

## THE USE OF THE FIELD TRIP METHOD TO ENGAGE STUDENTS' INTEREST IN WRITING DESCRIPTIVE TEXT

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**Abstract:** *Students' interest affects the quality of the learning process. This study aims to improve the quality of the learning process of writing descriptive text by applying the field trip method. This study was conducted in classroom action research, with 7<sup>th</sup>-grade students of SMPN 11 Pontianak as its subject. The instruments used in this study included the observation checklist, field notes, interview, and writing test. At the same time, the data analysis is done through an interactive analysis technique. This study was done in two cycles, each consisting of planning, acting, observing, and reflecting activities. This study's result showed that implementing the field trip method in writing the descriptive text improved the students' learning interest. This result indicated the percentage of students' attention, willingness, activeness, participation, and happiness that increased during cycles I and II. In addition, it also improved the quality of students' writing, on aspects word choice, coherence, and sentence structure. According to the quantitative data, the students' cycle 1 test score was 72.18, and their cycle II test score was 80.03. In conclusion, applying the field trip method in teaching writing descriptive texts has proven successful in improving students' interests and abilities.*

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**Keywords:** *Field Trip Method; Writing Interest; Writing Descriptive Text*

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### INTRODUCTION

Interest plays a significant role in learning success. Interest piqued sparks constructive engagement and the possibility of the best learning motivation. A person, who is stated to be engaged in certain activities, such as writing, playing bridge, or other activities, will gladly prioritize the issues that occur and will voluntarily think about it (Renninger & Hidi, 2015). Moreover, according to Harackiewicz et al., (2016) interest is a potent motivating factor that promotes learning, directs academic and work-related paths, and is crucial to academic success. Interest is an enduring desire to reengage over time as

well as a psychological state of attention and affect towards a specific item or topic. When someone is passionate about something, perseverance becomes natural and enhances the probability of a successful and making creative contribution. This fact is important to be considered in the writing class. According to Rusmawan (2022), knowing the students' interest and aspirations is important for the teacher to be able enrich the target of the writing class itself, because when someone is passionate about something, perseverance becomes natural and enhances the probability of a successful and making creative contribution on it.

On the other side, writing is a vital skill in language acquisition. A person can express thoughts and ideas through writing in order to accomplish his or her goals and objectives. Because of this, it is essential to focus on improving writing abilities while also paying attention to other linguistic components. Fostering students' interest in writing is crucial for their overall language development. However, many students often lack motivation and enthusiasm regarding writing tasks. Then, another concern in the writing class is the amount of students who pretend to be disengaged or "not thinking", because they have struggle in generating ideas and are uncertain about what to write.

Several factors could contribute to this issue. The researcher believes that the issue is probably related to the methodology or teaching strategy utilized in writing class. Some teachers only focus on discussing the writing process and providing writing exercises, However, this occasionally interferes with student understanding, affects their desire to write, and makes them bored. Students find writing is challenging, but with the right methods, engaging strategies, and relevant materials, it can become easier and enjoyable. According to Renninger & Hidi (2015), by allowing students autonomy, providing knowledge-building opportunities, and encouraging interaction can enhance their perception of writing as a chance to express themselves. This, in turn, can spark their interest in writing.

Meanwhile, this situation also happened in the learning activities of the year-7 students of SMPN 11 Pontianak. Based on the Learning Objective Flow (Alur Tujuan s related to school facilities. However, based on the result of observation, the researcher got teaching and learning process, one learning target is that students in grade 7 must be able to write simple description some problems faced by the students in writing class. Unsuitable pedagogical methods were one of the problems that students had with writing. Because students were only passive listeners to the teacher's explanation, some students perceived traditional writing instruction in class as uninteresting. Studies consistently highlight the importance of motivation and interest for success in all learning activities. Filgona et al., (2020) et al., emphasizes that successful learning is often driven by interest and motivation, even in less-than-ideal circumstances. This suggests that a student's motivation is a significant and straightforward factor influencing their success in learning.

