#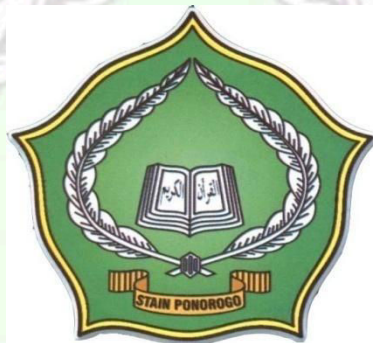 THE EFFECTIVENESS OF OUTDOOR LEARNING ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF MA MA'ARIF BALONG PONOROGO IN ACADEMIC YEAR 2015/2016

THESIS

Presented to State Islamic College of Ponorogo
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Department of Tarbiyah Faculty

BY

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ABSTRACT

NURCAHYANI, ROQIB TRIANA. 2017. "The Effectiveness of Outdoor Learning on *Students' Achievement in Writing Descriptive Text at the Tenth Grade Students of MA Ma'arif Balong in Academic Year 2015/2016"*. **Thesis**. English Education Department of State Islamic College (STAIN) Ponorogo. Advisor: Dr. Harjali. M.Pd.

Key Words: Outdoor Learning, Students' Achievement in Writing Descriptive Text.

Writing is one of four basic skills which are used as means to communicate with others. Writing is the most difficult one for students to learn because it requires mastery not only of lexical, grammatical and rhetorical device but also of conceptual and judgmental skill. Outdoor learning can helps the students in their process of writing because it is an interesting activity and conducted outside the classroom.

The problem statement of this research is as follows: Is there any significant difference on students' achievement before and after being taught using Outdoor Learning in writing descriptive text at the Tenth Grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016? The purpose of this research was to know whether there is significant difference students' achievement before and after being taught using outdoor learning on writing descriptive text at the Tenth Grade students of MA Ma'arif Balong 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 42 students that were taken from the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016. The numbers of the sample in this research were 20 students. The technique of data collection was test. 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' achievement before they were taught using outdoor learning and after they were taught using outdoor learning was 4,9085. The result of computation based on t-test formula of 5% significant level was 2,09 and at significant level 1% was 2,86. The t_0 was higher than t_t, so Ha was accepted and H0 was rejected.

From the calculation above it can be concluded that there is a significant difference between students' achievement in writing descriptive text before and after being taught using outdoor learning at the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016. In other word outdoor learning is effective and appropriate strategy that can increase students' achievement in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016.

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

Writing is one of four basic skills which are used as means to communicate with others. In writing, people express the language through written form which is different with speaking that expresses the language orally. Writing is also one of the most difficult skills to be mastered.

Writing is the most difficult one for students to learn because it requires mastery not only of lexical, grammatical and rhetorical device but also of conceptual and judgmental skill. Nunan states that writing skill is considered as the most difficult language skill because it involves mastery of grammar, vocabulary and spelling. Writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables once.[1] That statement shows that writing is complex skill. It needs not only comprehension of language structure but also mastery of thinking and arranging words so it's can be understandable sentence.

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[1] David Nunan, Language Teaching Methodology (Prentice Hall International UK: 1991), 6.

There are many factors that can cause the problems of the students' writing skill like the material, media, and learning environment in teaching English. Douglas Brown states that teaching is guiding and facilitating learning, enabling the learner learns will determine philosophy of education, teaching style, approach, methods, and classroom technique.[1] Besides that, students are lack of vocabulary, lack of English grammar understanding, and lack of practice. Thus, the teacher must know the students' problem in learning process.

One of the problems in teaching English is learning environment. Learning environment is one of the important things in learning activities. Sometimes students feel bored if the teacher just teaches the material in the classroom. According to Orion and Hofstein there are three type of learning environment, they are the classroom, the laboratory, and outdoors.[2] Refers to those three types of learning environments, the government and the academician try to compose the best proportion for teaching activity. It is usually 70% for indoor classroom and 30% for outdoor classroom and laboratory activity.

Creating an outdoor classroom can be fun. However, developing and keeping the classroom properly maintained requires team effort. This can be an opportunity for schools, volunteers, agencies, organizations and businesses to work together on projects that benefit the community. Knowledge, time and labor

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[1] H. Douglas Brown, Principles of Language Learning and Teaching (San Fransisco: Pearson Educations,2007), 8.

[2] Orion, and Hofstein, A., Factors that Influence Learning During a Scientific Fields Trips in a Natural Environment (Journal of Research Scientific Teaching: 1994), 75-76.

are often required to develop a quality outdoor classroom. Once the classroom is open and a good management plan is implemented, those involved will be gratified in knowing students have a "natural" place to learn, walk, play and study.[3]

Although outdoor classroom seems more fun to do, but most of society still believe that indoor classroom is better. They thought that indoor classroom activity is more organized than outdoor.

The fact shows that in the process of writing the students feels bored when they always learn in the classroom. The students are difficult to understand and write a descriptive text, because they difficult to find the ideas in writing. MA Ma'arif Balong is one of schools in Ponorogo in which the learners have problem with their writing. Based on the interview given to XB MA Ma'arif Balong, they state that they often get difficulty in finding ideas when the teacher asks them to compose writing task. After knowing it, the writer can conclude that those problems become factors that make the students failed composing their writing. The teacher must have different strategies in the process of English learning especially in writing descriptive text.

One of the strategies is by using outdoor learning. The writer thinks that outdoor learning can helps the students in their process of writing because it can make the students easier in expressing idea, motivate the students to more active,

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[3] Kimbro Creig C, Developing an Outdoor Classroom to Provide Education Naturally (The Univesity of Tenesse: 2006), 2.

and interest in learning English especially in writing. Besides that the students can observe directly the subject matter in the outdoor. The outdoor classroom can provide a place for physical education where students may hike, play outside games, or study safety and first aid. Students can study natural cycles, collect soil or water samples, observe weather patterns or plants, explore rock and land formations, and these are just a few of the educational activities possible in an outdoor setting.[4]

In addition, an outdoor activity may stretch their comfort zone and the students will enjoy their activity outside the classroom.[5] Students who appear bored, difficult to find out the ideas or disruptive in an indoor classroom often will perk up and take on a more positive attitude when taken outdoors. They are more eager to learn and more motivated to actively participate in activities because their curiosity is heightened and their desire to explore takes over.

The major goal of the study in outdoor learning is enjoying the process of learning and developing the students' writing skill. The students should write and understand about their writing. For the teacher, outdoor learning can use as referenced in learning process especially in teaching writing. By these objectives, it is expected that students can be interested and helps them to get their writing purposes maximally and helps the teacher in teaching writing effectively.

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[4] Ibid.
[5] Nur Indah A'isyah, "The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryo Nugroho Surabaya," (Tesis IAIN Sunan Ampel, 2012), 2.

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This research attempts to investigate the different achievement of students' writing descriptive text before being taught using outdoor learning and after being taught using outdoor learning.

Based on the explanation above the researcher interest in conducting the research with the title "The Effectiveness of Outdoor Learning on Students' Achievement in Writing Descriptive Text at the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016)"

B. Limitation of the Study

From the background of the study above, some problem that can identify in MA Ma'arif Balong are the students difficult to write a descriptive text in their English learning process because they have no ideas. They feel bored learning in the classroom because they need a new learning environment.

Based on the description above, this study focuses on using outdoor learning to improve students' achievement in writing descriptive text at MA Ma'arif Balong Ponorogo.

C. Statement of the Problem

The problem that will be investigated in this study is, "Is there significant difference on students' achievement before and after being taught using Outdoor

Learning in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in academic year 2015/2016?"

