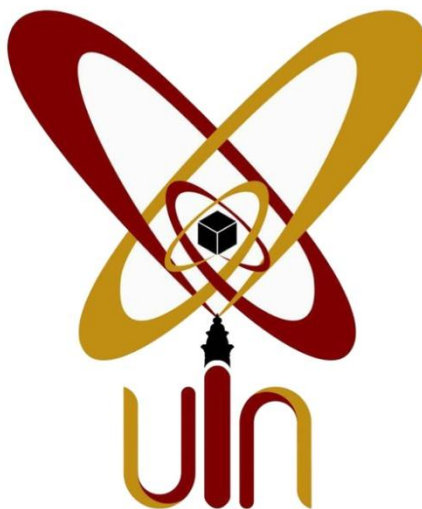# THE INFLUENCE OF OUTDOOR CLASS ACTIVITY IN TEACHING DESCRIPTIVE TEXT

(An Experimental Research at the first grade of MA Al-Hidayah Ciomas Serang).

A PAPER

Submitted to English Education Department
as a Partial Fulfillment of the Requirements
for the Sarjana Degree

By :

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SRN :132301522

FACULTY OF EDUCATION AND TEACHER TRAINING THE STATE UNIVERSITY FOR ISLAMIC STUDIES SULTAN MAULANA HASANUDDIN BANTEN 1438 A.H / 2017 A.D

STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas were quoted in this paper had been referred to the appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convicting plagiarism, I would be prepared to receive any consequences in the form any sanction such as losing my related academic degree obtained from the institutions well as other rules prevailing in Indonesia.

Serang, 27 July 2017

Desiana

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Desiana , SRN : 132301522 **"The Influence of Outdoor Class Activity in Teaching Writing Descriptive Text (An Experimental Research at the first grade of MA Al-Hidayah Ciomas)"**,Undergraduate research paper, English Education Department , Education and Teacher Training Faculty , The State Institute for Islamic Studies, "Sultan Mulana Hasanuddin" Banten . Advisers: Dr. Naf'an Tarihoran, M.Hum and Dr. Yayu Heryatun, M.Pd.

ABSTRACT

The Research is conducted based on the main problem 1) how is the students' writing ability at MA Al-Hidayah Ciomas serang? 2) How is the influence of outdoor class activity in teaching writing descriptive? .in reference to the afro-mentioned research problems, this research is aimed at 1) To Know the students writing ability at MA Al-Hidayah Ciomas. 2) To fine out he influence of outdoor class activity in teaching writing Descriptive Text.

To answer the question, the researcher used quantitative research by implementing quasi experimental design as the research method. The population of this study was the students of the first grade of MA Al-Hidayah Ciomas serang. The sample was divided into two groups, namely control group and experimental group. There were 30 students in control group and 30 students in experimental group. The experimental group was taught by using English animated movie and control group was taught without using English animated movie. After conducting the treatments and evaluating both pre-test and post-test by instructing students to write a descriptive paragraph, the researcher found that there was significant influence of using outdoor class activity to improve students' writing skill

After collecting and calculating the data, the value of $t_o : t_t = 2,94 > 1,67$, in degree of significance 5% and $t_o : t_t = 2,94 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using of Outdoor Class Activity strategies has significant influence on teaching writing descriptive text. Without using outdoor class activity method. Based on the findings of this study, it found that Using of

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Outdoor Class Activity strategies has effective and applicable at the firsth grade of MA Al-Hidayah Ciomas Serang.

Keyword: *writing, descriptive text, outdoor activity*

THE INFLUENCE OF OUTDOOR CLASS ACTIVITY

IN TEACHING WRITING DESCRIPTIVE TEXT

(An Experimental Research at the first grade of MA Al-Hidayah

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THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Desiana has been approved by the Board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

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DEDICATION

"This research is dedicated to my beloved parents, dear father (badri) and mother (eri), my beloved brother and sister. Thank you for your never ending love, care, and support. Thanks a lot."

MOTTO

"Hard work produces a good result if you do it sincerely and patiently"

A BRIEF BIOGRAPHY

Desiana is full name of the researcher. Her friends usually call her Desi, or Ndes. She was born in Jakarta, on December27th, 1995. She lives at Pondokkahuru, Ciomas Serang – Banten. She is the first daughter of Badri and Eri. She has one young sister and two young brother

The researcher started her study in SDN Pluit 05 Pagi Jakarta, graduated in 2007, then she continued her study to MTs and MA in MA Al-Hidayah Ciomas Serang and graduated in 2013. She enrolled her study at State Institute for Islamic Studies "Sultan Maulana Hasanuddin Banten" and took English Department as her major study.

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"*In the name of Allah the most Merciful, the most Gracious, and the most Compassionate* "

All praise be to Allah, the lord of the world. Who has bestowed us, His mercy and blessing and all things we need. Hence, we should grateful to the lord of Allah SWT for that in order to be good Muslim. Furthermore, we congratulate to our prophet Muhammad SAW (peace be upon him) the great man who has brought us into the safety.

Alhamdulillah the writer has already finish in writing this paper having sacrificed all energies, fund and time for many months. Writing this paper by title "***The Influence of Outdoor Class Activity in Teaching Writing Descriptive Text At Firsth Grade of MA Al-Hidayah CiomasSerang*(An Experiment Research at the *Firsth Grade of MA Al-Hidayah CiomasSerang*) "**to fulfill the requirement of getting S1 degree in teaching.

On this opportunity, the writer also would like to express the deepest gratitude to those helped the writer in finishing writing this paper, they are:

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10. Her best classmate in D class of English department 2013. They always besides the researcher during studying in state Institute for Islamic Studies Sultan MaulanaHasanuddinBanten, from the first semester.

11. All the people who have helped, supported, and prayed for the researcher.

Finally, the researcher realizes that this paper far from being perfect, therefore she expects the critics and suggestion from the readers to make the paper better in the future. The researcher hopes this paper will be useful for us.

Serang, 18 July, 2017

The writer

Desiana

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CHAPTER I

INTRODUCTION

A. Background Of Study

English is one of the subject matter learned by students that are given any educational level, such as elementary and upper intermediate level. It covers four aspects in learning language skill that must be mastered if someone wants to be successful in studying English, such as: listening, speaking, reading and writing. They have relation each other.

> Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. Reading is the receptive skill in the written mode. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.[1]

One of those four components that must be thought by the teacher is writing skill. It has always important place in most

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[1] Azamat A. Akbarov and Hakan Aydoğan. *The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey* . (Sarajevo :International Burch University, 2014), 673-674.

English language course. One of the reason is that more people need to learn writing in English for occupational or academic purpose. To write well people must have good capabilities in writing. More ever, people wants to write the essay or story must know the steps in writing process and aspect of writing. The writer must be able to organize the ideas, to construct the sentences, to use punctuations and spelling well. Besides that, they must be able to arrange their writing into cohesive and coherent paragraph and text that is why writing is a very complex skill. Thus, it is not easy task for English teacher to teach it. Teacher often find difficulties in teaching writing.

Writing is one of the four language skills. Writing involves communicating a massage by making signs on a paper. Writing is the activity that students can use to write their ideas of the object into transcript style. To write student need a massage and someone to communicate it. Students also need to be able to from letters and words, and to join these together to make words or sentences to communicate that massage.

> Writing has also become more important as tenets of communicative language teaching that is teaching language as a system of communication rather than as an object of study have taken hold in both second and foreign

language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns to oral language use, grammar, and vocabulary. Is being supplanted by the notion that writing in a second language is a worthwhile enterprise in and of itself.[2]

In this case researcher focuses the research in writing basic skill. This research is trying to increase students' writing ability, especially in writing descriptive text. Descriptive text is intended to make the readers see, feel, hear, smell, taste like the writer wants. A description text is a piece of writing that lists the characteristics of a person, place, color, building, etc. The writer thinks that to write descriptive text is important for the students because it makes the students their imagination in written English.

There were many teaching model available to support the effective and success of learning process, one of them is outdoor learning activity. Outdoor activities usually mean activities done in nature surroundings and environment away from civilization, out of the house or building. Outdoor activity is an activity that can be done by people to lose the feeling of boredom.

Outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-

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[2]Sara Cushing Weigle, *Assesing Writing,* (United Kingdom: Cambridge University Press, 2002), 1.

doors.[3] In outdoor education the emphasis for the subject of learning is placed on relationships, relationships concerning people and natural resources.

In this research the writer wanted to combine lessons writing descriptive text with the method of outdoor activity, Because in this study the main object was the nature that was in the school environment, especially the trees, In accordance with the concept of outdoor activity itself was united with nature, therefore the writer chose schools that were in Ciomas, namely the school of Al-hidayah, because the School of Al-hidayah was one of the schools surrounding there were still many trees and behind the school there are still gardens so that it could assist writers in conducting research. That the learning process used nature as a medium, for the writer it was very effective in knowledge management where each student would feel comfortable they could see the environment directly by themselves, So the transfer of knowledge based on experience could be felt, translated, depicted based on the ability of possessed.

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[3]Emilia Fägerstam, *Space and Place Perspectives of outdoor teaching and learning*, (Printed by: Liu-tryck 2012), 5.

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The saturation of indoor development contributes to the writer's encouragement to use methods outside of the classroom. Indoor activity was rigid and formal could lead to boredom that affects the spirit of student learning, Especially in learning to write, because in learning to write students must be in a state of happy and fun in order to think more broadly for what he will write later. The writer believes that with activities outside the classroom students can be motivated in learning and can find their inspiration, When assigned to write and describe something, Because most of the spirit of the students grew from the learning situation that makes them enjoy and comfortable.

> Studies showed the schools that used outdoor classrooms and other forms of experiential education produced significant student gains in social studies, science, language arts and math. Research also showed that outdoor experiences help reduce negative stress and protect psychological wellbeing, especially in children undergoing stressful life events.[4]

When the observation to class, the writer proved and also saw when the teaching process, some of the students walked around the class, looking out of the window while teaching-

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[4] U.S. Fish & Wildlife Service. *USFWS. Teaching and Learning in Nature, Let's Go Outside*!, 1.(https://www.fws.gov/northeast/cpwn/pdf/educatornature.pdf)

learning process were running. The student were seem bored to study indoor or in class, they needed inspiration to write that made them face a real concept not only imagination that the teacher brought to the class. Bringing some imagination only gave some little help to the students in the class to build a good sentence, by brought the real things or came to the real things the students would get more than a sentence to write. It was expected that the writer as a teacher would be able to motivate the students to learn the materials, paid attention to the lesson and made them not to get bored.

Based on the previous reasons, the writer interested to take a little: **The Influence of Outdoor Class Activity in Teaching Writing Descriptive Text** (An Experimental Research at the first grade of MA Al-Hidayah Ciomas).

B. The Statement Of The Problems

The writer has explained more clearly about the background of the study. There are many problems in this research that have mentioned by the writer. Then the writers formulate specific statements as follow:

a. How are the students' writing ability at MA Al-Hidayah Ciomas?

b. How is the influence of outdoor class activity toward writing skill in of MA Al-Hidayah Ciomas after treatment ?

C. The Objective of The Research

Based on the problems above, the writer formulated the objective of the research as follows:

a. To know the students writing skill at skill at the first grade of before using outdoor activity

b. To know the influence of outdoor class activity toward writing skill in of MA Al-Hidayah Ciomas after treatment.

D. The Significant Of The Research

Thewriter thinks that the research would be observed the student's difficulties in writing descriptive text skill at the first grade of MA Al-Hidayah Ciomas), and hope this research would be one of the ways to help and support the students of MA Al-Hidayah Ciomas to have a good skill in writing.

This research is expected to open her mind about the influence and the effectiveness of using outdoor class activity in

teaching writing descriptive text to students MA Al-Hidayah Ciomas especially to teachers, students, and generally for learners in learning English.

E. The Previous Of Study

1. The first research entitled "Improving Student's Writing Skills in Descriptive Text by Using Outdoor Activity (A Classroom Action Research) Of the Second Year of Mts Sudirman Kopeng, Getasan In 2015 /2016 Academic Year".[5] Graduating Paper. English Department State Institute for Islamic Studies (IAIN) Salatiga. Based on the result of the reseach, which aims to develop the students' writing descriptive text using outdoor activity,the researcher made conclusion related to the research question which are stated in chapter I. The conclusions were obtaining through real phenomenon as the researcher did during the observation. The reseacher draws some conclusion as follow:

   1) From the discussion the result of the pre-test and post-test, the researcher could say:

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[5]Sri Suharmi, *"Improving Student's Writing Skills Indescriptive Text By Using Outdoor Activity (A Classroom Action Research) Of The Second Year Of Mts Sudirman Kopeng, Getasan In 2015 /2016 Academic Year "*. Graduating Paper. English Department State Institute for Islamic Studies (IAIN) Salatiga

That outdoor activity could increase the students' ability in writing descriptive. It is proved with the students' improvement score of the tests because mean of post-test in cycle 1 is higher than mean of pre- test (64.53>56.56), the mean of post-test 2 in cycle 2 is higher than mean of post-Test in cycle 1 (70.59>64.53) and the mean of post-Test cycle 3 is higher than post-Test in the cycle 2 (74.56> 70.59). The proven target is 78%   or 25 students who increase their writing skill.

2) The significant improvement of using outdoor activity in improving students writing skill is proved from the result of t-test and t-table in cycle 1 (9.67>2.042) which the score of t-test was higher than the score of the pre-test and t-table in cycle 3 (15.11>2.042) also showed that the score of t-test was higher than the score of t- table of the cycle 1 and cycle 2. Here the result of the t-test and the t-table in cycle 2 low (8.82 >2.042).

2. Second research study written by Siti Asiah " The Application Methods OutdoorActivity In Learning Ipa To Improve Student

Learning Of Primary"(PGSD FIP Universitas Negeri Surabaya (Email : bay_alus@yahoo.com).[6]

Conclusions Action Research (PTK) was conducted with the objective of to improve students' understanding of learning materials. Based on the results of this study can be summarized as follows:

1) The students of class second grade SDN Kepanjen I Jombang after applying the method of outdoor activity in science learning is good. Cognitive achievement of students has increased the percentage of classical completeness of which only 61% in cycle 1 increased to 95.12% in the cycle 2. Furthermore, affective learning outcomes in cycle 1 with a percentage of 74% increase in the second cycle to 84%. Likewise with psychomotor learning outcomes in cycle 1, reaching only 71% of the percentage increase in cycle 2 to 81%.

2) Activities of students has increased in cycle 1 with a percentage of 72.80% increased in the cycle 2 to 88%. The

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[6] Siti Asiah, " *The Application Methods Outdoor Activity In Learning Ipa To Improve Student Learning Of Primary"*(PGSD FIP Universitas Negeri Surabaya (Email : bay_alus@yahoo.com).

results of cycle 2 also has reached the indicators of success established researchers.

3) Response second grade SDN Kepanjen I Jombang in learning science by using excellent outdoor activity. This is shown by the students' answers on a student questionnaire responses, answers students feel happy and interested in learning by using the out door activity to make them more eager to learn. Based on the research results obtained, the researchers express some suggestions as follows: 1. The science is a subject that is needed in daily life - a day to meet human needs through solving - solving problems that can be identified. Therefore, the science lesson is taught using the method of outdoor activity to provide a learning experience that is real and meaningful. 2. Teachers need to develop learning by using outdoor activity as early as possible so that students can gain a deeper understanding of the material being studied. Thus the learning results obtained by the students thoroughly, both cognitive, affective and psychomotor. 3. The teacher needs to improve its ability to carry out learning activities, including the

ability to manage a source of learning, motivate students, and facilitate students in learning activities.

Based on the above conclusions that little bit different to the research made by the author, the first study using the CAR while the author uses experiments quasi and the second research use science lessons while writing the author uses descriptive text.

F. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through an experiment.[7] Based on the objective of the research above the writer creates hypothesis as follow:

1. Alternative Hypothesis (Ha) : "Outdoor strategy is effective in teaching writing of descriptive text."

2. Null Hypothesis (Ho)   : "Outdoor strategy is not effective in teaching writing of descriptive text."

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[7] David Nunan, *Research Method in Language Learning,* (New York: Cambridge University Press, 1992), 230.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Definition of writing According to the Henry Rogers writing is the one of the most significant cultural accomplishments of human being.[8] It allows us to record and convey information and stories beyond the immediate moment. It means that with writing, someone can show what they cannot do immediately.

According to the Dorothy E Zemach Lisa A Rumisek, writing is a very important part of your university study. You will write assignments that may range from one paragraph to several pages long. And will write answer on test and exams that may be a few sentences long or complete essay.[9]

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

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[8]Henry Rogers, *Writing Syistem a Linguistic approach,* (Victoria: Blackwell Publishing , 2005), 1.

[9]Dorothy E Zemach Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Spain: Edelvives, 2005), v.

With writing, as with the other skills of listening, speaking, and reading.[10] It is useful to make sure that learners are involved in meaning focused use, language focused learning and fluency development.

Writing is a tool for thinking, and the writing of the research paper implies a process of composition, construction and reconstruction.[11] It mean writing make someone writes, the should follow the process of composition, construction and reconstruction.

Writing has two vital roles there are conveying information and transforming knowledge to create a new knowledge. It is thus central importance of students in academic and second language program throughout the world.[12]

From all definition above, can be taken a conclusion that writing is the hardest way of learning a living, because

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[10]I. S.P. Nation, *Teaching ESL EFL Reading and Writing,* (New York: ROUTLEDGE, 2009), 113.

[11]Elizabeth Henning et al, *Finding Your Way in Academic Writing*, (Pretoria: Van Schalk, 2005), 2.

[12]Sara Cushing Weigle, *Assesing Writing,* (United Kingdom: Cambridge University Press, 2002), X.

writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

2. Process of Writing

When we write, we do more than just put words together to make a sentences. Good writers go through several steps to produce a piece of writing.

Pre-writing

a. Step one: Choose a topic before you write. Your teacher give you a specific   assignment or some ideas of what to write about. If not, choose topic yourself.

b. Step two: Gather ideas. When you have topic think about what you will write about that topic.

c. Step three: Organize. Decide which of the ideas you want to use them. Choose which idea to talk about next, and to talk about last.

Drafting

d. Step four: Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

Reviewing and Revising

e. Step five: Review structure and content. Check want you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective.

Rewriting

f. Step six: Revise structure and content. Use your ideas from step five to rewrite your text. Making improvements to the structure and content. Proofread. Read your text again. This time, check your spelling and grammar and think about the words you have choose to use.[13]

3. Genre of Writing

Writing is a critical thinking activity. It needs many ideas that have been concept in the brain before. People have to have a purpose in writing. The purpose of writing is different depend on an author interest. In writing also, there

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[13]Dorothy E Zemach Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Spain: Edelvives, 2005), 3.

are genres of writing which is divided into two parts as follow[14]:

a. Academic Writing

Academic writing is done by scholars for scholars. Mostly it is used in high schools and universities. Academic writing usually connects with education world. It is usually made by a single author, while workplace writing is commonly prepared by teams. The characteristics of academic writing are: papers and general subject reports, essay, compositions, academically focused journals, short answer test responses, technical report (e.g. lab reports), and academic writing is scientific like journal, articles, theses and dissertations.

b. Job-Related Writing

Job-related writing is a writing which is used in work world. Usually, the forms of job-related writing are messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports),

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[14]H. Douglas Brown, *Language Assessment Principle,* (San Fransisco: Longman, 2004), 219.

schedules, labels, signs. It also can form advertisements, announcements, and manual.

c. Personal Writing

Personal writing is a writing which is used by a person or someone with a certain purpose. Usually, it is un-formal writing, but sometimes it is formal form. The examples of personal writing are letters, emails, greeting cards, invitation messages, notes, calendar entries, shopping list, reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journal, fictions (e.g., short story, poetry).

From the explanation above, the researcher takes an academic writing because this research connects with education world and its characteristics are appropriate with the researcher's purpose in writing this research.

4. Types of Writing

When the students come to the teacher for help with a writing assignment, the first thing that teacher probably do is ask what the topic is. But it is also important to know

how the teacher expects the writing to be framed, and what techniques or styles are expected to be included in the work. There are four basic types of writing students will learn as classes become more writing-intensive. There are four main types of writing: expository, persuasive, narrative, and descriptive.[15]

a. Recount Text. Recount text is a text that tells about past events or past experiences, but it can be real event (factual)or imaginative of the writer with the purpose is for informing or describing past experiences or it can also for entertaining the readers. The generic structure of recount text is *orientation- record of events (events) – re-orientation.*

b. Narrative Text. Narrative text tells the story. It can be actual or imaginary story, usually it tells about history, fairytale, legend, mystery, science-fictions, romances, horror stories, adventure stories, fables, slice of life, etc. the purpose of narrative text is to amuse, or to entertain

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[15] R.R. Jordan, *Academic Writing Course Third Edition: Study Skills in English,* (United Kingdom: Pearson Education Limited, 2003), 14-27.

the readers with different ways. The generic structure of narrative text is *orientation – complication – resolution.*

c. Report Text. Report text is to:

Describe the way things around our environment are described. Report genre usually tells the natural or non-natural phenomena or event social phenomena. This genre writing is a kind of descriptive writing; however, it is not really descriptive because it provides the information dealing with the natural or non-natural.

The purpose of report text is to inform or to describe the way things by using references, with the generic structure of report text is *topic – general classification or general statement –description.*

d. Descriptive text. Descriptive text tells or describes about someone, something, animal, places, etc. the purpose of this text is for describing something either about person, places, animals, things or others. The generic structure of descriptive text is *orientation/ identification – description.*

e. Expository Text. Expository text is writing in which author's purpose is to inform or explain the subject to the

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reader.The main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling about a given topic or subject without voicing their personal opinions. These types of essays or articles is used relevant facts and figures but do not includetheir opinions. This is one of the most common types of writing. The author just tells about a given subject, such as how to do something.[16]

Based on types of writing that have explained above, the researcher takes the descriptive type for this research, because there are many students still confuse in making descriptive paragraph, although it is a basic writing and the easiest writing for student. Why it is called as the easiest writing, because it is taken in seventh grade as the first grade in junior high school level. So, the researcher takes the descriptive writing to train the students write easily.

5. **The Assessing writing**

We know the second key component of writing assessment procedures for scoring the written product. The

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[16] Syed Hunbbel Meer, "Four Different Types o Writing Style: Expository, Descriptive, Persuasive and Narrative", Karachi, 21st of May 2010, https://letterpile.com/writing/four-types-of-writing.

scoring procedures are critical because the scores is ultimately what will be used to make decision and about writer.

Assessing writing is one of the best known and most widely uses analytic scales in ESL was created by Jacobs. In Jacobs scale, script is related on five aspect writing: content, organization, vocabulary, language use, and mechanics.[17]These specific criteria of assessing writing according Jacobs according to English Second Language.

Table 2.1 the Criteria of Assessing Writing in appendix

From the explanation above, the writer concludes that in assessing writing there are some criteria that is will help the teacher to make assessment to the students in learning process and the as the assessment as a result of students in task in learning process, use task in learning language is very important to measure students ability in learning process. Like the elements of assessment above. Hopefully, the students will make good descriptive text in learning the material.

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[17]Sara Cushing Weigle, *Assessing Writing,* (Cambridge: Cambridge University Press, 2002), 116.

B. Definition of Descriptive text

1. The Concept of Descriptive

In this paper, the researcher tries to examine the student's writing ability in descriptive text. Talking about descriptive text, the researcher tries to explain about the definition about it. Description or descriptive is derived from describe that has meaning to draw, to illustrate, to picture object, place or person in order to visualize the object described.[18]

In other definition tells that descriptive text is one of type of text which explains about someone or person, thing, place or any others specifically. Actually, writing descriptive is able to create a picture in the reader's mind, it is one of the most powerful techniques that you can master in writing.[19] Description is not only describe about place, person, thing, or animal but it also describes about sense (sound, smell, touch and taste) and action (both internal and external).

The generic structure of description is:

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[18]Jordan, 14.
[19]Patti Roberts, *Little Book of Tips for Descriptive Writing,* (New York: Paradox Publishing, 2013), 2-3.

a. Identification. Identification is used to introduce phenomenon of thing which will be described or provides information about the subject matter.

b. Description. Description is usually used to describe part of qualities characteristic of the subject.

2. Language features

According to Jenny Hammond in in bookJohn SchacterentitledThe Master Teacher state that, descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. [20]Significant Grammatical Features:

a. Focus on specific participants

b. Use of Simple Present Tense

c. Use of Simple Past Tense if Extinct.

d. Verbs of being and having 'Relational Processes'.

e. Use of descriptive adjectives

f. Use of detailed Noun Phrase to give information about the subject

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[20]John Schacter, The Master Teacher, 4-5.

g.   Use of action verbs 'Material Processes'

h.   Use of adverbials to give additional information about

i.   Use of Figurative language

3.   Teaching Descriptive Writing

Rather than teach writing using a singular approach (e.g. process writing, rubrics, study of models, collaborative writing, self-regulation strategies, scaffolds, etc.) we employ a variety of experimentally proven strategies (see Reference section).

While your students will experience elements of process writing, study of models, rubrics, collaborative writing, and self-regulation strategies, the guiding instructional approach in this book is called Goals and Progress Feedback.[21]   The Goals and Progress Feedback writing approach includes:

a.   Introducing the writing goal

b.   Modeling the writing skill

c.   Practicing the skill out of context

d.   Using the skill in context

e.   Receiving immediate feedback

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[21] John Schacter, The Master Teacher Series Descriptive Writing, p.5.

f. Reteaching and/or extending skill use

C. Outdoor Activity

1. Definition of Outdoor activity

Outdoor Activities Classes are activities conducted outside the classroom or out of school, or are in the wild, such as: playing in campus surroundings, in parks, in fishing / coastal areas, farmers' / farming villages, camping, adventure, so Acquired knowledge and values related to natural activity[22].

> Outdoor activity method is an activity to convey lessons outside the classroom, so that the activities or activities of learning - teaching takes place outside the classroom or in the wild. Outdoor activity method can be used on all subjects. In the implementation of the teacher should be able to generate / motivate students to things that will be learned outside the classroom, as well as how to move the behavior, direct, and strengthen the behavior of students outside the classroom.[23]

The outdoors is the ideal environment for experiential learning, because it offers unique opportunities to be creative,

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[22]Ichsani,**"**Pentingnya Aktivitas Luar Kelas", *forum: Jurnal ILARA, Vol I, No 2,(Desember 2010), 82.*

[23]Siti Asiah," Penerapan Metode Out Door Activity Dalam Pembelajaran Ipa Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar",*form: Jurnal JPGSD.Vol 02, No 03,(Tahun 2014), 2*

to move around, to be noisy and to take risks. The outdoors is full of special stimuli such as weather, sounds, smells and textures which can enrich and enhance a child's learning environment.[24]

Outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors. In outdoor education the emphasis for the subject of learning is placed on relationships, relationships concerning people and natural resources.[25]

Outdoor teaching can be a complement to improve students learning as the research point out, but it is important to take into account that students can respond differently to teaching and can have different attitudes concerning how to be taught.[26]

> The outdoor classroom – some use this to describe outdoor activity however, I tend to use this term to describe an area outside which has been

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[24] Yr Adran Plant et al, Department *for Children, Education, Lifelong Learning and Skills*,(July 2009), 2.

[25] Emilia Fägerstam , *Space and Place Perspectives of outdoor teaching and learning*, (Printed by: Liu-tryck 2012), 5.

[26] Daniel Larsson, *English teaching outdoors – Student responses and attitudes towards outdoor EFL teaching*, 10.

created to house a whole class of children or groups for adult-led activities such as stories, singing or a science lesson, or that children can use on their own. This could be a tree house, Wendy house, circle of logs, seating area with pergola and boundary, or playground markings.[27]

An outdoor classroom is not only applicable when teaching environmental education, it also can be integrated into art, English, math, physical education and science teaching plans.[28]

Based on definition above, researcher concluded that outdoor activity is an activity to study outdoor the classroom, usually in environment school and Outdoor activity method can be used on all subjects.

From this activity the learners learn outdoor the classroom and see firsthand the developments that occur outside the school. Not merely theoretical, but practical applications in the field that make them know what they are learning.

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[27]Helen Bilton, *Outdoor Learning In The Early Years : Management And Innovation 3rd Edition*, Routledge is an imprint of the Taylor & Francis Group, an informa business, Taylor & Francis e-Library,(2010),3.

[28] Creig C. Kimbro, *W113-Developing an Outdoor Classroom to Provide Education Naturally, The University of Tennessee Agricultural Extension Service, (april 2010),2.*

2. The Concepts in Outdoor Learning Activities

The concept of 'outdoor learning activity' is a broad and complex one, which touches on a wide range of educational activities in many different settings. Relevant examples include outdoor adventure education, field studies, nature studies, outdoor play, heritage education, environmental education, experiential education, and agricultural education.

Within and between these different types of activities there are many different conceptions of 'outdoor learning'. This is a point that was well recognized by researchers writing in the 1950s who talked about outdoor education as 'education in, about and for the outdoors' Donaldson and Donaldson, 1958 (original emphasis).[29]In seeking to understand this diversity, it is helpful to draw on a recent elaboration of differing conceptions of 'environmental learning' developed by Scott and Gough (2003). In their book Sustainable Development and Learning, they set out 'nine categories of interest which capture, albeit in a rather tentative way, a range of different focuses and objectives of those who espouse and promote environmental learning'. Applying this

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[29] Donaldson, G.W. And Donaldson, L.E.. '*Outdoor education: a definition', Journal of Health, Physical Education and Recreation* (1958), 17.

idea to outdoor education, it seems that outdoor learning can be seen as a concept and practice with a range of different foci, outcomes, and locations.[30]

a. The foci of outdoor learning, for example, can include:

1) Learning about nature, as in outdoor ecological field study

2) Learning about society, as in community-based gardening initiatives

3) Learning about nature-society interactions, as in visits to outdoor nature centers

4) Learning about oneself, as in therapeutic adventure education

5) Learning about others, as in small-group fieldwork

6) Learning new skills, as in outdoor adventurous activities.

b. The intended outcomes of outdoor learning, meanwhile, can include:

1) Knowledge and understanding of, for example, geographical processes or food growing techniques

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[30] Scott, W. And Gough, S. Sustainable Development and Learning: Framing the Issues. (London: RoutledgeFalmer.2003),53-54

2) Attitudes towards, for example, the future or peers/family

3) Values and feelings about, for example, the environment or oneself

4) Skills such as orienteering or communication

5) Behaviors such as group interactions or personal coping strategies

6) Personal development, such as self-confidence or personal effectiveness.

c. The locations of outdoor learning can encompass:

1) School grounds or gardens

2) Wilderness areas

3) Urban spaces

4) Rural or city farms

5) Parks and gardens

6) Field study/nature centers.

3. Outdoor Teaching

The setting for school-based outdoor teaching and learning is school grounds or urban or natural environments

near the school. According to Fägerstam states that[31], nature can be the focus of learning for subjects such as biology or environmental education. It can also be a convenient place to go without specific site-related aims. Students can learn mathematics outdoors at many different sites. The following section provides an overview of previous research on outdoor teaching and learning as well as how nature is perceived as significant in outdoor education. Whereas according to Heber, the outdoor teaching/meeting area is more than just a location it's a powerful classroom management tool. Rather than just running out the door and scattering on the lawn, students know that they are to move directly to the meeting area, where they will sit, hear directions for the activity, and receive materials actually experience an introduction to a lesson just as they would indoors. Since many teachers mention management concerns as a primary reason for hesitating to go outdoors, it is prudent to develop the meeting area first.[32] A few essential considerations to keep in mind

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[31]Emilia Fägerstam , *Space and Place Perspectives of outdoor teaching and learning*, (Printed by: Liu-tryck 2012), 7.

[32]Hebert w. Borda, *Moving The Classroom Outdoors Schoolyard-Enhanced Learning In Action, (*Stenhouse Publisher*: America 2011),43.

when developing a teach- ing/meeting area are described in the following sections.

a. Keep It Close to the Building

The less walking time, the better. The longer the walk to the teaching/meeting area, the longer it will take to bring everyone back on task. If you plan to work in a location that is away from the building, you should still begin in a teaching/meeting area close to the school, where you will explain the activity and your expectations, and then move to the actual site.

b. Give Careful Thought to Seating

After you have determined where the teaching/meeting area will be located, the next decision is seating. It's important to keep in mind that an outdoor learning space is not an outdoor lecture hall—hopefully, students will be spending a minimum amount of time sitting and listening and a maximum amount of time moving and exploring. Although seating should not be obviously uncomfortable, it also does not need to simulate indoor classroom furniture.

c. Logs as Seating

Logs are ideal seating material. They are in- expensive or free, very easily obtained, and readily moved. Logs placed vertically will accommodate varying student heights, and, by including several log diameters, most any size posterior can also be accommodated.

4. Factors Influencing Students' Of Outdoor Learning

A recurring message from reviews of outdoor education research in the 1990s was the urgent need for greater understanding of the process of young people's outdoor learning. Hattie et al. (1997)[33] articulated this in terms of an imbalance between formative and summative research:

Most of the studies, and this meta-analysis, have concentrated on the summative rather than the formative or process aspects of adventure programs. It is critical that such formative studies are part of research programs that investigate theoretical concerns and processes that lead to positive change.

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[33] Hattie, J et al. '*Adventure education and outward bound: out-of-class experiences that make a lasting difference*',(Review of Educational Research: 1997),74.

The evidence examined for this review suggests that insights are beginning to emerge into the formative factors that can facilitate or impede students' learning in outdoor settings. Such factors can be considered in terms of three main categories:

a. Programs factors – including the structure, duration and pedagogy of outdoor education programs

b. Participant factors – including the characteristics, interests and preferences of learners

c. Place factors – relating to the nature and novelty of the outdoor learning setting.

5. The Benefits of Outdoor Learning

There is now a substantial base of national and international evidence about the benefits of taking learning outdoors.[34] the impact of outdoor learning on children and young people's health and wellbeing, wider achievements, attainment and personal development is often recognized by practitioners.

There are some general benefits from taking learning outside within and across curriculum areas:

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[34] Education Scotland (2007), *Taking Learning Outdoors*: Partnerships for excellence, glasgow: education Scotland, 7.

a. connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context

b. Outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. this affords opportunities for challenge, enquiry, critical thinking and reflection

c. Children and young people find that not everything outside matches the models or the textbooks. This does not mean that what they have found is 'wrong'. instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills

d. children and young people are able to understand the relevance of a subject taught in school to everyday life

e. Children and young people can sometimes behave differently outdoors. Quiet pupils may speak more, others become calmer and more focused when outside, especially in a natural space

f. The multi-sensory experience outdoors helps children and young people to retain knowledge more effectively. there are opportunities for pupils to learn with their whole bodies on a large scale

g. learning in a less structured environment can provide a different learning experience from that of the classroom

h. being outdoors can be a more relaxing learning experience for many learners

4. Environment As a Learning Resource

The role of learning resources is often forgotten, whereas learning resources can be obtained everywhere including in the environment around a person. According to Anggani S states that learning resources are materials as well as game tools to provide information and skills to a person and lecturer. The form of learning that uses the environment as a learning resource is by game. Ordinary lecturers choose a form of game that suits the situation and environmental conditions, and According to Abulraihan states that the environment can be the campus and off-campus environment, it is important that the learning activities outside the classroom by someone, the lecturer must be very clever to choose the appropriate model or type of learning according to the situation environment, Attention to the

safety factor because in the wild have a high level to one's safety. The most appropriate learning model in an off-campus environment is with a play or a game[35].

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[35]Ichsani,"Pentingnya Aktivitas Luar Kelas", *forum: Jurnal ILARA, Vol I, No 2,(Desember 2010), 82.*

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the writer uses the experimental research to know the real data that got from the respondent. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables. Donald et, al. stated that "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)."[36]

The data analysis uses is the quantitative research it means that the writer collects the data from the field and must go to place of the research. Moreover, in this research the writer uses quasi-

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[36]Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, 265

experiment because in the research there will be pre-test and post-test get the data. Two classes were involved in this research, it is experimental class and control class. The experimental class consists of the students who received treatment. However, the control class was not. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the writer provided the research design as follows:

Table 3.1 Quasi Experiment design

Research Design

No	Class	Pre-test	Treatment	Post-test
1.	Experimental class	X	X	X
2.	Control class	X	0	X

B. Place and Time

`   The writer takes a place of this research at the first grade of MA Al-Hidayah Ciomas-Serang, which is located at Jl The setting of this research was at MA Al-Hidayah Ciomas. The place of the research is located on Jl. Mandalawangi – Ciomas Km 300 Boarding School Al-Hidayah Pondok kahuru Ciomas Serang-Banten post code 42164.This

research will be conducted on may 2017. The writer chooses that school to conduct this research because students in MA Al-Hidayah Ciomas felt difficult in English learning, and the learning strategy such as writing descriptive text is not effective, it makes students were bored in English learning process.

C. Population and Sample

In related with this research, the researcher takes population in the first grade students of MA Al-Hidayah Ciomas. in the academic year of 2016/2017. The totals of the first grade are 60 students. The writer takes two classes as sample research by clustering from the first grade students at MA Al-Hidayah Ciomas.. The writer will take class X A as Experimental class with 30 students and X B as Control class with 30 students.

D. Technique of Data Collecting

Below are some ways that used in this an experiment research to get valid information that will support the research. There are:

1. Test

   Test is the sequence of questions or task that used to measure students skill, intelligence knowledge, their ability or talent that

have by individual or group.[37] Test is also a method measuring person's ability or knowledge in a given domain. To get data of student's skill reading descriptive text, the writer will use pre-test before giving treatment and post-test after treatment. The forms of the test are essay.

E. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through an experiment.[38]Based on the objective of the research above the writer creates hypothesis as follow:

3. Alternative Hypothesis (Ha) : "Outdoor strategy is effective in teaching writing of descriptive text."

4. Null Hypothesis (Ho)   : "Outdoor strategy is not effective in teaching writing of descriptive text."

F. Technique of Data Analyzing

1. Data Collection

Determine variable as the analysis technique for comparative research test:

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[37]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik.* (Jakarta: Rineka Cipta, 2010),150.

[38] David Nunan, *Research Method in Language Learning,*(New York: Cambridge University Press, 1992), 230.

a. Determining mean distribution score of both variables with using

b. Mean of Difference (MD), by formula Mean = $\frac{\sum fx}{N}$

c. Determine deviation standard $\sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$

d. Determine error standard

$$SE_{x2} = \frac{SD_{x2}}{\sqrt{N-1}}$$

e. Make a polygon graphic

f. Determine average score

$$M = M_2 - M_1$$

g. Determine how big the percentage of the score

$$\% = \underline{\quad M \quad} \quad X\ 100\%$$
$$M_2 - M_1$$

h. Determine difference of error standard

$$SE_{Mx} - SE_{My} = \sqrt{SE_{x_2}{}^2 + SE_{y_2}{}^2}$$

i. The last is determine t_o (t observation)

$$T_o = \frac{M_x - M_y}{SE_{Mx} - SE_{My}}$$

2. Validation

This research is using internal validation. Internal validation refers to the results that actually come from the independent variable (treatment) instead of the other variables, such as: History, related to the events of each individual that can affect behavior. Maturation, related to the physical or mental changes of individuals such as changes become more motivated, unmotivated or bored, and so on. Testing, it is with regard to the influence of the pre-test to post-test improvement. Instrumentation, it associated with the lack of consistency in the instrument or unreliable. Selection of different subjects, relating to the use of two or more group was not randomized, so it is understood that the group from the beginning has shown a difference.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of data

In this chapter, the writer would explain the result of research. The writer would attempt to submit the data as outcomes of research has hold in First Grade of MA Al-Hidayah. The writer took 60 students as a subject in this research. It is divided into two classes. There are 30 students from X B as the experimental class and 30 students from X A as the control class.

To getting the data the writer used test as instrument, they were result of pre-test and second one is the result of post-test. The result of post-test in experimental class is named variable (X_2) and the result of post-test in control class is named variable (Y_2).

In Pre-test students write descriptive text in free title, they must write consist of 100 words and write in the classroom. Post-test was done in experiment in different condition and they must write consist of 150 words, in control class students write descriptive text in the classroom with the title prescribed and in experiment class students write descriptive text in outdoor of classroom in environment of school.

When learning by using outdoor activity method students would be able to develop their talents and creativity with the widest extent in the open. Could create awareness and understanding of students how to appreciate nature surroundings and environment. And students could learn from direct experience, especially in learning writing descriptive text, using outdoor activity method students not only described one object just like described a person but students also able to describe other objects such as plants and places that exist in the school environment, because this outdoor strategy was very Influence the student's interested in learning and provided a lot of inspiration. Thus the understanding and mastery of student materials on learning done by teachers would be better.

The student's score of class X A as the experimental class will be described in the following table.

Table 4.0

Result of post-test in experimental class

No	Nama	Content	organization	Vocab	Language	mechanic	Score
1	AJ	20	15	10	10	5	60
2	AS	15	10	10	10	5	50
3	AN	25	20	15	10	5	75

4	DES	26	17	17	20	5	86
5	DNA	17	11	11	12	4	55
6	ERJ	20	20	15	15	5	75
7	HM	20	20	15	15	5	75
8	HR	20	15	16	15	4	70
9	IW	25	15	15	15	5	75
10	IW	25	17	18	15	5	80
11	IC	20	15	15	11	4	65
12	IN	23	16	13	14	4	70
13	IR	26	17	17	20	5	85
14	IM	23	17	15	15	5	75
15	KM	27	16	17	20	5	85
16	MM	15	15	15	15	5	65
17	MZ	24	15	13	13	5	70
18	MB	25	20	15	20	5	85
19	MH	27	20	17	18	5	86
20	MU	23	17	15	15	5	75
21	NRF	25	17	18	15	5	80
22	NI	15	15	15	15	5	65

23	NY	15	15	12	10	3	55
24	NB	21	15	15	15	4	70
25	PU	25	16	15	20	4	80
26	RH	25	17	18	15	5	80
27	SM	25	17	18	15	5	80
28	SS	25	17	17	22	5	86
29	TRF	16	10	10	10	4	50
30	TA	21	15	10	14	5	65

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.0

Content of post-tes in experimental class
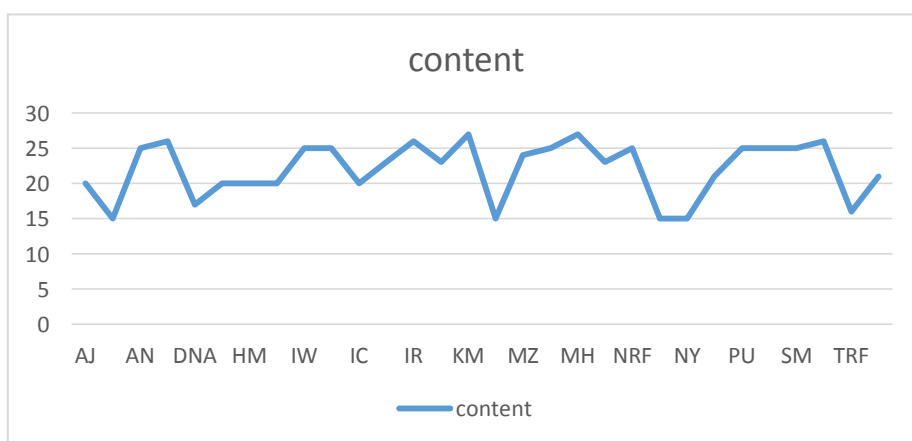
From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in content is 27. Whereas, the lowest score in content is 15.

Graphic 4.0.

Organization of post-tes in experimental class

From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in **organization**is 20. Whereas, the lowest score in **organization**is 10.

Graphic 4.0.

Vocabulary of post-tes in experimental class

From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in **vocabulary**is 18. Whereas, the lowest score in **vocabulary**is 10.

Graphic 4.0.

Language use of post-tes in experimental class

From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in **language** is 22. Whereas, the lowest score in **language**is 10.

Graphic 4.0.

Mechanic of post-tes in experimental class

From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in **mechanic**is 5. Whereas, the lowest score in **mechanic**is 3.
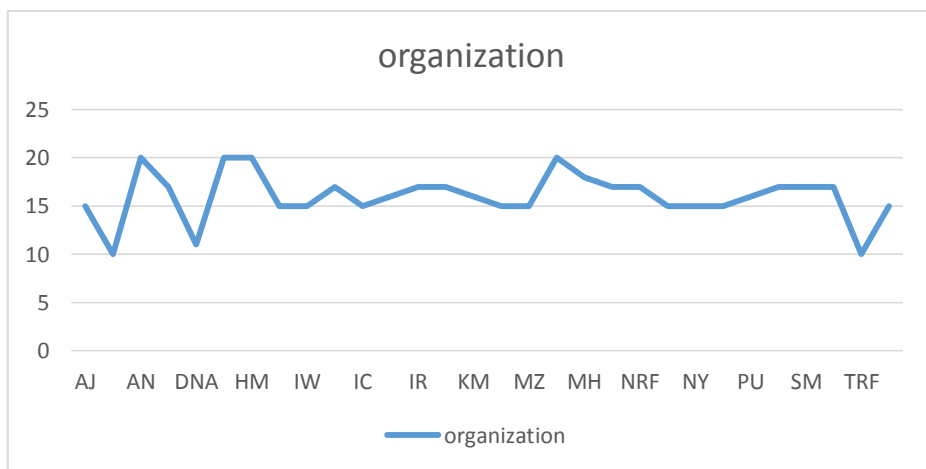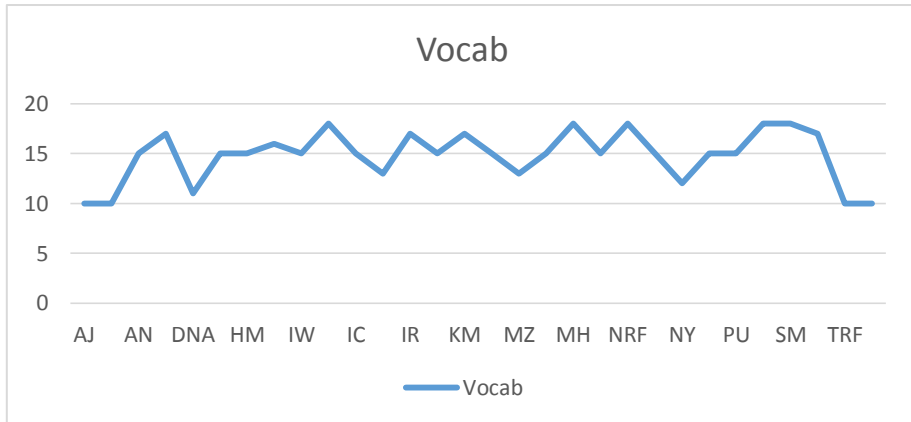
From the conclusion above can be seen the scores from 30 students in the experimental class, it shows that in experimental class, the students' score**content**got increasing from 5 aspect of assessing writing.

B. Analyzing the data

    a. The score of pre-test and post-test of experimental class

        The student's score of class X A as the experimental class

obtained 66,8 for mean of pre-test and 65,8 for mean of post-test.

The scores of pre-test and post-test will be described in the

following table.

Table 4.1

Student's Score of Experiment Class

No	Nama	Pre-test score	Post-test score
1	AJ	50	60
2	AS	50	50
3	AN	60	75
4	DES	75	86
5	DNA	55	55
6	ERJ	50	75
7	HM	55	75
8	HR	50	70
9	IW	70	75
10	IW	80	80
11	IC	70	65

12	IN	50	70
13	IR	70	85
14	IM	63	75
15	KM	80	85
16	MM	70	65
17	MZ	70	70
18	MB	75	85
19	MH	65	86
20	MU	65	75
21	NRF	80	80
22	NI	78	65
23	NY	73	55
24	NB	75	70
25	PU	53	80
26	RH	65	80
27	SM	65	80
28	SS	70	86
29	TRF	60	50
30	TA	60	65

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.1

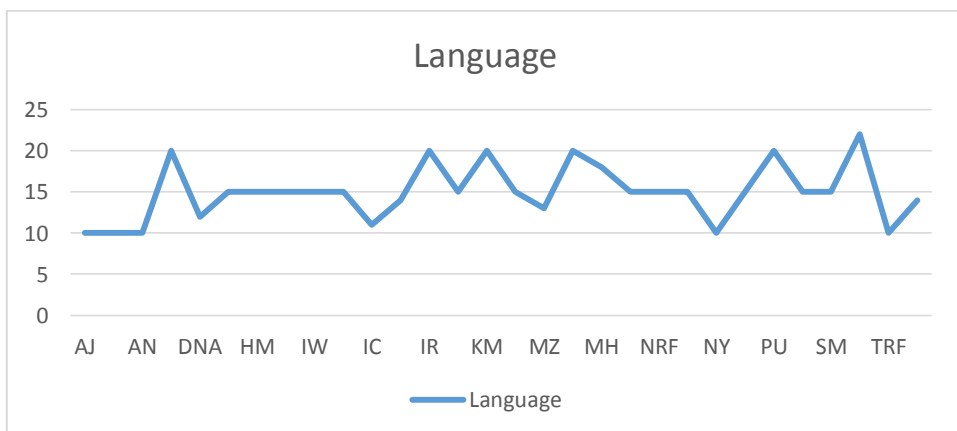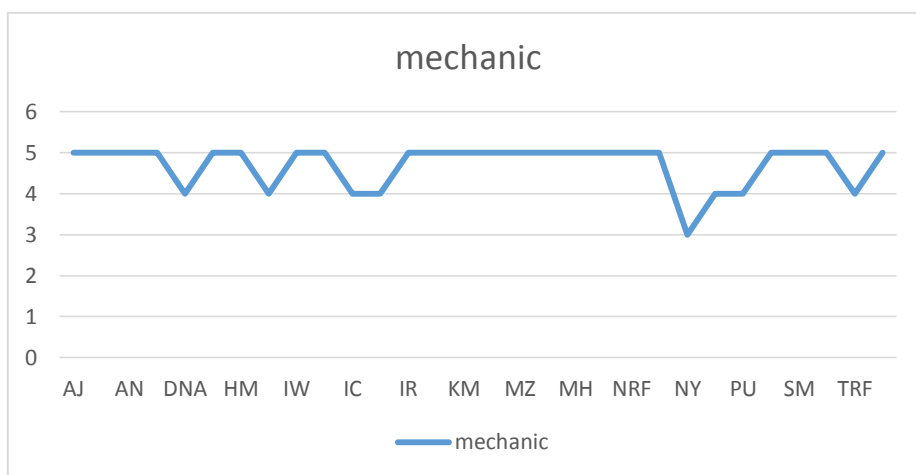**Result Pre-test and Post-test of Experimental Class**
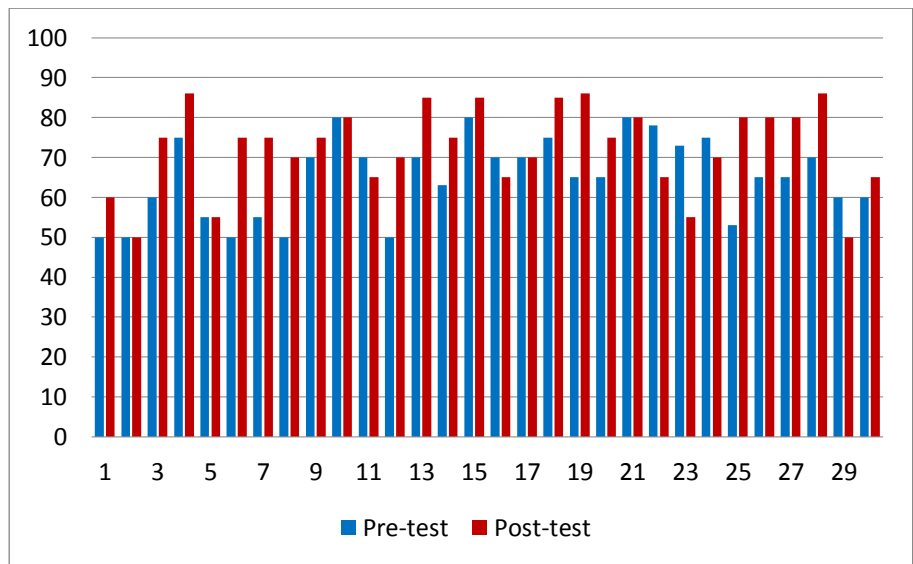
From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in pre-test is 80 and the highest score in post-test is 86. Whereas, the lowest score in pre-test is 50 and the lowest score in post-test is 50. From graphic above, it shows that in experimental class, the students' score got increasing from pre-test to post-test scores.

b. **The result of Pre-Test in Experimental Class**

Based on the table and graphic above the writer will arrange the scores from the lowest to the highest score as follow:

50	50	50	50	50	53	55	55	60	60
60	63	65	65	65	65	70	70	70	70
70	70	73	75	75	75	78	80	80	80

a) Finding out range with formula:

$R = H - L + 1$

$= 80 - 50 + 1$

$= 31$

b) Looking for the class interval (k), with formula:

$\frac{R}{i} = \frac{31}{i}$ = it is had better getting result between $10 - 20$

So, it got i = 6 because $\frac{31}{3}$ = 10.33 (between $10 - 20$).

i = 11 (be completed)

c) Making distribution frequency table

Table 4.2

Distribution Frequency of Pre-test in experimental class

Interval	F	X	x'	f.x'	f.x'^2
50 – 52	5	51	+5	25	625
53 – 55	3	54	+4	12	144
56 – 58	0	57	+3	0	0
59 – 61	3	60	+2	6	36
62 – 64	1	63	+1	1	1
65 – 67	4	66 (M')	0	0	0
68 – 70	6	69	- 1	-6	36
71 – 73	1	72	- 2	-2	4
74 – 76	3	75	- 3	-9	81
77 – 79	1	78	- 4	-4	24
80 – 82	3	81	- 5	-15	225
Total	N=30	-	-	Σf.x'= 8	Σf.x'^2 = 1,176

Note   : to find mean (M') in that table, if the table was odd

like in that interval consists of 11 table, so the writer

can find immediately with middle point between 1-11

and the result is interval 3rd, it is mean (M').

d) Determining Mean Score of Mx^1

$$Mx_1 \quad = M' + i\left(\frac{\Sigma fx'}{N}\right)$$

$$= 66 + 3\left(\frac{8}{30}\right)$$

$$= 66 + (0{,}8)$$

$$= 66{,}8$$

e) Determining Deviation Standard

$$SDx_1 \quad = i\sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N}\right)^2}$$

$$= 3\sqrt{\frac{1175}{30} - \left(\frac{8}{30}\right)^2}$$

$$= 3\sqrt{39{,}16 - 0{,}06} = 3\sqrt{39{,}1} = 3 \times 6{,}25 = 18{,}75$$

f) Determining Error Standard

$$SEx^1 = \frac{SDx^1}{\sqrt{N-1}} = \frac{18.75}{\sqrt{30-1}} = \frac{18{,}75}{5.38} = 3{,}48$$

g) Making Polygon Graph

Graphic 4.2

Pre-test in Experimental Class
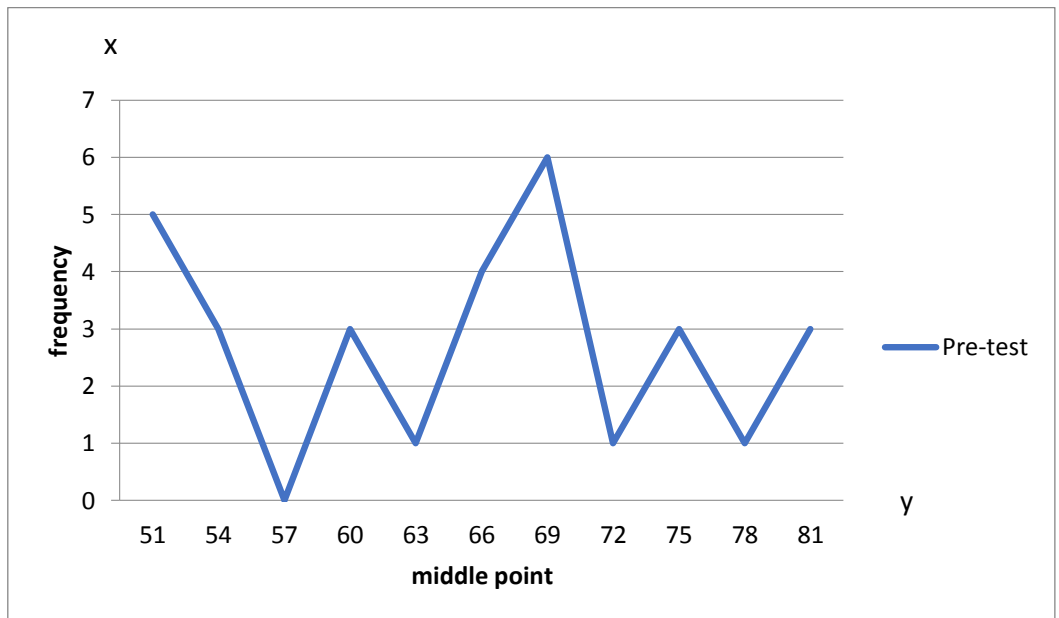
c. **The Result of Post-test of Experimental Class**

Based on the table above the writer will arrange the scores

from the lowest to the highest score as follow:

50	50	55	55	60	65	65	65	65	70
70	70	70	75	75	75	75	75	75	80
80	80	80	80	85	85	85	86	86	86

a) Finding out range with formula:

R = H − L + 1

= 86 − 50 + 1

= 37

b) Looking for the class interval (k), with formula:

$\frac{R}{i} = \frac{37}{i} =$ it is had better getting result between 10 − 20

So, it got i = 3 because $\frac{37}{3} =$ 13 (between 10 − 20).

i = 13

c) Making distribution frequency table

Table 4.3

Distribution Frequency of Post-test in experimental class

Interval	F	X	x'	$f.x'$	$f.x'^2$
50 – 52	2	51	+ 6	12	144
53 – 55	2	54	+ 5	10	100
56 – 58	0	57	+ 4	0	0
59 – 61	1	60	+ 3	3	9
62 – 64	0	63	+ 2	0	0
65 – 67	4	66	+ 1	4	16

68 – 70	4	69(M′)	0	0	0
71 – 73	0	72	1	0	0
74 – 76	6	75	- 2	-8	64
77 – 79	0	78	- 3	0	0
80 – 82	5	81	- 4	-20	400
83 – 85	3	84	- 5	-15	225
86 – 88	3	87	-6	-18	324
Total	**N=30**	-	-	**Σf.x'= -32**	**Σf.x′² = 1282**

Note : to find mean (M′) in that table, if the table was odd like in that interval consists of 13 table, so the writer can find immediately with middle point between 1-13 and the result is interval 7th, it is mean (M′).

d) Determining Mean Score of Mx^2

$$Mx_2 = M' + i\left(\frac{\sum fx'}{N}\right)$$

$$= 69 + 3\left(\frac{-32}{30}\right)$$

$$= 69 + (-3,2)$$

$$= 65,8$$

e) Determining Deviation Standard

$$SDx_2 \quad =i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N}\right)^2}$$

$$=3 \sqrt{\frac{1282}{30} - \left(\frac{-32}{30}\right)^2}$$

$$= 3 \sqrt{42,73 - 1,12} = 3 \sqrt{41,61} = 3 \times 6,45 = 19,13$$

f) Determining Error Standard

$$SEx^2 = \frac{SDx^2}{\sqrt{N-1}} = \frac{19,13}{\sqrt{30-1}} = \frac{19,13}{5,38} = 3,55$$

g) Making Polygon Graph

Graphic 4.3

Post-test in Experimental Class
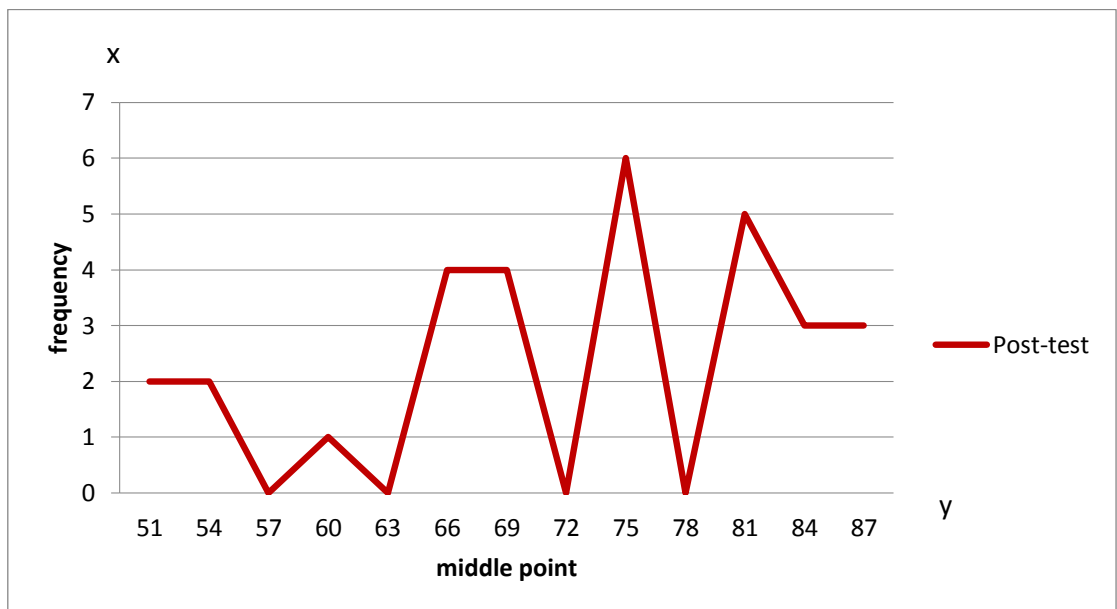
d. **The score of pre-test and post-test of control class**

The students' scores of X A as the control class obtained 56,64for mean of pre-test and 65,1 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Table 4.4

Student's Score of Control Class

No	Nama	Pre-test score	Post-test score
1	AHH	55	47
2	AHA	60	80
3	AF	68	70
4	ARH	67	70
5	AS	65	80
6	AP	55	60
7	EL	67	47
8	HH	65	63
9	II	68	63
10	IN	46	60
11	JA	63	75
12	KU	70	70

13	KH	65	70
14	LE	53	60
15	LM	70	65
16	LU	65	55
17	MU	70	65
18	MA	70	80
19	MF	55	55
20	NFL	55	50
21	NJ	60	78
22	NF	46	78
23	OS	60	75
24	RJ	63	75
25	RH	55	60
26	SA	46	63
27	SI	68	80
28	SR	50	65
29	SM	50	75
30	UD	60	70

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.4

Result Pre-test and Post-test of Control Class
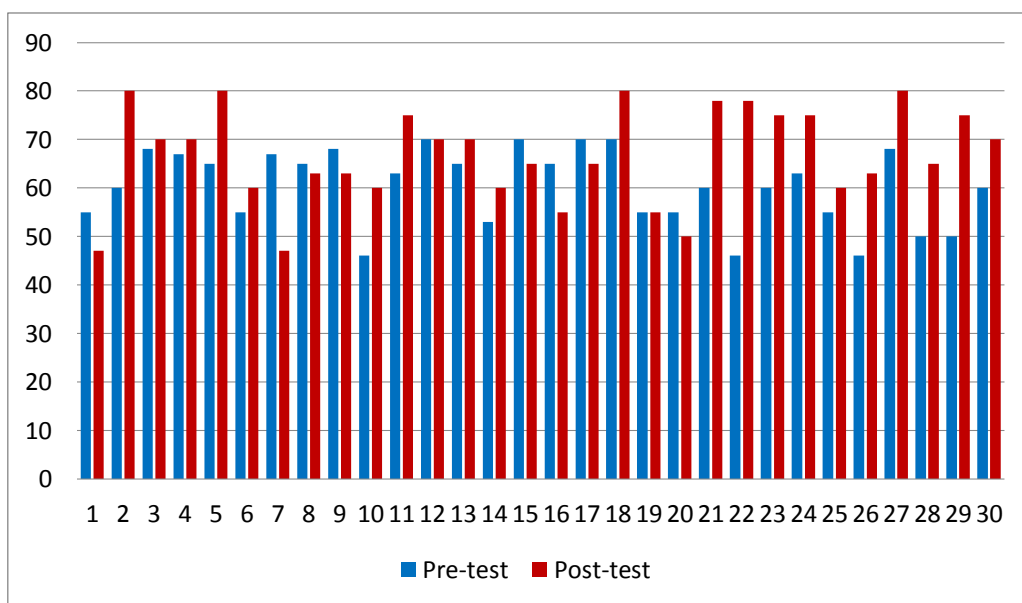
From the graphic above can be seen the scores from 30 students in the control class, the highest score in pre-test is 70 and the highest score in post-test is 80. Whereas, the lowest score in pre-test is 46 and the lowest score in post-test is 50.

e.   **The result of pre-test in control class**

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

82

46	46	46	50	50	53	55	55	55	55
55	60	60	60	60	63	63	65	65	65
65	67	67	68	68	68	70	70	70	70

a) Finding out range with formula:

R= H − L + 1

= 70 − 46 + 1

= 25

b) Looking for the class interval (k), with formula:

$\frac{R}{i} = \frac{25}{i}$ = it is had better getting result between $10 - 20$

So, it got i = 2 because $\frac{25}{2}$= 12,5 (between $10 - 20$).

i = 13 (be completed)

c) Making distribution frequency table

Table 4.5

Distribution Frequency of Pre-testin control class

Interval	F	X	x'	f.x$'$	f.x'^2
46 – 47	3	46,5	+ 6	18	324
48 – 49	0	48,5	+ 5	0	0
50 – 51	2	50,5	+ 4	8	16
52 – 53	1	52,5	+ 3	3	9

54 – 55	5	54,5	+ 2	10	100
56 – 57	0	56,5	+ 1	0	0
58 – 59	0	58,5(M')	0	0	0
60 – 61	4	60,5	-1	-4	16
62 – 63	2	62,5	- 2	-4	16
64 – 65	4	64,5	- 3	-12	144
66 – 67	2	66,5	- 4	-8	64
68 – 69	3	68,5	- 5	-15	225
70 – 71	4	70,5	-6	-24	576
Total	**N=30**	**-**	-	**Σf.x'= -28**	**Σf.x'^2 = 1490**

Note : to find mean (M′) in that table, if the table was odd like in that interval consists of 13 table, so the writer can find immediately with middle point between 1-13 and the result is interval 7th, it is mean (M′).

d) Determining Mean Score

Determine mean of My^1

My^1 = M'+ i $\left(\frac{\Sigma fx'}{N}\right)$

$$= 58.5 + 2\left(\frac{-28}{30}\right)$$

$$= 58.5 + (-1.86)$$

$$= 56.64$$

e) Determining Deviation Standard

$$SDy_1 = i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N}\right)^2}$$

$$= 2 \sqrt{\frac{1490}{30} - \left(\frac{-28}{30}\right)^2}$$

$$= 2 \sqrt{49.66 - 0.86} = 2 \sqrt{48.8} = 2 \text{ x } 6.98 = 13.96$$

f) Determining Error Standard

$$SEy^1 = \frac{SDy^1}{\sqrt{N-1}} = \frac{13.96}{\sqrt{30-1}} = \frac{13.96}{5.38} = 2.59$$

g) Making Polygon Graph

Graphic 4.5

Pre-test in Control Class
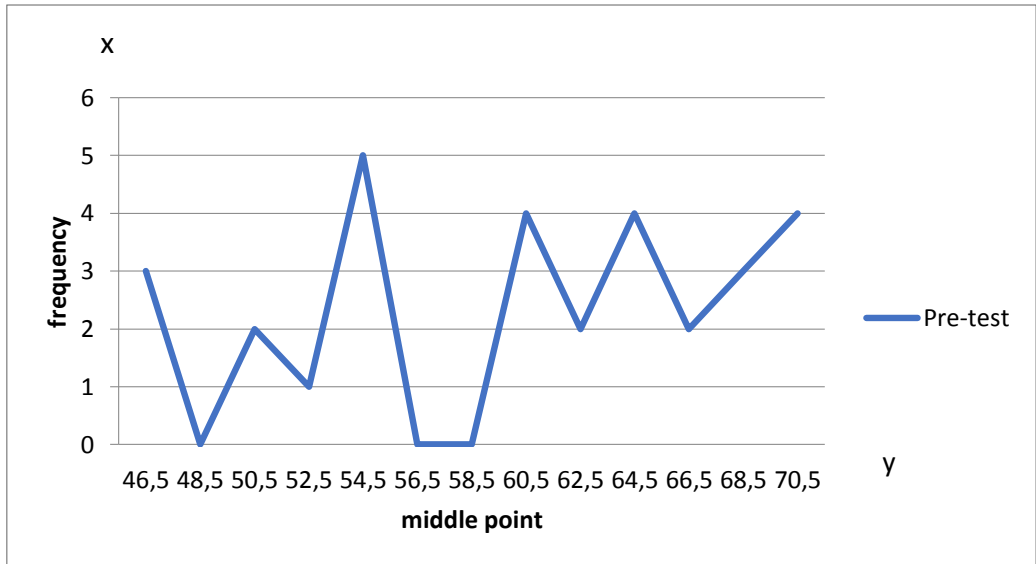
f. **The result of Post-test in Control Class**

Based on the table above the writer will arrange the scores

from the lowest to the highest score as follow:

47	47	50	55	55	60	60	60	60	63
63	63	65	65	65	70	70	70	70	70
75	75	75	75	78	78	80	80	80	80

a) Finding out range with formula:

$R = H - L + 1$

$= 80 - 47 + 1$

$= 34$

b) Looking for the class interval, with formula:

$\frac{R}{i} = \frac{34}{i}$ = it is had better getting result between $10 - 20$

So, it got i = 3 because $\frac{34}{3}$= 11,3 (between $10 - 20$).

i = 12 (be completed)

c) Making distribution frequency table

Table 4.6

Distribution Frequency of Post-testin control class

Interval	F	X	f.X	x'	f.x'	f.x'^{2}
47 – 49	2	48	96	+ 6	12	144
50 – 52	1	51	51	+ 5	5	25
53 – 55	2	52	104	+ 4	8	64
56 – 58	0	57	0	+ 3	0	0
59 – 61	4	60	240	+ 2	8	64
62 – 64	3	63	189	+ 1	3	9
65 – 67	3	66(M')	198	0	0	0
68 – 70	5	69	345	-1	-5	25
71 – 73	0	72	0	- 2	0	0
74 – 76	4	75	300	-3	-12	0

77 – 79	2	78	156	- 4	-8	64
80 – 82	4	81	324	- 5	-20	400
Total	N=30	-	Σf.X= 2003	-	Σf.x'= -9	Σf.x'² = 795

Note   : to find mean (M′) in that table, if the table was even,

the writer must use the formula:

$$M' = \frac{\Sigma\, f.X}{N} = \frac{2003}{30} = 66,7$$

It means that midpoint is in interval 7th, because 66,7 is

in 65 – 67 in interval 7[th.]

d) Determining Mean Score of My^2

$$My_2 = M' + i\left(\frac{\Sigma fx'}{N}\right)$$

$$= 66 + 3\left(\frac{-9}{30}\right)$$

$$= 66 + -0,9 = 65,1$$

e) Determining Deviation Standard

$$SDy_2 = i\sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N}\right)^2}$$

$$= 3\sqrt{\frac{795}{30} - \left(\frac{-9}{30}\right)^2}$$

$$= 3\sqrt{26,5 - 0,09} = 3\sqrt{26,41} = 3 \times 5,13 = 15,39$$

f) Determining Error Standard

$$\text{SE}y^2 = \frac{SDx^2}{\sqrt{N-1}} = \frac{15,39}{\sqrt{30-1}} = \frac{15,39}{5,38} = 2,86$$

g) Making Polygon Graph

Graphic 4.6

Post-test in control class
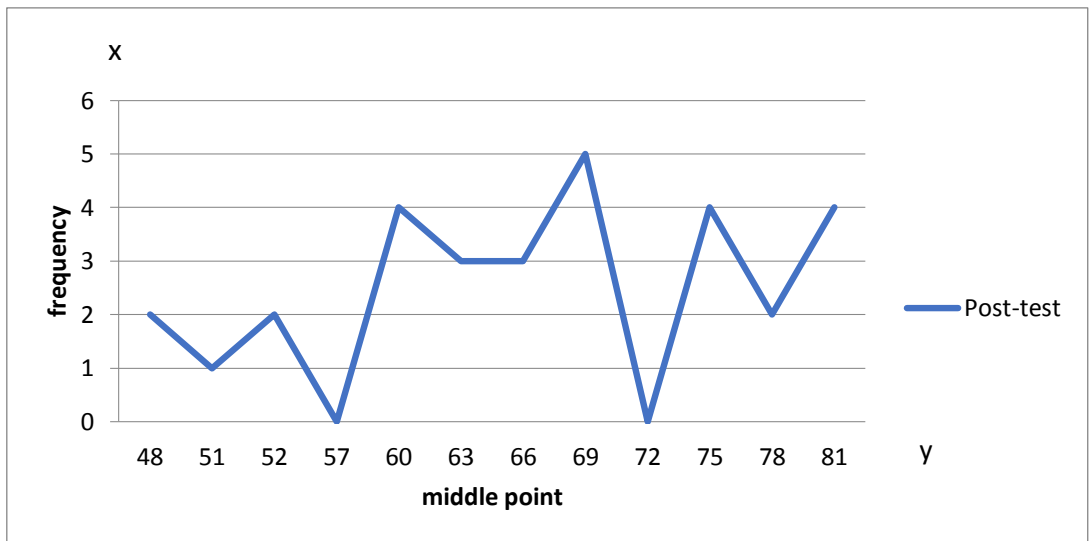
g. **Comparing the Scores of Post-test in Experimental and Control Class**

Based on the data above, the writer would compare between post-test in experiment class using treatment and post-test in control class that not using treatment.

Table 4.7

Score of Post-test in Experiment and Control Class

No	Post-test of Experiment class	Post-test of Control Class
1	60	47
2	50	80
3	75	70
4	86	70
5	55	80
6	75	60
7	75	47
8	70	63
9	75	63
10	80	60
11	65	75
12	70	70
13	85	70
14	75	60
15	85	65
16	65	55

17	70	65
18	85	80
19	86	55
20	75	50
21	80	78
22	65	78
23	55	75
24	70	75
25	80	60
26	80	63
27	80	80
28	86	65
29	50	75
30	65	70

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.7

Comparison between Post-test Experiment and Control
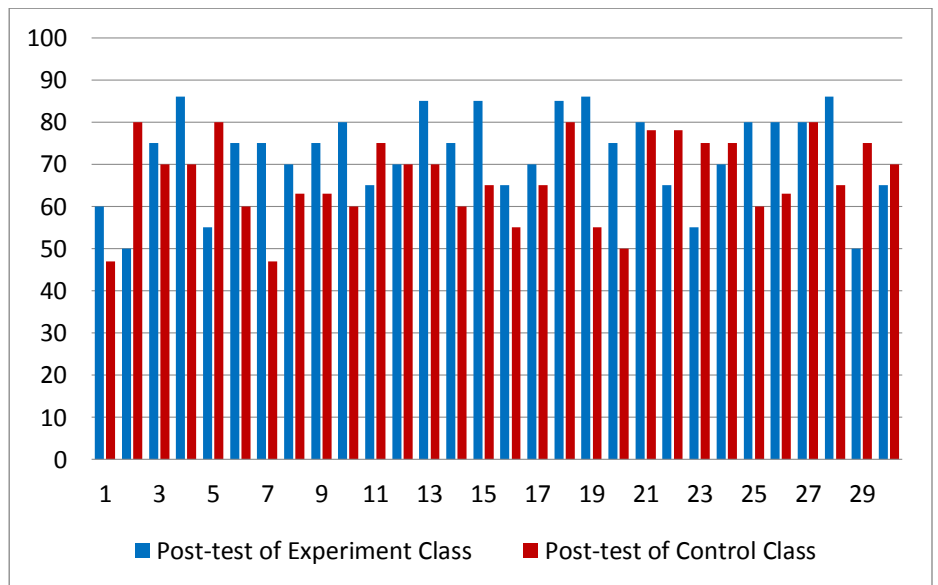
Class

The graphic above described the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 86, while the highest score in control class is 80. And the lowest score in experimental class is 50, control class got score 47.

h. t-Test

After getting the data from the post test score of two classes, then the writer analyzed it by using t-test. The formula as follow :

1) Determining average from experimental class

$$MX = Mx_2 - Mx_1$$

$$= 65,8 - 66,8$$

$$= -1$$

2) Determining average from control class

$$MY = My_2 - My_1$$

$$= 56,64 - 65,1$$

$$= -8,46$$

3) Determining difference of error standard from X and Y

$$SEmx - SEmy = \sqrt{SEx_2 + SEy_2}$$

$$= \sqrt{3,55 + 2,86}$$

$$= \sqrt{6,41} = 2,53$$

4) Determining t_o (t observation)

$$t_o = \frac{MX - MY}{SEmx - SEmy}$$

$$= \frac{-1 - (-8,46)}{2,53}$$

$$= \frac{7,46}{2,53} = 2,94$$

5) Determining T-table with significance 5% and 1%

Df   = N1 + N2 - 2

    = 30 + 30 − 2

    = 58 (consult to "t" table score)

Based on t table that there is 58. With df as number 58 is got t table as follow:

- At significance level 5% : t_t = 1,67

- At significance level 1% : t_t = 2,39

So after the writer calculated this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 2,94.

i. Testing Hypothesis

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: the alternative hypothesis is accepted. It means there is improvement in using Outdoor Class Activity in Teaching Writing Descriptive Text.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in using Outdoor Class Activity in Teaching Writing Descriptive Text.

From the result calculation above, it is obtained that the value of t_0 ($t_{observation}$) is 2,94, degree freedom (df) is 58. In degree significance 5% from 58 (t table) = 1,67, in degree of significance 1% from 58 (t table) = 2,39. After that the data, the writer compared it with t_t(t table) both in degree significance 5% and 1%. Therefore,$t_o : t_t = 2,94 > 1,67$, in degree of significance 5% and $t_o : t_t = 2,94 > 2,39$ in degree of sifnificance 1%.

The statistic hypothesis states that if t_o is higher than t_t, it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using Outdoor Class Activity in Teaching Writing Descriptive Text method has significant on Teaching Writing Descriptive Text.

C. Discussion of Research Findings

Based on findings of the research, It has found that the students who are taught by using Outdoor Class Activity method has been improved in Teaching Writing Descriptive Text than the students who are taught without using Outdoor Class Activity method

because the students who are taught by using Outdoor Class Activity strategies, outdoor method could give spirit in studied, it made them more understanding the descriptive text because they got saw immediately what would they made the object, learn outdoor class also made them more passion in learning given a lot of inspiration in learning writing, because they felt atmosphere of the new that was not boring, and the students were enthusiastic in learning descriptive text.

Outdoor teaching could be a complement to improve students learning as the research point out, but it was important to take into account that students could respond differently to teaching and could have different attitudes concerning how to be taught.

Positive attitudes towards the outdoors were also found in Fägerstam's and Blom's (2013) study of high school pupils' attitudes towards learning biology and mathematics outdoors in comparison to indoor learning. Participants in the study mentioned variation as a reason for why they liked outdoor teaching. It was also

perceived by many as more stimulating, fun and relevant than their usual school environment[39].

On other hand, in control class where students are taught Writing Descriptive Text without Outdoor Class Activity method, students got the material about descriptive text and only did exercise in their work sheet.

Based on the result of data analysis, that the mean of pre-test score obtained by students in MA Al-Hidayah class X A (experimental class) 66,8 was greater than class X B (control class)65,1. The highest score of pre-test in class X A (experimental class) was 80 and in class X B (control class) also was 70. The lowest score of pre-test in class X B (control class) was 46 and class X A (experimental class) also was 47. It means that the capability of writing descriptive text in experimental and control class before treatment was almost same.

The mean of post-test score in experimental class is 65,8 was greater than in control class is 56,64. The highest score of post-test in MA Al-Hidayah class X A (experimental class) was 86 and in class X B (control class) was 80. The lowest score of post-test in class X B

[39]Daniel Larsson, *English teaching outdoors – Student responses and attitudes towards outdoor EFL teaching*, 10.

(experimental class) was 50 and class X A (control class) 50. It means that the distribution of score in experiment class was greater than control class.

Then, the result of t-test shows that $t_o : t_t = 2{,}94 > 1{,}67$, in degree of significance 5% and $t_o : t_t = 2{,}94 > 2{,}39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using of Outdoor Class Activity strategies has significant influence on teaching writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research which has conducted in MA Al-Hidayah about using

1. The student's ability in writing descriptive text at the first grade of MA Al-Hidayah Ciomas Serang can be seen from the result from of the pre-test and post-test between experiment class (using outdoor class activity) and control class (non using outdoor class activity) the writer can conclude that score of experiment class was better than score of control class, it can be shown from the result of data analysis that mean variable x was 66,8 and after treatment the mean of variable x was 65,8. It is means the mean of variable x was in good category. Based on the results of the assessment proved the value of students increased, because there were several factors including:

   a. Methods used students in understanding the text description

   b. In this learning students able to focus in comprehending lesson, so that proven at pot-test students value increased

c. Students look more enthusiastic in understanding the description text

2. In learning by using outdoor activity method students would be able to develop their talents and creativity with the widest extent in the open. Could create awareness and understanding of students how to appreciate nature surroundings and environment. And students could learn from direct experience, especially in learning writing descriptive text, using outdoor activity method students not only described one object just like described a person but students also able to describe other objects such as plants and places that exist in the school environment, because this outdoor strategy was very Influence the student's interested in learning and provided a lot of inspiration. Thus the understanding and mastery of student materials on learning done by teachers would be better.

Based on the result of analysis about using outdoor class activity method showed that the distribution of score in experiment class was greater than control class. The result of t-test shows that $t_o: t_t = 2,94 > 1,67$, in degree of significance 5% and $t_o: t_t = 2,94 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is

rejected. It means that using of outdoor class activity method has significant influence on teaching writing on descriptive text.

B. Suggestions

In order to make the teaching learning using outdoor activity more interesting, the researcher formulated some suggestion to the students and other teacher or researcher. Hopefully it will be used for them in the future. These are:

1. **To the Teacher**

   a. The teacher should create all alternative in teaching English Language especially in writing. They should create good atmosphere in the classroom and make the students more active in the class.

   b. Teacher should develop teaching materials that suitable with the student's level.

   c. The teacher should be creative in using teaching media, to make the teaching- learning more effective.

2. **To the Students**

   a. The students should study English through practice and experiences.

b. The students should active in the class and also creative to get the point of teaching- learning process.

c. The students should pay attention to what the teachers instruction and all the duty.

d. The students should learn the material before it is thought by the teacher in the class so it will be easy for them to understand the materials.

3. To the Researcher

The result of this study can be used an additional reference of further research with different discussion.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : MA Al-Hidayah Ciomas

Kelas/Semester   : X/2

Mata Pelajaran   :Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 4 X 40.menit

A. Kompetensi Inti

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin

tahunya tentang ilmu pengetahuan, teknologi, seni,

budaya, dan humaniora dengan wawasan kemanusiaan,

kebangsaan, kenegaraan, dan peradaban terkait

penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik

sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah

abstrak terkait dengan pengembangan dari yang

dipelajarinya di sekolah secara mandiri, dan mampu

menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1   Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam

semangat belajar.

2.2   Menunjukkan perilaku jujur, disiplin, percaya diri, dan

bertanggung jawab dalam melaksanakan komunikasi

transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. **Indikator pencapaian kompetensi**

➢ Mampu mengidentifikasi struktur teks yang digunakan dalam mendeskripsikan sesuatu

➢ Mampu menerapkan unsur kebahasaan pada teks yang digunakan untuk membuat text deskriptif

➢ Mampu membuat text deskriptif dengan tema yang ditentukan

➢ Mampu membuat text deskriptif dengan struktur teks dan unsur kebahasaaan yang tepat.

D. Tujuan pembelajaran

Setelah mempelajari subtopic dari teks deskriptif siswa dapat:

➢ Mengidentifikasi struktur teks yang digunakan dalam mendeskripsikan sesuatu

➢ Menanyakan dan menyatakan secara lisan kalimat perintah dan larangan.

➢ Peserta didik melalui proses pengamatan, menanya dan penugasan dapat mengidentifikasikan fungsi social, struktur teks dan unsur kebahasaaan yang tepat terkait dalam teks kalimat deskriptif sesuai dengan konteks santun dan penuh kepedulian.

