

**IMPROVING STUDENTS WRITING ABILITY THROUGH SCHOOL TRIP OF  
CLASS IX B AT SMPN 3 BOYOLALI ACADAMIC YEAR 2021/2022**

**THESIS**

**Submitted as A Partial Requirements for Writing the Thesis**



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## RATIFICATION

This is to certify the Undergraduate thesis entitled “Improving Students Writing Ability Through School Trip of Class B at SMP N 3 Boyolali Academic Year 2021-2022” by Reza Rizkyka Malik Muhamad has been approved by the board of Thesis Examiners as the requirement for the degree of undergraduate in English Language Education.

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## **DEDICATION**

*Alhamdulillahirabbil 'alamiin*, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have loved yesterday, now, and tomorrow ever after:

1. My beloved parents (Mr. Hermanto and Mrs. Siti Suryaningsih).
2. My beloved sister (Qotrunada Ghaziyah Al-Husna).
3. My beloved almamater, the Islamic State University of Raden Mas Said  
Surakarta

**MOTTO**

**“Our worth is not given, it must be made”**

(Corlys Velaryon)

**“Whatever we do in this life is a race for goodness. Not a race for superiority  
against each other.”**

(Emha Ainun Nadjib)

## PRONOUNCEMENT

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I hereby sincerely state that thesis “Improving Students Writing Ability Through School Trip of Class IX B At Smpn 3 Boyolali Academic Year 2021/2022” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 10 October 2022

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*Alhamdulillahirabbil 'aalamin*, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Improving Students Writing Ability Trough Of Class IX B At SMP N 3 Boyolali Academic Year 2021-2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Surakarta, October 2022

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## ABSTRACT

Reza Rizkyka Malik Muhammad. 2022. *“Improving Students Writing Ability Through School Trip Of Class Ix B At Smpn 3 Boyolali Academic Year 2021/2022”*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is about improving students' writing skills of class IX B SMP N Boyolali through implementation of school trip method. Based on the observation, there were problems in the teaching and learning writing process, namely students' lack of vocabulary mastery, students still do not understand grammar, students' confusion in getting and developing ideas, students less motivation in the teaching-learning process.

This study was a classroom action research that consist of two cycles. The subject of this research were 16 students of IX B. The research data was qualitative and descriptive. The qualitative data which were in the forms of field notes and interview transcripts were obtained by observing the teaching and learning process during the implementation of the actions, and interviewing the students and the collaborator about the implemented action. Meanwhile, the quantitative data were gained through the pre-test, and post-test. In this research, the researcher took the students went to Museum R. Hamong Wardoyo Boyolali.

In cycle 1, after the implementation of the school trip learning activity in Museum R. Hamong Wardoyo Boyolali and all followed up activity, it showed improved the students' motivation in writing and the student's skills in acquiring and developing ideas into paragraphs. In other hands the improvement in cycle 1 is still low, moreover, students still not familiar with the school trip learning activity which makes them not fully concentrated. The students still produce sentences that are not clear, have inaccurate grammar, and limited vocabulary. The researcher decided to continue in the second cycle. There were some improvisations in the implementation of the school trip in cycle 2, the researcher invited a tour guide to help the researcher in the school trip activity. From the implementation of school trip learning method, it showed better improvement. Not only improve students' ability in some components of writing with which the researcher was concerned, such as content, organization, vocabulary, language use, and mechanic but also it increased the students' motivation in writing. Cycle 2 was considered to be successful in improving students writing abilities. The findings were supported by the means of the student's writing score which improved from 60 in the pre-test, to 65 in Cycle 1 and 77 in Cycle 2 in post test.

**Keywords:** *Students' writing ability; school trip; writing.*



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# CHAPTER I

## INTRODUCTION

### **A. Background**

English proficiency in Indonesia was ranked 80th worldwide based on the English First survey in 2021. It means that a lot of Indonesian students have many problems with English skills. According to Saragih (2012) until now, there has not been a single method or technique known to be truly effective and efficient to use in teaching the language to the Indonesians students, even though Kasbolah (2000) stated that as educator are required to apply more variative learning method, that systematically designed to produce improvement in the teaching-learning process in certain class condition, it is intended to make learning English process will be fun, so that students become active, creative, and innovative children.

There are four main skills in English, there are listening, speaking, reading, and writing, Adas (2013) writing is the most difficult language skill. Steve Graham (2019) also stated writing is a complex skill that does not develop naturally. Brock-Utne et al (2019) stated that, through writing people can express and explore their ideas more structurally, because the better student's writing skills, the more communicative make more encourages students in the teaching and learning process. writing also help students to strengthen other aspect, such as enriching the vocabulary and improving grammar and making students more creative. In consequence, the researcher focused on improving student's writing ability.

This research was conducted in class IX B SMP N Boyolali. The main reason the researcher choose IX B students as research subject is because the most of students seem difficulties in teaching learning writing process, students are unable to identify the main idea of the text, the students still lack of vocabulary, students are unable to make the outline of the writing and also students take long time to pour ideas in to text. To know situation in the field, the researcher conducted pre-observation twice on 3 and 11 November 2021 in SMP N Boyolali, based on pre-observation, on 3 November 2021 the researcher try to identify some problems in teaching learning English writing. The teacher stated, that students writing skills are still low. Students facing difficulties in finding and developing ideas of writing, and lack of vocabularies. Based interview with several students, most of students have difficulty to explore their ideas as well into written form although the theme has been determined clearly. Those problems affect the students to be bored, and they become passive and affected in teaching learning process. It can be seen in student's result from daily tasks that are still low, only five students that achieve score above KKM (75) and the other students get score below the KKM.

In second pre-observation on 11 November 2021 students start learning writing narrative. The researcher found other such as most students do not understand about what is narrative text, students unable to getting and developing ideas as well in to their story, students struggling in grammatical sentences and vocabulary. Students could not explore their ideas with free themes or has been determined clearly, unstructured content, and storytelling, those

problems obviously affect the students in learning process. In other hand this class showed passive attitude during teaching and learning process, therefore most student's writing skills did not reach the minimum score in teaching learning writing process. In other hand teacher need creating the situation that can encourage the student's interest, therefore teachers can try to use the appropriate teaching approach or technique to students. It is important because it can influence the result in learning process.

Based on result of pre-observation above, the researcher tries to improve English writing skill trough action research. The researcher wants to prove that school trip is the way to improve student's writing skills. Widodo (2019) school trip is taking students to learn outside the school environment, school trips utilize the environment as a learning resource that can stimulate students' creativity, information can be wider and actual, students can find and process information themselves. By doing this method, the researcher hopes that significance of school trip can improve students writing ability in making short story, especially to the students.

The main reason why the researcher decided to choose this topic specifically because there are still very few researchers that improve writing skills through school trip. For example, improving students' writing ability in writing descriptive texts through field trip at SMA N 1 Godean (Ramadani, 2013) result of the research, in first cycles the researcher can improve students' descriptive skills through field trip method, moreover student's interesting to learning process has increasing. By using pictures of school facilities and asking them some questions

related to description, the students could understand what place that would be visited. They were enthusiastic in the teaching learning process. This result was categorized valid since it fulfilled the requirements of process and democratic validity. In this research, researcher only use school environment as media, for example laboratory and school garden. The researcher use descriptive text as material in her research.

In additional, this research is conducted because there are research gap in previous research. Based on research that conducted by Lestari (2018) entitled Improving Students' Achievement in Writing Narrative Text through Field Trip Method in Ten Grade Class of Man 4 Medan. In her research, the researcher executed the research by carry out students to school environment such as library. The researcher found significant improvement after conducted school trip in school method.

The next research gap is thesis entitled Improving Students' Ability in Writing Descriptive Texts through Field Trip Technique to the Tenth Grade Students of SMA Negeri 2 Bungku Tengah. In this research, the researcher use KTM Bahomohoni as the place of field trip, in this research, the researcher play some roles in teaching learning process, i.e. the the researcher as facilitator, participant, controller, director, manager and resource. The researcher found some improvement in his research. In other hand the students found difficulties in gathering information of the object, because lack of source.

Based on explanation above, the researcher interested in effort to prove whether the use of school trip method can improve the student's writing ability in

short story especially narrative text by carrying out the research on “**Improving Students Writing Ability Through School Trip of Class IX B At SMP N 3 Boyolali Academic Year 2021/2022**”

### **B. Identification of Problem**

Based on background study above the problem of this research can be identified as follow:

1. Students face difficulties during learning writing process
2. Students unable to identify main ideas of the writing task
3. Students unable to getting and developing ideas
4. Students take long time to pouring ideas in to text
5. Difficulties in teaching learning writing process make students less interest and motivation

### **C. Limitation of the Problems**

As stated earlier, students have problems in writing narrative text. The problems are influence by some aspect which have been stated in the identification of the problem. The researcher limits the study on the implementation of school trip as the activity to teaching writing short story in narrative text. The researcher focuses to improving student’s 9B grade of SMP N 3 Boyolali academic year 2021-2022 writing skill in arrange narrative text using school trip with Brown (2003) assessment method.

### **D. Formulation of Problems**

Based on the background and identification of the problem above, the formulation that researcher can raise is:



Can the implementation of school trip method improve student's writing skills in arranging narrative text?

#### **E. The Objective of Study**

Based on the formulation above, the objective of this research is:

To find out the improvement of implementation school trip method to student's writing skills through implementation of school trip at the ninth- grade students of SMP N 3 Boyolali in academic year 2021/2022.

#### **F. Benefit of study**

The research result is expected to give some benefits for several sides.

The following are some benefits of this research.

##### 1. Theoretical benefit

Writing is an activity to delivery ideas, thoughts and feelings in written form. The result of study could add new variations in learning methods

##### 2. Practical benefit

###### a. For the Headmaster

can provide some input in making efforts to solve the difficulties in teaching of writing and to design the learning of writing aspect more creatively and innovatively.

###### b. Vice Head Master

This research can be used as suggestion about the effectiveness of the implementation of school trip learning activity for help students improving student's writing skills.

c. Teacher

To solve the difficulties in teaching and learning process especially in writing aspect, and design a new learning method that more creatively and innovatively

d. Students

the research can provide some input to improve their skill in writing short stories, give new atmosphere of learning process and refreshing students

e. To other researcher

This research be use as reference, the researcher can get more knowledge and develop ability to write scientific papers

## **G. Definition of keyterm**

1. Writing

According to Tarigan, (2008) writing is a language skill that is used to communicate indirectly, without meeting other people.

2. Field trip

There are many definition about school trip one of them by Campbell-price (2014) the field trip or field trip method is a presentation method by bringing students to study subject matter outside the classroom, which in they can link classroom experience to real or first hand context.

### 3. Narrative text

According to Pardiyo (2007) narrative is a special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or the listener.

## **CHAPTER II**

### **LITERATURE RIVEW**

#### **A. Theoretical Review**

This chapter describes the theories related to the problems of this study, which are used as foundation and reference to give relevant knowledge in the field. This chapter also includes other earlier research that are comparable to this study. This study's analysis is based on some of the theories discussed in this chapter.

##### **1. Review of Writing**

###### **a. Definition of writing**

There are many definitions in writing. One of them is revealed by Troia (2014:30) stated that writing is a process of thinking, manipulate, and transform ideas, reflect on their existing knowledge, beliefs, and confusions in written form. Moreover, writing provides a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion because it is permanent and promotes more concrete and precise thinking processes.

