

CHAPTER I

INTRODUCTION

This chapter present introduction consisting of Background of the study, Formulation of Research Problem, Purpose of the Study, Significances of the Research, Scope and Limitation of the Research, Definition of Key terms.

A. Background of the Study

In English, there are four skills should be mastered, they are listening, speaking, reading and writing. Writing is one of the four skills besides speaking, listening, and reading which are given emphasis in second language learning because writing is a way of communicating with each other. This means that we can express and share our thoughts, opinions and feelings inthe form of written communication (Raimes, 1983:76). Writing needs more effort to manage the ideas which are form the writer's mind and pour it into written form effectively. Writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows the more opportunity for language processing that is thinking about the language whether they are involved in study or activation.

Writing is one of the productive skills along with speaking ability that requires a good organizational plan to obtain good writing text through a particular process. Brown (2000: 335) states that writing is not as easy as it sounds. This is because some processes need to be performed in the processof writing in order to create a good sentence, such as rewriting. Not all speakers develop naturally. From the above statement students need to take a few steps to create a good sentence. This is a process of thinking, design and revision that requires the knowledge, creativity and diligent of students. This shows that students need lot

of writing practice to develop creative thinking in order to create clear content in the written text.

In writing, there are some texts should be mastered, such as; recount text, narrative text, report text, procedure text, descriptive text, etc. The researcher here wanted to know how the students improve their writing on descriptive text. Descriptive text is one of the genre text should be mastered the students. There are a lot of things can be described by the students

Writing descriptive text requires the students to describe the particular person, place or thing in the detail sentence. Students also have to make clear of the structure and the language feature of descriptive text. When the students describe something, they have to make sure that the sentence that they write is appropriate. if there is missing something in describing, it will give a different meaning.

In addition, when writing descriptive text, students need to master vocabulary, grammatical roles, accuracy, structure idea and learning conditions. Students need conditions that make them feel comfortable and increase their interest in the material. It is very important for the student to feel comfortable because it is easy to accept the teacher's material. One of the most important things to maintain a comfortable situation is to work with your friends. You can reduce the difficulty at work, especially when describing a particular person, thing or place.

To develop explanatory writing skills, the students can use their imaginations and knowledge to practice writing. However, writing is not easy, as some students still face some difficulties. In general, students have difficulty in creating descriptive paragraphs. This is due to a lack of vocabulary, grammar, and spelling. From the observation of made by researcher during teacher training (PPL), many students

still face content, vocabulary, and grammar issues when doing the task of writing descriptive text. When the students asked to write, they took quite a long time to think about what to write.. In this factor was caused by the students' low motivation and passion for writing. As a result, students are unable to write their descriptive text in the form.

To help students in improving their writing skill, the writing teacher should be able to be more creative and innovative to help the students in their writing skill. In this case, the teacher can use appropriate strategy to support teaching learning process and make the students more interesting with learning writing skill. One of strategy that teacher can use is outing class strategy.

Outing class activities is an activity carried out outside a house or estate usually done in nature away from civilization, out of the house or building (Hornby: 2003). Outing class is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something. The sense of peace and pleasure is the students experience when they take in the fresh air. In outing class the students get inspiration for their writing because they can see the object that they will describe. Beside, students have many ways to enrich the objective of the course and support the children development and acquisition.

Outdoor activities are an educational activity, according to Howard, in which a school group leaves the classroom and goes to the real source of information in the neighborhood. Outdoor events provide the curriculum withbreadth and make an important contribution to the physical, personal, and social education of students.

The main objective of the outdoor learning research is to enjoy the learning process and improve the writing abilities of the students. The students will write about their writing and understand it. Outdoor activities can be used for the instructor, especially in teaching writing, as referenced in the learning process. Students are required to be involved in these goals and to help them reach their writing goals to the fullest and to help the teacher successfully teach writing.

There are many researchers investigate about outdoor learning as a strategy in teaching English. One of them is implemented by Juliyanti (2017) entitled “The Use of Outdoor Activities to Improve Students’ Ability in Writing Descriptive Text (A Case of The Eight Grade Students of SMPN 2 Kaliwungu in Academic Year 2017/2018).” The result shows that outing class strategy help the students to improve their writing skill. Another research has conducted by Suharmi (2015). It was about improving students’ writing skill in descriptive text by using outdoor activity. The researcher finds that outdoor activities can improve student writing skill in descriptive text. On the other hand, this research focus on the Effectiveness Of Using Outing Class Strategy Towards Students Writing Ability At MTs Al-Huda Bandung Tulungagung. Moreover, the difference between previous studies and this research is in the subject, approach of the research, and the specification on how to collect the data.

Based on the previous researches, the researcher assumed that Outdoor learning strategy is one of the good or creative strategy in teaching which is conducted outside the classroom or in the area of school and centre ground. This strategy is really fun and interest, because the students learn in the school’s environment directly.

Relying on the benefits and implementation of outing class strategy that was showed off, this strategy can be used in teaching writing skill. The students will improve their ability in writing, especially in writing a descriptive text. Therefore, the researcher is intended to conduct a research entitled **“The Effectiveness Of Using Outing Class Strategy Towards Students Writing Ability At MTs Al-Huda Bandung Tulungagung”**.

B. Formulation of Research Problem

Based on the background of the study, the research problem of the study is formulated as follows:

1. How is the effectiveness of using Outing Class Strategy towards students' writing skill in descriptive text?
2. Is there any significant different score of the students writing skill in descriptive text between students taught by using Outing Class Strategy and those taught without using Outing Class Strategy?

C. Purpose of the Study

Based on the background of study mentioned above, the writer states objectives of study as follows :

1. To know the effectiveness of using Outing Class Strategy towards students' writing skill in descriptive text.
2. To find out if there any significant different score of the students writing skill in descriptive text between students taught by using OutingClass Strategy and those taught without using Outing Class Strategy.

D. Significances of the Research

The result of the study is expected can give any significance for:

1. The English Teacher

The teacher can develop their ability and increase their quality to do teaching-learning process by using outing class

2. The English Students

The students have good writing text ability after see the real object in the outdoor

3. For the Future Researcher

To get more information about comparison of writing text ability after and before being taught in with outing class.

E. Scope and Limitation of the Research

The scope in this study is teaching writing by using outing class strategy toward students' writing ability At MTs Al HUDA Bandung. In addition, because the researcher has limited time to conduct the research, she cannot research the students' skill of writing all genre texts. Therefore, the researcher limits the study only on the students' writing ability in descriptive text using outing class strategy.

F. Definition of the Key Terms

To understand the specific term in the research, several terms are defined as follow:

1. Outing class

Outing class is teaching outside the classroom can be understood as a thing activities deliver lessons outside the classroom, so that activities teaching and learning takes place outside the classroom or the wild.

2. Writing

Writing is one of English skill and it is considered as the most difficult skill of English besides listening, speaking, and reading. It is because writing needs a lot

of practice so that the writing of the students can be understood well. In addition, in writing the students must have good grammar, vocabulary, punctuation and spelling. Therefore, the students that can express their ideas in written form and their writing can be understood well by the readers are considered to have good writing skill.

3. Descriptive Writing

Descriptive writing is one of writing types. Descriptive writing is describing a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.