



Field Trip Learning Method to Improve the Ability of Writing Descriptive Paragraph in Elementary School Students

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ABSTRAK

Keterampilan yang diharapkan dimiliki oleh siswa dari sekolah dasar ini adalah keterampilan berbahasa yang baik, karena bahasa merupakan modal terpenting bagi manusia. Berbahasa merupakan suatu perbuatan yang dilakukan oleh setiap manusia dalam kebersamaannya dengan manusia lain untuk berkomunikasi. Bahasa sebagai sarana komunikasi dapat berupa bahasa lisan, maupun bahasa tulis. Penelitian ini bertujuan untuk menganalisis efektivitas metode karyawisata terhadap kemampuan menulis paragraf deskripsi pada siswa sekolah dasar. Penelitian yang dilakukan dalam penelitian ini adalah penelitian kuantitatif. Metode yang digunakan dalam penelitian adalah quasi eksperimen dengan desain penelitian nonequivalent (pretest and posttest) control group design. Sampel penelitian berjumlah 62 siswa terdiri dari 31 siswa kelas IIIA sebagai kelas kontrol dan 31 siswa kelas IIIB sebagai kelas eksperimen. Data dikumpulkan menggunakan lembar tes untuk mengetahui hasil belajar siswa. Analisis data yang digunakan adalah analisis uji t dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa terdapat keefektifan yang signifikan terhadap kemampuan menulis paragraf deskripsi. Karyawisata bagi anak Sekolah Dasar dapat dipergunakan untuk memperluas informasi yang telah diperoleh dikelas, memberi pengalaman mengenai kenyataan yang ada. Dengan demikian, metode karyawisata efektif digunakan dalam pembelajaran menulis paragraf deskripsi dan dapat menjadi solusi guru dalam mengalami kendala yang serupa dalam pembelajaran.

ABSTRACT

Students from elementary school are expected to have good language skills because language is the most critical human capital. Speaking is an act carried out by every human being in togetherness with other humans to communicate. Language as a means of communication can be in the form of spoken language or written language. This research aims to analyze the effectiveness of the field trip method on elementary school student's ability to write descriptive paragraphs. The research carried out in this research is quantitative research. The method used in the research was quasi-experimental with a nonequivalent research design (pretest and posttest) control group design. The research sample consisted of 62 students consisting of 31 class IIIA students as the control class and 31 class IIIB students as the experimental class. Data was collected using test sheets to determine student learning outcomes. The data analysis used was a t-test analysis with a significance level of 5%. The research results show significant effectiveness in the ability to write descriptive paragraphs. Field trips for elementary school children can be used to expand the information obtained in class, providing experience regarding existing realities. Thus, the field trip method is effectively used to learn to write descriptive paragraphs and can be a solution for teachers experiencing similar learning obstacles.

1. INTRODUCTION

Basic education is the initial momentum for children to improve their abilities. It is from elementary school that they get learning immunity which then becomes the habits they will do in the future (Asrul & Dimara, 2020; Putri, 2018; Sukarto et al., 2020). So that the role of a teacher is very important to be able to instill good habits for students, how they are required to have competencies which can then improve the abilities of their students. In addition, the role of the teacher is not only as an educator, but also as a character, moral and cultural educator for his students. The role of the teacher in building the character of students is increasing, complex and heavy. Teachers not only teach the concept of good character, but how to direct students to be able to implement it in everyday life. One of the skills that students from this elementary school are expected to have is good language skills, because language

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is the most important capital for humans. Language is an act that is done by every human being in together with other humans to communicate. Language as a means of communication can be in the form of spoken language, or written language (Chun et al., 2016; Noermanzah, 2019). Through language one can also express feelings, connect imagination creatively to think of something new. By using language, individuals can become social beings who are cultured, understand, and participate in building the future (Ali, 2020; Lemke, 2021).

