

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher presents the related literature concerning to the conceptual idea of learner's interest, field trips, and previous studies.

A. Conceptual Idea of writing ability on descriptive text

The conceptual idea of writing ability on descriptive text discusses about definition of writing ability, descriptive text and the kind of writing ability.

1. Definition of Writing Ability

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Jones in R. Cooper and Odell (1977:33) writing is synonymous with discourse, and discourse is discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

According to harmer(2004:38) when writing, students frequently have more time to think than they do in oral activity. They can go through what they want in their minds and even consult dictionary, grammar books, or other material to help them. Writing encourages students to focus an accurate language use and because they think as they write it will provoke language development as they resolve problems which the writing puts into their mind.

Langan (2005:26) said the writing as one of the language skills is not an innate natural ability. A realistic attitude about writing must build on the idea that writing is skill. Because of writing is skill, it is a skill like cooking, swimming, singing, and others, its can be learnt for all the people. Therefore, writing is complex of process and its need to practice.

Approaches themselves are classified differently according to researchers, however, that they can be reduced into three main approaches: product/text-oriented, process/cognitive-oriented and reader/genre oriented. Some (Hedge, 1998) argue that approaches to the teaching of writing can be grouped into two groups: the product approach vs. the process approach. It appears, however, appropriate to classify them into three approaches, as in Hyland (2002), on the grounds that since factors such as audience and social context have come to be considered important in writing, approaches involving these elements need to be included in the discussion.

Various definitions of writing ability have been formulated according to the three main approaches to the teaching of writing. The next three sections will investigate the definitions of writing ability according to teaching approaches.

2. Definition of Descriptive Text

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the

reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like what a place looks like, and what an object looks like (<http://www.exampleshelp.org.uk>). Furthermore, Pardiyo (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal. Other explanation by hogue (2008:95) Descriptive text is a factual description which describes a particular person, place or thing. The purpose is to tell the subject by describing its feature without including personal opinion. Descriptions are word picture. You tell how something looks, feels, smells, tastes, and sounds. You need to become observer and notice many small details so that you can write a good picture. So, descriptive text is text which describe about the feature and characteristics of a certain thing in a detail (person, animal, or thing)

Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

Furthermore, Jolly (1984:470) asserts there are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

3. Part of Descriptive Text

There are three part of descriptive text. They are:

- a. Social function, which is to describe a particular person, places, or things.
- b. Generic Structure, which is divided in to two. They are:
 - 1). identification: identifies the phenomenon to be described, 2). description: describe parts, qualities, characteristics.
- c. Significant lexico-grammatical feature, that is focus on specific participant use simple present tense(<http://teacherside.blogspot.com>).

Other source, Pardiyono (2007:34) maintain that three parts of descriptive, they are:

- a. communicative purpose, that was to describe an object (human and non-human).
- b. rhetorical structure, there are two parts of rhetorical structure
 - 1) identification, that was statement that consist of one topic to describe.
 - 2) description, that was consist of the detail description about object that identify in identification, grammatical patterns, it

was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms.

From the two explanations above, we can conclude that the part of descriptive paragraph was divided in to three parts, they are:

- a. Social Function Describe the characteristics and conditions of the object (person, thing, place, or animal) by using adjective and attribute.
- b. Generic structure It was divided into two part they are:
 - 1) identification was to identify the phenomenon that was described,
 - 2) description was to describe the qualities, characteristics, condition, and part of an object in detail.
- c. Grammatical feature In description paragraph, it uses present tense as normally. (Jyi-yeon Yi : 2009)

4. The Criteria of Good Description

The key of good writing description is to use the details that help the reader to imagine the person, animal or thing are describing. So, when student or people describe what a person look like, the student write about physical appearance or the detail of the subject such as: color, shape, weight.

There are two keys to write good description. The first key is to use space order. In space order, student might describe something from top to bottom or for left to right. For example, when they describe about people or animal, they can start with person's head until the person's feet. They

also can describe for left to right or right to left. And the second key is specific detail. When student describe something, they paint with the picture with words. The purpose is to make the reader see what they have described. They way to do this is to use many specific detail, specific means exact and precise. The more specific they can do, make the reader can see what they are described (Blanchard, 2003:70).

B. Conceptual of Field Trip

This part is discussed about definition of field trip, how to conduct a field trip, and the advantages of field trip.

1. Definition of Field Trip

George Shillibeer in 1827 explained other definition about field trips for a Quaker school at Abney Park in Stoke Newington, London, United Kingdom. A field trip is a visit to a place outside the regular classroom that is designed to achieve certain objectives, which cannot be achieved as well by using other means. For example if the lesson is on “making cheese”, and if there is no hand on experience, it is very difficult to achieve the objectives. In such a lesson, this strategy is required. Field trips give opportunity for a student’s a to get out of the classroom and experience something new. The located place for field trip can be zoos, collages, museums, theater and schools.

