

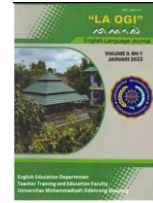


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## IMPROVING ABILITY WRITING AROUND DESCRIPTION WITH THE STUDENT'S *FIELD TRIP METHOD*

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### Abstrak

The low Skills write essay description caused by several factors, namely: 1) less students understand the essence of descriptive essay; 2) student Not yet describe object which is clear with involve impression sense; students have not been able to use the structure good and correct language; 4) students have not used capital letters correctly; 5) students have difficulty expressing ideas. Study This aim describe Enhancement Ability Write Essay Description with Field Trip Method Grade IV students at SDN 2 Rappang, Pancarijang District, Sidrap Regency . Study This use method study action class (PTK). subject this study were fourth grade students of SDN 2 Rappang, Pancarijang, Sidrap, while the object writes a descriptive essay using the field trip method. Technique collection data Which used is observation And test ability student. This study uses a qualitative descriptive analysis technique. From the results research can be concluded that the field trip method can improve ability write essay description student on cycle I after apply the field trip method of students who scored > 70 as many as 6 students with an average score class average of 65.93. After being given action cycle II students who scored > 70 as much 14 students with an average value as much 77,26.

**Keywords:** *essay description, write, method fields trip*

## INTRODUCTION

Writing skill is an important skill in life, both in education and in society. Through writing, students can disclose or express idea or opinion, thinking, And feeling which are owned. Apart from that, writing is also possible develop intellect And creativity student. Write as something Skills speak Which used to communicate indirectly. Writing is one active and productive activities that require an organized way of thinking disclosed In Language write. Writing is influenced by other productive skills, such as aspects of speaking as well as receptive skills, namely aspects of reading and listening as well as comprehension vocabulary, diction, sentence effectiveness, use of spelling and punctuation. understanding various type essay as well as understanding various type paragraph And its development .

Write is ability Which complex, Which demand a number knowledge and skills. To write a simple essay, in a manner technical We demanded fulfil condition base like choose topic, limiting, developing ideas, presenting in sentences and paragraphs arranged in a manner logical (Semi, 1990:3). Wrong One form activity write is composing. Make essay is learning to write that has reached the stage of conveying a message or idea. Type essay, in in between is essay discription, narration, exposition, persuasion And argument. However in study This writer only limit on write descriptive essay. Descriptive essay is writing that seems to paint a picture by using words (Tompkins in Zainurrahman, 2013:45). Essay description aims to provide details or

details about the object so that as if they saw, heard, felt, or experienced directly about object the. Essay This is exposure about perception Which captured by the senses. Everything that is heard, smelled, seen, and tasted through tools sensory, Which furthermore with media words, matter the depicted for people to understand other.

Writing a descriptive essay is not an easy thing to do. Sometimes person Can speak, but difficulty write return What Which talked about. On the other hand, there are people who are good at writing, but cannot speak or convey the contents of his writing. However, there are also people who are well-spoken and writing. Specifically about the ability to write descriptive essays, one of the obstacles what is experienced is the pouring of ideas or ideas in the form of writing the first word for start writing. Although actually that idea Can obtained from Anything, for example from experience Which Once experienced, from story person other, incident or natural events, or from our own imagination, but writing is still considered not easy. This is evident from the results of the pre-test conducted by the teacher, it can be known that Skills write essay description student class IV in SDN 2 Rappang, Pancarijang District, Sidrap Regency is still quite low. The low value of students' skills in writing descriptive essays can be seen from the percentage of students who meet the minimum completeness criteria (KKM) above value of 70 as many as 3 students or 20%. The number of students who have

not fulfilled the KKM as much 12 students or 80%.