In addition, Nunan (2003) defined writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and spelling use, therefore writing is one of the ways to communicate to written form.

According to Brown (2001) writing is thinking process, he states that writing can be planned and given with an unlimited number of revisions before its release. It is to conclude that writing is a productive language skill. The goal of the writing activity is to share information in written language. Writing requires a number of steps, beginning with planning, gathering ideas, and revising the text. To create good text, great thinking and specific skills are required, which not everyone can develop.

Based on statement above, it is teacher obligation to help students improve student's English skills especially in writing, because writing is complex branch of English aspect. It is requiring more effort to convey what they want or what they think and feel through writing.

#### b. Micro and Macro Skills of Writing

In addition, stated by Brown (2007) in order to be an effective writer, there are micro and macro skills that must be mastered. There are follows:

##### 1) Micro-skills

Produce graphemes and orthographic pattern of English

- a) Produce writing at an efficient rate of speed to suit the purpose
- b) Produce an acceptable core of words and use appropriate word order patterns
- c) Use acceptable grammatical systems (e.g., tense,

agreement, pluralization), patterns, and rules

d) Express a particular meaning in different grammatical forms. Macro-skills

2) Macro-skills

a) Use cohesive devices in written discourse.

b) Use the rhetorical forms and conventions of written discourse.

c) Appropriately accomplish the communicative functions of written texts according to form and purpose.

d) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meanings when writing.

f) Correctly convey culturally specific references in the context of the written text.

g) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

### c. Process of Writing

Based on Education Endowment Foundation (2018) stated that, process of writing can be broken down in to 5 stages:

#### 1) Planning

Before writer start writing there are 3 main issues, purpose, audience and content structure. First thing writer must consider purpose of the text. Their use of writing, language, and information will be influenced by their purpose. Secondly, the audience will influence the layout of the writing like lay out and paragraphs are structured as well as the language used, such as formal and casual tone. The last one is content structure is how best to sequence the facts, ideas, or arguments which are decide to include.

#### 2) Drafting

Drafting can be considered as first step a piece of writing. Find assumption that will be amended later. As the writing process progresses into editing, a number of drafts may be produced on the way to the final version.

#### 3) Revising

In this writing process of rearranging, adding, or removing paragraphs, sentences, or words. Writers may revise their writing after a draft is complete or during the

composing process.

#### 4) Editing

Perhaps in writing process there is something ambiguous or confusing part. correct the wrong details. Reflecting and revising are often helped by other readers and make suggestions.

#### 5) Publishing

It is the final stage of the writing process in which the written text is ready to be sent to the intended reader.

### d. Types of Classroom Writing Performance

According to Brown (2001) In the training of writing class, there are five major of writing performance classified writing types based on some general objectives. In this research, the researcher use guided writing because the researcher has determined the topic of the writing.

#### 1) Imitative reading

Students begin learning to write in English at the beginning of their education. This type of learning is necessary for learning other types of writing. Students will write simple things such as: English letters, words, or writing sentences in order to learn the conversation as orthographic code. Some diction forms fall in to this category. Dictation is typically involved in the followings steps.

##### a) Teacher read a short paragraph once or twice in normal speed



- b) Teacher reads the paragraphs in short phrase units of three or four words each and each unit followed by a pause
- c) During the pause students write exactly what they hear
- d) Teacher then reads the whole paragraph once more at normal speed so students can check their writing
- e) Scoring of students' written work can utilize a number of rubrics. Points assigned for spelling and punctuation errors are not considered as severe as grammatical errors.

## 2) Intensive writing

Writing intensive has two ways: guided and controlled. Writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, they may be asked to change all present tense verbs into past tense; in such a case, students may need to alter other time references in the paragraph.

### a) Controlled

- (1) Writing sentences or dialogue forms which are read by the teacher.
- (2) Answering sequences of reading questions in written form.

### b) Guided

- (1) Teacher determines the topic of the writing text
- (2) Teacher
- (3) Summarizing reading (texts) that have been read
- (4) Writing a letter, message, invitation or advertisement where the teacher will give guidance: Write a paragraph based on the

sequences of pictures

(5) Continuing a story where the story is not complete on the last part

(6) Writing the simple dialogue by using functional structures and expression

(7) Completing a simple dialogue which the dialogue has blank part (two lines or more) that supplied intentionally by teacher.

(8) Making a narrative paragraph from a dialogue.

(9) Making a dialogue from narrative paragraph.

(10) Writing a gap dialogue or one side dialogue.

c) Self-writing

Students can explore and free pour ideas in to the paper, diary and journal falls in to this category however in many circumstances a dialogue journal , in which a student's records thoughts , feelings and reaction and which an instructor reads and respond to while ostensibly written for oneself, has two audiences.

d) Display writing

A wide range of display writing approaches is one of the academic abilities that students must master for academic purposes. Display writing activities include short response writing assignments, essay writing, and research reports, among

others.

e) Real Writing

This is final level of writing class, in this part real writing divided into three parts.

(1) Academical purpose

(2) Technical / Vocational writing

(3) Personal writing

2. Types of narrative text

There are several types of narrative text that students should know such as Fairy tale, Mystery, Science fiction, Romance, Horror, Fable, Myth and legend, Historical narrative, Slice of life, and Personal experience.

3. Purpose of Writing

According (KEMENDIKBUD, 2013) Purpose Narrative writing instruction in junior high school are.

- a. The students are able to develop the communication competence in spoken and written to reach informational literary grade.
- b. Understanding purpose, text structure and elements of narrative text spoken and written table, fable, short and simple text
- c. To respond the meaning of transactional conversation
- d. Guessing unknown significance in narrative text
- e. Students able to practicing grammar

- f. Question and answer pertinent to significance theme
- g. Help students create sentence according to the material
- h. Discuss and develop vocabulary
- i. Discuss textual and functional structures

#### 4. Assessment Writing Narrative Text

This thesis using theory assessing writing according to Brown (2003) with analytic method of evaluating written text that assigns individual scores to separate aspects of writing quality, such content, organizations, vocabulary, syntax, and mechanics

In school learning process, student's writing materials is about description, narration, recount text. Drafts, correcting friends' work, analyzing, revising, and producing a text are all part of the learning process.

Considering based on interview several students who claims the narrative text is the most problematic material students deal with, beside other text such as descriptive text and other.

Students still faces difficulties to create narrative text which is needs problematic thinking process and exploring ideas to produce good narrative text. The lack of vocabulary and grammar also make students are more less interest in making narrative text, therefore teacher need to build atmosphere that can generate the interest of students in learning activities.

In addition, Popescu (2014) Knowing how to write a good

paragraph is very important in our era as the quantity of information in each domain is huge and as we may find ourselves in the situation of presenting facts and/or expressing our opinion on certain subjects

According to Boardman & Frydenberg (2008) Coherence, cohesion, and unity are considered the hallmarks of good writing. Become one must follow these characteristics to write more coherent, cohesive and unified. It will be further helps the reader to follow the logical sequence of the written text.

#### 5. Teacher Role

As guide and facilitator teacher has big challenge in teaching writing, teacher must have creative way to approaches student's interest in writing learning process. Considering teaching writing is very difficult.

Based on above, according to Harmer (2004) among the task which have to perform before during and after students writing are following.

##### a. Demonstrator

As demonstrator, teacher have to be able to draw student's attention. In whatever way students are made of aware of layout issues of the language used to perform certain written function.

##### b. Motivator and provoker

As motivator and provoker, teacher must help students to find ideas, because most of students have problematic process to finding and developing ideas, and help students through learning process in fun atmosphere to overcome the difficultness.

c. Supporting

Teacher able to help students' difficultness in learning process and spread positive energy to students overcome the difficultness

d. Responder

As responder teacher will correcting and giving advice to student's text. The teacher will continuously revise their work to help improve student's writing skills.

e. Evaluator

Teacher will frequently check student's work and evaluate them and giving result of what they done and what they achieve after long process of teaching writing

6. Students Role

In learning process students have several roles stated by Nidia (2018)

a. Imitator

When they are attempting to deceive the instructors, they imitate pronunciations, speaking, manner, and sentence construction, which is more typical in nations where English is the first language. This function is widespread in practically every learning class, including children's classes, adolescent classes, and adult classes.

b. Initiator

Students can initiate to the teacher about anything in learning process to make learning activity running well

c. Partner

Partner for the teacher so that learning in class goes well and smoothly, and learning objectives are met to the fullest extent possible.

7. School Trip

a. Definition

According by Mulyasa (2005) the field trip method or field trip is a trip or excursion carried out by students to gain learning experiences, especially direct experience and is an integral part of the school curriculum. Stated by Mursid (2015) the method of a trip or is a way of presentation by carrying a student studying the lesson material outside of class. A field agent use the environment as a learning resource, can stimulate student creativity, information can be more extensive and actual, students can search and process information on their own. School trip here, students not only go and enjoy the view and have fun, but students go to some places like museum, to a factory, a city waterworks, or etc. in educational purpose.

In other hand, school trip needs serious preparation. Teacher must choose place that related to purpose in writing learning process of narrative text. The place must have object that can be observed by students to help their narrative text and give experience to them that can help students getting ideas and increasing creativity

It can be concluded school trip is an appropriate method to improving student's writing narrative text because it can increasing

interest and make students easily getting and developing ideas also based theories above, it can help students get back their interest and motivation to learning writing foreign language after online class they faced during online class.

In other hand according to Behrendt (2013) school trip also school excursion, or school journal is defined to be school or class trip with an educational intent. Students will interact with settings, displays, and exhibits to gain an experiential connection in ideas, concepts, and subject matter. Tal and Morag (2009) added that school trip as student's experiences outside of classroom at interactive location designed for educational purpose.

#### 8. Procedure of School Trip

The teacher must take numerous steps before implementing the school trip method learning process. These are the steps mentioned by Abimanyu (2008)

##### a. Planning and Determine Purpose of The Trip

Teacher do observation to make schedule and scenario to make implementing of school trip run well and enjoyable to students. Teacher must consider what object that use for material resource of learning process

##### b. Main Activity

Main activities carried out by students while in place visited. These activities include: observing objects learning objectives,



interviewing resource persons and recording the information delivered orally by resource persons, collect leaflets, booklets there is According to the scenario prepared by the teacher, it can also be held discussions with resource persons.

c. Follow Up Activity

In the end of field trip, the students are asked to make report in writing form to know about the problems that have been learned during the field trip

After all learning activity finish students given task by teacher to make simple narrative text and the result will be collect by teacher to see how far students get the materials, and do the follow up class room

9. Advantages and Disadvantage of School Trip learning Method

Each learning method always have advantages and disadvantage Muslihudin (2012:214) added that there are several advantages and disadvantages in applying the field trip method,it will be explain down below

a. Advantages

Students can learn directly in the field, and the result real, meaningful and comprehensive. Students can find own answers to their problems and questions about the material by observing, trying and proving themselves In the field trip Students have high motivation and interest in learning process direct observation by students themselves; active students learn through observation, interviews experiments,

classifying and many activities can be done in school trip learning method.

b. Disadvantages

Disadvantages of field trip method that need of preparation, and little bit pricey, teacher need control the students so that learning process can be implementing well. and reports on the results of field trips are usually not submitted on time

10. Field Trip purpose

According to M. Behrendt (2014) in Tal and Morag (2009) field trip may be planned for five purposes:

- a. To provide firsthand experiences.
- b. To stimulate the interest and motivation in learning activity.
- c. To add relevance to learning and interrelationship.
- d. Strengthen the observation and perception skills.
- e. To promote personal social developments.

