

THE APPLICATION OF FIELD TRIP METHODS TO WRITE DESCRIPTIVE ESSAYS IN DEAF STUDENTS AT SMPLB-B YPTB MALANG

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Abstract:: This present research aims to improve the activity in description write essays, to improve the ability to write descriptive essays by the preparation of Subjects, predicates, Objectives, and Information on deaf students at SMPLB-B YPTB Malang. This research by using a Quasi-Experimental method-with-one-group pretest-posttest design. There were 10 students of SMPLB-B YPTB Malang samples chosen as subjects with Indonesian language. Data collection techniques with observation, interviews, tests, and documentation. The Data Analyzed by using the Wilcoxon Signed Rank Test. Based on the results of the research, the application of a field trip to write descriptions essay methods can influence student learning outcomes Significantly Compared to the use of conventional methods.

Keywords: Field Trip Method, Deaf Students, Descriptive Essay

INTRODUCTION

Hearing impairment is a condition of individuals who suffered damage to the sense of hearing and unable to receive external stimuli and inhibits the activity even socialization of individuals with hearing impairment. According to Suparno (2001) of children with hearing impairment, the barrier is a term that refers to the non-functioning condition the organ of hearing normally. Meanwhile, according to Somantri (2006) put forward the notion of children with hearing impairment barriers are individuals who have lost the ability to hear a good portion (hard of hearing) or wholly (deaf) that cause hearing does not have a functional value in the individual's life every day. According to Hallahan and Kauffman

(1991) in the book Dwidjosumarto (1995) described: The deaf are people who have lost the ability to hear preventing the admission process language through hearing information, whether or not wear hearing aids. Deafness affects a child's receptive language acquisition incomplete or disjointed because not all are seen to be understood. Writing skills is a complex language skill, productive and expressive because it is necessary to study it before it can do so. according to Cahyasari (2013), Writing is an activity that is productive and expressive. In the act of writing the author must skillfully take advantage of graphology, grammar, and vocabulary. Writing skills have an important role in human life. Writing is

a representation of a part of the expression units (Lado in Guntur, 1982), especially in the lives of students writing can be a means of ideas very effectively. Especially in modern life that is in addition to the language skills of writing skills is necessary because the writer can write to know himself in more detail, by writing one to be able to understand the problems that exist in the environment and trying to find solutions and writing to provide information to readers (Guntur, 2008).

This study will be a lot to discuss the essay writing skills are shaped description of the environment because they are needed, both in the world of education, social skills and in the world of work so that people know more about the environment and get the latest information about the environment.

Learning through writing, students are expected to develop a descriptive essay writing skills, but also to develop the creativity of writing as a means of aspiration in everyday life. Most students are less able to manage his ideas systematically in terms of the preparation of sentence patterns such as the placement of Subject, predicate, object, and Description (SPOK). To

optimize learning Indonesian subjects in the school needed a method of learning that is active as well as creative, as the opinion Iskandarwassid and Sunendar (2011), learning is a process of changing behavior in individuals as a result of their interaction with the environment through a process of training and experience that can stimulate thinking skills students to be further developed, increase creativity and imagination of students through learning experiences are real, according to the statement Knapp and Barrie (2001) with a field trip will lead to more lasting memories and wore slim because children in conflict with the environment. At school, there's also a lesson for deaf children still use the conventional method of learning has focused on the book, the students were given the task of copying from books and teachers so that creativity and thinking the ability of students is not growing, but in learning Indonesian require thinking and reasoning in depth. According to Nurgiyantoro (2013) stated that the results of learning Indonesian include three domains, namely cognitive, affective, and psychomotor. The cognitive domain on the subjects of

Indonesian emphasizes direct students to speak and compose. Active speaking practice activities productive speaking and writing are characterized by good thinking skills. Deaf children have heard so that the bottleneck in the selection of methods and learning strategies will determine the development of the child. One of them is to apply a method that involves the learning environment as media and learning resources in the learning process that Field Trip Indonesian. In the learning success, several factors affect the learning process, Sudjana (2013) states that the learning outcomes achieved by students can be influenced by two main factors, namely internal factors, and external factors or environmental factors. Factors that come from within the students that the capabilities and consciously to achieve. 3 (three) factors that affect the process and results for students at the school are input factors, process factors, and output factors. factor inputs (input) includes: 1.Raw input initial conditions of learners; 2, input instrument; 3, enter the environment. The third factor is the process of describing how the input types interact with each other on the children's learning activities. Output

factor is a change in behavior that is expected to occur in children after the children's learning activities. raw input initial conditions of students; 2, input instrument; 3, enter the environment. The third factor is the process of describing how the input types interact with each other on the children's learning activities. Output factor is a change in behavior that is expected to occur in children after the children's learning activities. raw input initial conditions of students; 2, input instrument; 3, enter the environment. The third factor is the process of describing how the input types interact with each other on the children's learning activities. Output factor is a change in behavior that is expected to occur in children after the children's learning activities.

Visit learners outside the classroom to learn a particular object integral part of curricular activities in school. The purpose of this research are: (1) increase the activity in the process of learning to write essays Description (2) improve the ability to write the essay decryption in accordance with the preparation of the subject, predicate, Objective and

description on deaf students in SMPLB-B YPTB Malang (3) know the different learning outcomes before and after implementation of the learning method with Field Trip.

Field Trip learning methods before implemented planned the object to be studied Method Field Trip is a way of teaching carried out by inviting students to a place or object outside the school. The field trip method has many advantages such as the use of modern teaching principles, relevant to the reality, to stimulate the creativity of students, information is more widely as a teaching tool and actual. Among the advantages of the use of field trips method has its drawbacks: the facilities and expensive, requiring preparation or careful planning, teamwork should not be ignored. With the advantages and disadvantages of the methods, field trip learning becomes more interesting because the students are more active learning.

METHOD

The study design used by researchers is Quasi Experiment Design with type research of one group pretest-posttest design. This design was chosen by the researchers because it

allows researchers to measure the effect of treatment (X) on a single group that occurs in the learning process making it easier for researchers to control every variable. There are two variables in this study aim to facilitate researchers in studying research and draw conclusions (Sugiyono, 2011). 1) The independent variables, the use of methods of field trips in essay writing, 2) the dependent variable, the ability to write essays descriptions by the right linguistic structure that placement Subject, Predicate, Object Description (SPOK). In the development of this research were 10 students SMPLB-B YPTB Malang. Data collection techniques are 1) observation, 2) open interview, 3) Documentation, 4) Test. Sources of data in this research, including students and teachers SMPLB-B YPTB Malang. The study used several research instruments used to collect data that is: lesson plans, student activity assessment sheets and test questions. The research instrument before attempted in the first subject was tested for validity and reliability, If $r_{xy} > r_{table}$, the instrument about as valid, however, if $r_{xy} < r_{table}$ the instrument can be said to not valid, by setting the

significance level of 5%. Analysis of the data used is Statistik non-parametric Wilcoxon Signed Rang Test. Wilcoxon Signed Rang Test is used to test a group of respondents at a different time to compare the results of the pretest and posttest during the time of the study take place. Research hypothesis known conclusions from the analysis of Rang Test Wilcoxon Signed with the provision that if the value of $t < t_{table}$ or significance of > 0.05 then H_0 is accepted, however, if $t > t_{table}$ or significance < 0.05 then H_0 is rejected or accepted H_1 (Riduwan: 2012).

RESULTS

In this study, in addition to measuring the results of pretest and posttest students also measure the activity and participation of subjects included in the class were analyzed using non-parametric statistics using the Wilcoxon Signed Rank Test. This technique is used for normal requirements and the free distribution of the variable is not met, and the fewest number of samples. Data analysis techniques used to analyze the data in this study is a non-parametric statistics for quantitative data in the form of numbers. While little research

subject, the subject of 10 people. This is reinforced by the opinion Sutrisno (1993) that "a sample n is smaller than 30, we call small samples", then the formula used to analyze the data is non-parametric statistical formula kind of test Wilcoxon Signed Rank Test (Saleh, 1996).

The success of the research can not be separated from the planning procedure that has been arranged such, research preparation, 1) test instrument, 2) the validity and reliability 3) make the instrument in the form of RPP, pretest, and posttest. Based on the results of all data has increased from the conventional teaching methods to the field trip and mean rank or average positive value is $8.5 / 10$ or 0.85 with an average value in the control classroom using conventional teaching methods 47.5 and 78 experimental group were tested using Wilcoxon test. The decision making process hypothesis based on the data values obtained during a study researcher at SMPLB-B YPTB Malang by using a predetermined limit value by the criteria of the job hail subject of research.

DISCUSSION

The field trip learning method is a method of learning that is relevant and realistic with real-life made for every day. Learning methods can provide a stimulus to the students as arouse the curiosity of students, raise critical attitude, brings learning is actual and factual, develop the habit of teamwork and individual amplified opinions Asmani (2010) is that students can deepen and broaden the experience of knowing the environment in-depth, According Putriani (2016)The problems experienced by children with hearing in writing descriptions for appearance are not the object of direct observation, it makes a deaf child confusion in describing an observed object. In the implementation of the method involves the students to learn individually also learn in groups to achieve the expected learning outcomes. By using the learning field trip students were more enthusiastic in discussion groups, task-assignment of teachers, achieve a greater understanding of the individual, helping each other and work together and train leadership, curiosity, and responsibility. According to the study Farmer, Knap and Benton (2007) field

trip learning method makes students better understand and get to know the environment and how to care through direct instruction. Based on the research that has been done known the value of the average pretest control group using conventional methods is 47.5. After being given the treatment in the form of a field trip learning methods as much as two times the average value in the posttest experimental class increased to 78. Thus it can be said that after students learn the teaching methods field trip learning outcomes of students has increased student learning activities even increased.

In a highly preferred research field trip planning learning activities to keep the element of learning more dominant than the recreational element. By the statement, Sarbani (2014) that is necessary for learning management materials explain may be organized as expected. In this study before implementing a teacher, a Field trip explains the learning objectives will be implemented, what activities will be carried out and the rules that apply during the learning process. On implementation Field trip students were given time to explore their knowledge,

look around and read the state of any information contained in the field trip,

In the implementation of the method Field Trip Some things are observed in the study are:

1. Pre-Action, routine activities, seating arrangements, conditioning class atmosphere.
2. Opens Lessons, sitting, praying, learning readiness, apersepi.
3. Core activities
 - explanation material
 - Approach Learning Strategies
 - assessment process
4. Cover Learning, concluded the material being studied, the follow-up.

The results of research in writing essay description can be seen most students make mistakes on:

1. Placement of the next word is: in, to and from.
2. Use of conjunctions
3. The use of pronouns and human
4. Use of the additive
5. Writing a sentence is not an appropriate subject, predicate, object (SPOK).

Students assume the paragraph description is a collection of sentences so that they write it points.

Based on the mapping error on the researcher can easily fix mistakes students with solving strategies that field trip that can improve the language skills that are useful to declare or disclose self-expression, communicate with others, hold integration and social adaptation as well as to hold a dick social (Keraf 2004). Eshach (2007) stated the use of this method can be used as a field trip opportunities to strengthen or expand the class curriculum to provide an additional perspective. tailored to the learning plans and procedures that had been developed over the spirit of the goal that students in the following study resulting in increased activity and learning outcomes.

CONCLUSIONS AND SUGGESTION

Increased student learning outcomes from an average of 47.5 to an average of 78 due to the different processes and creative learning that makes students happy and the spirit in the following study which resulted in increased student activity and affect the

acquisition of learning outcomes. This is also shown by the results of hypothesis testing using the Wilcoxon test T_{hitung} greater than T_{tabel} with a significance level of 0.05 or 5%.

In this study, it can be concluded that the better method of field trip in improving students' writing skills, student activity and learning outcomes in learning compared to conventional methods. For the improvement and development, researchers suggest further research: Research on the method of Field Trip in special education still needs a lot of development, is expected to further research more proficient in developing this study with more depth and scale. All educators and prospective educators should equip themselves with the knowledge to be able to educate, choose to use a variety of strategies and methods that are more creative and attractive. Use of the method of learning in the classroom adjusted to the needs of children. In the application of learning methods course teachers have to prepare tools and materials arranged in a systematic and structured so that ministers to be conveyed can be achieved. All parties concerned with the

development of education in Indonesia should be able and willing to improve itself advancing education in Indonesia.

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