



THE INFLUENCE OF THE FIELD TRIP METHOD ON DESCRIPTIVE TEXT WRITING SKILLS IN CLASS IV STUDENTS AT SD NEGERI 11 WARKUK SOUTH RANAU

Mia Oktavira

SD Negeri 11 Warkuk South Ranau

E-mail: miaoktavira5@gmail.com,

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Corresponding Author:

Mia Oktavira

Email Corresponding :

miaoktavira5@gmail.com,

ABSTRACT

The aim of this research is to determine the effect of the field trip method on descriptive text writing skills in class IV students at SD Negeri 11 Warkuk South Ranau. The method used is experimental research with the type of research carried out in this research being Pre Experimental Design with the form of research design using One Group Pretest-Posttest Design. The population in this study was all 37 class IV students. Meanwhile, the sample used in this research was 24 class IVA students. Based on the calculation results, the T-count value was $10.360 > T\text{-table } 1.71$ in the T-test sample, with sig value. (2-tailed) = $0.000 < 0.05$, according to the basis for decision making in the paired sample T-test, it can be concluded that H_a is accepted and H_o is rejected, which means that the use of the field trip method has an influence on the results of writing descriptive texts for class IV at SD Negeri 11 Warkuk South Ranau.

Keywords: *Field Trip Method, Descriptive Text, Writing Skills*

1. INTRODUCTION

According to Marleni, Jaya & Ferri (2022:304) education is a tool or bridge that allows humans to achieve their maximum potential through the learning they receive. Education is a learning process for students to be able to understand, comprehend, and make people more critical in thinking. Therefore, in teacher education, teachers should be required to provide active, creative and fun learning, so that learning does not become too monotonous and gets boring quickly, they can use learning methods. Learning methods have a very important role in teaching. For this reason, teachers must

have sufficient knowledge about learning principles as a basis for designing teaching and learning activities, one of which is choosing the right method in the learning process. According to Sagala (2012:214), a field trip is a cruise (excursion) undertaken by students to complete certain learning experiences and is an integral part of the school curriculum. Therefore, this method is a method that is very suitable for use in learning, where the learning process is carried out outside the classroom which makes students feel enthusiastic and have a high curiosity in learning.

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One of the subjects that must be taught in elementary schools is Indonesian. The scope of Indonesian language learning in elementary schools includes 4 components of language skills, including listening, speaking, reading and writing. Writing skills are an activity of expressing one's thoughts, ideas and feelings expressed in written language. In line with that, according to Wicaksono (2014: 10) writing is a means of developing thinking or reasoning power by collecting facts, connecting them and then drawing conclusions. Writing can also clarify something for the writer because ideas that were originally scattered and incoherent in the mind can be expressed coherently and systematically. When writing text, errors in sentence structure, word formation errors, spelling errors, and paragraph coherence errors are usually found. Therefore, at the elementary school level, teachers need to carry out revisions to thoroughly research spelling, punctuation, word choice and paragraph alignment in order to correct errors in the text. Apart from that, according to Siddik (2016:3) writing means giving birth or expressing thoughts or feelings through a symbol (writing). Of course, all the symbols (writing) used must be the result of an agreement between language users who understand each other. One type of writing skill is the skill of writing descriptive text. A descriptive text is a type of essay that describes or depicts a particular object in detail, clearly and according to the actual situation of the object being described. Everything in the object is described through

sensory observation, from everything that is heard, seen, smelled and tasted.

Based on the results of initial observations at SD Negeri 11 Warkuk South Ranau, it appears that teachers tend to still use the lecture method in the learning process. Especially in grade 4, during the ongoing learning process, students learn to just sit quietly and listen to what the teacher says. Where it looks like the learning process is very monotonous and boring. Teaching and learning activities are less effective and cause a lack of student response to the learning process. One of them is learning to write descriptive text, based on the results of interviews with grade 4 teachers, namely that there are still some students who still do not understand how to use sentence structure and language correctly. Then they are not able to express ideas and feelings in writing so that the ideas expressed by students still do not clearly describe the object being explained.

Basically, to optimize the learning process, teachers must be able to choose the right method that suits the students' circumstances. Which can lead to active, innovative and creative learning, which is able to stimulate students' thinking abilities to further develop, increase students' creativity and imagination through real learning experiences. One way is by implementing a learning method that involves the surrounding environment as a medium and source for student learning.