The low skills of writing descriptive essays are caused by several factors factor. First, student not enough Can understand essence essay description. Matter This is evident from the student essays that have not described the object as clearly as explained by involving the impression of the senses. Second, students have not been able to use correct language structure. in writing sentences or essays, and students Not yet use letter capital with Correct in write sentence. Third, Student Still experience difficulty in pouring idea to in writing or essays, even though they have been taught how to make essays from making outlines essay (part beginning, core, and closing). The intensity of students in writing descriptive essays is still lacking, so students become less active in the learning process because the teacher only uses lecture method. Learning resources outside the teacher that can be used by students namely textbooks and student worksheets (LKS) Indonesian. Therefore, teaching and learning atmosphere becomes boring and students feel bored following process the learning.

In addition, students have not been able to explain an event or description what's on each other's minds to be put together in written form in other words students are less able to explore ideas and ideas. Even though the teacher has determine writing theme in a manner clear. Students who will make essays of a descriptive nature should be frequent train yourself to observe something it is about to describe, everything observed very carefully. Through method fields

trip , student expected can write about something object Which studied with situation real. By Because That,writer give solution with use method fields trip . Method This is expected to support learning to write better, as well as students interested And more inspired for write especially writing essay description.

Method fields trip is method learning Which utilise environment as a place as well as a source of learning for students. Application of the method fields trip in learning No only invite student travel to something place, will but invite student Study in outside class For know or investigate the truth of the knowledge that students get in the classroom. Which location being a field trip destination doesn't have to be in place far away, but places place Which is at in the neighborhood school too can be objective fields trip.

The teacher in learning to explain the field trip method needs to arrange sheets implementation. The implementation guide sheet contains rules and duties Which must be done by students during field trip activities. Making this manual so that students stay focused on learning outside of school. In other words, students No do things in outside plan implementation learning (RPP).Students in learning to write descriptive essays find it difficult when do not know the details of the object to be described in making an essay. Learning to write descriptive essays applies the method field trips create students are motivated to develop their creativity optimally in describe a particular object Which given by Teacher.

Based on the problems above, researchers are interested in conducting research with the title "Improvement of Ability to Write Essay Description with the Method Fields Trip on Student SDN 2 Rapang, Subdistrict Pancarijang, Regency Sidrap Year Lesson 2021/2022." Study This aim For increase improve writing skills description essay.

The purpose of this research is (1) to describe teacher activities (2) to describe student activity. 3) to describe the increase in ability write descriptive essays using the field trip method for fourth grade students at SDN 2 Rappang Subdistrict Pancarijang Regency Sidrap year lesson 2021/2022.

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Results study This expected own benefit for researcher And reader, that is as follows.

field trip method is expected to provide a varied experience so as to increase interest, student activity and writing skills essay description. Method fields trip can used as consideration motivation For carry out learning Which effective and efficient. Method fields trip can used For repair process learning so as to improve the quality of learning.

## **METHOD**

Study This use method study action class descriptive qualitative. According to Mulyasa (2013: 154), classroom action research is a how to improve and increase teacher professionalism, because teachers are people who know best about everything that happens in learning. Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class in a manner together (Arikunto, 2006:3).

Classroom action research has the following characters: (1) the problem is lifted For solved And condition Which lifted For improved must depart from real learning practices in class; (2) the teacher can ask for help other people to get to know and elaborate on the problem that will be used as a topic study (Mulyasa, 2013:155)

According to Arikunto (2006:16), explained in a manner line big there is four the stages that are commonly passed, namely (1) preparation of an action plan, (2) implementation action, (3) observation, And (4) reflection. Study This including type planned

classroom action research using 2 cycles. Each cycle consists of four stages.

This research was conducted at SDN 2 Rappang, which is located at Jalan Mantingan-Pandean Km 08 Pandean Hamlet, Pandean Village, Pancarijang District, Regency Sidrap. Election location the with reason that researcher is one of the teaching staff at the school, apart from that, saw the condition of the students who heterogeneous regarding the ability to write descriptive essays. The time of this research was May 20–June 16, 2022. Research subjects is student class IV SDN 2 Rappang subdistrict Pancarijang, Regency Sidrap a number of 15 student Which consists of boy 11 and girls 4.

