

**THE USE OF FIELD TRIP AS A MEDIUM FOR DEVELOPING
STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT
AT SMP NEGERI 25 MAKASSAR**

SKRIPSI

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UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR**

2017

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**Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the sarjana Degree**

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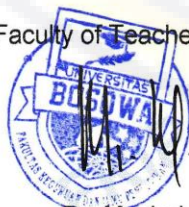
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PERNYATAAN

Dengan ini menyatakan bahwa skripsi dengan judul “ *The Use of Field Trip as a Medium for Developing Students’ Writing Skill of Descriptive Text at SMPN 25 Makassar*” beserta seluruh isinya adalah benar-benar karya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko atau sanksi apabila ternyata di temukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 17th 2017

Yang membuat pernyataan

Oktavianus Basa Koten

ABSTRAK

OKTAVIANUS BASA KOTEN. 2017. “ *The Use of Field Trip as a Medium for Developing Students’ Writing Skill of Descriptive Text at SMPN 25 Makassar*”. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa Makassar. Dibimbing oleh, Herman Mustafa dan Restu January.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan media field trip dalam meningkatkan kemampuan menulis deskripsi siswa. Hal itu dilakukan di kelas VIII-4 SMPN 25 Makassar yang terdiri dari 26 siswa sebagai sampel penelitian.

Penelitian ini menggunakan pra-eksperimental dengan satu kelompok pre-test dan post-test. Peneliti melakukan pre-test, treatment, dan post-test. Data diperoleh dengan menganalisis hasil test pre-test dan post-test siswa.

Temuan penelitian menunjukkan bahwa menggunakan media field trip dapat meningkatkan kemampuan menulis siswa. Hal itu dibuktikan dengan skor rata-rata pre-test yaitu 59,5 digolongkan sebagai skor cukup sehingga meningkat menjadi 71,8 pada post-test tergolong baik. Persentase perbaikannya adalah 20,672%. Oleh karena itu ada peningkatan yang signifikan dari kemampuan menulis siswa. Hal ini dapat dilihat dari nilai t-test (4,700) lebih besar dari t-tabel (2,060) pada tingkat signifikansi. Artinya, ini adalah perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Oleh karena itu, hipotesis H_0 ditolak dan H_1 diterima. Dengan demikian peneliti menyimpulkan bahwa dengan menggunakan media karyawisata dalam penulisan deskripsi dapat meningkatkan kemampuan menulis siswa kelas VIII di SMPN 25 Makassar.

Kata Kunci : Karyawisata, Menulis, Deskripsi

ABSTRACT

OKTAVIANUS BASA KOTEN. 2017. *"The Use of Field Trip as a Medium for Developing Students Writing Skill of Descriptive Text at SMP Negeri 25 Makassar"*. A thesis of English Education Department Faculty of Teacher Training and Education, Bosowa University Makassar. Supervised by, Herman Mustafa and Restu Januaryty.

The objective of this research was to know the influence of use field trip media in developing students' writing skill. It was conducted at class VIII-4 of SMPN 25 Makassar which consisted of 26 students as sample of the research.

This research used pre-experimental research with one group pre-test and post-test. The data was gained by analyzing the students' pre-test and post-test result.

The research findings indicated that using field trip media can improve students' writing skill. It was proved by the mean score of pre-test was 59,5 is classified as fair score then improved to be 71,8 in post-test is classified as good. The improvement percentage was 20,672 %. Therefore there was significant improvement of the students' writing skill. It can be seen from the value of t-test (4,700) was greater than t-table (2.060) at the level of significances. It means that this is a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis H_0 was rejected and H_1 was accepted. Thus the research concludes that use field trip media in writing descriptive text can develop students' writing skill of the eighth grade at SMPN 25 Makassar.

Keywords : Field Trip, Writing, Descriptive Text

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At last, I realize that although I made my best effort, this skripsi is still far perfection. Therefore, any constructive criticism and suggestions for the improvement of this skripsi are highly appreciated. Then , I really hope that this skripsi is able to give contribution to the readers and useful the teaching and learning process.

Makassar, September 12th 2017

Oktavianus Basa Koten

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LIST OF ABBREVIATION

Information letter of research from SMP Negeri 25 Makassar

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research, scope of the research.

A. Background

The mastery of writing is very important in our global community. The advances of technology and transportation allow people from nations and cultures to interact with each other. Communication across languages become over more essential. The ability of speaking and writing a second language has effect in our social life, so it become principal requirement in our global life. Not only speaking, the ability of writing determines person's success in their communication. Besides speak, the people need written media to deliver their idea to others. The book, magazine, journal, and news paper are some example of written media which represent writer's idea. The people get information and knowledge from reading written text.

English is one of the subjects that taught in junior high school. It is considered by students as one of the difficult subjects to learn. There are many reasons why they consider English as a difficult subject. Therefore, the students can be said to have master English if they are able to use it either receptively through reading and listening or productively through speaking and writing.

The main purpose of writing itself is to make the writer creates or expresses ideas into a written form on paper to give information to the reader. It is similar with the purpose of communication. That is, to deliver information from sender to receiver, like speaker to listener and writer to reader. In writing, when the reader can understand the meaning that consists of the words and sentences, it means that communication has occurred and get success. Therefore, writing is also called as a written communication. Meanwhile, for junior high school students, writing is not only an important written communication, but also an important language skill that must be learnt in the school. They have to be able to write English well and master it in order to help them in their junior high school grades, academic, applying scholarship, job applications, and career futures. Therefore, writing is very necessary for their educational, social, and professional field.

However, writing is not an easy matter for young learners, including junior high school students. They are usually nervous and panic when they are asked by the teacher to write some paragraphs in English. Most of them have limited vocabularies, especially new vocabularies, diction, and idiom. Then, they fear to write it, because doubtful with the punctuation. In addition, they also have difficulties in grammar. They are still confused how to write sentences grammatically. Nonetheless, it does not mean that writing emphasizes the use of correct grammar and vocabulary, but it concerns to how the students can write freely based on their ability and

knowledge. It means that students' writing problems can be caused by other factors. That is, lack of self confidence and lazy to write because of having low motivation.

The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddel in Ramadani, 2013 : 2).

Writing is a very complex skill. It is not an easy task for English teachers to teach it. Brown (2001:339) states "writing in a second language tends to be more constrained, more difficult and less effective than writing in the first language: second language writers plan less, revise for content less and less fluently and accurately than first language writers".

Writing is very difficult for learners in a foreign language. Therefore, it is possible that the students face many problems in learning second language writing. Richards and Renandya (2002:303) state writing is the most difficult skill for second language learners to master. To solve the problem in teaching writing skill, the researcher would like to conduct a

research about “The Use of Field Trip as a Medium for Developing Students’ Writing Skill of Descriptive Text at SMPN 25 Makassar”.

B. Research Question

Based on the background, the research question is formulated as follow : How is the use of field trip in developing students’ writing skill of descriptive texts at eighth grade students’ of SMPN 25 Makassar?

C. Objective of the Research

Based on the formulation of the research question above, the objective to be achieved in this research study is To know the influence of use field trip in developing students’ writing skill of descriptive texts at eighth grade students’ of SMPN 25 Makassar.

D. Significance of the Research

For the school, the result of this research can give the contribution to the teaching learning activity especially in English writing. For the students’ of SMPN 25 Makassar, in this research the students’ are expected to be able to improve their skill in writing descriptive and to provide interesting nuance in learning process. For the English teachers of SMPN 25 Makassar, the research can give a good activity inspiration in English subject and to design the learning of writing descriptive more creative and innovative. For the researcher, the researcher will get new knowledge and experience in teaching descriptive text using field trip.

For the readers, they will get more information and experience from this research.

E. Scope of the Research.

As we know that basic language skill consist of speaking, reading, listening, and writing. In this research, writer limits in writing skill. There are many kinds of genre in English writing, there are twelve items. One of them is descriptive text. Writer will limit this discussion on descriptive text writing in which is focused on content, organization, vocabulary, grammar/language use, and mechanics. Field trip media becomes the way of descriptive text learning to improve students' writing skill.



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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher try to set some opinions which are taken from thesis, internet, books and dictionaries as far as they concern with this topic.

A. Previous Related Finding

Some writers have done studies on writing technique and its contribution on English teaching. Their findings are as the following :

1. Dwi Maryati (2013 : 48) conducted a simple writer under title “the effectiveness of dictogloss technique to increase the students’ writing skill at the third year at SMPN 34 Makassar” He found with a conclusion that the use of dictogloss technique is effective improve students writing ability significantly. The result of hypotesis testing showed that the experimental, students get betters score.
2. Suhartati (2013 : 42). The title is Improving the Students’ Writing Ability by Playing Domino Card Game at SMP Negeri 1 Salomekko (BONE) found that most of the students have fair ability to improve their writing ability the use of Domino Card on SMP Negeri 1 Salomekko class VII E.
3. Tri Yuliani in Widodo. H (2011 : 6) in her thesis entitled “The Use of Picture as Media in Writing a Descriptive Text at SMPN 1 Taruh Tegal”. It is explained that using pictures as a media in teaching

descriptive text is very helpful in producing the words or sentences because the students can see something through picture which give imagination for students to describe something or place, so they are able to choose the appropriate vocabularies according to the description based on the picture. The similarities between her research and writer are that this research focused on writing descriptive text.