According to Lei, S.A. (2010) Field trip take students to new locations that are unique and cannot be duplicated in classroom Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition. The connection between the field trip venue and the classroom links the field trip's experiential learning with prior

experiences and learning from the classroom.

## **B. Previous Related Studies**

In this chapter will discuss about studies that related to this topic. Researcher started with Improving Students' Writing Ability in Writing Descriptive Texts Through Field Trip at SMA N 1 Godean (RAMADANI, 2013). result of the research, in first cycles the researcher can improve students' descriptive skills through field trip method, moreover student's interesting to learning process has increasing. By using pictures of school facilities and asking them some questions related to description, the students could understand what place that would be visited. They were enthusiastic in the teaching learning process. This result was categorized valid since it fulfilled the requirements of process and democratic validity.

Second research is, Improve Descriptive Writing Skills Based on Local Culture through the Application of The Field Trip Method (Grietje, 2018) in his research, the writer tried to improve descriptive text through observed the local culture of Ambon. Based on writer studies the implemented of using outdoor learning process by observed local cultures success to get interest and increase student's writing skills on descriptive text in first cycles the researcher succeed to improving students english writing skills through application of the field trip in local culture of Ambon.

The third research is Improving the Ability to Write Procedure Texts Using the Field Trip Method for Class VIII 5 Students of SMP Negeri 2 Lingsar (Megawati, 2017) based on writer studies, students visited place

that produce things, such as factory and home industry. According to writer, students able to see directly in real life an activity to help them make procedure text. In this research, the researcher succeeds in first cycle by visiting home industry of roof clay.

The last title is Out of the Classroom and Into the City: The Use of Field Trips as an Experiential Learning Tool in Teacher Education by Djonko-Moore<sup>1</sup> and Nicole M. Joseph (2016) in Colombia, based on this research, the researcher visiting several places such as replica of the Nina' and Church. Based on researcher result, after students visiting several places, trough field trip student's learning tool in education improved significantly.

Based in previous study above there are similarities and differences

No	Title	Similarity	Different
1.	Improving student's writing ability in writing descriptive text through field trip at SMA N Godean (Ramadani, 2013)	1. In this thesis, researcher use field trip method, who carried out students to study out of class 2. Researcher also improving writing subject	1. This method, researcher only use school environment to object study 2. Researcher focused in descriptive text
2.	Improve Descriptive Writing Skills Based on Local Culture Through The Application of The Field Trip Method (Grietje, 2018)	1. In this thesis, researcher used field trip method	1. In his research, the writer tried to improve descriptive text through observed the local culture of Ambon

No	Title	Similarity	Different
3.	Improving 8 grade student's writing text procedure using field trip method at SMP N 2 Lingsar (Megawati, 2019)	1. In this thesis, researcher used field trip method	1. The researcher focuses in improving procedure text
4.	Out of the Classroom and Into the City: The Use of Field Trips as an Experiential Learning Tool in Teacher Education (Cara M. Djonko- Moore <sup>1</sup> and Nicole M. Joseph, 2016)	1. This research using open school trip method	1. The focus was on the experiences of students and the teacher/researcher in a single college course 2. The researcher visiting 3 Different places to encourage the experience in teaching learning process
5.	Improving Students Writing Skills Through Field Trip Method	1. In this research, the researcher using school trip learning method 2. The researcher using class action room method 3. The researcher using writing aspect	1.The researcher using free writing 2.The researcher conducted the research in several places such as shoe factory, department store and school garden

### C. Rationale

School trip is one of learning strategy is assumed to be able to improving student's learning process especially in writing narrative text. This technique

could help bring back student's interest to learning writing in foreign language and linked the knowledge at school with daily life context. School trip is activity to visit nearer interesting object that give students sense of touch in learning process to be able to help students getting, developing, inspiring ideas. By using school trip it is expected that student's writing skills especially in narrative text will improve, however the biggest problem in this research is pandemic situation, the researcher should adjust the method to find the way that acceptable in new normal situation. The researcher not able to bring the whole class to chase the school trip. Unfortunately, the researcher only carries out 15 students to the place of school trip.

#### **D. Action Hypothesis**

Based on description on the related theories about school trip method in writing narrative text, the hypothesis can be formulated as follows

1. The school trip method can make the students interested in learning writing
2. School trip method can improve the ninth grade students writing ability of SMP N 3 Boyolali academic year 2021-2022
3. There some advantages and disadvantage of school trip method

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research design of this study will be conducted by using class room action with descriptive qualitative research. As stated by Sugiyono (2013) that descriptive qualitative methods are used to obtain in-depth data that contains meaning, meaning in this case is actual data, definite data is a value behind visible data. Descriptive qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Definition and Operational Variable of Research

##### 1. Definition variable

There are many definitions of variable one of them is stated by Sugiyono (2009) The definition of a variable is a character of activity, person or things that has particular variation who determined by the researcher to be studied and deduced. In this

The definition of a variable, according to Kerlinger (2006), is a construct or trait that has varying values and is being studied. Any value or number can be assigned to a variable.

##### a. Independent variable

Sugiyono (2015) stated that independent variable is variable that influence or changes or cause dependent variable. The independent variable in this research is school

trip method which affect writing ability of IX B students at SMP N 3 Boyolali, based on Abimanyu (2008) in this school trip method the researcher prepared the school trip procedure such as planning, opening, main activities, and closing activities.

b. Dependent variable

Dependent variable is variable that affected by independent variable It can be concluded there is two variables in this research namely dependent and independent variable, variable  $x$ : school trip method. Variable  $y$ : student's writing skills in narrative text, in this research the main goal is: students are able to identification and make narrative text with determined topic from researcher

2. Definition Operational variable

a. School trip Method

Based on explanation above School trip method as independent variable, carry out students to place to stimulus student's interest in writing learning process. This method emphasizes students to explore and develop their ideas through observe the object

b. Students Writing Skills

In additional students writing skills as dependent variable, it is an activity of students to make narrative text such as short story through



their ideas and creativity through school trip method

c. Result of the Students Writing Skills in Narrative text

Learning result is the end of the process and introduction of materials that has been done. The result of this study is the evaluation from the teacher to students as an indication of the extent to which students have mastered the subject matter presented. Measurement of learning outcomes is done by using a test, namely a post test at the end of the cycle.

This research using class action research that focused to improving students writing skills short story through school trip in SMP N 3 Boyolali at 9 grade. This research combines class activity and field activity

CAR is research worked in classroom setting to solve problem of teaching process in the classroom, and to increase quality system of classroom. In other hand It is a systematic investigation of attempts by groups of participants to enhance educational practice through their own practical acts and reflections on the effects of those actions.

## **B. Research Setting**

### **1. Place of the Research**

#### a. School

This research focusing to IX B grade students in SMP N 3 Boyolali located Jl. Sandanglawe No.30, Karanggeneng, Boyolali, accredited

A. this junior school have several facilities such as : basketball court, laboratorium, mosque, school court, school canteen

## 2. Schedule of the Research

this action will be implemented from title submission, preparation, and result, minimum from September to March, furthermore, action research will be following the schedule and student's English class

No	Activities	Time					
		Dec	Jan	Jul	Aug	Oct	Nov
1	Pre-research						
2.	Proposal- Writing						
3.	Proposal- Seminar						
4.	Research						
5.	Analyzing- data						
6.	Munaqosyah						

## C. Subject and Object of the Research

### 1. Research Subject

In order to conduct the research, the researcher chosen 16 students in class IX B at SMP N 3 Boyolali.

### 2. Research Object

The object of this study is to improve student's writing skills of IX grade students of SMPN 3 Boyolali academic year 2022 which is still low by using school trip method.

## D. Action Plan

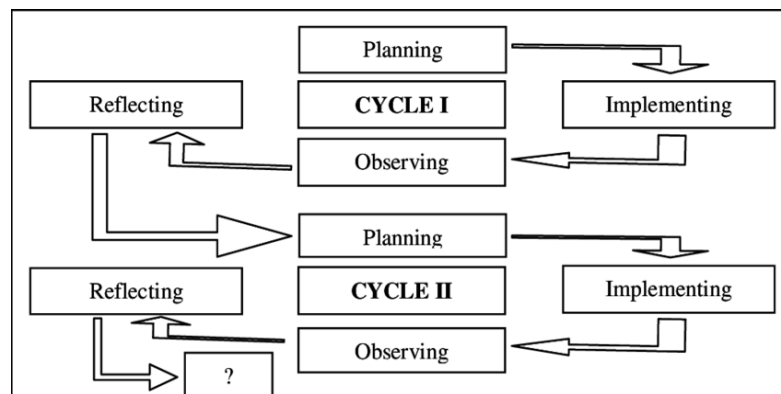
In this method, researcher himself become collaborator to help students implementing school trip method

### 1. Research Procedure

In first observation researcher conducted reconnaissance in students learning process by interviewing students and teacher, to find out information about students writing skills in making narrative text. Based in observation researcher identified the existing problem, therefore researcher considered the school trip method is appropriate way to improving students writing skills in narrative text especially short story.

In this research consist two cycles, which is second cycles is continuation from first cycle, each cycles will be consist one or more meeting. Cycles conducted four steps: planning, action, observation and reflection

Description of action research procedure created by (Arikunto, 2014)



## 2. Planning

Planning according (Ananda, 2019) preparation before researcher implementing the method such as establishment steps what researcher will do in field and preparing learning media. After the problem identified and researcher should make scenario for planning to determine the action. The researcher himself will be collaborator and teacher as adviser to prepare the material for students that suitable to solve problems and prepare to collecting data

## 3. Action

After learning process scenario, the action will be implementing some cycles, in field trip and class, this action will be held three times, the first cycle will be implemented in field. The researcher carries out students to observe real object. The purpose of the first action is to increasing student's interest to learning process and getting ideas. The second action will be conducted in class to find out how does school trip method make a

Difference effect to student's writing skills especially in narrative text on foreign language. Cycle II was to continue the previous action which was not success, so the researcher would conduct the next action

## 4. Observation

Observation will be conducted during the learning process and will be implemented with observation sheet by researcher himself and helper that trained before to fill observation sheet.

## 5. Reflecting

In this stage researcher will discuss the result of learning process with English teacher to see the advantages and disadvantage of the method then success or fail this method to as considered in planning next cycles to achieve the purpose of this research

## **E. Techniques of Collecting Data**

The data collected are qualitative and quantitative, the qualitative data description result about the interview and observation and the quantitative data are result about student's standardizing test.

(Sugiono, 2014) defines the instrument in research as a tool used by researchers to measure social and natural phenomena as contained in the research variables.

### 1. Interview

According to (Morgan, 2001), in interview research, a sample of participants is drawn from a larger population using probability sampling methods. Because the purpose of the survey is to describe the entire population, the sampling method and return rate are critical considerations.

