



**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE
TEXT THROUGH FIELD TRIP METHOD IN TEN GRADE CLASS OF
MAN 4 MEDAN**

THESIS

*Submitted to the Tarbiyah Faculty of Tarbiyah Science and Teacher Training
UIN-SU Medan as a partial Fulfillment of the requirement for
the (Degree of Sarjana Pendidikan) S-1 Program.*

By :

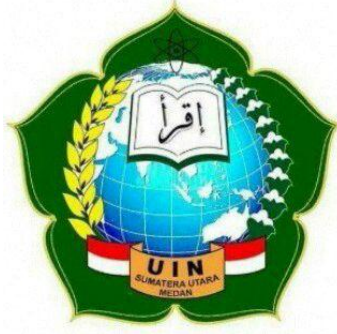
KIKI LESTARI

NIM. 34.14.4.004

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2018



**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE
TEXT THROUGH FIELD TRIP METHOD IN TEN GRADE CLASS OF
MAN 4 MEDAN**

THESIS

*Submitted to the Tarbiyah Faculty of Tarbiyah Science and Teacher Training
UIN-SU Medan as a partial Fulfillment of the requirement for
the (Degree of Sarjana Pendidikan) S-1 Program.*

By :

KIKI LESTARI

NIM. 34.14.4.004

Advisor I

Advisor II

Dr. Hj. Tien Rafida, S.Ag,M.Hum
NIP. 19701110 199703 2 004

Dr. Sholihatul HamidahDly,S.Ag,M.Hum
NIP. 19750622 200312 2 002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2018**



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925,
Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : “**Improving Students’ Achievement in Writing Narrative Text Through Field Trip Method in Ten Grade Class of MAN 4 Medan.**” oleh **Kiki Lestari**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

09 Juli 2018 M

25 Syawal 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Maryati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. **Dr. Hj. Tien Rafida, S.Ag,M.Hum**
Daulay, M.Hum
NIP. 19701110 199703 2 004

2. **Dr. Sholihatul Hamidah**
Daulay, M.Hum
NIP. 19750622 200312 2 002

3. **Dr. Mhd.Dalimunthe, S.Ag., M.Pd**
NIP. 19710328 199903 1 003

4. **Utami Dewi, S.Pd., M.Hum**
NIP. 19820227 200801 2 009

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa

Medan, 6 Juni 2018

Lamp : -

Kepada Yth :

Hal : **Skripsi**

Bapak Dekan Fakultas Ilmu

a.n Kiki Lestari

Tarbiyah dan Keguruan

UIN-SU

Di : Medan

Assalamu'alaikum Wr.Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara :

Nama : Kiki Lestari

NIM : 34144004

Jur/Prodi : Pendidikan Bahasa Inggris

Judul : "Improving Students' Achievement in Writing Narrative Text Through Field Trip Method in Ten Grade Class of MAN 4 Medan"

Dengan ini kami menilai skripsi tersebut dapat di setujui untuk diajukan dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalmualaikum Wr.Wb.

Pembimbing I

Pembimbing II

Dr. Hj. Tien Rafida, S.Ag,M.Hum
NIP. 19701110 199703 2 004

Dr. Sholihatul Hamidah Dly,S.Ag,M.Hum
NIP. 19750622 200312 2 002

PERTNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Kiki Lestari

NIM : 34144004

Jur/Prodi : Pendidikan Bahasa Inggris

Judul : **“Improving Students’ Achievement in Writing Narrative Text Through Field Trip Method in Ten Grade Class of MAN 4 Medan”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelas dan ijazah yang diberikan batal saya terima.

Medan, 6 Juni 2018

YangMembuat Pernyataan

KIKI LESTARI
NIM.34144004

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the author said Thank God to Allah SWT. Who has given mercy and blessing so that the author can finish this thesis well. Thesis entitled “Improving Students’ Achievement in Writing Narrative Text Through Field Trip Method in Ten Grade Class of MAN 4 Medan” Academic Year 2017/2018. The Faculty of Tarbiyah and Teacher Training of State Islamic University of North Sumatera.

The author realizez that in the process of writing this thesis encountered many obstacles. But with the help, guidance, cooperation from various parties, the obstacles faced can be overcome. So that the author would like to express her thank to :

1. Prof. Dr. KH. Saidurrahman, M.Ag, as a Rector of State Islamic University of North Sumatera.
2. Dr. Amirruddin Siahaan, M.Pd as dean of Faculty of Faculty of Tarbiyah and Teacher Training of State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Dly, S.Ag, M.Hum the Head of English Department of State Islamic University of North Sumatera.
4. Maryati Salmiah M.Hum, the secretary of the English Department and the staffs who gave the taught, guided and supported me to finish this skripsi.
5. Dr. Hj. Tien Rafida, S.Ag, M.Hum as my first advisor who has given suggestion, correction, beneficial opinion and encouragement in process of writng this skripsi.
6. All lecturers and staff of English Department who gave knowledge to the author during the course.

7. Dr. Sholihatul Hamidah Dly,S.Ag,M.Hum as my second advisor, who has given suggestion, correction, benefical opinion and encouragement in process of writing this skripsi.
8. Kholidah M.Pd.I the Head of MAN 4 Medan and all teacher and staff who help the author during the research process.
9. My dearest mother Rokaisih and dearest father Rusli, my dearest sister Ely Wirdia Ningsih Amd and my dearest brother Dimas fatahillah who always prayed, encouraged,motivation and sincere loved during the writing of this skripsi.
10. My dearest M.Bukhari Syahputra have gave spirit, prayer, encouraged,motivation and sincere loved during the writing of this skripsi.
11. My dearest friends Amelia, Intan Melati, Sekar Mayang, Susi Suaida, Tika Dwi Sari and Ulfa Sari who gave spirit and motivation and sincere prayer.
12. All my friends in UIN, especially in members of PBI-5 2014, friends of KKN and PPL 54 Sicanggang, and fellow class of 2014, thank for up till now and for many moments and stories.

The words are not enough to say my appreciation for helps and contributions on this thesis. My Allah always guide you and give you all happiness. The researcher hopes this skripsi would be useful for readers.

Medan, 6 Juni 2018

The Researcher

KIKI LESTARI
NIM.34144004

ABSTRACT

KIKI LESTARI. IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT THROUGH FIELD TRIP METHOD IN TEN GRADE CLASS OF MAN 4 MEDAN 2017/2018 ACDEMIC YEAR.

Thesis, Medan: Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Nort Sumatera Medan 2018.

The research was aimed to find out the implementation of field trip method in teaching writing narrative text. The researcher collected the data from Classroom Action Research (CAR) which was carried out in two cycle, in every cycle consisted of two meeting that have four steps namely: planning, action, observation and reflection. The subject of this research was ten grade of MAN 4 Medan. It consisted of one class (32 students). The data analysis used quantitative and qualitative approach. The quantitative data were taken from test in every cycle and the qualitative data was taken from observation sheet, interview, documentation and diary note. After the writer analyzed the quantitative data, she found that there were increased the students' ability in writing narrative text. It appeared from the result of the mean of pre-test was 69,5. The mean of post-test I in cycle I was 82 and the mean of post-test II in cycle II was 88. The percentage of the students score in pre-test who got up to 83 was 10% (3 students), the percentage of the students score in post-test I who got up to 83 was 65% (21 students), the percentage of the students score in post-test II who got up to 83 was 90% (29 students). It means that there were increased of students' percentage 80% and the mean was 18,5 from pre-test until post-test II. In qualitative data the result of observation sheet in learning process was 97%, because the teacher has done all activities well. On other words, the students become better from the first meeting until the last meeting. from this result, the researcher concludes that teaching writing narrative text by using field trip method in ten grade class of MAN 4 Medan can improve their writing ability.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION	1
1.1 The Background of Study	1
1.2 The Identification of Study	3
1.3 The Limitation of Study	4
1.4 The Formulation of Study	4
1.5 The Objective of Study	4
1.6 The Significant of Study	4
CHAPTER II: THEORITICAL FRAMEWORK	5
2.1 Writing	5
2.1.1 Definition of Writing	5
2.1.2 Writing Achievement	7
2.1.3 Writing process	7
2.1.4 Genre in Writing	10
2.2 Narrative	13
2.2.1 Definition of Narrative Text	13
2.2.2 Generic Structure of Narrative	14
2.2.3 The Grammatical Features of Narrative	16
2.2.4 Example of Narrative Text	17
2.3 Definition of Method	18
2.4 Field Trip Method	18
2.4.1 Definition of Field Trip	18

2.4.2	Learning Steps with Field Trip Method	20
2.4.3	The Advantages of Field Trip Method	20
2.4.4	The Weakness of Field Trip Method	21
2.5	Related Study	21
2.6	Conceptual Framework	24
2.7	Hyphotesis	25
CHAPTER III:	RESEARCH METHODOLOGY	26
3.1	Research Design	26
3.2	Research Setting	29
3.3	Data Collection	29
3.4	Research Procedure	31
3.5	Data Analysis	36
CHAPTER IV:	FINDING AND DISCUSSION	41
4.1	Finding the Data	41
4.2	Finding in Cycle I	55
4.3	Finding in Cycle II	59
4.4	Discussion	64
CHAPTER V:	CONCLUSION AND SUGGESTION.....	66
5.1	Conclusion	66
5.2	Suggestion	67
REFERENCE	68
APPENDIXES		

LIST OF APPENDIXES

Appendix	Title	Page
I	Lesson Plan Cycle I	70
II	Lesson Plan Cycle II	77
III	Pre Test, Post Test I, Post Test II	84
IV	Answer Key	85
V	Observation Sheet For Cycle I	91
VI	Observation Sheet For Cycle II	93
VII	Interview Sheet in Preliminary Study	95
VIII	Interview sheet after CAR	98
IX	List of Students	101
X	Diary Note	103
XI	Documentation	106

LIST OF TABLE

Table	Title	Page
2.1	The Generic Structure and Textual Element	15
3.1	Analytical Scoring Rubic Adapted from Weigle	37
4.1	Students Writing Score for Pre-Test	42
4.2	Students Writing Score for First Cycle	44
4.3	Students Writing Score for Second Cycle.....	47
4.4	The Increasing of Students Writing Score from Pre-tes, Post- test I and post-test II	49
4.5	Comparison of the Students Score in Three Test	51
4.6	The Percentage of the Students Achievement in Writing Narrative text by using Field Trip Method	52
4.7	The Result of Observation Sheet for Teacher (Cycle I)	57
4.8	The Result of Observation Sheet for Students (Cycle I)	58
4.9	The Result of Observation Sheet for Teacher (Cycle II)	61
4.10	The Result of Observation Sheet for Students (Cycle II)	62

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Writing can be regarded as a mental process which forms an idea, opinion and experience to express. This idea can be a personal view of description to begin writing. Writing in narrative text is an imaginary story that is made in written which takes place in a demanded manner. The purpose of the narrative text to entertain and attract readers. To create a high imagination requires knowledge, ideas and sufficient experience. The results of the imagination are then poured in the sentence so that the reader is able to feel the impression expressed by the author and readers feel entertained with what is written by the author.

Many students frequently confuse of what to write and how to start. There are some factor why writing is so difficult for students, such as poor vocabulary, difficulty with sentence structure, their noisy classroom conditions, teachers who limit the theme of writing , not have enough knowledge, experience and idea to write, not interested in learning writing and the teacher still use old technique that made students get bored.

However in writing narrative text student interest in writing narrative text is still low because teachers only apply conventional methods in learning to write, so students are easily bored learning in the classroom and the student can not express their idea to write narrative text. The difficulties to express the idea because the lack of stimuli provided by the teacher can cause students to not

develop their ideas. Not only the lack of stimulus from teachers that can make it difficult for students to express their ideas, but the lack of knowledge, experience, idea and their noisy classroom conditions also makes it difficult for them to expose their ideas.

Based on the problem that the researcher gives one alternative solution in writing narrative text so that problem of student can be overcome. This solution is expected to improve in writing narrative text. Appropriate learning method in writing narrative text is expected to improve students' skills in writing narrative text. Use methods as examples in the learning and delivery of messages as well as the content of the lesson. In addition to generating student motivation and interest, the use of learning methods can also help students improve understanding, and make it easier to get information. Learning method is one of the elements that influence the success of learning. The use of learning methods will attract students' learning interests and make it easier for students to understand the material.