From the student's behavior, the researcher carried out some problems, such as students were not getting involved in writing activities, being confused about the idea to write in the paper, and being passive in the classroom activity. These problems were essential to be solved for the students to believe that writing is an exciting talent and that they can actively participate in English writing class. To help students solve these problems, it needs another method that involves more interesting activities in writing and can make students become more active in writing activities. Teachers can create a dynamic, inclusive environment in this new learning paradigm that fosters more profound understanding, creativity, and lifelong learning skills. There is a shift towards more student-centered and active learning approaches, emphasizing student engagement, critical thinking, collaboration, and the application of knowledge. As stated by Reigeluth, (2016), the new paradigm for teaching and learning will emphasize learning-focused, learner-centered, learning by doing, attainment-based progress, customized instruction, criterion-referenced testing, collaborative learning, and pleasurable learning. One of those activities is by implementing active learning. Active learning is a teaching strategy incorporating activities created to encourage student involvement and participation in the classroom. It was established under the constructivism learning philosophy.

Researchers are looking for alternative methods to writing instruction in light of this situation in an effort to help students and teachers get over all the challenges and obstacles. Finally, after doing discussion we primary teacher and other researcher, the researcher was carried out on the problem of descriptive writing, teachers should creatively include several learning approaches into their lessons. In response to all of the aforementioned issues, educators and scholars have come up with a wide range of techniques and solutions for teaching writing. One way to do active learning is by implementing experiential learning through the field trip technique.

A classroom action research in learning through field trips is one-way teachers can incorporate specific content into the curriculum while providing students with a unique and challenging learning setting. Field trips are outings that students take as part of their education that are designed to help them finish particular learning experiences (Rahmi et al., 2023). A field trip is a teaching strategy when pupils are invited to a certain location or object outside of the classroom or school to learn about or research something, such as reviewing the surrounding environment, parks, farms, plantations, playing fields, etc. This is a great way to help students learn to write descriptions about something since it makes the subject of study more accessible to them, which makes it simpler for them to express their thoughts in writing.

Some research has been carried out using the field trip method in learning. The first was by Ningsih (2021), titled *The Effectiveness of The Application of the Field Trip Method to the Ability to Write Essays*. According to student descriptions, the field trip method is effectively applied for the ability to write descriptive essays because it makes learning more

enjoyable for the students, making it simpler for them to absorb knowledge and information. Meanwhile, in a study conducted by Hamdi et al., (2021) entitled *The Effectiveness of the Field Trip Method in Learning to Write Descriptions*, the implementation of the field trip method has been found to positively enhance students' learning. Students became more active, paid attention, were concerned, and were motivated to learn.

Based on those problems and situations, the researcher conducted classroom action research with a different focus from those studies to know how the influence of the field trip method toward students' interest in writing a descriptive text about school facilities in the year-7 students of SMPN 11 Pontianak.

## **LITERATURE REVIEW**

### **Interest in Language Learning**

Interest can be defined as a psychological state characterized by increased attention, effort, and effect experienced at one time, as well as an enduring propensity throughout time to re-engage with a particular item or subject. A powerful motivating factor, interest propels learning and directs academic and career paths (Renninger & Hidi, 2015). It is an attitude continually occupies one's attention as it focuses on something fascinating. It identifies pursuits, preferences, or someone and a specific motivation directing behavior toward particular objectives. It is possible to think of learning as a way to acquire knowledge. An important factor in a student's ability to think more clearly is their interest in what they are learning (Mulyani & Delfi, 2016). The level of student accomplishment may be impacted by interest. Additionally, Slameto (2003) noted that interest is a consistent tendency to pay attention to and enjoy a particular activity or body of work. This suggests that curiosity is an urge to focus on something and remember how it was done. Students interested in something will pay attention, take pleasure in it, and enjoy it.

### **Indicators of Interest**

Slameto (2003) states that indicators of students' interest include attention, willingness, needs, happy feelings, teaching materials, teachers' good attitudes, and participation. Attention can be observed through active engagement, asking questions, seeking additional sources, and maintaining concentration during lessons. The will to learn, the readiness to take on difficult assignments, and the ability to study even when the teacher is not present are all indications of willingness. The needs refer to the students' drive to achieve certain goals, which motivates them to engage in specific activities. While, when students take notes, show excitement throughout class and admire their work are showing that they are happy. Quality of teaching materials and teachers' positive attitudes can influence students' interest in motivating them and helping them understand the subject. Lastly, students' interest can be seen through active class participation, including

asking questions for clarification, completing assignments, and responding to the teacher's questions. Meanwhile, from the theory, the researcher could conclude that interest in writing refers to an individual's inclination, enthusiasm, and engagement toward writing. It is characterized by a sincere desire to transmit ideas, express oneself, and participate in the writing process.

### **Field Trip Method**

Field trip method is one of the strategies for teaching writing because it can improve the student's enthusiasm and motivation. Additionally, the field trip adds something fresh for learning, as writing assignments are often completed in the classroom. The students become enjoying writing activities based on their observations in the field. Utami & Manurung (2014) stated that the field trip method can improve students' activeness in learning writing. Inviting students to a specific location or object outside of the classroom to learn about or examine something is known as the "field trip method." Examples of such locations include reviewing the surrounding environment, parks, farms, plantations, and playing fields and etc (Rahmi et al., 2023). Their ideas will develop when they see the object (Ramadani, 2013). As a teaching and learning strategy, the field trip is constrained by objectives and learning tasks.

Meanwhile, according to Jukeri (2016) field trip method is the study of the location to observe, identify, and learn the specific object and place. Studying on location will motivate the students to develop their idea, argument, and concept in writing. Field trips can extend the resource available to students in the classroom. It expands learning by giving the student access to the real thing. Using field trips as a learning method made the students feel happy and enjoy the teaching and learning process. As Ramadani, (2013) states, the students enjoyed writing activity based on their observations in the field.

### **Writing Descriptive Text**

Writing descriptive text is focused on giving the author's intentions for sharing details of the object. Descriptive writing emphasizes a single participant, uses qualities, declarative sentences, and the simple present tense. In order to determine an object's quality, an attribution method is used. According to Wyrick (1987) to make a good writing, the writer of descriptive text creates a word-picture of people, places, objects, and emotions, using a careful selection of details to make an impression on the reader. Additionally, according to (Hamdi et al., 2021) description is about the senses—how something looks, sounds, and tastes. Although description mostly deals with visual perception, it also touches on other types of perception. When describing the object, the author may employ innovative language, intriguing comparisons, and sensory-appealing images to help the reader easily visualize the thing being described. In writing descriptive text, the writer had to complete the generic structures: identification and description. In

the description part, the writer must write detailed information about the object (Yenita et al., 2014.) By seeing the direct object, the writer can get advantages and ideas to write the object's description. Implementing real-world teaching can be very effective in teaching descriptive text.

## **METHOD**

This study was conducted in a classroom action research to address the issues students were having with fostering their interests and improving their writing skills. Planning, action, evaluation and reflection are the fundamental four steps that (Burns, 2009) said should be taken while conducting classroom action research. The research was done in two cycles, with 1 meeting each cycle. The study's research questions entail the writer examining how the field trip raises students' interest in the writing classroom. The research participants were 31 students of VII E because of the problem they faced. The researcher used the observation checklist, field notes, and interest-related interview questions as primary qualitative data sources. Then, as supporting evidence, the measurement approach was employed to determine students' writing scores.

The qualitative information obtained from field notes, observation checklists, and interviews was organized, described, and interpreted using the theory and indicator of writing interest. While, the scoring rubric was used to analyze the quantitative information obtained from the writing test, and the mean score for each cycle was determined. According to the nature of action research, a movement toward improvement, both in connection to learning and the learning environment, is a sign of action research success.

## **RESULTS AND DISCUSSION**

### **Results**

This research applied the field trip method in the classroom to build students' interest in writing activities. This research was conducted in two cycles. The first cycle was conducted on April 4, 2023, and the second on April 11, 2023. In this research, meaningful results can be identified. The result showed the indicators of how implementing the field trip method can improve student interest in learning writing activities. The results of this research are explained in the order description as follows:

The following results were obtained from implementing the field trip method in cycle 1. First, in terms of student interest, this improvement can be seen from how many students were focused and attentive during learning when the teacher explained, did observation, and composed their writings. From this aspect, it is known that students with great attention indicated an interest in the lesson, around 73%. Then, there were around 75% who gave their high participation during the learning. Moreover, in terms of student activeness, it can be seen from how many students actively asked, answered, and

voluntarily wanted to read their writing in front of their friends. Then, the student's behavior indicated they were highly willing to write the descriptive text, around 80%. It can be seen from how they were involved in writing the detailed object they found. At the same time, the % of students identified as active in the learning process was 80%.

Meanwhile, the students' improvement was more exciting and significantly identified in the second cycle. In terms of student interest, it can be seen that students who were focused during the class and paid attention during learning increased, both when making observations and when composing their writing. From this aspect, it is gathered that students with great attention were around 88% and highly participated in the lesson at around 90%. Then in terms of willingness during observation in the place that they were given, such as taking notes and making the mind mapping from what they saw, which is around 90%. Moreover, students' activeness can be seen from how many students actively ask questions, answer questions, and willingly want to read their writing in front of their friends. Regarding activeness, the researcher found that around 87% were active during the class.

The answer in the interview section from both of students and the teacher supported this result. The teacher said there were distinctions between using field trips in the classroom and before. During the teaching and learning process, students demonstrated increased concentration and enthusiasm. Furthermore, the researcher concluded from the findings of the student interviews that the students found the teaching and learning process to be more enjoyable and relaxing. They claimed that this technique created an unusual atmosphere that inspired them to write. The writing process, according to the students, was enjoyable and had improved from the previous cycles.

In the first cycle, 80% of students claimed to be happy, whereas 20% of students noticed keeping struggling in the writing class. Because of that, they felt not happy during writing. While in the second cycle, it revealed that 95% of respondents reported feeling happy while writing.

The last aspect is students' learning outcomes. Student learning outcomes can be seen after the research teacher analyzes the results of student work. From the assessment results, it can be seen that the amount of students that have reached the KKM was 87%, with an average score of 80.06. The average score of these students has increased from the previous cycle, which was only around 80%, with an average score of about 77.86.

The comparison of the achievement and improvement of students' interest based on indicators of interest by Slameto (2003) between the cycles described in this following chart:

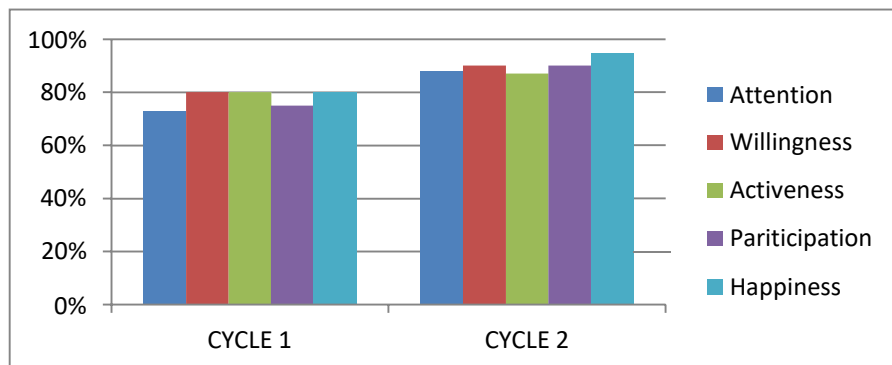


Figure1. The Comparison of Students' Interest Improvement

### Discussion

The research objective was to find out how the treatment by using the field trip method in teaching writing descriptive text. From the data obtained, the success of the implementation of the field trip method to improve the ability to write descriptive text can be seen in the following aspects:

**Students can make the students pay more attention, be active and participate in the learning process because they experience a new learning atmosphere in writing class.**

Field trip breaks the monotony of the traditional classroom learning by introducing new environments, activities, and experiences. This novelty and variety can capture students' attention, boost their curiosity, and generate enthusiasm for the subject. Field trips allow students to experience learning in a real-world context, which can enhance their engagement and curiosity. Field trips often involve exciting and memorable experiences that capture students' attention and spark their curiosity. When students are engaged and interested in a particular subject or places they observed, they are more likely to be motivated to write. During the field trip, students can see and experience things that they might have only read about in books before. This makes learning more real and tangible. When they return to their writing class, they are more likely to be enthusiastic and motivated to participate. They might have new ideas, stories, or observations from the field trip to share through their writing. The field trip experience helps to break the routine and brings a fresh perspective to the writing class. It can ignite their curiosity, spark their creativity, and make them more active in learning. This is in line with the statement by (Utami & Manurung, 2014) that the field trip method can improve students' activeness in learning writing. In this study, the change in the students' attention, activeness, and participation could be seen from the improvement.



**Field trips can positively influence students' willingness to write description texts.**

During a field trip, students can observe and interact with the real-world environment or objects related to the topic of study. This first-hand experience provides them with rich and detailed sensory impressions that can be translated into vivid descriptions for their writing. Jukeri (2016) states that the field trip method involves conducting studies in a specific location to observe, identify, and learn about particular objects and places. This approach motivates students to develop their ideas, arguments, and concepts in their writing. Meanwhile, from the result, it can be seen that students' willingness to write the descriptive text also increased, which was in the first cycle became 80% and in cycle 2 was 90%. They were enthusiastic about listing the description and constructing the text.

**Field trip provides multi-sensory engagement that gives ideas to students and a feeling of happiness in writing class.**

Field trips stimulate multiple senses, giving students a wealth of sensory information to draw upon when writing descriptions. The sights, sounds, smells, and tactile experiences they encounter during the field trip can inspire them to create vivid and detailed descriptions in their writing. Moreover, field trips often create a sense of happiness and excitement among students. They feel enthusiastic about sharing their experiences through writing and expressing their thoughts and emotions. This positive energy can make writing class a joyful and enjoyable place. In other words, field trip method provides students with multi-sensory engagement, allowing them to gather ideas and inspiration for their writing. The experiences from the trips and the happiness and excitement they bring to contribute to a more lively and enjoyable writing class. In this study, the result also showed that students' happiness and quality of writing also increased. The students' happiness had increased from 86% to 95%. Then, from the supportive data, the average score gathered from the analysis of students' writing also increased, 76.87 in cycle 1 and 80.66 in cycle 2. As stated by Ramadani (2013), the students clearly enjoyed themselves while working on the writing assignment, which was affected by what they had seen on the field trip activity.

**CONCLUSION**

In conclusion, applying the field trip method in teaching writing descriptive texts has successfully improved students' abilities in various aspects. The research finding and discussion indicate that the field trip method enhances students' attention, activeness, and participation in learning. Students become more engaged and motivated by experiencing a new learning atmosphere outside the traditional classroom. Field trip breaks the routine, attracts students' attention, and sparks their curiosity, leading to increased writing motivation. The students' increased attention, activeness, and participation were evident

in the improvement observed throughout the study.

The field trip method positively influences students' willingness to write description texts. Through first-hand observations and interactions during the field trip, students gather rich sensory impressions to incorporate into their writing. This approach encourages students to develop their ideas, arguments, and concepts in their writing. The research results indicate increased students' willingness to write descriptive texts, as reflected in the higher percentages observed in each cycle.

The field trip method provides multi-sensory engagement, inspiring students and creating a sense of happiness in the writing class. The sensory experiences encountered during the field trip, such as sights, sounds, smells, and tactile encounters, stimulate students' creativity and help them generate vivid descriptions in their writing. Furthermore, field trips generate excitement and enthusiasm among students, making the writing class enjoyable. The study's findings support the idea that students' field trip experiences have an impact on how much they enjoy the writing exercise and how well it is done.

Based on these findings, it is recommended to incorporate field trips as a teaching method in writing descriptive texts. Field trips provide students with real-world experiences, multi-sensory engagement, and a joyful learning environment, enhancing their motivation, engagement, and creativity in writing. Teachers can plan and organize field trips that align with the topics and objectives of writing class, providing students with opportunities to observe, experience, and interact with relevant objects and places. By doing so, students can develop their descriptive writing skills while enjoying the process of learning.

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