According to Robert H, at all (2002:90) the field trip, an excursion outside the classroom to study real process, people, and object, often

grows out of student's need for firsthand experiences. It makes it possible for students to encounter phenomena that cannot be brought into the classroom for observation and study. The example of field trip include a trip of a few minutes into the schoolyard to observe a tree, a trek across the street to see construction work, or the longer trip of several days to tour the historical locations, zoos, museums, public buildings and park.

A field trip or excursion is a journey by a group of people to a place away from their normal environment. Experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim of this research is to observe the subject in its natural state and possibly collect samples. Field trips are also used to produce civilized young men and women who appreciate culture and the arts. It is seen that more-advantaged children may have already experienced cultural institutions outside of school, and field trips provide a common ground with more-advantaged and less-advantaged children to have some of the same cultural experiences in the arts. Field trips are most often done in three steps: preparation, activities and follow-up activity. Preparation applies to both the student and the teacher. Teachers often take the time to learn about the destination and the subject before the trip. Activities that happen on the field trips often include: lectures, tours, worksheets, videos and demonstrations. Follow-up a by activities are generally discussions that

occur in the classroom once the field trip is completed. ([Brian Kisida](#), at all: 2016)

2. The Advantages and Disadvantages of Field Trip

a. The advantages of field trip

1) Facilitate the learning of abstract concepts.

Taking students on a field trip makes learning more effective as they will be able to gain vast ideas on the topic.

2) Motivate students through increased interest and curiosity.

Field trips can add variety to the regular classroom instructional program and they tend to be special and enjoyable learning experiences. As a result, students will develop positive attitudes in students toward related classroom activities.

3) Increases student-student and student-teacher social interaction.

Field trips provide an opportunity to involve students, parents, and the teachers in the instructional program. Students can select the place to be visited, developing questions to ask, writing reports or thank you letters after the trip, or evaluating the experiences. Since parents must give their permission, a letter sent home with the permission form explaining purpose of the trip is a good way to arouse their curiosity and

encourage them to ask the student or teacher about the trip. The parent guides their child in order to make sure that they do not come to any harm. This role allows the parent and teacher to establish a much closer relationship. The interaction between students within themselves will also be increased when they work in groups. Moreover, the interaction between the students and teacher will enhance, as the students will have to discuss to the teachers when they have doubts.

4) Develops social awareness.

Field trips make students aware of learning activities in everyday life. For instance, visits to supermarkets or shopping malls are typical field experiences, which teachers may fail to notice. A well-organized trip to a "normal" place is an excellent method of teaching students to observe, ask questions, and learn in the large classroom.

b. Disadvantages of field trip

1) Time considerations.

Difficulty in preparation (getting approval from various head of administration) and fitting the trip as per the school timetable which takes more time.

2) Lack of support from school administrations for field trips.

It means school cannot afford the materials and sometime cannot provide financial also where student have to search their own ways.

3) Poor student behavior and attitudes.

Means loss over students like sometime some students they do not listen to the teacher showing their ego attitudes and doing the things on their own ways that cause trip to be unsuccessful where it affects the other students and the relation between teacher and students because of the bad attitude.

4) Shortage of resources and choice of venue.

Means sometimes school cannot provide the materials and teacher cannot have the correct materials for the trip which causes shortage of resources. In addition, some time student cannot have the choice to pick their own place and they have to agree with the teacher choice that shows student does not have the choice to select the venue.

5) Medical risk.

For example, like while travelling via vehicle some children gets motion sickness.

For explaining above, the disadvantages of field trip will happen if they do field trip in the large area, such as zoo, museum, park of city, and other. To avoid those disadvantages, the researcher apply field trip in around school area, for example,

canteen, basket ball field, garden, etc. According to Robert Heinich et al(2002:90) field trip can apply in small area such as the schoolyard to observe a tree. So those disadvantages above are not happened if field trip apply in small area.

3. How to Conduct a Field Trip

Before teacher doing this method to learning, they must be known about the important steps of field trips. There are four steps of field trips (Robert H, at all: 2002):

a. Planning

- 1) Have a clear idea of the purpose and objective of the trip.
- 2) Obtain material about the location to use for preview and follow up of the trip.
- 3) Get a full overview of the content and procedure of the trip. Preview the trip yourself. Evaluate it for possible safety considerations.
- 4) Make arrangements with the school principal, the host, and other teacher (if they are involved). Secure consent of the parents for students to make to trip, remind student and parents of appropriate dress.
- 5) Arrange transportation.
- 6) Establish rules for safety and security: for example, what students should do if they are separated from the group.

7) Provide sufficient supervision. Arrange for volunteers to accompany the class. Assign each volunteer to oversee a small group of student.

b. Preparing

1) Clarify the purpose of the trip with the entire group. Build interest in the trip through lead-in activities such as the following (use material obtained from the host):

- a. Class discussion
- b. Stories
- c. Report
- d. Videos
- e. Teacher-student planning

2) Give explicit directions to student regarding the following :

- a. What to look for
- b. Question to task
- c. Information to gather
- d. Notes to make
- e. Individual or group assignment
- f. How to behave

c. Conducting

1) Arrive at the field trip on time

2) Encourage student to observe carefully and to ask questions

- 3) Obtain available material that you can use later. Example includes informational pamphlets, brochures, and souvenirs.
 - 4) Account for all traveler before starting the return trip.
- d. Follow up
- 1) Conduct follow up of the field trip with these types of activities (use material obtained from the host):
 - a. Discussion of the trip
 - b. Report
 - c. Project
 - d. Demonstration
 - e. Creative writing
 - f. Individual research
 - g. Class experience stories
 - h. Exhibits of pictures, maps, charts, graphs, drawings, etc.
 - 2) Write thanks you letter to the host, guides, parent volunteers, drivers, and other who were instrumental in conducting the field trip. Everyone will appreciate receiving notes written by the class or student committee.

Other ways about how to conduct the field trip is discussed by Roestiyah (2012:86) says that there are three steps in using Field Trip Method.

1. Preparations
 - a. Formulate the purpose

- b. Determine the place
 - c. Arrange the plan of learning for students
 - d. Planned means of learning needed
2. Implementation
- a. Carry out the learning process in the place of Field Trip
 - b. Control the implementation of learning
 - c. Provide guidance to students
3. Follow up
- a. Discuss the derived from the place of Field Trip.
 - b. Guide the students to make a description.

In this research, the researcher tries to apply the ways to conduct field trip by Roestiyah's ways. The ways to conduct field trip by Robert is very good if applying in area which is have a large area such as zoos, museums, and other. But, when the locations is not too smaller for example schoolyard, canteen, school area and other, Roestiyah's ways is very match to applied.

C. Previous Study

There many previous studies that are relevant to this research. The writer has found the research done by Emilyn Ruble Whitesell (2015) with title "*A Day At Museum: The Impact Of Field Trip To Informal Science Educational Institution On Middle School Science Achievement*" The result of her research is the student's informal science education can be improved by field trip. There are some differences and similarities

between this research, the differences are they use field trip technique in different education level, school, and material. In this research, the researcher try to analyze the impact of field trip in informal science education. Her research design is classroom action research. In other hand, the similarity is both of them using field trip and school is area that used.

A quasi-experiment was conducted by Anjas Devita Mardanix (2017). with title "*The Effectiveness of Field Trip Method to Teach Writing Skill on Descriptive Text of The Tenth Grade Students of MAN Sukoharjo in Academic Year 2016/2017*" in this research, field trip technique was effective to teach writing skill on descriptive text. There are some of differences and similarities between this research, the differences are they use field trip technique in different education level, school, and material. The target of this research is students of senior high school. In other hand, the similarities are both of them use field trip and school is area that used, and we used same the quasi-experiment.

The next previous study by Saptania Ayu Ramadani (2013), with tittle "*Imroving Students' Writing Ability in Writing Descriptive Texts Through Field Trip At SMAN 1 Godean*" the research design of this research is classroom action research, and the target are students of SMAN 1 Godean. This research has similarities, and the similarities are both of these research use field trip and the material is descriptive text.

The last previous study is true-experiment, it was conducted by Saifudin S. Adam (2016). With the title "*The Effectiveness of Using Field*

Trip Technique to The Writing Skill for The Senior High Students". The result of this research is the field trip is effective toward writing skill for senior high school. The differences from this research are the research design, and the focus on material, this research not only descriptive text but also all of genre of writing. The similarities of this research are method and skill that was focused. Both of them use field trip and focus on writing skill.

Based on some previous studies above, the researcher knew that the field trip method is effective for writing. According to researcher above, it has similarities and differences with the writer's research. The similarities, it has same method for teaching. The differences are the technique of data collection, the sample and the place of study. This research differently, was designed more specifically on the use of field trip method in teaching writing descriptive text toward student writing ability. While the researcher of this research want to conduct a research of using field trip that implied for teaching writing descriptive text entitle "*The Effectiveness of Field Trip towards the writing ability of descriptive text at SMPN 1 Sumbergempol*". thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.