One of the methods that can be used to increase student's writing interest is the field trip method. This method of learning is expected to provide new experiences for students, especially in learning writing narrative text. Field trip method is one of the teaching methods implemented by inviting students to visit certain places that can be used for learning purpose. Places to be used for learning, location not necessarily far from the school location. Visits to certain places outside the classroom will provide an atmosphere other than the usual days. Students will experience different experiences and add insights. Field trip method is one of the suitable method used to help students in writing narrative, because

with field field trip method becomes easier in developing the story or main idea coherently based on sequence of time and place.

This factor encourages the author to conduct research on Improving Students' Achievement in Writing Narrative Text Through Field Trip Method in Ten Grade Class of MAN 4 Medan.

1.2 The Identification of Study

Based on the background of study, there are many problems that could be identified as follow :

1. The low interest of students on learning writing narrative text because they can not express their idea
2. Students have difficulty in developing their ideas because they not have enough experience to develop their ideas
3. Students feel borred during the writing class because The teacher still uses conventional method in teaching writing
4. Field trip method need long time because learning will be done outside the classroom.
5. The students will feel tired because they must walk to specific object outside the classroom.
6. Teacher will be hard to control the class

1.3 The Limitation of Study

Based on the identification the researcher limits and focusses this research on Improving Students' Achievement in Writing Narrative Text Through Field Trip Method.

1.4 The Formulations of Study

Based on the background above, so writer makes a formulation in this research : How is improvement of the students' achievement in writing narrative text through field trip method ?

1.5 The Objectives of Study

Based on the formulation of study, the objective of this study are to know improvement of the students' achievement in writing narrative text through field trip method.

1.6 The Significances of Study

Finding of the research are expected to be very useful for :

1. For English Teacher, it is one of alternative technique in improving the quality of teaching English writing particularly teaching writing narrative text.
2. For Students as a guidance in writing narrative text. Beside that, it may help them to disappear bored in learning.
3. For the next researcher who are interested in this study, it will be the basic information how to improved students' achievement in writing narrative text through field trip method.

CHAPTER II THEORETICAL FRAMEWORK

2.1. Writing

2.1.1 Definition of Writing

Writing can be fun, when writing to pass time. But not a lot of people consider writing as a hobby. Because writing is the most difficult to be learn because writing not only in generating and organizing idea, but also in translating idea into readable text. Writing is clearly process of human communication that represents language and emotion with sign and symbol.

Writing skill is one of the productive skills that should be mastered in using a language. Writing skill has significances in improving a communicative competence of learning the language. Writing skills are specific ability which help writer put their idea into words in a meaningful form and to metally interact with the message.

In holy Al Qur'an, writing also one of the important skills that should be learned and there is verse that states the existence of writing that be stated in Al - Qur'an that is:

Surah Al-Alaq : 4-5

لَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

Who has taught (the writing) by the pen (the first person to write was prophet enouch (idris))[4] Has taught man that which he knew not[5]”¹

Based on the verses, Allah SWT explains that Allah has provided the pen as a means of writing, so that it becomes the link between humans even though they are far apart. Pen as a solid object that can not move used as information and communication tools. With pen a lot of knowledge that can be by humans. With the knowledge that is given by Allah can be poured into a writing, so the writing can be useful for humans.

According to Sutanto writing as a process of expressing ideas or thoughts in words.² Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.³

In another definition is also proposed that writing is psychological activity of the language user to put information in the written text.⁴ Writing is the expression of language in the form of letters, symbol, or words⁵.

¹ M, Taqi-ud-din and M, Muhsin, (1993), *The Noble Qur'an in The English Language*, Delhi: Maktaba Darul Qur'an, p.960

² Sutanto Leo, dkk, (2007), *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Offset, p.1

³ Jeremy Harmer, (2007), *How to Teach Writing*. Malaysia: Longman, p. 31

⁴ Sanggam Siahaan, (2008), *Issues in Linguistic*. Yogyakarta: Graha Ilmu, p. 215

⁵ Utami Dewi, (2013), *How to Write*. Medan: La-Tansa Press, p. 2

From the idea previously, the writer conclude that writing is a process active to express thoughts, idea, opinion, experience and feelings to others so that others can understand the intent desired by using written language.

2.1.2 Writing Achievement

Achievement is the word preferred in the educational or psychometrical fields, being sometimes characterized by the degree of inference required on the part of the students to give a respons, and by the type of reference to a cognitive process made explicit in the measurement tool.⁶

Writing achievement is the ability in writing. Looking at the score of writing test can also see the ability of writing.⁷ It can be conclude that writing achievement is the result and progress students after finishing in learning process of writing.

2.1.3 Writing Process

The Process writing is effective method of teaching writing as it helps students to focus on the process of creating text through the various stages to generating ideas.⁸ There are four step in writing process mentioned by Capella University, there are :

- Prewriting

Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.

⁶<http://www.uv.es/psicological/articulos1.01/dasi.pdf>. Accesess on 10 Februari 2018

⁷ Sulaiman, (2017), *Improving Students' Achievement in Writing Narrative Text Through Modelling Technique*, Indonesia: International Research-Based Education Journal, Vol.1, No. 1, Accesess on 10 februari 2018

⁸ Anabela Reis Alves, (2008), *Process Writing*, The University of Birmingham, p.5

- Drafting: Making a case and structuring your evidence for that case.
- Revising

Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.

- Publishing

Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.⁹

According to Hammer, in producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. there are four elements of the writing process, they are:

1) Planning

Experienced writer plans what he/she is going to write before starting to write or type. He/she tries and decides what he/she is going to say. For, some writers, this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place he/she has to consider the purpose or his/her writing since this will influence (among other things) not only the type of the type of the text he/she wish to produce, but also the language that is used, and the information that is chosen to writing for, since this will influence not only the shape of the writing but also the choices the language. Whether, for example, it is formal and informal in tone. Then, the writer has to consider the

⁹Capella University, *The Process Writing*, P.3

content structure of the piece that is how best to sequence the facts, ideas, or arguments which help he/she has decided to include.

2) Drafting

We can refer to first version of piece of writing as draft. That first go at a text is often done in the assumption that will be amended later. As the writer process proceeds into editing, a number of drafts may be produced on the way to final version.

3) Editing (Reflecting and Revising)

Once the writer has produced a draft he/she, then, usually reads through what he/she has written to see where it works and where it does not work. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing. reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

4) Final Version

Once the writer has edited their draft, making the change he/she considers being necessary, he/she produces their final version. This may look considerably different from both of the original plan and the draft, because things we have changed in the editing process. But the writer is known ready to send the written text to its intended audience.¹⁰

5) Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

¹⁰Jeremy Harmer, *opcit*, p. 5

- Bloggers need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- Journalist need to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this.
- Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you’ve written a novel, look for an agent who represents your genre.¹¹

2.1.4 Genre in Writing

Genre is also a useful concept when writing to look for inspiration in the texts you have read. Genre in writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to IWy.Dirgeyasa, there are some genre of text in writing, they are:

a. Descriptive Text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

¹¹ UtamiDewi, Op.cit.p, 23

b. Recount Text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

c. Narrative Text

Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

d. Procedure Text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

e. Report Text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

f. Explanation Text

Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

g. Discussion Text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view.

h. Hortatory Exposition Text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

i. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

j. News Item Text

News item is a text that informs the daily and real factual happenings in human life.

k. Spoof Text

Spoof text is text that tells a funny incident or event that has happened in the past

l. Anecdote Text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

m. Commentary Text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas

n. The Review Text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

o. The Critical Review Text

Critical review is the summarization and evaluation of the ideas and information in an article.¹²

2.2 Narrative

2.2.1 Definition of Narrative Text

A narrative text is a meaning full sequence of even told in words. It is sequential in that the events are ordered, not maerely random. Sequence always involves an arrangement in the time (and usually other as well). A streight forward movement from the first even to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order; for example, a story may open with the final episode and the flas back to all that preceded it.¹³

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.¹⁴ According to Porter Narrative is a first and foremost a prodiginous variety of genre, themselves distributed among different sebstances as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gesture, and the ordered mixture of all these history, tragedy,

¹² I Wy.Dirgeyasa.(2014), *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press, p. 3

¹³ Thomas S. Kane.(2000), *The Oxford Essential Guide to Writing*, New York: Berkley Books,P.366

¹⁴ Mislaini,(2015), *Improving students' Reading Comprehension of Narrative Text by Using Fable*, Indonesia: Journal of English Education, Accesess on 3 February 2018

drama, comedy, mime, painting, stained glass window, cinema, comic, news items, conversation.¹⁵

The function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narrative are set in historical ones. In writing this historical narrative, writer perhaps lead reader to think about social issues of a particular period of time. Narrative deal with problematic events, which lead to a crisis or turning point of some kind, which in turn find a resolution.

The purpose of this genre is to entertain through storytelling and to engage the reader in an imaginative experience. Typical examples of narratives that children will encounter take the form of fair tales, myths and legend. In take the form of narrative.¹⁶

Based on the explanation above, narrative is a story which has sequence of events which are told in chronological order, deal, with problematic event and has function to amuse, to entertain and to deal with vicarious experience.

2.2.2 Generic Structure of Narrative

According to Rayendriani, in writing narrative text there are four components that shall be care:

1) Orientation

Orientation is parts of text give setting or opening about narrative

¹⁵H. Porter Abbott, (2002), *Cambridge University Introduction to Narrative*, United Kingdom :Cambridge University Press, p. 1

¹⁶ I Wy. Dirgayasa.opcit. p.46

2) Complication

Complication is parts of text to inform about the conflict in narrative 3

3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem.

4) Coda

Coda is the describe reflection or evaluation the conflict about narrative.¹⁷

According to I Wy. Dirgayasa

Table 2.1
The Generic Structure and Textual Elements¹⁸

Textual elements	Functions
Orientation	<ul style="list-style-type: none">• It consists of theme or topic to be informed.• Introducing the character of the story, the time and the place the story happened (who, what, when, and where).• It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none">• A series of events in which the main character attempts to solve the problem.• The complication usually involves the main character often mirroring the complication in real life.
Resolution	<ul style="list-style-type: none">• The ending of the story containing the problem solution.• The complication may be resolved for better or worse/happily ur unhappily.• Sometimes there are a number of complication

¹⁷ Rayendriani Fahmei Lubis,(2014), *Writing Narrative Text*, Indonesia: Journal of English Education. Vol.02, No. 01,Accessses on 9 February 2018

¹⁸ I Wy. Dirgayasa.opcit.p. 47

	that have to be resolved. These add and sustain interest and suspense for the reader.
--	---

2.2.3 The Grammatical Features of Narrative

The grammatical features of narrative writing are :

- a. It mostly often uses the past tense, but may be in the immediated presents for effect.
- b. It varies the sentences length : simple, compound or complex
- c. It tends to use these short sentences to increase tension; longer sentences provide constras and detail.
- d. To use dialogue will develops action and character
- e. Tense may change within the dialogue
- f. Action nouns : make nouns actually do something¹⁹

¹⁹ Ibid p. 48

2.2.4 Example of Narrative Text

The Monkeys and The Cap Seller

Once upon a time , a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. ” Monkeys are a great imitator,” he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

2.3 Definition of Method

Method as an overall plan for systematic presentation of language based upon a selected approach.²⁰

According to Harmer, Method is the practical realization of an approach. The originators of a method have arrived at the decision about type of activities, role of a teacher and learners, the kinds of material which will be helpful, and some model of syllabus organisation. Method include various procedures and techniques as part of their standard fare.²¹

From the above definition can be said that the method is a way of approach by educators to learners in the learning process.

2.4 Field Trip Method

2.4.1 Definition of Field Trip Method

Field Trip method is a way of teaching that is carried out by taking students to a specific place or object outside the school to know / do something like the workings of the factory, car workshop, grab a department, a farm or plantation, museum and so on.²²

Educational field trips are helpful in completing the triangular process of learning that is motivation, clarification and stimulation.²³ Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each

²⁰ H.D.Brown, (2001), *Teaching by Principle. An Interactive to Language Pedagogy*, 2nd Ed, New York: Pearson Education Company, p. 14

²¹ Jeremy Harmer, (2001), *The Principle of English Teaching*, Third Edition, Malaysia: Longman, p.78

²² Roesitiah, N.K, (2012), *Strategi Belajar Mengajar*, Jakarta :PT. Rineka Cipta, p.85

²³ Anila Fatimah, dkk, (2011), *The need and importance of field trip at Higher Level In Kawarachi, Pakistan*, International Journal of Academic Research in Business and Social Sciences, Vol.2, No.1, Accessed on 9 Februari 2018.

student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition. The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom.

Field trips may be planned for five purposes: first, To provide firsthand experience. Second, To stimulate interest and motivation in science. Third to add relevance to learning and interrelationships. Four, to strengthen observation and perception skills, and the last to promote personal (social) development.²⁴

Field trip like cooperative learning offers an opportunity for students to get exposed to people, events and the opportunity to make connections with others. Students on field trip visit people and places that they are not normally exposed to during the school day.²⁵

According to me field trip method is how to deliver the subject matter by inviting students to visit an object in order to observe the object directly with the aim of adding to their knowledge and experience.

²⁴ Marc Behrendt, (2014), *A Review of Research on School Field Trips and Their Value in Education*, International Journal of Environmental & Science Education, Vol.9, No. 235-245, accessed on 22 April 2018.

²⁵ Ajitoni Sunday Olukayode,(2013), *Effects of Cooperative Learning and Field Trip Strategies on Secondary School Students' Knowledge of and Attitudes to Multicultural Concepts in Social Studies*, Nigeria: Journal of Education and practice, Vol. 4, No.22, Accessed on 3 January 2018

2.4.2 Learning Steps with Field Trip Method

Steps should be implemented in the learning by field trip method as follows.

a. Preparation phase

This stage of the teacher performs the following activities.

- Formulate clear instructional objectives.
- Setting the object to be selected.
- Develop a learning plan for students.
- Plan the necessary learning tools.

b. Implementation Phase

This stage of the teacher carries out the following activities.

- Implement the learning process in the field trip field.
- Monitoring the implementation of learning.
- Provide guidance to students.

c. Follow-up Stage

This stage of the teacher carries out the following activities.

- Discuss the results obtained in the field trip field.
- Guiding students to prepare the report in the form of essay.²⁶

2.4.3 The Advantages of Field trip

Syaiful Sagala explains the advantages of using field trip methods are:²⁷

- a. students can observe diverse facts from near

²⁶ Roesitiah, N.K, p.86

²⁷ Syaiful Sagala, (2013), *Konsep dan Makna Pembelajaran*, Bandung : Alfabeta, p. 215

- b. students can experience new experiences by trying to participate in an activity
- c. students can answer problems or questions by seeing, listening, trying, and proving directly
- d. students can obtain information by conducting interviews or listening to lectures given on the spot, and e. students can learn something in an integral and comprehensive way.

2.4.4 The Weakness of Field Trip

The advantages of field trip methods as follows:

- a. Require preparation that involves many parties.
- b. If the field trip is often done will disrupt the smoothness of lesson plans, especially if the places visited away from school.
- c. Sometimes get into trouble in the field of transportation.
- d. If the places visited are hard to observe, students become confused and do not achieve the expected goals.
- e. Requires strict supervision.
- f. Requires a relatively high cost.

2.5 Related Study

The section is devoted to the previous study especially those deal with the teaching of wrting next using field trip method at four different school of senior high school level.

This kind of this study was also conducted by some researchers. The first study comes from

1. Sulaiman (2017) has done research on the title *“Improving Students’ Achievement in Writing Narrative Text Through Modelling Technique in the Second Semester of Eight Year Students of Public Junior High School 2 Blitar”*.

The aim of the research was to find out whether modelling technique can help students of year eight SMP Negeri 2 Blitar increase their achievement in writing narrative text. The researcher to find out the data from the classroom action research. In finding out the data in teaching and learning process is designed into two cycles. An instrument for collecting data the researcher uses questioner, lesson plan and student’s worksheet. The researcher found mean score of the student’s achievement on a narrative text as follow: 70.5 for the first cycle and 80.5 for the second cycle.

2. Henny Rohmaya (2015) under the title *“Improving the Students’ Writing Skill in Narrative Text Through Clustering Strategy at The Eleventh Grade of Mas Al-Manaar Pulu Raja.”*

This study was a class room action research. This research has purpose to know whether students’ could be improved in writing narrative text by using clustering strategy or not. She used the pre test and post-test to collect the data. The result of the study showed that the students can improve their writing ability of narrative text through clustering strategy.

3. Risa Merianti (2012) has done research on the title *“Improving Students’ Writing Skills Through Field Trip Method.”*

The aim of the researcher was to find out the use of field trip method to improve the students' writing skill and learning activity in English subject. The subject of this study were 34 students at grade VIII of SMP N 1 Luragung. The kind of this research is classroom action research which was conducted in two cycles. The researcher use instrument that is test and also the observation sheet for observation the learning activity of the students and teacher. The result show that the improvement could be seen from the increase of students' mean writing score from 47 in the preliminary study and 70,51 at the first cycle to 73,24 in the second cycle.

4. Sri Hartana (2013) has done research on the title “ *Improving Students' Writing Descriptive text Through Field Trip Method at Grade IV of SD Negeri Gelugu Kulon Progo.*”

This study aims to describe the implementation of field trip methods in learning to writing descriptive and to find out how much improving the students in skill writing descriptive through field trip method. The subject of this study were 30 students at grade IV of *SD Negeri Gelugu .*” In technique of collecting data of researcher using test and observation. Instruments are test questions and observation sheets. In doing this research data were analyzed by quantitative descriptive analysis. The students score show significant improvement, the mean of second cycle (73.08) was higher than the mean of the first cycle (68.36).

2.6 Conceptual Framework

From the previous theories, the writer concluded that writing is a process to put ideas, opinion and combination of meaningful of letter into written form. Through writing, people could share and conveyed their ideas to another. Writing gives us ability to record and communicate our experiences and knowledge. Writing achievement is the writing ability that can be seen from the scores of the students writing test. the score of writing test students can be obtained after doing the process of learning to write. so the students' writing achievement results from what students have gained during the learning process.

Students writing achievement is ability of the students in write a text and understand of what they write. One of the type text is narrative text. Narrative is commonly used to tell an imaginative story or personal experience in which contains a messeges or moral values for the reader. Narrative is a story which has sequence of events which are told in chronological order, deal, with problematic event and has fuction to amuse, to entertain and to deal with vicarious experience.

To create a good story, students could use a method. There are many way to improve the students achievement in writing narrative text, one of them is field trip method.

Field Trip method is a way of teaching that is carried out by taking students to a specific place or object outside the school to know do something with learning goals ,to provide firsthand experience and To stimulate interest and motivation in learning.

Applying field trip method will be increase students achievement in writing narrative text because field trip method of learning is expected to provide new experiences, add knowledge for students, especially in learning writing narrative text.

2.7 Hyphothesis

Based on the theoretical framework and conceptual framework above, the writer tries to determine the hypothesis of the research is “ The students’ achievement in writing narrative text can be improved through *field trip method* in ten grade class of MAN 4 Medan.”

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was Class Room Action Research. According to Kunandar, Classroom Action Research (CAR) is a study conducted by teachers as well as researchers in their class or together with others (collaboration) by designing, implementing and reflecting collective, participatory and participatory actions to improve or increase the quality of the learning process in its class through a certain action (treatment) in a cycle.²⁸

The main concept of the action research of Spiral model by Kemmis and McTaggart consisted of four components, they are planning, acting, observing, and reflecting.²⁹ If in cycle one, the results obtained are in accordance with the criteria of success determined then the research can be stopped. If the result obtained has not reached the specified success criteria, then it can be continued in the next cycle by revising the steps already taken in the previous cycle. Implementation of each step of the classroom action research model Kemmis & McTaggart can be explained as follows:

1) Planning

In the phase, researcher make some planning based on the finding of preliminary. The following activities in this action planning are identify problems that arise in writing narrative texts, preparing the model of filed trip method,

²⁸ Kunandar, (2016), *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta:PT Raja Grafindo Persaja, P.44

²⁹ Ibid P.70

design lesson plan, preparing material and media, and determining criteria of success.

Identify of problems that arise in writing narrative text to know what problem of students face. Preparing the model field trip method to use improving students' achievement in writing narrative text. A model field trip method develop by the researcher and collaborator in teaching writing narrative by inviting students to study outside the class for example by visiting the library and mosques.

The next step was prepare lesson plan, design lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan included the following items; specific interactional objectives, the interactional material and media, procedure of presentation and procedure of assessment.

The following step was prepare material and media. The material for implemting the action relates to definition, generic structure, and grammatical feature in writing narrative text taken from English text books for the ten grade students of senior high school.

The last step was determine the criteria of success. It is useful for measuring whether the action of this study is success or not. The criteria of success are decided based on the agreement between the writer and the collaborator as follow :

- a. The students' writing score improve as the same as the Minimum Mastery Criteria- *Kriteria Ketuntasan Minimum (KKM)* of English (83,00) or above. And it is considered successful if 75% (24 out of 32) of the students with individual score in writing narrative text achievement at least the same as or above 83,00
- b. The student's participation in writing activities increase that 75 % (24 out of 32) of the students should get involved in writing activities and their involvements are in scale "Good" and "Very Good"

2) Action

Action was the second step after planning step to implement interactional strategy that had been planned. It mean that action was the step was of implementing of a planning that has been arranged. In the step, the researcher carries out the action based on the lesson plan that has been made. In implementing the action the researcher acts as the English teacher who teach writing narrative by using field trip method.

3) Observation

This step about the process of recording and gethering all relevant data about any aspect occurred during the implementation of action. The important aspects of observation are data source. In doing the observation the researcher involves in teaching learning activities and the observer observes all activities that happen in the class and in outside class.

4) Reflection

Reflection was the feedback process from the action that has been done. It means that reflection was process of analyzing data determine how the data had show the success of the strategy in solving the problem. If the first plan is unsuccessful, proven by students' achievement the researcher should make the next plan (re-planning) to solve problem of the students' and also get a good result.

3.2 Research Setting and Subject

This research was conducted at MAN (Madrasah Aliyah Negeri) 4 Medan. It is located on Jl. Jala Raya Besar Medan Labuhan. The reasons of the researcher choose this school because the researcher found the problems of this research in that school. The subject of this research was Ten grade students of Madrasah Aliyah Negeri (MAN) 4 Medan. That consists of 37 students.

3.3 Data Collection

In this research, the data was collected by using quantitative and qualitative data.

1. Quantitative Data

The quantitative data was used writing test. There are two kinds of test will give to the students. They are pre-test and post-test. The pre test was used before implementing field trip method in learning writing narrative text. The pre test use to measure students writing ability at first. Meanwhile, the post

test is implementing after field trip method. The test is hold on the end of the first cycle.

2. Qualitative Data

The qualitative data describes the situation and condition during teaching learning process. In the qualitative data, the researcher use observation sheet, interview sheet, documentation and diary notes.

1) Observation

The researcher use observation to know the situation of learning teaching process, activities and ability of the students by using field trip method. Assessment was done by giving a check mark (√) on a score that corresponds to the student's displayed activity.

2) Interview

In this study the interview was done to collect data by asking question with english teacher before and after classroom action research. It is applied before classroom action research to know difficulties of the students in writing skill, the participant of the student in writing classs and the technique teaching in learning processs writing. Meanwhile, it is applied after classroom action research to know response of the teacher about implementation of using field trip method in teaching writing narrative.

3) Documentation

Documentation focused on take a picture with camera in learning teaching process by using filed trip method.

4) Diary note

Diary note was used the researcher as the result of the observation and for personal evaluation about the class and the students ability in writing narrative text by using filed trip method.

3.4 Research Procedure

In this Classroom Action Reseach (CAR), the researcher used the car principle to collected the data. In classroom action research was done through two cycle process, Before the first cycle will conduct, the researcher administered pre-test to know and measure the basic skill of students in writing narrative text. Here researcher use in cycle I consisted of two meetings and in cycle II consisted of two meeting.

