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WORK TOUR METHOD IN LEARNING TO WRITING DESCRIPTIVE TEXT OF AR RISALAH PADANG JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to see how much influence the field trip method in learning writing skills description text, when compared with conventional methods. The data in this study are the results of the writing skills description text of class VII students of SMP Ar Risale Padang which are divided into two sample classes, the experimental class with the field trip work method and the control class with conventional methods. The data were analyzed using the one-way ANOVA variance formula, to see the effect of field trip methods on the skills of writing student description texts. In the study the result is that Fcount (A) is greater than Ftable, which is 11.76> 4.17, then H0 is rejected. This means that there are differences in the results of the description text writing skills of students taught by field trip methods with the results of students' description text writing skills taught by conventional methods.

INTRODUCTION

Writing skills are essential for students and are crucial in Indonesian language learning in schools, particularly in the text-based 2013 Curriculum. Text-based learning requires students to study, process, and produce various types of texts. This production is predominantly in written form.Therefore, writing skills are essential for students to effectively produce various types of texts. The more skilled students are at writing, the more likely they are to meet the demands of the 2013 Curriculum.Indonesian language learning in the 2013 Curriculum emphasizes text-based learning. This is because texts can develop students' thinking skills, and text-based learning materials are more relevant to the characteristics of the 2013 Curriculum, which encompasses three aspects of education: attitudes, knowledge, and skills (Mahsun, 2014). Furthermore, assignments that also involve producing texts can develop students' ability to express their views through various types of text.In its implementation, the 2013 Curriculum places students at the learning. Students are required to be creative, innovative, and productive (Mulyasa,2017). Writing skills occupy a central position in students' academic development and are particularly vital in Indonesian language learning at school, especially within the framework of the text-based

2013 Curriculum. In this curriculum, learning activities are organized around texts as the main medium through which knowledge is constructed and communicated. Students are expected not only to read and comprehend various genres of texts, but also to analyze their structures, linguistic features, and social functions, and subsequently produce similar texts. Because the final learning products are largely realized in written form, writing becomes the primary vehicle through which students demonstrate their understanding, reasoning, and mastery of language. Indonesian language learning in the 2013 Curriculum explicitly emphasizes text-based learning because texts function as tools for developing higher-order thinking skills. Through engaging with texts, students learn to observe, question, reason, and communicate ideas systematically. Mahsun (2014) argues that text-based learning materials align closely with the core orientation of the 2013 Curriculum, which integrates attitudes, knowledge, and skills in a balanced manner. Writing activities, in particular, enable students to internalize values, apply conceptual understanding, and practice language skills simultaneously, making them a powerful means of holistic learning.

Moreover, learning tasks that require students to produce texts encourage them to express opinions, reflections, and arguments in a structured and accountable way. Writing allows students to externalize their thinking processes, making their reasoning visible and open to evaluation and improvement. Through continuous practice in producing various text types, students gradually develop linguistic accuracy, critical awareness, and confidence in conveying ideas. In this sense, writing serves not only as a learning outcome, but also as a learning process that supports intellectual growth.

In its implementation, the 2013 Curriculum places students at the center of the learning process, positioning them as active constructors of knowledge rather than passive recipients. Students are expected to be creative, innovative, and productive in responding to learning tasks and real-life issues (Mulyasa, 2017). Writing activities align strongly with this student-centered orientation, as they require learners to explore ideas independently, make decisions about content and language use, and produce original texts. Through sustained engagement in writing, students are trained to think critically and communicate effectively, competencies that are essential not only for academic success but also for lifelong learning. In addition, the emphasis on writing skills in Indonesian language learning also prepares students to face broader academic and social challenges beyond the classroom. Writing competence supports students in other subject areas, as the ability to explain concepts, summarize information, and argue logically is transferable across disciplines. In everyday life, writing enables students to participate more actively in social, cultural, and digital spaces, where ideas are increasingly communicated through written texts. Therefore, strengthening writing skills within the framework of the 2013 Curriculum is not solely aimed at fulfilling curricular requirements, but also at equipping students with essential literacy skills that empower them to engage critically, responsibly, and creatively in an increasingly text-oriented world.

This means that, overall, students must be actively involved in learning, shaping the learning process and experiencing it in a fun way. This is the ideal learning process today: active and enjoyable learning. To achieve this, appropriate methods are needed. The most important aspect of learning under the 2013 Curriculum lies in the variety of methods used and the management they employ. Each topic has its own approach and management requirements, and these cannot be compared (Mulyasa, 2017). Therefore, appropriate methods are needed for each topic.

Learning to write today requires an interactive method. Interactive methods align with the 2013 Curriculum's criteria for active and enjoyable learning.The field

trip method is an interactive method that can be applied in learning, including writing. Field trip learning will provide an engaging experience when applied to writing lessons. Students can learn and complete their learning requirements while enjoying the trip. An attractive tourist environment will also provide significant motivation for learning. In general, tourism development in recent years, according to Aglen (2015), tends to be more frequent among some Indonesians. Tourism activities have even become a secondary need for the upper middle class. The increase in tourism activity in Indonesia can be seen in the proliferation of tour companies, hotels, and restaurants, and of course, the increasing number of tourists. And the easiest way to detect this is through social media.The implementation of field trips has also been carried out in various studies in the field of education. At Jinnah University in Pakistan, field trips are an annual activity that must be routinely carried out because they can not only increase student learning motivation but also the motivation of teachers and staff at the institution (Shakil, 2011). At Ahi Evran University in Kirsehir, Turkey, conducting field trips is concluded to shape and improve social attitudes and behavior among students on campus because by conducting field trips, students can get to know each other better and share experiences in the field in a structured manner during their field trips (Güler and Afacan, 2013). Similarly, research at the University of San Bernardino found that students in the Faculty of Management experienced difficulties in achieving learning outcomes in discussions on logistics marketing management.

Therefore, a field trip was conducted to help management students directly observe the problems in the field. They visited the marketing department directly in the field and saw firsthand how logistics marketing is managed on site. The results of the study showed that students actively observed the situation directly in the field, and this significantly influenced their learning outcomes (Wu, 2009). Therefore, field trips can be an interesting method and should also be applied in writing skills. Field trips are a learning method that presents lessons by taking students directly to the object to be studied, and the object is located outside the classroom (Djajadisastra, 1985:10). Field trips are conducted to study/ investigate something outside the classroom (Roetiyah, 1998:85). Therefore, field trips are a learning method that takes place outside the classroom by taking students directly to the object to be studied. The object will then become the subject of investigation in the learning. Learning descriptive text writing skills will be appropriate if the work method is applied because descriptive texts are required to provide a concrete and detailed description of an object. This concrete and detailed description will be more achievable if the students who write it are taken directly to the objet to be described. In this regard, in this study, the field trip method will be applied in learning to write descriptive texts at SMP Ar Risalah Padang. SMP A Risalah Padang was chosen because this school has a routine annual agenda in the form of a field trip to several places in West Sumatra. The educational visit agenda aims to be a tourist vacation provided by the school for students. The tourist attractions visited are usually those that have educational value. Through this agenda, research using the field trip learning method was applied to seventh grade students of SMP Ar Risalah Padang.In addition, writing descriptive text also requires vocabulary mastery. According to Alwasilan and Senny (2005), to help readers understand an object, the writer must be able to provide a description that allows the reader to feel, see, hear, or experience it themselves. This description will be more achieved if the writer's vocabulary mastery is good because through vocabulary something can be described well.

On that basis, vocabulary mastery is a part that needs to be studied also in writing descriptive text. Based on this explanation, the problems studied in this study can be formulated. *First,* to test whether there is an influence of descriptive text writing skills of students taught using the field trip learning method, higher than students taught using conventional learning methods. *Second,* to test whether there is an influence of descriptive text writing skills of students who have high vocabulary mastery compared to students who have low vocabulary mastery. *Third,* to test whether there is an interaction between the field trip learning method and students' vocabulary mastery in influencing descriptive text writing skills.

RESEARCH METHODS

This research is classified as quantitative research using an experimental method to determine the effect of a particular treatment on a specific group. The treatment used was a field trip method. The research design used two classes: an experimental class and a control class. The experimental class was taught to write descriptive texts using the field trip method, while the control class continued with conventional classroom learning. The research design used was *a factorial by level design. This factorial by level* design can account for the possibility of a moderator variable, namely vocabulary mastery, influencing the results.Sampling was conducted using a *purposive sampling method,* which is sampling based on certain considerations in determining the experimental class and the control class. The researcher's purpose in using *purposive sampling* was to facilitate the implementation of the research. This study requires two classes as samples, the experimental class and the control class. In this study, the specific reason for sampling, in addition to conducting a test of equality of class averages and other tests, is because class VII.1 and class VII.3, which were selected as sample classes, will receive different visits during the field trip.

Table 1. Research Population

No	Class	Number of Students	Average Score
1.	**VII.1**	**30 people**	**68.74**
2.	VII.2	31 **people**	74.58
3.	**VII.3**	**30 people**	**69.50**
4.	VII.4	32 **people**	76.90
5.	VII.5	31 **people**	82.55
6	VII.6	30 **people**	77.36
7	VII.7	32 **people**	73.19
8	VII.8	32 **people**	76.85
	Jumlah	**249 people**	**74.95**

The instruments used to collect data in this study were objective test instruments to measure students' vocabulary mastery and performance instruments used to measure students' skill levels in writing descriptive texts.The objective vocabulary mastery test instrument is based on indicators of the ability to determine synonyms, antonyms, and the meaning of terms. The objective test instrument was previously validated until the collected questions were suitable for testing at 50. Next, the performance test instrument was created according to the needs and theories in

this study and the instrument went through a validation stage before being tested on students. The assessment aspects were adjusted to the descriptive text indicators designed by the Ministry of Education and Culture. The following table of assessment rubrics serves as a guide in assessing students' descriptive texts in this study.

Tabel 2. Rubrik Penilaian Teks Deskripsi

No	Kriteria	Bobot	Tingkat Kinerja			Skor
			Tinggi (3)	Sedang (2)	Rendah (1)	
1.	**Characteristics**	3	If in the writing there are 1-3 uses of inappropriate diction.	If in the writing there are 4-6 uses of inappropriate diction.	If there are 7-9 uses of inappropriate diction in the writing	
	The use of diction that helps depict concretely and in detail.					
2.	**Structure**	4	If the writing contains an introduction to the object being described and also contains information in detail general about the object	If the writing contains an introduction to the object being described but there is no information in general about the object	If the writing does not contain an introduction to the object being described and there is no information in general about the object	
a.	Identification					
b.	Section Description	4	If the writing contains a detailed explanation about the physical object and also contains nonphysical information about the object (such as a story or history about the object)	If the writing contains a detailed explanation about the physical object, but there is no non-physical information (such as a story or history about the object)	If the writing does not contain a detailed explanation of the physical object, and there is also no non-physical information (such as a story or history about the object)	
c.	Conclusion/message	4	If the writing contains a summary response to the object and there is an impression of what is described	If in the writing there is a conclusion in response to the object, but there is no impression of the thing being described	If in the writing there is no conclusion or response to the object, and there is also no impression of the thing being described	

3.	**Language**					
	Language Rules	3	If in writing there are 1-5 errors in writing letters, words, punctuation and loan words.	If in writing there are 6-10 errors in writing letters, words, punctuation marks and loan words..	If in writing there are 11-15 errors in writing capital letters, words, punctuation and loan words..	
Jumlah		18	54	36	18	

The research data analysis was conducted through the following stages. *First,* the results of the objective test on students' vocabulary mastery were scored. *Second,* the results of the descriptive text writing skills test, which was a performance test, were scored. The formula used to score the objective test in this study is as follows

$$Sk = B$$

(Widoyoko, 2012: 74).

Information:
Sk = score obtained by the test participant
B = number of correct answers

Next, *third,* scoring for the performance test (with a weighting system) in this study is done by using an assessment rubric as shown in the following table.*Fourth,* convert the assessment score based on the PAP (Benchmark Assessment).