Effective language learning is based on the right method. The planned method plays an important role in the learning process (Fatimah & Sari, 2018; Shone et al., 2018). So that the method does not move away from the target to be achieved, it needs more understanding. This understanding begins with a stimulus for each individual in encouraging or motivating so that it responds in language learning activities. Mastery of methods, media and learning techniques is a must applied and reflected in the learning process (Istipiatim, 2021; Richards & Rodgers, 2014). The learning process must be creative and innovative. The method used is not monotonous, so each child's abilities can be developed optimally. One attitude is professionalism that needs to be mastered by teachers is able to apply method well and understand the steps that must be conveyed in preparing the application of learning methods.

The aim of Indonesian language lessons in elementary schools is for students to be able to enjoy and utilize literary works to develop their personality, broaden their horizons about life, and increase their knowledge of language skills (Munthe et al., 2023; Seftiani, 2020). The specific objectives of teaching Indonesian include making students have a passion for reading, improving literary works to improve personality, sharpening sensitivity, feelings, and broadening their horizons in life. The process of learning Indonesian requires optimization not only in material aspects, but also aspects of using learning methods and techniques in class (Akhyak et al., 2013; Ali, 2020).

Language skills are a person's skills to express and understand an idea both orally and in writing. In addition, the most important thing about language learning lies not in language knowledge, but language skills are an urgency in language learning (Dewi et al., 2019; Linggasari & Rochaendi, 2022). Language skill is a skill mastered by someone because language skills are one of the important elements to determine success in communicating. Writing can be perceived as a part of literacy that can be proposed by self-development media. However, the condition that has occurred in Indonesian society until now is that it still cultivates alliteration, namely people who can read and write, but do not like to read and write. Therefore, writing skills seem to receive very little attention, especially in student life. There are four language skills that must be mastered by students at school. One of the skills is writing skill (Fathia, 2021; Retti et al., 2022; Rini & Cahyanto, 2020).

Writing skills possessed by students do not just come and go Writing skills cannot only be understood through theory, but must be practiced regularly in order to produce well-organized writing. A teachers or prospective teachers must be able to motivate their students' writing skills. Wrong one type of skill in elementary school students is writing (Akyol & Aktaş, 2018; Nurhaedah, 2017; Phonapichat et al., 2014). Writing skills require a strong will. Writing is an arduous task, requiring attention control, self-monitoring and volitional control. Students need attention control in order to get cognitive and metacognitive strategies during writing. Self-monitoring is needed to build self-efficacy in writing (S. S. W. Lubis, 2019; Sholeh & Afriani, 2016). Learning to write in elementary school is the basis for a higher level of education. The cultivation of the concept of writing must really be solidified in elementary school. One form of writing skills is writing descriptive paragraphs. Learning to write this paragraph is in third, fourth, fifth and sixth grade. The application of language learning for the two groups is different because the goals and objectives of teaching are different (Farhrohman, 2017; Palmer et al., 2019). The purpose of advanced writing is for students to be able to express their thoughts and feelings in written language regularly and thoroughly. The component that distinguishes beginning writing from continuing writing is the ability to develop existing schemes that have been previously obtained to further develop the things to be written. In addition, writing is not only important in the educational environment, but also in social life (Eisner, 2017; Riyadi, 2018). By writing students can express or express their ideas or opinions, thoughts, and feelings. Besides that, it can also develop students' thinking power and creativity in writing.

Third grade elementary school students can already write simple sentences. This skill can be improved by learning to write several sentences that can be combined into a paragraph. Paragraphs are sentences that are interrelated between one sentence and another sentence (Moratanch & Chitrakala, 2017; Suparni, 2019). In order to produce good paragraphs, it is necessary to teach about the aspects of writing paragraphs. These aspects are (1) paragraph content, (2) paragraph form, (3) grammar, (4) style, and (5) use of spelling and punctuation. These aspects are taught in stages by always repeating them in every writing process carried out by students. Learning to write requires continuous time so that students get used to expressing their ideas or thoughts in written form. Continuous training makes students increasingly master writing skills (Huy, 2015; Seftiani, 2020; Setyorini, 2017). Writing training starts from

easy gradually to difficult material while still paying attention to the content of the writing as well as from the linguistic side.

Based on the results of initial observations and interviews with third-grade teachers at SDN Manukan Kulon Surabaya City in 2022, it was found that students were unable to write descriptive paragraphs correctly. From the data of 31 third grade elementary school students, only 11 students (35.5%) could write descriptive paragraphs correctly. In addition, the main problem students experience in writing descriptions so far is that the object of direct observation does not appear, this makes students confused in describing the observed object so that their learning outcomes are still low. Other causes of students' low ability to write descriptive paragraphs include (1) during learning to write descriptive paragraphs students find it difficult to express their ideas or ideas in the form of sentences; (2) Activities that are only teacher-centered, cause students to be less active in the learning process; (3) The teacher only uses conventional learning methods, making students feel lazy, bored, and unable to generate motivation to take part in learning to write descriptive paragraphs (Kiuk et al., 2021; Seftiani, 2020). The problem of learning to write descriptions can be overcome by using appropriate learning methods in order to improve and enhance students' skills. One method that can be used to overcome this problem is to use the field trip method (Kamarainen et al., 2013; Rahmi et al., 2023). In learning using the field trip method, students are invited to see the object of direct observation (Behrendt & Franklin, 2014; Z. Hamdi et al., 2021). This method makes students more clear, careful, and detailed in describing objects so that the description results are more accurate and in accordance with the reality they see. Strategy chosen by the teacher affects student learning activities, and the appropriate strategy will provide optimal results (Afifi, 2022; Ulu, 2019).

Learning Indonesian using the field trip method involves students to be active in learning and creates a pleasant atmosphere so that students are enthusiastic and enthusiastic about participating in lessons, students can get ideas and ideas about what they have seen, experienced and felt for themselves. Learning that allows students to participate, be active, creative in the material being taught. In this way, it is hoped that students can understand the material provided and achieve joint learning. Field trips provide opportunities for children to see, hear, smell, taste, and feel about appropriate objects (Rugaiyah, 2022; Tuuling et al., 2019). By obtaining a variety of experiences from the first hand, things that interest him will encourage children to want to know and examine further all the things they perceive (Agustin & Puspita, 2020; Hmelo et al., 2014).

Research and studies on improving the ability to write descriptive paragraphs in elementary school students have high urgency. Students' low proficiency in writing paragraph descriptions lack of appropriate teaching methods and the need for relevant learning resources have been identified as an important factor requiring further research and investigation in this field (Khair et al., 2022; Lim & Tan, 2022; Nurhabibah et al., 2022). In addition, the importance of developing writing skills since elementary school (Eliyanti et al., 2020; Nee et al., 2019) and its relevance to the curriculum and educational demands further emphasizes the significance of conducting research and studying in this area (Alismail & McGuire, 2015; Coker et al., 2018; Puspita, 2016). Efforts like this are expected to contribute to improving the effective ability to write descriptive paragraphs in elementary school students.

This research has high urgency considering the low ability of elementary school students in writing descriptive paragraphs and the lack of appropriate teaching methods (Nicolaidou, 2013; Siburian, 2013). The ability to write good descriptive paragraphs is important for developing students' language skills and expressing ideas clearly. However, many students still experience difficulties in organizing and compiling descriptive paragraphs properly. Therefore, this study aims to fix this problem by applying the field trip learning method. It is hoped that by involving students in direct observation of objects, they will be able to improve their ability to write descriptive paragraphs and produce more detailed and accurate writing.

Use of the field trip method for elementary school students will really help to increase their creativity and appreciation, because basically elementary school students are children who are entering the stage of concrete operational cognitive development (Alon & Tal, 2015; Patrick et al., 2013; Rakhmani & Widayat, 2023). Learning outside the classroom students have their own experience using the media of concrete objects that they see directly and students will write the results of the creative thinking that has been obtained in using the field trip method which in this case is intended for making descriptive essays. And in the final stage of the learning process, students will understand the knowledge and skills in the process of writing descriptive essays directly or in real terms. This study aims to determine the effectiveness of the field trip method on the ability to write descriptive paragraphs in elementary school students.