In this stage researcher interview some students and teachers to collect the data and find the way to solve it. The analysis data very dependent in field situation

## 2. Observation

According to Liana (2012) observation is a data collection technique in which researchers make direct observations to the object of research in order to examine closely the activities performed. In this research, the students that become object of the observation.

## 3. Documentation

According to Arikunto (2010: 274), documentation is finding the data about variables such as a note, transcript, book, newspaper, magazine, agenda, picture, video, voice record, etc. in this research the researcher used pictures, photos of students' score and lesson plan to help the researcher to complete the research

## 4. Writing test.

Researcher order students to make free writing short story to measured student's ability and comprehension in writing narrative text especially narrative text. In this part consist pre-test and post-test to find out the influence of using this method

Sugiono (2014) defines the instrument in research as a tool used by researchers to measure social and natural phenomena as contained in the research variables.

## **F. Research Instrument**

Using the data collection techniques above, the researcher himself which become the research data instrument. Researcher collects research data based on field notes that will observe. To help researcher conduct the research, the researcher chosen premier instrument are observation, interview, and researcher using observation note in order to collect data in the field. In this research, the teacher becomes the collaborator of the research.

## **G. Technique Analyzing Data**

The analysis data was presented by the reflection of cycles of the research. The qualitative and quantitative were derived by observation, interview, documentation and quantitative were derived by pre-test and post-test. Qualitative data is used to analyze data which is from perspective of people. According (Siyoto, 2015), the process of qualitative data analysis begins with an examination of all accessible data from diverse sources, such as interviews, field notes, personal documents, official documents, photographic pictures, and so on. Following the review, the next steps are data reduction, unit compilation, categorization, and data interpretation.

### **1. Data Reduction**

Researcher attempts to make main conclusion, process and statements. In other words, this data reduction process researcher carried out continuously while conducting research

## 2. Data serving

According to Miles dan Huberman cited by (Dr. Sandu Siyoto S. M., 2015) A data presentation is a logically organized collection of data with the potential for a conclusion. This step is completed by presenting an organized set of data that leads to possible conclusions. This is due to the information gathered during the research process. Because qualitative research is usually presented as a narrative, it necessitates simplification without sacrificing content.

## 3. Verification of Data

The final stage of the data analysis process is conclusion or verification. In this section, the researcher draws conclusions based on the data collected.

The second analyzing is quantitative. The data is presented in numerical forms in this phase. This result data come from pre-test and post- test.

## 4. Writing Assessment

To know the improving skills of student's English writing it requires tools stated by Brown (2003) to determine grade as follow

### a. Assessment Content

Assessing content: descriptive, thesis statement, development ideas through experience, illustration, fact, opinion, cause and effect, consistency focus

Rating scale: 0 - 20



b. Assessing Organization

Description: effectiveness of introduction, logical and chronological order of ideas, suitability, and conclusion

Rating Scale: 0 – 20

c. Assessing Syntax

Description: how words are arranged into sentences

Rating scale: 0- 20

d. Assessment Vocabulary

Description: Selection of the right words to develop and show ideas.

Rating Scale: 0 – 20

e. Assessment Mechanics

Description: Spelling, punctuation, reference citations if any, neatness, and appearance or appearance.

Rating Scale:0 – 20

The researcher finds out the data from comparing students writing ability scores and post-test scores, it is also describes the difference between before and after cycles whether changing or not when the researcher implemented school trip method. According to Suparno (2008) the formula can be used in qualitative analyzing as follows:

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

$$\bar{Y} = \frac{\sum y}{N}$$

The explanation:

$\bar{X}$  : Mean Score before action

$Y$  : Mean Score after action

$\sum x$  : The summary of all students' scores

$\sum y$  : The summary of all students' scores

$N$  : The students' number subject

## **H. Indicator of Success**

As measured by the increase in their scores, the improvement in students' writing skill is evidence of the research's effectiveness. The KKM for English subjects at SMP N 3 Boyolali is 75. As a result, if students who receive a score of 75 or higher improve from before the treatment, the research goal has been met

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter contains findings and discussion, it is present discuss and answer of the problems. The data gathered from interview and observations. This chapter will describe points that related to implementation of school trip method in learning students writing process of and the result between before and after the implementation of school trip method of students ninth grade SMP N 3 Boyolali academic year 2021-2022.

#### **A. Research Findings**

This research was conducted on the ninth B grade students of SMP N 3 Boyolali academic year 2022-2023. The research findings of the data were gathered from student's writing in pre-test, cycle 1 and cycle 2. The results are related to techniques and method that used by the researcher, from interview and observation to the planning of school trip, the implementation of school trip, and the follow activity of school trip.

##### **1. Pre-test**

Before do the research, the researcher conducted pre-research and pre-test on Monday 25 July 2022 to know the difficult that faced by students in writing teaching and learning process. Based on the result of pre-research, the students lack of vocabulary mastery, students have problem in make grammatical sentences, students unable to getting and developing ideas, student's less motivation and interest in teaching and learning writing process. The teacher stated that learning foreign language especially

English is difficult, especially in vocabulary. Some students still wrote the outline of the narrative text with Indonesian first, and then they develop it in to English, so the structure that changes in English version not well structured.

The teacher stated although writing foreign language is difficult, with more practice and proper learning method, the students can improve their writing ability. Students also need more practice outside the classroom to get used to them in writing. It is also difficult to make students to practice outside classroom, because most of students have low interest in writing, especially in English. After that the researcher interviewed the students about narrative text. Based on the interview, the students said difficulty of the narrative text is, students do not know what they should to write. Students lack of getting and developing ideas, students lack resources information of the object in writing narrative text.

After that, the researcher conducted the pre-test to know student's ability writing ability, before the implementation of school trip learning process in the beginning of the research. The researcher asked the students to write their own daily activities. The researcher knew that students still not mastery writing aspect so the researcher asked students to write down one simple paragraph. The researcher gave 60 minutes to the students to finish their task. According to the result of the pre-test, the researcher found out several problems that students had in writing narrative text. Students ability in writing still low, it showed by student had problems

with aspect of writing English language. The score of the pre-test of students will be shown in the table bellow.

**Table 4.1 Student's Pre-test score**

No	Score	Category	Frequency
1.	100-85	Very good	0
2.	84-75	Good	0
3.	74-50	Standard	13
4.	49-25	Low	3
5.	24-0	Very low	0
6.	Mean		60

From the data above showed that no students achieved good score, 13 students' standard score, mostly students get score under 70. The rest of the students achieved low score. After conducting the pre-test, the researcher carried on to implementation of treatment cycle 1. Not only had the score that achieved KKM, students' attitude also showed passive behavior and inactivity during pre-test.

## 2. Cycle 1

The first cycle conducted from 1-2 August with two sessions and consists of planning, acting, and reflecting. The researcher describes the whole process of the findings from planning, acting, and reflecting to represent of improving after actions.

In this cycle, the researcher has been done three stages. Planning stage, the material that planned by researcher. Action stage, the researcher implementing the school trip learning method, follow up activity, to

gathered result after implementation activities for judging the worth of worth of activities and the potential utility of alternatives approaches designed to attain specified objectives by conducting post-test.

a. Planning Stage

The researcher designed two meetings in first cycle. The researcher prepared every aspect that needed, such as material, lesson plan, and test in the end first cycle. School trip learning method has been selected to help improving student's writing skills. The researcher expects that school trip learning process could overcome the student's problems in teaching and learning writing process. the implementation of school trip learning process become focus in teaching and learning writing process until it proves that is effective and success to overcome student's problems in teaching and learning writing process.

In the first meeting the researcher gave explanation to the students about narrative, step by step to construct the better narrative text in arrangement. The researcher also gave students brainstorming to build atmosphere between researcher and students, so that the teaching and learning process can be enjoyable to students. After that the researcher and students went to the museum to observe things that became student's object of the writing of narrative text. The researcher lead and gave explanation in school trip learning activity. In the second meeting the researcher conducted post of the cycle, to

know improvement of student's writing ability after implementation of school trip learning activity in museum. The researcher asked the students to write narrative text about things that student's chose from school trip learning activity. The researcher also guide students to wrote post-test when they has difficulties in post-test.

b. Meeting 1

1) Action

a) Opening

First meeting was conducted on Monday 1 August 2022 in SMP N 3 Boyolali in class XI B academic year 2021-2022. At 08.00 the researcher opened the class by saying "Assalamualaikum" then students replied and checked the student's attendance for this session. The researcher continuing with apperception by small conversation and brainstorming so that students do not feel awkward and enjoy in teaching and learning process.

b) Main activity

At 08.10 researcher continued to gave students material and explanation about narrative text. The researcher described what narrative text is and how to write narrative text with correct pattern. After that the researcher explained the material, asked the students whether there is any part of the material that students did not understand. All students seem understand about the material that given, it is end at 10.00.

### (1) Implementation Of School Trip

At 10.10 finally the public transportation arrived to pickup the students, the researcher make an instruction to the student to gather in school gate and get in the public transportation, after all students get in the car. At 10.20, the researcher and students went to the museum, the researcher go to the museum rode bike following the public transportation.

The researcher and students arrived in Museum R. Hamong Wardoyo at 10.30. The researcher lead the students to get in the museum and fill guest book. The researcher gathered and lead students observed museum. In first floor, section one contains ancient things and historical of Boyolali city, the students seem enthusiast during school trip learning process. The students also brought their own notebook to write down the information than students get from observing the objects. The next section that observed is sculpture section which represents spread of Hinduism in Boyolali. The students seem amaze and interest with collection of the museum R. Hamong Wardoyo.

When students began observed whole section of museum students seems unfamiliar that makes learning process little bit disorganized. The students start to observe the museum by group in various section, after all students finish the researcher



gathered students and make an instruction to choose 1 thing each students in museum that became object of the narrative writing. The school trip activity finally end at 12.30, and the researcher and students back to school.

## (2) Closing

At 12.40 arrived to the school, the researcher and students had lunch break, and shared foods and drinks to students. While lunch break, the researcher asked students about they felt about new experience about school trip method. They replied that school trip learning activity made them interest, enjoy and fun during learning process. The new experience that students get gave them different atmosphere so they did not feel boring during school trip learning activity; finally, the researcher closed meeting 1 at 13.10.

## c) Reflecting

From the first treatment of school trip activity, the researcher review about what happened in implementation of school trip activity in first cycle. The students not focus in school trip learning process while the researcher gave explanation about object in museum. The student's attention were diverted to other object that make them interest. In other hand, students show active behavior during school trip action. It is different with student's behavior in classroom learning

process. The researcher make conclusion from the result of the implementation of school trip method as follow:

- (1) School trip learning process make student's interest increase during teaching and learning writing process
- (2) Students seems unfamiliar with new learning method so that make the students less attention in school trip learning process
- (3) The students became active in teaching and learning writing process writing in school trip method

c. Meeting 2

1) Opening

The second meeting was conducted on Tuesday 2 August 2022. At 08.00 opened the class by saying "Assalmualaikum" and checked students attendance. the researcher began to gave narrative text material to help them arrange narrative text with things from museum as the object. The researcher make an instruction to students to make narrative text to became post-test with 90 minutes time and submit to researcher to assess in the next meeting, consisting minimum two paragraphs with 100 words.

## 2) Main Activity

### a) Post Test

The researcher gave students instruction to begin the post-test. The object of post-test is things that students have been chose in implementation of school trip. The researcher also helps students about the vocabulary that they did not know. After the post-test was finished, the researcher took the paper work

### b) Closing

Post test ended at 09.30, the researcher took all paper work of student's writing. The researcher closed meeting 2 and informed the students to more practice and asked researcher thing that they did not understand.

### c) Reflecting and Follow Up Activity

Although the students seem have little trouble in vocabulary and the post-test, the post-test of the first cycle go in good manner. Students more able to getting and developing ideas, student's activeness during school trip also increasing than only using picture as object to observe. The researcher realizes that in implementation of school trip learning process in first cycle was not maximum. It showed that in school trip learning activity the students still not focused in main purpose to observe

the object, many students were distracted by other things that made them interest while observing object. The researcher made conclusion the implementation of school trip learning activity was not reached the maximum result, researcher decided to continuing the implementation of school trip learning activity to cycle 2, with some revising planning in implementation school trip learning process.

The result of cycle 1 is student's narrative text about things in museum with school trip method. Criteria on assessment in cycle 1 consist from several aspect namely: content, organization, syntax, vocabulary and mechanics. It is based from brown (2003) assessment theory. The result of students writing score from pre-test and post-test shown on table below:

Table 4.2 Student's post test 1

No	Score	Category	Frequency
1.	100-85	Very good	0
2.	84-75	Good	3
3.	74-50	Standard	12
4.	49-25	Low	1
5.	24-0	Very low	0
6.	Mean		65

Based the table above show that there are no students achieve score 100-85 in writing narrative text. 3 students have good score between 74-50.

Unfortunately, the highest score is 75 and it is only 3 students that reached it. 12 students have reached standardscore between 74-55. Moreover 1 student achieve less competent. The researcher decided to continuing to cycle two because in the first cycle conducted not going to well. Less increasing score between pre-test and post-test, it can be considered that the result of first cycle was not maximum.

### 3. Cycle 2

These cycles was conducted in the second cycle conducted in two sessions and consist of planning, acting, and reflecting. The researcher describes the whole process of the findings from planning, acting, and reflecting to represent of improving after actions.

#### a. Revising Plan

Based on reflection above required the researcher to made and do better effort in improving student's writing ability. The researcher tried to changes and improvises school trip learning activity by asking tour guide to help explained object in museum, so that students can get better explanation and focused during school trip learning activity.

The researcher designed two meetings in second cycle that consist. Same with first cycle, the researcher also prepared all that needed, such as material lesson plan and in addition in implementation of school trip learning activity the researcher signed up tour guide in school trip learning activity. Secondly is main activity, thirdly evaluation and follow up activity to evaluate and review activity and gathered all the

result of cycle 2.

b. Meeting 1

1) Opening

First meeting was conducted at Monday 8 August 2022, the researcher entered the class at 08.00 and continuing open class by saying “Assalamualaikum” and students replied then checked absence of the students. Same with first cycle, the researcher began the class with apperception and brainstorming so that students did not feel awkward and enjoy in teaching and learning activity.

2) Main Activity

At 08.15 the researcher began to gave students material about narrative text. Continuing with describe what is narrative and how to write narrative text with correct pattern. After that the researcher explained the material, asked the students whether there is any part of the material that students did not understand. All students seem understand about the material that given, it is end at 10.00.

a) Implementation of School Trip

The researcher and the students went to museum and arrived at 10.15. The researcher and group entered museum and fill guest book. When the first cycles was conducted, the researcher that who explained the things in

museum, so that students less interest to researcher's explanation, therefore in second cycle the researcher bring in tour guide to help researcher explain in school trip learning process. The tour guide elucidated clearly to students all things there are in museum. Student's attention fully direct to tour guide's explanation. Students start write down the explanation of the tour guide, student's activity also increased by question-and-answer session between students, researcher and tour guide during school trip learning activity. The students also started to feel familiar with school trip learning method. It shown by students seems enjoy and follow instruction from researcher and go through this learning method conductively. The learning atmosphere has led to the learning of the school trip method, learning process started to create fun and enjoyable atmosphere.

#### b) Closing

In the end of school trip learning activity, the tour guide gave present to the students that answered quiz, there were four students that gave present. The present was stationary, umbrella, and diary books. The researcher asked the student's feel after implementation of school trip learning process.

### c. Meeting 2

#### 1) Opening

The second meeting was conducted in Tuesday 9 August 2022. The researcher entered the class by saying “Assalamualaikum” continuing by checked student’s attendance and asked about their day. The researcher asked about the difficult of the previous material, all the students answered that were understood about the previous material and they did not have any question.

#### 2) Main Activity

##### a) Post-test

The researcher gave example of historical narrative entitle with “Keris” and then the researcher presented about how to write story of history of narrative text. After that the researcher asked the students to a narrative text paragraph based on things that observed by students last week with minimum 100 words. The students asked the researcher whether they can open dictionary of no, the researcher allowed students to open dictionary and asked when they have difficulties in writing process. After 1 hour of writing the all the students was finished. The students submitted their paper work to the students.



In cycle 2, the post-test from first cycle became pre-test of cycle 2. The researcher asked students to arrange narrative text based on things that students observed in museum. The score of second students of student's ability to arrange narrative text through school trip in second cycle as follow:

Table 4.3

Student's Cycle 2 post-test

No.	Score	Category	Frequency
1.	85-100	Very Good	5
2.	75-84	Good	9
3.	50-74	Standard	2
4.	25-49	Low	0
5.	0-24	Very Low	0
6.	Mean		77

Based on table above shows that students writing skills has increased after implementation of second cycle. 5 students achieved 85 or pass 85, 9 students also reached 75-84 score, 2 students achieve standard score and all of them pass "KKM" namely 70. The mean score based on second cycle is 80. None students who get score under 70, it can be

showed that second cycle there more improvement than first cycle.

### 3) Reflecting and Follow Up Activity

Similarly with previous cycle, the reflecting consist of evaluation on the process and student's result. From the data that gathered from second cycle, the researcher overcome the problems from previous cycle. With collaboration between the researcher and tour guide, the students did school trip learning activity better from cycle 1. The students enthusiastically joined in the school trip learning activity. They started to observed and discussed about things in museum between the researcher and tour guide.

In teaching and learning writing process the students also get better understanding about goal, generic structure and language feature in writing narrative text. they could make sentences with various vocabularies. The score of student's writing showed improvement from previous cycle. The improvement of student's score from pre-test until cycle 2 as follows:

#### **Student's Improvement**

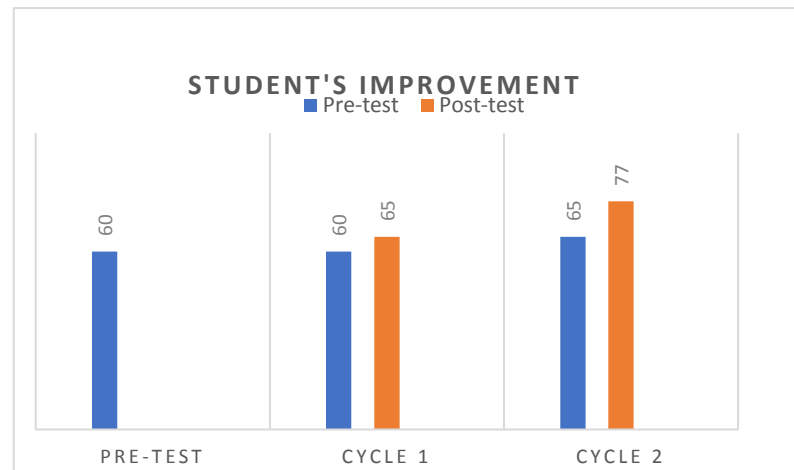
**Table 4.4**

Name	Pre-test	Post-test
Cycle 1	60	65
Cycle 2	65	77

From the table above, showed the improvement of student's writing score. Not only score, student's writing activeness also increased each cycle. The students also had improved their abilities to getting and developing ideas in writing.

#### Student's Improvement Statistic

4.1 Chart



The improvement from pre-test until second cycle can be seen on table above. The researcher realize that were several things that increased during school trip learning activity both cycle, such as student's enthusiasm, participation and activeness behavior in learning English. It also effected on student's writing ability.

#### **B. Research Discussion**

In this section, the researcher presented the result of the implementation of school trip learning process to improved student's writing skills in SMP N 3 Boyolali ninth B grade academic year 2021-2022.

After doing the action on cycle I, cycle II and reflecting, the researcher found some findings to answer the question stated in chapter I. This research was conducted to know whether the use of school trip activity can improve students' writing ability especially in narrative text. The improvement of student's writing ability the result that the researcher's hope to be achieved. This discussion was developed from the data got from the research. The data was collected through various source and technique during the research along with the pre-observation until cycle II.

Based on the observation, the researcher found that the students problems in developing ideas and motivation. They also not able to arrange the paragraphs coherently and student's lack of vocabulary mastery. To solve the problems the researcher planning some actions to be implemented teaching and learning process, namely school trip learning activity.

The result of the first cycle showed that students seem not familiar with new teaching learning process. Student's attention still diverted during school trip learning process, so that the result of cycle I did not reached the optimal result. In other hand student's motivation and enthusiasm in teaching learning process improved during school trip learning process and students want to ask and answered question during teaching and learning process. The students also seem enthusiastic to arrange narrative text. From the result of first cycle, the researcher decided to conduct the second cycle.

In the second cycle, the researcher made action to solve problem in first cycle. With tour guide explanation about things in museum and the

researcher that helped students in arrange narrative text, student's attention became fully focused during school trip learning process. In implementation of school trip in second cycle, the students seem very enthusiastic. It show by discussion between students, tour guide and the researcher, students asked to the tour and researcher when they found some difficulties in observe object in museum and when they arrange narrative text.

Also related theory in chapter II by Mursid (2015) in that stated school trip learning activity can stimulate student creativity, information can be more extensive and actual, students can search and process information on their own. In school trip the students not only go and have some fun but also students go to place like museum for educational purpose. Thirdly students were interest with school trip learning process, the students got the something new in teaching and learning English process

The result of the analysis and interpretation shows some improvements in students writing ability. The students produce better writing after implementation of school trip learning process. The test were held in the end of each cycle also showed the improvements of five aspect of writing, namely content, organization, language, vocabulary and mechanics according to brown (2003). Student's vocabulary was increased after practice wrote narrative text and getting comments by researcher. By keep practicing, the students could understand about the word and students can get better result in English writing aspect.

There is no perfect learning method, school trip method also has

weakness, school trip method needs long time preparation, the researcher must determine aspects such as place that visited by students to observe object, guided students in place that become object of learning process, school trip method also little bit expansive. Students need time to adapt with new situation of learning process such as school trip method, with new learning environment researcher must guide students so the learning process can be running well and effective

Based on description above, it showed school trip method is one of potentially method that can be used in teaching and learning writing process. The researcher realizes that with interesting learning process and appropriate way to observe object can help students in learning teaching writing narrative text. It can be concluded that the implementation of school trip learning activity can improve students writing ability class 9 B of SMP N 3 Boyolali academic year 2022-2023.

