

ABSTRACT

KHOTIMAH, CHUSNUL. 2015. The Effectiveness of Outdoor Learning toward *Students' Writing Skill at the Eleventh Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016*. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Drs. H. Dolar Yuwono, M.Pd.

Key word: Outdoor Learning and Writing Skill

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Writing is one of the English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. Outdoor learning or outdoor activities are activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activity, because these activities are conducted outdoor.

The problem statement of this research is as follows: Is there any significant difference of students' writing skill before and after being taught using Outdoor Learning at the Eleven Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016? The purpose of this research was to know whether there is significant difference between the student's writing skill before and after being taught using Outdoor Learning in teaching writing at the Eleven Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016.

This research applied quantitative research and used the pre experimental design. This research used pre test and post test. The population was 64 students that were taken from the eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2015/2016. The numbers of the sample in this research were 19 students. The technique of data collection was test and documentation. To analyze the data, it used t-test formula to know whether using outdoor learning in teaching writing is more effective than not using it.

The result of the research showed that the value of t_0 between students' writing skill achievement before they were taught using outdoor learning and after they were taught using outdoor learning was 8,454. The result of computation based on t-test formula of 5% significant level was 2,13 and at significant level 1% was 2,95. The t_0 was higher than t_t , so H_a was accepted and H_0 was rejected. So, from the calculation above it can be concluded that there is a significant difference between students' writing skill before and after being taught using outdoor learning at the eleventh grade of SMAN 1 Jetis.

CHAPTER I

INTRODUCTION

This chapter presents background of the research, limitation of the study, question of the research, objective of the research, benefits of the research, and organization of thesis.

A. Background of the Study

Language has an important role in human life for communication. It is important not only for communication but also for getting information, sharing something, and expressing human's feeling. According to Acher Cashdan that there are four basic skills for students to master English language; listening, speaking, reading and writing. The skills are needed to be learnt integratedly for learners' development and they cannot be taught in piece mental action.¹ Commonly, English four skills; they are speaking, writing, reading and listening. Speaking and writing are productive skills while reading and listening are receptive skills.

One of productive skill is writing. Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Before the students master those components well,

¹ Ali Fuad Hendra, "The Effect of Pre-Questioning on the Reading Comprehension Achievement," (Skripsi, UIN, Jakarta, 2011), p.3

they will not have a good writing skill. Therefore, grammar, vocabulary and punctuation mastery is important to get a good writing skill.

Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. According to Maria Taselin, the ability to communicate in the written form possibly helps the students to widen their horizon as the coverage and the intensity of writing product will be greater as it exist longer across distance and time.² Besides that, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Writing is one of the English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to make a good writing. The reason that they cannot make a good writing

² Bambang Yudi Cahyono, *The Teaching of English Language Skills and English Language Componenets*, (Malang: State University of Malang Press, 2010), p. 103

is caused by poor vocabulary, difficulty in generating their idea, poor grammar, and so on.

Another factor that influences the students have a poor writing is they difficult to get the ideas. Beside that sometimes the teacher's method in teaching writing make the students fell bored. To solve the problems above, the English teachers can use some techniques to teach writing such as using various pictures; contextual teaching and learning approach, using parallel writing technique, etc. By applying one of the techniques, the teacher can encourage the students to participate in the classroom activities. The teacher should be able to encourage the students to express their ideas into good writing.

Nunan said that success in teaching depends on many factors; one of them is teaching method.³ In fact, it is probably true to say that the successful of teaching writing is caused by teaching method.

One of method that can be used to interest students to write English is outdoor learning. Outdoor learning or outdoor activities are activity that can be done by people to lose the feeling of boredom. It is more interesting that indoor activity, because these activities are conducted outdoor. When we learn outdoor, we can get more motivation to learn something.⁴ Besides that, in Journal House of Common Educations mentioned, Outdoor education gives depth to the

³ David Nunan, *Second Language Teaching and Learning*, (USA: Hein Le & Heinle Publishe, 1999), p. 249

⁴ Yudhi Widayanto, "Improving Students' Vocabulary Mastery Using Outdoor Activities (An Action Research At Sixth Year Of Sd Negeri 2 Suru Geyer Grobogan In 2009 / 2010 Academic Year)," (Skripsi, Unmuh Surakarta,, Surakarta, 2010), p. 4.

curriculum and makes an important contribution to students' physical, personal and social education.⁵ Therefore, outdoor learning can interest students to write something in English language.

In writing English, students usually feel difficult to get the idea. Students might take much time to write down their ideas. So, to add students' motivation in writing English they are asked to get out from classroom in order that they will get new idea and more inspiration to write English. Learning inside a classroom is a tried and tested method of organizing schooling. However, teachers and learners have always valued the additional opportunities for learning provided by a range of activities conducted outside the classroom.⁶ Thus, outdoor learning can be used as alternative strategy to decrease students' boring during learning inside classroom.

In SMAN 1 Jetis, the students also feel difficulty when they are asked to write the text in English language. They usually feel bored studying in the classroom. They feel difficulty to find some idea to be written. The English teacher also not uses many various technique and media in teaching English writing. The teacher only uses Genre Based Approach (GBA). So, the students have not been able to get a good achievement in writing skill. To solve this problem the teacher should ask the students to get out from the classroom and allow them to explore their idea in the outdoor.

⁵ Journal House of Commons Education and Skills Committee : Education Outside Classroom, 2008. Downloaded at 26 November 2015 at 4.17 WIB p.9

⁶ Journal Learning Outside the Classroom. Downloaded at 24 November 2015 at 5.08 WIB

Based on the explanation above, the writer is interested in finding out the effectiveness of outdoor learning to improve students' writing skill. Hence, the writer make a research about, **“The Effectiveness of Outdoor Learning toward Students' Writing Skill at the Eleventh Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016”**.

B. Limitation of the Study

To limit the scope of the study, the researcher will only discuss such as follows:

1. This study will be done in the eleventh grade students of SMAN 1 Jetis Ponorogo academic year 2015/2016.
2. This study will talk about outdoor learning, which is effective to improve students' writing skill. It is done to find out the effective way to teach writing skill.

C. Statement of the Problem

The problem that will be investigated in this study is, “Is there any significant different of students' writing skill before and after being taught using Outdoor Learning at the Eleven Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016?”

D. Objective of the Research

The objective of this study is to know whether there is significant influence between the student's writing skill that are before and after being taught using Outdoor Learning in teaching writing at the Eleven Grade of SMAN 1 Jetis Ponorogo in Academic Year 2015/2016.

E. Benefits of the Research

The study is important for reasons as follows:

1. For students

This study may be helpful to the students, because outdoor learning will make the students can relax their mind. So, it can make them easy to write and get the ideas from the nature. Beside that it can improve students' writing skill.

2. For teacher

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can be one of choices to do in their classroom; if the students fell bored in the classroom the teacher can ask them learning outside the classroom.

3. School

The finding of this study can be used as an input for the improving of science related to the teaching learning language.

4. The writer

The result of the study will answer this questions which are the basic of the research.

F. Organization of the Thesis

The writer divides this research paper into five chapters:

Chapter I is introduction which covers background of the study, problem statement, objective of the study, limitation of the study, benefits of the study, and research paper organization.

Chapter II is related literature which delivers an appropriate theory with the variables, previous study, and theoretical framework and hypothesis.

Chapter III is research methodology delivers method that presents the type of the research, population and sampling, instrument of data collection, technique of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion delivers discusses research result and discussion.

Chapter V is closing draws conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: review of the literature that consist of definition of writing, purpose of writing, process of writing, teaching writing, writing assessment, definition of outdoor learning the benefits of outdoor learning and kinds of outdoor learning, previous research theoretical framework, and hypothesis.

A. Theoretical Background

In this chapter, the writer discusses about writing and outdoor learning.

1. Writing

a) Definition of writing

There are four skills in English, they are speaking, listening, reading and writing. All those skills are very important for English learners. Each skill has different function in English. Therefore, it is better for English learners to master all of those skills. One of those important skills is writing skill.

Writing has many definitions in various perspectives. Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate

moment.⁷ Writing allows us to communicate at a distance, either at a distant place or at distant time. According to Cynthia and Jia Frydenberg writing is a process because it goes through many stages.⁸ In other definition, writing is a discovery process; it involves ideas, discovering how to organize them and discovering what you want to put on your reader. Writing is a process and a product.⁹ Thus, writing is a process of expressing the idea to get the product that is called by written text.

According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁰ It means that writing is a process to convey the idea from the writer to the reader clearly.

Besides that, according to Brown, writing is the ability of decoding ideas, interest of feeling in written codes. It should be proposed to communicate with the reader; to express ideas without pressure and explore experience.¹¹ In addition, Elbow in Brown's book also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.¹² Writing represents what we think. It is caused the writing process reflects things, which stay in

⁷ Henry Rogers. *Writing Systems: A Linguistic Approach*. (Oxford: Blackwell Publishing: 2005), p. 1

⁸ Chyntia A & Jia Frydenberg, *Writing to Communicate 2*, (USA: Longman, 2008), p. xiii

⁹ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 86

¹⁰ David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw Hill, 2003), p. 88

¹¹ <http://ismaya75.blogspot.co.id/2010/12/keefektifan-penggunaan-media-gambar%20%203/3/2011>

¹² Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman), p. 336

the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Based on explanation above, it shows the various definition of writing. In simple definition writing is a process of expressing the idea through written form with the correct grammar, diction, punctuation and diction. It is in order that the reader can get the message that is shared by the writer.

b) Purpose of writing

Writing is very important skill in teaching English. When someone writes, certainly he/she has the purpose in their writing. It is suitable with Jerry G. Berald opinion “we also have a purpose, a reason to write”.¹³ In the modern world, written language serve a range of functions in everyday life, including the following:

1. Primarily for action

e.g Public signs, products label, letters, post cards etc.

2. Primarily for information

e.g newspapers, magazines, textbooks, non-fiction books, etc.

3. Primarily for entertainment

e.g fiction books, poetry, drama, film subtitles, etc.¹⁴

¹³ Jerry G. Gebhard, Teaching English as a Foreign or Second Language, (The University of Michigan Press). P. 222

¹⁴ David Nunan, Language Teaching Methodology, (New York: Prentice Hall International,1991), p. 84

The purpose of writing is more than only to teach someone to convey ideas to the readers. There are some additional and very important reasons why writing is needed in teaching-learning. Jack C. Richards in his book, the Language Teaching Matrix, explained “Writing is used either as evidence of successful learning or as a means of learning.”¹⁵ In accordance with Jack C. Richards’ statement, Ann Raimes also mentioned the purpose of writing as following: “writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language.”¹⁶

c) Process of writing

In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. According to Jerry G. Gebhard there are four steps of writing process:¹⁷

¹⁵ Jack C. Richards, *The Language Teaching Matrix*, (Cambridge, UK: Cambridge University Press, 1990), p. 100

¹⁶ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3.

¹⁷ *Ibid.*, p 226-230

1. Prewriting Experience

In this step, teacher provides students with chances to put the ideas into writing. Make a list of the ideas in the order that you will write about them. You will use this list to guide you as you write.¹⁸

2. Drafting

After brainstorming, students are primed for writing a rough draft. One way is to have students do component writing, in which they write different component of their texts within a certain period of time.

3. Revising

Revising is really rethinking or reseeding your draft.¹⁹ Once students have generated a draft, they can consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph.

¹⁸ Alice Oshima and Hogue, Introduction to Academic Writing. (New York: Pearson Education Limited, 2007),p. 20

¹⁹ Regina, May and Joann, Refining Composition Skills: Rhetoric and Grammar, (Boston: Heinle & Heinle, 2000), p. 9

1. Make sure you have a topic sentence.
2. Cross out sentences that do not relate to the main idea.
3. Check to see if the sentences are in the right order.
4. Add new ideas if they support the topic sentences.
5. Make sure you have included signal words to help guide the reader.
6. Check the punctuations, spelling and grammar.²⁰

4. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics. Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work.

d) Teaching writing

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²¹ Teaching writing means the act of guiding or instructing to create written work. In teaching writing, the teacher as facilitator to helps the students understand and practice in learning writing.

²⁰ Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 257

²¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA:San Francisco State University, 2004), p. 7.

There are some principles for teaching writing:

1. Understand your students' reason for writing.
2. Provide many opportunities for students to write.
3. Make feedback helpful and meaningful.
4. Clarify for yourself, and for your students, how their writing will be evaluated.²²

Beside those principles, when teaching writing the teacher should choose the appropriate writing activities. The writing activities the teacher chooses should:

- Be interesting and motivating.
- Be appropriate to learners' level.
- Be appropriate for the kind of learners the teacher is teaching.²³

e) Writing assessment

In writing English in a good paragraph must have the characteristics, they are:

1) Coherence.

It means that the sentences should be organized in a logical manner and should follow a definite plan of development.

