Improve Descriptive Writing Skills Based on Local Culture Through The Application of The Field Trip Method
Action research on students majoring in German Language of Pattimura University-Ambon

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Abstract. This study aims to improve the students descriptive writing skills based on local culture that include dances, music instruments, regional special foods and beverages. This research was conducted in Eri village, Nusanive Sub-District, Ambon City. Research conducted by 4th semester students majoring in German language in the academic year 2017-2018 totaling 15. This study uses a descriptive qualitative approach with the Field Trip method. Result of the student descriptive writing skills based on local culture is measured through assessment according to the assessment criteria specified. The formula used is t-test. Calculation result indicated that the student skill in writing descriptive local culture which is direct observed by using the field trip method is better compared to learning in the class by using a text book. It can be concluded that the student essay result is average higher than the essay made in the class using text book. Thus the use of the field method is recommended as an effort to improve the student skill in descriptive writing based on local culture.

Keywords: Field Trip, Skill, Descriptive Writing, Local Culture

1. Introduction

Writing activities are an inseparable part of the entire learning process experienced by learners during their studies at the University, because they are expected to have a broader and deeper insight into the topics they write. Therefore, this writing learning must be taught, fostered and developed intensively.

The same thing for learners in the German language education program must take a writing skill course in German called "Schreibfertigkeit". This course aims to provide writing knowledge and skills for learners whose subjects contain themes, including Zu Hause, Kultur Erleben, Arbeitswelten, Feste und Geschenke, Mit allen Sinnen, Erfindungen und Erfinder which are sourced from Studio d-A2 [1].
Other sources of literature are used for material enrichment which of course the level of language progressiveness is equivalent to the textbook. At the end of the schreibfrtigkeit lecture, learners are expected to be able to write or compose according to the theme discussed. The textbooks Studio d-A2 are arranged with themes that are nuanced in German culture because learning a language is incomplete if you do not learn about the culture of the German language user. As said in the Wikipedia dictionary that "Im Fremdsprachunterricht versteht man unter Landeskunde der Vermittlung von kulturellen und materiellen Hintergrundinformationen über die Region, deren Sprache man erlernt" “This means that Landeskunde in teaching foreign languages is the culture and material behind information about a country whose language is studied [2].

But in reality sometimes learners are found to be less attentive / serious, even they are not interested in writing (Schreibfertigkeit). To overcome this, it is necessary to have teaching efforts to create an atmosphere of learning about writing (Schreibfertigkeit) that can generate interest in high learning activities and creativity in the form of concrete, effective, and creative writing training, not only guided by textbooks that are generally limited only to be done in the classroom and tend to be in accordance with the schedule and lesson hours. Therefore, instructors need to make interesting learning not just fun without targets. In fact there is something that is achieved that is new abilities and skills and is able to facilitate students to be able to successfully achieve learning goals optimally, in an easy, fast, but content [3]. One of the learning methods that are thought to be able to increase the learners interest in writing is to use the Field Trip learning method. According to Heaton, in everyday life, students are sometimes asked to describe people, objects, places and even processes [4]. This can be found, among others, in the Field trip learning method. As stated in the Wikipedia dictionary that field trip or excursion is a journey by a group of people to a place away from their normal environment. The purpose of the trip is usually observation for education, non-experimental research or providing learners with outside everyday activities. Field trips give them a chance to get out of classrooms and experience something new that is necessary for this level. They allow learners to have a real world experiences [5].

Field trips are excursions that are used by learners to complement certain learning experiences and are an integral part of the school curriculum [6]. The Field Trip method is a learning method that has the principles of modern teaching that utilize the real environment in teaching. Under the guidance of teachers, learners visit certain places where they are confronted with real situations according to field trip objectives that are adapted to the theme being studied. This is expected to improve writing skills (Schreibfertigkeit) learners because by bringing learning objects closer to the learner it will be easier for the learner to pour or move the observations and feelings to the reader by describing what is seen in writing in a simple way.