To convert the score into a grade, the formula used is a percentage formula. This percentage formula aims to determine the level of student mastery of descriptive text writing skills. According to Atmazaki (2013:132), the percentage formula is as follows.

$$\text{Skor Akhir} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 100$$

Fifth, the results of the calculations using the formula are transformed into the scale used. This requires a benchmark in the form of a minimum mastery threshold as a measure of student success. In this case, a scale of 10 is used, as outlined in Table 9 below.

Sixth, describe the distribution of students' descriptive text writing skills tests.

Seventh, display the data in the form of a bar chart.

Eighth, before conducting the hypothesis testing, the research hypothesis requirements must be tested first, namely the normality test and the homogeneity test. The normality test in this study used the Lilliefors test. and for homogeneity testing using the Barlett test.

Ninth, conduct a hypothesis test in accordance with the problem formulation in this study. The hypothesis test uses a two-way ANOVA variance test (F test).

Findings and Discussion

Findings

The data obtained in this study are twofold: data on students' vocabulary mastery (experimental and control classes) obtained from objective vocabulary mastery tests, and data on students' descriptive text writing skills (experimental and control classes) obtained from students' writing on performance tests. The overall data in this study can be seen in tables 3 and 4.

Table 3. Writing Skills Data for Experimental and Control Classes

Control Class			**Experimental Class**		
No	**Student**	**Value**	**No**	**Student**	**Value**
1	**K01**	83	1	**E01**	87
2	**K02**	68	2	**E02**	78
3	**K03**	64	3	**E03**	81
4	**K04**	76	4	**E04**	80
5	**K05**	85	5	**E05**	75
6	**K06**	66	6	**E06**	94
7	**K07**	85	7	**E07**	83
8	**K08**	82	8	**E08**	91
9	**K09**	69	9	**E09**	80
10	**K10**	81	10	**E10**	76
11	**K11**	72	11	**E11**	87
12	**K12**	72	12	**E12**	77
13	**K13**	83	13	**E13**	89
14	**K14**	93	14	**E14**	82
15	**K15**	69	15	**E15**	70
16	**K16**	67	16	**E16**	87
17	**K17**	80	17	**E17**	94
18	**K18**	80	18	**E18**	89
19	**K19**	64	19	**E19**	89
20	**K20**	83	20	**E20**	73
21	**K21**	81	21	**E21**	86
22	**K22**	85	22	**E22**	85
23	**K23**	75	23	**E23**	90
24	**K24**	69	24	**E24**	93
25	**K25**	79	25	**E25**	87
26	**K26**	76	26	**E26**	92
27	**K27**	85	27	**E27**	67
28	**K28**	73	28	**E28**	94
29	**K29**	75	29	**E29**	78
30	**K30**	83	30	**E30**	94
Amount		**2330**	**Amount**		**2546**
Average		**77,67**	**Average**		**84,87**
Standard Deviation		**7,07**	**Standard Deviation**		**7,40**

Table 4. Vocabulary Mastery Data for Experimental and Control Classes

Experimental Class			Control Class		
No.	**Sampel**	**Score**	**Sampel**	**Score**	**Category**
1.	E28	46	K30	45	Mastery High Vocabulary
2.	E22	45	K22	44	
3.	E30	44	K07	44	
4.	E02	43	K09	43	
5.	E19	43	K28	43	
6.	E03	42	K10	42	
7.	E16	42	K17	41	
8.	E10	41	K03	40	
9.	E18	40	K08	39	Mastery Medium Vocabulary
10.	E13	39	K14	39	
11.	E17	39	K26	38	
12.	E09	38	K18	38	
13.	E21	38	K13	38	
14.	E24	38	K05	38	
15.	E08	38	K29	37	
16.	E06	38	K25	37	
17.	E11	37	K01	37	
18.	E25	37	K27	37	
19.	E23	37	K19	36	
20.	E29	36	K02	36	
21.	E14	36	K04	36	
22.	E26	36	K20	36	
23.	E15	35	K15	35	Mastery Low Vocabulary
24.	E12	35	K21	35	
25.	E05	34	K12	34	
26.	E04	34	K23	34	
27.	E27	33	K11	33	
28.	E07	33	K06	32	
29.	E01	33	K16	32	
30.	E20	32	K24	32	

Based on the overall data, the data was divided into groups based on high and low vocabulary mastery for the two sample classes, namely the experimental class and the control class. The high-low data division is shown in Table 5.