Based on the description of the background above, the researcher was

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encouraged to conduct experimental research with the title "The Effect of the Field Trip Method on the Skills of Writing Descriptive text in Class IV Students at SD Negeri 11 Warkuk South Ranau" from what has been described in the background of the problem above. , then various kinds of problems arise that can be identified, namely: (1) Lack of student activity, (2) Learning in class is very boring, (3) Spelling, punctuation, word choice and paragraph consistency are still low. Limiting the scope of problems that researchers can put forward are (1) The method used by researchers is the field trip method. The research sample used was class IVA students at SDN 11 Warkuk South Ranau , and the material used in this research was about writing descriptive text.

In this case, the researcher formulated the problem to be studied, namely "Is there an influence of the field trip method on descriptive text writing skills in class IV students at SDN 11 Warkuk South Ranau?" The aim of this research, based on the problem formulation stated above, is to determine whether or not there is an influence of the field trip method on descriptive text writing skills in class IV students at SDN 11 Warkuk South Ranau.

2. LITERATURE REVIEW**Understanding Learning Methods**

According to Ginting (2014: 42) learning methods can be interpreted as typical ways or patterns of utilizing various basic principles of education as well as various

techniques and other related resources so that the learning process occurs in students. On the other hand. According to Amri (2013: 113), teaching and learning methods can be defined as methods used to convey or instill knowledge to students, or children, through teaching and learning activities, whether in schools, campuses, boarding schools, etc.

According to Shaffat (2019:41) the learning methods commonly used in the teaching and learning process are as follows:

- a) The Lecture Method is a conventional learning method because the teacher conveys material to students orally
- b) The Discussion Method is defined as a process of delivering material, where the teacher and the student subject hold a dialogue together to find ways to solve and absorb and analyze one or a certain group of material.
- c) The Training Method is a learning method that is carried out by training students with skills by stimulating, utilizing or making something.
- d) The field trip method is a method that uses certain places or environments that have learning resources for students.
- e) The Demonstration Method is a learning method carried out in a practical way so that students can see and practice directly the material being studied.

Understanding the Field Trip Method

Muslihuddin, et al (2012: 123) state that field trips in the sense of teaching

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methods have their own meaning, different from field trips in the general sense. A field trip here means a visit outside the classroom for the purpose of learning. Winarno (2012: 115) said that the field trip method or field trip is a learning and teaching method in which students, with teacher guidance, are invited to visit certain places with the intention of learning.

Advantages and Disadvantages of the Field Trip Method

The advantages of the field trip method according to Muslihuddin, et al (2012: 124) are as follows:

- a) Has modern learning principles that utilize real environments in learning.
- b) Making what is learned at school more relevant to the realities and needs of society.
- c) Can further stimulate students' creativity.
- d) Encourage students to learn comprehensively and integrally.
- e) Stimulate students to answer all teacher assignments with data/events directly.

Apart from having advantages, of course each learning method also has its own disadvantages. The disadvantages of the field trip method according to Muslihuddin, et al (2012: 124) are as follows:

- a) Requires careful preparation or planning.
- b) Usually they tend to prioritize recreational elements and prioritize their work.
- c) It is difficult to manage a large number of students, requiring quite large costs.
- d) It confuses students if the object cannot be observed clearly.

The Nature of Writing

According to Wijaya, Jaya & Prasrihamni (2023:363) writing is an activity of compiling and recording as well as expressing ideas, which are interactive to achieve certain goals so that they can be viewed by readers. Writing also has a purpose other than simply assembling words; therefore, the purpose of writing must be clearly considered prior to writing. According to Dalman (2014:3) writing is a communication activity in the form of conveying written messages (information) to other parties using written language as a tool or medium. Abidin (2013: 182) believes that writing can also be said to be a reaction activity, which means that writing is the process of expressing opinions based on input obtained by the writer from various available sources of ideas. Apart from that, Soebachman (2014:27) believes that writing is a medium for our communication with other people to convey what we want, spread ideas and invite other people to think and develop.

Writing Process

Haryadi and Zamzami (2011:78) state that the writing process has five stages. These stages are as follows:

- a) Prewriting

Prewriting is the preparation or planning stage. At this stage a writer carries out various activities, for example: finding ideas, determining the title of the essay, determining the goal, choosing the form or type of writing, making an outline, and collecting materials.

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b) Write

The writing stage begins with describing ideas in written form. The idea is expressed in sentence form. The sentences are arranged into paragraphs and the paragraphs are arranged into a complete essay.

c) Revise

During the revision stage, corrections are made to the entire essay. Corrections are made to various aspects, for example the structure of the essay and language. The structure of an essay includes the arrangement of main ideas and explanatory ideas. Meanwhile, linguistic aspects include word choice, language structure, spelling and punctuation.

d) Editing

At the editing stage, the author determines the paper size, writing form, and spacing. In the editing process you can also insert images and illustrations.

e) Publish

At this stage of publication, there are two ways, namely in print and non-print. When conveying essays to the public in printed form, they can be submitted through magazines and newspapers. Meanwhile, in non-printed form, it can be done by staging, telling stories and demonstrating.