Description is a form of essay that seeks to describe a thing as a result of observation by the author by giving details about the object written as emphasized by Semi that the description is writing that aims to provide details about the object so that
it can influence in emotions and creating the readers imagination like seeing, hearing or feeling directly what the writer is saying. The description generally describes something that can be sensed. Therefore the object is in the form of nature, objects, places, atmosphere, and humans [7]. Meanwhile, according to Richards and Renandya Writing Descriptions is describing details about places or humans that can be sensed. Thus, writing a description is to move the impressions of observations and feelings to the reader through writing so that the reader can as if seeing the object as a whole as experienced by the author [8].

The application of this method is to avoid the implementation of teaching and learning activities that are only routinely carried out in the classroom, but by applying the Field Trip method learners can find information in a pleasant atmosphere. This is reinforced by Koran, Koran and Ellis (1989) in Meiranti that many studies related to field trips learning shows that learning on a field trip can, indeed, produce different results than learning in a classroom [9]. Because the boredom of attending classrooms for learners sometimes turns off their interest and creativity in writing. As an example for the Maluku region, especially in the Nusanive Peninsula such as dances, traditional clothing and the types of food served have a difference from what they learn from the book Studio d. Related to the implementation and testing of Field Trip learning methods of learning writing skills, has been done a visit to the village of Eri Ambon City by a learner who was accompanied by a tutor from the Schreibfertigkeit course. This test is limited to the results of learning observations in accordance with the target object observed with the theme "Feste" (party) according to the theme chosen in the book studio d A2. Students are assigned to describe the observations of local culture and put it in writing or descriptive writing.

2. Methods

This research is a qualitative descriptive study conducted in Eri Village, Nusanive Subdistrict, Ambon City. The study was conducted on April 11, 2018 by involving the fourth semester students in the academic year 2018/2019 of the Teaching and Education Faculty German Language Study Program, amounting to 15 people, while attending the schreibfertigkeit IV course. The source of the data used is the results of learning observations that are expressed in the form of descriptive essays.

The steps of learning to write essays based on local culture with the application of the field trip method are carried out as follows: First, determine or choose the theme or topic of the essay; second, set goals; third, collecting information / material; fourth, create a writing framework; Fifth, develop essay framework [10].

While the Main steps in the implementation of the Field Trip method are as follows: 1) Field Trip Planning. a. Formulate Field Trip objectives. b) Setting the Field Trip object according to the goals to be achieved. c.) Determine the length of Field Trip. d) Develop plans for learners during observations. e.) Planning equipment that must be provided. 2. Implementation of Field Trip. This phase is the implementation
of learning activities on site with teacher guidance. This learning activity must be directed to the goals set in the planning phase above [11]. The same was stated by Woolf that learners before traveling must be taught and trained and have knowledge of the places they want to visit and understand the goals to be achieved when they are at the place of visit [12].

Based on this, before the learners hold a Field Trip they have been equipped with questions Notieren Sie die Informationen über die Feste! (describe the information about the festivals) like, Was isst und trinkt man?; Was gehört zu den Festen? Was ziehen die Menschen an? which is carried out in groups. Besides observing, they take pictures or photos and make videos as documentation. Each of them wrote the description essay in the form of Perfect time (past time) with conjunctions such as Zuerst, dann, danach, denn, und, aber, zum Schluss etc. and each learner determined the topic according to what they observe. Here students can train to get to know their own culture, after having experience with German culture that they have learned in Studio d A2. This is done after they return to class.

Before visiting the location, researchers created a questionnaire distributed to 15 students in the class. This questionnaire needs to be made by researchers such as pre-survey, in order to obtain a general description of the learners regarding their opinions on the "Schreibfertigkeit" course (writing skills) that take place in the classroom using the Studio d A2 textbook.

After visiting the location in this case the village of Eri where the local cultural party took place, researchers had prepared a questionnaire to obtain a general overview of the learners about their opinions, how to benefit from learning outside the classroom while observing the local cultural feast, which later their observations they describe it in form of writing. The following is a questionnaire table after visiting the "Eri Festival" cultural party.

**Data Collection and Analysis Techniques**

The data collection technique of this study is in accordance with the data sources, namely the results of direct observation of the local culture held by the villagers of Eri with the theme "Eri Festival" such as dances, music, local specialties which are conducted with instrument support in the form of observation lists and making field notes and taking pictures or photos.