➢ Menuliskan tujuan dari teks descriptive

➢ Menuliskan fungsi dari teks deskriptif

➢ Menuliskan kalimat present tense bentuk verbal

➢ Menuliskan kalimat present tense dalam bentuk nominal

➢ Membuat kalimat deskriptif sesuai dengan tema yang ditentukan

E. Materi pembelajaran

Desckriptive text

Fungsi Sosial :   Mengidentifikasi, membanggakan, memuji, mengagumi

Konsep : Teks deskriptifadalah penggambaran tentang

seseorang, benda, tempat dan lain-lain.

Unsur Kebahasaan: Deskriptive teks menggunakan pola

kalimat simple present tense: verbal

(subject+verb1) nominal (subject+to be+

bukankata kerja), menggunakan linking

verb, menggunakan beragam kata sifat,

menggunakan kata kerja untuk

menyampaikan informasi, menggunakan

adverbs untuk menyampikan tambahan.

F. Metode pembelajaran

Pendekatan: scientific learning

Metode: diskusi dan presentasi (Outdoor Class)

Media: lingkungan sekolah

G. LANGKAH-LANGKAH PEMBELAJARAN (pertemuan pertama 80 menit)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran	10 menit

	dengan memberi salam. Mengajak peserta didik untuk mengawali dikegiatan dengan berdoa dan memeriksa kehadiran peserta didik. • Guru mereview pelajaran yang lalu sebelum masuk kepada materi yang akan diajarkan • Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	
Inti	**Observing** • Siswa mengamati materi yang ada pada buku • Meminta siswa memperhatikan apa yang guru sampaikan • Guru memberi contoh teks deskriptif dengan menggunakan media alam sekitar	

	Questioning	60 menit
	• Guru memotivasi siswa untuk menanyakan tentang hal-hal yang berkaitan dengan apa diamati • Guru memberi contoh pertanyaan yang bisa muncul dari apa diamati. • Guru membenarkan hal-hal yang belum benar dari kalimat deskriptif text	
Penutup	• Siswa diminta untuk merefleksikan materi apa yang telah didapat hari itu • Guru memberikan motivasi kepada siswa agar lebih giat belajar	10 menit

Pertemuan kedua 80 menit

Kegiatan	Deskripsi	
Pendahuluan	• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam. Mengajak peserta didik untuk mengawali dikegiatan dengan berdoa dan memeriksa kehadiran peserta didik. • Guru mereview pelajaran yang lalu sebelum masuk kepada materi yang akan diajarkan • Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Data Collecting/Experimenting** • Siswa diminta masing-masing mengerjakan soal latihan yang guru bagikan	60 menit

	Associating	
	• Peserta didik membahas tentang soal latihan yang telah dikerjakan bersama guru	
	Communicating	
	• Peserta didik mengekspresikan/menjelaskan kalimat deskriptif teks.	
Penutup	• Siswa diminta untuk merefleksikan materi apa yang telah didapat hari itu • Guru memberikan motivasi kepada siswa agar lebih giat belajar	10 menit

1 Complete the paragraph using the adjective correctly in the bellow!

2 Read the text carefully and give a sign the generic structure.

Banana Trees

Banana trees are plants that can live in a wet, humid, and .... In Indonesia banana trees can generally grow in the lowlands until mountains about 2.000 m above sea level.

The banana tree can grow in soil rich in humus, containing lime or heavy soil. Adult banana ....and........... . While the young leaves

rolled. Its leaf blade is......... than tangkai leaves. Most banana leaves are ....for adult and ....leaves for young leaves. Expect for some species, there are red or purple patches on the leaves or on the mother's lea bone. Banana tree trunk in the from of an enlarged and gethering midrib. The trunk is soft, watery an........ Banana trees have tubers that appear on the surface of the soil and will from new shoots. The root of banana tree is a ...., 0,5-1 cm in diameter in the shape of a cylinder causing these roots too look large an.......... The avarege length is 4 to 5 meters for sideways and only 75-150 cm to grow into the soil.

A. Not Woody

F. Hot Tropical Climate

B. Dark Green

G. Look Like A Worm

C. Light Green

H. Fibrous Root

D. Leaf-Shaped Oval

I. Home-Pinnate Leaves

E. Longer

J. New Shoots

NA: Nilai maksimal x 100

Table Score Criteria

No	Score	criteria
1	89-100	Exellent
2	79-88	Good

3	66-78	Fair
4	46-65	Poor
5	0-45	Very Poor

ciomas, 3-5 juni 2017

Guru Mata Pelajaran   The Researcher

Hamidah S.Pd
NIP. -

Desiana

SRN. 132301522

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : MA Al-Hidayah Ciomas

Kelas/Semester   : X/2

Mata Pelajaran   :Bahasa Inggris

Materi Pokok   : Descriptive Text

Alokasi Waktu   : 2 X 40.menit

H. Kompetensi Inti

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait

penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik

sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah

abstrak terkait dengan pengembangan dari yang

dipelajarinya di sekolah secara mandiri, dan mampu

menggunakan metoda sesuai kaidah keilmuan

I. Kompetensi Dasar

1.1   Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam

semangat belajar.

2.2   Menunjukkan perilaku jujur, disiplin, percaya diri, dan

bertanggung jawab dalam melaksanakan komunikasi

transaksional dengan guru dan teman.

3.7   Menganalisis fungsi sosial, struktur teks, dan unsur

kebahasaan dari teks deskriptif sederhana tentang orang,

tempat wisata, dan bangunan bersejarah terkenal, sesuai

dengan konteks penggunaannya.

4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

J. Indikator pencapaian kompetensi

➢ Mampu mengidentifikasi struktur teks yang digunakan dalam mendeskripsikan sesuatu

➢ Mampu menerapkan unsur kebahasaan pada teks yang digunakan untuk membuat text deskriptif

➢ Mampu membuat text deskriptif dengan tema yang ditentukan

➢ Mampu membuat text deskriptif dengan struktur teks dan unsur kebahasaaan yang tepat.

K. Tujuan pembelajaran

Setelah mempelajari subtopic dari teks deskriptif siswa dapat:

- Mengidentifikasi struktur teks yang digunakan dalam mendeskripsikan sesuatu

- Menanyakan dan menyatakan secara lisan kalimat perintah dan larangan.

- Peserta didik melalui proses pengamatan, menanya dan penugasan dapat mengidentifikasikan fungsi social, struktur teks dan unsur kebahasaaan yang tepat terkait dalam teks kalimat deskriptif sesuai dengan konteks santun dan penuh kepedulian.

- Menuliskan tujuan dari teks descriptive

- Menuliskan fungsi dari teks deskriptif

- Menuliskan kalimat present tense bentuk verbal

- Menuliskan kalimat present tense dalam bentuk nominal

- Membuat kalimat deskriptif sesuai dengan tema yang ditentukan

L. Materi Pembelajaran

Desckriptive text

Fungsi Sosial :   Mengidentifikasi, membanggakan, memuji, mengagumi

Konsep : Teks deskriptifadalah penggambaran tentang seseorang, benda, tempat dan lain-lain.

Unsur Kebahasaan: Deskriptive teks menggunakan pola kalimat simple present tense: verbal (subject+verb1) nominal (subject+to be+

bukankata kerja), menggunakan linking

verb, menggunakan beragam kata sifat,

menggunakan kata kerja untuk

menyampaikan informasi, menggunakan

adverbs untuk menyampikan tambahan.

M. Metode pembelajaran

Pendekatan: scientific learning

Metode: diskusi dan presentasi (Outdoor Class)

Media: lingkungan sekolah

N. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam. Mengajak peserta didik untuk mengawali dikegiatan dengan berdoa dan memeriksa kehadiran peserta didik. • Guru mereview pelajaran yang	10 menit

	lalu sebelum masuk kepada materi yang akan diajarkan • Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Inti	**Observing** • Siswa mengamati materi yang ada pada buku • Meminta siswa memperhatikan apa yang guru sampaikan • Guru memberi contoh teks deskriptif dengan menggunakan media alam sekitar (pepohonan) • Guru menjelskan bagaimana mengidentifikasi dan mendeskripsikan pohon **Questioning** • Guru memotivasi siswa untuk menanyakan tentang hal-hal yang berkaitan dengan apa diamati • Guru memberi contoh pertanyaan	60 menit	

| | yang bisa muncul dari apa yang diamati.
 • Guru membenarkan hal-hal yang belum benar dari kalimat deskriptif text

 Data Collecting/Experimenting

 • Siswa diminta memilih tema pada soal pos-test
 • Siswa diminta mencari objek yang sesuai tema yang mereka pilih
 • Siswa diminta membuat teks deskriptif dengan tema yang telah dipilih

 Associating
 • Peserta didik membahas tentang teks deskriptif yang telah dibuat
 • Peserta didik diminta mempresentasikannya dihadapan teman-temannya
 Communicating
 Peserta didik mengekspresikan/menjelaskan kalimat | |

	deskriptif teks.	
Penutup	• Siswa diminta untuk merefleksikan materi apa yang telah didapat hari itu • Guru memberikan motivasi kepada siswa agar lebih giat belajar	10 menit

Table Score

Aspects						
N o	Nam a	Gramm ar	Conte nt	Organizati on	Vocabula ry	Mechan ic

    From the score above, the writer conclude a score criteria as a table bellow:

The Criteria of Assessing Writing

No	Score	Level	Criteria
1	Content	30-27	**Excellent to very good**
		26-22	**Good to average**
		21-17	**Fair to poor**
		16-13	**Very poor**
2	Organization	20-18	**Excellent to very good**.
		17-14	**Good to average**
		13-10	**Fair to fair**
		9-7	**Very poor**
3	Vocabulary	20-18	**Excellent to very good**
		17-14	**Good to average**
		13-10	**Fair to fair**
		9-7	**Very poor**
4	Language use	25-22	**Excellent to very good**
		21-18	**Good to average**
		17-11	**Fair to fair**
		10-5	**Very poor**
5	Mechanic	5	**Excellent to very good**
		4	**Good to average**
		3	**Fair to fair**

		2	Very poor

Ciomas, 7 Juni 2017

Guru Mata Pelajaran   The Researcher

Hamidah S.Pd
NIP. -

Desiana

SRN. 132301522

The Jackfruit Tree

Identification

Behind my house, at the garden, there is a jackfruit tree. It is a big tree. People say it is older than me. My grandfather planted this tree long time ago, before I was born.

Description

This big jackfruit tree sometimes will bear fruit. It has a delicious fruit called jackfruit. The large tree and its prickly fruit resemble the durian fruit, and the jackfruit is one of the many fruits of sap. The inside is yellow when it is ripe smells fragrant it is a very delicious fruit. The

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jackfruit also can be as a vegetable. My mother also like to cook the

jackfruit. It is very delicious.

Table 2.1

The Criteria of Assessing Writing

No	Score	Level	Criteria
1	Content	30-27	**Excellent to very good**: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	**Good to average**: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	**Fair to poor**: limited knowledge of subject, little subject, inadequate development topic.
			Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.
		16-13	
2	Organization	20-18	**Excellent to very good**: Fluency

			expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	**Good to average**: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	**Fair to fair**: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
			Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
		9-7	
3	Vocabulary	20-18	**Excellent to very good**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	**Good to average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning mot obscured.
			Fair to fair: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.
			Very poor: essentially translation,

		13-10	little knowledge one English vocabulary, idioms, word form, or not enough to evaluate.
		9-7	
4	Language use	25-22	**Excellent to very good**: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, perceptions.
		21-18	**Good to average**: effective but simpleconstruction, minor problems in complex constructions, several error of agreement, tense, number, word/order function, articles, pronouns, perceptionsbut meaning seldom obscured.
			Fair to fair: major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order function, articles, pronouns, perceptions or fragments, ruons, deletions, meaning

		17-11	confused or obscured.
			Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communication, or not enough to evaluate.
		10-5	

5	Mechanic	5	**Excellent to very good**: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	**Fair to fair:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor hard writing, meaning confused or obscured.
		2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible or not enough to evaluate.

Pre-test (experiment/control)

Name   : ……………………………

Class   : ……………………………

1. write descriptive text about your idola consist of 100 word…!!!

Title

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Good luck !!

Post-test (experiment/control)

Name   : ……………………………

Class   : ……………………………

1. write the theme that you have choosen and describe it, consists of 150 words and draw it…!!!

Title

_____

Identification

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Description

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Good luck !!!