3.4.1 Pre-test

Before the researcher begins cycle I and cycle II, the researcher use pre-test. Pre-test was used to identify the basic knowlagde of the students about writing narrative text.

3.4.2 Cycle 1

a. Planning

The activities are preparing

1. Knowing the problem of students' in teaching and learning writing narrative text.
2. Design the procedure of teaching and learning in writing narrative text through field trip method.

3. Preparing lesson plan every meeting.
4. Preparing the facilities to teaching for example book, marker, dictionary and the material that is used.
5. Preparing instrument such as written test, observation sheet and diary notes.

b. Action

In this action, the researcher have implement action research and do some action, they are :

1. The researcher greets students.
2. The researcher introduces herself to the students
3. The reseacher calls the students to know their attendance in the class
4. The reseacher convey the purpose of learning.
5. The researcher explain the material about definition, generic structure, function and grammatical feature.
6. The researcher give example narrative text
7. The researcher asks the students to analyzed the content and generic structure from the example of narrative text.
8. Some students were asked to read the result from analysis generic structure of the text.
9. The researcher evaluate students work results by providing feedback.
10. The researcher explain about the field trip method.
11. The reseacher and students prepare for field trip implementation.
12. The researcher invites students to leave the class and visit the library of school.

13. Teacher guide students to observe the state of the school library
14. Teacher guide students to search for important information.
15. The researcher and the students return to class.
16. The researcher ask students to create narrative text.
17. The researcher ask students to submit their assignment.
18. Students are given the opportunity to ask the material that has not been understood.
19. Teachers straighten out the misconceptions of subject matter.
20. The researcher and the students conclude the material
21. The researcher delivering the lesson plan at the next meeting.
22. The researcher closes the process of teaching and learning with greeting.

c. Observation

The researcher observes the situation of the class by herself. She observes the students in teaching and learning process both in class and outside the classroom. The researcher observes activity such as students' responses by this strategy.

d. Reflecting

In this cycle the researcher analyzed data from the students writing. Based on the result, it is very important to continue the next cycle if the implementation of field trip method in writing narrative text has not shown the good achievement. If the students' result is lower than standardized of minimum score (KKM) , so researcher must continue to next cycle.

3.4.3 Cycle II

To get the best result, there must be revision. It mean that the researcher must do the second cycle. The purpose of second cycle was to improve and prove the data in the first cycle. The second cycle would be followed up which was based on the first cycle. It also involve four stages, namely planning, action, observation and reflection.

a. Planning

There are some activities which would be done in the planning.

Namely :

- Identifying the new problems which emerge in the first cycle.
- Revising and improving the scenario of teaching and learning process in writing narrative text through filed trip method
- Revising lesson plan for one meeting
- Selecting the suitable material
- Preparing the item of students assignments and test.
- Designing observation sheet and diary notes.

b. Action

In this action, the researcher have implement action research and do some action, they are :

1. The researcher greets students.
2. The researcher calls the students to know their attendance in the class.

3. The researcher convey the purpose of learning.
4. The researcher explain the material about definition, generic structure, function and grammatical feature.
5. The researcher give example narrative text.
6. The researcher asks the students to analyzed the content and generic structure from the example of narrative text.
7. Some students were asked to read the result from analysis generic structure of the text.
8. The researcher evaluate students work results by providing feedback.
9. The researcher explain about filed trip method.
10. The reseacher and students prepare for field trip implementation.
11. The researcher invites students to leave the class and visit the school mosque.
12. The researcher guide students to observe the state of the school mosque
13. The researcher guide students to search for important information about the school mosque.
14. The researcher and the students return to class.
15. The researcher ask students to create narrative text.
16. The researcher ask students to submit their assignment.

17. Students are given the opportunity to ask the material that has not been understood.
18. Teachers straighten out the misconceptions of subject matter.
19. The researcher and the students conclude the material
20. The researcher delivering the lesson plan at the next meeting.
21. The researcher closes the process of teaching and learning with greeting.

The Observation and reflection in cycle II would be developed based on observation and reflection in cycle I in the same way.

3.5 Data Analysis

In quantitative data the researcher was analyzed from the score of the students get from writing test. The researcher uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, language use, Vocabulary and mechanics. The following table is the analytical scoring rubric used by the writer to analyze the students' writing narrative text.

Table 3.1

Analytical scoring rubric adapted from weigle³⁰

Aspect	Score	Level/ Criteria
Content	30 – 27	Excellent to Very Good : knowledgeable – substantive - thorough development of thesis - relevant to assigned topic
	26 - 22	Good to Average : some knowledge of subject - adequate range - limited development of thesis - mostly relevant to the topic, but lacks detail
	21 - 17	Fair to Poor : limited knowledge of subject - little substance - inadequate development of topic
	16 – 13	Very Poor : does not show knowledge of subject - non-substantive - not pertinent - OR not enough to evaluate
Organization	20 – 18	Excellent to Very Good : fluent expression - ideas clearly stated/ supported – succinct - well-organized – logical sequencing - cohesive
	17 - 14	Good to Average : somewhat choppy - loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13 - 10	Fair to Poor : non-fluent - ideas confused or disconnected - lacks logical sequencing and development
	9 – 7	Very Poor : does not communicate- no organization - OR not enough to evaluate
Vocabulary	20 - 18	Excellent to Very Good : sophisticated range - effective word/ idiom choice and usage – word form

³⁰ Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge :Cambridge University, p.116

	17 - 14	mastery – appropriate register Good to Average : adequate range - occasional errors of word/ idiom form, choice,usage but meaning not obscured
	13 - 10	Fair to Poor : limited range - frequent errors of word/ idiom form, choice, usage – meaning confused or obscured
	9 – 7	Very Poor : essential translation - little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
Language use	25 - 22	Excellent to Very Good : effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 - 18	Good to Average : effective but simple constructions - minor problems in complex constructions - several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured
	17 - 11	Fair to Poor : major problems in simple/ complex constructions - frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments,run-ons, deletions – meaning confused or obscured
	10 – 5	Very Poor : virtually no mastery of sentence construction rules - dominated by errors – does not communicate – OR not enough to evaluate
Mechanics	5	Excellent to Very Good : demonstrates mastery of conventions - few errors of spelling, punctuation,

	4	capitalization, paragraphing Good to Average : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to Poor : frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured
	2	Very Poor : no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate

To know the mean of students' writing score within one cycle uses the formula :³¹

$$Mx = \frac{\sum x}{N}$$

Mx : Mean

$\sum x$: Individual Score

N : Number of Students³²

³¹ Anas Sudijino,(2008), *Pengantar Statistika Pendidikan*, Jakarta : Raja Grafindo Persada, P.81

³² Ngalim Purwanto, (2002), *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, Bandung : PT.Remaja Rosdakarya, p. 132

In gaining the class percentage which passes the minimum mastery criteria kriteria Kentutasan Minimal (KKN) 83 (eighty three) uses the formula :

$$P = \frac{R}{T} \times 100 \%$$

P : The percentage that answered the item correctly.

R : Number who answered the item correctly.

N : Number of Students

CHAPTER IV

FINDING AND DISCUSSION

4. FINDINGS

4.1 Finding the Data

The data was applied qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes and documentation. The quantitative data were taken from the mean of the students. The class was X-IA¹ which consisted of 32 students. This research divided in two cycle. Each cycle consisted of four steps action research (planning, observing, action and reflection). Before doing the first cycle, the researcher doing the pre-test. The first test cycle was done two meeting and the second cycle was done two meeting. So, totally there were five meeting in this research.

1) The Quantative Data

The qualitative data were taken from the test result of writing evaluation which was carried out into two cycles. In this research the indicator of the successful achievement at writing narrative text was if the students have got up 83 in their writing evaluation because the English passing grade at the school was 83 based on the accomplishment score (*Kriteria Ketuntasan Minimal*).

a) The Analysis of Pre-Test

To know the students ability at writing narrative text, the researcher gave pre-test. The pre-test purposed to know the students ability, it can be seen table 4.1

Table 4.1 Students Writing Score for Pre-Test

NO	Initial Students	Score	Note
1	AL	72	Unsuccessful
2	AS	77	Unsuccessful
3	AA	83	Successful
4	ASA	62	Unsuccessful
5	BC	60	Unsuccessful
6	CE	83	Successful
7	DA	72	Unsuccessful
8	DAA	81	Unsuccessful
9	FP	61	Unsuccessful
10	FS	60	Unsuccessful
11	FF	66	Unsuccessful
12	IW	61	Unsuccessful
13	IP	77	Unsuccessful
14	MH	60	Unsuccessful
15	MR	60	Unsuccessful
16	MD	70	Unsuccessful
17	MRD	66	Unsuccessful
18	MF	60	Unsuccessful

19	MRB	60	Unsuccessful
20	NA	80	Unsuccessful
21	NHY	70	Unsuccessful
22	NM	80	Unsuccessful
23	PA	63	Unsuccessful
24	RDL	77	Unsuccessful
25	SS	66	Unsuccessful
26	SK	83	Successful
27	SN	61	Unsuccessful
28	SNF	69	Unsuccessful
29	SA	60	Unsuccessful
30	UM	81	Unsuccessful
31	WA	75	Unsuccessful
32	WD	66	Unsuccessful
	Total ($\sum x$)	2.222	

Based on the table, the total score of students was 2.222 and the number of students who took the test was 32, so the students mean was :

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{2222}{32} \\
 &= 69,5
 \end{aligned}$$

The percentage of the students successful at writing narrative text can be seen as follow;

$$P = \frac{R}{T} \times 100 \%$$

$$= \frac{3}{32} \times 100 \% = 10 \%$$

In the pre-test, the total score of the students was 2222 and the mean was 69,5 from 32 students, only 3 students successful the exam and the percentage of the students who successful was 10%. It can be classified the students ability at writing narrative text was low, so the researcher continued to the first cycle.

b) The Analysis of Post-Test 1

The students score in pre-test were low, so the researcher made the action by using field trip method and conducted the evaluation test II (Post Test I), the students score can be seen as follow;

Table 4.2 Students Writing Score for First Cycle

NO	Initial Students	Score	Note
1	AL	79	Unsuccessful
2	AS	80	Unsuccessful
3	AA	88	Successful
4	ASA	87	Successful
5	BC	78	Unsuccessful
6	CE	88	Successful
7	DA	77	Unsuccessful

8	DAA	85	Successful
9	FP	85	Successful
10	FS	88	Successful
11	FF	84	Successful
12	IW	79	Unsuccessful
13	IP	83	Successful
14	MH	70	Unsuccessful
15	MR	85	Successful
16	MD	77	Unsuccessful
17	MRD	85	Successful
18	MF	70	Unsuccessful
19	MRB	86	Successful
20	NA	86	Successful
21	NHY	86	Successful
22	NM	86	Successful
23	PA	70	Unsuccessful
24	RDL	85	Successful
25	SS	83	Successful
26	SK	88	Successful
27	SN	73	Unsuccessful
28	SNF	80	Unsuccessful
29	SA	88	Successful
30	UM	85	Successful

31	WA	84	Successful
32	WD	81	Unsuccessful
	Total ($\sum x$)	2.625	

Based on the table, the total score of students was 2.625 and the number of students who took the test was 32, so the students mean was :

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{2625}{32} \\
 &= 82
 \end{aligned}$$

The percentage of the students successful at writing narrative text can be seen as follow;

$$\begin{aligned}
 P &= \frac{R}{T} \times 100 \% \\
 &= \frac{21}{32} \times 100 \% = 65\%
 \end{aligned}$$

Based on the mean of post test I was 82 and the percentage was 65%. It can be concluded that students ability at writing narrative text show the increasing but there wee some students got on unsuccessful. Because there were only 21 students successful the evaluation test II. So, the next cycle was needed to increase the students ability at writing.

c) The Analysis of Post-Test II

There were some students which is unsuccessful in post-test I. the researcher made the action by using field trip method and conducted evaluation test III (Post test II), the score students can be seen as follow;

Table 4.3 Students Writing Score for Second Cycle

NO	Initial Students	Score	Note
1	AL	80	Unsuccessful
2	AS	88	Successful
3	AA	90	Successful
4	ASA	91	Successful
5	BC	89	Successful
6	CE	90	Successful
7	DA	83	Successful
8	DAA	89	Successful
9	FP	89	Successful
10	FS	90	Successful
11	FF	92	Successful
12	IW	89	Successful
13	IP	88	Successful
14	MH	80	Unsuccessful
15	MR	88	Successful
16	MD	80	Unsuccessful
17	MRD	87	Successful

18	MF	83	Successful
19	MRB	90	Successful
20	NA	88	Successful
21	NHY	90	Successful
22	NM	88	Successful
23	PA	86	Successful
24	RDL	87	Successful
25	SS	91	Successful
26	SK	90	Successful
27	SN	90	Successful
28	SNF	85	Successful
29	SA	90	Successful
30	UM	89	Successful
31	WA	90	Successful
32	WD	90	Successful
	Total ($\sum x$)	2.810	

Based on the table, the students ability at writing narrative text by using field trip method as increase. It was provided by the total score of the students was 2810 and the number of the students who took the tset was 32 students, so the students mean was :

$$Mx = \frac{\sum x}{N}$$

$$= \frac{2810}{32}$$

$$= 88$$

The percentage of the students successful at writing narrative text can be seen as follow;

$$P = \frac{R}{T} \times 100 \%$$

$$= \frac{29}{32} \times 100 \% = 90\%$$

Based on the data above, the mean of the students score was 88 and the percentage was 90%. It showed that the students score increased and better than pre-test and post-test I. Therefore, the researcher decided to stop this research in the second cycle.

