

INCORPORATING FIELD TRIP METHOD-ASSISTED ON STUDENTS' WRITING A SENTENCE: IDENTIFY SUBJECT-VERB AGREEMENT

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Abstract

This research aims at finding on how field trip method assists students learn to write sentence and to find students' responses toward field trip method in learning to write a sentence. This writing concerns on identifying subject verb-agreement in a sentence. This present research uses a narrative inquiry design. This research was carried out in the first semester at second graders of SMPN 7 Karawang Barat. This study involved three participants out three out of thirty-students. Interview, student's reflective journal and documentation were used to collect the data. The researcher conducted open-ended interview to collect the data. The data were analysed by thematic analysis. The findings represented that excursion activity in field trip method builds students' collaborative learning; experience of searching object directly helps students to write a sentence; and finding the real object assist students to classify subject-verb agreement in a sentence. Collaborative writing in field trip method assists students to create better background knowledge in writing sentences, build better attitude in learning and motivates students to learn write sentences with reagrded to identify subject-verb agreement. In addition, the students who confuse to start writing English sentences were encouraged learn to write a sentence.

Keywords: *Field Trip method, Writing a sentence, Subject-Verb Agreement.*

INTRODUCTION

Teaching writing in Indonesian classroom tends to emphasize on memorization and imagination. In fact, it made many students don't know how to write a good sentence and what vocabulary are uses in sentence. Generally, in a sentence there are two essential part that are Subject and Verb. Easwood (2002) state that a simple sentence consists of subject and at least one finite verb. In a sentence there is a rule which is the subject must agree with the verb. Kurniawan & Seprizanna (2016) stated that subject-verb agreement means choosing the correct

singular or plural verb after the subject. If the subject is singular, a singular verb is required and if a plural subject takes a plural verb. In the other hand, Zhan (2015) claims that students have problems with their subject-verb agreement in their writing. There are still many students who do not understand the use of plural and singular in a sentence and they feel confused when determining subject-verb agreement (Sermsook et al., 2017).

Field trip method tries to help student in making simple sentence on showing the existence of things around school using subject- verb agreement. Kisiel (2006b) said that students can get the topic that will be written in the sentence from their experience of nearest environment around school. Students can write sentences from real object around school like plants, school facilities, vehicle or member of school. The trip made students know vocabulary around the school and enable them to address location or number of the object because they have direct experience (Nabors et al., 2009). Direct Experience give an opportunity for students to decide whether the subject and verb is singular or plural depend on their experience during trip (Hoisington, Savleski, & DeCosta, 2010). Experiences outside the class also establish new knowledge which assisted student in compiling idea to write sentence (Kisiel, 2006a). Therefore, students can make their own sentence by retell the object seen during trip and using subject-verb agreement by showing the number of the things around school.

Field Trip method has been widely discussed by many researchers. It can be traced from Blachowicz and Obrochta (2005), Homfung and Makjui (2017), Harmer (2007), Meiranti (2015) which shows that the students are able to develop the vocabulary, communication and writing through field trip method. Adam (2016) conducted research on the effectiveness of field trip in writing skill. There are a few researches on field trip method which concern on students' response in writing in qualitative approach. Thus, to fill the contextual gap, this research is emphasized on incorporating field trip-assisted in students' writing a sentence with focused on subject-verb agreement.

LITERATURE REVIEW

Field trip method means as an educational activity in which school group leaves the classroom and go out into the community to the actual source of information (Thinley,2016). This method provides hands-on learning experience that cannot be easily recreated in the normal classroom. (Kuriakose, 2012) defines Field Trip as a fun learning. 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. Thus, field trip technique is one technique that felt can be able to make student more enjoyable in language learning. It's because this technique allows students to gain a knowledge from real experiences which is gained from learning outside the class and meet the real object. Therefore, the students can solve the problems of their writing by seeing, talking, trying, and proving directly.

Longknife and Sullivan (2002: 1) state that sentence is a means of communicating. It means that sentence expresses a complete thought which is have a meaning. Most sentences however have two parts: the subject which is a noun or

pronoun, and the verb. These two parts follow a basic part that are subject and verb. According to Eastwood (2002) state that subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural) which is also called subject-verb concord. Kurniawan & Seprizanna (2016) also claim that subject-verb agreement means choosing the correct singular or plural verb after the subject. It means that subject- verb agreement in writing a sentence is need to deliver the message effectively to the reader.

RESEARCH METHODOLOGY

This research utilizes qualitative research methodology. The researcher uses qualitative research to investigate the process of teaching and learning writing a sentence with naturally by applying field trip technique. The researcher used thematic analysis in narrative inquiry procedure based on Braun & Clarke (2006) which is provide a six-phase. The instrument which was used by the researcher to collect the data is students' reflective journal, interview and documentation. The researcher made fourteen open-ended questions which divided into two section. First section contains seven question about students' behaviour when the process of learning writing and their opinion about favourite method in learning English while seven question ask about students' feeling after using field trip method in writing a sentence. The respondents of the study were three students at eight grades of junior high school in first year students who are rolled in learning writing.

FINDINGS AND DISCUSSION

There are several pattern findings of this study. Depend on the result of students' reflective journal found that excursion activity builds students' collaborative learning Barkley et. al. (2014); observing helps the students to make a sentence (Kisiel, 2006a); finding authentic object assists the students to clasify subject-verb Agreement in a sentence (Hoisington, Savleski, & DeCosta, 2010), and students encourage in learning writing through field trip Dohn (2013). The detailed findings are presented below.

Excursion builds students' collaborative learning.

Collaborative learning in the implementation stage of the field trip method makes learning more effective and efficient because the difficulies in composing sentences by payying attention to subject-verb agreement can be solved together. When students doing excursion activity it provides them in collaborating with their peers. The collaborative learning becomes meaningful activity in bridging students to have the idea of writing. It is in line with Barkley et. al. (2014) collaborative writing assists students to work collaboratively. It illustrated that collaborative learning mediates students in learning collaboratively and build autonomy learning. It also encourages them to respect each other's and build their autonomy learning. In collaborative learning even though each student has the same goal that is writing a sentence but students in one group have different levels of ability in understanding subject-verb agreement. It encourages students who understand more will realize it to students who lack understanding. Each student forced to express their opinion in

completing the writing through take an agreement together with the sentence made was kind of singular or plural. Therefore, collaborative writing in field trip method is able to build a sense of cohesiveness and tolerance with others (Kessler, Grek, et.al, 2012).

Experience of Searching Object Directly Helps Students to Make Sentence.

When the student doing the trip each group finds a different object. the students also were encouraged to have own experience through observing the object. The object of the student's findings can be used as a writing topic to be made. Field trips provide the possibility for students to remember and to relate what has been studied (Hughes and Moore, 2014). It also assisted them in arrange ideas to write a sentence. Hughes and Moore (2014) also state that students' experience increases the enthusiasm of student learning in writing subject-verb agreement sentences. It is because with the experienced have by students help them easier to make sentences. The obstacle faced by students in determining the object of writing is resolved by simply pouring their experience gained into the sentence. The environment settings applied to field trips make students have authentic experiences to make sentence possessed compared to classroom that are difficult to set the activity (Bauer, 2003).

Finding the Real Object Assist Students to identify Subject-Verb Agreement in a sentence.

Finding the real object around school becomes an important activity in bridging students to differentiate singular and plural forms. Field trips in education are expected to able to enriching, vitalizing and complementing content areas of the curriculum by means of first hand observation and direct experience outside the classroom. It same with Lei (2010a) explains that previous learning content with current learning is assimilated and accommodated to build new understanding. It means that the combination between theoretical knowledge established in class and the experience of finding the number of objects around the school forms new knowledge about sentences and identify singular or plural in a sentence. The results of the interviews shows that students felt more understand of how singular and plural are used in a sencece by their own experience in observing objects around the school. The discovery of objects directly will be more remembered by students than just theory. It helps students to clasify the placement of singular or plural in a sentence. It means that finding the real object in the excursion activity becomes a bridges of students because it adds and give students' knowledge in the use of singular and plural. Therefore, finding the real object when doing excursion activity give an opportunity for students to decide whether the subject and verb is singular or plural depend on their experience during the trip (Hoisington, Savleski, & DeCosta, 2010).

Students' responses to the implementation of Field Trip Method on writing a sentence of subject-verb agreement.

The data of interview show that field trip method is able to attract students' learning interest. Almost all students like to write using the field trip method

because they feel more fun in learning writing. Their present good impressions during the learning writing sentences using the field trip method. It means that students' responses in the learning phase of trip stage done by the teacher is effective to encourage students in learning to write. It means that Field trips can provide an effective experience and encourage students to learn more (Dohn, 2013).

In addition, when the teacher asks students about their feelings after learning at out of the classroom, most of the them are promptly cheered together and feel more comfortable learning outside the classroom. It also illustrates that in terms of cognitive response students showed good results, the result of the interview revealed that most of the students stated that the use of the field trip method assisted students on learning to write sentence. It can be concluded that the students interested to continue the lesson because they enjoy the learning activities (Shakil, at.al, 2011).

CONCLUSION

Field Trip method equipped students to write a sentence properly. It mediates students to write collaboratively; experience of searching object directly helps students to write a sentence; and finding the real object assist students to classify subject-verb agreement in a sentence. Collaborative writing on this method was building a number of kind student attitudes in learning. It encouraged students to respect each other's, build their autonomy learning, create better sense of cohesiveness and tolerance. In addition, the students were encouraged learn to write a sentence because students more interested and enjoy in learning writing. In terms of cognitive response students showed that own experiences in implementing of field trip also assist them able to write a sentence and differentiate singular and plural in a sentence. Thus, field trip method assists students to create better background knowledge in writing sentences, build better attitude in learning and motivates students to learn write sentences with regarded to identify subject-verb agreement.

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