

TEACHING ENGLISH ARTICLES BY USING FIELD TRIP TECHNIQUE TO THE EIGHTH GRADE STUDENTS

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Abstract

The research aimed at proving that the use of field trip can improve the student's ability in using English Articles. Pre-experimental design was applied in this research. The research sample was students in class VIIIA which consisted of 18 students. The sample of this research was selected by using cluster sampling technique. The instrument of data collection was a test administered to the students as pre-test and post-test. The data was analyzed in order to know the significance of the achievement of the students between pre-test and post-test. Having analyzed the data, the result of pre-test was 26.94 and post-test was 75.55. The result of t-counted was 18.62. Referring to the table value by applying the degree of freedom (df) $18-1=17$ and 0.05 level of significance, the writer found that the value of t-table was 1.740. The result of the data analysis shows that the hypothesis was accepted by regarding to the analysis that the t-counted was higher than the t-table. It means that the use of field trip is effective in teaching English articles.

Keywords: Articles; Field Trip

INTRODUCTION

Grammar is one of the significant elements to support English mastery. It is the description of the language structure and the way in which linguistics units (words and phrases) are combined to produce sentences. Students need to learn and to master grammar in order to help them to construct grammatical sentences and to express their thoughts and ideas.

Articles are part of grammar to enable students to use them. The articles hold important role in English; therefore, they must be used correctly. Unlike English articles, article (kata sandang) in Bahasa Indonesia does not need to focus on the consonants and vowels sounds (e.g. sebuah apel and sebuah jeruk). It also does not have definite and indefinite article (e.g., Buku itu di atas meja). Shortly, there is no particular word that used to describe definite and indefinite article while in English, article must be used correctly.

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Article usage must follow certain rules as the consonant and vowel sounds in a word, for example: **an** apple and **a** book. Consequently, students make mistakes when they use English article in sentences. Allosoph (1990:8) points out, “Article can be divided into two *a/an* which used to refer something that you are speaking about for first time and *the* which is used to refer something that you have already spoken about”. Definite and indefinite article are used to introduce and indicate a noun. Yet, both of these are different in use. Indefinite article is word that is used to indicate something new or not specific in mind while definite article is an article which is used to indicate a particular thing.

The common problems faced by learners of English especially Indonesian students are that they use definite article before noun which is not necessary to the rule of English article usage. They still get confused whether definite article is used or not in a sentence. For instance, when they say “I go to *the* school” word *the* is omitted because it is not necessary to the rule. Also, they do not pay attention to consonant and vowel sounds. They only focus on the consonant and vowel letter beginning the words, for instance, words *an hour* and *a university*. Students, in fact, produce *a hour* and *an university* because in Bahasa Indonesia there is no specific rules in relation to the use of definite and indefinite or zero articles.

Almost all habitual teaching and learning processes of English occur in classroom, and it makes English language students get bored with the lesson. Bukian (2004) explains that nowadays classroom teaching-learning process becomes a burden activity while outside classroom is a gratified one. Students prefer to have activities outside rather than inside. It is not a must to teach students in classroom, but teacher may have some classes in other places to have new atmosphere of learning. Teacher may invite the students to have class in outdoor or various places related to the topic.

To overcome the student’s problems in learning English in general and English articles in particular, there are many techniques the teacher can apply to create a new atmosphere and to solve the problems. Also, there are many ways to catch student’s attention to the material that is being taught, including the technique the writer used in this research, field trip technique.

Field trip brings the students with a new way in teaching learning process. Field trip provides the students and the teacher with the real experience of knowledge. Field trip also impacts on students’ attitudes, behavior, and learning process because in the steps of applying a field trip, the teacher provides a preparation which consists of the educational preparation, vocabulary preparation, practicing, and introductory to students about the

patterns in the trip or the place that will be visited. This technique is also interesting and giving the chance to the students to recreate their mind because in the end of the process of teaching, the teacher asks the students to point out their idea about the trip. Students may post their photo on their school bulletin board and their cyber space or on their social network accounts.

Field trip is a technique to provide students with opportunities to have direct experience out-of-school life. This is the most effective device of teaching English, as it gives both adventure and experience to students. Hughes and Moore (2014) state that field trip provides possibility for students to remember and to relate what have been studied and therefore it motivates them to learn. From the statement, the writer assumes that the use of field trip will help students improve their English because this technique makes them happy to do the teaching learning activities. The teacher and the students will have a fun class, and consequently it will improve the students' achievement.