## CHAPTER V

In this chapter researcher will discuss about conclusion and suggestion based on the result of research

### A. Conclusion

Based on data that gathered in observation, and the result of cycle I and cycle II, it can be concluded that students has interest and willing to learn English in new way to help student's skills in English writing especially narrative text. The positive result from the observation and all the test that done by students showed that they not only lack of interest in teaching and learning process but also unable to arranging a good paragraph of writing, developing ideas and understanding characteristic. The changes of mean score that happened in each cycles was the proof of the student's improvement. The mean score of the pre-test 60. the mean score of the cycle I post-test is 65. The mean score of the cycle II post-test is 77. There was an increasing in student's writing ability.

It can be said that the implementation of the method may be useful. The school trip method in teaching learning of writing process was proved to improving student's writing ability. From the data, description, and the result of the research, it can be concluded that school trip method can improve students ability in writing descriptive text.

## **B. Suggestion**

After analyzing and making conclusion about the research, the researcher gives some suggestions that hopefully are useful for the teacher, institution and others for the participants

### 1. For the teacher

Because we learn English as foreign language, English teacher should make an interactive and interesting teaching learning process. School trip activity can be one of the supporting method in learning method. It can help the learners to manage their need and interest on learning English and expand their experience to observe and new learning atmosphere.

### 2. For the students

The main point of learning language especially English is a lot of practicing. students can not just rely on the teaching and learning process in the classroom, they should practice it in their daily life too. School trip activity help the students to learn and practice their writing ability by finding and observing direct object so that they easier to gathered the information of the object.

### 3. For other researcher

The researcher realized that this research paper was not perfect yet. There were still many weaknesses dealing with the theory or technique because the limited skill of the researcher. The researcher also understood that research paper only gave little contribution in



improving students writing ability through school trip to writing narrative text.

For those who were interested in doing research should able to do research deeply. The research would be beneficial for the development of education. The researcher hoped that this research can be useful as reference.

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# **APPENDICES**

## Interview

### Appendix

#### Result transcript of interview

R: Mohon maaf bu yg saya tanyakan tentang proses pembelajaran siswa tentang narrative text. Apakah ada kesulitan dalam yg dialami siswa dalam proses pembelajaran. mohon maaf menggangguTerimakasih bu wassalamu'alaikum wr wb

T : Ada mas untuk kesulitan. smp kelas 9 materi narative text. Anak anak masih ada kesulitan dalam kosakata bahasa inggris. Mereka juga masih ada masalah dalam penyusunan kerangka short story. Menuangkan gagasan ke dalam teks juga masih membutuhkan proses yg lama. Untuk narative juga belum tau mas akan disampaikan atau tidak karena kita selama situasi belum normal pakai KD esensial menunggu dari mgmp kota.

Researcher : Apakah adik tahu apa itu narrative text ?

Student 1 : teks yang menceritakan sebuah menjelaskan sebuah peristiwa secara runtut.

Researcher : Iya benar

Researcher : Nah kamu punya kesulitan ngga dalam menulis teks tersebut?

Student : iya

Researcher : kesulitan yang dialami apa saja?

- Student 2 :Seperti menemukan apa yang harus di ceritakan kesulitan dalam Bahasa inggrisnya dan kesulitan menemukan apa yang harus diceritakan
- Student 3 : Yang kesulitan untuk menentukan apa yang harus di ceritakan dan kesulitan dalam menentukan bahasa yang sesuai dengan cerita yang akan di sampaikan.
- Student 3 : Nah seperti itu kesulitannya
- R : Bagaimana rasanya melakukan school trip method untuk proses pembelajaran dik
- Students 1 : Rasanya menyenangkan kak, dan juga tidak membosankan
- Students 2 : Biasa saja kak
- Students 3 : Bingung kak saya harus melakukan apa.



## Appendix

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher introduces a narrative text to the students	√	
6.	The researcher and the students read and identify the organization of the text.	√	
7.	The researcher explains the organization and language feature of a narrative text to the students.	√	
8.	The researcher gives time to students to deliver their questions about a narrative text.	√	
9.	The students ask question about a narrative text.	√	
10.	The researcher reviews what the students have learned.	√	
11.	The researcher asks the students to submit their work.	√	
12.	The researcher ends the lesson.	√	

## Field note

Cycle 1: meeting 1

Date : Monday 1 August 2022

Time : 08.00 AM - 01.00 PM

Place : Class and Museum R. Hamong Wardoyo

The first meeting was conducted in classroom of IX-B class. The class was started at 08.00 am. The teacher asked the students to follow me in the class. After the teacher pass me the class, I began to greeted the students and doing conversation and ice breaking to get attention from the students, then I started to checked students present. After greeting section, I continue to learning activity. firstly I asked the students to understanding about writing narrative text, but most of students answered they did not understand yet and face difficulties. The researcher began to gave them example about narrative text. together with students, I discussed narrative text with the students until 10.00 AM

While waiting the transportation, I and the students make conversation. At 10.00 AM transportation arrived to pickup the students, then all the students get in to car. at 10.15 we went to Museum R. Hamong Wardoyo, at 10.30 we arrived. After arrived, we began to entered the museum to fill guest book. After that I began to introduce the students about our activities In museum R. Hamong Wardoyo. school trip learning activity started from history section. I began to introduced and showed students about the history of Boyolali. I explained to students about things in museum. It was first time students went to museum R.

Hamong Wardoyo in educational purpose, students felt unfamiliar with new learning environment. So that there unexpected problem that happened in school trip learning activity in cycle 1, such as students not focused in material that I gave. Student's concentration fixated to other things that make them interest. In other hand, although school trip learning activity was not maximum, student' interest in teaching and learning writing process increased and not bored with school trip learning activity.

## Field note

Cycle 1: meeting 2

Date : Monday 1 August 2022

Time : 08.00 AM - 01.00 PM

Place : Class

The second meeting was conducted in class IX B of SMP 3 N Boyolali. The purpose second meeting was to know the improvement of students writing activity after doing school trip learning activity by doing post-test. Meeting 2 was started at 08.00, the researcher began to checked student's attendances and continuing with gave instructional about the post test, the researcher asked students to write about one thing in museum that was observed in previous meeting

The researcher started the post and gave them 90 minutes to complete the task. The researcher also helped some students that have difficulties in writing, especially in vocabulary. The post test of first cycle running well, even though some students has difficulties in writing. At 11.00 all students submit their work.

## Field Note

Cycle 2: meeting 1

Date : Monday 1 August 2022

Time : 08.00 AM - 01.00 PM

Place : Class and Museum

The first meeting was conducted in classroom of IX-B class. First meeting in cycle 2 used same pattern with first meeting in cycle 1. The class was started at 08.00 am. I began to greeted the students and doing conversation and ice breaking to get attention from the students, then I started to checked students present. After greeting section, I continue to learning activity. Firstly, I asked the students to understanding about writing narrative text, but most of students answered they did not understand yet and face difficulties. The researcher began to gave them example about narrative text. together with students, I discussed narrative text with the students until 10.00 AM. After that activities continuing to school trip learning activity

At 10.10 AM transportation arrived to pickup the students, then all the students get in to car. at 10.15 we went to Museum R. Hamong Wardoyo, at 10.30 we arrived. After arrived, we began to entered the museum to fill guest book. After that I began to introduce with local tour guide, with tour guide students and the researcher began to doing school trip learning activity. Started from the historical section, tour guide began to explained the history of every things that in museum. Continue to other section such as pre-historic and ancient section.

Interaction and explanation from tour guide, the school trip learning activity went more intense than researcher explained. School trip activity went more intense, moreover the tour guide gave some students that able to answered question of quiz that tour guide gave.

## Field note

Cycle 2: meeting 2

Date : Monday 1 August 2022

Time : 08.00 AM - 01.00 PM

Place : Class and Museum

The second meeting was conducted in class IX B of SMP 3 N Boyolali. The purpose second meeting was to know the improvement of students writing activity after doing school trip learning activity by doing post test. Meeting 2 was started at 08.00, the researcher began to checked student's attendances and continuing with gave instructional about the post test, the researcher asked students to write about one thing in museum that was observed in previous meeting

The researcher started the post and gave them 100 minutes to complete the task. The researcher also helped some students that have difficulties in writing, especially in vocabulary. The post test of first cycle running well, even though some students has difficulties in writing. At 11.00 all students submit their work.

## Lesson Plan

School	: SMP N 3 Boyolali
Subject	: English
Grade/Semester	: IX/1
Text type	: Narrative
Language Skill	: Writing
Time	: 2 X 45 minutes

### A. Standard Competence

1. Students are able to express meanings of short story texts and simple essays in the form of *narrative* in daily life contexts.
2. Students express are able to express the main idea of narrative text.
3. Students can identify main aspect of narrative text.

### B. Basic Competency

1. To express meanings and rhetorical steps in simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life contexts accessing science in the form of *narrative*.

### C. Achievement Indicator

1. identify a narrative text.
2. mention the organization of narrative text.
3. find or make a note about location, qualities, and characteristics by observing a place.
4. make a draft of narrative text based on the observation result.
5. use simple present tense and linking verbs to make sentences of narrative text.
6. organize and revise the draft of narrative text.
7. produce a narrative text.

### D. learning Resources

1. English book "Think globally act locally"

### E. Media

1. Whiteboard
2. Whitoard marker
3. Notebook

### F. learning method

1. School trip method

### G. subject lesson

1. Narrative text

Narrative text chronological text, namely text that tells an event in a sequence



#### Structure of narrative text

1. Orientation
2. Complication
3. Climax
4. Resolution

#### H. Teaching learning activities

1. Introduction
  - The teacher greets the students.
  - The teacher asks a student to lead the prayer.
  - The teacher checks students' attendance.
2. Main Activity
  - Students go to Museum R. Hamong Wardoyo.
  - Students observe things in museum.
3. Closing Activity

#### I. Assessment

- Assessment Content : 20
- Assessing Organization : 20
- Assessing Syntax : 20
- Assessment Vocabulary : 20
- Assessment Mechanics : 20
- Total score : 100

## Appendix

### Cycle 1 Meeting 1



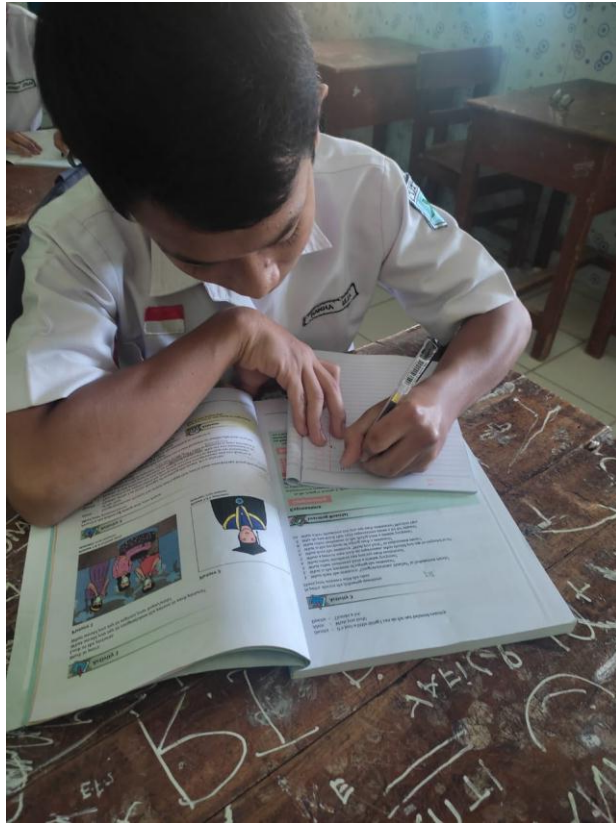




## Appendix

### Cycle 1 Meeting 2





Appendix

Cycle 2 meeting 1





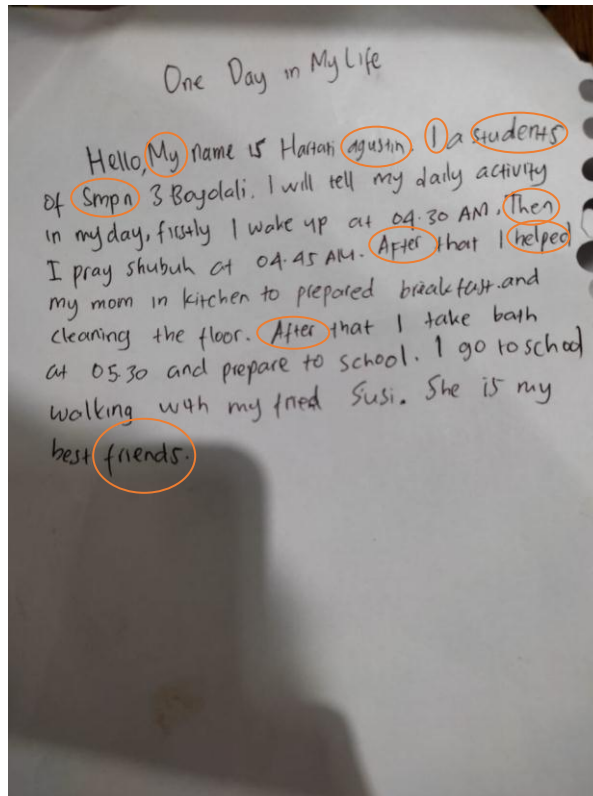


Appendix  
Cycle 2 meeting 2



## Appendix

### Pre-test

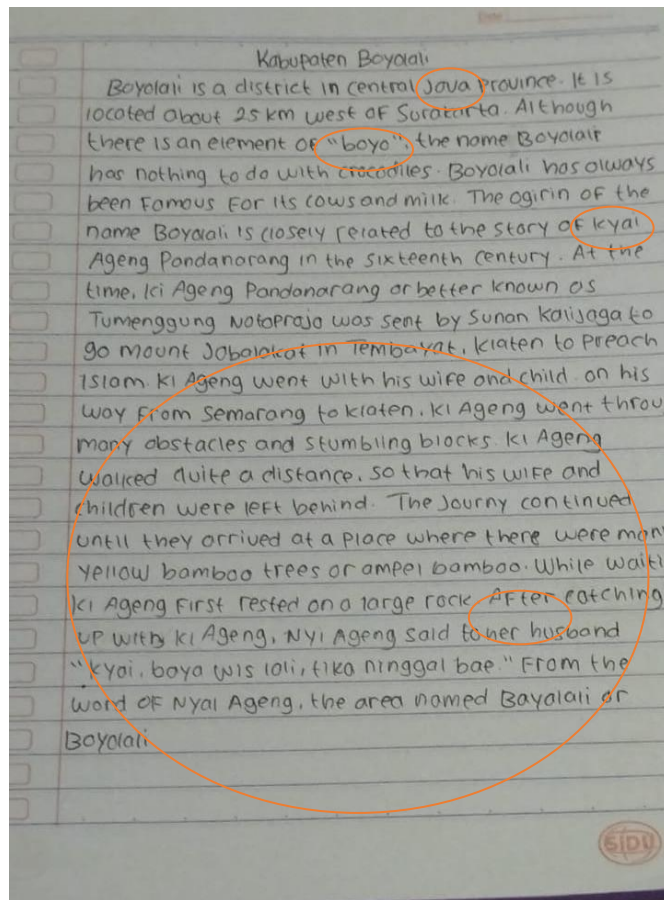


Name : Hartati Agustini

No	Name	Score
1.	Content	10
2.	Organization	15
3.	Syntax	10
4.	Vocabulary	15
5.	Mechanics	5
6.	Score	55

Hello, <b>My</b> name is . . .	Hello, <i>my</i> name is
is Hartati <b>Agustin</b>	<i>is Hartati Agustin</i>
<b>I a students</b>	<i>I am a student</i>
<b>Smp n 3 Boyolali</b>	<i>SMP N</i>
<b>.Then</b>	<i>,then</i>
<b>.After</b>	<i>,after</i>
<b>I helped</b>	<i>I help</i>
<b>. After that</b>	<i>,after that</i>
She is my best friends	<i>She is my best friend.</i>

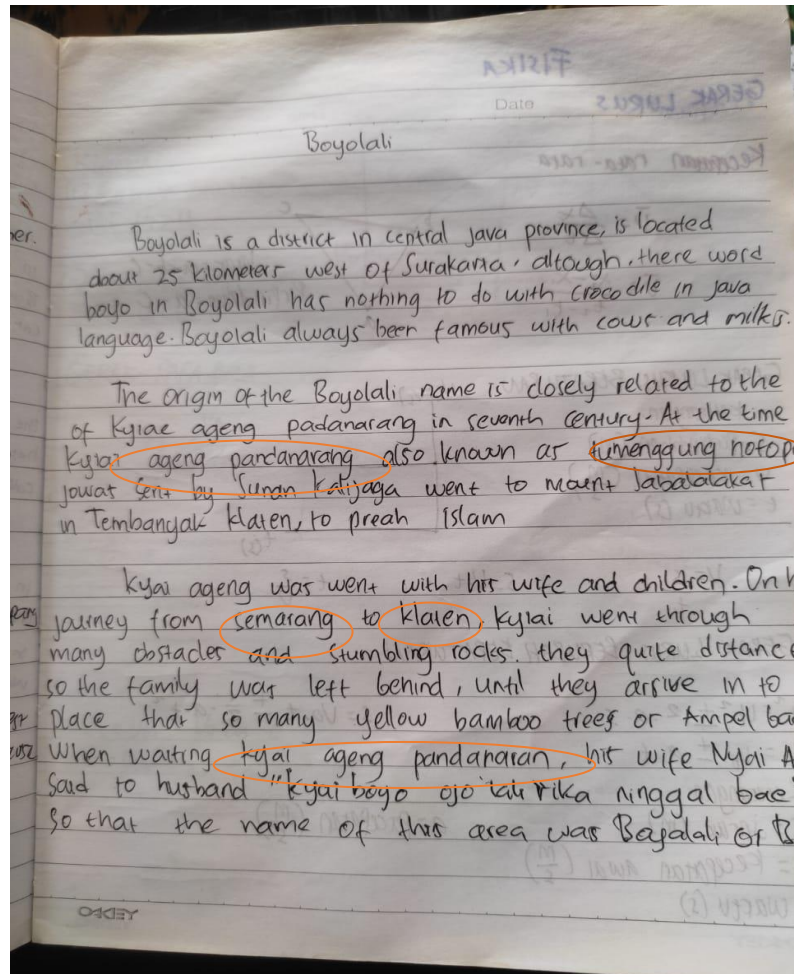
## Post test 1



Name : Aulia Nur baiti

No	Name	Score
1.	Content	10
2.	Organization	15
3.	Syntax	10
4.	Organization	15
5.	Mechanics	10
6.	Score	60

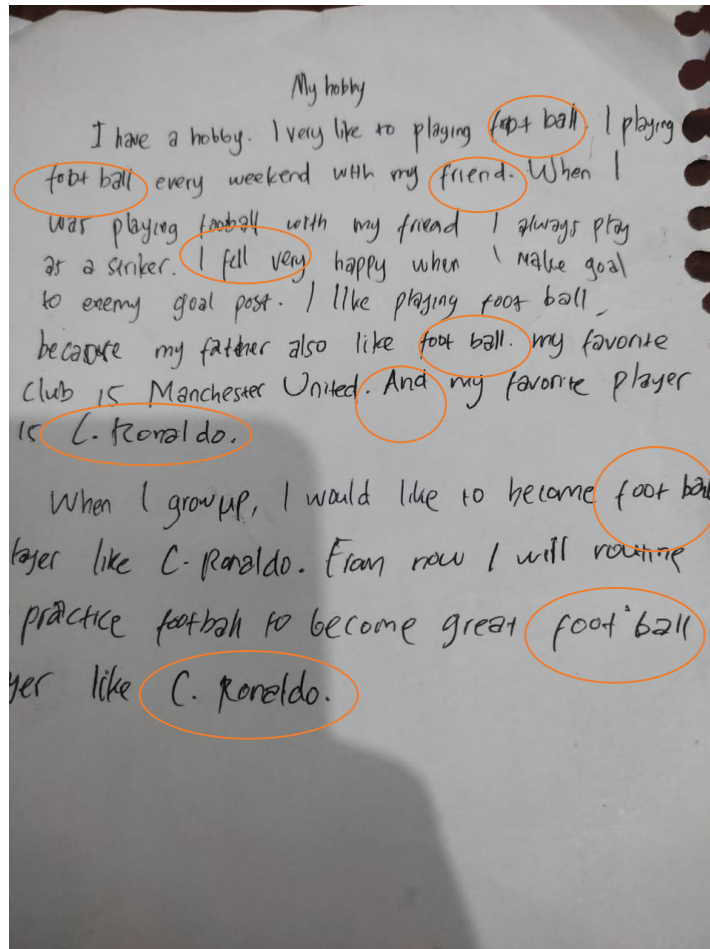
post test 2



No	Name	Score
1.	Content	20
2.	Organization	20
3.	Syntax	15
4.	Organization	15
5.	Mechanics	10
6.	Score	80

Kyai	<i>Kyai</i>
Semarang	<i>Semarang</i>
<b>Klaten</b>	<i>Klaten</i>
<b>kyai ageng pandanaran</b>	<i>Kyai Ageng Pandanaran</i>
<b>tumenggung notojawat</b>	<i>Tumenggung Notojawat</i>

Pre-test



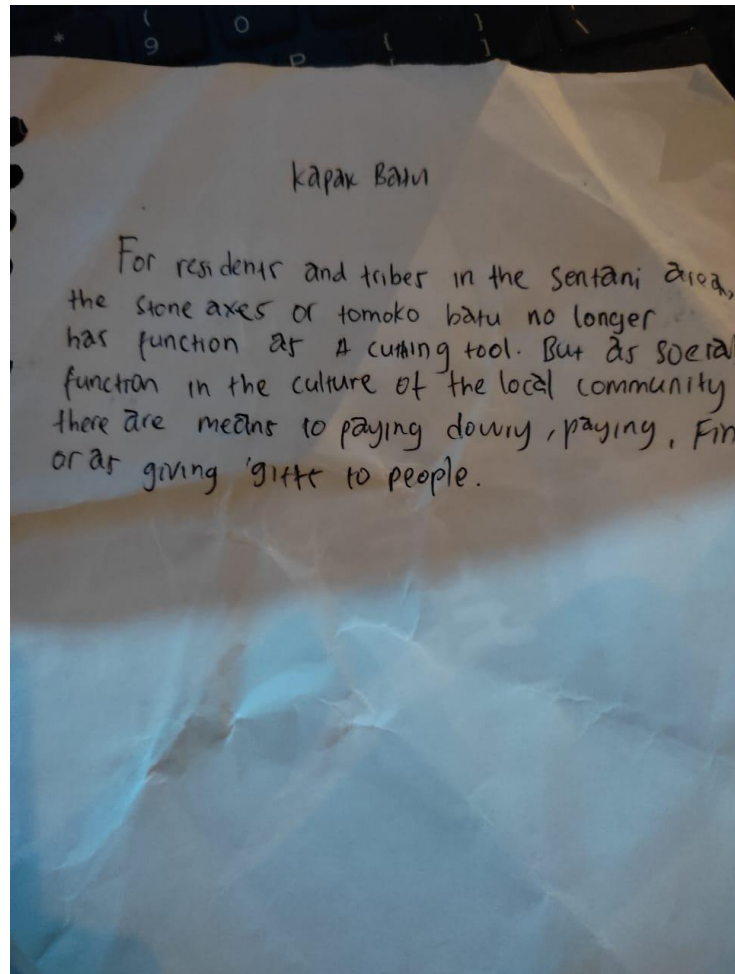
Name : Dio David Syah

No	Name	Score
1.	Content	15
2.	Organization	10
3.	Syntax	15
4.	Organization	10
5.	Mechanics	10
6.	Score	60

<b>Foot ball</b>	<i>Football</i>
<b>Friend</b>	<i>Friends</i>
<b>I fell</b>	<i>I feel</i>
<b>.And</b>	<i>,and</i>
C. Ronaldo	<i>Full name</i>

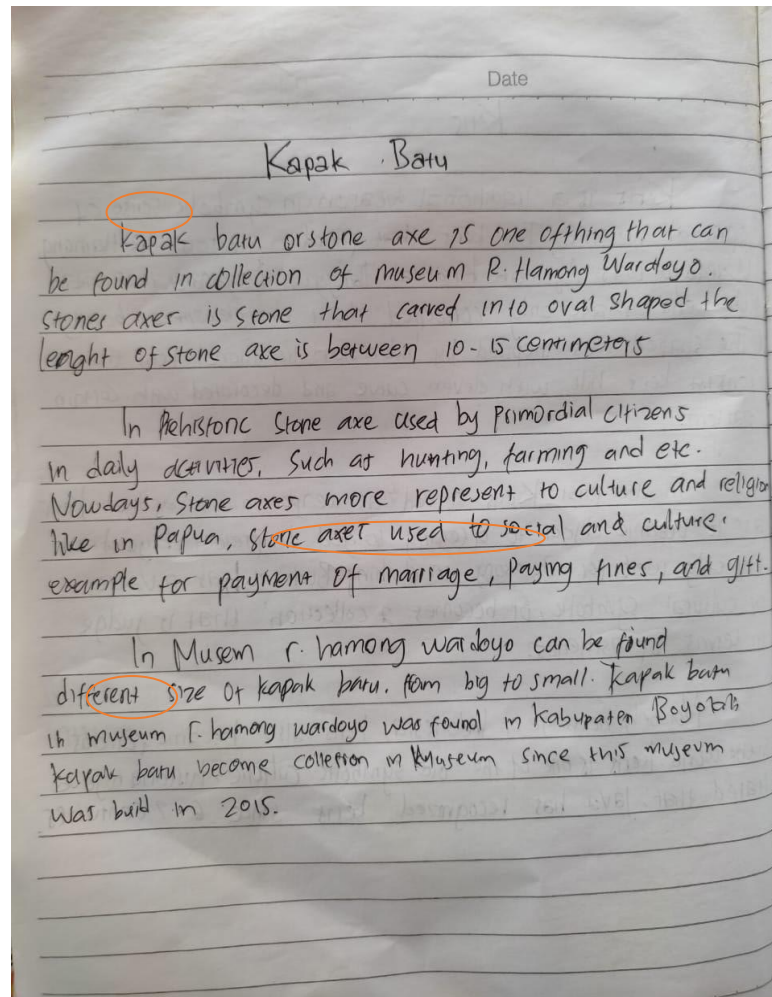


Post test 1



No	Name	Score
1.	Content	15
2.	Organization	10
3.	Syntax	15
4.	Vocabulary	15
5.	Mechanics	15
6.	Score	65

## Post test 2

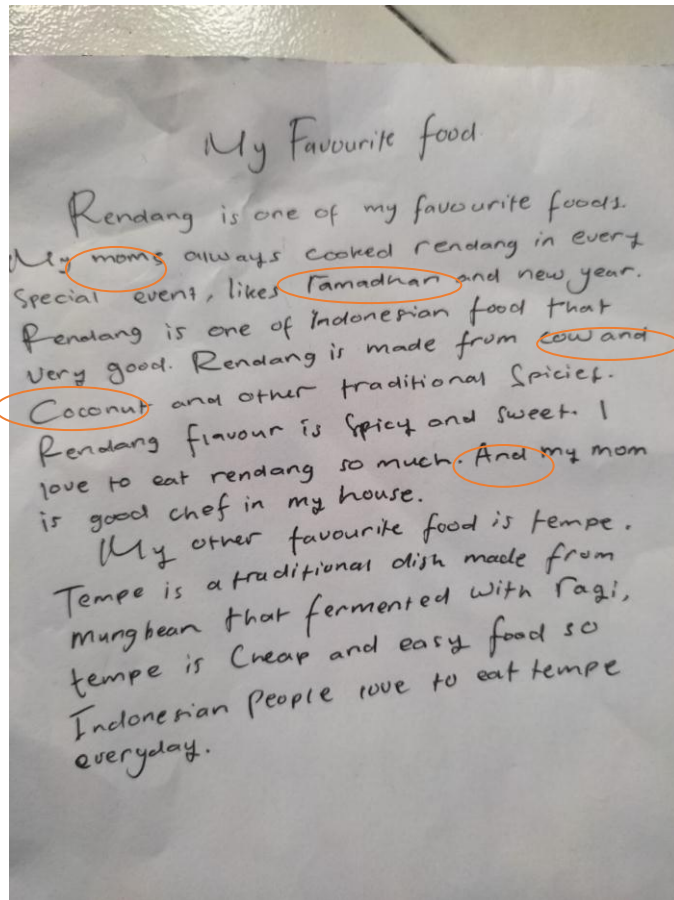


No	Name	Score
1.	Content	20
2.	Organization	20
3.	Syntax	10
4.	Vocabulary	10
5.	Mechanics	20
6.	Score	80



stone axes	stone axe
r.hamong wardoyo	R. Hamong Wardoyo
Build	Built

Pre test

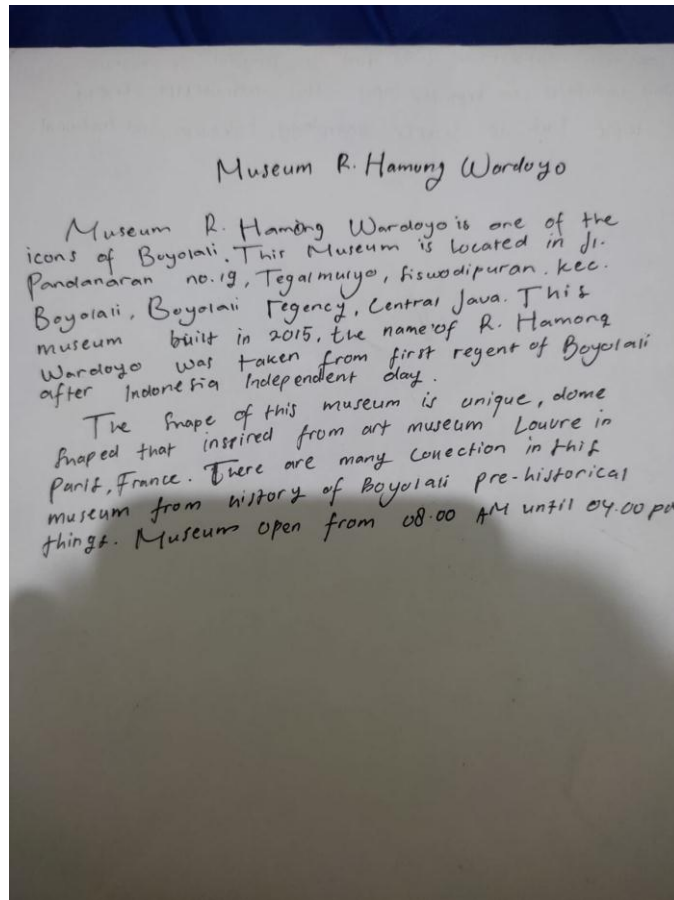


Name : Muhammad Fajri Utomo

No	Name	Score
1.	Content	20
2.	Organization	10
3.	Syntax	10
4.	Vocabulary	10
5.	Mechanics	10
6.	Score	60

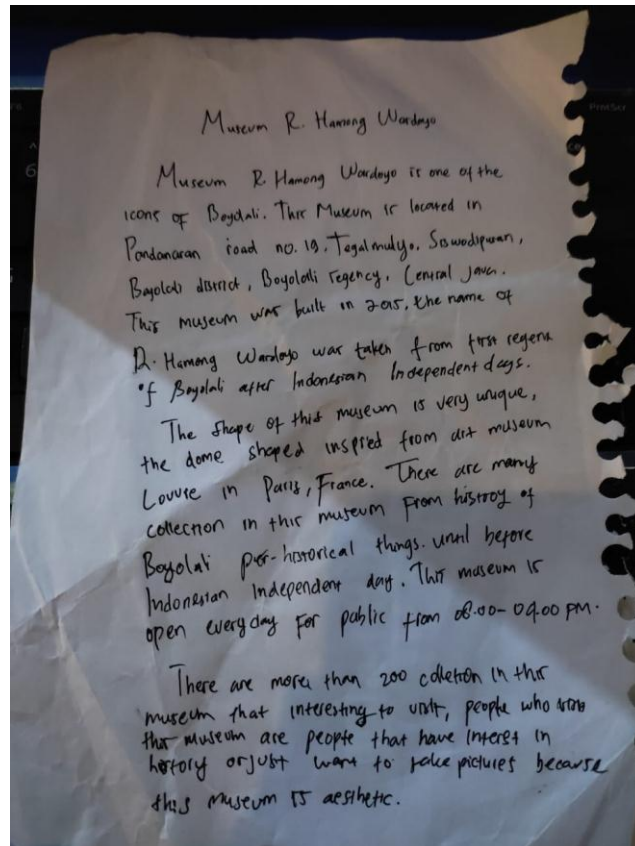
My moms	<i>My mom</i>
Ramadhan	<i>Ramadhan</i>
Coconut	<i>Coconut</i>
.And	<i>,and</i>
Cow	<i>Meat</i>

## Post-test 1



No	Name	Score
1.	Content	15
2.	Organization	15
3.	Syntax	15
4.	Vocabulary	15
5.	Mechanics	15
6.	Score	75

## Post Test 2



No	Name	Score
1.	Content	15
2.	Organization	15
3.	Syntax	15
4.	Vocabulary	15
5.	Mechanics	15
6.	Score	90