Table 5. Data Groups Based on the Level of Vocabulary Mastery

Experiment (High)		**Mark**	**Experiment (Low)**		**Mark**
Student Number			**Student Number**		
1	E10	76	1	E27	67
2	E02	78	2	E15	70
3	E03	81	3	E20	73

4	E22	85	4	E05	75
5	E16	87	5	E12	77
6	E19	89	6	E04	80
7	E28	94	7	E07	83
8	E30	94	8	E01	87
Amount		683.00	Amount		612.00
Average		85,375	**Average**		76,125
S		7.73	S		7.22
Control (High)				**Control (Low)**	
Student Number		**Mark**	**No**	**Student**	**Mark**
1	K03	64	1	K06	66
2	K09	69	2	K16	67
3	K28	73	3	K24	69
4	K17	80	4	K15	69
5	K10	81	5	K11	72
6	K30	83	6	K12	72
7	K22	85	7	K23	75
8	K07	85	8	K21	81
Amount		621.00	Amount		588.00
Average		77,625	**Average**		73.5
S		7.23	S		6.37

Before conducting hypothesis testing on the data, normality and homogeneity tests were first performed. The Liliefors test was used for normality, and the Bartlett test for homogeneity. The following table shows the results of the normality and homogeneity tests for the six data groups in the study.

Table 6 Normality Test of Experimental Class and Control Class Data

No	**Sampel**		***α***	**L_0**	**L_t**	Information
1.	Experimental Class	N = 30	0,05	0,099	0,161	Normal
2.	Control Class	N = 30	0,05	0,115	0,161	Normal

Based on the table above, it can be seen that for the experimental class , the L0 produced is 0.099, while Lt at the real level (ÿ) is 0.05 = 0.161. Based on these results, it can be stated that H0 is accepted. So, the results of the descriptive text writing skills test in the experimental class are normally distributed because L0 < Lt. For the control

class , the L0 produced is 0.115, while Lt at the real level (ÿ) is 0.05 = 0.161. Based on these results, it can be ıt is stated that H0 is accepted. So, the results of the descriptive text writing skills test in the control class are normally distributed because L0 < Lt.

Based on the table above, it can be concluded that the four data groups are normally distributed, because the L0 results of the four data groups are lower than Lt. Therefore, because all H0 in the data normality test above are accepted, the four data groups are normally distributed.

Table 7. Homogeneity Test of Experimental Class and Control Class Data

No	Sampel		α	X^2_0	X^2_t	Information
1.	Experimental Class and Control Class	N = 30	0,05	0,06	3,84	Homogeneous

Based on the display, it shows that the resulting X20 is 0.062 while X2t is at a real level (ÿ) of 0.05 with dk 1 = 3.84. Based on these results, it can be concluded that the data on students' descriptive text writing skills in the experimental class and the control class have homogeneous variance.

No	Sampel		α	X^2_0	X^2_t	Keterangan
1.	Tinggi Kelas Eksperimen	N = 8	0,05	0,265	7,81	Homogen
2	Rendah Kelas Eksperimen	N = 8				
3	Tinggi Kelas Kontrol	N = 8				
4	Rendah Kelas Kontrol	N = 8				

Based on the display, it shows that the resulting X20 is 0.265, while X2t at the real level (ÿ) 0.05 with dk 1 = 7.81. Based on these results, it can be concluded that the four data groups have homogeneous variance. Next, hypotheses 1, 2, and 3 were tested using the F-test or two-way analysis of variance. The results of the calculations for hypotheses 1, 2, and 3 are presented in the following table.

Table 8. Hypothesis Testing of Experimental Class and Control Class Data

No	Source Variance	Sum of squares	Dk	Average JK	F	
					Calculate	Table
1	A	215,28	1	215,28	4,21	4,20
2	B	357,78	1	357,78	6,993	4,20
3	AB	52,53	1	52,53	1,027	4,20
4	Error	1432,63	28	51,17		
5	Total	2058,22	31	66,39		

Based on table 36, the following things can be described.

a. Hypothesis 1

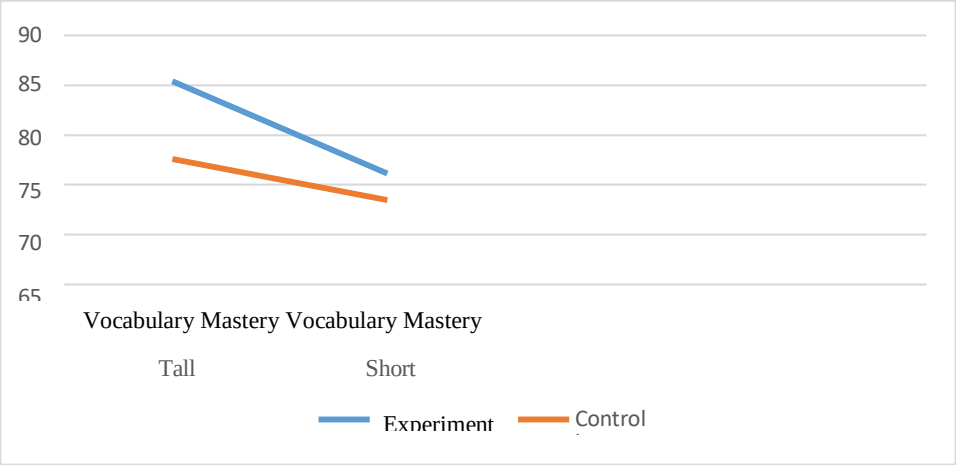
Based on table 8 above, it is obtained that Fcount (A) = 4.21 > Ftable = 4.20, so H0 is rejected, meaning there is a difference in the results of descriptive text writing skills of students taught using the field trip method with the results of writing skills of students taught using the conventional method. One-sided test, calculated with the formula f_{hitung} (A) =$\sqrt{4,208}$ = 2.051` > ftable (0.05:32) = 1.67 or H0 is rejected. This means that the results of descriptive text writing skills of students taught using the field trip method are higher than the results of descriptive text writing skills of students taught using the conventional method. In this case, the average of the experimental group was 85 while the average of the control group was 78.

b. Hypothesis 2

Based on table 8, F count (B) = 6.993 > F table = 4.20, so H0 is rejected, meaning there is a difference in writing skill results between students who have high vocabulary mastery and students who have low vocabulary mastery. The one-tailed test is calculated with formula: fhitung (B) = $\sqrt{6,993}$ □ 2,644 > $f_{tabel\ (0,05:32)}$ = 1,67 or H0 is rejected. This means that the writing skills of students who have high vocabulary mastery are higher than students who have low vocabulary mastery. In this case, the average student in the experimental class has an average high vocabulary mastery of 85.38 experimental class and the control group has an average of 77.63.

c. Hypothesis 3

Based on table 8, Fcount = 1.027 < Ftable = 4.20, so H0 is accepted and H1 is rejected, meaning that there is no interaction between the field trip method and vocabulary mastery in influencing students' ability to write descriptive texts.



Tests were conducted in both the experimental and control classes. The test format was the same for both classes, a descriptive writing skills performance test. This test aimed to determine the differences and effects of the field trip learning method on the descriptive writing skills learning outcomes of seventh-grade students at Ar Risalah Middle School, Padang. During the learning process, the two classes were given different treatment. The experimental class was presented with material using the field trip learning method, while the control class used the conventional method. The two methods have different steps. The experimental class followed the field trip method steps based on Enkoswara's (1988) theory. These steps were then adapted to the needs of this research.

Throughout the field trip implementation phase, students were happy and active in observing the objects. They were enthusiastic in conducting interviews with the tourist attraction staff to inquire about the objects. This aligns with Enkoswara's (1998) opinion that the advantage of this field trip method is that students will feel happy and active because they are learning while traveling. However, the difficulty with this field trip method is that this activeness sometimes makes it difficult to control the students. They often conduct observations outside of the planned schedule. Although solutions to this may have been planned in advance, field conditions do require very thorough preparation, especially if the object is If the destination of the field trip is a popular, busy destination, thorough preparation is required, including supervision of the students. This is in accordance with Enkoswara's (1988) opinion that the solution to reducing the shortcomings of the field trip method is to prepare a thorough field plan.

Meanwhile, in the control class, the learning experience wasn't as enjoyable as the field trip. However, at least the students still completed the assigned tasks The results of the first hypothesis test showed that the overall descriptive text writing skills of students who used the field trip learning method were higher than those taught using conventional learning methods. The scores obtained by students in the experimental class were higher than those obtained by students in the control class.

Furthermore, there was a difference in the average scores between the experimental and control classes. The average descriptive text writing skills of the experimental class were higher than those of the control class. This was due to the influence of the treatment given to the experimental class

The use of the field trip learning method in teaching descriptive text writing aims to provide students with an easy and engaging experience in writing descriptive text. In the experimental class, the treatment was given using the steps of the field trip learning method that had been carried out. First, the teacher and students both prepared for departure to the tourist location. Second, at the tourist location, the teacher guided the students and explained the flow/stages of the field trip. Third, students begin to observe the objects they will describe at the tourist site. By carrying descriptive guide paper, students identify the objects they will create. This guide will make it easier for students to write descriptive texts later. Fourth, after the field trip, the teacher and students discuss the visit. The discussion continues by assigning students to create descriptive texts according to the research instrument for descriptive text writing skills. The descriptive texts become material for research using the field trip learning method.

Students learn at their own pace, are less tied to a class system, have more freedom in their learning, and achieve better results. Based on the principle of active learning, this method fosters active and critical thinking in writing. Students are truly required to pay attention during the learning process. The implementation of the field trip learning method differs from conventional methods. In practice, conventional methods utilize one-way communication, with the teacher explaining or delivering learning material to students

verbally (lectures). The teacher dominates the learning process, while students are less active, simply listening and taking notes (Djafar, 2001).
Based on the findings and data analysis, it can be concluded that the field trip learning method has an effect on students' descriptive text writing skills. This is evidenced by the results of the descriptive text writing test for students in the experimental class, which was higher than that of students in the control class. Students in the experimental class were given treatment in the form of the field trip learning method, while the control class used conventional learning.

CONCLUSION

Based on the data analysis and discussion in Chapter IV, it can be concluded that the field trip learning method influences the results of students' descriptive text writing skills, as explained below. First, there is a difference in the results of the descriptive text writing skills of students taught using the field trip learning method with the results of the descriptive text writing skills of students taught using the conventional method. The results of the descriptive text writing skills test of students taught using the field trip learning method are better than those of students taught using the conventional method. This is due to the treatment given through the field trip learning method. Students are better able to describe objects through the stages passed through the field trip learning method.

The research results prove that the application of the field trip learning method produces higher descriptive text writing skills than conventional methods. Thus, in the teaching and learning process, especially in writing descriptive texts, it is necessary to consider the application of the field trip learning method. In this study, the field trip learning method has a positive effect on efforts to improve students' descriptive text writing skills. The field trip learning method can maximize students' descriptive text writing skills, therefore the field trip learning method needs to be implemented as a further learning method

The results of this study can be used by educators to improve the quality of learning. The field trip learning method can be used as an alternative method for teaching descriptive text writing. Furthermore, teachers must also pay attention to students' vocabulary mastery to improve their descriptive text writing skills, as vocabulary mastery is a factor that also influences student writing skills. Based on the research conclusions, it is proven that the field trip learning method can improve students' descriptive text writing skills. For this reason, the author puts forward the following suggestions. First, the field trip method does require significantly more preparation than classroom teaching. However, the field trip method is very effective for production-oriented learning, such as writing, including descriptive writing, as in this study. Current learning, the 2013 Curriculum requires field experience for students. This field experience for students naturally involves learning about real-world situations, gaining knowledge from the 'real world,' and developing writing skills, particularly descriptive texts. It's difficult to separate what you're writing or describing from the real world. Therefore, field trips are essential for learning. Schools need to organize more field trips for their students, enabling learning while traveling—travel that should be educational. Second, research on field trip methods is not as extensive as research conducted in the classroom due to various factors, such as potentially higher preparation and costs. Therefore, other researchers should explore field trip methods in various writing skills and conduct much more in-depth research than this one.

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