The use of the field visit learning method to improve the ability to write descriptive paragraphs in elementary school students is a new and innovative approach. While conventional classroom teaching

methods have their benefits, incorporating real-world experiences through field trips can create unique and engaging learning environments (Friess et al., 2016; Fedesco et al., 2020). By involving students in direct observation and real experience, the field trip learning method can stimulate students' senses and imagination, resulting in more accurate and clear descriptive writing. This research seeks to contribute to the field of education by exploring the effectiveness and feasibility of implementing field visits as a way to improve the ability to write descriptive paragraphs in elementary school students.

2. METHOD

The approach used in this research is a quantitative approach. Quantitative method is research that focuses on variables and the relationship between one variable and another (Ginanjar et al., 2019; Robinson, 2016). The type of research used by the author is quasi-experimental research. Experimental research is research that is carried out systematically, logically and thoroughly by controlling conditions. In this research, there was a form of treatment given to the experimental class in the form of a field trip method, and to test the linkage with the experimental class, there was a comparison from the control class that was selected for what treatment was given to that class. The quasi-experimental research design is the pretest-posttest control group design as stated (Sugiyono, 2016) as show in Table 1.

Table 1. Pretest-Posttest Control Group Design

| Group | Pretest | Treatment | Posttest |
|------------|---------|-----------|----------|
| Experiment | O1 | X | O2 |
| Control | O3 | - | O4 |

Information:

- O1 : results pretest in the experimental group
- O2 : results posttest in the experimental group
- O3 : results pretest in the control group
- O4 : results posttest in the control group
- X : treatment field trip method in the experimental class

This research was conducted at Elementary School (SDN Manukan Kulon, Tandes District, Surabaya City). The research was carried out in the even semester of the 2021/2022 school year. Subjects of this study were third grade elementary school students with a total of 60 students, details of class IIIA totaling 30 students as the control class and class III B totaling 30 students as the experimental class. Experimental class students were given the treatment of the field trip method with students invited to several places to describe in the form of descriptive paragraphs, while the control class was given treatment in the form of pictures. Research data was collected through test techniques through the instrument of the ability to write descriptive paragraph test sheets. There are two tests used, namely the pretest to determine the ability to write descriptive paragraphs before being given treatment using the field trip method. Then posttest to find out students' ability to write descriptive paragraphs after being given treatment using the field trip method. The form of pre-test and post-test questions is the same. Aspect of assessing the ability to write descriptive paragraphs consists of aspects of writing and the rules of descriptive paragraphs. Research instrument before being used for research was carried out by testing the instrument including the validity test and reliability test which aims to determine the level of validity and reliability of an instrument. Criteria for aspects assessment is show in Table 2.

Table 2. Criteria for Aspects Assessment Ability to Write Paragraph Description

| Criteria | Rated aspect | Rating Score | | | | |
|------------------------------------|-----------------------------------|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| Aspects of Writing | 1. Appropriate title with content | | | | | |
| | 2. Choice of words | | | | | |
| | 3. Spelling and punctuation | | | | | |
| | 4. Writing tidiness | | | | | |
| | 5. Cohesion and coherence | | | | | |
| Descriptive paragraph rules | 6. Live impression | | | | | |
| | 7. Imagination | | | | | |
| | 8. Involvement of the five senses | | | | | |
| | 9. Indicates the written object | | | | | |

 10. Centering the description on the object being written

Research data were analyzed statistically through hypothesis testing techniques. Hypothesis testing uses a significance level of 5%. Before the t-test analysis is carried out, the assumption test is carried out, namely the normality and homogeneity tests. The normality test uses the Kolmogorof Smirnov formula and the homogeneity test uses the Levene test formula. Hypothesis testing analysis in this study used an independent sample t-test.

3. RESULT AND DISCUSSION

Result

Before conducting research and analyzing research data, the researcher tested the test instrument. Testing the instrument includes validity and reliability tests. Validity test using the pearson correlation formula with the total number of students $n = 31$ with 5% significance level is 0.355. At this stage the 10 instruments of the ability to write descriptive paragraphs are declared valid if r_{count} is greater than r_{table} . The results of the validity test is show in [Table 3](#).

Table 3. Validity Test Results

| Instrument Item Number | r_{count} | r_{table} (5%) | Information |
|------------------------|-------------|------------------|-------------|
| 1 | 0.447 | 0.355 | Valid |
| 2 | 0.658 | 0.355 | Valid |
| 3 | 0.598 | 0.355 | Valid |
| 4 | 0.631 | 0.355 | Valid |
| 5 | 0.611 | 0.355 | Valid |
| 6 | 0.457 | 0.355 | Valid |
| 7 | 0.478 | 0.355 | Valid |
| 8 | 0.371 | 0.355 | Valid |
| 9 | 0.843 | 0.355 | Valid |
| 10 | 0.474 | 0.355 | Valid |

Based on the results of the validity test as show in [Table 3](#), it can be stated that all 10 test instruments are valid. This is because the value of r_{count} is greater than r_{table} . The reliability test was carried out with the aim of knowing whether the instrument was reliable enough to be used as a data collection tool. The reliability test was carried out using the Cronbach's alpha formula, the results of the pretest and posttest instrument reliability tests were 0.891 with very high criteria. This is according to the reliability coefficient table that the reliability level is very high with criteria $0.80 \leq 0.891 \leq 1.00$) so that this instrument can be used in research.

After conducting instrument trials, researchers conducted research at SDN Manukan Kulon Surabaya. In addition, data on the ability to write descriptive paragraphs from the research results were analyzed using an assumption test, namely the normality test with the Kolmogorov-Smirnov formula and homogeneity test with the Levene test formula. The normality test in this study was carried out with the aim of knowing whether the distribution of data was normally distributed or not. In the normality test, this study used the Kolmogorov - Smirnov formula with data on the ability to write descriptive paragraphs that were tested in the form of pretest scores and posttest scores given to each class, namely the control class and the experimental class. The normality test is tested with the criterion that if the significance is > 0.05 then the data is normally distributed and if the significance is < 0.05 then the data is not normally distributed. The result of normality test is show in [Table 4](#).

Table 4. Normality Test

| Test | Class | Significance (p) | Level (5) | Information |
|----------|------------|------------------|-----------|-------------|
| Pretest | Experiment | 0.133 | 0.05 | Normal |
| Posttest | | 0.150 | 0.05 | Normal |
| Pretest | Control | 0.122 | 0.05 | Normal |
| Posttest | | 0.117 | 0.05 | Normal |

Based on [Table 4](#), it was found that the results of the normality test using the Kolmogorov Smirnov formula for the pretest value in the control class obtained a significance value of 0.122 while in the experimental class it was 0.133. Furthermore, the posttest value in the control class obtained a

significance value of 0.117 and in the experimental class of 0.150. All research data obtained the results of a significance calculation > 0.05 which means that the distribution of data is normally distributed. The homogeneity test in this study was carried out with the aim of knowing whether the specified sample was homogeneous or the same or nearly the same. This homogeneity test uses the SPSS data processing program on the Levene test formula. With the provision that if the probability ($P > 0.05$) means that the data is said to be homogeneous, whereas if the probability ($P < 0.05$) means that the data obtained is not homogeneous. Following are the results of the homogeneity test in [Table 5](#).

Table 5. Homogeneity Test

| Data | Significance Value | Information |
|----------|--------------------|-------------|
| Pretest | 0.119 | Homogeneous |
| Posstest | 0.539 | Homogeneous |

Based on [Table 5](#), it is known that the significance value is 0.119 at the pretest value, while the posttest significance value is 0.539. These results can be said that between the control class and the experimental class have a variant that is homogeneous or the same. The t-test in this study was carried out with the aim of testing the significance of the two variables being compared or looking for differences. The t-test in this study used the pretest and posttest values obtained from the control class and the experimental class. The results of the average values of the control class and the experimental class are detailed in [Table 6](#).

Table 6. Average Results of The Control Class and Experimental Class

| Class Type | Average | |
|------------------|---------|----------|
| | Pretest | Posttest |
| Control Class | 65.71 | 71.43 |
| Experiment Class | 65.89 | 85.00 |

From [Table 6](#), the average value of the control class at the pretest was 65.71 and the posttest was 71.43. In the control class there was an increase in the average value of students but not significantly. Whereas in the experimental class the average pretest value was 65.89 and the posttest value was 85.00, so it can be stated that the average value in the experimental class has increased significantly. The different test results are stated in [Table 7](#).

Table 7. Difference Test Writing Paragraphs Description of Experimental Class and Control Class

| Variable | Q | Df | Sig. (2-tailed) | Description |
|---|-------|----|-----------------|-----------------------------|
| Ability to write descriptive paragraphs | 4.513 | 58 | 0.035 | H _a was accepted |

Results of the analysis in [Table 7](#) show that the results of the analysis using the Independent Sample t-test obtained a sig 2 tailed of 0.035 and a tcount of 4.513. Based on the hypothesis test using the independent sample t-test it was stated that the significance value was $0.000 < 0.05$ and the $t_{count} > t_{table}$ ($4.513 > 2.000$), so that it could be said that H₀ was rejected and H_a was accepted. This means that there is a significant difference between the values in the control class and the experimental class. The only treatment used in this study is the field trip method. Thus, the field trip method significantly influences the ability to write descriptive paragraphs. In addition, judging from the average value, it is stated that the posttest score of the ability to write descriptive paragraphs in the experimental class is better than the average posttest score in the control class.

Discussion

Results test statistics show that data ability write paragraph distributed description normal and homogeneous for class experiment and class control. Besides That, results posttest show that average student Which get method field trip on class more experiments tall from average class comparison with learning conventional. Based on test hypothesis, use method journey effective increase writing paragraph description. The ability to write descriptive paragraphs is improved by the field trip method ([Ningsih, 2021](#); [Rosadi & Surbakti, 2022](#)). Using the field trip method makes students more happy and interested in learning, allows students to express their creative ideas and thoughts by writing descriptive paragraphs. Besides That, use method inside field trip learning give influence Which Enough positive to process

learning (Rahmawati, 2013; Sundayana, 2018; Tal et al., 2014). This can be proven by the results of this study which show data that the descriptive paragraph writing test scores higher after using the field trip method than before using the field trip method.

Writing ability is a basic need in the information age (Atayeva et al., 2019; Rahmayani & Idawati, 2021). One of the learning materials that requires adequate writing skills is learning to write descriptive paragraphs. The main purpose of learning to write descriptive paragraphs is so that students can write descriptive paragraphs according to the structure of the text. This is part of the language skills that must be mastered by students. Learning to write descriptive paragraphs using the field trip method allows students to more freely describe something they write based on what they see and feel. Concretely, this activity can open students' minds more openly to express thoughts in their heads and then put them into written form to describe them. Students are more interested and easier to understand what they get because they directly see the object being described (Hilwa et al., 2021; Idaman, 2022). In addition, the information obtained from the results of writing is more real/concrete, so that it is stored longer in students' memories.

Writing ability cannot be mastered in a short time because before we start to write, we have a lot of practice in arranging words into interesting sentences for others to read (Harris et al., 2017; Retti et al., 2022). Writing is an activity in which messages are conveyed using mutually agreed language media, without having to meet face to face (Rosyidatul et al., 2019; Widyastuti, 2019). Language skills are very useful in life because through language a person can express himself, communicate with others, achieve integration and social adjustment, and maintain social control (H. Z. Lubis, 2018; Otheguy et al., 2015). Writing descriptive paragraphs can express thoughts, feelings, and goals in writing. By writing descriptive paragraphs, students can develop sentence structures in their language (Agustin & Puspita, 2020; Harlena et al., 2020). New knowledge adds to the new language vocabulary. Students experience difficulties in making descriptive paragraphs because of their inability to express the intent and purpose of descriptive paragraphs. Therefore, the existence of pictures, direct object observations, and supporting sentences can help students make descriptive paragraphs. In field trip activities, students get orientation for new things outside of teaching in class. Field trip activities can increase students' enjoyment because students can gain new experiences that they may not have understood the name of the object to date so that with this field trip students can expand their vocabulary.

Students in learning to write descriptive paragraphs find it difficult if they do not know the details of the object to be described in making an essay. Learning to write descriptive essays using the field trip method makes students motivated to optimally develop their creativity in describing certain objects given by the teacher (Khotimah et al., 2019; Sholekhah et al., 2016). The application of the field trip method in learning is not merely inviting students to travel somewhere, but inviting students to study outside the classroom to find out or investigate the truth of the knowledge students gain in class (Bravo et al., 2022; Prasanti & Karimah, 2021; Sanita et al., 2020).

Learning by looking at objects directly really helps students in writing descriptive paragraphs where in the description paragraphs, the writer is required to describe the object in as much detail as possible (Z. Hamdi et al., 2021; Suherni & Rahman, 2023). This is in accordance with the learning carried out by the teacher, namely deepening the lesson by looking at reality, in this study the teacher invites students to make direct observations of objects so that what they write is really based on the reality they see. The effectiveness of the one-day outdoor education field trip program to complement student learning in context-based nature classes and experiential learning activities (Pearce & Lee, 2021). To determine whether these programs have a positive impact on students' understanding of content, it is necessary to pay attention to the delivery of instructions.

Learning activities should be conducted with enjoyable methods and styles to cultivate students who are willing to experiment, express their ideas, thoughts, and opinions, as well as dare to ask questions to teachers and peers (Tara et al., 2019; Whitehead & Greenier, 2019). Apart from the factors presenting the material, methods, and learning strategies that are adjusted to the abilities of students. If all of these things are successfully carried out by students, then learning outcomes will also be more optimal. The field trip method can improve writing skills descriptive paragraphs on elementary school students. In field trip activities students get guidance on new things outside class learning. Field trip activities can develop a sense of self-pleasure students because students can find possible new experience he does not understand the name of an object with field trips students can add their vocabulary.

Field trips for elementary school children can be used to broaden the information that has been obtained in class, to provide experience about existing realities (M. Hamdi, 2023; Jose et al., 2017). The information that children receive in the real world is input into further learning activities, for example writing, drawing, telling stories and so on. Through these activities children can associate them with experiences during field trips. In line with the statement above, it is appropriate for elementary school

teachers to conduct learning through the field trip method to improve the ability to write descriptive paragraphs for children. That in carrying out learning activities and the desired changes, teachers must pay attention to factors of age, environment, nature of subject matter, interests, and abilities of students (Agustin & Puspita, 2020; Zaifullah et al., 2021). One way to make the teaching and learning process more effective and lively is the field trip method.

In this research, in carrying out the field trip method to improve descriptive writing skills, students visited locations chosen by the teacher to visit learning objects. Note that the location in question does not have to be a remote location, but a location around the school, such as a library, field, prayer room, UKS, school yard, playground and other locations in the Manukan Kulon sub-district, Surabaya City. The teacher's role in initial planning, implementation, and reflection often determines the impact that a field trip will have on students (Behrendt & Franklin, 2014; Ihwan, 2007). The choice of the place is intended so that there are no obstacles and various unwanted events, this is because the children are still enthusiastic about playing and there are still many learning places at school. This is consistent with findings from relevant research that children need to be removed from the classroom during the learning process to learn certain places or other objects (Ihwan, 2007; Nurhabibah et al., 2022). In other words, the field trip method provides direct experience to students and can facilitate writing to instill students' love for their environment.

The use of the field trip method in learning descriptive text can increase students' interest in learning. Before the action of this research was carried out, the students looked very disinterested. This is because students are not interested in the way the teacher teaches. The method usually used by teachers only consists of lectures and assignments. The weakness of this method is that it creates boredom and reluctance among students, which causes students to be indifferent and less interested in attending classes. After using the field trip method, the learning atmosphere changed, students looked happy and focused on the lesson, and students focused more on the material than talking to their friends while studying. Field trip method has several advantages, including: having modern teaching principles that utilize the real environment (Efendi & Gustriani, 2022; Ofianto et al., 2023). This method further stimulates student creativity and information as a broader and actual learning material, besides that learning is more relevant to the realities and needs of society. This is supported by the statement that the field trip method is a teaching method that is carried out by inviting students to a certain place or object outside of school to study or investigate something (Haerudin & Ibrahim, 2021; Meiranti, 2012). The field trip strategy is recognized as an important moment in learning, a shared social experience that provides opportunities for students to discover and explore new things in an authentic atmosphere (Rugaiyah, 2017; Sanita et al., 2020). Thus, the field trip method is effectively used in learning to write descriptive paragraphs and can be a teacher's solution in experiencing similar obstacles in learning.

This study shows the field trip method has a considerable beneficial impact on students' ability to write descriptive paragraphs. Students can obtain real-world experience and observe more closely by visiting location around the school (Manen, 2016; Nugraha, 2015). This gives students the opportunity to improve their observation abilities as well as their ability to describe objects more accurately and in detail. Furthermore, the implementation of the field trip strategy helps to increase student interest and enthusiasm in learning (Behrendt & Franklin, 2014; Syahfitri et al., 2022). Field trips allow students to study actively, be directly involved in the learning process, and have enjoyable learning experiences (Alon & Tal, 2015; Chen et al., 2016). This can increase student involvement in learning and trigger their interest in exploring and digging deeper into the topic being studied.

The teachers' involvement is very significant in adopting the field trip approach. Teachers are key in field trip preparation, implementation, and reflection. Teachers can optimize the benefits of this practice and support students in strengthening their descriptive paragraph writing skills by providing good direction and feedback (Brookhart, 2017; Cahyaningrum et al., 2018). The result of this study shows that field trips can be an effective learning tool for improving students' descriptive writing skills. In addition, this study also demonstrates the importance of the teachers in efficiently preparing and carrying out field trip activities. Support and training are required for teachers to comprehend and implement this strategy effectively (Metzler, 2017; Prasanti & Karimah, 2021). In this context, support and training are needed for teachers to comprehend and implement this strategy effectively.

In addition to the studies mentioned earlier, other research has also shown relevant results related to the use of the field trip method in improving students' writing descriptive paragraph skills. For example, research conducted that shows that students who are involved in field trips to a museum are able to improve students' critical skills (Greene et al., 2014). The results of this study confirm that through hands-on experience in real locations, students can observe closely, collect relevant information, and effectively transfer their observations. Additionally, other study highlighted the importance of using the field trip method in learning science (Mead et al., 2019). This study involved students in field trips to

tourist attractions related to the experience being studied (Arcodia et al., 2021; Mead et al., 2019). The results show that field trip activities provide opportunities for students to interact with the environment and real objects that represent culture and everyday life.

The implication of these studies is the importance of integrating the field trip method in learning to write descriptive paragraphs. Teachers need to consider using field trips as a learning strategy that can provide real experiences to students, encourage active involvement, and enrich their knowledge and observations about the object they are going to describe. In addition, teachers need to be actively involved in the preparation and implementation of field trip activities, provide clear directions to students, and provide constructive feedback to improve students' descriptive writing skills. Appropriate support and training for teachers is also an important aspect in optimizing the teaching potential of the field trip method and ensuring its successful implementation in learning contexts.

4. CONCLUSION

Based on the findings of this research, it can be concluded that the use of the field visit method has promising potential in improving the ability of elementary school students in writing descriptive. Language proficiency, both orally and in writing, is essential for effective communication between students. This study focuses on investigating the weaknesses of the field visit method in teaching elementary school students to write descriptive paragraphs. The results showed a significant increase in the ability to write descriptive paragraphs after the application of the field visit method. This method provides students with practical experience, broadens their knowledge outside the classroom, and enhances their understanding of the real world. Therefore, the field visit method is an effective solution for teachers who face obstacles in teaching descriptive writing. Thus, this research makes a significant contribution in the development of a teaching methodology aimed at improving the writing skills of elementary school students.

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