



Implementing Field Trip Using PJBL In Recount Text To Improve X MIPA 4 Students Writing Ability At SMAN 2 Kediri In 2017/2018

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Abstract

The objective of the research is to determine : (1) Field Trip using Project based Learning in recount text can improve X MIPA 4 students' writing ability, (2) Field Trip using Project based Learning in recount text can improve X MIPA 4 students' class atmosphere. This Classroom Action Research (CAR) is classified as a qualitative descriptive research which uses three instruments ; questionnaire , observations and document analysis. Cycle 1 and Cycle 2 were conducted from March 9, 2018 until April 13 , 2018 which involved 36 students of X MIPA 4 SMAN 2 Kediri in 2017/2018 Academic Year as the respondent. The researcher found that (1) in Cycle 1; the mean score is 80,42 which consists of 4 in accuracy , 4,11 in developing ideas , 3,88 in generic structure , 4,03 in mechanics ,(2) in Cycle 2 ; the mean score goes higher 87,36 which consists of 4,27 in accuracy , 4,33 in developing ideas , 4,5 in generic structure , 4,27 in mechanics. Based on the data, it could be concluded that : (1) Field Trip using Project based Learning in recount text can improve X MIA 4 students' writing ability, (2) Field Trip using Project based Learning in recount text can improve X MIA 4 students' class atmosphere.

Keywords : Writing ability , Recount text , Field Trip, Project based Learning

INTRODUCTION

Language is one most important thing which can support our communication in our life. It is supported by (Oxford Learner's Pocket Dictionary, 2008) that language is a system of sounds, words used by humans to communicate thoughts and feelings. Out of 4 skills (Listening ,Speaking ,Reading and Writing) ,Writing is one of important communicative competence that have to be learned by all of the students.(Nunan 1991 : 342).

Writing skill is very significant because nowadays, people do not only use verbal communication to communicate with each other, but also non-verbal communication. Writing skill is one of the indicators which can be used to measure students' English ability. Ferris (2002:328) said that students of ESL will not be able to succeed outside the ESL class until they are able to produce a good writing product and learn how to reduce their writing errors.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said low under the minimum assessment criteria. Writing is considered as the most difficult skill to be mastered by the second language learners (Richards and Renandya, 2002:303). Whereas (Patel & Jain, 2008) said that writing is skill that should be taught through practice. There are several phases that should be followed by students to start their writing; first, the students should know and understand about grammatical features that is used in each sentence; second the students should be able to write their written assignment through English effectively; and the student should be able to use correctly conversations in peculiarly language. There are some influential factors in developing the writing ability. The factors that influence the writing ability of the students are environment, interest and motivation. Environment is an important factor in obtaining the writing skill. One of the reasons for his failure to

learner or maintaining his second language is no contact between learner and the community in which the language is written.

The second one is the students' interest. The students' interest to study and practice the writing skill is an important factor. By having strong interest, the students will try to give a great attention to improve their writing. Dealing with the above opinion, it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the monotonous activities without considering that it will make the students bored. As the result, the students will not be able to catch the lessons easily because of their lost interest and participation.

Seow (2002) also argues that writing process provides the learners with sequences of planned learning experiences to help them understand the nature of writing. These are the writing process :

1. Planning or pre-writing activity is any kinds of activity which can stimulate students to start writing. The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic (Bae: 2011).
2. Drafting as Harmer (2004) states that drafting is a form of raw writing which needs to be revised before the final product is completed. As said by Bae (2011), students need to emphasize more on global issues, which are topic, organization, and evidence, while ignoring surface problems, like spelling, punctuation, and wordiness.
3. Revising deals with making revision for their writing, students need to reexamine and recheck what they write to make sure that they communicate their meanings to the readers in an effective way.
4. Editing is the stage in which the students put their pieces of writing into final form (Bae, 2011). Ferris (2002) states that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing. At this stage, students ought to tidy up their writing and prepare the final product of their writing to be evaluated by their teacher.

Related to those explanation , it seemed that X MIPA 4 in SMAN 2 Kediri was the class which had some weaknesses in writing Recount text , such as ; 1) Some of the students were still lack of vocabulary which made them felt confused with what they wanted to write. 2) Some of them had no ideas with the theme and the topic. 3) Some of them had such a long time to write preparation. 4) Some of them were such a slowly worker , not to be hurry to do something. 5) Some of them were confused with the language feature and generic structure of recount.

In fact, their means score was only 77,78 which was the lowest compared with 10 other classes ,which minimum assessment criteria of tenth grade was 80. There were only 17 students who got 80 while 19 students who were under 80. This Classroom Action Research deals with Recount text which tells Past events. The Generic structure of it consists of Orientation (telling who, when, where) , Series of Events (chronologically) and Reorientation (the conclusion to sum up the arguments and reinforces author's opinion). The Language Feature is Focus on Specific Participants , Past Tense, Conjunctions and Sequence Words. These are their problems : (1) How can Field Trip using Project based Learning in recount text improve X MIPA 4 students' writing ?(2) How can Field Trip using Project based Learning in recount text improve X MIPA 4 students` class atmosphere ?

Fortunately, there was an interesting school program , Field Trip to Sangiran museum and Mangkunegaran Palace for the tenth grade students of SMAN 2 Kediri in this Semester which can be combined with Project Based Learning to complete this Classroom Action Research (CAR). These are the advantages of conducting Field Trip in the CAR ;1) It makes a connection between reality and theory – hands-on ,2) It can be used as an introduction to a unit or a culminating actively ,3) It provides an authentic learning experience ,4) It is exciting that children get to meet and interact with others ,5) They can have experience all five senses, see, touch, feel, smell, taste because children remember the field trips well.

There are 6 phases in Project based Learning (Pjbl) for conducting the CAR: *Phase 1*. Start with essential question. *Phase 2*. Design project . There is collaborative planning among the teacher

and the students which consist of: Rule of the game , Activities choice , Subject integration and The property. *Phase 3.* Create schedule. *Phase 4.* Monitoring the students and progress of project. *Phase 5.* Assess the outcome. *Phase 6.* Evaluation the experience.

Based on the explanation above and the factors which contributed to writing difficulty at grade X MIPA 4 of SMAN 2 Kediri, East Java in 2017/2018 , the researcher was interested in conducting a research by implementing field trip and using project-based learning technique as one of the effective treatments to improve students' writing skill.

RESEARCH METHODS

The Classroom Action Research was carried out for 2 months from March 9 until March 16 , 2018 for Cycle 1 and April 6 until April 13 , 2018 for Cycle 2 at SMAN 2 Kediri which lies on Jl Veteran 7 Kediri in 2017/2018 Academic Year. The subject is X MIPA 4 students of SMA Negeri 2 Kediri which involves 36 students consisting of 16 male students and 20 female students .

Planning

In this stage the researcher firstly identifies the problem referring to the teaching – learning process that will be researched in this study. Having identified the problem, secondly the teacher makes a plan about what kind of action will be carried out and prepares everything dealing with the action research requirements such as the material that is going to be taught to the class, makes lesson plans, prepares some observation sheets to record the student's activities, prepares teaching aids, and test instruments, etc.

Implementing

To help students to be more active to get involved in writing class and improve their writing ability. The researcher makes an action plan of the learning activity which consists of; 1) Opening activity, 2) Whilst activity which consists of six phases of Pjbl and 3) Closing activity. There are some steps that the researcher plans to do: First, the researcher conducts a warming up. Second, she gives the description of conducting Field Trip to Sangiran museum and Mangkunegaran Palace. In this stage, the teacher explains the materials that had been prepared for each cycle. Third, she also explains about Project based Learning, the technique which is used for writing recount text and explain the steps of it briefly. Fourth, the students practice the technique.

Observing

In this step, the students' activities during the implementation of observing Sangiran museum and Mangkunegaran palace are recorded by direct observation. The researcher records the important occurrence during the learning teaching process. She is also helped by her observer to observe student's activities during the teaching learning process. The attitude and progress of students are recorded as a reflective consideration in the next teaching.

Reflecting

Reflection is a way to see whether the implementation of writing recount text in field trip is successful to improve students' writing ability in delivering recount text.

Technique of Collecting Data

Meanwhile, qualitative data in the form of words are taken from the result of observation done by the teacher while the actions are being carried out.

Observation

Observation is an activity of watching and recording action and behavior of research participants. The researcher and her observer observed the activities of her students and the progress of teaching and learning in writing class and during Field Trip. The data gained in the observation is in the form field notes.

Questionnaires

Questionnaires are used in order to know the information about the feelings, values, attitudes, thoughts, personality, perceptions, and behavior intentions of respondents.

Document analysis

The researcher uses skill competence (KI 4) for this research. The test is used to measure the students' ability in writing test which consists of four writing components such as developing ideas, accuracy, generic structure and mechanics ability.

The writer marks the highest 5 for each item if the student can write correctly but 0 if the students write incorrectly. Because it has 4 components, so we multiply the highest score 5 for each 4 components. The total score will be multiplied by 5, so we get 100 point

Technique of Analysis Data

After the scores are collected, she analyzed those using recount statistics recommended by Ary, Jacobs, and Razavieh, (1979: 150)

Mean

$$\% X = \frac{\sum X_i}{N} \times 100 \%$$

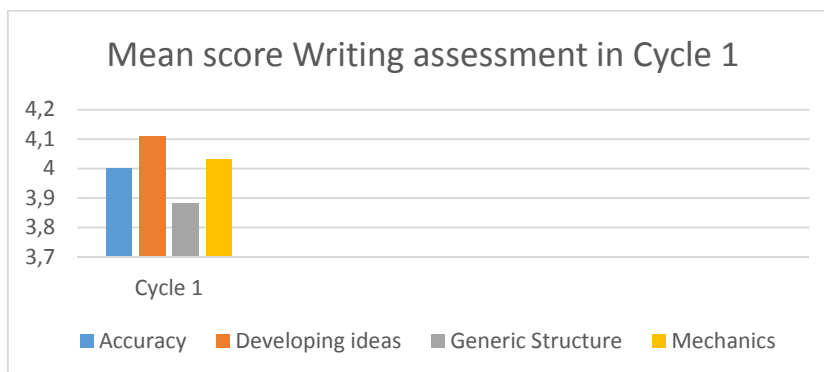
X_i = mean score $\sum X$ total score N = total students

The qualitative data will be analyzed by using Constant Comparative Method as suggested by Glasser .

RESULT AND DISCUSSION

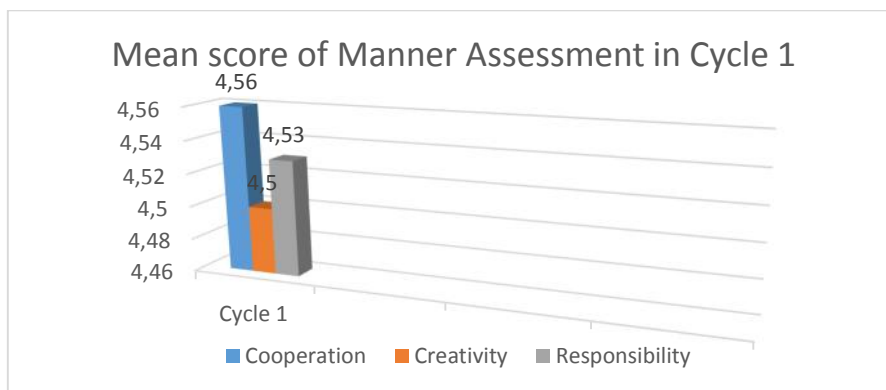
Cycle 1

In Cycle 1 , the data shows that the students who are under KKM are 13 while 23 students have got above KKM. The mean of accuracy is 4 , developing ideas is 4,11, generic structure is 3,88 while mechanics is 4,03. So , the total mean score is 80,42. Look at the graph 1. (Writing assessment Cycle 1 below).



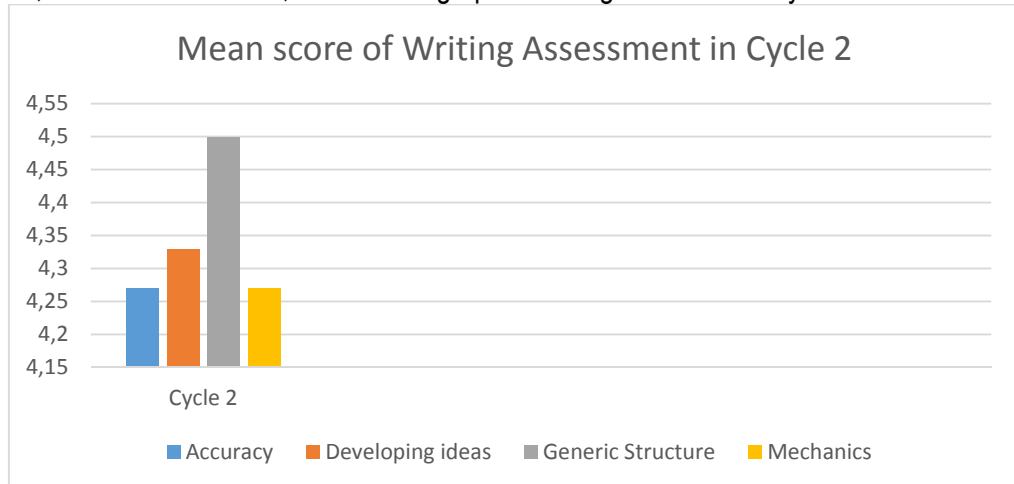
Based on 2013 Curriculum, the researcher also gave the students' manner assessment ; cooperation, creativity and responsibility.

The data shows that score for cooperation 4,56, for creativity 4,50 while for responsibility 4,53. Fortunately, there is not any students who got 3 or poor/fail, but all of them got 4 or 5 which means they are good or very good/excellent students. We can see graph 2 (Manner individual assessment Cycle 1 below).

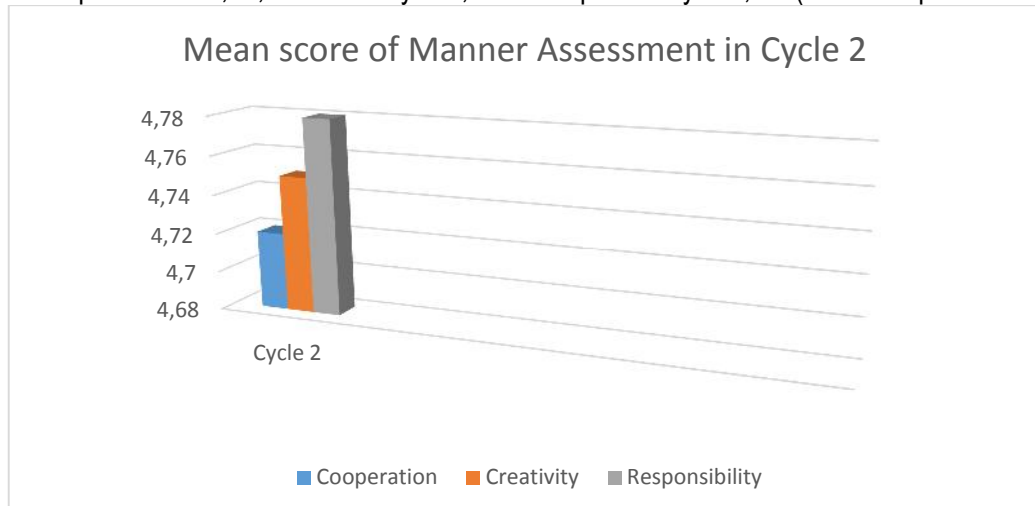


Cycle 2

Finally, the students got significantly higher score in Cycle 2. It was proved that the total sum is 3145 and the mean is 87,36. There was not any students who had lower KKM, all of them were above KKM. The mean score for accuracy is 4,27, for developing ideas is 4,33, for generic structure is 4,50, for mechanics is 4,27. For make it clear, we can see graph 3 Writing assessment Cycle 2 below.



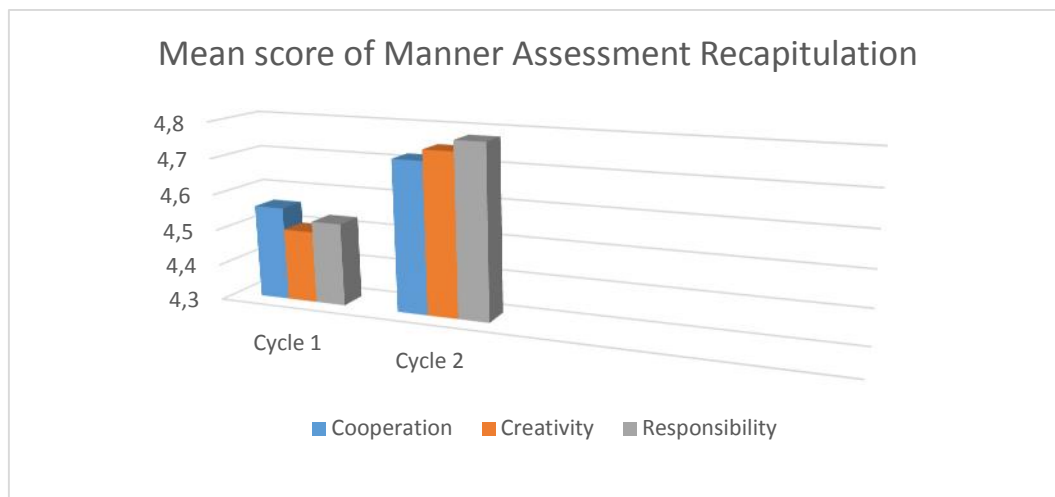
At last, their manner score was increasing too. For the score of individual manner assessment in cycle 2, for cooperation is 4,72, for creativity is 4,75 for responsibility is 4,78. (Look Graph 4 below)



Based on the data, the researcher can see that in Cycle 1, there is increasing significantly which mean is 80,42 while in Cycle 2, they make an incredible improvement which mean is 87,36. It means that the students get a lot of achievement. (Look Graph 5 Writing Assessment Recapitulation below).

There are some improvements which are shown from the graph above, such as; 1) Improvement in Accuracy 2) Improvement in Developing ideas, 3) Improvement in Generic Structure, and 4) Improvement in mechanics

From the data, the researcher concluded that manner individual assessment which consist of three manners made a progress from Cycle 1 and Cycle 2. In Cooperation manner, in Cycle 1, the mean is 4,56 and in Cycle 2, the mean is 4,72. In Creativity manner, the mean in Cycle 1 is 4,50 and in Cycle 2, the mean is 4,75. In Responsibility in Cycle 1, the mean is 4,53 and in Cycle 2, the mean is 4,78. (see the graph 6 manners recapitulation below).



CONCLUSION

Regarding to the statement of the problem and the result of the analysis and discussion in the previous chapter, there are some conclusion which can be drawn. First, Implementing Field Trip is good to teach writing recount text . Field Trip to Sangiran museum and Mangkunegaran palace can enhance the curriculum because it shows a real-world experience for the students. Second, Implementing Field Trip through Project based Learning could improve X MIPA 4 students 'writing ability in recount text. It was shown from the result of the test as one of the indicators of the improvement gave distinct evidence. The students` means score increased from 80,42 in cycle one test and 87,36 in cycle two test. Moreover, the improvement is supported by the results of observation and questionnaire which showed good result. The researcher also has proved the improvements of four components of writing assessment; 1) Improvements in accuracy 2) Improvements in developing ideas, 3) Improvements in Generic Structure and 4) Improvements in mechanics. Third, Field Trip through Project based Learning can improve the classroom situation. It shows that the classroom situation becomes more alive with various interesting activities, and there is a rising students' participation. There were three manners be assessed; cooperation, creativity and responsibility which showed the aspiration and the motivation. Fourth, Field Trip as a media for learning activity through Project based Learning increased teachers' innovation in presenting the material in the classroom using various learning design. The researcher had proved her success in conducting research with six stages of Project based learning.

There are some suggestions are put forward to the teacher ought to use many interesting model, metode and technique in teaching learning process to motivate the students` interest. Students should be active in getting the accurate data or the pictures because the information is very important to write the writing project. There are two things the government can do ; a) Giving support to school to develop the writing activity in each school, b) Giving fund the special training and certification for the teacher of English of Senior high school either as the facilitator of presentation. To the study, this research is just one effort to improve students' writing ability and the use of Field Trip through Project based Learning could be implemented by other researcher in teaching writing. The findings of this research are expected to use as a starting points to conduct further research in the same field.

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