

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language is used globally and widely in many sectors, such as, in business, tourism, technology, international trade, diplomacy, and education. In Indonesia, English is established as the first foreign language which should be taught formally from elementary school, secondary up to the university because the function of English itself is as international communication in this 21st century.

Teaching English is not a simple thing and needs an appropriate method to teach the students because it covers the four skills in language namely, listening, speaking, reading and writing. Teaching English in Indonesia and in other countries are different. As the writer said before, in Indonesia, English is used as foreign language and only taught in a education institution, meanwhile in other country, such as Malaysia, English is well known as the second language and also used in any formal situation

As one of the English skills, writing plays important role to the students. Through writing the students are able to communicate with others, enrich their knowledge and experience and also express their ideas and feeling. However, having a good mastery in writing skill is not easy as many people think. Oftentimes, when a student wants to start writing, he or she is not able to express what is in his or her thought into a written form. It is caused by some factors,

such as: the lack of knowledge of how to write, the lack of vocabularies and the motivation from the student itself.

One of the most challenging tasks English teachers faced nowadays is to get their students to be able to write different genre as required by the new curriculum. Students are supposed to understand that each genre has different social function, structure and linguistic features. In the Curriculum of 2013 Level or *Kurikulum 2013 (K-13)* and written in the standard competence in the syllabus of the first year students of senior high school, students are expected to be able to write some genres in writing namely descriptive and recount. One of the genres that should be mastered by the students in the process of learning English is descriptive text. Descriptive text contains descriptions of a particular topic such as person, thing, or place.

The fact shows that not all students were able to write a text well. Based on the writer's preliminary observation which is conducted at SMA N 1 Tanjung Pura at grade X, many students were not able to write an English well. They were not interested in writing class. There were some problems that caused the low students' achievement. The main problem in writing was when they were asked to write a text, most students said that they were still confused to start writing. It was difficult for them to found the idea and developed the idea into a paragraph. Besides, they said that they were bored just learnt inside the classroom. The other problem was the teacher still used the conventional method in teaching the materials. The teacher just explained the materials and then gave the exercises. This method made the students feel bored and sleepy, especially when the lesson

was taught in the last session. There were no variations of language learning methods which applied by teacher.

Since English is assumed as a complicated subject by most Senior High School students, teachers have a duty to get the students interest in studying. Interest is an important factor to make them pay attention to the subject. Teacher needs to develop their knowledge and ability in teaching writing. Teachers can use different kinds of method so that the teaching process can be more interesting. It is a must for a teacher to choose an appropriate method in teaching writing in order to make the students to be able to develop their writing skill.

Considering the facts above, there is an urgent need to use a suitable method in teaching and learning process that can help them to solve their problems. One method that can be applied to improve writing achievement of the student is Field trip.

Field trip is a good method to help them to develop their idea in writing text, especially, descriptive text. Field trip brings the students with a new way in teaching learning process. This method gives both experience and knowledge to the students which they can't get from lectures or text books. Hughes and Moore (2014) state that field trip provides possibility for students to remember and to relate what have been studied and therefore it motivates them to learn. It is expected that Field trip will give an effect on students' writing achievement

The previous research by Greene, Kisida and Bowen (2011) used field trip as a method to improve critical thinking, historical empathy, tolerance, and interest of K-12 American art student's in art and culture. Besides, they found that

field trip method has notable benefit, such as; improvements in their ability to think critically about art, display stronger historical empathy, and develop higher tolerance. Another research done by Pradayani, et al. (2014) proved that field trip can significantly affect the students of students in Grade VII A.3 of SMP Negeri 1 Singaraja's achievement in writing descriptive text. In addition Utami, et al. (2014) concluded that field trip method the ability in using English Articles on students of eighth grade students of MTs Alkhairaat Sibalaya.

Based on the explanation above, the writer focused on conducting a research to investigate the effect of field trip method on students' achievement in writing descriptive text.

B. The Problem of the Study

Based on the background given, the problem is formulated as the following: "Is there any significant effect on the students' achievement in writing descriptive text if they are taught by applying field trip method?"

C. The Objective of the Study

In relation to the problem of the study, the objectives of the study is to investigate whether the application of field trip method significantly affects the first year (Grade X) students of SMA Negeri 1 Tanjung Pura writing skill in writing a descriptive text.

D. The Scope of the Study

Lunsford (2011: 105) divides four types of writing, namely: narration, description, exposition and persuasion. In this study, the writer focused on the application of field trip method on teaching the students in writing descriptive text, especially describing a place. The subject of the study is limited on the first year students of SMA Negeri 1 Tanjung Pura.

E. The Significance of the Study

The findings of the study are expected to have both theoretical and practical significances.

1. Theoretically, the findings of the study are useful to enrich knowledge on the theories of language learning and also enhance previous theories on the second language learning.
2. Practically, the findings of the study are useful and relevant to:
 - a. English teachers; so that they can use this method in teaching learning process to increase students' achievement in writing, especially descriptive text;
 - b. Other researchers; this research can be used as reference and also can give them some data and sources to do further research.