D. Objective of the Study

The objective of this study is to find out the significant difference students' achievement before and after being taught using outdoor learning on writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in academic year 2015/2016.

E. Significance of the Study

Basically, all the study activities should be having clear significance at the end of study; the writer hopes that this writing will give a great benefit as follow:

a. Theoretically

The theoretical significance is to explore the definition of outdoor learning, the learning process and benefits of outdoor learning. Besides that, the theoretical significance of this research is to explore what the writing is, component of writing, writing process, the strategy in teaching writing, and forms of writing also the definition of descriptive text, the structure and generic feature in descriptive text.

b. Practically

1. Teachers

    The result of this study can be used as guidance in giving inspiration and varieties in teaching English to build students' writing skill. The teachers are motivated to use interactive English learning as like outdoor learning.

2. Students

    This study is expected to give students knowledge of increasing their writing skill and make a good habit to write English especially in writing descriptive text..

3. Readers

    This study is expected to give a contribution to readers, particularly the student of English Department of STAIN Ponorogo in enriching references concerned with the effectiveness of outdoor learning on writing descriptive text.

4. Researcher

    By conducting this research, the researcher will get practical experience which can be useful to the coming research and also to promote the effectiveness of outdoor learning on writing descriptive text.

F. Organization of the Study

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

Chapter I Introduction, in this chapter the writer tells about problems that comprise background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of the study.

Chapter II Review of Related Literatures, that consists of theoretical background, previous research finding, theoretical framework, and hypotheses.

Chapter III Research Methodology, in this chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV Finding and Discussion includes: location of the study, data description, data analysis, discussion, and interpretation.

Chapter V Closing, it contains of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURES

The review of related literature has a goal of providing previous study and information concerning with the research problem including overviews of Theoretical Background, Previous Research Finding, Theoretical Framework, and Hypothesis.

A.   **Theoretical Background**

1. **Outdoor Learning**

a. **The Nature of Outdoor Learning**

An outdoor classroom is an outdoor educational facility that can be developed into a natural study grounds for educators, students and anyone interested in the natural environment. All subjects or curriculum can be presented in an outdoor classroom.[6] 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 curriculum and makes an important contribution to students' physical, personal and social education.[7]

An outdoor classroom should enhance opportunities for teachers to further develop teaching skills, concepts, objectives and outcomes

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[6] Kimbro Creig C, Developing an Outdoor Classroom to Provide Education Naturally (The Univesity of Tenesse: 2006), 1.

[7] Journal House of Commons Educations and Skills Committee: Education Outside the Classroom, (London: The Stationery Office Limited, 2005),7.

introduced in textbooks. The outdoor classroom can amplify this learning environment and make learning fun. The surrounding environment is a source of knowledge that is often ignored in the indoor classroom. The outdoor classroom can also provide a place for long term observation as students learn how their activities affect the environment. As they gain skills and knowledge about the environment, students learn to make decisions that affect the use and management of natural resources.

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. Students may want to draw the landscape in its natural setting or make leaf prints. They can write a journal or article on the progress of the outdoor classroom or an essay on the environment and surroundings. An outdoor classroom is the perfect place to study slope and elevation or how to take measurements. The outdoor classroom can provide a place for physical education where students may hike, run cross country, play outside games, or study safety and first aid. Students can study natural cycles, collect soil or water samples, observe weather patterns, explore rock and land formations, and these are just a few of the

educational activities possible in an outdoor setting.[1] 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.   Learning Process in Outdoor

The place or context in which learning takes place is an integral part of the learning process. There are three parts of learning process in outdoor learning, the relationships between the people involved, the activities undertaken and the place where the learning happens require thought and consideration to maximize the learning opportunities and to meet the needs and aspirations of children and young people.

Time is a consideration as the seasons; life cycles and the passing of years create an ever changing environment. A 5-year-old child is likely to have a very different experience when going for a walk in their local area from that of a 15-year-old. When planning a progression of outdoor experiences, practitioners can use these natural cycles and changes advantageously, adding value to the curriculum at every level.

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[1] Kimbro Creig C, Developing an Outdoor Classroom to Provide Education Naturally (The University of Tenesse: 2006), 2.

The place in which people learn also helps them to make connections between their experiences and the world around them in a meaningful context. Outdoor places provide a diversity of resources and spaces that is hard to replicate in an indoor environment.[2]

The place or 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.[3]

Teaching and learning process is not only done in the room with some media of learning with many books on the table but also teaching and learning process is can be done outside classroom (outdoor activity) with a different situation and interesting condition in order the students can be active and more understand the lesson. The researcher applied outdoor learning location in the school grounds. The researcher used observation in the school grounds to make the

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[2] Alba Foghlamb, Outdoor Learning: Practical Guidance, Ideas and Support for Teacher and Practitioners (Scotland: 2008), 5.

[3] Justin Dillon, Mark Rickinson, A Review Research on Outdoor Learning (London: National Foundation for Educational Research and King's College, 2004), 15.

students easier in getting the idea and interested for English learning especially in writing descriptive text.

c.   The Benefits of Outdoor Learning

There is now a substantial base of national and international evidence about the benefits of taking learning outdoors. 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 outdoor:

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

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.[4]

Furthermore, studies suggest that students who participate in a greater amount of physical activities tend to have fewer behavioral problems. An outdoor classroom can provide a great amount of fun, physical activity through the use of gardening, outdoor games, maintenance activities, and simply being active in the outdoors.

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[4] Alba Foghlamb, Outdoor Learning: Practical Guidance, Ideas and Support for Teacher and Practitioners (Scotland: 2008), 7.

2. Writing

a. The Nature of Writing

Many definitions when the word writing mentioned. Someone could thing that writing as the act of pick up a pencil and forming letters either by printing of writing them in cursive. Some could think that the act of composing a piece of text. Or you could think of writing as an act completed by someone else.

Writing can be defined by a series of contrast. It is both a physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into computer. On the other hand, 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.

Its purpose is both to express and impress. Writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writer must then choose the best form for their writing- a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.

It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is and instructor or a wider audience is a product-an essay, letter, story, or research report.[5]

According to the statement above, it can be concluded that writing is a complex process. Writing is the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

b. Components of Writing

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components, they are:

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[5] David Nunan, Maggie Sokolik. *Practical English Language Teaching First Edition* (Barkeley USA: University of California, 2003), 88.

1. Language use; the ability to write correct and appropriate sentences.

2. Mechanical skills; the ability to use correctly those conventions peculiar to the written language.

3. Treatment of content; the ability to think creatively and develop thoughts, excluding all irrelevant information.

4. Stylistic skills; the ability to manipulate sentences and paragraphs, and the use language effectively.

5. Judgment skills; the ability to write in a particular manner, to select, organize and order relevant information. [6]

c. **Writing Process**

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is process, not a product. The writing process may devide into some stage. There are creating, organizing, writing, and polishing.[7]

All of these techniques are part of what has been called the process approach or process writing, although as Kroll correctly points out. "The process approach serves today as an umbrella term for many types of writing course. What the term captures is the fact that student

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[6] J. B. Heaton, Writing English Language Test (London and New York: Longman, 2000), 135.

[7] Ann Hogue, The Essentials of English a Writers Handbook (United States of America: Pearson Education, 2003), 255.

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writers engage in their writing tasks trough a cyclical approach rather than through a single-shoot approach".[8] In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step you polish your rough draft by editing it and making revisions.

1) Creating (prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because writers do the step before start writing.

- Choosing a Topic

Choose a topic that interests you. It is always easier to write about a subject that you enjoy. Besides that, choose a topic small enough for the assignment. A common mistake of beginning writer is too big, you aren't able to explain it completely. You are only able to discuss it very generally, without the details that make writing informative and interesting to readers. [9]

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[8] David Nunan, Maggie Sokolik, Practical English Language Teaching First Edition (Barkeley USA: University of California, 2003), 96.

[9] Ann Hogue, The Essentials of English a Writers Handbook, (United States of America: Pearson Education, 2003), 256.

- Generating Ideas

    There are several ways to collect information and develop ideas. For some writing tasks, you will need to go to outside sources such as newspapers, magazines, library books, or the internet. For still other writing tasks, you can search your own brain and life experiences for ideas. Four useful techniques for exploring within yourself are journal writing, freewriting, listing, and clustering.

    Journal writing is one way to get and develop ideas. A journal is a collection of personal writing. In a journal, you can record your daily experiences. You can write down quotations that are meaningful to you. The advantage of writing journal is that you are writing only for yourself. You can write your thoughts and explore ideas without worrying what other people will think. A personal journal can be a very rich source of ideas.

    Freewriting is a technique in which you write on one topic nonstop for a specified period of time. Write sentences about whatever ideas come into your mind while you are thinking about the topic. Don't stop to think about grammar or spelling. At the end of the specified time, stop. Read what you

have been written and mark any key words or phrases that might spark more ideas. Then begin freewriting again about these keyword. Soon, you had enough material for a thoughtful and interesting paragraph or essay.

Listing is a technique in which you think about a topic and quickly make a list of whatever words or phrases come into your mind. You shouldn't write complete sentences. Just write word and phrases. The goal is to list as many ideas as possible without worrying about correct spelling or relevance of ideas.

Clustering is another way to get ideas. In this technique, you write the main topic inside a circle at the centre of a piece of paper. Then you write words and phrases in smaller circles around the main circle. As you get more ideas, you write them in still smaller circles. These groups of connected circles are called clusters.

2) Organizing (planning)

The next step in the writing process is to organize your ideas. Many writers do this by making an outline. Making an outline forces you to put your ideas into logical order. In addition, having an outline in front of you while you are writing keeps you on target.

3) Writing (drafting)

The third is drafting.You have done prewriting and planning, write down the topic sentence and underline it. Doing this will remind you of the focus on your paragraph. Write your paragraph following your outline as closely as possible and your developing the outline became good paragraph.

4) Polishing (revising and editing)

The fourth and final step in the writing process is to polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two stages. First attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).[10]

d.   **Teaching Writing Strategies**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.[11] 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.

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[10] Ibid., 256-165.
[11] H. Doglas Brown, Principles of Language Learning and Teaching, (USA: San Fransisco State University, 2004),7.

There are some principles for teaching writing:

1. Understand your student's 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.[12]

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, and be appropriate for the kind of learners the teacher in teaching.[13]

e. **Forms of Writing**

According to Troyka, writing is divided into four types, namely description, narration, exposition, and argumentation. All the types of writing are explained below.[14]

1) Description

Description is writing about the way persons, animals, or things appear. It concentrates primarily on things (nouns) such as a person, place, and an object, rather than concerning itself with the

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[12] Ibid, 92-94.
[13] Jill Hadfield & Charles Hadfield, Introduction to Teaching English, (Oxford: Oxford University Press 2008), 122.
[14] Troyka, Q. L. Handbook for Writers (New Jersey: Prentice Hall Inc, 1987), 3.

actions (verbs) in which the things (nouns) participate. Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer vividly describes something so that the reader can form a mental image of it. It appeals to the reader's senses of sight, sound, smell, taste, and touch.

2) Narration

   In contrast with description, narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time. Therefore, narrative writing tells about what is happening or what happened.

   Narrative essay can be really enjoyable to write and to read. The purpose of a narrative may be to reflect, entertain, inform, explain or persuade the readers. A narrative may be told in first or third person. The chronological order such as from what happened first to what happened next is common in narrative.

3) Exposition

   Expository writing often called informative writing because it seeks to give information and to explain if it is necessary. The

writer provides information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence.

Exposition writing includes reports of observations, ideas, facts, and statistics. It can be found in textbooks, encyclopedias, technical and business reports, books of nonfiction, magazines, and newspapers.

4) Persuasion

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on particular issue. Argumentation is a form of persuasion that seeks to make us change our beliefs or actions by appealing not to our emotions but our reason, by using logic and evidence to establish the truth of an assertion.

Therefore, it focuses on the reader whom the writer wants to influence. It is in contrast with expository writing that focuses on the subject being discussed. Persuasive writing can be found in editorials, reviews, sermons, research proposals, opinion essay in magazines, and books that argue a point of view.[15]

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[15] Troyka, Q. L. Handbook for Writers (New Jersey: Prentice Hall Inc, 1987), 3-5.

3. **Descriptive Text**

    a. **Definition of Descriptive Text**

    According Nofri Anten in book "Discussion Materials of Genre" for Senior High Schools student, the definition of descriptive text is a text which says what a person or thing is like. The characteristic of it is the generic structure using identifying the phenomenon to be described, describing the phenomenon in parts qualities. The language feature of descriptive text use attributive and identifying process, use adjective and classifiers in nominal group, use simple present tense.[16]

    Another expert, Plooger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch.[17]

    The purpose of writing descriptive text is to describe a person, place or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience. Furthermore, Johnston and Morrow states that the purpose of descriptive text is to describe object or persons in which the writer is interested. Therefore, the writer should

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[16] Nofri Anten, Discussion Materials of Genre for Senior High School Students, 1.

[17] Katherine Plooger, Simplified Paragraph Skills (USA: NTC Publishing Group, 2000), 239.

know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.[18] From definition above, the experts have same concepts or similar concept about descriptive itself, they said that a descriptive is to describe something like a person, place, or object.

b. The Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Nadia state that features of a factual description have regarded as following generic structure of descriptive text.

1) Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2) Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The

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[18] https://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/. Accessed on September 26th, 2016.

topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3) Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

c. **The Linguistic Features of Descriptive Text**

Descriptive paragraph usually include the following linguistic features:

a.   Verb in the present tense

b.   Adjectives to describe the features of the subject

c. Topic sentences to begin paragraph and organize the various aspects of the description.[19]

The linguistic features play significant role to sustain in producing a good description. For instance, through specific participants, it tells the reader exactly participant. Next, the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the linguistic features are convoyed to construct vividly description.

Mark and Kathy in Ni Ketut also tell that the generic features of description usually use verbs which are in the present tense or the verbs which are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks like.[20]

B. Previous Research Finding

There are some previous studies that are found by researcher. The first is conducted by Nur Indah A'isyah with the *title "The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryo*

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[19] Mark Anderson and Kathy Anderson, Text Types in English 3 (Australia:Macmillan Education Australia Pty Ltd, 1998), 26.

[20] Ni Ketut Anna Purna, Improving Ability of the Eighth Grade Students of SMPN 3 Gianyar In Academic Year 2013/2014 by Using Short Video Clips, (Tesis, Mahasaraswati Denpasar University, 2014).

Nugroho Surabaya".[21] The result of this study, the implementation of outdoor activity can help the students to write descriptive text easily. This activity can motivate the students to more active and interest in learning English especially in writing. The difference is by using different method. In Nur Indah, the method is Qualitative while in this research using Quantitative.

The second previous study from Yudhi Widayanto with the title *"Improving Students' Vocabulary Mastery Using Outdoor Activities (An* Action Research at Sixth Year of SD Negeri 2 Suru Geyer Grobogan In *Academic Year 2010/2011)"*.[22] The result of this study, student can do in both learning and playing. They can easily in understanding the material because they interested in the process of learning using outdoor method. The difference is by using different method, beside that in Yudhi's thesis he applied outdoor learning in teaching vocabulary while in this research the researcher applied outdoor learning in teaching writing.

The third previous study from Chusnul Khotimah with the title *"The Effectiveness of Outdoor Learning toward Students' Writing Skill at the* Eleventh Grade of SMAN 1 Jetis *Ponorogo"*.[23] The result of this study, outdoor learning is effective to be used in learning writing skill to the students. The difference is in Chusnul's thesis she applied outdoor learning in

[21] Nur Indah A'isyah, "The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryo Nugroho Surabaya," (Tesis, IAIN Sunan Ampel, 2012).

[22] Yudhi Widayanto, "Improving Students' Vocabulary Mastery Using Outdoor Activities (An Action Research at Sixth Year of SD Negeri 2 Suru Geyer Grobogan,"(Tesis, UM Surakarta, 2011).

[23] Chusnul Khotimah, "The Effectiveness of Outdoor Learning toward Students' Writing Skill at the Eleventh Grade of SMAN 1 Jetis Ponorogo,"(Tesis, STAIN Ponorogo, 2016).

teaching writing recount text, while in this research the researcher applied outdoor learning in writing descriptive text.

The fourth research is from Johar Diyah Ayu Puspita Sari from Universitas Muhammadiyah Surakarta with the title "*Improving Student's Vocabulary by Using Outdoor Activities at the Sixth Year of SD Negeri 3 Jekani Mondokan Sragen"*.[24] Though this research, the outdoor activities is effective to teach vocabulary rather than teaching inside classroom. It made the student more interest and enjoy during learning and teaching. The difference is by using different method, beside that in Johar's thesis she applied outdoor learning in teaching vocabulary while in this research the researcher applied outdoor learning in teaching writing.

The similarity of previous study and this research is by using outdoor learning minimizes the students' difficulties in English learning process. Besides that the students more active and interest in learning English, also gives good respond to this outdoor learning. From all of these previous studies proved that outdoor learning is effective applied in teaching English, the students more active, enjoy during learning process, and help the student to improve their achievement.

Based on previous thesis above, the writer makes the research about The Effectiveness of Outdoor Learning on Students' Achievement in Writing

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[24] Johar Diah Ayu Puspita Sari, "Improving Student's Vocabulary by Using Outdoor Activities at the Sixt Year of SD Negeri 3 Jekani Mondokan Sragen,"(Tesis, UM Surakarta, 2010).

Descriptive Text at the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about the theories can be related with the factors which are identified as the important problems. In improving the students' writing mastery, the teachers need either way to make their students master about it. By using outdoor learning the students can improve their writing achievement. The writer thinks that the students feel more interested, easy and motivated to learn the subject matter.

The research is quantitative research, with the title "The Effectiveness of Outdoor Learning on Students' Achievement in Writing Descriptive Text at the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016" as the title of the research. The research will use outdoor learning to improve students' achievement in writing descriptive text. The students will use this strategy to improve their writing. After that, the researcher will observe this process to know, is there a significant difference between students' writing achievement by using and without outdoor learning strategy to the students.

D. Hypothesis

There is a significant difference on students' writing achievement before and after being taught using Outdoor Learning in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in academic year 2015/2016.

CHAPTER III

RESEARCH METHODOLOGY

The chapter presents the research methodology used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

A. Research Design

Research designs were plans and procedures for research that span the decisions from broad assumptions to the detailed methods of data collection and analysis. This research was used quantitative approach.[25]

Research is divided into qualitative and quantitative. This research is quantitative research. Quantitative research is emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation.[26] Quantitative research based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term of quantity. Quantitative research consists of two kinds. They are experimental (true experimental, quasi

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[25] John W. Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches third edition (United State of America: SAGE, 2009), 3.

[26] W. Laurence Neuman, Social Research Methods: Qualitative and Quantitative Approaches (USA: Allyn and Bacon, 1991), 122.

experimental, and pre experimental) and no experimental (descriptive, survey, expost facto, comparative and correlation).[1]

Based on the scientific grade (setting) research place, there are three research methods. There are experiment, survey, and naturalistic (qualitative).[2] And in this research, the method is used is experimental research method. Experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contribution to the already acquired fund of knowledge. Thus, the experimenter operates under the basic assumption that the research situation he wishes to evaluate has never existed and does not new exist. Situation here means in the sense of a program, curriculum or method for organizing class, as well as a 'situation' created to test.[3]

This research is classified into pre-experimental research that use one group pre test and post test design. In one group pre-test and post-test design that is a single group is measured or observed not only after being exposes to a treatment of some sort, but also before a treatment. A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment, while a post-test measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment.

[1] Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta, 2010), 107.
[2] Ibid., 114.
[3] Mohammad Adnan Latief, Research Methods on Language Learning an Introduction (Malang: UM Malang Press, 2012), 95.

Pre experimental design is conducted without a control group. In this research, the group is given a pre test before the experimental treatment. After the treatment is finished, the post test is administered to see the achievement.[4] According to John W. Cresswell, the design of the research as below:

$$O_1 \qquad X \qquad O2$$

O_1 = Pre test

X = Treatment

O_2 = Post test.[5]

The procedures of pre-experimental research that use one group pre-test and post-test design in this study are described:

1. Administering pre-test (O_1) with a purpose of measuring students' achievement in writing descriptive text before applying treatment.

2. Applying experimental treatment writing descriptive text by using outdoor learning (X).

3. Administering post-test (O_2) with a purpose of measuring students' achievement in writing descriptive text after applying treatment.

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[4] Mohammad Adnan Latief, Research Method on Language an Introduction (Malang: UM Press, 2014), 96.

[5] John W. Creswell, Research Design: Quantitative, Qualitative, and Mixed Methods Approach (California: Sage, 2009), 160.

In this study the researcher wants to know the effectiveness of outdoor learning towards students' achievement in writing descriptive text at MA Ma'arif Balong. The effectiveness is known after finding out the significant difference between the students' achievement before being taught outdoor learning and those are taught after using outdoor learning by comparing pre-test and post-test score.

B. Population and Sample

Population is a collection of data whose properties are analyzed. According to Borg and Gall population is all the numbers of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research.[6] Beside that according to Suharsimi population was formulated as the whole groups of people or object that have been formulated clearly.[7] Thus, population was all of the participants that are observed by researcher.

Population of the research was the tenth grade students of MA Ma'arif Balong in the academic year of 2015/2016 which consists of 2 classes. Each class consisted of 21 and 21 students. The total population was 42 students.

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[6]Mohammad Adnan Latief, Research Methods on Language Learning (Malang: UM Press, 2014), 181.

[7] Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktek, (Jakarta: Rineka Cipta, 2013), 174.

According to Arikunto, sample is part of population which is researched, if the subject of research less than 100 subjects, it is taken all subjects. So the research is including the research of population.

Sampling technique is a technique to take a sample. According Ary et al, sampling is the small group that is observed. Sampling is also as a way the researcher select number of individuals as a sample which presents the population. Ary et al classifies two major types of sampling procedures in to probably sampling and non-probably sampling.[8]

The researcher used non-probably sampling. It is saturation sample because the population used as a sample because the population was relatively small. Through that technique, the researcher determined the population as sample of XB class at MA Ma'arif Balong. The total number of sample was 20 students.

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C. Instrument of Data Collection

Instrument is a tool used for a particular purpose, especially for dedicate or scientific work. Instrument of data collection is the way to get data in the research used by a researcher. To get objective data it is needed a good instrument, because if the researcher takes invalid instrument, the researcher will get invalid data.

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[8] Donald Ary, Introduction to Research in Education, 8th ed (Canada: Nelson Education. Ltd, 2006), 149.

Table 3.1

Instrument of Data Collection

Title	Variable	Indicator	Technique
The Effectiveness of Outdoor Learning on Students' Achievement in Writing Descriptive Text at the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic year 2015/2016)	Outdoor Learning (X)	The students are able to write descriptive text.	Test

Good instrument must have prerequisite valid and reliable as follows:

1. Test of Validity

    Validity is a unitary concept. Validity always refers to the degree to which that evidence supports the inferences that are made from the score. The inferences regarding specific uses of a test are validated, not the test itself. [9]

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[9] Lily F. Bachman, Fundamental Consideration in Language Testing, (Oxford: Oxford University Press, 1997), 236-237

Construct validity refers to the meaningfulness and appropriateness of interpretation that we make on the basis of test scores. Construct validation refers to process of determining whether a test is actually measuring what it is intended to measure. In order for decisions based on test results to be fair, it is important to understand as precisely as possible what ability the test is attempting to measure, and to what extend the test is actually measuring that ability and not some other ability. Furthermore, it is important to be clear about the domain of writing to which the test is intended to generalize.

The one way to calculating the validity test is by using product moment rules. The formula is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

r_{xy} = digit of index product moment correlation

$\sum x$ = the total score X

$\sum y$ = the total score of Y

$\sum xy$ = the total of result multiplication between score X and Y

N   = total of respondent[10]

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[10] Andhita Dessy Wulansari, M.Si, Peneliian Pendidikan : Suatu Pendekatan Praktik Dengan Menggunakan SPSS, (Ponorogo:STAIN Po PRESS,2012), 84

If every item (rxy) has the positive correlation more than 0,3 so the item is valid. And if every item has the correlation less than 0,3 so the item is invalid.[11]

To measure the validity of instruments of this research, the researcher put the total sample of 18 respondents in class XA. The researcher gave question for this class, with the writing scoring rubric Organization, Content, Grammar, Punctuation, and Style. And then the researcher calculates the validity test from five scoring rubric writing. From of result the test validity instrument, and all questions or scoring rubrics are valid.

From the result calculation item validity instrument, could be conclude in table 3.2 as follow:

Table 3.2

The Result of Validity Calculation

Item	"r" calculated	"r" index	Notes
Organization	0,859	0,456	Valid
Content	0,849	0,456	Valid
Grammar	0,907	0,456	Valid
Punctuation	0,621	0,456	Valid
Style	0,994	0,456	Valid

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[11] Ibid., 81.

2. Test of Reliability

   The investigation of reliability is concerned with answering the question, how much of individual's test performance is due to measurement error or to factors other than language ability people want to measure. And with minimizing the effects of these factors on test score.[12]

   In other words, if the language skill assesment result is too far away different from the true level of the skill being assed, then the assesment result has low reliability.

   Reliability test is intended to test the degree of regularity by using Spearman-Brown prophecy formula. The test is usually split on the basic of odd- and even-numbered item. The odd-numbered and the even-numbered items are scored separately as thought they were two different forms. A correlation coefficient is then calculated for the two sets of scores. This coefficient gives the reliability for either the odd-numbered items or the even-numbered items-either half, but just half of the test. The applicable formula is:

$$r_{xx'} = \frac{(n)r}{(n-1)r+1}$$

$r_{xx'}$ = full-test reliability

r   = correlation between two test halves

[12] Lily F. Bachman, Fundamental Consideration in Language Testing (Oxford: Oxford University Press, 1997), 160.

n   = number of times the test length is to be increase[13]

The detailed results of the calculation of reliability of the instrument could be explained as follow:

Step 1 : Group the items into two parts, namely about the odd item and the even item.

Step 2 : Found the correlation coefficient of the Product Moment formula between the first parts (odd item) and the second parts (even item).

Step 3 : Inserted the value of the correlation coefficient Spearman Brown.

In this research, the researcher find a reliability coefficient is 0, 884. Thus it was consultancy with 'r' index, db = 17 (5% significancy) is 0,456. Because "r" calculated higher than "r" index, so this instrument is reliable.

D. Technique of Data Collection

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways who used by researcher to get data in the research. A technique of data collection in this research is test.

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[13] James Dean Brown, Testing in Language Programs: A Comprehensive Guide to English Language Assessment (McGraw-Hill New York America, 2005), 177.

- Test

     The technique of collecting data in this research is test. It helps teachers to learn more about their learners' needs and progress and about the effectiveness of their teaching. A test in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain.[14] Test is a technique to maesure of somebody's knowledge or competence in understanding of the knowledge.

     In this research, test applied in order to know the effectiveness of outdoor learning towards students' achievement in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo. The researcher used test to get scores of data from students, so it can be knew significant difference between students before use outdoor learning and after use outdoor learning strategies. And here was analytic scale for measuring students' writing.[15]

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[14] H. Donglas Brown, Language Assesment Principles and Classroom Practice (New York: Pearson Education Comapny, 2001), 3.

[15] H. Dougles Brown, Language Assessment: Principle and Classroom Practices (New York: Pearson Education inc 2004), 244-245.

Table 3.3

Analytic scale for rating composition task (Brown & Bailey)

Aspect	Score	Performance Description
Organization -introduction -body -conclusions	Excellent to good **18-20**	Appropriate title, effective introductory paragraph, topic is stated, leads o body: transitional expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
	Good to adequate **15-17**	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some idea aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	Adequate to fair **12-14**	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere
	Unacceptable-not **6-11**	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	College-level work **1-5**	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical Development of	Excellent to good	Essay addressed the assigned topic; the ideas are concrete and

ideas:		thoroughly developed; no extraneous material; essay reflects thought.
Content	Good to adequate

15-17 | Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present. |
| | Adequate to fair

12-14 | Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right. |
| | Unacceptable-not

6-11 | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content. |
| | College-level work

1-5 | Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully. |
| **Grammar** | Excellent to good

18-20 | Native-like fluency in English grammar; correct use of relative clause, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences |
| | Good to adequate

15-17 | Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run on sentence. |
| | Adequate to fair

12-14 | Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragment present |
| | Unacceptable-not

6-11 | Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence. |
| | College-level work | Severe grammar problems interfere greatly with the message; reader |

	1-5	can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuations, spelling, and mechanics	Excellent to good **18-20**	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	Good to adequate **15-17**	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	Adequate to fair **12-14**	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	Unacceptable-not **6-11**	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	College-level work **1-5**	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problem.
Style and quality of expression.	Excellent to good **18-20**	Precise vocabulary usage; use of parallel structures concise; register good.
	Good to adequate **15-17**	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	Adequate to fair **12-14**	Some vocabulary misused; lack awareness of register; may be too wordy.
	Unacceptable-not	Poor expression of ideas; problems in vocabulary; lack variety of structure.

	6-11	
	College-level work	Inappropriate use of vocabulary; no concept of register or sentence variety.
	1-5	

E. Technique of Data Analysis

After all of data was collected, the next step to be done by the researcher is analyze the data. To analyze the effectiveness of outdoor learning in teaching writing descriptive text students of tenth grade at MA Ma'arif Balong, the researcher used "t" test. This research is used to compare the result of writing achievement before and after taught by using outdoor learning.

After collecting the data, the researcher used t-test to analyze the data. But, before the researcher use t test, the researcher applied assumption test, namely normality test.

Normality test is useful for determining the data that has been collected normal distribution or taken from the normal population.[16] Statistical test of normality that can be used include:

- Chi Square

- Kolmogorov Smirnov

- Liliefors

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[16] Retno Widyaningrum, *Statistik Pendidikan* (Ponorogo: STAIN Ponorogo Press, 2007), 204.

- Shapiro Wilk

In this study, researcher used a formula Kolmogorov Smirnov test. The formula to analyze the data is:

1. Normality Test

   - Normality test Kolmogorov Smirnov

      a. Calculate the mean value.

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

      b. Calculate Standard Deviation

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

      c. T test

         T test used for small samples (N < 30)

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

         The formula to analyze the data are :

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

         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

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

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

b. 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".[17]

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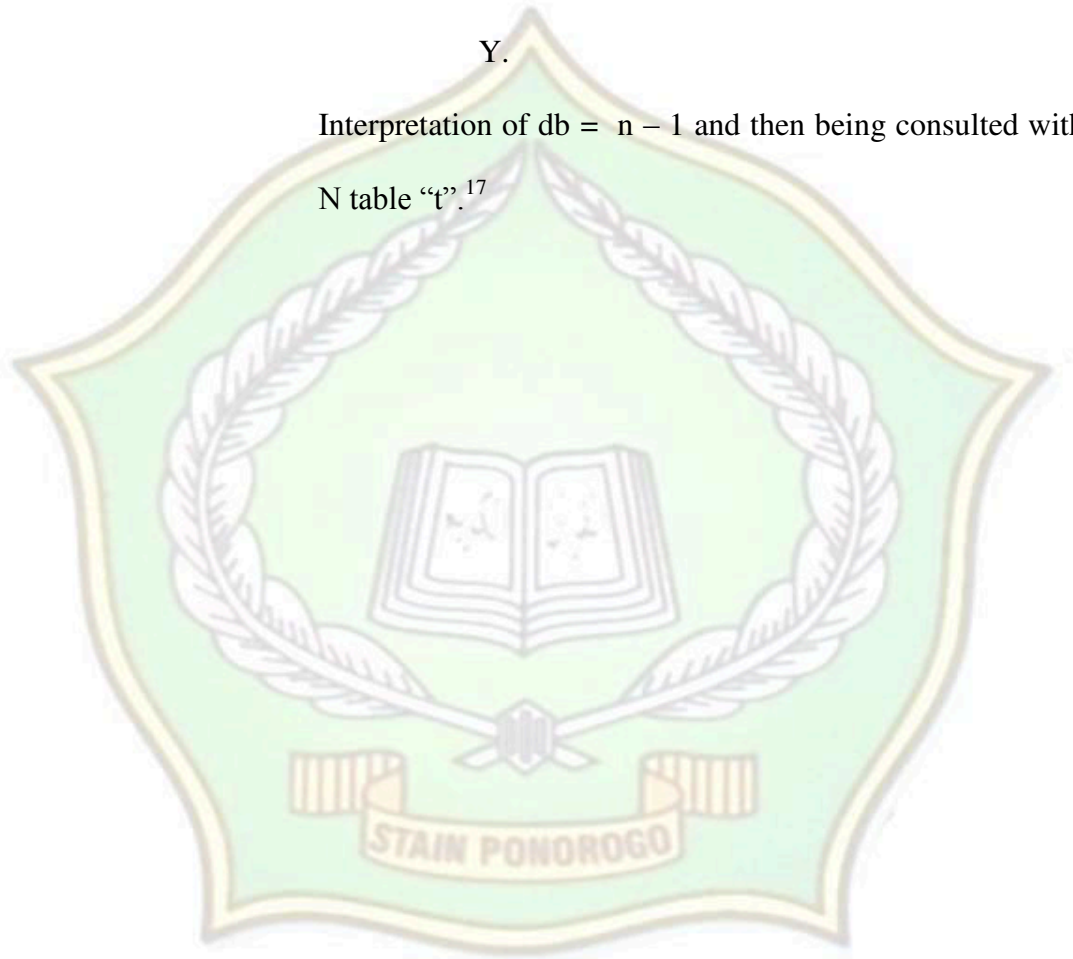
[17] Ibid., 153-154.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Location Profile

This research was conducted at the Madrasah Aliyah Ma'arif Balong Ponorogo. Here, the little description about Madrasah Aliyah Ma'arif Balong Ponorogo:

1. Historical Background of MA Ma'arif Balong

MA Ma'arif Balong was built on July, 20th 1987 by the first headmaster of MA Ma'arif Balong, Drs. Slamet Bisri. MA Ma'arif Balong got operational permission number 09/MA/87/87 on December, 25th 1987.

In the first year, MA Ma'arif Balong got eleven students only. But, over time, this school is develop rapidly, proved by the interest of the parent to ask their son to study at MA Ma'arif Balong. Nowdays, MA Ma'arif Balong has six classes with 135 students from class X to class XII and teach by 15 teachers.

Since 1987, MA Ma'arif Balong include in private school because this school under the auspices of Yayasan Ma'arif with school statistic number 131235020003.

2. **Geographical Location of MA Ma'arif Balong**

MA Ma'arif Balong is located at Diponegoro Street No.5, Jalen village, Balong sub district, Ponorogo regency. MA Ma'arif Balong occupy 8.650 m^2 acreage of the lowland of rural and near from Balong sub district center.

3. **Visions, Missions and Goals of MA Ma'arif Balong Ponorogo**

a. Visions

Create the graduate that have good attitude, life qualification and character, excel in the field imtaq, science, technology and environmental care.

b. Missions

1) Implement an innovative education, religious, and scientific based on Ahlussunnah Wal Jama'ah.

2) Create students that have spiritual and physical health.

3) Give the life qualification form a group, nation and internation.

4) Give the skill supplies to be autonomous.

5) Implementing participative management by involving all citizens and school stakeholders.

6) Implement clean and healthy lifelike way to preserve an environment, and guard against environment damage.

7) Accustom thrifty life in the environment preservation efforts.

8) Accustom courteousness in the guard against environment damage efforts.

4. The Organizational Structure of MA Ma'arif Balong Ponorogo

1) Chairman   :Mochamad Syamsul Hadi, S.Th.I

2) Vise Chairman

  a. Curriculum   : Aziz Muchlason, S.Pd.

  b. Education   : Bustanul Arifin, S.Pd.

  c. Business   : Abdul Rosjid, S. Ag.

  d. Humas   : Ahsanudin, S. Pd.I.

3) Homeroom Teacher

  a. Class X-1   : Lina Rahmawati, S.Si

  b. Class X-2   : Mazruroh Rahmawati, S.Pd.

  c. Class XI-1   : Edy Setyawan, SE

  d. Class XI-2   : Nur Widi Utami, S.Pd.

  e. Class XII-1   : Imam Rustamaji, S.Ag.

  f. Class XII-2   : In Winami, SE

4) Counseling   : Joko Wasito, S.Pd.

5) Extra Curricular

  a. Religion   : Syaiful Karim, S.Pd.I.

  b. Sport   : Nyoto Prayitno, S.Pd.

  c. Scout   : Syamsul Arifin

  d. PMR   : Sujianto

e. Jurnalistic   : Mazruroh Rahmawati, S.Pd.

f. Art   : Imam Rustamaji, S.Ag

g. Music   : Rohmat Viki Tamtomo

6) TU   : Joko Wasito, S.Pd.

7) Treasure   : Syaiful Karim, S,Pd.

8) Librarian   : Rinawati, S.Pd

9) Guarding School   : Nyoto Prayitno, S.Pd.

10) Laboran

a. Computer   : Joko Wasito, S.Pd.

b. PAI   : Binti Kurniati Maulida, S.Pd.I

c. Fashion   : Mazruroh Rahmawati, S.Pd.

d. Garage   : Edi Setyawan, SE

B. Data Description

In this chapter the researcher discribes the data obtained from the test of students' writing descriptive text. The researcher have one group of the tenth grade at MA Ma'arif Balong Ponorogo which the researcher give a test. Those means, there are pre-test score before using outdoor learning and post-test score after using outdoor learning.

1. **Data of Students' Writing Achievement before Using Outdoor Learning**

     The score was taken from pre-test before applied treatment. Researcher taught students with the lecture method and conducted in the indoor for 1 hour and 30 minutes. Students had to make 3 paragraphs of descriptive text "with the theme of plant". From the pretest obtained the score as follows:

Table 4.1

Students Pre-Test Score

No	Name	Total
1	Adam Azizi	64
2	Afif Ihsanul H.	67
3	Ahmad Irfan E.	73
4	Anwar Rifai	73
5	Charisma N. S.	70
6	Danang Prabowo	70
7	Elva Nur Ardianti	78
8	Imam Tamami	67
9	Linda Agustina P.	76
10	Lusita Dwi E.	89
11	Martina Dwi N. H	76
12	M. Fajar Fatoni	73
13	M. Muhadir	79
14	Nur Chamid	78
15	Pamuji	85
16	Regita Novita S.	79
17	Rizqunal Kafi	73

18	Sindy Sekar A.N.	88
19	Siti Maratun N.S.	88
20	Suci Nur P.	76

2. Data of Students' Writing Achievement after Using Outdoor Learning

The score was taken from post-test after applied treatment. The learning process equally implemented for 1 hour and 30 minutes with the same theme, but with different strategy. Researcher delivered material by asking students to learn outdoor and it was done by direct observation in the school ground. From the post-test obtained the score as follows:

Table 4.2

Students Post-Test Score

No	Name	Total
1	Adam Azizi	78
2	Afif Ihsanul H.	73
3	Ahmad Irfan E.	78
4	Anwar Rifai	80
5	Charisma N. S.	80
6	Danang Prabowo	78
7	Elva Nur Ardianti	83
8	Imam Tamami	80
9	Linda Agustina P.	75
10	Lusita Dwi E.	83
11	Martina Dwi N. H	83
12	M. Fajar Fatoni	73

13	M. Muhadir	84
14	Nur Chamid	87
15	Pamuji	87
16	Regita Novita S.	83
17	Rizqunal Kafi	75
18	Sindy Sekar A.N.	93
19	Siti Maratun N.S.	91
20	Suci Nur P.	80

C. Data Analysis

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

To obtain data, the researcher used writing test to analyze the level score of students' writing achievement. The students had to make a descriptive text. The researcher got the score from the students' written result.

Table 4.3

Students Pre-Test Score

No	Name	Score					Total
		Organization, Content, Grammar, Punctuation, Style					
		O	C	G	P	S	
1	Adam Azizi	13	12	12	13	14	64
2	Afif Ihsanul H.	13	13	13	13	15	67
3	Ahmad Irfan E.	15	15	14	15	14	73
4	Anwar Rifai	15	15	13	15	15	73
5	Charisma N. S.	15	12	14	15	14	70
6	Danang Prabowo	14	14	13	14	15	70
7	Elva Nur A.	15	16	15	16	16	78

8	Imam Tamami	14	12	13	14	14	67
9	Linda Agusti P.	15	15	14	16	16	76
10	Lusita Dwi E.	17	16	16	18	18	89
11	Martina Dwi N.	16	16	15	14	15	76
12	M. Fajar Fatoni	15	15	14	15	14	73
13	M. Muhadir	17	16	15	16	15	79
14	Nur Chamid	16	16	14	16	16	78
15	Pamuji	17	16	14	17	15	85
16	Regita Novita S.	16	15	15	17	16	79
17	Rizqunal Kafi	15	14	13	15	16	73
18	Sindy Sekar A.N	18	18	16	19	17	88
19	Siti Maratun N.S	18	18	17	18	17	88
20	Suci Nur P.	16	15	13	16	16	76

From the table above, it could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow:

Table 4.4

The count of the mean, range and deviation standart

X	F	f.x	X=X-Mx	Fx	X2	f.x2
92	1	92	15,9	15,9	252,81	252,81
88	1	88	11,9	11,9	141,61	141,61
85	2	170	8,9	17,8	79,21	158,42
79	2	158	2,9	5,8	8,41	16,82
78	2	156	1,9	3,8	3,61	7,22
76	3	228	-0,1	-0,3	0,01	0,03
73	4	292	-3,1	-12,4	9,61	38,44
70	2	140	-6,1	-12,2	37,21	74,42

67	2	134	-9,1	-18,2	82,81	165,62
64	1	64	-12,1	-12,1	146,41	146,41
	20	**1522**	**9,3**	**-**	**761,7**	**1001,8**

1. Mx (mean) $= \frac{\Sigma fx}{N} = \frac{1522}{20} = 75,9$

2. Range $= H - L$

   R $= 92 - 64$

   R $= 28$

3. SD (Deviation Standart) $= \sqrt{\frac{\Sigma fx^2}{n}} = \sqrt{\frac{1001.8}{20}} = \sqrt{50,09}$

   $= 7,078$

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

Top up of students' pre-test score :

Mx + 1. SDx = 75,9 + 1. 7,078

$= 82,978$

Bottom of students' pre-test score :

Mx – 1. SDx = 75,9 – 1. 7,078

$= 68,822$

The students' pre-test score of tenth grade students of MA Ma'arif Balong 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 tenth grade students at MA Ma'arif Balong

INTERVAL	F	Category	Percent
84 – 92	4	High	20 %
69 – 83	13	Enough	65 %
64 – 68	3	Less	15 %
	20		100 %

From the calculation above, it could be conclude the mean of pre-test before using outdoor learning was 75,9, the range was 28, and deviation standart was 7,078, the students' score of MA Ma'arif Balong is enough.

2. **The Result of Students' Post Test after Using Outdoor Learning**

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

Table 4.6

Students Post-Test Score

No	Name	Score					Total
		Organization, Content, Grammar, Punctuation, Style					
		O	**C**	**G**	**P**	**S**	
1	Adam Azizi	15	14	15	17	17	78
2	Afif Ihsanul H.	15	14	13	15	16	73
3	Ahmad Irfan E.	15	15	15	17	16	78
4	Anwar Rifai	16	16	16	17	17	80
5	Charisma N. S.	16	16	14	17	17	80
6	Danang Prabowo	16	15	15	16	16	78
7	Elva Nur A.	17	16	15	18	17	83
8	Imam Tamami	16	16	14	17	17	80
9	Linda Agusti P.	15	15	14	16	15	75
10	Lusita Dwi E.	17	17	16	17	16	83
11	Martina Dwi N.	17	16	15	18	17	83
12	M. Fajar Fatoni	15	15	14	14	15	73
13	M. Muhadir	17	16	15	18	18	84
14	Nur Chamid	17	18	16	18	18	87
15	Pamuji	18	18	16	18	17	87
16	Regita Novita S.	17	16	15	18	17	83
17	Rizqunal Kafi	15	15	14	16	15	75
18	Sindy Sekar A.N	19	19	17	19	19	93
19	Siti Maratun N.S	19	18	17	19	18	91
20	Suci Nur P.	16	16	14	17	17	80

From the table above, it could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow:

Table 4.7

The count of the mean, range and deviation standart

X	F	f.x	X=X-Mx	Fx	X2	f.x2
93	1	93	11,8	11,8	139,24	139,24
91	1	91	9,8	9,8	96,04	96,04
87	2	174	5,8	11,6	33,64	33,64
84	1	84	2,8	2,8	7,84	7,84
83	4	332	1,8	7,2	3,24	3,24
80	4	320	-1,2	-4,8	1,44	1,44
78	3	234	-3,2	-9,6	10,24	10,24
75	2	150	-6,2	-12,4	38,44	38,44
73	2	146	-8,2	-16,4	67,24	67,24
	20	**1624**	**13,2**	**-**	**397,36**	**571,2**

