

# CHAPTER I

## INTRODUCTION

### A. Research Context

Writing skills take a long time and intensive practice. Writing is lowering or describing graphic symbols that describe a language that is understood by one person so that others can read the graphic symbols if they understand the language and the graphic<sup>1</sup>. Writing is expressing thoughts, feelings, experiences, and reading results in written form, not in speech. Writing according to Gie is termed composing, which is all a series of activities of a person to express ideas and convey them through written language to the reading community to be understood. In life In this modern era, it is clear that writing skills are needed. <sup>2</sup>

Someone uses writing to document, persuade, report, or inform others, as well as to influence them. Only those who are able to arrange their thoughts and communicate them clearly a skill that is dependent on mental clarity, organization, and the use of well chosen language can effectively accomplish such an objective and purpose. From some of the opinions above, it can be concluded that writing is activity in expressing ideas, ideas or thoughts through writing. The thoughts can be in the form of opinions, knowledge, experiences, desires, or someone's feelings. Writing not only expresses ideas through written language only through written language media but compile

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<sup>1</sup> Henry Guntur Tarigan, “*Membacas Sebagai Suatu Keterampilan Berbahasa*”, (Bandung: Angkasa, 2008).

<sup>2</sup> The Liang Gie, *Terampil Mengarang*. (Yogyakarta: Andi Haryati, 2002).

the text so that it can be understood by the reader. In general, the main function of writing is as a means of general communication indirect.

Good writing can communicate well with the intended readers. Meanwhile, according to Tarigan good writing is a communication of thoughts and effective feeling. All written communication is effective and appropriate.<sup>3</sup> According to Akhdiat good writing has several characteristics, namely: significant, clear, has good unity and organization, economical, have adequate development, use an accepted language, have adequate strength, use the language that is accepted.<sup>4</sup>

There are many kinds of writing. Namely writing essay, recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote and review. In this research the researcher will discuss about essay. Based on this explanation, Tarigan concludes that There are four characteristics of good writing as follows; clear the reader can read the text in a fixed way and the reader can't may be confused and must be able to grasp the meaning without having to reread from the beginning to find the meaning of what was said by the author, unity and organization readers can follow it easily because of the sections interconnected and coherent, economical the author will not use excessive words or language so that the reader's time is not wasted and, use of language is acceptable the author uses good and correct language because the language used by most people, especially those with more education prioritize formal language so that it is easily accepted.<sup>5</sup>

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<sup>3</sup> Henry Guntur Tarigan, "*Menulis Sebagai Suatu Keterampilan Berbahasa*", (Bandung: Angkasa, 2000).

<sup>4</sup> Akhdiat, *Penggunaan Bahasa Yang Baik Dalam Penulisan Karya Ilmiah* (Online). Tersedia: <http://www.file.wordpress.com>. (20 November 2013).

<sup>5</sup> Henry Guntur Tarigan, "*Menulis Sebagai Suatu Keterampilan Berbahasa*", (Bandung: Angkasa, 2000).

Writing descriptions text. Students will find more inspiration outside the environment by relying on objects outside the school environment, they will not feel difficulty in thinking about what to write because when students are outside the classroom there will be many things they see and indirectly pour in their papers.<sup>6</sup>

According to Dalman, writing cannot be done like turning both palms upside down. Writing has to go through a process. Therefore, researchers describe the factors of lack of success in writing description paragraphs, which include the inability of students to find what to write, what the topic is and how to start, students are less able to express ideas or ideas regularly and logically systematically, students are also not able to use good and correct Indonesian, it seems clear that students are not right to use words and sentences in their writing and do not correctly apply spelling rules. In writing, the system is teacher-oriented, and less interested in writing paragraph descriptions.

The environment is the unity of space with objects and conditions of living things including humans and their behavior and other living things. The environment is very influential and plays an important role in the process of child development, because children first learn and understand the situation from their environment as well as in the learning process through learning in the environment or we usually refer to as outdoor learning requires an approach that is able to realize the things desired, the environmental approach is an interaction that stems from the relationship between physical development and

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<sup>6</sup> Muhamad Sofian Hadi, Mutiarani Mutiarani, and Sri Herlina, "Outdoor Learning Activity in Teaching Students' Descriptive Writing Skills," *Journal of Language and Language Teaching* 9, No. 2 (2021): 220–27.

the surrounding environment. Utilizing the environment as a learning resource can increase enthusiasm for students to be more active in the learning process.

According to Husaimah, teachers must be good at choosing the right model or type of learning according to the environmental situation, the birth of the concept of education in nature is a manifestation of outdoor education, nature as a learning medium is a solution to eliminate boredom in the classroom. It was from this idea that Whal Whitmant tried to update the methodology with an emphasis on the process of activity outside the classroom.<sup>7</sup>

The schoolyard natural classroom is a dynamic living system that is an ideal theme for integrated and place-based learning. In this research, the researcher changes the schoolyard to outdoor activity which is held in a real activity in their environment. Outdoor education in teaching and learning is being increasingly used as an effective approach for the realisation of activities related to active learning and for the instruction of abstract concepts.<sup>8</sup>

Outdoor learning all parts of a child's development can be improved. This happens because outdoor activities involve various aspects of children's development. Outdoor activities play a greater role in integrating children's sensory and various potentials.

This is more interesting than indoor activities, because these activities are carried out outdoors. When we are outdoors, we can get more motivation to learn something. Although outdoor activity makes noise, it requires exertion and physical energy. A sense of peace and joy is an experience for children

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<sup>7</sup> Husamah, *Pembelajaran Luar Kelas Outdoor Learning*, (Jakarta: Prestasi Pustaka Raya, 2013) 1-2

<sup>8</sup> Johnson, Lauri Macmillan. *Creating Outdoor Classroom (Schoolyard Habitats and Gardens for the Southwest)*. 13

when they breathe fresh air. Outdoors students get inspiration for their writing because they can see the objects they are about to portray, in addition to the outdoors they feel relaxed. Students will have many ways to enrich learning goals, especially in learning to write or compose something, students will get more ideas to be poured into their books in terms of writing.

Based on this, it can be concluded that the ability to write student description paragraphs need special handling, especially junior high school students. The essence of handling is the need for a learning model that helps students to develop imagination, ideas, ideas that are more fun in writing description paragraphs. Based on these problems, the author is interested in using the Outdoor learning model, which is learning and teaching activities between teachers and students, but not carried out in the classroom, but outside the classroom and the open as student learning activities.<sup>9</sup>

Nowadays, the teaching-learning process is not limited to the classroom, but also outside the classroom. Therefore, the place also influences learning activities besides the methods. The researcher thought the outdoor is a place where learners can explore the materials that cannot be found indoors. Moreover, studying in this way, they can refresh their mind. So, outdoor learning is an interesting way of learning English, especially in writing. In other words, outdoor learning can bolster the advancement of well-being, dynamic lifestyle, offers children openings for physical movement, opportunity, and development.

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<sup>9</sup> Dalman, H. *Writing skills*. Jakarta: PT. King Grafindo Persada. (2015)

Outdoor activity is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities because these activities are conducted outdoor. When the student is outdoor, the students can get more motivation to learn something. The sense of peace and pleasure is the children's experiences when the children take in the fresh air. In the outdoor, the children get inspiration for their writing because the children can see the object that they will describe, besides at outdoor they feel relax. While children spend time outside every day, the children have many ways to enrich the objective of the course and support children's development and acquisition.

According to Nuristo, descriptive text is text that describes objects according to actual conditions so that readers can see, feel, and hear the objects described in written form. So descriptive text <sup>10</sup> is a text that explains or describes a good thing of people, things, places in detail, in writing descriptive texts, of course, students need a picture that they will write in their own book. So outdoor learning is very helpful to increase student creativity in writing descriptive texts.

In teaching learning activities in SMPN 1 Pademawu the classroom students feel more boredom to learn due to the lack of different and interesting things especially in English so that the teacher changes a learning model that is focus in classrooms to be outside the classroom or outdoor learning. So that the student's level of understanding improve better in writing. Students need to learn in outdoor because outdoor learning experiences can provide many benefits that cannot be obtained in the classroom. When students learn in

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<sup>10</sup> Nuristo, *author guide*, Yogyakarta: Adi Cita.1999

outdoor the classroom they can imagine several different objects that cannot find in the classroom. It can increase students' learning motivation, creativity, and understanding of subject matter by providing experience directly in the writing learning process of the students. Apart from that, outdoor learning can also increase students' inspiration, physical and mental health and teach them to appreciate nature and the surrounding environment. One of the reason teachers use outdoor learning is students can experience the object directly and have the opportunity to think broadly by seeing more objects to be described, as the teacher said that learn in outdoor the classroom has a big impact on student's ability to more understand about writing descriptive text. Outdoor environments often offer a different stimulation than traditional classrooms, which can increase student interest and involvement in learning.

Many researchers have discussed about outdoor learning in learning writing descriptive text that may relevant research was conducted by Ratna, Sartin, and Titien 2021 which is entitled *The Implementation of Outdoor Learning Strategy Focusing on Outdoor Project to Enhance Students' Ability in Writing Descriptive Text*.<sup>11</sup> This study reports on the results of using outdoor learning which really helps students to be more interested in learning English and outdoor learning can also hone students' abilities in writing texts because in this case they focus directly on natural objects which make students' mindsets more open in general to think more critically.

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<sup>11</sup> Ratna, Sartin, & Titien, *The Implementation of Outdoor Learning Strategy Focusing on Outdoor Project to Enhance Students' Ability in Writing Descriptive Text*. (Jambura Journal of English Teaching and Literature – Vol. 2(2), October 2021: 77 – 86)

Based on the above phenomenon, researchers are interested in studying and observing more deeply about the Application of Outdoor Learning Model in Learning Descriptive Writing in Second Grade of SMPN 1 Pademawu. So, researchers decided to conduct a study entitled "The Implementation of Outdoor Learning Model in Learning Writing Descriptive at Second Grade of SMPN 1 Pademawu".

## **B. Research Focus**

According to Creswell, research problems are educational issues, controversies or concerns that guide the need to conduct research. Related to his statement, the researcher can say that a research problem is an unusual phenomenon that researchers find to conduct research. Based on the theory, researchers focus on the formulation of problems related to the research context as follows:<sup>12</sup>

1. How is the implementation of outdoor learning model in learning writing descriptive at Second Grade of SMPN 1 Pademawu?
2. How does outdoor learning model enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu?

## **C. Research Objective**

Research objectives are tentative propositions suggested as solutions to a problem; Statement of the researcher's excision about the relationship between research variables. <sup>13</sup> Then the researcher must consider the purpose that is the answer to the following question above.

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<sup>12</sup>John W. Cresswell, *Educational Research: Plan, conduct, and evaluate quantitative and qualitative research*, (Boston: People Education, 2012), 59.

<sup>13</sup> Ibid, 111.



Based on this statement, the researcher has divided the answer from the focus of the study into 2 two parts as follows:

1. To describe how the implementation of outdoor learning is in learning writing descriptive at Second Grade of SMPN 1 Pademawu.
2. To explain how outdoor learning model enhances learning writing descriptive at Second Grade of SMPN 1 Pademawu.

#### **D. Significance of the Study**

The significance of study presents the usefulness or urgency of research, both scientific (theoretical) and social (practical). Scientific significant use of the development of science while for social significant is used to improve the issue in the next period. The significant of study is formulated as follow:

##### **a. Theoretical**

The researcher hopes this research our knowledge about the implementation of outdoor learning model in learning writing descriptive at Second Grade of SMPN 1 Pademawu in order the students able to understand well the material in writing descriptive text.

##### **b. Practical**

###### **a. For the teacher**

The research hope that this research can be used for teacher to choose the suitable method in teaching writing. Especially for students because the suitable method will make the teacher easier to manage the class.

###### **b. For the students**

For a student hopefully, this research can make them easier when the student learning writing descriptive and also the student able to arrange the word and comprehend the meaning of the word.

c. For the researcher

For researchers this research can be experience and add his knowledge in teaching learning process that very important for the teacher to choose the suitable method in order the students interest with the material..

## **E. Definition of Key Terms**

The researcher clarifies the terms used in this study in detail to have the same ideas and concepts as follows:

1. Outdoor learning

The outdoor learning is an effort to bring students closer to the real source of learning, namely nature and the surrounding places.

2. Writing

Writing is the process of using symbols, letters of the alphabet, punctuation, and spacing to communicate thoughts and ideas in a readable form.

3. Descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

## **F. Previous Studies**

There are previous studies that the researcher could find about outdoor learning model in learning writing descriptive text. First from Ratna, Sartin, and Titien 2021 which is entitled *The Implementation of Outdoor Learning Strategy Focusing on Outdoor Project to Enhance Students' Ability in Writing Descriptive Text*.<sup>14</sup> This study reports on the results of using outdoor learning which really helps students to be more interested in learning English. and learning outside the classroom can also hone students' abilities in writing texts because in this case they focus directly on natural objects which make students' mindsets more open in general to think more critically.

The similarity between previous research and this research is that both discuss the use of outdoor learning to improve students' writing descriptive texts make students' mindsets more open in general to think more critically. While the difference between these two studies is that the previous study discusses strategies and projects to improve students' ability to write descriptive text, but in this study it discusses the use of outdoor learning as a means for students to learn to write descriptive text to further develop their mindset in the form of writing.

There are some previous researches that related to this research. The researcher takes some previous research to be compared with this research. The first study conducted by Desiana, she focused on the influence of outdoor class activity in teaching descriptive text.

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<sup>14</sup> Ratna, Sartin, & Titien, *The Implementation of Outdoor Learning Strategy Focusing on Outdoor Project to Enhance Students' Ability in Writing Descriptive Text*. (Jambura Journal of English Teaching and Literature – Vol. 2(2), October 2021: 77 – 86)

The last study conducted by Suharmi. It was about improving students' writing skill in descriptive text by using outdoor activity. This study was 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 t-table and the result of t-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.