

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher would like to present the background of study, the problem of study, the objective of the study, the hypothesis of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

#### A. Background of the Study

Language is one of the important things in communication and it is used as a tool of communication among the nation all over the world. As an international language, English is the foreign language and taught formally from elementary school up to the university in Indonesia. It covers four language skill that should be mastered if someone wants to be successful in studying English, they are listening, speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written.<sup>1</sup>

Writing is one of a ways of people to communicate each other for expressing their thinking and feeling. Writing needs more efforts than

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (London : Longman, 1998), 44

speaking does, the writers should dig and manage the ideas which are from their mind and pour it into written form effectively so that the readers can understand the messages. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. <sup>2</sup>

Success in writing is determined from the students' ability in applying these components. When students write a paragraph or essay, they always think of spelling, grammar, and the vocabulary that they used. Because it is really important, it can influence the meaning of the paragraph. The good writer has to understand about it. Moreover, there are many things that should be taken into account by the students in order to make an effective writing, such as unity, support, coherence and sentence skills.

Students usually get difficulties in starting their writing. That make the students waste valuable time just for getting started. They are confused to develop the paragraph because they have no inspiration to write. Mostly the students study inside the class in all of the subjects this is make them bored. And when the teaching process some students walk around the class, to see their friends works, sometimes they look out of the window while learning process are running. The students seem bored to study indoor the class, they

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<sup>2</sup> Donn Byrne, *Teaching Writing Skills*, (London: Harlow, 1994), 4

need inspiration to write that make them face the real object not only imagination.

In teaching strategy, a teacher has an authority to select proper teaching strategy that she/he wants to use in teaching and learning process. Students are usually motivated in learning when they are given choice. The teacher's role is to choose the best strategy to catch students' interest in teaching and learning process. A recent innovative approach offered by education world is CTL (Contextual Teaching and Learning). CTL is a learning process that involved learner-centered and learning in context. Context means a condition that influences students' lives in learning. Its goals are to increase students' learning result and to make practical materials related to the school condition.<sup>3</sup> Contextual Teaching and Learning (CTL) aims to relate the content of subject with the real world situation. One of CTL methods is the use of outdoor activity in teaching and learning process.<sup>4</sup>

Outdoor activity usually means activities are done nature away from civilization, out of the house or building. It is more interesting than indoor activities, because these activities are conducted outdoor.<sup>5</sup> When we are in outdoor, we can get more motivation to learn something. Although outdoor activity makes noise, needs power and speaker's physical energy.<sup>6</sup>

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<sup>3</sup> Satriani, et al., Contextual Teaching and Learning Approach to Teaching Writing, *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 1, July 2012, 12

<sup>4</sup> W. S. Rochmawati and F. Zuhri The Implementation of Outdoor Activity to Teach Writing Descriptive Text to The Seventh Graders of SMPN 2 Trawas, *Jurnal Mahasiswa UNESA*, Vol 4, No 2 2016, 2

<sup>5</sup> Adelia Vera, *Metode Mengajar Anak di Luar Kelas (Outdoor Study)*, (Jogja: DIVA Press, 2012), 16

<sup>6</sup> Patmonodewo, *Pendidikan Anak Usia Prasekolah*, (Jakarta: PT Rineka Cipta, 2003), 113

Since Richard Louv coined the term “nature-deficit-disorder” in 2008, policy makers, academics and parents have for the most part agreed that children are spending less time exposed to nature than ever before. Children are becoming more fearful of the natural world as they are gradually spending less time in nature.<sup>7</sup> Agreed with that statement, why this study took place in the school that located in city, which means that the students will be difficult to expose to nature. They just spend their time inside the room every day, in the school from morning until evening, when Sunday comes they just stay at home or go to the mall to have fun.

Traditionally language education takes place in the classroom environment, where the learning takes place inside the mind, but this is not the only alternative. There are subjects such as physical education where both mind and body are used to learn. Teachers in other subjects are also starting to let students interact with each other and different environments, using both body and mind, such as in Biology and Sport. Atkinson (2010) states that recent researchers claim learning not only takes place in the mind; instead he argues learning takes place through interaction between the mind, the body, and the world. The aforementioned learning components are all stimulated by outdoor education, since the students can be able to work with both the mind and the body in various outdoor settings.<sup>8</sup>

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<sup>7</sup> R. Louv, *Last Child in The Woods: Saving our Children from Nature-Deficit-Disorder*, (Chapel Hill: Algonquin Books, 2008), 25

<sup>8</sup> D. Atkinson, Extended, Embodied Cognition and Second Language Acquisition, *Applied Linguistics*, Volume 31, Issue 5. 1 December 2010, 599

According to John Dewey cited by Ord & Leather, it was important for the development of outdoor teaching and he believed in the idea of experiential learning, which means a learner needs to try and undergo something in order to learn it. This idea of active and explorative learning can easily be connected to teaching outdoors, by letting students interact with the nature and use it in the learning process. Outdoor education can give another dimension to language teaching and can work as a complement to traditional classroom teaching.<sup>9</sup>

Descriptive writing is a text type which describes about person, place, or thing as if the reader can see, feel, hear, or touch it. As Langan states that descriptive is verbal picture of a person, place or thing.<sup>10</sup> Besides, descriptive paragraph is a set of sentences which are related to each other to reflect the writer's thought and ideas describing the object that the writer has seen.

In reference to the explanation above and strong desire of trying to know the effectiveness of using outdoor activity toward the students' writing ability in descriptive text. The writer assumes that one of alternative ways to teach English especially in writing skill. It stated by Suharmi (2015) that using outdoor activity could minimize the students' difficulty in writing descriptive text, the students also looked happy and interest in joining the teaching learning process.<sup>11</sup>

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<sup>9</sup> J. Ord & M. Leather, The substance beneath the labels of experiential learning: The importance of John Dewey for outdoor educators, *Australian Journal of Outdoor Education*, Volume 15, Issue 2, 2011, 17

<sup>10</sup> John Langan, *College Writing Skills*, (New York: McGraw Hill Higher Education, 2003), 11

<sup>11</sup> Sri Suharmi, Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity, *Register Journal IAIN Salatiga*, Vol. 8 No. 2 2015, 249

Why the writer conducts this study, because she wants to know the differences teaching writing of descriptive text by using outdoor activity and indoor activity. Mostly the students study inside the class, they just sit and learn something from their teacher, and that can make them bored. Moreover outdoor activity can also produce a stronger understanding because they will be able to write about something they have faced directly, and they can explore anything outside the class. Based on those fact the writer can formulate the tittle of this research that is **“The Effectiveness of Using Outdoor Activity in Teaching Writing of Descriptive Text of The Eighth Grader of Junior High School”**

#### **B. The Problem of the Study**

Based on the background of the study in previous discussion the following research problem is formulated as follows: “Do the students taught by using outdoor activity have better achievement in writing descriptive text than those taught in indoor activity?”

#### **C. The Objective of the Study**

Grounded on the problem of the study above, the researcher formulates the objective of the study which is to know whether teaching

writing descriptive text using outdoor activity is effective or not to the eighth grader junior high school.

#### **D. The Hypothesis**

The hypothesis of the study can be formulated as follows:

1. Null Hypothesis (Ho) = Teaching writing descriptive text using outdoor activity has no significance differences with teaching writing using indoor activity
2. The Alternative Hypothesis (H1) = Teaching writing descriptive text using outdoor activity has significance differences with teaching writing using indoor activity.

#### **E. The Significance of the Study**

The researcher hopes that this research can give contribution to the English teaching method especially about the effectiveness of outdoor activity in teaching writing chapter descriptive text at eighth grade junior high school. The results will be used for the following:

1. The English Teacher

The impact of this research can support the teachers in teaching writing, when their students facing some problems in understanding descriptive text. The activity broaden the teacher's knowledge about alternatives of good technique in teaching English, or to enrich theory in English teaching that given by teacher can motivate students.

## 2. The Students

The positive impact of this research can support the students in writing skill. They can be motivated by the technique that given by teacher, an also they can enjoy the English learning process.

## **F. The Scope and Limitation of the Study**

The scope of this study is to know the effectiveness of outdoor activity at eighth grade junior high school. By this research the writer will search the result from pretest and posttest, the result will show how effective this technique. Limitation of this study focusses on teaching writing especially in descriptive text.

## **G. The Definition of Key Terms**

### 1. Writing Skill

Writing skill is the action of composing the ideas in sentences, text or paragraph which is measured through test and created through numeral. This action should be well organized in order to be understood by the readers.

### 2. Outdoor Activity

An activity that is done outside the class or the building. With different situation and condition rather than inside the class.

### 3. Descriptive Text



Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition.