

CHAPTER I

INTRODUCTION

A. Background of The Study

English is a foreign language that is taught as a compulsory subject for elementary school up to university level. In learning english, the students have to master four language skills such as listening, speaking, reading and writing. Here the researcher focuses on writing skill. Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. According to Alice Oshima writing is a communicative act; it is a way of sharing information, thought, experiences or ideas, between ourselves and others. It means that, by writing we can get information, knowledge, science, technology and culture etc. Thus, students should develop and improve their writing ability to face modern era and survive modern communication successfully.

In teaching english, government suggest to use PAIKEM. That is stand from *pembelajaran yang aktif, inovatif, kreatif, efektif, dan menyenangkan*. It means that teaching has to stimulate students more active, innovative and creative and able to achieve the goal of learning accurately. PAIKEM is not a specific method or technique but it is a general term that teaching and learning has to be enjoyable. It gives chance to the teacher in developing their own material and managing its own class. In this case, the teacher has to build a constructive

learning that has accentuate in learning to know, learning to do, learning to be, and learning to live together.¹

In writing class, teacher usually focus to the book in giving material that make student quite boring. It will give a negative assumption to the student. That is why it is important for the teacher to give different method and material in teaching if they want to increase student motivation during the teaching learning process. Teachers are demanded more actively in finding appropriate ways in delivering their material.

Beside that, most of students feel that writing is difficult. One of the difficulties is they cannot start and finish their writing. Jeremy Harmer argued that Student writers often find themselves “lost for words”, especially in creative writing tasks.² Consequently, this issue becomes the teacher are challenged to be more creative to make learning process more fun and motivated.

From the sentence above, the researcher wants to try to make students not lost for words when they write in English. The researcher wants to try to implement outdoor activity in the improving students’ English writing ability. The researcher chooses outdoor activity as the method on the improvement students’ writing ability because the researcher thinks that outdoor activity is interesting to do and helpfull in making writing especially descriptive writing because the students can look the object that will be described directly. In addition, an outdoor activity may stretch their comfort zone and the students will enjoy their activity

¹Depdiknas, (2008)

² Jeremy Harmer, *how to teach writing* (Essex UK: longman, 2004). 41

outside the classroom because the first grade of junior high school still have the nature of child and they are very active and attractive in playing.

Outdoor activity has many challenging and it can help the students to develop many different skills so, it will make them fun and the activity is good for them. Through doing outdoor activities, students learn and develop leadership skills; how to lead and navigate effectively. Also, one of the aims is to help us students to gain an appreciation of the outdoors and our surroundings, and how easily it can be damaged/ruined through littering etc. It also aims to teach us, ultimately, how to survive in the outdoors and how to cope with living outside with next to nothing. So you can see, while the students think they are just out having a good time, they are actually learning vital skills of survival, leadership, and personal skills.³

Based on explanation above, the researcher decides to focus on her study in implementing outdoor which is used as an alternative improving writing. This study is also focus on writing descriptive. Descriptive writing is used to describe a certain person, place, or thing from the physical condition.

The curriculum of 2006 states that students of Junior high school are obliged minimally to master short functional text or essay in a form of descriptive and procedure.⁴ So, in english subject one of the skills that has been mastered by the students is writing. Many kinds of writing that are taught by teacher, descriptive is one of them.

³ <http://www.123helpme.com/view.asp?id=122496>

⁴ Depdiknas, (2008), 310

Furthermore, writing activity has been applied in academic life. Based on the syllabus of junior high school especially at the second grade, writing is one of the language skills presented in teaching and learning english process. One of the writing forms that should be made by the students is descriptive text. Descriptive text is something new for first grade students of SMP, because it is the first time that is taught in second semester. And sometimes, most of the students do not know what they have to write.

The researcher chooses SMP Suryonugroho as an object in her study because according to the observation before” in this school has done this strategy when they do learning and teaching activity. The teacher used outdoor activity when the students get bored with lecturing method in the classroom. The researcher chooses the students of first grade of junior high school because the researcher thinks that the students at this level still have the nature of child and transmitted to teenager. They are very active, attractive in playing. The researcher believes that going out the classroom and making direct experiential learning activities can motivate students in writing english. Such as Ancok states that outbound as experiential learning method involves all aspects of learning “cognitive, affective and psychomotor” that is more understandable.⁵

In this study, the researcher focuses on writing descriptive text because the second semester of seventh grade is study about descriptive text. The researcher will conduct the research about the implementation of outdoor activity in teaching

⁵ Djamaluddin Ancok, *outbound management training* (yogyakarta: Universitas Islam Indonesia press, 2003)

writing descriptive text to first grade of junior high school students at SMP Suryonugroho Surabaya.

B. Research Questions

The research question of this study are:

1. How is the implementation of outdoor activity to improve English writing ability of students at SMP Suryonugroho Surabaya?
2. Can outdoor activity improve students' writing ability?
3. How are the students' writing results toward the implementation of outdoor activity?

C. Objective of The Study

Derived from the formulated problems above, the purpose of the study are:

1. to know the students' responses toward outdoor activity
2. to know the students' writing improvement
3. to know the students' writing result during outdoor

D. Significance of The Study

1. For the school, outdoor education is not a new method used in SMP Suryonugroho Surabaya. Hopefully, this study is to increase the method which is usually used in that school and enlarge the insight about teaching writing in outdoor as one of English learning instruments.
2. As a motivation for the teacher that learning process is not only inside the class, but we can do learning and teaching process outside the class. This

study as a new income for teacher to more creative in teaching and learning process.

3. Student will get the new more interesting atmosphere in learning English especially in writing English. By writing in outdoor, students learning english is not only inside the class but also outside. Hopefully, it will increase the student's writing result and the student be more interesting with english.

E. Scope and Limitation

This study only discuss about the implementation of outdoor activity to improve English writing ability of students especially in descriptive writing for students at first grade of SMP Suryonugroho Surabaya. In this class, the writer limits her study on teaching writing English especially writing paragraph descriptive which is done in outdoor to make the teaching-learning process more interesting.

F. Definition of Key Terms

Before preceding the further discussion, the writer needs to define some key terms, which are as follows:

1. Outdoor activity: any educational activities that takes place outside the classroom.⁶ In this study, the activity is outdoor activity. The activity of teaching and learning activity is conducted outside the classroom.

⁶ Herbert W. Broda, *Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8* (Portland: stenhouse publisher, 2007), 5

2. Writing ability: an ability to write some ideas. Nunan says that writing is the mental work of inventing ideas, thinking about the express them, and organizing them into statements and paragraphs that will be clear to the reader.⁷ In this study, the researcher focuses on descriptive writing ability.
3. Improve: an increase or advancement in worth, learning, wisdom, skill or other excellence.⁸ In this study, the skill or ability will be improved and increased is focus on students' writing ability.
4. Implementation: learning application used in teaching process to reach educations' purpose.⁹ In this study, the researcher has a method (activity) that will be implemented in SMP Suryonugroho Surabaya. The method is implementing outdoor activity.

⁷ David Nunan, *Practical English Language Teaching* (New Jersey: MC. Graw hill, 2003). 88

⁸ Simon and Schuster, *Webster's new century dictionary* (USA: Noah Webster, 1997). 917

⁹ Theresia Niung p, pengajaran EDL (English as a global language) and metode CTL (contextual teaching and learning, 2008)