## **DISCUSSION**

Learning process on Cycle I

Cycle I was carried out two meetings (4 x 35 minutes). The first meeting held on Friday, 24 April 2022 and the second meeting on Wednesday, 13 May 2022.

Planning Action I

Activities carried out by researchers at the action planning stage I are as following.

Together collaborator compile device learning in accordance KD (Competence Base), indicators, and learning scenarios methodical field trips.

Compile format observation Which covers format observation activity Teacher (researcher) and student activities in learning activities teach.

Prepare source And objective method fields trip with prepare object learning outside of the classroom.

### **Implementation Action 1**

In the first cycle of the first meeting, students focused on casting activities

idea by applying the field trip method , followed by creating an outline essay And write essay description. On meeting First, Teacher emphasize on cooperation group, student Which capable pouring idea help students who are still lacking. However, during the process of writing essays description students are given individual assignments, when the first meeting the students have not finished writing, so that writing practice was continued at the next meeting. To prevent students from copying each other's assignments and missing assignments at home, Unfinished student work is collected to the teacher later meeting next will be redistributed In the first cycle of the second meeting, students focused on completing assignments in a manner individual with continue composing description on meeting previously, after finished write, student given task For do editing of the results of his friends' essays, by exchanging their results to friends in the group that has been formed at the previous meeting. On when editing students are given the opportunity to ask questions when there are things that are not understandable. After student finished do editing, Teacher check results editing student.

### **Observation**

Observation or observation during learning activities both in the classroom nor on moment in page school. Observation done For know student activity, enthusiasm, and student motivation in following essay writing lessons description with the field trip method . Based on the results of

observations made, obtained result as following.

Based on the results of teacher/researcher observations in cycle 1, during the research learning write essay description with method fields trip , readiness researcher in preparing for learning still not enough. Arrangement time Which not enough appropriate, source Study teach Still must be prepared as well as arrangement time Which Not yet appropriate in learning write descriptive essay with method field trips.

In accordance with the results of observations in cycle I meeting 1 and meeting 2, can is known that during process learning Still Lots student Which not enough enthusiastic, less serious in following the lesson. It is also known that students are still not enough active in terms of asking and comment.

Data on learning outcomes in the first cycle of students who have reached KKM >70 as many 6 students, that is 40%. While students who are still under the KKM are 9 students, namely 60% with an average value of 65.93. In cycle I, the success rate students in writing descriptive essays are still low, students still have difficulty in organizing content, using word choices and still experiencing difficulties in spelling use .

## Reflection

After taking action with the field trip method in writing essays description on cycle I as much two meeting, researcher together collaborators do it evaluation results action. Reflection done For repair And perfect activity Which has done before.

Reflection cycle I based on results observation researcher in process learning to write descriptive essays in class IV. There were problems at the start the implementation of the field trip method is when understanding the object to be poured into in form essay. Student Still Not yet understand material about write essay description, thus affecting the efficiency of time and completion essay description. A number of member in group feel confusion moment must express ideas related to objects which are then poured in ideas. However, thanks to the guidance of students, little by little they understand, can express ideas, And no complains.

kindly general, implementation write essay description Already start walk with fluent although Still There is shortage especially from student. This seen Still many students shy, quiet, inclined Confused.

In this cycle I reflection, researchers and collaborators discussed learning to write descriptive essays in determining the object used to stimulate students in expressing ideas. Based on the evaluation results in cycle I, agreed to be replace objects in the school environment be in outside of school, so that students are more active, passionate, enthusiastic and free to throw away ideas the idea in accordance desire they, so that

constraints on cycle I No repeated on cycle II.

Researcher And collaborators will focus on aspects organization content, election say, And use spelling Which Correct. Matter This done For get results Which optimal.

### Learning process on Cycle II

Cycle II is divided into two meetings. The first meeting was held on Wednesday, May 6, 2022 and meeting 2 implemented on May 16, 2022.

### Planning Action II

Cycle II held in four stage, that is planning, action, observation, And reflection. Planning in cycle II This aim For fix the deficiencies that still occur in cycle I. Apart from trying to repair in facet process learning, in cycle II This researcher And collaborators will also try to maximize the ability of students in mastery aspects in write so that Skills write description student will increase.

Based on the reflection results in cycle I, the action plan for cycle II is as follows following.

Researcher And Teacher do coordination For cycle II And solidify application method field trips.

Researchers and teachers returned to prepare the material. Reemphasize this material arranged based on lack which are contained in writing description. Teacher will point out the mistakes made by students at the time write description especially the content aspect election said, and use spelling. Because on third aspect the there is criteria evaluation Which the increase Not yet optimal. Teacher will take example from process learning Which has held on cycle I with given example.

Determine the object that is outside the school environment (reservoir) so that

more students enthusiastic and eager to describe the object. with the environment Which different expected student passionate about learning.

Determine time i.e. 2x meeting (4 x 35 minute).

Compile plan learning.

Implementation Action 2

At the first meeting of the cycle II, students carry out activities independently independent. At the end of the meeting, students had not finished composing a description because of the object researched far enough. Students collect their essays and continue writing on next meeting.

In this second meeting students continued to write descriptive essays not finished at the previous meeting, after the students finished composing student correct work her friend.

Observation

Researcher And collaborators do observation to process And results learning with use method fields trip on cycle II. Results from observation these are as follows.

Readiness teacher/researcher in prepare experiential teaching materials enhancement from on cycle I.

Student the more seriously- Really, enthusiastic, And enthusiastic in follow learning groaned well outside school or at in class

Data on learning outcomes in cycle II of students who have reached the KKM are 14 students, namely 93.33%. While students who are still under the KKM as many as 1 student namely 6.66% with value average as much 77,26.

Results Observation

Teacher/Researcher

In cycle I, teacher/researcher readiness in preparing the material is still lacking

because there are many things that must be prepared in the learning process, apart from that setting time Not yet estimated in a manner appropriate. Different with cycle I, on cycle II there is enhancement Good liveliness nor readiness teacher/researcher in prepare material Already Good. However, arrangement time need noticed Again so that the learning process is appropriate Which expected.

Results Observation Study Student

In accordance with observations from cycle to cycle, there is an increase in activity and results Study student. On cycle I, Lots student Which not enough interested, not enough mean it, not enough active in process learning. In cycle II Lots



students who are interested, actively ask questions and are serious in the process learning.

Based on the results of the second cycle, it can be concluded that action research This class can improve the ability to write descriptive essays with methods field trips through individual and group assignment strategies for fourth grade students at SDN 2 Rappang, Subdistrict Pancarijang, Regency Sidrap year lesson 2021/2022.

### **Data Results Study**

In cycle I, there were 6 students who achieved learning mastery scores > 70 namely 40%, while those who have not achieved a minimum mastery of > 70 are 9 students, namely 60%, it can also be seen from the average class value, which is 65.93. On cycle II, almost all students experienced an increase, seen from 15 students, only 1 student Which value under KKM, and grades class average reached 77.26.

### **Conclusion**

Based on discussion of results, can concluded as following.

Teacher activity in method application field trip from cycle to cycle exists improvement, seen from the readiness of learning materials to core learning always increase with Good And arrangement time from cycle to cycle next increase.

Application method fields trip can held with Good And can increase ability student in Study write essay description. Can be seen in the seriousness of students, enthusiasm, activeness of

students in the process learning write essay, from cycle to experience cycle enhancement.

Improving the ability to write descriptive essays using the field trip method The results of data analysis in cycle I, the number of students who scored > 70 or in the complete category is 6 children or reach 40% with an average value big class 65,93. In cycle II, the number of students who scored > 70 or in the complete category as many as 14 children or reach 93.33% with value average 77,26.

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