The increasing of the students score from pre-test until post-test II can be seen as follow ;

Table 4.4 The Increasing of the Students Writing Score from Pre-Test, Post-Test I and Post-Test II

No	Initial Students	Pre-Test	Post-Test I	Post-Test II
1	AL	72	79	80
2	AS	77	80	88
3	AA	83	88	90
4	ASA	62	87	91

5	BC	60	78	89
6	CE	83	88	90
7	DA	72	77	83
8	DAA	81	85	89
9	FP	61	85	89
10	FS	60	88	90
11	FF	66	84	92
12	IW	61	79	89
13	IP	77	83	88
14	MH	60	70	80
15	MR	60	85	88
16	MD	70	77	80
17	MRD	66	85	87
18	MF	60	70	83
19	MRB	60	86	90
20	NA	80	86	88
21	NHY	70	86	90
22	NM	80	86	88
23	PA	63	70	86
24	RDL	77	85	87
25	SS	66	83	91
26	SK	83	88	90
27	SN	61	73	90

28	SNF	69	80	85
29	SA	60	88	90
30	UM	81	85	89
31	WA	75	84	90
32	WD	66	81	90
Total		2222	2625	2810

Based on the data above, the students ability in writing narrative text have increased from pre test until post test II. In could be conclude that field trip method successful in improving students' achievement in writing narrative text where as there are were only 3 students who unsuccessful in the evaluation test III (Post-test II).

The comparison of the students mean in pre-test, post-test I and post-test II can be seen as follow;

Table 4.5 Comparison of the Students' Score in Three Test

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Test	60	70	80
Highest Test	83	88	92
Mx	69,5	82	88
N	32		

Where :

Mx : Mean

N : Number of students

From the table above, it can be seen that there were the improving of the students' score. In the pre-test, the lowest score was 60, the highest score was 83 and the mean 69,5. In the post-test I, the lowest score was 70, the highest score was 88 and the mean 82. When In the post-test II, the lowest score was 80, the highest score was 92 and the mean 88. The improving mean from the pre-tset until post-test II was 18,5.

The percentage of score improvement can be seen in the following table:

Table 4.6 The Percentage of the Students' Achievement in Writing Narrative Text by using Field Trip Method

Test	Students who got up 83	Percentage
Pre Test	3 Students	10%
Post Test I	21 Students	65%
Post Test II	29 Students	90%

From above, it can be seen the improving of students score in percentage of pre-test was 10% (3 students) who got in the percentage of post-test I was 65% (21 students). In the percentage of post-test II there was 90% (29 students). The improving from pre-test until post-test II was 80%.

2) The Qualitative Data

The qualitative data were taken from observation sheet, interview, documentation and diary note.

a) Observation Sheet

Observation sheet was used to measure the level of the students activities during teaching learning process. The observation was focused on situation of teaching learning process in which field trip method was applied students activities and behavior students ability in learning writing narrative text and interaction between teacher and students.

The data of observation sheet such as The teacher guides the students to observe the field trip object, the teacher guides students to dig up information, the teacher guides students to record information, the teacher guides students to write essays, students enthusiastically observed the field trip object, students enthusiastically dig information, students actively record information and students enthusiastically write essays.

From the result of observation sheet showed the teacher can use field trip method well and the teacher can manage the class. the most of the students were active and enthusiastic in writing through field trip method. The students enthusiastically dig information, students actively record information and students enthusiastically write essays.

b) Interview

The interview was done to get the information related to the students English ability in English lesson, their interest and their difficulties in learning English. The interview was done in the first meeting until the last meeting with English teacher.

The first interview with English teacher doing before applied field trip method. The data taken in first interview such as; how do students participate in writing lessons? and what are the obstacles in teaching writing ?. and the result of the first interview are lack of vocabulary mastery of students and the interest of students to write the English text is weak.

The second interview doing after applied field trip method. The data taken such as; how does students participation when learning using field trip method and do you think the field trip method can improve writing skills in English ?. the result of second interview are the students were interest, enthusiastic in writing narrative text by using field trip method and the English teacher agree that field trip method make students observe objects directly and could increased the students knowledge and experience.

c) Documentation

Documentation used in the form of capturing an image or picture of learning and teaching in the classroom and outside classroom using digital camera. It was taken as instrument of data analyze about students activity, behavior, expressing and students photograph. From the documentation, it showed that the students were active and enthusiastic during the teaching

learning process when applying field trip method. The picture in appendix show when students visit the library and mosque they face looked happy and enjoy. (in appendixes XI)

d) Diary Notes

The diary notes were analyze in order to know all the things that contained the writer personal evaluation about the running class. It was found that students were active and enthusiastic during teaching learning process after implemented by field trip method. However some students was lazy to study about writing narrative text, after explanation of the material by using field trip method the students more active in study writing narrative text. So in this research, students showed a good improvement in writing narrative text.

4.2 Finding in Cycle I

1) Planning

In this case, I determined the selected material and the media to make the students more understand and easier to take out their ideas. In this case cycle, I prepare the lesson plan that need in teaching writing narrative text such as the researcher arranged the lesson plan before entering the class, prepare media, prepare observation sheet and diary notes.

I prepare the post test I to collect the data, to know whether there are some students improvement score from pre test to post test.

2) Action

Action of the first cycle was done on 26 April 2018. The researcher implemented the teaching learning process based on lesson plan had been made. In the first meeting, the researcher explained about definition, generic structure and language use of narrative text. The researcher asked the students to analyze the example of narrative text. In the second meeting, the researcher applied field trip method. In this meeting, the researcher invites students to visit the library. After visiting the library, the students make a narrative text.

3) Observing

The researcher carried out the observation. The researcher observed the teaching learning process. It was found that the students got difficulty in writing narrative text, especially in vocabulary and grammar. There are some students still passive in the class. The researcher and the English teacher worked together to observe it. The observation sheet prepared for teacher as the researcher and for the students. There was an observation sheet for teacher activities in cycle I, as follows;

Table 4.7 The Result of Observation Sheet for Teacher (Cycle I)

Put a checklist (✓) in column 1,2,3 and 4 based on your observation.

1 : Poor 2 : Fair 3 : Good 4 : Very Good

NO	Indicators	Score			
		1	2	3	4
1	The teacher explains doing field trip				√
2	The teacher guides the students to observe the field trip object				√
3	The teacher guides students to dig up information			√	
4	The teacher guides students to record information			√	
5	The teacher guides students to write essays				√
6	The teacher asks questions with the students				√
7	The teacher can manage time			√	
8	The teacher serious in doing learning process				√
9	The teacher ability to interact the students				√
10	The teacher conclude the material				√

To know the value of the teacher activities in cycle I, it can be calculated by using formula :

$$\begin{aligned} \text{Score} &= \frac{\text{number of score}}{\text{total score}} \times 100 \% \\ &= \frac{37}{40} \times 100 \% = 92,5\% \end{aligned}$$

Note :

Score < 65% = Fair

Score 66%-80% = Good

Score 81%-1000% = Very good

Based on the data above the teacher has done all of activities well, because the percentage of the teacher was 92,5%. Beside that there was also observation sheet of the students' activities in learning process as table bellow;

Table 4.8 The Result of Observation Sheet for Students (Cycle I)

Put a checklist (√) in column 1,2,3 and 4 based on your observation.

1 : Poor 2 : Fair 3 : Good 4 : Very Good

NO	Indicators	Score			
		1	2	3	4
1	Students pay attention to teacher's explanation			√	
2	Students understand the field trip method			√	
3	Students enthusiastically observed the field trip object			√	
4	Students enthusiastically dig information			√	
5	Students actively record information			√	
6	Students enthusiastically write essays			√	
7	Students are actively inquiring with the teacher			√	
8	Students collect assignments on time			√	

To know the value of the students activities in cycle I, it can be calculated by using formula :

$$\begin{aligned} \text{Score} &= \frac{\text{number of score}}{\text{total score}} \times 100 \% \\ &= \frac{24}{32} \times 100 \% = 75\% \end{aligned}$$

Note :

Score < 65% = Fair

Score 66%-80% = Good

Score 81%-1000% = Very good

Based on the data above the researcher found that the students have good participation and active in learning process. It can be seen by the percentage of the students activities was 75%. But some students made noise in the class when teaching learning process.

4) Reflection

The researcher evaluated the teaching learning process at the end of the meeting of the first cycle. The evaluation could be from the students result test, observation of the students attitude and also diary note. From the result of the students writing test showed 65% of the students who got the score above the Minimum Mastery Criterion or *Kriteria Ketuntasan Minimal* (KKM). From the data above, it can be conclude that the implementation of field trip method has not given satisfactory result on the improvement of writing students achievement. The students have not achieved the KKM. Therefore, it need be revised before the implementation of the next cycle.

4.3 Finding in Cycle II

Based on the result of the cycle I. the cycle II was better than first cycle. The researcher made the planning to increase the students ability in writing narrative text.

1) Planning

In this case, I give more example and axplanation about writing text and decided to give limited time doing the task as the alternative way manage time well.

In this case cycle, I prepare the lesson plan and emphasized the teaching learning process in teaching students writing. In cycle I as a researcher planned to change the place of visited. If in the cycle I the researcher invited the students to visit the library, in this cycle the researcher invited the students to visit the mosque.

2) Action

In the implementation of this phase, the researcher conducted the teaching learning process in second cycle to get better result that was significant in improving writing skill by using field trip method in order to improve their idea into a good narrative text.

Before began to the action, the researcher explained the field trip method briefly to remember the students. After the researcher explain again narrative text briefly. The researcher invited the students to visit mosque Al-husain. During the process visiting the mosque, the researcher directed students to asked the history of the mosque with the leader of the mosque. After visited mosque the researcher asked the students to make a narrative text based on the theme that has been specified.

3) Observing

In the second cycle, the class condition in learning process was better than in the first cycle. The students look happy and active in doing the task because they can do the task easily. The result of activities in cycle II can be seen in the table of observation sheet.

There was observation sheet for teacher activities in cycle I, as follow;

Table 4.9 The Result of Observation Sheet for Teacher (Cycle II)

Put a checklist (√) in column 1,2,3 and 4 based on your observation.

1 : Poor 2 : Fair 3 : Good 4 : Very Good

NO	Indicators	Score			
		1	2	3	4
1	The teacher explains doing field trip				√
2	The teacher guides the students to observe the field trip object				√
3	The teacher guides students to dig up information				√
4	The teacher guides students to record information				√
5	The teacher guides students to write essays				√
6	The teacher asks questions with the students				√
7	The teacher can manage time			√	
8	The teacher serious in doing learning process				√
9	The teacher ability to interact the students				√
10	The teacher conclude the material				√

To know the value of the teacher activities in cycle II, it can be calculated

by using formula :

$$\text{Score} = \frac{\text{number of score}}{\text{total score}} \times 100 \%$$

$$= \frac{39}{40} \times 100 \% = 97\%$$

Note :

Score < 65% = Fair

Score 66%-80% = Good

Score 81%-1000% = Very good

Based on the data above the teacher has done all of activities well, because the percentage of the teacher was 97%. Beside that there was also observation sheet of the students' activities in learning process as table bellow;

Table 4.10 The Result of Observation Sheet for Students (Cycle II)

Put a checklist (\checkmark) in column 1,2,3 and 4 based on your observation.

1 : Poor 2 : Fair 3 : Good 4 : Very Good

NO	Indicators	Score			
		1	2	3	4
1	Students pay attention to teacher's explanation			√	
2	Students understand the field trip method				√
3	Students enthusiastically observed the field trip object				√
4	Students enthusiastically dig information				√
5	Students actively record information				√
6	Students enthusiastically write essays				√
7	Students are actively inquiring with the teacher				√
8	Students collect assignments on time			√	

To know the value of the students activities in cycle II, it can be calculated by using formula :

$$\begin{aligned}\text{Score} &= \frac{\text{number of score}}{\text{total score}} \times 100 \% \\ &= \frac{30}{32} \times 100 \% = 94\%\end{aligned}$$

Note :

Score < 65% = Fair

Score 66%-80% = Good

Score 81%-1000% = Very good

Based on the data above the researcher found that the students have good participation and active in learning process. It can be seen by the percentage of the students activities was 94%. But some students made noise in the class when teaching learning process.

4) Reflection

The result of the second post-test showed that the percentage 90% of the students got the score above the Minimum Mastery Criterion - *Kriteria Ketuntasan Minimum* (KKM). So it has met the first creatarion of successful that 75% of the students must get the score above the Minimum Mastery Criterion. So the researcher decided to stop the action.

4.4 Discussion

This research was conducted to find out the implementation of field trip method in improving students achievement in writing narrative text. Field trip method is efficient way in active learning style in writing narrative text. This method asks the students to write report action in the here from their experience. It is a learning method that helps learners to reflect on the experience that they have been through it directly.

Field trip method is effective method in teaching English especially in teaching writing narrative text. The result of this research showed using field trip method was improved the students achievement in writing narrative text it can be showed from the qualitative and the quantitative data.

The qualitative data were taken from observation sheet, interview, diary note and documentation. From the observation sheet, it was found the classes run effectively the students were active and enthusiastic at writing narrative text and the students was able to run the learning process well through field trip method.

The interview sheet with English teacher showed that the English teacher agree that field trip method make students observe objects directly and could increased the students knowledge and experience. The documentation showed that face of students look happy and enthusiastic during the learning process through field trip method. The diary note showed that the students felt difficulties and confused to write narrative text in the first meeting. but in the last meeting indicated that the students were enjoyed with the method and they were easy to write the narrative text.

Based on the quantitative data, it can be concluded that there was an improvement on the students' ability at writing narrative text. It was supported by the fact the mean of the score in every meeting increased. The mean of the cycle I was 82 and the mean on the cycle II was 88. It indicates that the score and the mean in the cycle II were better than cycle I. The percentage of students who got a score of 83 or above also grew up. In the pre-test, there were 3 students who got a score of 83 or above. In the post-test of cycle I, there were 21 of 32 students who got a score of 83 or above. It means that there was improvement about 80%. In the post-test cycle II, most students (90%) who got a score of 83 or above. It means that the students' achievement in writing narrative text was improved through the field trip method.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The result of this research showed that the use of field trip method successfully improved in ten grade class of students' writing achievement in writing narrative text at MAN 4 Medan in academic year 2017/2018. It was showed from the mean of pre-test was 69,5. Where there only 3 of 32 students who successful the Minimum Mastery Criterion (KKM). After doing post-test I, there was an improving of the result of the students mean was 82 where 21 of 32 students who successful the Minimum Mastery Criterion (KKM). Doing repairing for post-test II after reflection in the post-test I, there was an improvement of Students mean was 88 where 29 of 32 students successful the Minimum Mastery Criterion (KKM). In other word the students achievement in writing narrative text was improved.

Therefore, Field Trip method can improve the students' writing achievement in ten grade class of MAN 4 Medan.

5.2 Suggestion

1) The students

For the students, it is recommended to use this method as one of their learning methods to practice and improve their writing skill of narrative text.

2) The teacher

It is suggested that the English teacher implement the field trip method as an alternative method in writing subject.

3) Other researcher

For other researchers, the result of this study can be used as an additional reference with different discussions.

REFERENCES

- Abbott, H. Porter .2002. *Introduction to Narrative*. United Kingdom: Cambridge University Press
- Alves, Anabela Reis. 2008. *Process Writing*. The University of Birmingham
- Brown,H,D. 2001. *Teaching by Principle.An Interactive to Language Pedagogy*. 2end Ed. New York: Pearson Education Company.
- Capella University.*The Process Writing*.
- Dewi, Utami. 2013. *How to Write*. Medan: La-Tansa Press.
- Dirgeyasa, I,Wy. 2014. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press.
- Fahmei, Rayendriani Lubis. 2014. *Writing Narrative Text*. Indonesia: Journal of English Education. Vol.02, No. 01
- Fatimah , Anila. dkk. 2011. *The need and importance of field trip at Higher Level In Kavarachi,Pakistan*. Pakistan: International Journal of Academic Research in Business and Social Sciences. Vol.2, No.1
- Harmer Jeremy. 2001. *The Principle of English Teaching*. Third Edition. Malaysia: Longman
- Harmer, Jeremy. 2007. *How to Teach Writing*. Malaysia: Longman.
- Kane, S.Thomas. 2000. *The Oxford Essential Guide to Writing*. New York: Berkley Books.
- Kunandar. 2016. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT Raja Grafindo Persaja.
- Leo, Sutanto dkk. 2007. *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Offset.
- Marc Behrendt. 2014. *A Review of Research on School Field Trips and Their Value in Education*. International Journal of Environmental & Science Education, Vol.9, No. 235-245.
- Merianti , Risa. 2012. *Improving Students' Writing Skills Through Field Trip Method*. Indonesia: Journal of English Education. Vol.1, No.2301- 7554
- Mislaini. 2015. *Improving students' Reading Comprehension of Narrative Text by Using Fable*. Indonesia: Journal of English Education.
- N.K, Roesitiyah. 2012. *Srategi Belajar Mengajar*. Jakarta :PT. Rineka Cipta.

Olukayode , Ajitoni Sunday. 2013. *Effects of Cooperative Learning and Field Trip Strategies on Secondary School Students' Knowledge of and Attitudes to Multicultural Concepts in Social Studies*. Nigeria: Journal of Education and practice. Vol. 4, No.22.

Purwanto, Ngalim. 2002. *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT.Remaja Rosdakarya.

Sagala, Syaiful. 2013. *Konsep dan Makna Pembelajaran*. Bandung : Alfabeta.

Siahaan, Sanggam. 2008. *Issues in Linguistic*. Yogyakarta: GrahaIlmu.

Sudijino, Anas. 2008. *Pengantar Statistika Pendidikan*. Jakarta : Raja Grafindo Persada.

Sulaiman. 2017. *Improving Students' Achievement in Writing Narrative Text Through Modelling Technique*. Indonesia: International Research-Based Education Journal. Vol.1, No. 1.

Taqi-ud-din,M and Muhsin, M. 1993. *The Nobel Qur'an in The English Language*. Delhi: Maktaba Darul Qur'an.

Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge :Cambridge University.

<http://www.uv.es/psicological/articulos1.01/dasi.pdf>. Access on 10 Februari 2018.

APPENDIX I

LESSON PLAN (CYCLE I)

School	: MAN 4 Medan
Subject	: English
Level/ Semester	: X/ 2
Skill	: Writing
Time	: 4 x 35 minute
Meeting	: 1 & 2
Standard Competence	: 1. Reveals the meaning in short functional text and simple narrative, descriptive, and procedural essays, in the context of everyday life
Basic Competence	: 1.1 Reveals the meaning and steps of rhetoric in the essay by using the variety of written language accurately, fluently and acceptable in the context of everyday life in narrative, descriptive and procedural text.

Learning Objectives :

1. Students can understand a narrative text.
2. Students can identify generic structure in narrative text.
3. Students can write a narrative text.

The characters expected by students :

1. Responsibility
2. Brave to express opinion
3. Honest and Friendly
4. Helpful

Indicator :

1. Understand a narrative text
2. Identify generic structure in narrative text
3. Write a narrative text

Learning method :

Filed Trip Method

Learning material :

- Definition of narrative text

Narrative text is a text genre describing series of events, either real or imaginary that is written or told in order to entertain people.

- Generic structure of narrative text

- Orientation

It is about the opening paragraph where the characters of the story are introduced.

- Complication

Where the problems in the story developed

- Resolution

When the problem in the story is solved

➤ Language features of narrative text.

- Description of characters and places using adjectives to describe nouns (heavy, frosty, transparent, grumpy).
- Adverbs to describe verbs (quickly, secretly, quietly, energetically, suddenly, etc.)
- Time of words (once upon a time, long ago, then, last week, etc.)
- Action verb (hid, ate, ran whispered, looked, etc)
- Using past tense.

➤ Example of narrative text.

The Smartest Animals

Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

Activity in Learning :

First Meeting

a. Beginning activities (10 minutes)

- The teacher opened the lesson with greetings.
- Teacher and students Pray together.
- Introduce myself.
- The teacher check students attendance.
- Teachers convey the purpose of learning.

b. Main activities (55 minutes)

- Teacher ask students who know about narrative text.

- Teacher facilitate the interaction between teacher and students
- Teacher explains definition, generic structure and language use in the narrative text.
- Teachers provide examples of narrative text.
- Students are asked to look at narrative texts.
- Teacher asks the students to read the example of narrative text.
- Teacher asks the students to analyze the content and generic structure from the example of text narrative.
- Some students were asked to read the result from analysis generic structure of the text.
- Teacher evaluate students work results by providing feedback.
- Teacher explain field trip method.
- Teacher and students prepare for field trip implementation.
- Teacher and students visit the school library.
- Teacher guide students to observe the state of the school library.
- Teacher guide students to search for important information.
- Teacher and students back to the classroom.
- Teacher ask students to create narrative text.
- Teacher ask students to submit their assignment.
- Students are given the opportunity to ask the material that has not been understood.
- Teachers straighten out the misconceptions of subject matter.

c. Closing (5 minutes)

- Teacher and students conclude the lesson material.

- Delivering the lesson plan at the next meeting.
- Teacher closes lessons with greeting.

Learning Resources :

- Relevant textbooks

Instrument :

Make a narrative texts that you know based on generic structure.

Assessment :

Aspect	Assessment			
Content (30 points)	Excellent to very good 30-27	Good to average 26-22	Fair to poor 21-17	Vary poor 16-13
Organization (20 points)	Excellent to very good 20-18	Good to average 17-14	Fair to poor 13-10	Vary poor 9-7
Vocabulary (20 points)	Excellent to very good 20-18	Good to average 17-14	Fair to poor 13-10	Vary poor 9-7
Language use (25 points)	Excellent to very good 25-22	Good to average 21-19	Fair to poor 17-11	Vary poor 10-5
Mechanics (5 points)	Excellent to very good 5	Good to average 4	Fair to poor 3	Vary poor 2

Score Instrument :

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language use : 25
- Mechanic : 5
- Total : 100

$$\text{Final score} = \frac{\text{Total score}}{100} \times 100$$

Know by :

Medan, 26 April 2018

Headmaster of MAN 4 Medan

English Teacher

Nur Kholidah, M.Pd.I

Sri Juli Erwanti, S.Pd

NIP. 1973 0725 2005 012 005

NIP. 19770 710 200212 2015

Researcher

Kiki Lestari

NIM. 34144004

APPENDIX II

LESSON PLAN (CYCLE II)

School	: MAN 4 Medan
Subject	: English
Level/ Semester	: X/ 2
Skill	: Writing
Time	: 4 x 35 minute
Meeting	: 3 & 4
Standard Competence	: 1. Reveals the meaning in short functional text and simple narrative, descriptive, and procedural essays, in the context of everyday life
Basic Competence	: 1.1 Reveals the meaning and steps of rhetoric in the essay by using the variety of written language accurately, fluently and acceptable in the context of everyday life in narrative, descriptive and procedural text.

Learning Objectives :

1. Students can understand a narrative text.
2. Students can identify generic structure in narrative text.

3. Students can write a narrative text.

The characters expected by students :

1. Responsibility
2. Brave to express opinion
3. Honest and Friendly
4. Helpful

Indicator :

1. Understand a narrative text
2. Identify generic structure in narrative text
3. Write a narrative text

Learning method :

Filed Trip Method

Learning material :

- Definition of narrative text

Narrative text is a text genre describing series of events, either real or imaginary that is written or told in order to entertain people.

- Generic structure of narrative text

- Orientation

It is about the opening paragraph where the characters of the story are introduced.

- Complication

Where the problems in the story developed

- Resolution

When the problem in the story is solved

➤ Language features of narrative text.

- Description of characters and places using adjectives to describe nouns (heavy, frosty, transparent, grumpy).
- Adverbs to describe verbs (quickly, secretly, quietly, energetically, suddenly, etc.)
- Time of words (once upon a time, long ago, then, last week, etc.)
- Action verb (hid, ate, ran, whispered, looked, etc)
- Using past tense.

➤ Example of narrative text.

The Origin of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence

would be proven After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi... Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred love.

Activity in Learning :

First Meeting

a. Beginning activities (10 minutes)

- The teacher opened the lesson with greetings.
- Teacher and students Pray together.
- The teacher check students attendance.
- Teachers convey the purpose of learning.

b. Main activities (55 minutes)

- Teachers and students ask questions about definition of narrative text.
- Teacher explains definition, generic structure and language use in the narrative text.
- Teachers provide examples of narrative text.
- Students are asked to look at narrative texts.
- Teacher asks the students to read the example of narrative text.
- Teacher asks the students to analyze the content and generic structure from the example of text narrative.

- Some students were asked to read the result from analysis generic structure of the text.
- Teacher evaluate students work results by providing feedback.
- Teacher explain field trip method.
- Teacher and students prepare for field trip implementation.
- Teacher and students visit the school mosque
- Teacher guide students to observe the state of the school mosque
- Teacher guide students to search for important information about the school mosque.
- Teacher and students back to the classroom.
- Teacher ask students to create narrative text.
- Teacher ask students to submit their assignment.
- Students are given the opportunity to ask the material that has not been understood.
- Teachers straighten out the misconceptions of subject matter.

c. Closing (5 minutes)

- Teacher and students conclude the lesson material.
- Delivering the lesson plan at the next meeting.
- Teacher closes lessons with greeting.

Learning Resources :

- Relevant textbooks

Instrument :

Make a narrative text with title “The Origin of Al-Husain Mosque” based on generic structure.

Assessment :

Aspect	Assessment			
Content (30 points)	Excellent to very good 30-27	Good to average 26-22	Fair to poor 21-17	Vary poor 16-13
Organization (20 points)	Excellent to very good 20-18	Good to average 17-14	Fair to poor 13-10	Vary poor 9-7
Vocabulary (20 points)	Excellent to very good 20-18	Good to average 17-14	Fair to poor 13-10	Vary poor 9-7
Language use (25 points)	Excellent to very good 25-22	Good to average 21-19	Fair to poor 17-11	Vary poor 10-5
Mechanics (5 points)	Excellent to very good 5	Good to average 4	Fair to poor 3	Vary poor 2

Score Instrument :

- Content : 30
- Organization : 20
- Vocabulary : 20
- Language use : 25

- Mechanic : 5

Total : 100

$$\text{Final score} = \frac{\text{Total score}}{100} \times 100$$

Know by :

Medan, 11 May 2018

Headmaster of MAN 4 Medan

English Teacher

Nur Kholidah, M.Pd.I

NIP. 1973 0725 2005 012 005

Sri Juli Erwanti, S.Pd

NIP. 19770 710 200212 2015

Researcher

Kiki Lestari

NIM. 34144004

APPENDIX III

Instrument of Pre-test

1. Write down your name on a piece of paper.
2. Make a narrative texts that you know based on generic structure.

Instrument of Post-test Cycle I

1. Write down your name on a piece of paper.
2. Make a narrative texts that you know based on generic structure.

Instrument of Post-test Cycle II

1. Write down your name on a piece of paper.
2. Make a narrative texts with the title “ The Origin of Al-Husain Mosque”
based on generic structure.

APPENDIX IV

Key answers for Pre test.

The mouse deer and The crocodiles

Orientation

A long time ago, there was a smart mouse deer. He lived in the forest near a big river. One day, the smart mouse deer felt very thirsty. He went to the big river to drink there. But when the mouse deer arrived at the big river, he was surprised because there were some crocodiles living in the river. He knew if the crocodiles waited to eat him.

The mouse deer tried to think as hard as he could and after some minutes, he got a brilliant idea and he said, "I want to put my leg in to check whether the water is cold or not." But as a smart animal, the mouse deer did not do that. He took a wood stick and threw it into the river. Byurrrrrr...!

Surely the crocodiles fighting over the wood stick. Saw it, the mouse deer ran directly to the other side of the river to drink and after drinking he laughed and said "you are stupid crocodiles"

Complication

On the next day, the mouse deer felt very hungry and he remembered that there was a cucumber farm, but to go to the cucumber farm the mouse deer had to cross the river which was full of crocodiles.

The mouse deer got a smart idea, he went to the big river and waited until the crocodiles came nearer to the mouse deer. A crocodile said "We feel hungry, Do you come to be our breakfast?". The mouse deer replied "No problem if you wanted to eat me as your breakfast, but not today, because I come here to give you a food festival invitation from the queen. You are invited to the food festival tonight and you can eat all of the foods there. The queen asked me to count all crocodiles here. So, now you have to line up from here to the other side of this river".

Resolution

After the crocodiles lined up, the mouse deer jumped directly on the crocodile's back "one," the mouse deer started to count, He jumped onto the next crocodile "two." And he jumped again on the next crocodile, "3, 4, 5, 6, 7, 8, 9" he still jumped until he arrived on the other side of the river. After arrived to the other side of the river, he laughed and said again "You are stupid crocodiles". The mouse deer ran to the cucumber farm and ate the cucumbers there until he did not feel hungry again.

Generic structure :

- Orientation:

A long time ago, there was a smart mouse deer. He lived in the forest near a big river

- Complication:

On the next day, the mouse deer felt very hungry and he remember that there was a cucumber farm, but to go to the cucumber farm the mouse deer had to cross the river which was full of crocodiles

- Resolution:

the mouse deer jumped directly on the crocodile's back.

Key answers for post test I in cycle I

The Ant And The Grasshopper

Orientation

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

Complication

"Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper; we have got plenty of food at present." The Ant went on its way and continued its toil.

Orientation

When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer

Generic structure

- Orientation:

In a field one summer's day a Grasshopper was hopping about. An Ant passed by...

- Complication:

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil.

- Resolution:

When the winter came the Grasshopper found itself dying of hunger.

.

Key answare for post test II in cycle II

The Origin of Al-Husain Mosque

Orientation

Fourteen years ago, in Martubung region, precisely located on Jl. Tuar Blok IX Gria I. There was a large empty land that will build a mosque and the mosque was Al-Husain mosque. Al-Husain Mosque was the largest mosque in martubung region.

Complication

The mosque was built upon the wishes of the local community. The surrounding community wants a mosque in the middle of a beautiful position like this so the public if they see it proud. Al-Husain highway mosque has a building architecture that is almost the same as Al-Osmani highway mosque. Oranamen and its color is almost the same as the osmani mosque. The building of Al-Husain mosque is timeless from Malay culture.

According to imam of Al-Husain mosque the foundation in build the mosque was ready. But in the development progress of the mosque there was obstacles faced, which was constrained in the fund. Large representative funds become one of the obstacles in its development progress. However, these constraints can be overcome by the donors who want to help in the process of building the mosque. The donor was the mayor of the field at the time, Mr. Abdillah

Resolution

Mr. Abdillah with his family became the main donor of the mosque construction. All funds used was personal funds. In the end the mosque can be built in accordance with the wishes of the community and was inaugurated in 2004. The name of the Al-Husain mosque was taken from one of his surnames.

Generic structure :

- Orientation:

There are mosque in martubung region. Al-Husain Mosque is the largest mosque in martubung region.

- Complication:

Large representative funds become one of the obstacles in its development progress.

- Resolution:

However, these constraints can be overcome by the donors who want to help in the process of building the mosque. The donor was the mayor of the field at the time, Mr. Abdillah

OBSERVATION SHEET FOR TEACHER IN CYCLE I

School : MAN 4 Medan

Collaborator : Sri Juli Erwanti, S.Pd

Class/Semester : X-IA ¹/2

Put a checklist (√) in column 1,2,3 and 4 based on your observation.

1 : Poor 2 : Fair 3 : Good 4 : Very Good

NO	Indicators	Score			
		1	2	3	4
1	The teacher explains doing field trip				√
2	The teacher guides the students to observe the field trip object				√
3	The teacher guides students to dig up information			√	
4	The teacher guides students to record information			√	
5	The teacher guides students to write essays				√
6	The teacher asks questions with the students				√
7	The teacher can manage time			√	
8	The teacher serious in doing learning process				√
9	The teacher ability to interact the students				√
10	The teacher conclude the material				√

Medan, 26 april 2018

English Teacher

()

APPENDIX VII

Interview for the English teacher in preliminary study

1. How is the English learning process in the classroom ?
2. What activities are done in the process of teaching writing ?
3. What media do you use in teaching writing ?
4. What skills do you find most difficult in teaching English ?
5. What are the obstacles in teaching writing ?
6. How do students participate in writing lessons ?
7. What strategies do you use in teaching writing ?
8. Have you heard of field trip methods in writing learning ?
9. Is writing learning strategy using field trip method effectively applied to teaching writing ?
10. Do you think the field trip method can improve students' writing skills in English ?

The Result of Interview in the Preliminary Study (Before CAR)

- Interviewer : How is the English learning process in the classroom ?
- English Teacher : I usually start with apperception by doing questions and answers about the material to be learned, then I instruct them to open the book that will be the topic of discussion on that day, then the process of learning as usual.
- Interviewer : What activities are done in the process of teaching writing?
- English Teacher : I usually explain the writing of the text definition first, then explain the structure and characteristics of the task to be taught. after which the students are asked to understand the texts that have been taught, then the students are asked to create examples of similar texts.
- Interviewer : What media do you use in teaching writing ?
- English Teacher : usually I use media text book and lks.
- Interviewer : What skills do you find most difficult in teaching English?
- English Teacher : speaking and Writing.
- Interviewer : What are the obstacles in teaching writing ?
- English Teacher : The lack of vocabulary mastery of students and the interest of students to write the English text is weak.
- Interviewer : How do students participate in writing lessons ?
- English Teacher : Their participation is enough to follow the material I have taught because I press if not follow the lessons well then I will reduce their value.
- Interviewer : What strategies do you use in teaching writing ?

English Teacher : Usually I use speech and discussion methods

Interviewer : Have you heard of field trip methods in writing learning ?

English Teacher : Ever

Interviewer : Is writing learning strategy using field trip method effectively applied to teaching writing ?

English Teacher : I do not know yet because I have never applied it in learning writing.

Interviewer : Do you think the field trip method can improve students' writing skills in English ?

English Teacher : I can not confirm yet, but I think the technique should be tried.

Medan, 21 April 2018

English Teacher

Sri Juli Erwanti, S.Pd

APPENDIX VIII

Interview for the English teacher after classroom action research

1. How does student participation when learning using field trip method?
2. What do you think of the advantages of the field trip method?
3. What obstacles are seen when learning to write using field trip method?
4. In your opinion, how to overcome these obstacles ?
5. In your opinion, what difference do you see the students when they visit the library and the mosque?
6. What do you think after seeing the writing lesson using field trip method ?
7. Are you motivated after seeing the use of field trip methods in learning writing ?
8. How do you think the activities carried out in the process of learning writing using field trip method ?
9. After observing the learning of writing by using field trip method, is the strategy effectively applied in writing skill learning ?
10. After becoming an observer, do you think the field trip method can improve writing skills in English ?

The Result of Interview in the Last of Classroom Action Reseach

- Interviewer : How does student participation when learning using field trip method?
- English Teacher : Some of them are quite active but there are some students who pay less attention when learning process.
- Interviewer : What do you think of the advantages of the field trip method?
- English Teacher : I think the advantages of this field trip method, students can observe objects directly and can increase their knowledge and experience.
- Interviewer : What obstacles are seen when learning to write using field trip method?
- English Teacher : Because the field trip method invites them out of the class so it takes extra effort to control them to keep up with the learning process, and takes quite a long time.
- Interviewer : In your opinion, how to overcome these obstacles ?
- English Teacher : I think this field trip method should be done outside of study time, so do not interfere with the next lesson
- Interviewer : In your opinion, what difference do you see the students when they visit the library and the mosque?
- English Teacher : I see students more enthusiastic when they visit the mosque. when students visit the library, there are still some students who tell stories with friends.
- Interviewer : What do you think after seeing the writing lesson using field trip method ?

- English Teacher : I see this field trip method can be an alternative in learning writing.
- Interviewer : Are you motivated after seeing the use of field trip methods in learning writing ?
- English Teacher : I deeply appreciate what you have done to my students in learning writing of course this will be the motivation for me to try the method of field trip in the next writing lesson
- Interviewer : How do you think the activities carried out in the process of learning writing using field trip method ?
- English Teacher : As far as I can see, the activities in the writing process using the field trip method work well, the students become more active and gain new experiences and knowledge for them.
- Interviewer : After observing the learning of writing by using field trip method, is the strategy effectively applied in writing skill learning ?
- English Teacher : Effective enough to be applied in learning writing.
- Interviewer : After becoming an observer, do you think the field trip method can improve writing skills in English ?
- English Teacher : Yes, this method can improve students ability in writing english, it seen from indicator of achievement value which i see their value relative rise.

Medan, 15 May 2018

English Teacher

Sri Juli Erwanti, S.Pd

APPENDIX IX

No	Initial of Students	Name of Students
1	AL	Alif Muharam
2	AS	Annisa Silvia
3	AA	Audiva Azzahra
4	ASA	Ayu Sri Astuti
5	BC	Bella Chairunissa
6	CE	Chairunnisa Elvanti
7	DA	Dava Alfarizi
8	DAA	Ditha Arina Alhusna
9	FP	Fadilla Putri
10	FS	Fatimah Sari
11	FF	Fauziatul Fadilla
12	IW	Iwa Watika
13	IP	Intan Pratiwi
14	MH	M.Hilal
15	MR	M.Randi
16	MD	Mahmuda
17	MRD	Mardiah
18	MF	M.Fahmi
19	MRB	M.Rabil
20	NA	Nuraini Agustiana
21	NHY	Nurhayati
22	NM	Nurul Muhairina
23	PA	Putri Andini
24	RDL	Rizki Dwi Lestari
25	SS	Shobrina Salsabila
26	SK	Shofi Khairina
27	SN	Siti Nurhalimah
28	SNF	Siti Nurfarida

29	SA	Susiana
30	UM	Umaisyah
31	WA	Wafiq Azizah
32	WD	Winda

APPENDIX X

DIARY NOTES

First Meeting (Tuesday, 23 April 2018)

At the first meeting, the researcher introduced herself to the students in front of the class. Then, she told her purpose of her coming. An than, she called the students' name based on attendance list and ask them about their interest in studying English. After check their attendance list the researcher gave pre-test to know basic knowledge of the students. Many students look confused with the test because they did not have a good preparation and there was some students lazy to write a narrative text. Based on the students' score of the pre-test, there were many students will had difficult in writing narrative text.

Second Meeting (Thursday, 26 April 2018)

At the second meeting, the researcher open the class by greeting and checking attendance list. Than, the researcher explained what is a narrative text, the generic of narrative text and the tense that used in narrative text. There were some students confused what I explain for them. When the researcher give example of narrative text. The researcher asks the students to analyze the contents and generic structure of the text. It make the students not understood with the example. The researcher explained them clearly to make the students easy to write and understood the concept of narrative text.

Third Meeting (Friday, 27 April 2018)

In this meeting, the researcher applied field trip method. In this meeting the researcher invites students to visit the library. During the visit process to the library, the researcher direct students to read useful book that can develod their ideas to create a narrative text. During the visit process to the library, the students look active to read a book. But there was some students lazy to read a book. After completion of visit to library, the researcher asked them to write a narrative text based on generic structure.

In the post-test I, the students ability in writing narrative text was improved. It could be seen in their test and the students who got score > 83 were 21 students. They had still problem in vocabulary and grammar.

Fourth Meeting (Friday 11 May 2018)

The fourth meeting was the second cycle. In this meeting, the researcher asked the students about their difficulties in writing narrative text and their problem in writing. The researcher explained about narrative text more the students had good response. While the researcher explained the topic, the students looked seriously paid their attention.

Fifth Meeting (Saturday, 15 May 2018)

In this meeting, the researcher invited students to visit the Al-Husain mosque. During the process of visiting the mosque, the researcher directed students to ask the history of the mosque with the leader of the mosque. During the process of visiting the mosque, the students looked more active. They look enthusiastic to ask the leader of the mosque about the history of the mosque.

Students participation on this meeting was more increased than the previous meeting. In this meeting the researcher gave a test to students. The researcher gave a topic about “ The Origin of Al-Husain Mosque”. This was post-test of cycle II and the result in writing narrative text has been increased.

APPENDIX XI

Learning process in the classroom



The students enthusiastic to give question



when a visit to the library, the students read book with seriously.



When a visit to the mosque, Students actively record information



Interview with English Teacher



The school of MAN 4



INTAN PRITIWI

Pre test

the hen ~~got~~ gold eggs woman
One day there are a woman got
the market and she buy a beautiful
hen.

a few day after she buy
a hen the hen menghasilkan gula egg
the woman think if every day
the next menghasilkan gold egg she
Wni a people rich.

So women will glue the then many
found asar the hen will many gold egg
but she want die because he sick

$$C : 26$$

$$O : 18$$

$$V : 12$$

$$L : 10$$

$$M : 3$$

$$79$$

Nama : Nurhayati

Kelas : X IA 1

Go to the zoo
Once upon a time, I will ~~go~~ to the ~~jungle~~. there is I see (maney) animals maney kinds. I will ~~go~~ to the ~~zoojungle~~ together my family. We ~~went~~ to the zoo to use car. We trip touring to the zoo two hours. after that we arrive to the zoo. there is we see elephant, tiger, cat, bird, snake, monkey and others. after that we ~~went~~ to Mosque Raya Medan to recess. after that we ~~go~~ to home.

C : 22

O : 16

U : 12

L : 17

M : 3

70

Sanwa Club

Post test I

Name : Fauziatul Fadilah

class : X IA - I

B. study : B. Inggris. (Narrative text)

The Mouse and The frog.

Orientation

Once, there was a mouse with made of close friendship with a frog. one day, the frog said to the mouse; "Let's bind ourselves together with a string so that we may never get separated". The mouse agreed. It went quite well on land.

Complication

When they arrived at a small pond, the rope became an unfortunate affair for the mouse. Because the mouse don't swim like a frog, then the mouse was drowned.

Resolution

And at last, the frog kept crossing the small pool while dragging a mouse with his feet. So soon the mouse drowned and floated on the surface of the pond.

C : 26

O : 17

V : 15

L : 22

M : 4

04

NAMA : UMEER SYAH
 KECAS : 8 IA 1.

Post test 2

THE Ant And the Grasshopper

Orientation

In a field one summer day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking the rest.

Complication

"Why not come and chat with me, said the grasshopper, instead of toiling and moiling in ~~that~~ way ?

I am helping to play up food for the winter, said the ant, and recommend you to do the same.

Why bother about winter ? said the grasshopper, have out plenty of food at present. The ant went on its way and continued its toil.

Re-orientation

When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

L : 26

O : 18

U : 15

L : 22

M : 4

85

Nama : Audiva Azzahra
Kelas : X. 1A'

Post test II
Page :

No.

Date :

- The Origin of the al-husain Mosque
- Fourteen years ago in the municipal territory
- precisely on the road blok out of Ix Gria
- there a barge enough empty land to be
- built a mosque. which then the mosque is
- named al-husain mosque.
- al-husain Mosque is the largest mosque
- in the martubung area. the mosque is built
- upon the wishes of the local community. the
- surrounding community wants a mosque located
- in the middle of the area. the mosque has built
- architecture that is almost the same as
- al-osmani. ornament raya mosque and the
- color is almost the same as al-osmani mosque
- al-husain mosque building structure is not
- cracked from malay culture. => Orientation
-
- according to the Imam of the al-husain
- mosque the foundation in the building is ready
- however in the development progress of the
- mosque to the obstacles encountered, that is
- constrained large representative funds
- become one of the obstacles in the development
- process. however these constraints can be
- overcome by the donors who want to help



INTAN PRITIWI

Post fest II

the origin OF Al-Husain mosque

Fourteen years ago in the area of Griya Martubung precisely in Jln Tuar there is a magnificent and sturdy building name a Al-Husain mosque that is typical Malay.

The beginning of this mosque was founded by local residents with the help of donor funds, but the fund was not thought to build the mosque so the committee decided to seek additional donors

then came a donor willing to donate his money named Mr. Abdullah while at that time he is the mayor of Medan

But provided that the money is not mixed with others, all the committee agreed. then all the development funds borne by the family Mr. Abdullah, which at that time spent 3 billion the mosque was designed by Mr. Abdullah's family why is it called Al-Husain because it is taken from one of this family's names Mr. Abdullah which is where there mosque is now known as the family mosque of Mr. Abdullah or Al-Husain mosque

C = 26

O : 20

V : 18

L : 21

M : 3

88



KEMENTERIAN AGAMA
MADRASAH ALIYAH PERSIAPAN NEGERI 4 MEDAN

GRIYA MARTUBUNG KEC. MEDAN LABUHAN KOTA MEDAN
Alamat : Jl. Jala Raya Perumahan Griya Martubung Kota Medan, Kode Pos 20253
Telp. (061) 6855727 Email : mapn4medan@yahoo.co.id

SURAT KETERANGAN

Nomor: 265/MAPN-4/MDN/V/2018

Kepala Madrasah Aliyah Persiapan Negeri (MAPN) 4 Medan dengan ini menerangkan bahwa Mahasiswa di bawah ini:

Nama : KIKI LESTARI
NIM : 34144004
Fakultas : Ilmu Tarbiyah dan Keguruan UINSU
Jurusan : Pendidikan Bahasa Inggris

nama tersebut diatas benar telah melakukan riset dengan judul Skripsi "**Improving Students Achievement in Writing Narrative Text Through Field Trip Method in The Grade Class of MAPN 4 Medan**" terhadap siswa Kelas X IA 1 pada tanggal 23 April 2018 sampai dikeluarkannya surat ini.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Mei 2018

Kepala,



KHOLIDAH, M.Pd.I
NIP. 19730725 200501 2 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. William Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-5517/ITK/ITK.V.3/PP.00.9/03/2018
Lampiran : -
Hal : **Izin Riset**

23 April 2018

Yth. Ka MAN 4 Medan

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : KIKI LESTARI
Tempat/Tanggal Lahir : Medan, 04 September 1996
NIM : 34144004
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAN 4 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENTS ACHIEVEMENT IN WRITING NARRATIVE TEXT THROUGH FIELD TRIP METHOD IN TEN GRADE CLASS OF MAN 4 MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

A.n. Dekan
Jurusan PBI



Dr. Sholihatul Hamidah Dly, M.Hum
NIP: 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan