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Implementing The Field Trip Method With Youtube Media To Improve Description Text Writing Skills

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ABSTRACT

Writing is one way to express ideas and ideas about what has been seen, heard or experienced. To be able to produce or express language through writing is an ability that necessitates encoding processes, and writing is an active and productive linguistic activity. This research was carried out because of the low desire to write and the lack of knowledge about writing descriptive texts. The benefits that can be obtained from the use of media through YouTube, among others, the teacher will find it easier to convey learning materials in a more interesting way, avoid the lecture method in delivering material, can facilitate various types of children's learning methods, students will be more enthusiastic about participating in learning with In presenting videos, the teacher will more easily invite students to be involved in learning activities. the purpose of this study is to determine the effect of using youtube media with the field trip method. The methodology of this investigation is experimental. This study employs a pre-experimental design known as the One-Group Pretest-Posttest Plan. The outcomes demonstrate an elevated dependence on Youtube media when composing descriptive texts using the field trip approach.

1. Introduction

Introductory Context Angin, T. B. B. (2020) claims that people's ability to communicate is one of their most valuable assets. In order for others to know what it is like to live, experience, feel, and feel what one person does, that person must first communicate those things to others through language (spoken or written). Permanasari (2017) argues that language serves a cognitive role by facilitating thought, idea expression, and thought comprehension. There are four primary abilities required to communicate effectively in any language, but notably in English: listening, talking, reading, and writing. Writing is the most challenging of the four because it necessitates proficiency in other areas to be truly progressed.

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Someone who can write systematically is likewise likely to be a good listener, speaker, and reader.

Writing is a talent that necessitates the application of coding actions in order to produce or express language to other parties through writing (Tahir, M.2019). Writing's ultimate goal is to facilitate clear and concise expression of ideas and thoughts (Angin, T. B. B.2020). The purpose of this research is to better understand how introducing students to text models might help them become proficient writers of descriptive texts. According to Husna (2017), a descriptive text is an attempt to describe the subject of the writing. The purpose of description is to provide specific information about an item, location, or individual.

Regular practice develops skills that are essential for writing. The ability to think clearly and thoroughly, such as in the case of becoming an expert on the subject at hand, is essential to the process of writing, making it a thinking activity. A student's thoughts, feelings, and experiences can all be expressed through writing. The value of writing in the academic realm cannot be overstated. Students who have a lot of experience writing will have honed their craft to the point where they won't need to work as hard to hone their critical thinking abilities. Students' aspirations might become realities via the act of writing (Fernanda & Sukardi, 2021). Reading, speaking, listening, and writing are the four pillars of a well-rounded command of the English language. In essence, the author is the process of translating mental or emotional content into the signs of a language. A piece of writing is successful if the reader can easily understand it. Writing a description is challenging if you don't know the details of the object to be described; this is because the reader will not receive the same concepts and messages that the author intended. By physically seeing or touching the object that will be described in writing, pupils are able to form a more vivid mental image of it.

To be able to produce descriptive text for research, you need to be able to create brand new words, from their corresponding letters or alphabets all the way up to simple phrases that can be described clearly, accurately, and correctly in accordance with the object of the image exhibited (Aisyah, R. M., & Sartinah, E. P.2018). Taking students on excursions outside of the classroom or school to study or examine directly the thing being studied is known as the "field trip approach."Direct experiential exposure to the subject matter at hand is at the heart of the Field Trip approach to education. To implement this strategy, teachers can send classes on field trips to interesting places or use non-traditional teaching aids (Hamdi et al., 2021). According Angin, T. B. B. (2020) The goal of taking a class on a field trip is to provide pupils hands-on experience with a topic they've been studying in the classroom. Perhaps this will help them overcome their obstacles to writing. Students will be more at ease and enthusiastic about studying, and this approach can also teach them to make efficient use of their time. There are many reasons why students should go on field trips, including: 1. the opportunity to witness different realities up close; 2. the chance to experience something new by trying it out for themselves; 3. the chance to get direct answers to questions by seeing, hearing, trying, or proving; 4. the chance to gather information through interviews

According to Surandika (2020) People can now more easily access a variety of information to enjoy a variety of conveniences in their daily lives thanks to technological advancements. Currently, internet-connected devices and computer technology support a variety of social activities like watching, information-seeking, and accessing social media. The pattern of people's behavior is then altered as a result. People tended to watch or obtain information from radio and television media during the period when technology and the internet were still in their infancy. However, this paradigm shifted as a result of increased internet usage as a result of technological advancement and the emergence of the internet. according to Cahyono (2019) As long as there is internet connectivity there, individuals can connect to the internet from anywhere. Smartphones and laptops are two common devices that are more adaptable and widely utilized. The videos on YouTube are worth checking out. The vast amount of free educational films available on YouTube will inspire students to study on their own (Lestari, 2017). YouTube is one of the most widely used websites in the world. YouTube is a video-sharing website where users can freely submit videos, search for other films to watch, watch other users' comments and discussions, and ask and answer questions about the videos they've watched. User-created videos, movies, TV shows, and other video content. With no time limits on uploaded videos, YouTube has become the most popular internet video source (Maulana, 2020).

Thus the use of videos through YouTube, it is hoped that learning to write descriptive texts with the English field trip method will be fun and easy to learn. Especially students of class X Vocational High School Teacher Education of the Republic of Indonesia 3 Serang City, who find it difficult; 1) because English is not a daily language; 2) lack of interest in learning to write; 3) weak methods applied. By using videos via YouTube, students will be asked to make descriptive texts according to what they see. The benefits that can be obtained from the use of media through YouTube, among others, the teacher will find it easier to convey learning materials in a more interesting way, avoid the lecture method in delivering material, can facilitate various types of children's learning methods, students will be more enthusiastic about participating in learning with In presenting videos, the teacher will more easily invite students to be involved in learning activities.

Problem statement: 1). To what extent is students' writing improve as a result of their exposure to youtube videos? 2), To what extent is the field trip strategy have any bearing on students' capacity to compose descriptive language in response to youtube media? Based on the problem statement, the study's objectives are as follows: (1) knowing using YouTube media influences writing skills; (2) knowing using descriptive text influences writing skills; and (3) knowing using the field trip method influences the capability to write texts. descriptively through youtube media.

2. Methodology

This study is an experimentally-based quantitative study. One-Group Pretest-Posttest Design is the sort of pre-experimental design employed. According to the data in the table above, this study employed a One-Group Pretest-Posttest Design prior to the experimental phase. In a one-group pretest-posttest study, participants take an initial assessment before receiving therapy and a follow-up assessment thereafter. Taking samples from a population at random, without considering factors like the participants' socioeconomic status, is an example of simple random sampling (Saputra & Apriadi, 2018). 23 students were randomly selected from the population of 511 at Vocational High School Teacher Education of the Republic of Indonesia 3 Serang City. to participate in the study's sample.

Tabel 1. One Group Pretest-Posttest Design

O ₁	X
	O ₂

Sourch: (Fernanda & Sukardi, 2021)

This percentage represents 4.5% of the total research population. Afterwards, a pre-test is administered to establish a baseline, and a post-test in the form of a command question written in the style of a descriptive text essay is administered to assess progress. We hope this will serve as a barometer of the class's descriptive writing abilities. Variations are observable. The researcher then gave a post-lesson test to gauge students' retention of the material. The purpose of the exercise was to evaluate the pupils' writing abilities.

Researchers used the test as a data collection tool during the study's procedure. In the educational context of measurement and assessment, the test is a set of activities assigned by the instructor that will ultimately result in a numerical grade (Rapono et al., 2019). The provided tools include both a pre- and post-test. by having them complete a descriptive writing assignment based on the field trip model. A validity and reliability test was performed on the study's instruments before the actual testing began. After the test was administered and found to be valid and trustworthy, researchers may begin using the instrument. The tests of validity, Kolmogorov-Smirnov reliability, homogeneity, the mean, and the t-test. In order to gather information, we used the exam. For this study, we used SPSS 26 and a significance level of 0.05. Assuming a significance level of ≥ 0.05 , conduct a test of data normality. Statistically, data is considered to be non-normally distributed if the p-value is less than 0.05. A normality test is required to determine if a group's data is normally distributed. Researches have conducted a normality test, and the outcomes are presented below.

3. Results and Discussion

In the picture above, I, as the researcher, asked for a photo with the students of the Republic Of Indonesia's Teacher Education Vocational High School as a form of documentation of this research.



Figure 1. Photo Before Doing the Research

Twenty-three students from the (computer and network engineering) and (office administration) majors were used in this study, with the Pre-Test group serving as a control and the Post-Test group receiving treatment. employing a strategy based around going out into the field. The researcher conducted a validation test and a reliability test before to conducting the research.

