

CHAPTER I

INTRODUCTION

In this first chapter, the researcher describes several things related to this research, namely the background of the research, the formulation of the research problem, the research objectives, the formulation of the hypothesis, the significance of the research, the scope and limitations of the research, and the definition of key terms.

A. Background of Research

In learning English there are four skills that students must master, namely listening, speaking, writing and reading. Writing is one of the skills emphasized in language learning because writing is a way to communicate with each other by expressing ideas, thoughts and feelings in written form. Harmer (2004:4) states that the writing process is the stages that are passed to produce something in the form of final writing. In writing, more effort is needed to manage the ideas that describe the writer's thoughts and express them in written form effectively. For students themselves, writing requires more time to think than speaking spontaneously because writing requires mastery of complex grammar, including vocabulary, connecting words, punctuation, spelling and writing mechanics.

In English, writing activities are divided into several text genres that must be mastered, namely descriptive text, expository text, narrative text, persuasive text, letter writing and journals. In this research, researcher will discuss descriptive text, which is one of the text genres that students must

master. Descriptive text can be defined as written work that lists the characteristics of people, places, colors, buildings, etc. Descriptive text is text that aims to make the reader see, feel, hear, smell, taste what the author wants. The descriptive text consists of an introduction and description. In the introduction section we will discuss the introduction of the object and in the description section we will discuss the depiction of the object. The author believes that writing descriptive text is important for students because writing this text can make students imagine and translate it into written English.

When writing descriptive text, students often encounter several difficulties. According to Santi, et al (2019), there are 2 types of factors that cause these difficulties, internal factors and external factors. Internal factors are factors caused by students themselves such as low memory, limited vocabulary mastery, interests, emotions, motivation, self-confidence, readiness and others. Usually, students find it difficult to organize their ideas. Apart from that, many students also find it difficult to build and develop their imagination due to a lack of inspiration related to the object to be described. External factors include family factors, school factors such as teachers, teaching methods, learning and time, the teacher's relationship with children. The external factor that stands out is teaching methods. Teachers pay less attention to the teaching methods that should be applied to learning to write descriptive text. Teachers use learning methods that are usually used to teach other material, while the material for writing text

descriptions is that students need inspiration and a strong imagination to describe an object through writing.

Even though there are several factors that cause students' difficulties in writing descriptive text, there are ways that can be implemented to minimize these difficulties, one of which is by implementing an outdoor learning strategy. According to Husamah (2013:19), outdoor learning is an activity outside the school which includes activities outside the classroom, school and of another nature, such as: playing in the school environment, parks, agricultural/fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge. Outdoor learning can also be defined as an experiential learning process that occurs primarily through exposure to the outdoors. In outdoor education the emphasis of subject learning is placed on relationships involving humans and natural resources. This method is carried out in four stages which can be linked to the process of writing students' descriptive text, namely the real experience stage which helps students in actually observing the object to be described but students do not yet have full awareness of the object, the second is the observation stage where this stage helps students will actively observe the object to be described and students will reflect on what they observe with questions that can be used to create a framework for the descriptive text, the third is the conceptual stage where students start to think about the framework of the descriptive text they will create, and the last is the implementation stage namely the stage where students develop the

framework of their descriptive text so that it becomes a perfect descriptive text.

Researcher believe that outdoor learning strategy are good or creative strategy when applied in English language learning. This is supported by several previous studies that are relevant to the focus of this research. Like the research conducted by Artanti, (2017) in her thesis entitled "Improving Students' Writing Skills Through Outdoor Activities (Classroom Action Research for First Grade Students of SMAN 01 Suruh Academic Year 2016/2017) shows that after outdoor learning was carried out students' text writing abilities experienced development the good one. The second, Husni in the journal IJECA (International Journal of Education & Curriculum Application), 2019, with the title "The Effect of Outdoor Classroom Activity on the Writing Skill for Students English Department". In this journal, researcher focus on finding out significant differences in teaching students' writing skills between students who are taught using outdoor learning strategy and students who are not taught using outdoor learning strategy. The results obtained from this research were that the experimental group experienced a significant difference in scores compared to the control group.

Third, Hasan at MAJESTY, 2019 in an article entitled "Improving Students' Writing Skills through Outdoor Learning at SMA Negeri 1 Maiwa, Enrekang Regency". This research focused on finding out whether outdoor learning strategy could or not improve students' writing abilities. From the

pre-test results, the ability to write descriptive text in the control group and the experimental group were both in the medium category. After implementing outdoor learning, and then being given a post-test, the ability to write descriptive text in the experimental group increased, there were even 7 students who were in the very good category, while in the control group after being given the post-test, not a single student was in the very good category, there were 8 students who get the good category. In this way, it can be concluded that outdoor learning has an effect on students' writing skills at SMAN Maiwa, Enrekang Regency.

Fourth, from an article in the journal JOLLT (Journal of Languages and Language Teaching) written by Hadi, et al (2021) with the title "Outdoor Learning Activity in Teaching Students' Writing Skills". The results showed that implementing outdoor learning strategy can improve students' ability to write descriptive text because students get additional vocabulary to help them create complete descriptive text. So from this it can be concluded that outdoor learning has an effect on the writing skills of students majoring in English at Dharmas University Indonesia.

Based on several previous studies above, it can be concluded that there has been a lot of research on the effectiveness of outdoor learning in teaching writing to students, but in this study the researcher used a more specific type of text, namely descriptive text and was used in class VII as a grader because it is still limited and based on observations that the researcher made before the research took place on grade 7 students of

SMPN 1 Ngunut, they felt bored when studying in class. Researcher want to know whether students' mastery of writing descriptive texts using outdoor learning strategies is effective or not for implementation in class VII of junior high school using a quasi-experimental design. The purpose of this research is to determine the effectiveness of outdoor learning strategies on the writing descriptive text mastery of class VII at SMPN 1 Ngunut. Therefore, researcher are interested in taking the title: The Effectiveness of Outdoor Learning Strategy on the Students' Writing Descriptive Text Mastery for VII Grader of SMPN 1 Ngunut.

B. Formulation of the Research Question

Based on the research background above, the researcher formulate the problems in this study as follows:

"Is there any significant different scores on students' writing descriptive text with and without using outdoor learning strategy at the class VII students of SMPN 1 Ngunut?"

C. Purpose of the Research

Based on the research questions, this research intends: To find out significant differences in the scores on students' writing descriptive text with and without using outdoor learning strategy at the class VII students of SMPN 1 Ngunut.

D. Formulation of Hypothesis

The hypothesis is a formal statement about the expected relationship between two or more variables that can be sampled through

experimentation. The hypothesis consists of two types with different statements, namely the alternative hypothesis (H_a) which states positive and the null hypothesis (H_o) which states negative. Based on the research objectives above, the researcher make the following hypothesis:

1. Null Hypothesis (H_o): There is no significant difference in the scores on students' mastery of writing descriptive text with and without using outdoor learning strategy at the class VII students of SMPN 1 Ngunut.
2. Alternative Hypothesis (H_a): There is a significant difference scores on students' mastery of writing descriptive text with and without using outdoor learning strategy at the class VII students of SMPN 1 Ngunut.

E. Significance of the Research

This research will provide benefits for teachers, students, and future researcher:

1. Teachers

For teachers, this research has a positive impact, one of which is helping teachers to be motivated to apply outdoor learning strategy in teaching English writing.

2. Students

After implementing the outdoor learning strategy students can increase their knowledge about writing, especially writing descriptive text by paying attention to the quality of the content and the structure of the text which is packaged with more fun and creative learning because this method invites students to come in nature.

3. The Next Researchers

For the next researchers, it is hoped that this research can be a reference for conducting other research on teaching writing or other English learning skills using outdoor learning strategy.

F. Scope and Limitation of the Research

In order to avoid misunderstandings about what the writer has previously described, the researcher limits the scope of the research to be more detailed and focused. This research only focuses on the effect of implementing outdoor learning strategy on improving students' English descriptive writing skills. This research was conducted at SMPN 1 Ngunut especially in class VII. Thus the results of this research were applied to other junior high schools, especially at SMPN 1 Ngunut as the population of this study.

G. Definition of Key Terms

1. Effectiveness

Effectiveness can be defined as the level of success achieved in accordance with the objectives, namely from the application of a learning mode or media as measured by student learning outcomes. If student learning outcomes experience an increase, the learning model or media is called effective, and vice versa if student learning outcomes do not increase and even decrease the learning model or media is called ineffective.

2. Writing Skill

Writing skill is one of the English skills used to communicate indirectly. Harmer (2004:4) states that the writing process is the stages that are passed to produce something in the form of final writing. Brown (2001:335) states that written language is only a graphical representation of spoken language, and that written performance is very similar to spoken performance, the only difference being in graphics rather than auditory signals.

3. Deskriptive Text

Description text aims to tell about the object through a description of its features, without including personal opinion. According to Hyland (2004: 29) the social purpose of descriptive text is to provide an explanation of an imagined factual event. Examples of descriptive text include descriptions of building, descriptions of plants, descriptions of animals, descriptions of places, descriptions of people, to descriptions of performances. This text has three structures, they are identification, section description, conclusion/impression.

4. Outdoor Learning

Outdoor learning strategy are learning strategy that are carried out outside the classroom or outside school. Outdoor learning can be done in school areas, school center fields, gardens, parks and so on. Through this strategy learning will be more interesting and exciting, because the

learning process is based on facts, students not only imagine, but can also experience and be directly involved in learning.