Methods and the other problem in the students' writing ability. Based on the research finding above, the researcher concluded that the use of field trip media can improve the students' in writing ability.

B. Some Pertinent Ideas

1. Field Trip

a. Definition of Field Trip

Field trip is an excursion which is arranged by the teacher to complete certain study experiences and it is the integral part of school curriculum (Sagala, 2006 : 214). Field trip as a learning strategy teaches the students with teacher's guidance to visit certain places with the purpose to learn. Krepel and Duvall in Ramadani (2013 : 29) argue that field trip is a trip arranged by the school and undertaken for educational purposes, in which the students go to places where the materials of instruction may be observed and studied directly in their functional setting: for

example, a trip to a factory, a city waterworks, a library, a museum etc.

According to Hastuti in Ramadani (2013 : 30) field trip is intended to recognize more about the public, reality, and matters outside of school or house. Substantively, learning is not confined to the school's wall, but it can be done outdoor. It can offer life interlude for the students who usually feel boredom. She also states that field trip is the excursion which is held by school to learning purpose. The students go to a place where the lesson must be observed and learned directly.

There are various kinds of field trip in teaching learning. Panneerselvam and S. Santhanam (2006) define that there are various types of educational field trips which are conducted by the institution, namely local trips, community trips, tour or journey, imaginary tours, inter-school visits and individual trips. It is appropriate to improve learning descriptive writing through field trip because by inviting the students near to the learning object, it could make them easily explore their ideas into written language. By field trip activity, all students have the chances to participate actively during learning process, so it is not dominated by the students who have high achievement.

The purpose of field trip in descriptive writing is intended to improve their writing skills in writing descriptive text. Through

the observation, the students can develop their knowledge about the real object in the field. They can make a note about information that relate to the object that should be searched. It can be conclude that field trip is one of strategy in learning writing, because it can improve the students' enthusiastic and motivation. Moreover, the field trip gives the different nuance in their learning in which the writing activity is usually conducted in classroom. The students become enjoy writing based on their observation in the field. Their ideas will develop when they see the real object. They develop their awareness of circumstance so that it can form the activities such as the ability of observation, research, communication, and note the information which relate to everything that should be searched.

On the other hand, field trip needs preparation accurately and carefully. The teacher must conduct preparation to survey the place. The teacher must choose the facts which relate to the field trip purpose about the kinds of object that will be observed and the concept that is expected to make a conclusion which is appropriate with the students' thinking ability.

b. Procedure of Field Trip

According to Kartawidjaja in Ramadani (2013 : 35-36), there are three steps in using field trip.

1. Planning phase which is done by teacher and students together.

Field trip is the effect of need, because what is given in the class is not enough, so it needs direct observation. The objective of this activity should be discussed between the teacher and the students, so the students could choose the data which is relevant with what must be learned.

The objective of field trip should always be oriented. The students must notice and learn everything that must be learned. The students' attention will appear if there is the problem that must be solved. By using the directive, the students can see the matters which help to answer their questions and they have information about the problem which will be solved in their live next.

The teacher should know the place which will be visited through pre study about the transportation such as what are needed and also the cost. The time must be determined. The trip might take the lesson time, but it might also take the time of another teacher. Therefore, it needs to be treated between fellow teachers in order that there is no misunderstood between them.

During planning phase which is conducted by students and teachers, it can be determined that the problems just can

be answered by collecting the data and information in the field. It could provide the students with the real orientation and also help them to focus their attention to something that must be seen. The problems must be informed so the students can be understood. The students must be trained not only the things that they often see, but also the things that is strange by them, the same and the new thing, and also the same and the different things. The writing descriptive task will encourage the students to search and make a note about the feature and the whole parts of the object, for example a specific place. The students must observe and make a note about the circumstance and the condition there.

Making a good note is making a note what they have seen that is appropriate with the purpose. The students will be familiar bring the notes which easy to bring so they could note, what they have seen. The students can use what they have learned after they have collected and making notes what they have observed. Then, the students will be able to answer the questions and to solve the problems. Sometimes the questions arise so that it can encourage them to go to the field to search information.

2. Conducting the training what is allowed or not when the field trip is held.

Field trip is held by personal or each class. The trip might be a survey to focus something which is determine. The purpose of this activity is to give the concrete orientation to the students. They should know where they will go and what they should do. The teachers divide the students in some groups to do the observation in the field. They must discuss how to see everything that must be seen, how to do the observation, and how to make a note about what they have seen and learned.

The students must also discuss to interpret what they have seen in the field so that they can understand the condition in the field briefly.

3. Follow up. The application what had learned to the next activities.

Field trip will be effective if the activity result in the field will be discussed, evaluated, and there is continuity which is conducted in the classroom. Analysis of field trip study must be held as soon as possible after that is finished. The students make a trip evaluation which is appropriate with the purpose of teaching that is determined in the time of planning phase. The important things should get the specific attention and then the students make some notes about the faults done in the trip.

The students' attitude must be controlled well by teacher. The teacher asked the students to make a descriptive text based on the object that they have observed in the field.

The evaluation of the field trip result is to measure how far the students get the understanding about the object observed and the problem faced. It is also important to take the side result what is expected from the success of field trip. It might be the self motivation of students to make the project as the product of field study which have arisen their interest.

c. The Advantages and the Disadvantages of Field Trip

According to Kartawidjaja in Ramadani (2013 :34-35), there are the advantages and the disadvantages directly or indirectly in this technique. The use of field trip has some main advantages. They have a positive effect on learners' motivation.

They are stated below :

1. Field trips are claimed to bring students nearer to the learning object, because this method faces the students to direct experience. It can stimulate the students to get the real information based on the object which is observed in the field.
2. The experience of field trip might be the base of the other learning activities. By the experience in the field, the students are motivated to learn more.

3. Field trip can influence the students to be aware with the environment. It enables learners to develop their thinking about what is going on in their world around.
4. Field trip can develop the lesson in class to the reality. It enable the students to learn the lesson not only the theory but also the reality which is happening in the daily life.
5. Field trip gives interlude in the boring class. It enables the students to get different nuance when they learn because this method bring them to go outside. They can explore their ideas by observing the object in the field.
6. Field trip influence the students get the answer of the problems and the questions through seeing, hearing, trying and bearing to the object directly.

However, the field trip also has the disadvantages. They are stated below:

1. It needs responsibility that involves any part and all of permissions.
2. Sometimes the students' discipline becomes the problem.
3. The transportation is hard to get and almost expensive.
4. It needs the serious monitoring.
5. If it is not planned seriously, the result will be not useful whereas it spent the worth time of learning activity.

6. The improper plan can impress that this method is not effective.
7. If the field trip often to be practiced, it could disturb the way of lesson plan.
8. The wrong transportation can cause the accident on the way.

d. The Ways of Field Trip

Kartawidjaja (1988: 48-49) also states some ways holding the field trip in order to the activities will be run well. Therefore, the problems which are explained above must be reduced minimally as possible.

1. Planning to do field trip well done.
2. The transportation should be planned well done.
3. The teacher must believe that the field trip has the high education value which directly relate to what is taught in class.
4. In the planning process, the teacher should visit the object area and talk about it there.
5. Taking permission to the principal.
6. Permission to the students' parents.
7. The teacher must explain to the students the objective of field trip such as what should be learned and what should be seen.
8. Monitoring the students.

9. Handling the minor incidents so what is not intended might not happen.
10. What have been learned in field must be reviewed and evaluate in the class.

e. Purpose of Field Trip

1. It enhance the curriculum. Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs.
2. Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
4. Involvement in a real world experience makes learning more meaningful and memorable.

5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something.
6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.
7. Field trip gives the chance for students to see the reality world in the real situation and condition so it would expand social attitude and students' academics.

2. Writing

a) Definition of writing

Ratnasari (2014 : 6) gives difinition of Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively

and creatively. However, many experts have different perspectives about the definition of writing itself.

Lindholm in Sather (2015 : 11) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problem areas namely "what to write and how to write it". It is understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Dawe (2016 : 9) states that writing is one of language skills and productive skill that will be learn by students in Junior High School, Senior High School and University. Students will be able to express their ideas and feeling by writing. Learning writing as a foreign language is not easy as learning native language. They will meet all of learning problem dealing vocabulary, sound system, and grammar or structure. Writing is very important as a part of people culture, and speech sounds.

Because it can be used to maintain thoughts, ideas, and speech sounds.

Writing is one way to develop our opinions, ideas, or thought. Many people cannot develop their idea by oral but they can express their ideas through writing. Linse in Dawe (2016 : 10) states that writing is combination of a process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers, readers can follow the writrer's messages as well as in oral form.

Byrne in Muh. Ikbal (2012 : 15) states that writing is clearly much more than the production of graphic symbols just a speech more than the production of sounds. The symbols have been arranged according to certain conventions, to form words, and word have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind; that is to translate through out into language.

b) Components of Writing

Heaton in Suhartati (2013 : 10) divided component writing into five main areas. They are content, organization, vocabulary, language usage, and mechanics.

1) Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, and continuity, should be adequately develop.

2) Organization

The purpose of organizing material in writing involves coherences, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. When writing, the learner should arrange their writing choronologically. They should present their ideas based in order of which happened from the beginning to them.