The learner observes the course of the party which later describes it in the form of an essay. While the data analysis is in the form of the results of writing a description of each of the learners, using the combined assessment scores from the Goethe Institut (A2 Exam Assessment Rubric) such as contents, composition of essays and Coherence [13], whereas from Gemeinsame europäische Referenzrahmen (GeR) such as vocabulary mastery, grammatical accuracy, word writing according to spelling (Trim et al. 2001: 111-114) in Julia Wulandari, then using the t test formula to measure differences in the results of learning to write descriptive learners before and after using the Field Trip method, while the assessment rubric based on the combination of the two sources is as follows [14]:
### Table 1. Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>3 Point</th>
<th>1,5 Point</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>All questions are fulfilled and understandable</td>
<td>Only a portion of the content is in accordance with the problem and can be understood</td>
<td>The content is not in accordance with the problem or and cannot be understood</td>
</tr>
<tr>
<td>Arrangement of Description and Coherence</td>
<td>Systematic and coherent</td>
<td>In some parts there is a systematic leap and coherence</td>
<td>There is no continuity of sentences</td>
</tr>
<tr>
<td>Grammar</td>
<td>Vocabulary and Writing</td>
<td>Some sentence structures are not right</td>
<td>Many sentence structures are not right</td>
</tr>
<tr>
<td>Vocabulary and Writing</td>
<td>Vocabulary matches the theme and type of writing and is written correctly</td>
<td>Some vocabulary does not match the theme and type of essay</td>
<td>Vocabulary does not match the theme and type of essay</td>
</tr>
</tbody>
</table>


3. **Results and Discussion**

The results of the analysis of the students' essays found that their descriptive writing skills increased by applying the Field Trip method in learning compared to learning methods that were only in the classroom. This can be seen from the results of their writing more varied seen from their respective topics according to the object they observe, namely "Ein schönes Fest"; "Essen und Trinken"; Was ziehen die Menschen an?: Eri Fest; Der erste Tag beim Eri Fest "; Katreji Tanz; Das Eri Festival; Eri Dorf and others. The example of student descriptive writing about local cultural parties in the village of Eri can be seen in Figure 1 below.
The increase was due to the learners making direct observations on the object and being able to ask the local residents directly to obtain information and at the same time be able to observe several local cultural activities that took place during the Eri Festival.

The following picture shows some photos taken by learners,

![Image of learners doing a dance](image)

Figure 2. Siru-Siru dance  
Source: Learner's personal documents
Figure 3. Katreji dance
Source: Learner's personal documents

Figure 4. Sanggar 15 Ambon blows the flute
Source: Learner's personal documents
Figure 5. Totobuang music instrument
Source: Learner's personal documents

Figure 6. Collaboration of flute and tambourine musical instruments
Source: Learner's personal documents
Figure 7. Laor (Sea Worms / Licda Oele) and rujak
Source: Learner's personal documents

Figure 8. Es Sarang Burung
Source: Learner's personal documents
Looking at the documentation pictures taken by the learners in their observations of cultural objects and describing them in their writing shows that the field trip method applied to the learning of writing skills “Schreibfertigkeit” can make it easier for learners to make a description essay so that their writing skills can be improved.

Before visiting and observing the source of the description, the learner is given direction by the instructor to find out what they will do when they are close to the object that will be used as a source of description and recording and taking pictures/photos and videos. This is so that they can also be brought closer to their own culture, so that learning activities are not monotonous only in the classroom by referring only to textbooks that can make learners less interested. The use of learning resources such as textbooks will only give the impression that the materials studied was limited to just text book, despite the language in the book is not too difficult to understand because it contains life issues or everyday culture, language or contextual goal. Therefore, to increase the interest of the learner, the teacher must create a more enjoyable learning atmosphere by inviting the learner to observe objects outside the classroom (Field Trip), namely by visiting the Eri Festival event about the local culture. This provides an opportunity where they can obtain information about the local culture similar to the learning material from the existing textbooks, and independently write essay descriptions in the form of Perfect by using conjunctions, and determine the topic of each essay so that it becomes a complete text with very good results.

This is in accordance with the research conducted by Ida Agung cs with the title Application of Field Trip Method as an effort to improve the writing skill description of students in class VII A3 of SMP Negeri I Singaraja. This study uses a class action design and the result is that the application of the Field Trip method can improve the learning outcomes of students writing descriptions, which is indicated by the average score of writing student descriptions of 79.33 in cycle I and increasing to 81.93 in cycle II [16]. Another study by Kurniawati which discusses the application of the Field Trip method to improve the ability to write essay descriptions of elementary students shows an increase in the average grade value of cycle I with a value of 55.81 to cycle II with a value of 75.40 at 19.59 %. While the increase in learning outcomes from the second cycle pre-action is from the average grade of pre-action class to cycle II of 14.78%, so that the percentage increase in the average pre-action class to cycle II is 26.25 [17].

Likewise, research conducted by Risa Meiranti which discusses Improving Students writing skills Through Field Trip Method Luragung 1 junior high school students in the 2015/2016 academic year shows an increase in the average class from cycle I with a score of 70.51 to cycle II with a score of 73.24. The relevant studies mentioned above, show that the Field Trip method can improve the description writing skills [18].

The results of the interviews and filling out questionnaires by the learners after observing in the village of Eri, they said "they are very motivated to learn outside the classroom besides being fun they can directly observe real objects; add new insights, especially inspired to develop a writing; get new words in writing later; have lots of
ideas, can directly meet with the local community; help and improve creativity in writing ".

The results of the questionnaire analysis show that learners are more interested in learning outside the classroom (Field Trip) because they directly observe real objects, rather than learning in class using a textbook. For more details can be seen in the diagram below:

![Figure 9. Perceptions of Learners in Learning in the classroom and Field Trip](image)

Based on description writing skill obtained by the learner in the class classified as moderate according to score 3 - <4.5 with a percentage of 53.33. From 15 learners, only 5 learners posses high writing skill, 8 learners posses low writing skill. While the writing skill data after making observation using the Field Trip method is high according to score 4.5 – 6 with percentage of 66.67. From 15 learners, 10 learners possess high score, 3 learners score low. For more details see below diagram.

Table 2. Result Data of Descriptive Writing Skills in The Classroom

<table>
<thead>
<tr>
<th>In The Classroom</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.33</td>
<td>53.33</td>
<td>13.33</td>
</tr>
</tbody>
</table>

Source: Results Score Questionnaire data in class and out of class (Field Trip)
Figure 10. Results of Descriptive Writing Skills in The Classroom

Table 3. Result Data Of Descriptive Writing Skills Score with Field Trip Method

<table>
<thead>
<tr>
<th>Field Trip</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66,67</td>
<td>20,00</td>
<td>13,33</td>
</tr>
</tbody>
</table>

Figure 11. Results of Descriptive Writing Skills Score with Field Trip Method

For data calculation formula $t$ is used to see the difference between the Field Trip method and ordinary learning in the classroom. The calculation result by the $t$ value of $1.97 > t$ table $1.77$. This means that Field Trip Method is better than class learning.

This study provides good results, but there are some obstacles found in this study, namely: 1) the indifference of some learners in pouring what they observe in the form of their description essays, this is due to the different characteristics of learners. 2) there are learners whose essays are not coherent. 3) there are learners who are less careful in using the form of Perfect and conjunctions in their essays.
4. Conclusion

Based on the results and discussion above, the following conclusions can be drawn:
1. Learners are responsive to the application of the field trip method. Learners show great interest in participating in learning activities with this method because it creates a learning atmosphere that evokes strong interest in learning local culture and pouring it into descriptive essays.
2. Through the application of this method the learner gets a new learning experience, it is easier to remember what is observed because it directly sees objects, different from what has been learned so far through reading in textbooks that only show photos or images.
3. The implementation of the field trip method in learning significantly improves the learner's ability in writing descriptive essays with the average score achieved by the learners of the German Language Study Program is 66.67 when compared to their learning outcomes in the class only reaches 53.33

5. Reference