Essay Writing Indicators

The aspects of essay writing skills according to Wijayanti (2013:216) are as follows:

a) Theme

A theme is a formulation of the topic used as a basis for discussion and the goals to be achieved through that topic.

b) Title

The title is the first attraction, so the title must be made as attractive as possible, concise, clear, concise, and describes the content of the story.

c) Outline

An essay framework is a plan that contains the outlines of an essay being worked on.

d) Spelling

Spelling is a way to describe sounds (sentences) in written form (letters) as well as using punctuation marks.

e) Use of sentence structure

An effective sentence structure must have unity of form because unity of form creates unity of meaning.

f) Coherence

Good and compact coherence or integration is a good and clear connection between the elements that make up the sentence.

Types of Text

Nurjamal in Sumirat, Darwis (2012:70) states that based on its content and nature, a text consists of:

a) Description

A description is an essay that depicts or depicts a particular object or event using words clearly and in detail so that the

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reader seems to feel or experience directly what the author is describing.

b) Narrative

Narrative is a form of writing trying to create, narrate and sequence human actions in an event chronologically or taking place over a period of time.

c) Exposition

Exposition is an essay that explains or explains opinions, ideas, beliefs, which require facts that are supported by numbers, statistics, maps and graphs, but do not influence the reader.

d) Persuasion

Persuasion is a verbal art that aims to convince someone to do something that the writer wants now or in the future.

e) Argumentation

Argumentation is a type of essay that can make the reader feel confident in the author's opinion or argument.

Definition of Descriptive Text

Dalman (2018:94) says that description is a form of writing that describes something according to the actual situation, so that readers can see, hear, feel and smell what the author describes. In line with this, Yuli (2014:20) states that descriptive text are essays that describe or describe objects or events as clearly as possible so that the reader seems to see, feel, smell and hear them.

Furthermore, Jauhari (2013:45) stated that a descriptive text is an essay that

describes or depicts objects or events as clearly as possible so that the reader seems to see, feel, smell and hear them.

Steps to Writing a Descriptive Text

To be able to write a descriptive text well, we must not be careless in writing because there are steps in writing, namely determining a theme, determining a goal, collecting materials, compiling a text framework, and developing the framework into writing.

In writing a descriptive text there are certain steps that must be followed so that the results are arranged systematically, Dalman (2016:99) the steps for composing a descriptive text are as follows:

- a) Determine the object or theme to be described.
- b) Determine goals.
- c) Collect data by observing the objects described.
- d) Arrange the data into a good sequence (systematic) or create an essay framework.

Aspects of Descriptive Text Assessment

Assessment is something that cannot be separated from general learning activities. The process of collecting and managing learning information. The aspects of assessing descriptive text according to Burhan Nurgiyantoro (2014:439) are as follows:

a) Content Quality

The content of the paragraph must have a main idea. Therefore, a good paragraph must fulfill three requirements according to Rohmadi (2011:90) as follows:

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1. Unity means that all the sentences that make up a paragraph must together state a certain thing or theme.
2. What is meant by coherence in a paragraph is the cohesiveness of the relationship between one sentence and another and forming a paragraph.
3. The completeness that is meant by the development of an essay is the preparation or detailing of the ideas that make up the essay.

b) Content Organization

Writings in general are descriptive text also have an organization in their writing. A well-structured essay or piece of writing always contains three main elements or parts, namely:

1. Introduction (introduction)
Serves to attract the reader's interest and explain the main idea or theme of the essay.
2. Content of text (body)
The body section functions as a bridge that connects the introduction and conclusion.
3. Closing (conclusion)
In this section the closing functions as a conclusion.

c) Accuracy of Diction

Word choice or diction is basically the result of efforts to choose certain words to be used in sentences, paragraphs and discourse.

d) Sentence Accuracy

An effective sentence has the ability or power to regenerate ideas in the mind of the

listener or reader that are identical to what the speaker or writer thought.

e) Accuracy in Spelling and Writing

The use of spelling in an essay should be guided by the general guidebook for Enhanced Indonesian Spelling (EYD).