Roestiyah (2001:85) argues, "Field trip bukan hanya sekedar rekreasi, tetapi untuk belajar memperdalam pelajaran dengan melihat kenyataan." In addition, Jordan (2014:1) states:

Field trip technique can extended the resource available to students in the classroom. They expand learning by giving the student access to the real thing. They illustrate and permit experience with what has been read about, seen on television or computer software. Teachers include field trips in their units of study for this purpose. Field trips are linked to the classroom because they are contextualized within the classroom curriculum. Teachers choose from museum programs and exhibits to expand and reinforce desired concepts.

Field trip technique relates them to the real object of study. They may explain what they have learnt on their trip. Also, this technique can be adopted, adapted, integrated with classroom curriculum. Teachers may bring the students to go to other places since the topic related to the curriculum.

The writer limited her research on definite (the), indefinite (a, an) articles that fit to English material. Thus, the writer formulated problem statement as *can the use of field trip technique develop the ability of the eighth grade students?*

METHODOLOGY

In this research, the writer used pre-experimental research design. There was one group in this design. The research sample was given pre-test, treatment, and post-test. The design of this research proposed by Arikunto (2002:78) as follows:

$$O_1 X O_2$$

Where:

O_1 = pretest

X= treatment

O_2 = posttest

Gay (1996:112) defines “The population is the group of interest to the researcher, the group to which she or he would like the results of the study to generalizable”. Related to the statement above, the population of the research was the eighth grade students of MTs Alkhairaat Sibalaya which consists of two parallel classes; class VIII A and VIII B. Each class consists of 18 up to 20 students.

Creswell (2005:146) states “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.” In choosing class to be a sample, the writer used cluster sampling technique of total sampling because all classes have an equal chance of being sample in the research. Therefore, the writer took one class as the sample of the research. The research sampling was class VIII A which consisted of 18 students.

In order to determine the sample, the writer prepared two pieces of paper and wrote the name of each class on the paper. She then folded the paper and put them in a glass. Finally, she shook the glass until one of the folded paper dropped. The dropped paper was the research sampling.

The writer found out two variables based on her title. The independent variable was the application of field trip technique. The student’s ability in using English article was dependent variable.

In collecting the data, the writer used test as the instrument of this research. The test covered into two, pre-test and post-test. Creswell (2005:285) states “Pre-test is a measurement on some attributes or characteristics that you assess for participants in an experiment before they receive a treatment.” Therefore, it could be concluded that pre-test is a test to measure student’s prior ability

Creswell (2005:285) states “Post-test is a measure on some attributes or characteristics that is assessed for the participants in an experimental after a treatment”. The writer administered the post-test to know the significant difference between the students’ ability in using English articles before and after treatment, to find out whether the technique was successful or not. The form of the tests was multiple choices.

After collecting the data, the writer firstly computed the individual score to know the ability of student by using the formula by Arikunto (2006:308) as follows:

$$\sum = \frac{x}{n} \times 100$$

Where:

- \sum = standard score
- x = obtained score
- n = maximum
- 100 = constant score

Then, the writer computed the mean score of students by using the formula purposed by Hatch and Farhady (1982:55) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = mean score
- $\sum X$ = score achieved
- N = total number of students

Next, the writer computed the mean of deviation to determine the sigma square deviation score by using the formula proposed by Arikunto (2002:227) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

- $\sum x^2 d$ = sum of the square deviation
- $\sum d$ = total number of deviation
- N = total number of students

Finally, in order to know significant differences between the mean achieve in the pre-test and post-test, the writer applied t-test formula as proposed by Arikunto (2002:275) as follows:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{N(N-1)}\right)}}$$

Where:

- t = t-counted score
- Md = average of pretest and posttest difference
- $\sum x^2 d$ = sum of the square deviation
- N = total number of students
- 1 = constant number

FINDINGS

The writer calculated the result both of the tests (pre-test and post-test) and the deviation scores of students. The test consisted of 20 items of multiple choices and each item was scored 1. The results of pre-test and post-test were presented in table 1.

After counting the students' grade, the writer computed the mean score in pre-test and post-test based on table 1 using formula:

$$\text{Pre-test: } \bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{485}{18} = 26.94$$

$$\text{Post-test: } \bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{1360}{18} = 75.56$$

Table 1
Score on Pre-test and Post-test

No	Initial Names	Maximum Scores	Total Score in Pre-test		Total Score in Post-test	
			Raw Score	Standard Score	Raw Score	Standard Score
1	ALS	20	2	10	12	60
2	AFA	20	4	20	19	95
3	DES	20	6	30	15	75
4	DON	20	5	25	14	70
5	FER	20	5	25	18	90
6	MFA	20	4	20	15	75
7	MHA	20	5	25	16	80
8	MZA	20	5	25	14	70
9	MZI	20	8	40	16	80
10	NIN	20	7	35	13	65
11	NSA	20	6	30	18	90
12	NUR	20	6	30	16	80
13	MSA	20	7	35	15	75
14	SWY	20	4	20	15	75
15	SKA	20	6	30	14	70
16	TOV	20	8	40	15	75
17	WSR	20	4	20	14	70
18	YYA	20	5	25	13	65
Total Score			97	485	272	1360

After totaling the mean score of pre-test and post-test, the researcher measured the deviation of pre-test and post-test. The results can be seen in table 2.

After computing the deviation score of pre-test and post-test, the writer computed the mean deviation of the students' score as presented below.

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

$$\bar{X}_1 = \frac{\sum x}{N}$$

$$\bar{X}_1 = \frac{875}{18}$$

$$\bar{X}_1 = 48.61$$

After calculating the mean deviation, the writer calculated the sum of the square deviation by using the formula below:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 d = 44625 - \frac{(875)^2}{18}$$

$$\sum x^2 d = 44625 - \frac{765625}{18}$$

$$\sum x^2 d = 44625 - 42534.722$$

$$\sum x^2 d = \mathbf{2090.278}$$

Table 2.
The Students' Score Deviation of Pre-Test and Post-Test

No	Initial Name of the Students	Students' Standard score		d	d ²
		Pre-test	Post-test	d1-d2	
		d1	d2		
1	ALS	10	60	50	2500
2	AFA	20	95	75	5625
3	DES	30	75	45	2025
4	DON	25	70	45	2025
5	FER	25	90	65	4225
6	MFA	20	75	55	3025
7	MHA	25	80	55	3025
8	MZA	25	70	45	2025
9	MZI	40	80	40	1600
10	NIN	35	65	30	900
11	NSA	30	90	60	3600
12	NUR	30	80	50	2500
13	MSA	35	75	40	1600
14	SWY	20	75	55	3025
15	SKA	30	70	40	1600
16	TOV	40	75	35	1225
17	WSR	20	70	50	2500
18	YYA	25	65	40	1600
Total				875	44625

To see whether there was significant difference means of the two classes in the post-test; the researcher compared them by using statistical formula as follows:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{N(N-1)}\right)}}$$

$$t = \frac{48.62}{\sqrt{\left(\frac{2090.278}{18(18-1)}\right)}}$$

$$t = \frac{48.62}{\sqrt{\left(\frac{2090.278}{306}\right)}}$$

$$t = \frac{48.62}{\sqrt{6.38}}$$

$$t = \frac{48.62}{2.61}$$

$$t = 18.62$$

From the computation above, the writer found that the significant difference between the results of the pre-test and the post-test of the students was 18.62.

There was a significant difference of the students' achievement before getting the treatment and after getting the treatment proven by the data previously. The writer found that the t_{counted} (**18.62**) was higher than the t_{table} value (**1.740**). It means that the writer's hypothesis was accepted. In other words, the use of field trip technique can develop the ability of the eighth grade students of MTs Alkhairaat Sibalaya in using English articles.

DISCUSSION

Referring to the result of preliminary observation before doing treatment, it expressed students' performance in their learning process and the difference between the English teacher and the writer. First, it was about students' performance, they were difficult to determine the use of English articles. They did not know how to put indefinite and definite articles in appropriate place. Consequently, they made mistakes in using English articles in sentences. Yet, when the writer taught the students, they did not only study about the material, but also came to the real object of their teaching in order to get the real sources. Accordingly, the students got much development in using English articles. The second is the difference between the teacher and the writer's way in teaching. In this case, the English teacher did not use specific technique in teaching her students. She only followed regular instruction in delivering the material. Therefore, students did not feel

comfortable with the monotonous instruction. It was different from the writer's technique. In the writer's teaching process, she did not only focus on the topic of the material, but also invited students to go to some places related to the topic. Thus, they can enjoy the teaching-learning activities. The writer used field trip as a technique in teaching. The writer provided some places to visit on the trip. According to Sagala (2006), field trip technique allows students to identify many kinds of facts nearby; to comprehend the new experiences with trying to join in an event; to answer the problems and question by seeing, listening, trying and proving something directly; to obtain information with doing interview or listening to a speech that had been given on the trip; and to learn something internally and comprehensively. It means that this technique is very useful to be applied in teaching-learning activities especially in teaching English. Robertson (2009) suggests that the field trip has to bond with concept that they learn in classroom. Therefore, students will prepare appropriate English vocabulary and necessary theory to make the trip valuable and useful. Teachers should introduce the field trip by stating how the field trip aligns with the concepts learned in class, and the educational goals of the activity. In operating this technique, teacher should prepare some mechanism in order to achieve a maximum improvement. They are vocabulary and conceptual preparation, good instruction, and the objective of the trip.