Table 2. Test Item Validity Aspect Indicator

Information	No item
Valid	Y_1 (639)
	Y_2 (399)
	Y_3 (497)
	Y_4 (597)
	Y_5 (702)

(Fernanda & Sukardi, 2021)

When testing 5 items, if $r_{count} > r_{table}$ and r_{table} is known to be 0.396, then $0.639 > 0.396$, $0.399 > 0.396$, $0.497 > 0.396$, $0.597 > 0.396$, and $0.702 > 0.396$ can all be written, and the text descriptive of the indicator's aspect is validated and chosen.

Table 3. Reliability Test

Cronbach's Alpha	N of Items
19	6

As a result of our calculations, we know that $r_{count} = 0.719$ and $r_{table} = 0.413$. The instrument is considered trustworthy and usable for scientific study if $r_{count} > r_{table}$. Cronbach's alpha is used for this reliability analysis. All of the Pre-Test and Post-

Test treatments follow a normal distribution and are homogeneous, as required by the analytic requirements.

Table 4. Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	4.79296791
Most Extreme Differences	Absolute	.200
	Positive	.200
	Negative	-.124
Test Statistic		.200
Asymp. Sig. (2-tailed)		.018 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Assuming a significance level of ≥ 0.05 , conduct a test of data normality. Statistically, data is considered to be non-normally distributed if the p-value is less than 0.05. A normality test is required to determine if a group's data is normally distributed. Researches have conducted a normality test, and the outcomes are presented below (Hanifah & Wasitohadi, 2017). A significant value of 0.018 can be seen in the table above. Thus, for $n = 23$ students, the normality calculations suggest a significant threshold of $= 0.05$. One can infer that the questions on the pretest and posttest follow a normal distribution.

Tabel 5. Test Of Homogeneity Of Variance

			Levene Statistic	df1	df2	Sig.
Student Learning	Based on Mean		.844	1	44	.363
Outcomes	Based on Median		.768	1	44	.386
	Based on Median and with adjusted df		.768	1	37.264	.386
	Based on trimmed mean		.834	1	44	.366

The results of the homogeneity test for the student learning outcomes are shown in the table above, where they were found to be significantly greater than 0.05. The purpose of the homogeneity test of variance is to find out if the variants in the two sets are similar or different. Whenever the p-value is greater than 0.05 According to a recent study (Hanifah & Wasitohadi, 2017).

Analytical tests for normality and homogeneity indicate that the two learning outcomes are normally distributed and possess homogenous qualities, allowing the paired sample t-test to be used to evaluate the study hypothesis. T-tests were run with a significance threshold of $= 0.05$. Results from the pre and after tests were compared using a t-test.

Table 6. Paired Samples Test

				Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pretest - posttest	40.82	4.886	1.019	-42.939	-38.713	40.06	22	.000	
		6					9			

The above table contains statistically significant data; specifically, the values $0.00 < 0.05$ and $t_{\text{count}} > t_{\text{table}}$ ($40,069 > 1,713$) indicate that H_a is accepted and H_o is rejected, respectively. With the acceptance of H_a , it can be said that the educational value of composing descriptive examinations has grown. This study's findings provide conclusive evidence that the observed improvement in test-takers' descriptive-writing abilities was not a fluke but rather the effect of intentional treatment modifications.

Table 7. Average Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	20.00	44.00	33.1304	5.68334
Posttest	23	64.00	78.00	73.9565	4.00543
Valid N (listwise)	23				

Table 7 shows that there was a statistically significant improvement in students' scores after combining YouTube videos with the field trip approach ($n=23$ students). This improvement can be seen by comparing the pre-test average of 33.13 to the post-test average of 73.95.

Questions on post-tests administered after the field trip approach has been applied score higher than those on pre-tests administered before the field trip method was used. This contributes to the higher than usual mean score achieved after administering the post-test utilizing the field trip approach, which is 73.95. Meanwhile, the field trip approach averaged 33.13 for the Pre-test treatment that was not applied. Consequently, it is safe to conclude that the educational value of the field trip was maximized. The field trip style of learning led to greater scores for 23 students on the post-test because it was able to cultivate in them a focus and an interest in creating descriptive writings, both of which would lead to an increased motivation to further develop their writing abilities.

4. Conclusion

Based on the calculation of the data above, it produces a significant value for changes in values in one group pre-test post-test then, This study concludes that class X students at Vocational High School Teacher Education of the Republic of Indonesia 3 Serang City with "Implementing The Field Trip Methode Youtube Media To Improve Description Text Writing Skills" can improved English

writing skills by using youtube media as an object of writing descriptive text using the field trip method. Researchers face a number of challenges, including the need to find a place to conduct their studies, take samples, and collect data during a time when classes were not in session (December of the previous year).

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