

CHAPTER I

INTRODUCTION

This chapter consists of five subtopics, those are the background of study, research question, the aim of the study, the significant of the study, the scope of the study and definition of terms.

Background of Study

As a basic skills, writing is harder than any other language skills and requires teacher to attach great importance to it. It is supported by Richard and Renandya (2002, p. 303) who explain that writing is the most difficult skill for learners to master, because students must focus on advanced skills such as generating and organizing ideas and translating them into readable text as well as lower of skills, such as spelling, punctuation, word choice, and other skills. In other words, writing is considered as a difficult skill because students should master many aspects of writing, which are vocabulary, grammar, composition of ideas and arguments, and other important elements of writing.

In line with this statement, Meyers (2005) as cited in Fathali (2015, p. 5) pointed out that writing is the process of producing language in verbal form / way which is occurs naturally in the process of communicating with others on paper. In addition, Boardman (2002, p. 11) explained that writing is not only a process of thinking and organizing the idea, but also a process of rethinking and reorganizing idea. This means that during the writing process, students should find and organize their ideas, then write them on paper and modify them to be a good written. Based on

those explanation above, it can be inferred that writing is a process of expressing and developing ideas in written form.

Based on the English syllabus for senior high school, the students are expected should be able to write some genres of texts. One type of genre text which is required in the syllabus is descriptive text. Descriptive text is one of text that is taught in the first grade of senior high school which talks about to describe something.

Based on the experience of the researcher's participating in the SMA Negeri 1 Suwawa teacher training program, some students have encountered some difficulties in writing skill. Some students cannot write well and correctly because they do not know how to organize their ideas and structure their writing appropriately. Besides that, lack of grammar and vocabulary being the students' matter when the teacher asked them to write.

Likewise, Asaro (2008) states that student's difficulties in writing are affected by their ability on organize ideas and master vocabulary, which makes them dependent on prior knowledge. Moreover, another factor that affects students' difficulties is the strategies used by the teacher in learning process. The teacher usually used the same strategy in teaching, which is leatoring strategy. It makes students feel bored and not interested in material. Therefore, the students' language skill will not be improve because they are passive in learning process. Hence, the teacher should use various types of learning strategy to arouse students' interest and improve their language skill, especially in writing.

There are some learning strategy that already applied such as, roundtable strategy, numbered heads together, and point illustration and explanation (PIE). According to Heartland (2006) roundtable strategy where one paper and pencil are systematically pass around the group, each member writes an idea and then pass it onto the person on their left who then writes an idea. Another strategy of writing is numbered heads together. According to Haydon et al. (2009, p. 248), numbered heads together is one type of cooperative learning strategy that asked students to work in small group and discuss their task to have the best answer by teacher led – instruction. Other strategy is Point, Illustration and Explanation. According to Antiss (2013) the PIE will help students not only stick to one point but also make the point in depth. Students will select one topic, find the data that can support their topic and students will analyze the information from the data.

After those strategies are applied, researcher want to applied a teaching strategy that use outdoor as a places to learn. A good choosing teaching strategy used can be influenced to the students, motivation of learning. It is occurred because those strategies are asked the students to write in classroom without knowing the object of their writing directly. As line with Fagerstam (2012) as cited in Mundilarto (2017, p. 75) said that students become active when taken to the outdoor learning. One strategy that can be applied is the outdoor learning strategy.

Outdoor learning strategy is one of contextual learning strategy which is applied firstly by the geography teachers in Indonesia (Fatchan, Soekamto, & Sumarmi, 2016, p. 430). According to Husamah (2013) who states that outdoor

learning also known as outdoor study or outdoor activity. This strategy can make the learning process become more interesting and fun because it does in outside of the classroom. It supported by Blair (2009) states the outdoors provides a change of pace from the classroom, which students and teachers enjoy. Studies have shown increased student enthusiasm for learning outdoors.

Moreover, Akamca and Yildirim (2017, p. 2) states that learning process should be combined between indoor classroom activities and outdoor classroom activities. Outdoor learning strategy is invited students to see and observe directly what they are going to write. In addition, this strategy allows students to participate actively in learning while doing something. Indeed, several activities of outdoor learning strategy can help the students to practice their theoretical knowledge, provide the main experience, record it in long term memory, and find the solution of the problem they face.

Outdoor learning characteristics, namely: (1) learning is done outdoors, but some aspects can be done in the classroom as an explanation of basic concepts and preparation of materials; (2) emphasis on experiential learning and learning process, namely action learning, learning by doing, learning through experience, and learn through discovery and exploration (Mundilarto & Pamulasari, 2017, p. 74). The strategy of outdoor learning is an effort to direct students to carry out activities with the environment around them, according to the material being taught. Outdoor learning is learning activities in the wild environment or activities outside the classroom that are enjoyable. Outdoor learning helps students develop thinking skills,

develop an awareness of the complexity of the real world, and understand the relevance of learning materials in schools with everyday life. Outdoor learning can be a new learning experience which is more enjoyable, relaxed, and avoid saturation.

Previously, there are several researchers that already used outdoor learning strategy in learning process. First is research by Fatchan et al. (2016) who conduct a research entitled "*Effect of Learning "Outdoor Study" Ability to Communicate in Writing and Social Geography Student Learning Outcomes at "Mataraman" East Java-The Republic of Indonesia*". On his research, he explained the influence of the outdoor learning strategy toward students' ability in producing a written text or paper. Their study was designed by using quasi experiment with non-equivalent patterns of pre-post test control group design. The research location is Junior High School in the area "Mataraman" East Java Province. The result of his research shows that the learning outcomes of students in Social – geography subject by using outdoor learning is better than the conventional strategy that used in learning process. Moreover, outdoor learning strategy not only can improve students' learning outcomes, but also it can improve students' skills in writing papers in the field of Social-geography. Based on this previous study, the researcher adapt this strategy in English subjects.

Second previous research was conducted by Riyanti (2015) entitled "*Improving Students' Descriptive Writing through Role, Audience, Format and Topic (RAFT) Strategy*". The objective of this research was to improve students' anility in writing descriptive text by applying Role, Audience, Format, and Topic (RAFT)

strategy for the seventh grade of SMP Pramata, Jombang. Data collecting procedures were observations, questionnaires, tests, and journals. The result of this research was that the implementation of RAFT strategy in learning to write descriptive text had increased. The research finding of the last cycle showed that 90% or 27 students could achieve the Minimum Mastery Criterion or Kriteria Ketuntasan Minimal (KKM) of English subject (70.0). In addition, the result of questionnaires and observations showed that the students appeared more motivated in learning English, especially for writing material. Based on the result above, it can be concluded that RAFT strategy can be used to improve students' ability in writing descriptive text.

Similar with this research, this research also apply the strategy toward English students to enhance their ability in writing descriptive text. In contrast, this research has the different strategy with the previous researcher. In this research, the researcher used the outdoor learning strategy in order to observe the effectiveness of the strategy in learning process.

Regarding from the explanation above, the researcher is tried to solve the students' problem by conducting the research entitled "The Implementation of Outdoor Learning Strategy to Enhance Students' Ability in Writing Descriptive Text". As already stated, there are so many researches about implementation strategy to improve students' ability in writing descriptive text by using indoor strategy. Therefore the researcher proposes another strategy that use outdoor as a place to learn, because outdoor makes students feel relax and can get more motivation and inspiration to learn something.

Research Question

Based on the background of study above, the research question for this study is formulated as “Can implementation of outdoor learning strategy enhance students’ ability in writing descriptive text? “.

Aim of study

Aim of this study is to find out whether the outdoor learning strategy can enhance students’ ability in writing descriptive text or not.

Significances of study

- a. In theoretical, this study expected be beneficial to help the teachers to find the learning strategy that is suitable to apply for students in writing class. Also, for the further researcher this study can be used as a previous study for the further resercher to solve students problem in writing.
- b. In practical, the result of this study expectedl be useful to generate student's creativity in writing and make students feel relax and enjoy the lesson.

Scope of Study

The scope of this study are:

- a. The writing focus on students ability in writing descriptive text.
- b. The topic of descriptive text is based on curriculum.
- c. The strategy used is outdoor learning strategy.

Definition of Terms

Writing

Writing is categorized as a complex skill. Writing is a process by which we transfer our thinking, our ideas, and our experiences into written form. It involves the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003).

Descriptive Text

Descriptive text is a text that explains about whether a person or an object that has purpose to describe or to represent a person or an object. A good description is a description that presents sensory information that makes the writing result's come alive, which means the reader can imagine the object, place, or person in his or her mind (Oshima & Hogue, 2007).

Outdoor Learning

Hunt (1989, p. 53) states outdoor learning is a means of approaching educational objectives through guided direct experience in the outdoor environment, using its resources as learning materials.

Strategy

Strategy is generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategy (Stone and Morris, in Issac, 2010)