3. METHODS

According to Sugiyono (2019:2), in general, research methodology can be interpreted as a scientific way to obtain data with certain purposes and uses. Research methods are scientific ways to obtain valid data with purpose and use. The type of research carried out by the researcher is quantitative with an experimental method with Pre-experimental design, the design form of this research is One Group Pretest-Posttest, namely an experiment carried out on a group without a comparison group. In this design there is a pretest, before carrying out the treatment. In this way, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given.

This research was carried out in class IVA at SD 11 Warkuk South Ranau, which is located in Kotabatu Village, Warkuk South Ranau District, South Ogan Komering Ulu Regency, South Sumatra Province. The time this research was carried out was in the even semester in class I of Rawadadi State Elementary School for the 2023 academic year, namely May 2 - 10. And the population in this study were all class IV students at SDN 11 Warkuk South Ranau. In this research, researchers used purposive sampling, namely

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a technique for determining samples with certain considerations (Sugiyono, 2019: 153). The sample used in this research population was class IVA students, totaling 24 students, namely 15 female students and 9 male students. Sugiyono (2019:149), Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. study. To collect research data, the targets of this research were Class IVA students at SD 11 Warkuk South Ranau. To obtain accurate data in this research, the researcher used observation techniques, test techniques and documentation.

The test is used to determine student learning outcomes in writing descriptive text. The pretest and posttest question sheets provided have been tested by validation experts according to the material that will be provided during the research. The questions given are essay tests about writing descriptive text. The data analysis technique used is using (1) Normality Test. The normality test is used as a consideration to test the normality of data. If the data is normal then it is suitable for the next testing stage. Normality is a test that aims to measure the distribution of data in a member or variable. This normality test uses a frequency distribution list to determine the mean (\bar{x}), standard deviation (S^2) and mode (M_o) Formula (Hidayati&et al, 2019:31). (2) Homogeneity Test. This homogeneous test is used to find out whether several population variants are the same or not. The homogeneity test used in this research is the f test. If the significant value is > 0.005 , it can be said that the variance of 2/more data groups is the same.

(3) Hypothesis Testing. The hypothesis was used to find out whether the use of the field trip method had an influence on writing descriptive text for class IV students at SD Negeri 11 Warkuk South Ranau. The hypothesis test used in this research is the t-test. Hypothetical decision making includes: Accept H_a and reject H_o at the real level of 0.005 if $> t_{hitung} t_{tabel}$

This means: There is a significant influence on the use of cliff board media on the learning outcomes of class I students. Reject H_a and accept H_o at a significance level of 0.005 if $<$ Meaning: There is no significant influence on the use of gap board media on the learning outcomes of class I students. With a significant level $(\alpha) = 5\% / 0.05. t_{hitung} t_{tabel}$

4. RESULTS AND DISCUSSION

There is an influence of the field trip method on descriptive text writing skills in class IV students at SDN 11 Warkuk South Ranau. This difference occurred because during the posttest or final test the results of writing descriptive text increased after using the field trip method. From the results of research carried out by researchers through observation, tests and documentation, the results of writing descriptive text increased after treatment using learning methods. This can be seen from the average during the pretest and posttest. The average score during the pretest/initial test was 35 and the average posttest score was 70. So from this average score it can be concluded that students' results in writing descriptive text have increased.

Vol 7, No 1 (2024): ESTEEM**Question Instrument Validity Data**

To carry out tests on students, the validity of the questions was tested with 20 multiple choice test questions with experts.

Table 1. Question Validity Test

Question No	r_{hitung}	r_{tabel}	Category
1	0.934	0.404	Valid
2	0.941	0.404	Valid
3	0.872	0.404	Valid
4	0.794	0.404	Valid
5	0.926	0.404	Valid
6	0.907	0.404	Valid
7	0.874	0.404	Valid
8	0.914	0.404	Valid
9	0.909	0.404	Valid
10	0.914	0.404	Valid

Based on the validity test results presented in the table above, 10 questions were declared valid because $> .r_{hitung} r_{tabel}$

Table 2. Question Reliability Test

TESTING CRITERIA		
Reference Value	Cronbach's Alpha value	Conclusion
0.70	0.973	Reliable

Based on the table above, it can be seen that the Cronbach's alpha value is $0.973 > 0.70$, so it can be said to be reliable.

Descriptive Statistics Test Results

Based on the calculations, the data obtained shows an increase in student learning outcomes, which is described in the following table:

Table 3. Comparison of Pretest and Posttest Scores

No	Initial Name	Pretest	Posttest
1	ATW	60	80
2	AF	0	30
3	A.M	20	80
4	B	40	80
5	F	10	50

6	F.A	20	60
7	HB	0	20
8	I.C	60	90
9	JH	60	100
10	JNJ	50	80
11	KJA	70	100
12	KO	40	80
13	MIA	30	70
14	MR	40	70
15	NRS	70	100
16	NG	20	60
17	ODM	40	70
18	R	50	90
19	RH	30	40
20	SSN	50	80
21	S.A	0	20
22	SJ	0	60
23	TA	40	100
24	WY	40	70
Amount		840	1680
Average value		35	70
The highest score		70	100
Lowest Value		0	20

Based on the table above, it is known that the posttest score is with an average score of 70, the highest score is 100 while the lowest score is 20. For the pretest score, it is with an average of 35, the highest score is 70 and the lowest score is 0. This can be seen from the pretest test data above. 20 students with the school's KKM set at 62, the number of students who reached the KKM was 2 students or (8%) and the number of students who had not reached the KKM was 22 students (92%) with an average score of 35, classically declared incomplete. And after the researchers carried out learning with treatment using the field trip method, the results of the posttest could be seen, namely the number of students who reached the KKM was 16 students or (67%) and the number of students

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who had not reached the KKM was 8 students or (33%) with an average of 70.

Normality test

Normality testing is carried out to determine whether the data is normally distributed or vice versa. The data tested is posttest data. Normality testing uses the curve slope test with the person coefficient formula

$$km = \frac{\bar{x} - Mo}{s}$$

$$km = \frac{69,92 - 84,16}{162,36}$$

$$km = \frac{-14,24}{162,36}$$

$$Km = -0.087$$

Data is said to be normal if the Km value is between -1 to +1 (-1 Km < +1). Based on the data analysis above, the Km value for the test after participating in learning using the field trip method was -0.087. Because Km is -0.087, this value lies between (-1) and (+1), then the final test data is normally distributed.

Hypothesis testing

In the t test there are several stages in it, such as the normality test and homogeneity test. Based on previous calculations, the average value and standard deviation for the final test (posttest) and initial test (pretest) are as follows.

Table 4. Average Values and Standard Deviations

Posttest	Pretest
n1= 24	n1= 24
Average (Xbar1) =69.92)	Average (Xbar2) =36.33

Standard deviation (S12 = 162.36)	Standard deviation (S22 =91.134)
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After the data is declared to be normally distributed and the samples come from the same or homogeneous population, hypothesis testing is carried out using t statistics (T test) with the following formula:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{Sp \sqrt{\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)}}$$

With :

$$Sp = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$Sp = \sqrt{\frac{(24 - 1)(162,36) + (24 - 1)(91,134)}{24 + 24 - 2}}$$

$$Sp = \sqrt{\frac{(3.734,28) + (2.096,082)}{46}}$$

$$Sp = \sqrt{\frac{5.830,362}{46}}$$

$$Sp = \sqrt{126,747}$$

$$Sp = 11.258$$

So :

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{Sp \sqrt{\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)}}$$

$$t = \frac{(69,92 - 36,33)}{11,258 \sqrt{\left(\frac{1}{24}\right) + \left(\frac{1}{24}\right)}}$$

$$t = \frac{(33,59)}{11,258 \sqrt{(0,083)}}$$

$$t = \frac{33,59}{11,258 (0,288)}$$

$$t = \frac{33,59}{3,242}$$

$$t = 10.360$$

Based on the t distribution table with dk = (n1 + n2 - 2) = (24 + 24 - 2) = 46 and probability (a = 0.05). So, in the research it was found that t = 10.360 and t table = 1.71. This shows that tcount > t table or 10.360 >

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1.71. Thus, it can be concluded that H_0 was rejected and H_a was accepted or that there was an influence of the field trip method on descriptive text writing skills in fourth grade elementary school students.

5. CONCLUSION

After data analysis and hypothesis testing, it was concluded that there was an influence of the field trip method on descriptive text writing skills in class IV students at SD Negeri 11 Warkuk Ranau Selatan. This is proven by the average posttest results being greater than the average pretest results. The average pretest result was 35 in the poor category, while the posttest result was 70 in the good category. Based on the hypothesis test, it is obtained that it is 10.360 where = 1.71 with = 0.05 and $df = N-2$ where $N = 24$ so $df = 12$. So it can be concluded that 10.360 is 1.71 so that it meets the prerequisites for hypothesis testing so it is accepted and rejected. From the hypothesis testing data, it can be concluded that there is an influence of the field trip method on descriptive text writing skills in class IV students at SD Negeri 11 Warkuk South Ranau

$$t_{hitung} > t_{tabel} \alpha t_{hitung} > t_{tabel} t_{hitung} > t_{tabel} H_a H_0.$$

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