3) Vocabulary

The effective use of word will be good writing booth specific and technical writing. To express ideal we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

4) Grammar

Grammar concerns about the ability to write correct and appropriated senteces. The writer has to give attention for preposition, tenses as using of verb, nouns adjective also conjunction, and articles. It is very important to the writer to clarify the correct usage of point grammar because reader

will be too difficult to understand it. Writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function and grammar can help students improve the use of formal language.

5) Mechanics

There are at least two main parts of mechanics in writing namely punctuation and capitalization, punctuation is as the way to clarify meaning. Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it related to teach other. Capitalized is as the way to clarify ideas. Sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also help to differentiate from sentences to others. The word which are capitalized are beginning of : the name of people, organization, first and last word of title.

Although there are above five components writing to be understood but that should not be implemented all items for beginner class like SMP Negeri 25 Makassar. The research has made moderate in there items namely grammar and vocabulary.

c) The Characteristics of a Good Writing

The teaching of writing is directed to have good result writing there are some characteristic of good writing as Adel Stein and Rivalin in Ikbal (2012 : 17) states as follows :

- 1) Good writing reflects the writers' ability to organize the material into a coherent whole, so that it moves logically from sentence, dominatee idea to the supporting points and finally to a consistent ending, conveying to the reason sense of a well thought out plan
- 2) Good writing reflects the writer ability to write to interest readers in subject and demonstrate a thought sounds understanding of it.
- 3) Good writing reflects the writer ability to criticize the first draft and revise it. Revision is key of effective writing.
- 4) Good writing reflects the writer ability to use the appropriate voice event thought all well. Writing conveys the sound of some one talking else suit the purpose and audience of occasion.

d) The Form of Writing

The form of writing is the shape and structure of something as distinguished from its material. There are four forms of writing, namely narration, description, exposition and argumentation.

1) Narration

Narration is the form writing used to relate the story of acts or events. It places occurrences in the end tells what happend according to natural time sequences. Types of narration includes short stories and novels.

2) Description

Description reproduces the way think look, smell, taste, feel or sound. It may also avoke moods such as happiness or fear.

3) Exposition

Exposition used in giving information, making explanation and interpreting meaning. It includes editorials, essay, informative and instructional material.

4) Argumentation

Argumentation is used in persuading and conving. It is closely related to exposition and it is often found combined with it. (Wishon and Burks in Dwi Maryati 2013 : 14)

e) Process of Writing

According to Harmer (2005 : 4-6), the writing process divide into four stages: planning, drafting, editing, and final versions. All the stages of writing process are explained below:

1. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

2. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

3. Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

4. Final Versions

It is the last stage of the writing process when the written text is ready to send to its intended audience.

f) The Importance of Writing

Related to the importance of writing in foreign language teaching, Kern in Maya (2013 : 11) lists the reasons for that.

They are :

- 1) In designing meaning thorough writing, the learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectation.
- 2) Writing allows learners to create and restate meaning through explicit manipulation of forms.
- 3) Writing provides time for learners to process meaning. Many foreign language learners find writing easier and less anxiety producing than speaking, simply because they have time to think.

- 4) Writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imagined worlds of their own.

g) Reason for Teaching Writing

There are a lot of reasons why teaching writing is important. Hairstone in Irna (2012 : 17-18) below states some of them.

1. Writing is a tool for discovering or simulates our thought process by the action writing into informational and images of our unconscious minds.
2. Writing makes us to make connection and relationship in generating the new idea.
3. Writing help us to recognize our ideas so that we can arrange them in coherent form.
4. Writing helps us to absorbs and precede information, when we write topic so we learn better.
5. Writing enables us to solve our problems, by putting the element of them into written forms so we can example and manipulate them.
6. Writing a subject will make us to become active learners rather those passive learners of information.

3. Descriptive Text

a. Definition of Descriptive text

Kane (2000 : 352) states that Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. And then, a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In writing skill description is the process of creating visual images through words. Description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writers' point of view.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describe too, feelings such as happiness, fear, loneliness, gloom, and joy. Description help the reader, through his or her imagination, to visualize a scene a scene or a person, or to understand a sensation or emotion.

b. Purpose of Descriptive Text

A social beings, we want to share our experience, so we write to others to describe things such as vocation, childhood home, and people whom we meet. We even use description to

persuade us to think or act in particular ways : advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to simulate a desire to see them.

c. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as people, places, or things. So, it normally takes on three forms, they are :

a) Description of People

People are different, and in describing of people is different. You are probably aware of some of the complication because you have often been asked, “what’s so and like?” in replying, you might resort to identification or character sketch, depending on the situation. Let’s examine each :

1. Identification

Although you might provide identification, you will probably want to go further than that, used mainly in official records and documents, identification consists only of certain statistic information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2. Impression

Unlike the identification, the impression may not identify a person, but it does convey all of the ideas of him or her. The research does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing and individual certain attitude.

3. Character Sketch

More complete description of people are usually called character sketch; they may also be referred, literary portraits, and biographical sketches. As its name indicate, the character of a person, or at least his or her main personality attitude, in the process, it may include identification and an impression, but it will do more than tell what people look or seem like, it will show what they are like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such campus jocks, cheerleaders, art students, religious fanatics, television devotees.

b) Description of place

In describing a place for example a room, what should you describe first the wall or the floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentence in descriptive paragraph. It is not necessary to begin with one and then proceed to another one. Nevertheless, the sentence should not be randomly arranged.

The description must be organized so that the reader can vividly image the scene being described. To make the paragraph more interesting, you can add a controlling idea that state an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

c) Description of a thing

To describe a thing the writer must have a good imagination about a thing that will be describe. Beside to make our subjects as interesting and as vivid to our reader as they are to as; using proper nouns and effective verbs.

1. Using proper noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want

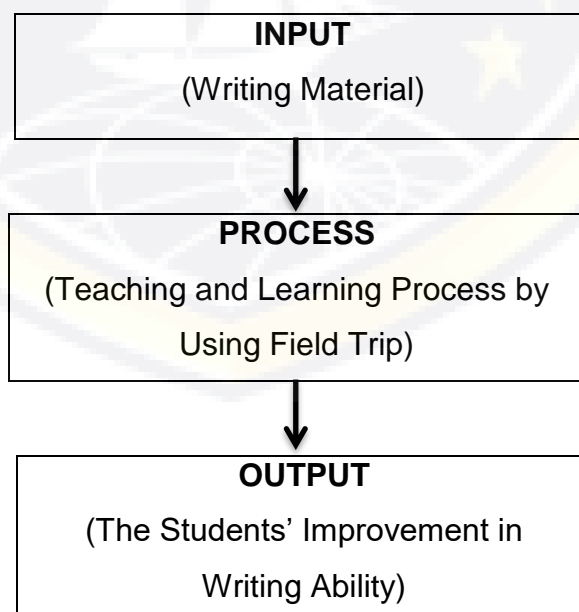
to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

For example; Arizona, university of Tennessee. Including proper nouns that readers recognize easily and can make what we are describing more familiar for them.

2. Using effective verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make description more specific, accurate, and interesting. For instance, “the wind had chiseled deep groves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also given the reader a more accurate picture of the wind’s action than *made does*.

C. Conceptual Framework



In the diagram above, input, process and output are briefly classified as follow :

1. Input ; it refers to the students' writing ability based on the material.
2. Process ; it refers to the teaching and learning process through the use of field trip strategy.
3. Output ; it refers to the students' writing ability achievement.

D. Research Hypotesis

The hypothesis of the research is formulated as follows :

1. Ho : There is no significance difference between the writing improvements of the writing before and after they are using field trip as a writing method.
2. H1 : There is significance different between the writing improvements of the writing before and after they are using field trip as a writing method.

CHAPTER III

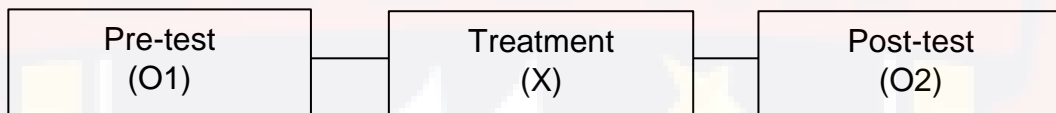
METHOD OF THE RESEARCH

This chapter presents the research design, location of the research, research variable, population and sample, research instrument, the procedure of collecting data and technique of data analysis.

A. Research Design

In this research, the writer employed a pre-experimental design one group pre-test and post-test design. The comparison between the pre-test and post-test score depended on the success of the treatment. The design was presented are as follow :

Table 3.1 : Research design



Notes :

O1 : The result of the students' pre-test

X : The treatment by using Field Trip

O2 : The result of the students' post-test

(Gay, 2004 : 225)

B. Location of the Research

This research was located at SMP Negeri 25 Makassar city. The school was located at Jl. Sanrangan Komp. BTN Dwi Dharma Km 15 Sudiang.

C. Research Variable

This research consist of two variables, namely independent variable and dependent variable.

1. Independent variable of the research was the used of feld trip
2. Dependent variable of the research was the students' writing skill.

D. Population and Sample

1. Population

The accessible population of this research is the second grade students of SMPN 25 Makassar in academic year 2017/2018.

This population consists of eleven classes. Each class consists of class VIII.1 has 32 students, class VIII.2 has 30 students, class VIII.3 has 31 students, class VIII.4 has 26 students, class VIII.5 has 26 students, class VIII.6 has 32 students, class VIII.7 has 31 students, class VIII.8 has 29 students, class VIII.9 has 28 students, class VIII.10 has 30 students, and class VIII.11 has 33 students.

The total of this population were 328 students.

2. Sample

The number of population above was too big number as a sample therefore the writer take the sample was one classes that was class VIII.4 has 26 students.

E. Instrument of the Research

The instrument in this research was observation, the students' will observe environment of school. It aim to find out whether the use of field trip in writing can influence the writing ability of the second grade students of SMPN 25 Makassar. The research observe the students achievement by given pre-test, treatment and post-test. It is based on the classifications of writing ability : content, organization, vocabulary, grammar, and mechanics.

F. Procedure of Collecting Data

The test procedure of data collection of this research as follows :

1. Pre-test

It was given to all second grades students of SMP Negeri 25 Makassar. They all write based on the given topic of "Laboratory Room" (to measure the perior ability of the students' in writing). They write for 30 minutes without followed by field trip media and also without giving information about descriptive text.

2. Treatment

The treatment was given after giving the pre-test. The writer explain about field trip media and by steps to all students. And then the writer ask for students to trip in enviorement of school and observation of the laboratory room around. After that the students watch closely the palce and objects around. Then they create their ideas in paper. The practice session devided into :

- a. The first session, after the students do the field trip, the writer explained about types of writing and how to write. The writer explain about simple present tense, simple past tense, descriptive text and than let the students to write with created their ideas with the same topic.
- b. The second session, each students understand and respond to the application of the method employed by writer with using field trip as a medium.

3. Post-test

After giving treatment, the post-test conducted by the writer. The topic and procedure are similar with the pre-test, it purposed to know the students achievement after the students do field trip and giving explanation about descriptive text.

G. Techniques of Data Analysis

To analyze the data, the writer followed the steps as follows :

1. Scoring the result of the students test based on the five aspects the given by Jacobs in Setyawati (2012 : 29) the aspect are content, organization, vocabulary, grammar, mechanics. To measured the quality of students writing score on the five components observed, the data is tabulated by referring to the scoring system as follow :

a. Content

There are some ways to evaluate the score of the content one of them as follows :

Table 3.2 : evaluate the score of the content.

| Score | Classification | Criteria |
|---------|----------------|--|
| 30 – 27 | Very Good | Knowledge, suitable, substantive. |
| 26 – 22 | Good | Some knowledge of subject, adequate range. |
| 21– 17 | Fair | Limited knowledge, little substance. |
| 13 – 16 | Poor | Does not show knowledge of subject, substance. |

Jacobs in Setyawati (2012 : 29)

b. Organization

There are some ways to evaluate the score of organization one of them as follow :

Table 3.3 : evaluate the score of organization.

| Score | Classification | Criteria |
|---------|----------------|---|
| 20 – 18 | Very Good | Fluent expression, ideas clearly stated. |
| 17 – 14 | Good | Somewhat choppy, lossely organized but minimum ideas stand out. |

To be Continued

Continued

| | | |
|---------|------|---|
| 13 – 10 | Fair | Non-fluent, ideas confused or disconnected. |
| 7 – 9 | Poor | Does not communicate |

Jacobs in Setyawati (2012 : 29)

c. Vocabulary

There are some ways to evaluate the score of vocabulary one of them as follow :

Table 3.4 : evaluate the score of vocabulary.

| Score | Classification | Criteria |
|---------|----------------|---|
| 20 – 18 | Very Good | Suphisticated range, effective word/idiom, choice and usage. |
| 17 – 14 | Good | Adequate range, occasional errors of word/idiom, choice, and usage oue meaning not occured. |
| 13 – 10 | Fair | Limited range, frequent errors of word/idiom, from choice, and usage. |
| 7 – 9 | Poor | Essential translation, little knowledge of english vocabulary. |

Jacobs in Setyawati (2012 : 29)

d. Grammar/language use

There are some ways to evaluate the score of grammar one of them as follow :

Table 3.5 : evaluate the score of grammar.

| Score | Classification | Criteria |
|---------|----------------|--|
| 25 – 22 | Very Good | Effective complex construction. |
| 21 – 19 | Good | Effective but simple construction. |
| 18 – 11 | Fair | Mayor problems in sample/complex consturction. |
| 7 – 10 | Poor | Virtually no mastery of sentence construction rules. |

e. Mechanics

There are some ways to evaluate the score of mechanics

one of them as follow :

Table 3.6 : evaluate the score of mechanics.

| Score | Classification | Criteria |
|-------|----------------|---|
| 5 | Very Good | Demonstrate mastery of covictions. |
| 4 | Good | Occasional errors of spelling, punctuation capitalization. |
| 3 | Fair | Frequent errors of spelling, punctuation capitalization. |
| 2 | Poor | No mastery of connections, dominated by errors of spelling. Capitalization paragrphing. |

Jacobs in Setyawati (2012 : 29)

2. Classifying the students' answer into the following measurement scale :

Table 3.7 : Classifying the students answer.

| No | Classification | Interval score |
|----|----------------|----------------|
| 1 | 90 – 100 | Excellent |
| 2 | 80 – 85 | Very Good |
| 3 | 70 – 75 | Good |
| 4 | 60 – 65 | Fairly Good |
| 5 | 50 – 55 | Fair |
| 6 | 40 – 45 | Poor |
| 7 | 0 – 35 | Very Poor |

(Depdikbud in Desi, 2014 : 20)

3. The formula of mean score : findings the improvement of students, the researcher compares of pre-test and post-test by using the following way :

$$X = \frac{\sum x}{N}$$

Where :

X = Mean score

$\sum x$ = The sum of all score

N = The number of sample

4. To know the improvement of the students score:

$$P = \frac{X^2 - X^1}{X^1} \times 100\%$$

Where:

X_1 : Mean score of pre-test

X_2 : Mean score of post-test

P :Improvement

(Gay,2006)

5. To calculated the standard deviation, the research applied the following formula :

$$SD = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N - 1}}$$

Where :

SD = Standar deviation

$\sum x$ = the sum of all scores

$\sum x^2$ = The sum square of all scores

N = Number of sample

6. Finding out the significant between the per-test and post-test by calculating the value of t-test. The following formula is employed :

The formula of t-test.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

D = The different between the pre-test and post-test

D = The maean of different score

$\sum D$ = The sum of the different score

$(\sum D$ = The square of the sum the different score

N = Number of sample

1 = Constant number

(Gay, 2006 : 36)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of finding of the research and discussion. The findings of the research present the result of the increase of the students' writing skill of descriptive text and the discussion of the research covers further explanation of the findings.

A. Findings

In this section, the writer described is result of data analysis based on the problem statement in the pre-test and post-test. The result of data analysis can see in the flowing table.

Table 4.1 The Students' Score in Pre-test and Post-test

| No | Initial Name | Score pre-test | | | | | Total | Score post-test | | | | | Total |
|----|--------------|----------------|----|----|----|---|-------|-----------------|----|----|----|---|-------|
| | | C | O | V | G | M | | C | O | V | G | M | |
| 1 | MB | 25 | 13 | 14 | 15 | 3 | 70 | 26 | 17 | 18 | 20 | 4 | 85 |
| 2 | AMY | 20 | 13 | 14 | 11 | 2 | 60 | 24 | 15 | 17 | 18 | 3 | 77 |
| 3 | NFPU | 20 | 12 | 11 | 12 | 2 | 57 | 22 | 14 | 15 | 19 | 3 | 73 |
| 4 | DDR | 19 | 12 | 13 | 10 | 2 | 56 | 21 | 13 | 14 | 12 | 3 | 63 |
| 5 | ANI | 24 | 14 | 16 | 12 | 3 | 69 | 25 | 16 | 20 | 15 | 4 | 80 |
| 6 | MRA | 16 | 12 | 13 | 9 | 2 | 52 | 21 | 13 | 14 | 18 | 3 | 69 |
| 7 | SS | 17 | 12 | 14 | 10 | 2 | 55 | 22 | 14 | 15 | 17 | 4 | 72 |
| 8 | MR | 22 | 10 | 14 | 18 | 3 | 67 | 25 | 16 | 15 | 18 | 3 | 77 |
| 9 | JA | 17 | 10 | 13 | 11 | 2 | 53 | 20 | 13 | 14 | 17 | 3 | 67 |

| No | Initial Name | Score pre-test | | | | | Total | Score post-test | | | | | Total |
|----|--------------|----------------|----|----|----|---|--------------|-----------------|----|----|----|---|--------------|
| | | C | O | V | G | M | | C | O | V | G | M | |
| 10 | AHP | 24 | 14 | 12 | 13 | 2 | 65 | 22 | 13 | 15 | 17 | 3 | 70 |
| 11 | CM | 18 | 12 | 11 | 10 | 2 | 53 | 20 | 16 | 15 | 17 | 3 | 71 |
| 12 | AW | 21 | 12 | 13 | 11 | 3 | 60 | 23 | 14 | 15 | 19 | 4 | 75 |
| 13 | MA | 21 | 13 | 12 | 10 | 2 | 58 | 22 | 15 | 13 | 17 | 3 | 70 |
| 14 | AF | 20 | 11 | 12 | 10 | 2 | 55 | 21 | 14 | 12 | 15 | 2 | 64 |
| 15 | A | 19 | 12 | 13 | 14 | 2 | 60 | 20 | 14 | 15 | 14 | 3 | 66 |
| 16 | PAA | 23 | 14 | 16 | 12 | 3 | 68 | 25 | 14 | 16 | 17 | 3 | 75 |
| 17 | MN | 20 | 12 | 9 | 10 | 2 | 53 | 22 | 15 | 13 | 15 | 3 | 68 |
| 18 | NRA | 25 | 15 | 16 | 18 | 4 | 78 | 26 | 18 | 18 | 20 | 4 | 86 |
| 19 | MRP | 18 | 12 | 13 | 12 | 2 | 57 | 19 | 13 | 14 | 12 | 3 | 61 |
| 20 | AKW | 22 | 14 | 12 | 13 | 3 | 64 | 22 | 14 | 15 | 16 | 3 | 70 |
| 21 | MAA | 17 | 12 | 10 | 10 | 2 | 51 | 20 | 13 | 14 | 15 | 3 | 65 |
| 22 | ARJ | 17 | 13 | 11 | 12 | 2 | 55 | 20 | 14 | 13 | 17 | 3 | 67 |
| 23 | CTN | 20 | 14 | 15 | 12 | 3 | 60 | 23 | 14 | 16 | 17 | 4 | 72 |
| 24 | A | 21 | 13 | 14 | 11 | 2 | 61 | 24 | 15 | 17 | 18 | 4 | 78 |
| 25 | IEZ | 19 | 13 | 12 | 10 | 2 | 56 | 23 | 14 | 17 | 19 | 3 | 75 |
| 26 | NA | 18 | 10 | 12 | 11 | 3 | 54 | 20 | 14 | 16 | 18 | 3 | 71 |
| | | | | | | | 1.547 | | | | | | 1.867 |

Source : SMP Negeri 25 Makassar

Note : **C** = Content
O = Organization
V = Vocabulary
G = Grammar
M = Mechanics

Based on the table 4.1 above in pre-test there are 2 students classified as good, 10 students are classified as fairly good, and 14 students are classified as fair. The table above shows that the classification of the students based on the pre-test of experiment class is 1.547 and their mean score is 59,5. It shows that students writing skill is low before using field trip media.

To know the mean score analysis for students writing skill in pre-test, the writer was calculated all score by using formula as follows :

1. Pre-test

$$X = \frac{\sum x}{N}$$

$$X = \frac{1547}{26}$$

$$x = 59,5$$

Table 4.2. The Rate Percentage of the Students' in Pre-test

| No | Classification | Post-test | |
|--------------|----------------|-----------|--------------|
| | | Frequency | Percent |
| 1 | Excellent | – | – |
| 2 | Very Good | – | – |
| 3 | Good | 2 | 7,69 % |
| 4 | Fairly Good | 10 | 38,46 % |
| 5 | Fair | 14 | 53,84 % |
| 6 | Poor | – | – |
| 7 | Very Poor | – | – |
| Total | | 26 | 100 % |

Source: SMP Negeri 25 Makassar

Based on the table 4.2. above, before the students is treated by Field Trip Media, there are 2 students classified as good (7,65%), 10 students classified as fairly good (38,46%), and 14 students classified as fair (53,84%).The writer make conclusion based on the table above most of the students at SMP 25 Makassar is still fair in writing skill test.

Based on the table 4.1 above in post-test, there are 3 students classified as very good, 14 students classified as good, and 9 students classified as fairly good. The table 4.3 above show that the classification of the students based on the post-test of experiment class is 1.867 and their mean score is 71,8. It shows that students' writing skill after using Field Trip Media, and it was effective to increase students' writing skill at SMP Negeri 25 Makassar.

To know the mean score for students' writing skill in post-test, the writer was calculated all score by using formula as follows:

2. Post-test :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1867}{26}$$

$$\bar{X} = 71,8$$

Table 4.4 The Rate Percentage of Students' in Post-test.

| No | Classification | Post-test | |
|--------------|----------------|-----------|--------------|
| | | Frequency | Percent |
| 1 | Excellent | – | – |
| 2 | Very Good | 3 | 11,53 % |
| 3 | Good | 14 | 53,84 % |
| 4 | Fairly Good | 9 | 34,61 % |
| 5 | Fair | – | – |
| 6 | Poor | – | – |
| 7 | Very Poor | – | – |
| Total | | 26 | 100 % |

Source: SMP Negeri 25 Makassar

Based on the table 4.4 above, after using Field Trip Media, there are 3 students classified as very good (11,53%), 14 students classified as good (53,84%), and 9 students classified as fairly good (34,61%), and none of the students classified as fair, poor and very poor. The writer make conclusion that this media is effective to increase students' writing skill at SMP Negeri 25 Makasar.

Students' rate percentage in post-test was higher than pre-test. It is proved that after using Field Trip Media in writing skill the students' percentage was improve. It means that by using Field Trip Media in teaching and learning writing skill was effective.

3. To know the students improvement score analysis for writing test, the research use formula as follows :

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{71,8 - 59,5}{59,5} \times 100$$

$$\% = \frac{12,3}{59,5} \times 100$$

$$\% = 0,20672 \times 100$$

$$\% = 20,672$$

Table 4.5 The Students' Mean Score in Pre-Test and Post-Test

| Pre – test (X1) | Post – test (X2) | Improvement |
|-----------------|------------------|-------------|
| 59,5 | 71,8 | 20,672 |

Based on the table 4.5 above, it indicates that the students' improvement of the eighth grade students who teach using field trip media is success because result of the mean score of the students' pre-test 59,5 and post-test 71,8 is increasing. The students' improvement of writing skill is 20,672 %.

Table 4.6 The Students Score of Pre-test and Post-test

| No | Sample | Pre-test | X_1^2 | Post-test | X_2^2 | ΣD | ΣD^2 |
|-------------------|--------|-------------|---------------|-------------|---------------|-------------|--------------|
| | | (X_1) | | (X_2) | | | |
| 1 | MB | 70 | 4900 | 85 | 7225 | 15 | 225 |
| 2 | AMY | 60 | 3600 | 77 | 5929 | 17 | 289 |
| 3 | NFPU | 57 | 3249 | 73 | 5329 | 16 | 256 |
| 4 | DDR | 56 | 3136 | 63 | 3969 | 7 | 49 |
| 5 | ANI | 69 | 4761 | 80 | 6400 | 11 | 121 |
| 6 | MRA | 52 | 2704 | 69 | 4761 | 17 | 289 |
| 7 | SS | 55 | 3025 | 72 | 5184 | 17 | 289 |
| 8 | MR | 67 | 4489 | 77 | 5929 | 10 | 100 |
| 9 | JA | 53 | 2809 | 67 | 4489 | 14 | 196 |
| 10 | AHP | 65 | 4225 | 70 | 4900 | 5 | 25 |
| 11 | CM | 53 | 2809 | 71 | 5041 | 18 | 324 |
| 12 | AW | 60 | 3600 | 75 | 5625 | 15 | 225 |
| 13 | MA | 58 | 3364 | 70 | 4900 | 12 | 144 |
| 14 | AF | 55 | 3025 | 64 | 4096 | 9 | 81 |
| 15 | A | 60 | 3600 | 66 | 4356 | 6 | 36 |
| 16 | PAA | 68 | 4624 | 75 | 5625 | 7 | 49 |
| 17 | MN | 53 | 2809 | 68 | 4624 | 15 | 225 |
| 18 | NRA | 78 | 6084 | 86 | 7396 | 8 | 64 |
| 19 | MRP | 57 | 3249 | 61 | 3721 | 4 | 16 |
| 20 | AKW | 64 | 4096 | 70 | 4900 | 6 | 36 |
| 21 | MAA | 51 | 2601 | 65 | 4225 | 14 | 196 |
| 22 | ARJ | 55 | 3025 | 67 | 4489 | 12 | 144 |
| 23 | CTN | 60 | 3600 | 72 | 5184 | 12 | 144 |
| 24 | A | 61 | 3721 | 78 | 6084 | 17 | 289 |
| 25 | IEZ | 56 | 3136 | 75 | 5625 | 19 | 361 |
| 26 | NA | 54 | 2916 | 71 | 5041 | 17 | 289 |
| Total | | 1547 | 93157 | 1867 | 135047 | 320 | 4462 |
| Mean Score | | 59,5 | 3582,9 | 71,8 | 5194,1 | 12,3 | 171,6 |

Source: SMP Negeri 25 Makassar

Based on the table 4.5 above, the significant difference between the pre-test and post-test test can be seen by using formula standard deviation:

a. Standard Deviation (SD) Pre-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}} \\
 &= \sqrt{\frac{93157 - \frac{(1547)^2}{26}}{26 - 1}} \\
 &= \sqrt{\frac{93157 - \frac{2.393.209}{26}}{25}} \\
 &= \sqrt{\frac{93157 - 92046,5}{25}} \\
 &= \sqrt{\frac{1110,5}{25}} \\
 &= \sqrt{44,42} \\
 &= 6,66
 \end{aligned}$$

b. Standard Deviation (SD) Post-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N - 1}} \\
 &= \sqrt{\frac{135.047 - \frac{(1867)^2}{26}}{26 - 1}} \\
 &= \sqrt{\frac{135.047 - \frac{3.485.689}{26}}{25}} \\
 &= \sqrt{\frac{135.047 - 134.064,9}{25}}
 \end{aligned}$$

$$= \sqrt{\frac{982.1}{25}}$$

$$= \sqrt{39.28}$$

$$= \mathbf{6,26}$$

4. To know the significant between t-test and t-table for analysis for writing skill test, the writer is calculated by using formula as follows:

$$\bar{D} = \frac{\sum D}{N} = \frac{320}{26} = 12.307$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{12,307}{\sqrt{\frac{4462 - \frac{(12,307)^2}{26}}{26(26-1)}}$$

$$= \frac{12,307}{\sqrt{\frac{4462 - \frac{151.462}{26}}{26(25)}}$$

$$= \frac{12,307}{\sqrt{\frac{4462 - 5.825}{650}}}$$

$$= \frac{12,307}{\sqrt{\frac{4456,175}{650}}}$$

$$= \frac{12,307}{\sqrt{6,855}}$$

$$= \frac{12,307}{2,618}$$

$$= \mathbf{4.700}$$

Table 4.7 The t-test Value in Students' writing skill Before and After Treatment.

| t – test | t - table | Writing skill | Different |
|-----------------|------------------|----------------------|------------------|
| 4.700 | 2.060 | t-test > t-table | Significant |

The result of t-table value in writing test indicated that the t-test value of writing are greater than t-table value ($4.700 > 2.060$). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis (H_0) is rejected when the value t-test is greater than the value of t-test, and alternative hypothesis (H_1) is accept. It means that, in this research, automatically the alternative hypothesis (H_1) is accept and the null hypothesis (H_0) is reject.

Based on the result above, finally the writer concluded that the use of field trip as a medium for developing students' writing skill of descriptive text at SMP Negeri 25 Makassar is effective to increase the students' writing skill.

B. Discussion

This session, the research presents the discussion on data analysis on the research have been presented the previous sub chapter. The use of field trip as a medium for developing students' writing skill of descriptive text.

Before giving treatment, the students' achievement in writing skill is categorized Fair, which was proven by rate percentage of the total score in pre-test. The students' rate percentage of the total score in post-test. The mean score after applied this media were different. Before giving treatment, the students were treated by field trip media, there are 2 students classified as good (7,69%), 10 students classified as fairly good (38,46%), and 14 students classified as fair (53,84%), The writer make conclusion based on the table above most of the students at SMP Negeri 25 Makassar as still fair in developing writing skill test.

After giving treatment, there are 3 students classified as very good (11.53%), 14 students classified as good (53.84%), and 9 students classified as fairly good (34.61%), and none of the students classified as fair, poor, and very poor. The writer make conclusion that this media is effective for developing students writing skill at SMP Negeri 25 Makassar.

The result of t-table value in writing test indicated that the t-test value of writing are greater than t-table value ($4.700 > 2.060$). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis (H_0) is reject when the value t-test is greater than the value of t-test, and alternative hypothesis (H_1) is accept. It means that, in this research, automatically the alternative hypothesis (H_1) is accept and the null hypothesis (H_0) is reject.

The writer assumes that teaching writing through field trip media is really helpful for developing students' writing skill of descriptive text because it is support by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching writing through used field trip as a medium is better that before the treatment was given to the students.

Finally based on the result above the writer conclusion that the use of field trip as a medium for developing students' writing skill of descriptive text at SMP Negeri 25 Makassar is effective to developing the students' writing skill.

The image contains a large, semi-transparent watermark logo for Universitas Bosowa. The logo is a shield-shaped emblem with a yellow border. Inside the shield, there is a white sailboat on the left and three yellow stars on the right. Below the shield is a red banner with the word "BOSOWA" written in white, bold, capital letters. The background of the page is white, and the watermark is centered horizontally and vertically.

BOSOWA

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and implication of the research findings, some suggestion to the finding for the developing of writing skill by using field trip media.

A. Conclusion

Based on the findings that had been discussed on the previous chapter, the writer put forward four conclusion as follows:

1. Most of the students at SMP Negeri 25 Makassar was fair in developing writing skill test. This was proved by the mean score of the students' in pre-test of experimental class 59.5
2. In the post-test most of the students as classified as Very good. This was proven by the mean score of the students' 71.8
3. Using field trip as a technique in teaching and learning English writing can develop students' writing skill at SMP Negeri 25 Makassar. It is proved by t-test value of writing are greater than t-table value ($4.700 > 2.060$). this finding use to determine the hypothesis that occur in this research as it stated that null hypothesis (H_0) is reject when the value t-test is greater than the value of t-test, and alternative hypothesis (H_1) is accept. It means that, in this

research, automatically the alternative hypothesis (H1) is accept and the null hypothesis (Ho) is reject.

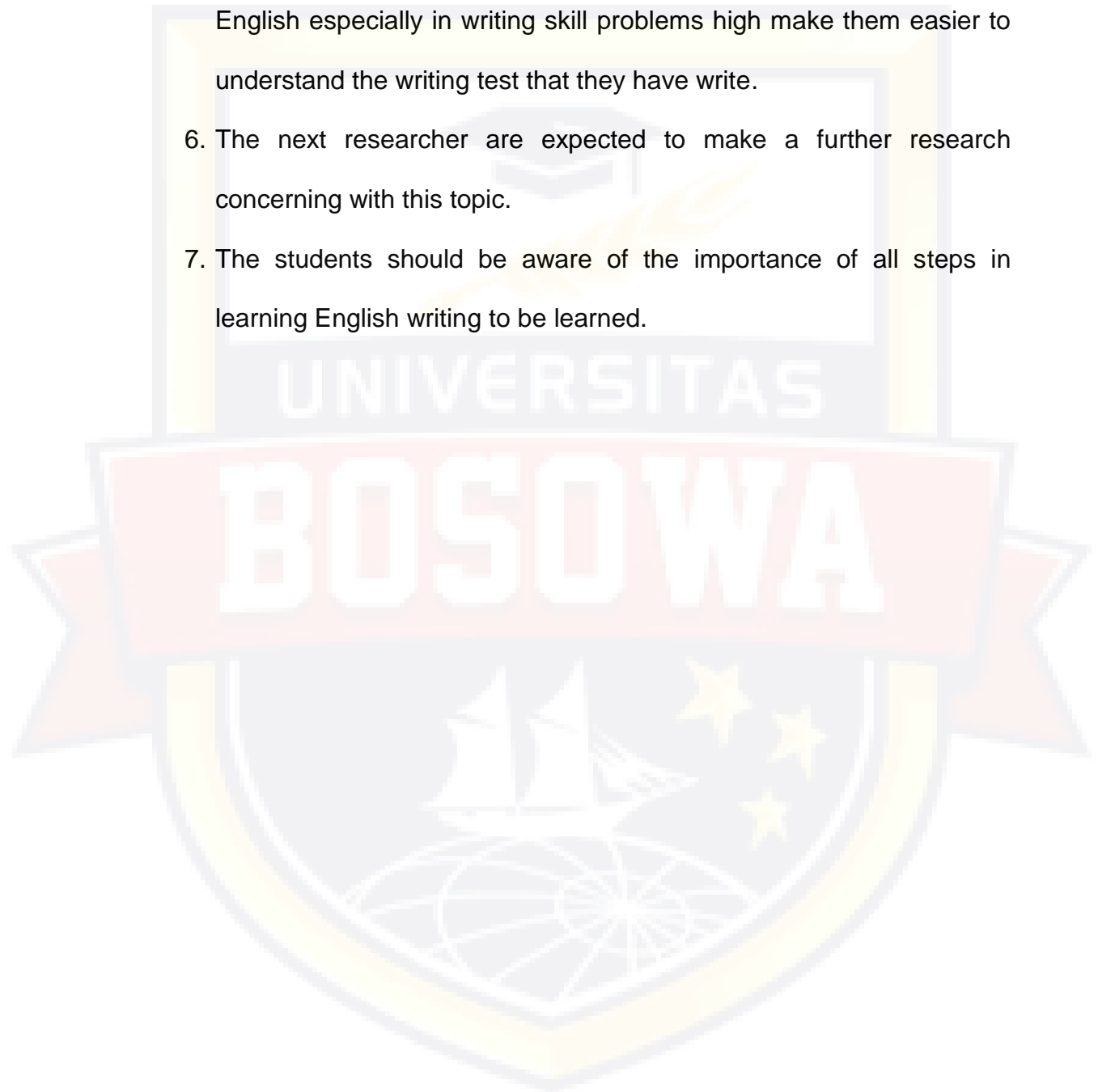
4. The writer find that there is a significant different result of students is 2.060 (t-test) and the level of significance. The value of t-table is 2.060 while the value of t-test is 4.700. it means that (Ho) is reject and alternative hypothesis (H1) is accepted. In other word, field trip media can developing the students' writing skill.

B. Suggestion

Based on the conclusion presented above, the writer tries to give some suggestion for the English teacher, students, the future researcher and anyone who reads this thesis as follows:

1. It is suggestion to English teacher to use field trip media before presenting writing materials as one of the alternative technique in teaching writing skill.
2. It is suggestion to school to carry out professional development such as to increase the teachers' knowledge of the teaching methods, because it is very important in teaching learning process.
3. Since there are many good strategies on understanding writing materials, thus he teacher would be better to use field trip media in teaching writing materials.
4. It is suggestion to school to support as effectiveness learning in the school for example equipped it the good facilities, such as English laboratory.

5. In presenting writing materials, a teacher should be as a facilitators and motivator to the students in solving their problem in learning English especially in writing skill problems high make them easier to understand the writing test that they have write.
6. The next researcher are expected to make a further research concerning with this topic.
7. The students should be aware of the importance of all steps in learning English writing to be learned.



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APPENDIX

Appendix 1. The Students' Score in Pre-test and Post-test

| No | Initial Name | Score pre-test | | | | | Total | Score post-test | | | | | Total |
|----|--------------|----------------|----|----|----|---|-------|-----------------|----|----|----|---|-------|
| | | C | O | V | G | M | | C | O | V | G | M | |
| 1 | MB | 25 | 13 | 14 | 15 | 3 | 70 | 26 | 17 | 18 | 20 | 4 | 85 |
| 2 | AMY | 20 | 13 | 14 | 11 | 2 | 60 | 24 | 15 | 17 | 18 | 3 | 77 |
| 3 | NFPU | 20 | 12 | 11 | 12 | 2 | 57 | 22 | 14 | 15 | 19 | 3 | 73 |
| 4 | DDR | 19 | 12 | 13 | 10 | 2 | 56 | 21 | 13 | 14 | 12 | 3 | 63 |
| 5 | ANI | 24 | 14 | 16 | 12 | 3 | 69 | 25 | 16 | 20 | 15 | 4 | 80 |
| 6 | MRA | 16 | 12 | 13 | 9 | 2 | 52 | 21 | 13 | 14 | 18 | 3 | 69 |
| 7 | SS | 17 | 12 | 14 | 10 | 2 | 55 | 22 | 14 | 15 | 17 | 4 | 72 |
| 8 | MR | 22 | 10 | 14 | 18 | 3 | 67 | 25 | 16 | 15 | 18 | 3 | 77 |
| 9 | JA | 17 | 10 | 13 | 11 | 2 | 53 | 20 | 13 | 14 | 17 | 3 | 67 |
| 10 | AHP | 24 | 14 | 12 | 13 | 2 | 65 | 22 | 13 | 15 | 17 | 3 | 70 |
| 11 | CM | 18 | 12 | 11 | 10 | 2 | 53 | 20 | 16 | 15 | 17 | 3 | 71 |
| 12 | AW | 21 | 12 | 13 | 11 | 3 | 60 | 23 | 14 | 15 | 19 | 4 | 75 |
| 13 | MA | 21 | 13 | 12 | 10 | 2 | 58 | 22 | 15 | 13 | 17 | 3 | 70 |
| 14 | AF | 20 | 11 | 12 | 10 | 2 | 55 | 21 | 14 | 12 | 15 | 2 | 64 |
| 15 | A | 19 | 12 | 13 | 14 | 2 | 60 | 20 | 14 | 15 | 14 | 3 | 66 |
| 16 | PAA | 23 | 14 | 16 | 12 | 3 | 68 | 25 | 14 | 16 | 17 | 3 | 75 |
| 17 | MN | 20 | 12 | 9 | 10 | 2 | 53 | 22 | 15 | 13 | 15 | 3 | 68 |
| 18 | NRA | 25 | 15 | 16 | 18 | 4 | 78 | 26 | 18 | 18 | 20 | 4 | 86 |
| 19 | MRP | 18 | 12 | 13 | 12 | 2 | 57 | 19 | 13 | 14 | 12 | 3 | 61 |

| | | | | | | | | | | | | | |
|----|-----|----|----|----|----|---|--------------|----|----|----|----|---|--------------|
| 20 | AKW | 22 | 14 | 12 | 13 | 3 | 64 | 22 | 14 | 15 | 16 | 3 | 70 |
| 21 | MAA | 17 | 12 | 10 | 10 | 2 | 51 | 20 | 13 | 14 | 15 | 3 | 65 |
| 22 | ARJ | 17 | 13 | 11 | 12 | 2 | 55 | 20 | 14 | 13 | 17 | 3 | 67 |
| 23 | CTN | 20 | 14 | 15 | 12 | 3 | 60 | 23 | 14 | 16 | 17 | 4 | 72 |
| 24 | A | 21 | 13 | 14 | 11 | 2 | 61 | 24 | 15 | 17 | 18 | 4 | 78 |
| 25 | IEZ | 19 | 13 | 12 | 10 | 2 | 56 | 23 | 14 | 17 | 19 | 3 | 75 |
| 26 | NA | 18 | 10 | 12 | 11 | 3 | 54 | 20 | 14 | 16 | 18 | 3 | 71 |
| | | | | | | | 1.547 | | | | | | 1.867 |



Appendix 2. The Rate Percentage of the Students' in Pre-test

| No | Classification | Post-test | |
|--------------|----------------|-----------|--------------|
| | | Frequency | Percent |
| 1 | Excellent | – | – |
| 2 | Very Good | – | – |
| 3 | Good | 2 | 7,69 % |
| 4 | Fairly Good | 10 | 38,46 % |
| 5 | Fair | 14 | 53,84 % |
| 6 | Poor | – | – |
| 7 | Very Poor | – | – |
| Total | | 26 | 100 % |

Appendix 3. The Rate Percentage of Students' in Post-test.

| No | Classification | Post-test | |
|--------------|----------------|-----------|--------------|
| | | Frequency | Percent |
| 1 | Excellent | – | – |
| 2 | Very Good | 3 | 11,53 % |
| 3 | Good | 14 | 53,84 % |
| 4 | Fairly Good | 9 | 34,61 % |
| 5 | Fair | – | – |
| 6 | Poor | – | – |
| 7 | Very Poor | – | – |
| Total | | | 100 % |

Appendix 4. The Students Score of Pre-test and Post-test.

| No | Sample | Pre-test | X_1^2 | Post-test | X_2^2 | ΣD | ΣD^2 |
|-------------------|--------|-------------|---------------|-------------|---------------|-------------|--------------|
| | | (X_1) | | (X_2) | | | |
| 1 | MB | 70 | 4900 | 85 | 7225 | 15 | 225 |
| 2 | AMY | 60 | 3600 | 77 | 5929 | 17 | 289 |
| 3 | NFPU | 57 | 3249 | 73 | 5329 | 16 | 256 |
| 4 | DDR | 56 | 3136 | 63 | 3969 | 7 | 49 |
| 5 | ANI | 69 | 4761 | 80 | 6400 | 11 | 121 |
| 6 | MRA | 52 | 2704 | 69 | 4761 | 17 | 289 |
| 7 | SS | 55 | 3025 | 72 | 5184 | 17 | 289 |
| 8 | MR | 67 | 4489 | 77 | 5929 | 10 | 100 |
| 9 | JA | 53 | 2809 | 67 | 4489 | 14 | 196 |
| 10 | AHP | 65 | 4225 | 70 | 4900 | 5 | 25 |
| 11 | CM | 53 | 2809 | 71 | 5041 | 18 | 324 |
| 12 | AW | 60 | 3600 | 75 | 5625 | 15 | 225 |
| 13 | MA | 58 | 3364 | 70 | 4900 | 12 | 144 |
| 14 | AF | 55 | 3025 | 64 | 4096 | 9 | 81 |
| 15 | A | 60 | 3600 | 66 | 4356 | 6 | 36 |
| 16 | PAA | 68 | 4624 | 75 | 5625 | 7 | 49 |
| 17 | MN | 53 | 2809 | 68 | 4624 | 15 | 225 |
| 18 | NRA | 78 | 6084 | 86 | 7396 | 8 | 64 |
| 19 | MRP | 57 | 3249 | 61 | 3721 | 4 | 16 |
| 20 | AKW | 64 | 4096 | 70 | 4900 | 6 | 36 |
| 21 | MAA | 51 | 2601 | 65 | 4225 | 14 | 196 |
| 22 | ARJ | 55 | 3025 | 67 | 4489 | 12 | 144 |
| 23 | CTN | 60 | 3600 | 72 | 5184 | 12 | 144 |
| 24 | A | 61 | 3721 | 78 | 6084 | 17 | 289 |
| 25 | IEZ | 56 | 3136 | 75 | 5625 | 19 | 361 |
| 26 | NA | 54 | 2916 | 71 | 5041 | 17 | 289 |
| Total | | 1547 | 93157 | 1867 | 135047 | 320 | 4462 |
| Mean Score | | 59,5 | 3582,9 | 71,8 | 5194,1 | 12,3 | 171,6 |

Appendix 5. The Distribution of Critical Values-T

| df | Level of Significance | | | | | |
|-----|-----------------------|-------|--------|--------|--------|---------|
| | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.001 |
| 1. | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2. | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 31.598 |
| 3. | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 12.924 |
| 4. | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 8.610 |
| 5. | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 6.869 |
| 6. | 1.440 | 1.945 | 2.447 | 3.143 | 3.707 | 5.959 |
| 7. | 1.415 | 1.895 | 2.375 | 2.908 | 3.499 | 5.408 |
| 8. | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 5.041 |
| 9. | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.781 |
| 10. | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.587 |
| 11. | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.437 |
| 12. | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 4.318 |
| 13. | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 4.221 |
| 14. | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 4.140 |
| 15. | 1.341 | 1.753 | 2.131 | 2.604 | 2.947 | 4.073 |
| 16. | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 4.015 |
| 17. | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.965 |
| 18. | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.922 |
| 19. | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.883 |
| 20. | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.850 |
| 21. | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.819 |
| 22. | 1.321 | 1.717 | 2.074 | 2.505 | 2.819 | 3.792 |
| 23. | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.767 |
| 24. | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.745 |

To be continued

continued

| | | | | | | |
|------|-------|-------|--------------|-------|-------|-------|
| 25. | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.725 |
| 26. | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.707 |
| 27. | 1.314 | 1.703 | 2.050 | 2.473 | 2.771 | 3.690 |
| 28. | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29. | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30. | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 31. | 1.309 | 1.695 | 2.039 | 2.455 | 2.746 | 3.640 |
| 32. | 1.308 | 1.693 | 2.036 | 2.450 | 2.740 | 3.638 |
| 33. | 1.307 | 1.691 | 2.033 | 2.449 | 2.736 | 3.635 |
| 34. | 1.306 | 1.659 | 2.030 | 2.447 | 2.730 | 3.630 |
| 35. | 1.305 | 1.658 | 2.029 | 2.445 | 2.726 | 3.625 |
| 36. | 1.304 | 1.657 | 2.028 | 2.440 | 2.720 | 3.599 |
| 37. | 1.303 | 1.656 | 2.027 | 2.439 | 2.718 | 3.588 |
| 38. | 1.302 | 1.655 | 2.025 | 2.435 | 2.714 | 3.576 |
| 39. | 1.301 | 1.654 | 2.024 | 2.430 | 2.710 | 3.560 |
| 40. | 1.399 | 1.684 | 2.021 | 2.423 | 2.704 | 3.551 |
| 60. | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.460 |
| 120. | 1.289 | 1.658 | 1.980 | 2.355 | 2.617 | 3.373 |

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).

APPENDIX 6.**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMPN 25 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esai pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Mendaftar topik-topik yang dapat dikembangkan menjadi paragraf deskripsi berdasarkan hasil pengamatan.
2. Menyusun kerangka paragraf deskripsi.
3. Mengembangkan kerangka yang telah disusun menjadi paragraf deskripsi.
4. Menyunting paragraf deskripsi yang ditulis teman.

D. Aspek/skill

- Menulis/writing

E. Media

- Media : Paper of sheet, white board, field trip media.

F. Topic

Mendeskripsikan suatu tempat atau benda.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan pertama (2JP)

| Langkah pembelajaran | Deskripsi | Alokasi waktu |
|----------------------|---|---------------|
| Kegiatan pendahuluan | <ul style="list-style-type: none"> - Salam dan tegur sapa - Memperkenalkan diri kepada siswa, sebelum memulai pelajaran. - Cek kehadiran siswa, berdoa, siswa dan guru mengatur kondisi di dalam kelas. - Menyampaikan materi tentang cara penulisan dalam teks/karangan deskripsi. | 10' |
| Kegiatan inti | <ul style="list-style-type: none"> - Menjelaskan tentang teks/karangan deskripsi. - Memberikan beberapa contoh mengenai teks/karangan deskripsi (tempat) dengan penggunaan kalimat yang baik dan benar. - Siswa diminta menulis karangan deskripsi sesuai topik yang diberikan oleh peneliti/guru. | 60' |
| Kegiatan penutup | <ul style="list-style-type: none"> - Menanyakan manfaat pembelajaran yang baru diselesaikan - Menanyakan kesulitan dalam melakukan aktivitas pembelajaran. - Menyimpulkan hasil pembelajaran. - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. | 10' |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 25 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan)

Alokasi Waktu : 2 x 40 menit

H. Standar Kompetensi

Mengungkapkan makna dalam text tulis fungsional dan esai pendek sederhana dalam bentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

J. Indikator

5. Mendaftar topik-topik yang dapat dikembangkan menjadi paragraf deskripsi berdasarkan hasil pengamatan.
6. Menyusun kerangka paragraf deskripsi.
7. Mengembangkan kerangka yang telah disusun menjadi paragraf deskripsi.
8. Menyunting paragraf deskripsi yang ditulis teman.

K. Aspek/skill

- Menulis/writing

L. Media

- Media : Paper of sheet, white board, field trip media.

M. Topic

Mendeskripsikan suatu tempat atau benda.

N. Langkah-langkah Kegiatan Pembelajaran

2. Pertemuan kedua (2JP)

| Langkah pembelajaran | Deskripsi | Alokasi waktu |
|----------------------|--|---------------|
| Kegiatan pendahuluan | <ul style="list-style-type: none"> - Salam dan tegur sapa - Memperkenalkan diri kepada siswa, sebelum memulai pelajaran. - Cek kehadiran siswa, berdoa, siswa dan guru mengatur kondisi di dalam kelas. - Menyampaikan materi tentang cara penulisan dalam teks/karangan deskripsi. | 10' |
| Kegiatan inti | <ul style="list-style-type: none"> - Menjelaskan tentang apa yang di maksudkan dengan media field trip. - Siswa diminta untuk mengamati ruangan laboratorium dan lingkungan disekitarnya. - Siswa kembali ke ruangan kelas setelah melakukan pengamatan di ruangan laboratorium. - Siswa diminta menulis karangan deskripsi sesuai topik yang diberikan dan berdasarkan pengamatan siswa setelah melakukan field trip. | 60' |
| Kegiatan penutup | <ul style="list-style-type: none"> - Menanyakan manfaat pembelajaran yang baru diselesaikan - Menanyakan kesulitan dalam melakukan aktivitas pembelajaran. - Menyimpulkan hasil pembelajaran. - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. | 10' |

APPENDIX 7.**PETUNJUK PELAKSANAAN *FIELD TRIP***

Nama Sekolah : SMPN 25 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

PERHATIAN

Dalam melaksanakan kegiatan *field trip* ada beberapa hal yang perlu kalian perhatikan. Berikut hal-hal yang perlu diperhatikan antara lain:

1. Perhatikan teman-teman satu kelompokmu, pastikan setiap kelompok tidak terpisah saat melakukan kegiatan *field trip*.
2. Perhatikan segala sesuatu yang ada di sekitar lingkungan yang dikunjungi.
3. Kalian dapat melakukan wawancara dengan penjaga mengenai hal-hal yang belum kalian ketahui.
4. Catatlah sebanyak mungkin hal-hal yang kalian lihat di lingkungan tersebut dan hal-hal yang didapat dari tanya jawab dengan penjaga
5. Kerjakan tugas Lembar Kerja Siswa (LKS) yang harus dikerjakan saat kegiatan *field trip*.
6. Laporkan pada guru jika semua tugas telah selesai dikerjakan dengan baik.
7. Kegiatan pembelajaran akan dilanjutkan di dalam ruang kelas setelah waktu kegiatan *field trip* selesai.
8. Berhati-hatilah pada saat melakukan *field trip* di lingkungan sekitar.

APPENDIX 8.**INSTRUMENT OF RESEARCH**

Name : _____

Class : _____

Niss : _____


Pre-test

Make a short descriptive text about a place. You can describe a place that is in school area (Laboratory Room.)

**BOSOWA**

Name : _____

Class : _____

Niss : _____



Post-test

Make a short descriptive text about a place, you can describe a place (Laboratory Room) when you are do field trip with your friends or your group.

APPENDIX 9. PICTURES

Picture 1 The writer give students' pre-test



Picture 2 The writer give students' treatment



Picture 3 The students do field trip around of the Laboratory room



Picture 4 The students' observed of laboratory room



Picture 5 The writer give students' post-test

BOSOWA





**PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 25 MAKASSAR (UNGGULAN)**

NSS : 2011196011178, NPSN : 40311916, AKREDITASI "A"

Alamat : Kompleks BTN Dwi Darma Km.15 Sudiang Raya Tlp.515363 Makassar



KETERANGAN PENELITIAN

Nomor : 421.3/475/SMP.25/IX/2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25

Makassar menerangkan bahwa :

N a m a : **Oktavianus Basa Koten**
NIM : 4513101005
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)

Universitas Bosowa

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan Skripsi dengan judul penelitian :

**“THE USE OF FIELD TRIP AS A MEDIUM FOR DEVELOPING STUDENTS
WRITING SKILL OF DESCRIPTIVE TEXT AT SMPN 25 MAKASSAR”.**

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar , 18 September 2017

Kepala Sekolah,



Dr. H. MURHADI TAIYA

Pangkat : Pembina Tk.I

NP. 19661231 198903 1 126

BIOGRAPHY



The writer, Oktavianus B. Koten was born in Riangkotek 11 November 1992. He is the second child of Dominikus D. Koten(Alm) and Veronika A. Manapa. He has two sisters, his sisters named Sr. Martha and Irma.

My mother remarried with my stepfather; his name is Antonius A. Koten. He has four brothers and his brothers named Ipino, Dueng, Arnold, and Kristian. He entered the elementary school in 1999 and graduated in 2005. In the same year, he entered SMP St. Isidorus Lewotala and graduated in 2008. After that, he continued his study at SPP Negeri Lembata and graduated three years letter in 2011, he continued his study at state university of Makassar and took English Education Department.