2) Cohesion

²² Ibid. p. 92-94

²³ Jill Hadfield & Charles Hadfield, Introduction to Teaching English, (Oxford: Oxford University Press, 2008), p. 122

It means that the written should use appropriate conjunction. The connector between sentences and paragraphs should be appropriate. According to Jeremy Harmer the cohesive device help to bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other.²⁴

3) Unity²⁵

It means that all the sentences refer to the main idea, or the topic sentence of paragraph. The supporting sentences which support to the main idea should be interrelated and relevant to the topic sentence.²⁶

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown, the categories for evaluating writing are:

a) Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

²⁴ Jeremy Harmer. *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 22

²⁵ *Ibid.* p.18

²⁶ Dolar Yuwono, *Writing 1*, (Yogyakarta: Pustaka Felicha, 2015), p. 121

b) Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

c) Discourse

It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

d) Vocabulary

It is the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.

e) Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.

Writing assessment is often conducted as part of district or statewide accountability assessment programs for all students.

Type of Scoring

In writing, there are three types of scoring, they are: holistic scoring, primary trait and analytic scoring. In this research the writer uses analytic scoring. In analytic scoring, script are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the

assessment, script might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics.²⁷

There is analytical scale for rating composition task according to Brown²⁸:

Table 2.1
Writing Scoring Scale

	Weighting	Score	Final score	Criteria
Logical development of ideas: content	30%	5	30-27	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
		4	24-19	Essay addresses the issues but misses some points; ideas could more fully developed; some extraneous material is present
		3	18-13	Development of ideas not complete; paragraphs aren't divided exactly right
		2	12-7	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
		1	6-1	Essay is completely inadequate; no apparent effort to consider the topic carefully
Organization: introduction, body and conclusion	20%	5	20-17	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used;

²⁷ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 114

²⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 244-245

				arrangement of material shows plan; conclusion logical and complete
		4	16-13	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking
		3	12-9	Problems with the order of ideas in body
		2	8-5	Shaky or minimally recognizable introduction
		1	4-1	Absence of introduction or conclusion
Grammar	25%	5	25-21	Native-like fluency in English grammar
		4	20-16	Advanced proficiency in English grammar; no fragments or run-on sentences
		3	15-11	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication
		2	10-6	Numerous serious grammar problems interfere with communication of writers' idea
		1	5-1	Severe grammar problems interfere greatly with the message
Mechanics	5%	5	5	Correct use of English writing convention
		4	4	Some problems with writing conventions or punctuation
		3	3	Uses general writing conventions but has errors; spelling problems; punctuation errors
		2	2	Errors in sentence punctuation

		1	1	Complete disregard for English writing conventions
Style and quality of expression	20%	5	20-17	Precise vocabulary usage; use of parallel structures
		4	16-13	Good vocabulary; style fairly concise
		3	12-9	Some vocabulary misused
		2	8-5	Poor expression of ideas; problem in vocabulary
		1	4-1	Inappropriate use of vocabulary

2. Outdoor Learning

a) Definition of outdoor learning

Outdoor learning is learning process that is done outside class. Phyllis Ford stated that outdoor learning is education in, about and for the outdoors.²⁹ Outdoor learning is different with indoor learning. Learning inside a classroom is a tried and tested method of organizing schooling. However, teachers and learners have always valued the additional opportunities for learning provided by a range of activities conducted outside the classroom.³⁰

According to Howard, outdoor activity is an educational activity in which a school group leaves the classroom and goes out into the community to the actual source of information. Outdoor education gives depth to the

²⁹ Journal Outdoor Education: Definition and Philosophy, ERIC Clearinghouse on Rural Education and Small School

³⁰ Journal Learning Outside the Classroom, (London: Alexandria House, 2008)

curriculum and makes an important contribution to students' physical, personal and social education.³¹ Thus, outdoor learning is learning process that is done not inside class but the students are asked to leave their class and they work outside the classroom.

b) The benefits of outdoor learning

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

1. Connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context.
2. Outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, enquiry, critical thinking and reflection.
3. 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.
4. Children and young people are able to understand the relevance of a subject taught in school to everyday life.

³¹ Journal House of Commons Educations and Skills Committee: Education Outside the Classroom, (London: The Stationery Office Limited, 2005)

5. 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.
6. 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.
7. Learning in a less structured environment can provide a different learning experience from that of the classroom.
8. Being outdoors can be a more relaxing learning experience for many learners.³²

c) Kinds of Outdoor Learning Activities

In outdoor learning there many kinds' activities that can be done, they are:

1. Observation and simple research in the surrounding area
2. Interview people in the street or at works
3. Outdoor games
4. Camping at the deforested area
5. Live in village in agricultural area

³² Outdoor Learning, Education Scotland

(http://www.educationscotland.gov.uk/Images/OutdoorLearningSupport_tcm4-675958.pdf).

Downloaded at March, 5, 2016 at 15.00 WIB.

The locations of outdoor learning can encompass:

- school grounds or gardens
- wilderness areas
- urban spaces
- rural or city farms
- parks and gardens
- Field study/nature centers.³³

From the explanation above, it is possible to the researcher to use the role in outdoor learning above to be conducted in the school gardens. The researcher used observation to make the students easier in getting the idea for writing English especially report text.

B. Previous Research

Many researchers were conducted by many researchers about outdoor learning. One of research is from Yudhi Widayanto from Universitas Muhammadiyah Surakarta with the title “Improving Students’ Vocabulary Mastery Using Outdoor Activities (An Action Research at Sixth Year of SD Negeri 2 Suru Geyer Grobogan in 2009 / 2010 Academic Year). The second research is from Johar Diah Ayu Puspita Sari from Universitas Muhammadiyah

³³ Mark Rickinson, Justin Dillon, Kelly Teamey, Marian Morris, Mee Young Choi, Dawn Sanders, Pauline Benefield, a Review of Research on Outdoor Learning, (London: National Foundation for Educational Research and King’s College London, 2004) p. 15

Surakarta with the title “Improving Student’s Vocabulary By Using Outdoor Activities at the Sixth Year of SD Negeri 3 Jekani Mondokan Sragen”

Those research are classroom action research and the result are the outdoor activities is effective to teach vocabulary rather than teaching inside classroom.

An outdoor activity is similar with outdoor learning but this research is different with my research. It is caused in this research focus on vocabulary but in my research focus on writing skill.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems.

This research consists of two variables:

X : outdoor learning

Y : writing skill

The researcher assumes that outdoor learning room is effective to improve students’ writing skill.

D. Hypothesis

The criteria of the test of hypothesis as follow:

Ha : There is difference between the students’ writing skill before and after being taught using outdoor learning at the eleventh grade of SMAN 1 Jetis Ponorogo in the academic year of 2015/2016.

Ho : There is no difference between the students' writing skill before and after being taught using outdoor learning at the eleventh grade of SMAN 1 Jetis Ponorogo in the academic year of 2015/2016.



CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consists of research design, research variables, population and sampling, instrument of data collection, technique of data collection and technique of data analysis.

A. Research Design

In this research the writer wanted to find out the effectiveness of outdoor learning. So, the writer used method that was called “experimental”. According to Nunan, experiment was designed to collect data in such a way that threats to the reliability and validity of the research are ministered.³⁴

In experimental there were 3 types, they were pre-experiments, quasi-experiments, and true experiments. In this study the writer used pre-experiment with one group pre test post test design. This design included a pre-test measure followed by a treatment and a post-test for a single group.

Group A01X02³⁵

Where :

01 = pre test

³⁴ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47

³⁵ Creswell, *Research Design: Quantitative, Qualitative & Mixed Methods Approach*, (California: SAGE Publications Inc, 2009) p. 336

X = treatment

O2 = post test

From the design above, the subject of the research was given pre-test first to get the students' achievement. After that, they were given treatment (taught outside the classroom) and they were given post test. The results of post-test then computed statistically.

B. Research Variable

In every research, have to have variables. Variable was the focus in any research. According to Charles variable was characteristics that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure.³⁶ This research consisted of two variables:

X : outdoor learning

Y : students writing skill

C. Population and Sampling

Population could be defined as a group to whom the researcher would like to generalize the result of the study.³⁷ Beside that according to Suharsimi population was formulated as the whole groups of people or object that have

³⁶ M. Adnan Lathief, *Research Methods on Language Learning: An Introduction*, (Malang: UM Press, 2014), p. 11

³⁷ Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate in Educatin*, (New York: The Mc. Graw Hill Companies, 2006) 6th Edition, p. 93

been formulated clearly.³⁸ Thus, population was all of the participants that are observed by researcher.

The population of the research was the eleventh grade students of SMAN 1 Jetis Ponorogo in the academic year of 2015/2016 which consists of 3 classes. Each class consisted of 20, 21 and 23 students. The total population was 64 students.

Sample was a sub group of the target population that the researcher plans to study for generalizing about the target population. Sampling was the process done to choose and take sample correctly from population so that it could be used as valid representative to the population.³⁹ It meant that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. According the explanation above the sample in this research that the writer used was simple random sampling. The writer chose 1 class from 3 classes as a sample it was class IPA 2 which consist of 20 students.

D. Instrument of Data Collection

Instrument was tool of collecting data that is used by the researcher. According to Arikunto the device that the researcher was used to collect data was

³⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 174

³⁹ *Ibid*, p. 176

called instrument.⁴⁰ In this research the instrument that was used by researcher was the test.

Arikunto stated that test was a series question exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus a test was a method to gain the data by giving some question to the respondent.

In this research the writer used achievement test. This test used to measure the students achievement in writing skill before and after they being taught using outdoor learning in SMAN 1 Jetis.

1. Test of validity

Heaton defined the validity of a test as extent to which it measures what it is supposed measure and nothing else. In this research, the writer counted the validity of writing test. To measure the validity this research used product moment. According to Pearson the pattern of product moment was

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] \cdot [N\sum Y^2 - (\sum Y)^2]}}$$

R_{xy} = product moment correlation index

$\sum x$ = sum of all values of X

$\sum y$ = sum of all values of Y

⁴⁰ Ibid, p. 192

$\sum x y$ = amount of product moment the X and Y values

N= number of students

If every item (Rxy) had the positive correlation more than 0,468, so the item was valid and if every item had the correlation less than 0,468, so the item was invalid.⁴¹

The result calculation item validity instrument could be concluded in the table as follow:

Table 3.1
Result of Item Validity Instrument⁴²

Item	"r" calculated	"r" index	Note
Content	0,938	0,468	Valid
Organization	0,864	0,468	Valid
Grammar	0,742	0,468	Valid
Punctuation	0,693	0,468	Valid
Style	0,844	0,468	Valid

⁴¹ Ibid. p. 213

⁴² See on Appendix

2. Test of reliability

Reliability was a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. In this research, the writer would count the reliability of writing test.

To measure the reliability of the test item the researcher used r_{11} or Alfa Cronbach⁴³:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

k = number of items

σ_i^2 = item variance

σ_t^2 = test score variance⁴⁴

The result calculation item reliability instrument, the result was:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

$$r_{11} = \frac{5}{5-1} \left(1 - \frac{9,993879626}{30,9506173} \right)$$

$$r_{11} = \frac{5}{4} (1 - 0,3228975865)$$

$$r_{11} = (1,25)(0,6771024135)$$

$$r_{11} = 0,8463780169.^{45}$$

So, the item reliability of the research instrument was 0,846.

⁴³ Andhita Dessy W. Suatu Pendekatan Praktik dengan Menggunakan SPSS. (Ponorogo:STAIN Po Press.2012).p. 89

⁴⁴ James Dean Brown, Testing in Language Programs, (New York: McGraw-Hill, 2005), p. 181

⁴⁵ See on appendix

E. Technique of Data Collection

In gaining the data, the researcher attempted to employ these following methods.

1. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The function of the document related to the object research such as school profile, students' name list and others.

2. Test

Test was a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.⁴⁶ In other opinion, a test was an attempt to determine how an individual will function in a set of actual situations. Rather than placing individuals in each actual situation, a test was used as a shortcut to determine their behaviors or performances in the set of situations.⁴⁷ In this research, there were two kinds of test, they were pre-test and post-test which was given to the students as a participant. Pre-test was given before carrying out the teaching. Post-test was given after being taught outside classroom. This test was aimed to assess students' achievement on writing skill.

⁴⁶ Ibid, p.193

⁴⁷ Ibid, p.165

F. Technique of Data Analysis

In this research, the researcher used statistical data analysis technique to know the different score between the students' writing ability before and after being taught by outdoor learning. This technique of data analysis belongs to quantitative data analysis and the data were analyzed statistically by using T-test.

According to Arikunto the formula of T-test was

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

Notes:

Md = Mean of the different between pretest and posttest

Xd = Deviation of every subject (d- Md)

$\sum x^2 d$ = Total of quadrate deviation

N = Subject of sample

d.b = Decide by N-1

The formula to analyze the data was:

1. Normality test
 - a. Normality test (Kolmogorov-Smirnov)
 - 1) Calculate the mean value.

$$M_x = \frac{\sum fx}{n}$$

- 2) Calculate Standard Deviation

$$SD_x = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

2. T-test

T test used for small samples ($N < 30$)

The formula was: $t_0 = \frac{M1-M2}{SE_{M1-M2}}$

The formula to analyze the data were :

a. $SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$

$$D = X - Y$$

$\sum D_D$ = Standard deviation from the variable X and variable Y

$\sum D$ = Sum of the differences of variable X and variable Y

b. $SE_{M_D} = \frac{SD_D}{\sqrt{n-1}}$

SE_{M_D} = Standard Error from Mean of Difference.

c. $t_0 = \frac{M_D}{SE_{MD}}$ with $M_D = \frac{\sum D}{n}$

M_D = Mean of Difference between variable X and Y.

Interpretation of $db = n - 1$ and then being consulted with N table

“t”.⁴⁸

⁴⁸Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felicha, 2013), 153-154.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research location, data description, data analysis and discussion.

A. Research Location

1. Place of the Research

This research was conducted at SMAN 1 Jetis Ponorogo. It is located on Sukowati Street, Kutu Wetan Village, Jetis Ponorogo. The reason for selecting the school was caused the researcher conducted teaching practice at that school for one month and the researcher have been know the students' condition of the SMAN 1 Jetis. This research was conducted from 16 April 2016 until 23 April 2016.

2. The History of SMAN 1 Jetis

SMA Negeri 1 Jetis was built by Ponorogo Government at 2004. At 2005, SMAN 1 Jetis could build its own building in Kutuwetan village. At 2006, SMAN 1 Jetis improvement had the rapid progress. It could build 4 new classrooms and 1 exact laboratory. At 2007, SMAN 1 Jetis could build 1 computer laboratory and 1 library. Now, with this facility SMAN 1 Jetis have a potential become international school in the future.

3. School Profile of SMAN 1 Jetis

- a. School Name : SMAN 1 Jetis Ponorogo
- b. School Address : Sukowati Street RT 3/ RW 2
Kutu Wetan Village
Jetis Subdistrict
Ponorogo Regency
Jawa Timur Province
- c. Telp/Hp/Fax : (0352) 313142
- d. School Statistic Number : 301051116001
- e. Type of School : Terakreditasi A
- f. Year Established : 2004
- g. Year Operation : 2004⁴⁹

4. The Vision and Mission of SMAN 1 Jetis

- a. The Vision of SMAN 1 Jetis

Producing graduation who become a piety, good personality, civilized persons, scientist, independent persons and care to an environment and have a global vision.

- b. The Mission of SMAN 1 Jetis

1. To create the belief and loyalty to the God the Only One

⁴⁹ See on appendix 4

2. To create the good children
3. To create respect attitude and respectful to the parents, teachers and society
4. To create the clean and healthy environment
5. To create the logical, critical, creative and innovative thinking ability and knowledge and technology improvement.⁵⁰

5. The Condition of Students, Teachers and Staff of SMAN 1 Jetis

There are students of SMAN 1 Jetis in academic year 2015/2016. It divided into three grades, the tenth grade, the eleventh grade and the twelfth grade. Every grade had 3 classes. The total students of tenth grade are 64 students, the total number of the eleventh grade is 64 students and the total number of the twelfth students is 66 students.

The totals whole educators in SMAN 1 Jetis are 25 educators. Almost of the teachers teach based on their qualification of education. Besides that, here are 10 persons as a staff and others in SMAN 1 Jetis.

6. The School Facilities and Infrastructure of SMAN 1 Jetis

SMAN 1 Jetis has some school facilities to support learning process.

They are 3 exact laboratory, praying room, head master room, teacher room, 3

⁵⁰ See on appendix 6

bathrooms, library, 7 classrooms, health room, computer laboratory, and administration room.⁵¹

B. Data Description

1. Time of the Research

In collecting data, the researcher needs six weeks and done some following steps, they are as follows:

- 1) 1st week, asks permission to head master of the school.
- 2) 2nd week, the writer asks permission and meet to the English teacher.
- 3) 3rd week, the writer gives pre test to the students of class XI IPA 2
- 4) 4th week, the writer teaches the students of class XI IPA 2 with outdoor learning method.
- 5) 5th week, the writer gives post test to the students of class XI IPA 2
- 6) 6th week, the writer calculates the data.

2. Procedure of the Experiment

In this school, before this research the English teacher taught the English lesson using Genre Based Approach (GBA). This approach consider to kinds of the text. According to Mr.Sudaryanto, the English teacher, the students often felt bored and difficult to find the ideas when they were taught with this approach. So, the researcher tried to solve those problems using outdoor learning method.

⁵¹ See on appendix 4

The procedure of treatment could be seen in the following below:

The Activities of Experimental Group

1) Pre-test

Pre-test was given before the treatment. The researcher came to the chosen class and then explained to the students about what they were going to do. Then, the researcher distributed the instruments and asked them to do the test.

2) Activities in the classroom

There were some activities in class XI IPA 2 as follows:

Time allotment: 2 x 45 minutes

Activities:

- a) Teacher greets the students and asks about their conditions
- b) Teacher checks the students' attendance by calling the roll
- c) Teacher asks to the students about kind of the text
- d) Teacher explains the report text
- e) Teacher asks students to get out from the classroom.
- f) Teacher divides the students into some groups.
- g) Every group asked to make an observation about the object or phenomenon around the school
- h) Every group choose one topic
- i) With their groups the students develop the topic to be some main ideas.
- j) Every students develop the main idea became the complete text individually.
- k) The teacher asks the students back to the classroom

3) Post test

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments. The result of test was analyzed statistically.

3. The result

The population that was used in this research was the eleventh grade of SMAN 1 Jetis that consist of three classes. The researcher took one class as a sample. It class is class IX IPA 2 that consist of 20 students. Having tested students into pre-test and post-test activity, the researcher had gotten score of student's achievement in writing skill.

1. Data of students' writing skill achievement before using outdoor Learning

The table below showed the sore of students' writing skill achievement before they are being taught using outdoor learning.

The score of students are:

Table 4.1
Students' Pre-Test Score

Nama	Score Pre Test
Dita Puspitasari	82
Dwi Mukti Bayu M	76
Fiifit Rahayu	74
Fitria Wideasari	76
Koko Heri S	69
Liza Rusiana	76
M. Juni Syaifullah	
M. Khoirul Mustofa	64
Novita Catur W	
Nur Kholifah	75

Nurul Khasanah	78
Putri Devi Nadilla	80
Rizky Imam A	
Syerly Octavia	74
Trio Nurcahyo	76
Wiwid Fibia Putri	73
Wiwin Sulistyorini	75
Wulan Indah A	73
Yesi Eka Setian	77
Yeti Trianawati	72


2. Data of students' writing skill achievement after using outdoor Learning

The table below showed the score of students' writing skill achievement after they are being taught using outdoor learning.

The score of students are:

Table 4.2
Students Post Test Score

Nama	Score Post Test
Dita Puspitasari	89
Dwi Mukti Bayu M	77
Fiifit Rahayu	80
Fitria Wideasari	81



Koko Heri S	73
Liza Rusiana	80
M. Juni Syaifullah	
M. Khoirul Mustofa	73
Novita Catur W	78
Nur Kholifah	79
Nurul Khasanah	83
Putri Devi Nadila	87
Rizky Imam A	78
Syerly Octavia	78
Trio Nurcahyo	77
Wiwid Fibia Putri	77
Wiwin Sulistyorini	
Wuln Indah A	78
Yesi Eka Setian	81
Yeti Traianawati	74

C. Data Analysis

1. The Result Study of Students' Pre-Test before using Outdoor Learning

The researcher used writing test to analyze the level score of students' writing skill. The students had to make 3 paragraph of report text. The researcher got the score from the students' written result.

Table 4.3

Students Pre Test Score

Nama	Score Pre Test
Dita Puspitasari	82
Dwi Mukti Bayu M	76
Fifit Rahayu	74
Fitria Wideasari	76
Koko Heri S	69
Liza Rusiana	76
M. Juni Syaifullah	
M. Khoirul Mustofa	64
Novita Catur W	
Nur Kholifah	75
Nurul Khasanah	78
Putri Devi Nadila	80
Rizky Imam A	
Syerly Octavia	74
Trio Nurcahyo	76
Wiwid Fibia Putri	73
Wiwini Sulistyorini	75

Wulan Indah A	73
Yesi Eka Setian	77
Yeti Trianawati	72

The table above could be seen to look for the mean, the range and deviation standard of students' score with this formula in below:

Table 4.4

The count of the mean, range and deviation standard of the students' score

X	F	FX	$x=X-Mx$	fx	x^2	fx^2
82	1	82	11.3	11.3	127.6	127.69
80	1	80	9.3	9.3	86.49	86.49
78	1	78	7.3	7.3	53.29	53.29
77	1	77	6.3	6.3	39.69	39.69
76	4	304	5.3	21.2	28.09	112.36
75	2	150	4.3	8.6	18.49	36.98
74	2	148	3.3	6.6	10.89	21.78
73	2	146	2.3	4.6	5.29	10.58
72	1	72	1.3	1.3	1.69	1.69
69	1	69	-1.7	-1.7	2.89	2.89
64	1	64	-6.7	-6.7	44.89	44.89

	17	1270	42.3	68.1	419.3	538.33
--	----	------	------	------	-------	--------

$$1) \text{ Mx (mean)} = \frac{\sum fx}{n} = \frac{1270}{17} = 70,7$$

$$2) \text{ R (range)} = H - L$$

$$= 82 - 69$$

$$= 13$$

$$3) \text{ SD (Deviation Standard)} = \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{538,33}{17}} = \sqrt{31,666470588}$$

$$= 5,6272969166$$

After determine Mx and SDx, then determine top up and bottom. It means to know the limitation of standard category of students' pre-test.

Top up students' pre-test score:

$$\text{Mx} + 1.\text{SDx} = 70,7 + 1.5,6272969166$$

$$= 70,7 + 5,6272969166$$

$$= 76,327296917$$

Bottom of students' score:

$$\text{Mx} - 1.\text{SDx} = 70,7 - 1.5,6272969166$$

$$= 70,7 - 5,6272969166$$

$$= 65,072703083$$

The students' pre-test score of eleventh grade students of SMAN 1 Jetis can be determined by accumulate data above. The table of analysis is:

Table 4.5

The analysis data of students' pre-test score of the eleventh grade students at SMAN 1 Jetis

Interval	F	Category	Percentase
76 – 100	8	High	47,06%
66 – 75	8	Enough	47,06%
40 – 65	1	Low	5,88%

The calculation above could be concluded the mean of pre test before using outdoor learning is 70,7, the range is 13 and the deviation standard is 5, 6272969166, the students' pre-test score of SMAN 1 Jetis is enough.

2. The Result Study of Students' Post-Test after using Outdoor Learning

The researcher used writing test to analyze the level score of students' writing skill. The students had to make 3 paragraph of report text. The researcher got the score from the students' written result.

Table 4.6

Students Post Test Score

Nama	Score Post Test
Dita Puspitasari	89
Dwi Mukti Bayu M	77
Fiihit Rahayu	80
Fitria Widiasari	81
Koko Heri S	73
Liza Rusiana	80
M. Juni Syaifullah	
M. Khoirul Mustofa	73
Novita Catur W	78
Nur Kholifah	79
Nurul Khasanah	83
Putri Devi Nadila	87
Rizky Imam A	78
Syerly Octavia	78
Trio Nurcahyo	77
Wiwid Fibia Putri	77
Wiwin Sulistyorini	
Wuln Indah A	78
Yesi Eka Setian	81
Yeti Trianawati	74

The table above could be seen to look for the mean, the range and deviation standard of students' score with this formula in below:

Table 4.7

The count of the mean, range and deviation standard of the students' score

X	F	FX	x=X-Mx	Fx	x ²	fx ²
89	1	89	10	10	100	100
87	1	87	8	8	64	64
83	1	83	4	4	16	16
81	2	162	2	4	4	8
80	2	160	1	2	1	2
79	1	79	0	0	0	0
78	4	312	-1	-4	1	4
77	3	231	-2	-6	4	12
74	1	74	-5	-5	25	25
73	2	146	-6	-12	36	72
	18	1423	11	1	251	303

$$1) Mx (\text{mean}) = \frac{\sum fx}{n} = \frac{1423}{18} = 79$$

$$2) R (\text{range}) = H - L$$

$$= 89 - 73$$

$$= 16$$

$$\begin{aligned} 3) \text{ SD (Deviation Standard)} &= \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{303}{18}} \\ &= \sqrt{16,833} \\ &= 4,1028039193 \end{aligned}$$

After determine M_x and SD_x , then determine top up and bottom. It means to know the limitation of standard category of students' pre-test.

Top up students' pre-test score:

$$\begin{aligned} M_x + 1.SD_x &= 79 + 1. 4,1028039193 \\ &= 79 + 4,1028039193 \\ &= 83,1028039193 \end{aligned}$$

Bottom of students' score:

$$\begin{aligned} M_x - 1.SD_x &= 79 - 1. 4,1028039193 \\ &= 79 - 4,1028039193 \\ &= 74,897196081 \end{aligned}$$

The students' pre-test score of eleventh grade students of SMAN 1 Jetis can be determined by accumulate data above.

The table of analysis is:

Table 4.8

The analysis data of students' post-test score of the eleventh grade students at SMAN 1 Jetis

Interval	F	Category	Percentase
83 – 100	3	High	16,7%
76 – 82	12	Enough	66,6%
40 – 75	3	Low	16,7%

The calculation above could be concluded the mean of pre test before using outdoor learning is 79, the range is 16 and the deviation standard is 4,1028039193, the students' pre-test score of SMAN 1 Jetis is enough.

3. The Result of Assumption Test for Parametric Statistic

a. Normality Test

In this research, the researcher used Kolmogorov-smirnov formula, the steps of Kolmogorov-smirnov were:

1. Determine the hypothesis

Ho: the data was not normal distribution.

Ha: the data was normal distribution.

2. Counting the mean and deviation standard with the table.

Table 4.9

Mean and Deviation Standard of Post-Test Score

X	f	F_x	x₂	fx₂
89	1	89	7921	7921
87	1	87	7569	7569
83	1	83	6889	6889
81	2	162	6561	13122
80	2	160	6400	12800
79	1	79	6241	6241
78	4	312	6084	24336
77	3	231	5929	17787
74	1	74	5476	5476
73	2	146	5329	10658
	18	1423	64399	112799

$$1. M_x = \frac{\sum fx}{n} = \frac{1423}{18} = 79$$

$$\begin{aligned}
 2. SD_x &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{112799}{18} - \left(\frac{1423}{18}\right)^2} \\
 &= \sqrt{6266,61111111 - (79)^2} \\
 &= \sqrt{6266,61111111 - 6241} \\
 &= \sqrt{25,61111111} \\
 &= 5,0607421491
 \end{aligned}$$

3. Determine of fkb

4. Counting frequency divide the data (f/n)
5. Counting fkb divide the data (fkb/n)
6. Determine value of Z with the formula:

$$Z = \frac{X - \mu}{\sigma}$$

$$Z = \frac{X - 79}{5,0607421491}$$

7. Counting P<Z (see in table normal of distribution)
8. Determine of a2 (difference between fkb/n and P<Z)
9. Determine of a1 (difference between f/n and a2)

The calculation above could be seen in this table below:

Table 4.10

Normality of data and calculation of the students post test after using outdoor learning with the Kolmogorov-Smirnov formula

X	F	Fkb	f/n	fkb/n	Z	p<z	a2	a1
89	1	18	0.0556	1	1.25	0.8944	0.1056	-0.05
87	1	17	0.0556	0.9444	1	0.8413	0.1031	-0.0475
83	1	16	0.0556	0.8889	0.5	0.6915	0.1974	-0.1418
81	2	15	0.1111	0.8333	0.25	0.5987	0.2346	-0.1235
80	2	13	0.1111	0.7222	0.12	0.5478	0.1744	-0.0633
79	1	11	0.0556	0.6111	0	0.5	0.1111	-0.0555
78	4	10	0.2222	0.5556	-0.12	0.4522	0.1034	0.1188
77	3	6	0.1667	0.3333	-0.25	0.4013	-0.068	0.2347
74	1	3	0.0556	0.1667	-0.63	0.2643	-0.0976	0.1532
73	2	2	0.1111	0.1111	-0.75	0.2266	-0.1155	0.2266
	18							

$\alpha_{1\text{maximum}}$ is 0,2347

$D(0,05,18)$ from table is 0,309.

The hypothesis was : H_a was accepted if $\alpha_{1\text{maximum}} \leq D$ table

: H_a was rejected if $\alpha_{1\text{maximum}} \geq D$ table

Because the maximum value of α_1 was 0,2347 where the figure was smaller than the D table, so the decision was to accept H_a , which mean that the data about the students' post test after using outdoor learning was normality distributed.

b. Discussions

1. From data analysis, the objective of this research was to know if there was an effect of using outdoor learning in teaching writing skill at the eleventh grade of SMAN 1 Jetis. The score of writing skill before taught using outdoor learning is less because the mean of total score of 18 students is only (70,7). After they got treatment, the mean of writing skill is (79).

2. Determining Hypothesis

1) H_0 (Null Hypothesis)

There is no difference between the students' writing skill before and after being taught using outdoor learning in eleventh grade of SMAN 1 Jetis.

2) H_a (Alternative Hypothesis)

There is a difference between the students' writing skill before and after being taught using outdoor learning in eleventh grade of SMAN 1 Jetis.

- a) Determining the difference of the students' writing skill before being taught using outdoor learning (X) and students' writing skill after being taught using outdoor learning (Y). These were to calculate and determine "t" test.

Table 4.11

Table to get value of "t" test

Nama	X	Y	$D = X - Y$	D ²
Dita Puspitasari	82	89	-7	49
Dwi Mukti Bayu M	76	77	-1	1
Fifit Rahayu	74	80	-6	36
Fitria Widiasari	76	81	-5	25
Koko Heri S	69	73	-4	16
Liza Rusiana	76	80	-4	16
M. Juni Syaifullah	-	-	-	-
M. Khoirul Mustofa	64	73	-9	81
Novita Catur W	-	78	-	-
Nur Kholifah	75	79	-4	16
Nurul Khasanah	78	83	-5	25
Putri Devi Nadila	80	87	-7	49
Rizky Imam A	-	78	-	-
Syerly Octavia	74	78	-4	16
Trio Nurcahyo	76	77	-1	1
Wiwid Fibia Putri	73	77	-4	16
Wiwin Sulistyorini	75	-	-	-
Wulan Indah A	73	78	-5	25

Yesi Eka Setiani	77	81	-4	16
Yeti Trianawati	72	74	-2	4
N = 16			-72	39

The steps of formula were:

1. Determine difference of variable X and Y

$$(\sum D = X - Y = -153)$$

$$\text{So, MD} = \frac{\sum D}{n} = \frac{-72}{16} = -4,5$$

$$SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

$$= \sqrt{\frac{392}{16} - \left(\frac{-72}{16}\right)^2}$$

$$= \sqrt{24,5 - (-4,5)^2}$$

$$= \sqrt{24,5 - 20,25}$$

$$= \sqrt{4,25}$$

$$= 2,0615528128$$

2. Standard Error

$$SE_{MD} = \frac{SD_D}{\sqrt{n-1}}$$

$$= \frac{2,0615528128}{\sqrt{16-1}}$$

$$= \frac{2,0615528128}{\sqrt{15}}$$

$$= \frac{2,0615528128}{3,8729833462}$$

$$= 0,5322906474$$

3. Account “t” with formula:

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$= \frac{-4,5}{0,5322906474}$$

$$= -8,45402793$$

➤ Interpretation :

$$D_b = n - 1 = 16 - 1 = 15$$

At the significant standard 5% $t_0 = 8,454$ and $t_t = 2,13$ so $t_0 > t_t$, so

H_0 is rejected and H_a is accepted

At the significant standard 1% $t_0 = 8,454$ and $t_t = 2,95$ so $t_0 > t_t$, so

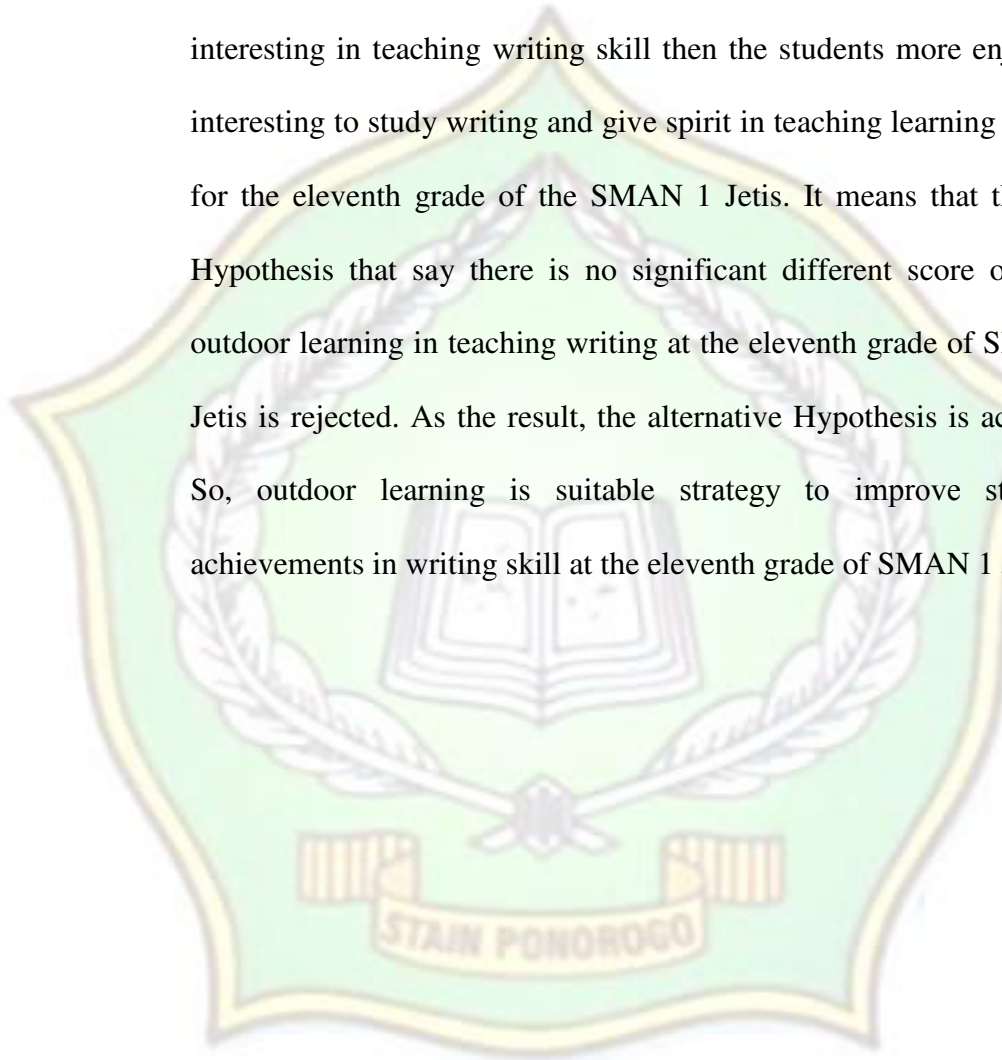
H_0 is rejected and H_a is accepted

So, there is a difference between the students' writing skill before and after being taught using outdoor learning at the eleventh grade of SMAN 1 Jetis.

The calculation above the researcher could conclude that there is a significant difference between students' writing skill before and

after being taught using outdoor learning at the eleventh grade of SMAN 1 Jetis.

Based on the researcher finding, outdoor learning is surely shows the real effectiveness, because this strategy is essay and interesting in teaching writing skill then the students more enjoy and interesting to study writing and give spirit in teaching learning process for the eleventh grade of the SMAN 1 Jetis. It means that the Null Hypothesis that say there is no significant different score of using outdoor learning in teaching writing at the eleventh grade of SMAN 1 Jetis is rejected. As the result, the alternative Hypothesis is accepted. So, outdoor learning is suitable strategy to improve students' achievements in writing skill at the eleventh grade of SMAN 1 Jetis.



CHAPTER V

CLOSING

This chapter is the last chapter. It presents conclusion and recommendation.

A. Conclusion

Based on the discussion and the hypothesis testing in chapter IV, the researcher concludes that it has been found the value of t_0 between students' writing skill who are taught using outdoor learning and before they are taught using it is 8,454. The t_0 is higher than t_t value, which is 2,13 at 5% significant level with $db = 15$, so H_a is accepted.

The conclusion of this research is the Eleventh Grade Students of SMAN 1 Jetis in academic year 2015/2016 who are taught using outdoor learning achieve better score than before they are taught using it. So, outdoor learning is effective to be used in learning writing skill to the Eleventh Grade of SMAN 1 Jetis in academic year 2015/2016.

B. Recommendation

Here are some suggestions the researcher delivers future studies. Hopefully the suggestions are useful for the readers in general and for the researcher and other people involved in education especially. The suggestions are as follow:

1. For the school

The school is suggested to give complete facilities for students in their learning process and improve the quality of teachers in order to get the best achievement in learning.

2. For the English teachers

- a. The teacher should use an appropriate technique, strategy and media in teaching English.
- b. The teacher should give the students motivation in order to make them have a great spirit in learning English.

3. For the students

- a. The students should improve their English not only in formal class but also in other place.
- b. The students should try to use English in daily life.
- c. It is better for the students to use outdoor learning in English learning in order to make them more interested in learning English especially in writing English.

4. For other researcher

This thesis can be used as the reference for those who would like to continue this research or conduct research with the same case.

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