After doing preliminary observation, the writer did two kinds of test, pre-test and post-test. The writer gave pre-test for the students in order to test their prior knowledge in using English articles especially indefinite, definite and zero articles before giving the treatment. The test consisted of 20 multiple-choice questions. The questions represented *a*, *an*, *the* and \emptyset articles. From the result, it showed that most of the students got low score in answering the questions. The pre-test result was that they found difficulties in determining suitable English articles in sentences consisting of *a*, *an*, *the* and \emptyset articles. Besides, the students also could not differentiate which one is indefinite article and definite article. Based on the result of the test, it can be known by using the percentage of the students' score. The student who could answer correct articles *a* was 28% and *an* was 44%. Furthermore, the students' correct answer of article \emptyset was 39%. The last, most of the students made many mistakes in using article *the*. Incidentally, the writer compared the result of the pre-test with the standard score of the school which was 70%. Indeed, it can be said that the students' ability was very low because all of them could not pass the minimum score of the test.

After knowing the result of pre-test, the objective of this research was to prove whether or not the use of field trip can develop the ability of the eighth grade students of MTs Alkhairaat Sibalaya in using English articles. Therefore, the writer conducted the teaching English articles by using field trip technique which focused on indefinite, definite and zero articles. They are *a*, *an*, *the* and \emptyset . Based on the result of pre-test, the students were difficult to determine whether the use of English articles was appropriate or not. Furthermore, the students did not know why and how to put them in sentences. To solve the students' problem, the writer used field trip as her technique. This technique does not only make students know how to put correct English articles in sentences, but also increase the students' motivation in learning. They could learn by experiencing all things they learnt exactly. Besides, it provided students with various objects and made an interesting meeting. It gave the students big chance to visit, to ask, to see, to hear, and to explore what was around. In this case, the writer offered the students with different topic in each meeting. The writer explained the material briefly before day trip. She told the students how the steps of the trip. Then, the writer invited the students to go to a place related to the topic of the meeting. She let students see and notice thing around them and then answered the questions. After the trip, she directed the students to make conclusion about what they have learnt. In addition, in the beginning of the meeting, the writer always asked and reminded the students about what they learnt. The writer treated the students for 8 meetings.

The writer gave post-test in order to know the students' improvement after getting treatment. From the result of the post-test, the students had significant improvement on their score. The result of pre-test and post-test was different. The mean score of post-test was higher than pre-test. It can be described by using percentage. The students who can answer correct articles *a* was 67% and *an* was 89%. Furthermore, the students' correct answer of article \emptyset was 78%. Besides, the students who made many mistakes in answering article *the* was decreased from 100% to 33%. Therefore, the result verified that using field trip technique could develop the students' ability in using English articles.

Regarding to the findings, the writer found that the previous study written by Greene, Kisida and Bowen (2011) used field trip as a technique to improve critical thinking, historical empathy, tolerance, and interest of K-12 American art student's in art and culture. Zulaikhoh (2008) also apply field trip to improve students' ability in writing descriptive text. Based on the two studies above, the writer concluded that field trip improves not only the students' ability in cognitive, affective and psychomotor but also their psychological development and psychometric testing.

CONCLUSION AND SUGGESTION

After discussing and analyzing the data, it is concluded that the use of field trip technique can develop the ability of the eighth grade students of MTs Alkhairaat Sibalaya in using English articles. It can be seen from the result of t-counted (18.62) that was higher than the t-table (1.740).

In order to develop the English teaching quality, the writer is going to give some suggestions for students, the teachers of English, the stakeholder and the next researcher. First, for the students, this research was conducted by grouping the students into some groups consisting of about 4 or 5 students. It will be effective if the students do the task in pair. Therefore, they can focus and enjoy their trip. Second, for the teachers, the writer recommended that teacher should try to use field trip technique in teaching English. Besides, the teacher must prepare the students with material of English and introduce the steps of the trip in order to make the students understand about what they will do later. The writer suggests that the teachers let the students visit the museum or the library in order to make them feel the real trip. Third, for the stakeholder, they have to provide the students with teaching media that can support the teaching-learning activity, such as LCD, dictionary and audio/video. The last, for the next researcher, she suggests to apply field trip technique in writing and speaking skills because it provides the real sources of teaching. The students can see the real object they are talking about; therefore, they can easily produce sentences.

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