning, students act as passive learning objects whose activities are to hear teacher descriptions, learn according to the speed of teacher's teaching, and take the tests regarding to the material being studied [5].

2. Students' skills in writing text descriptions who have a high reading interest taught by using *field trip* learning methods and conventional learning methods

The results of second hypothesis testing showed that the writing skills of students with high reading interest who are taught using the *field trip* learning method were higher than the students who are taught using conventional learning methods. The score obtained by students in the experimental class was higher than the value obtained by students in the control class.

The learning using the *field trip* method is a way of teaching that is carried out by inviting students to go out of the classroom to visit a place to learn or investigate certain things, under the guidance of the teacher so that students are encouraged to think critically and actively, and can solve the problems they faced. This is very suitable for students who have a high reading interest.

According to the opinion of Djajadisastra [6], the *field trip* learning method is a way of presenting learning material by bringing students directly to the object studied, and the object is outside the classroom. It means that teacher provides the opportunities for students to develop their reading interest and work in groups and individually. Students who have high creativity will automatically have high knowledge, so it will be easy to follow each of the steps in the *field trip* learning method. These are the following steps. According to Engkoswara [7], *Field Trip* as a teaching and learning method requires good steps, including preparation or planning, implementation, and follow-up. *First*, preparatory activities, in this preparation activity the teacher must (1) formulate learning objectives, (2) prepare subject matter according to the existing syllabus / curriculum, (3) conduct preliminary studies to target *field trip* locations, (4) prepare scenarios implementation of *field trips*, and (5) prepare the procedures for implementing *field trips*.

Second, on the *field trip* implementation activities, what teacher has to do the first is doing the opening activity. This opening activity is carried out at the school before leaving for the *field trip* location, or it can also be carried out at the *field trip* location before going to the field. This opening activity includes: (1) Reminding the lessons that have been given through apperception questions, (2) motivating students by linking the related subject materials which is being studied through the events occur in society or through questions, (3) suggesting the objectives of the lesson to be studied and what activities

that must be done to achieve these lesson during the *field trip* activities, and (4) telling the regulations during *field trip* activities.

Third, the core activities in the lessons carried out during the *field trip*, namely. (1) conducting the observations of learning target objects, then recording them in the form of sentences, etc. and (2) interviewing the sources and recording information conveyed orally by the sources.

Fourth, closing activities are the activities to end this *field trip*, which can be carried out while still being at a tourist location or after returning to school, the activities include: (1) asking students to report the results of the *field trip* by making a summary, (2) evaluating the process and results of the *field trip*, and (3) doing follow-up tasks that enrich the results of the *field trip*.

Fifth, the follow-up activities. On this phase of the *field trip* results, students must be asked for the reports both oral and written which are the core problems that have been learned during the *field trip*, the activities include. (1) students should compose an essay after taking a *field trip* by telling the experiences they have experienced and (2) students collecting assignments that have been given by the teacher.

Indirectly, students who have a high reading interest will easily formulate, find information, and record everything they see related to the objects that will be reported during the learning process because they already know the ins and outs of these problems from the references they have read. With the reading interest, then students will have an insight that is able to develop the information obtained through recording and interviewing informants at the location and report about anything related to what they have done. In addition, students will have lots of vocabulary and sentences which is ready to be written into their descriptive text.

3. Skills in writing text descriptions of students with low reading interest who are taught by using *field trip* learning methods and conventional learning methods

The results of testing the third hypothesis, indicate that the writing skills of students who have low reading interest taught by the *field trip* learning method are higher than students with conventional learning methods. Same as the second hypothesis, the difference in writing descriptive text skills with low reading interest levels is indicated by the different average test scores. In general, the score of writing descriptive text skills of students who have low reading interest in the experimental class tends to have reached the KKM determined by the school, while those in the control class are almost below the KKM. However, even though both of them have low reading interest, the test scores of writing descriptive text skills in the experimental class and the control class are different.

Based on the previous explanation, although students who have low reading interest in the experimental class have higher scores compared to the descriptive text writing skills in the control class, it is necessary to increase

students' reading interest in both classes. This is due to the students' interest in reading in this case, which indirectly affects students' skills in writing descriptive texts. However, forming an efficient student interest in reading does require relatively the same time. Supriadi [8] suggests that someone's reading interest requires touch or stimulation from others in order to develop reading interest optimally. So it can be underlined that reading interest is a thought process in which students try and find new things, new connections, propose and test the hypotheses, get the answers, unique methods or ways of solving a problem. In addition, there are several factors to increase students' interest in reading. These factors include, according to Hurlock [9] freedom of time for children to play with ideas, concepts, and try them in new and original forms; solitude opportunities so that children can develop their imagination; encouragement for children to be creative; means to stimulate reading interest; school and family environment that stimulates reading interest; non-oppressive parent-child relationships; democratic and permissive way of educating children and providing opportunities to gain knowledge.

If the learning technique or method is interesting and easy for students to understand, it can arouse students' reading interest. This will have a positive impact on the learning process, especially in learning descriptive text writing skills. In addition, students' reading interest must also be increased so that students can add vocabulary for students. This certainly makes students feel that writing descriptive texts is not difficult.

4. The Interaction between Students' Reading Interests and Learning Methods in Influencing the Skills in Writing Description Texts

The results of the two-way anava calculation for testing the fourth hypothesis concluded that there was no interaction between the *field trip* learning method and students' reading interest in influencing students' descriptive text writing skills. As stated earlier, interaction is the effect of a particular learning approach treatment on groups of students who have a certain reading interest. However, reading interest does not necessarily determine success in writing descriptive text skills. Many other factors influence such as motivation, intelligence, abilities, talents, interests, learning environment, etc. In this research, the main factor affecting the results of students' descriptive text writing skills was the *field trip* learning method. This is due to student creativity and the *field trip* learning method running independently. In addition, the teacher readiness factor also determines the success of student learning outcomes.

There is no interaction between the *field trip* learning method and the students' reading interest. It can also be seen from the average test results for descriptive text writing skills. This occurs at both levels of reading interest, both those with high and low reading interests who are taught using the *field trip* learning method. The average score of the descriptive text writing skills of students who have high and low reading interest in the

experimental class is higher than students in the control class.

Between the *field trip* learning method and creativity, it can be concluded that each of the factors of the *field trip* learning method and reading interest do not depend on each other in influencing the learning outcomes of descriptive text writing skills in the experimental class and the control class. It can be seen that there is no interaction between the *field trip* learning method and students' reading interest as described in the data description section. However, the *field trip* learning method seems to be more effective at both levels of students' reading interest. In other words, the reading interest learning method is appropriate for students who have high reading interest and can also be applied to students who have low reading interest.

As stated by Irianto [10] that an interaction occurs when the effects of one factor depend on other factors in influencing something. This means that each of the factors between the *field trip* learning method and students' reading interest are related to one another in influencing students' writing skills of descriptive texts.

4. CONCLUSIONS

Based on the data analysis, it can be concluded that the *field trip* learning method affects the learning outcomes of writing descriptive text. *First*, students' descriptive text writing skills which are taught using the *field trip* learning method are better than students who are taught by using conventional learning methods. *Second*, the skills of writing descriptive texts of students who have high reading interest taught by the *field trip* learning method are better than students who have high reading interest taught by conventional learning methods. *Third*, students' skills of writing descriptive texts who have low reading interest taught by the *field trip* learning method are better than using conventional learning methods. *Fourth*, there is no interaction between learning methods (*field trip* and conventional) and reading interest (low and high) in affecting students' descriptive text writing skills.

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