1. Mx (mean) $= \frac{\Sigma fx}{N} = \frac{1624}{20} = 81,2$

2. Range $= H - L$

   R $= 93 - 73$

   R $= 20$

3. SD (Deviation Standart) $= \sqrt{\frac{\Sigma fx^2}{n}} = \sqrt{\frac{571,2}{20}} = \sqrt{28,56}$

   $= 5,345$

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

Top up of students' post-test score :

Mx + 1. SDx = 81,2 + 1. 5,345

$\quad$ = 86,978

Bottom of students' post-test score :

Mx – 1. SDx = 81,2 – 1. 5,345

$\quad$ = 75,855

$\quad$ The students' post-test score of tenth grade students of MA Ma'arif

Balong 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 tenth grade

students at MA Ma'arif Balong

INTERVAL	F	Category	Percent
88 – 93	2	High	10 %
76 – 87	14	Enough	70 %
73 – 75	4	Less	20 %
	20		**100 %**

$\quad$ From the calculation above, it could be conclude the mean of pre-test

before using outdoor learning was 81,2 the range was 20, and deviation

standart was 5,345 the students' score of MA Ma'arif 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

No	X	F	Fx	x_2	fx_2
1	93	1	93	8649	8649
2	91	1	91	8281	8281
3	87	2	174	7569	15138
4	84	1	84	7056	7056
5	83	4	332	6889	27556
6	80	4	320	6400	25600
7	78	3	234	6084	18252
8	75	2	150	5625	11250
9	73	2	146	5329	10658
		20	**1624**	**-**	**132440**

1. $\text{Mx} \quad = \dfrac{\sum fx}{n} = \dfrac{1624}{20} = 81{,}2$

2. $\text{SDx} \quad = \sqrt{\dfrac{\sum fx^2}{n} - \left(\dfrac{\sum fx}{n}\right)^2}$

$$= \sqrt{\dfrac{132440}{20} - \left(\dfrac{1624}{20}\right)^2}$$

$$= \sqrt{6622 - (81{,}2)^2}$$

$$= \sqrt{6622 - 6593{,}44}$$

$$= \sqrt{28{,}56}$$

$$= 5{,}344155686$$

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:

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

$$Z = \dfrac{X - 81{,}2}{5{,}344155686}$$

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

No	X	F	Fkb	f/n	fkb/n	Z	p<z	a2	a1
1	93	1	20	0,05	1	2,226415	0,9868	0,0132	0,0368
2	91	1	19	0,0	0,95	1,849056	0,9671	-0,0171	0,0671
3	87	2	18	0,1	0,9	1,094339	0,8621	0,0379	0,0621
4	84	1	16	0,05	0,8	0,528301	0,6985	0,1015	-0,0515
5	83	4	15	0,12	0,75	0,339622	0,6293	0,1207	-0,0007
6	80	4	11	0,2	0,55	-0,226415	0,4129	0,1371	0,0629
7	78	3	7	0,15	0,35	0,603773	0,2743	0,0757	0,0743
8	7	2	4	0,1	0,2	-1,16811	0,1230	0,077	0,023
9	73	2	2	0,1	0,1	1,547169	0,0618	0,0382	0,0618

$\alpha_{1maximum}$ is 0,0743

D(0,05,20) from table is 0,294.

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

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

Because the maximum value of α_1 was 0,0743 where the figure was smaller than the D table, so the decision was to accept Ha, which mean that the data about the students' post test after using outdoor learning was normality distributed.

D. Discussions

1. From data analysis, the students' achievement in writing descriptive text at the tenth grade of MA Ma'arif Balong was better after using outdoor learning than those before taught using outdoor learning. The mean score of writing achievement before taught outdoor learning is 75,9. After they got treatment, the mean score of writing achievement is 81,2.

2. Determining Hypothesis

    1) Ho (Null Hypothesis)

        There is no difference between the students' achievement in writing descriptive text before and after being taught using outdoor learning in tenth grade students of MA Ma'arif Balong Ponorogo.

    2) Ha (Alternative Hypothesis)

        There is a difference between the students' achievement in writing descriptive text before and after being taught using outdoor learning in tenth grade students of MA Ma'arif Balong Ponoroogo.

        a). Determining the difference of the students' achievement in writing descriptive text before being taught using outdoor learning (X) and students' achievement in writing descriptive text 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

No	Name	X	Y	D = X – Y	D2
1	Adam Azizi	64	78	-14	196
2	Afif Ihsanul H.	67	73	-6	36
3	Ahmad Irfan E.	73	78	-5	25
4	Anwar Rifai	73	80	-7	49
5	Charisma N. S.	70	80	-10	100
6	Danang Prabowo	70	78	-8	64
7	Elva Nur Ardianti	78	83	-5	25
8	Imam Tamami	67	80	-13	169
9	Linda Agustina P.	76	75	1	1
10	Lusita Dwi E.	89	83	6	36
11	Martina Dwi N. H	76	83	-7	49
12	M. Fajar Fatoni	73	73	0	0
13	M. Muhadir	79	84	-5	25
14	Nur Chamid	78	87	-9	81
15	Pamuji	85	87	-2	4
16	Regita Novita S.	79	83	-4	16
17	Rizqunal Kafi	73	75	-2	4
18	Sindy Sekar A.N.	88	93	-5	25
19	Siti Maratun N.S.	88	91	-3	9
20	Suci Nur P.	76	80	-4	16
	N = 20			**-102**	**930**

The steps of formula were:

1. Determine difference of variable X and Y

   $(\sum D = X - Y = -102)$

   So, MD $= \dfrac{\sum D}{n}$

$$= \frac{-102}{20}$$

$$= -5,1$$

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

$$= \sqrt{\frac{930}{20} - \left(\frac{-102}{20}\right)^2}$$

$$= \sqrt{46,5 - (-5,1)^2}$$

$$= \sqrt{46,5 - 26,01}$$

$$= \sqrt{20,49}$$

$$= 4,526588119$$

2. Standard Error

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

$$= \frac{4,526588119}{\sqrt{20-1}}$$

$$= \frac{4,526588119}{\sqrt{19}}$$

$$= \frac{4,526588119}{4,358898944}$$

$$= 1,038470535$$

3. Account "t" with formula:

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

$$= \frac{-5,1}{1,038470535}$$

$$= -4{,}908570918$$

➢ Interpretation :

Db = n – 1 = 20 – 1 = 19

At the significant standard 5% t_0 = 4,9085 and t_t = 2,09 so $t_0 > t_t$, so H0 is rejected and Ha is accepted

At the significant standard 1% t_0 = 4,9085 and t_t = 2,86 so $t_0 > t_t$, so H0 is rejected and Ha is accepted

So, there is a difference between the students' achievement in writing descriptive text before and after being taught using outdoor learning at the tenth grade students of MA Ma'arif Balong Ponorogo.

From the calculation above, the researcher could conclude that there is a significant difference between students' achievement in writing descriptive text before and after being taught using outdoor learning at the tenth grade of MA Ma'arif Balong.

It is suitable theory with theory Creig Kimbro, he said that an outdoor classroom is not only applicable when teaching environmental education; it also can be integrated into English. Students can write a journal or article on the progress of the outdoor classroom or an essay

on the environment and surroundings. The outdoor classroom can amplify this learning environment and make learning fun.[1]

In other word, outdoor learning strategies is effective in increasing students' achievement in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016.

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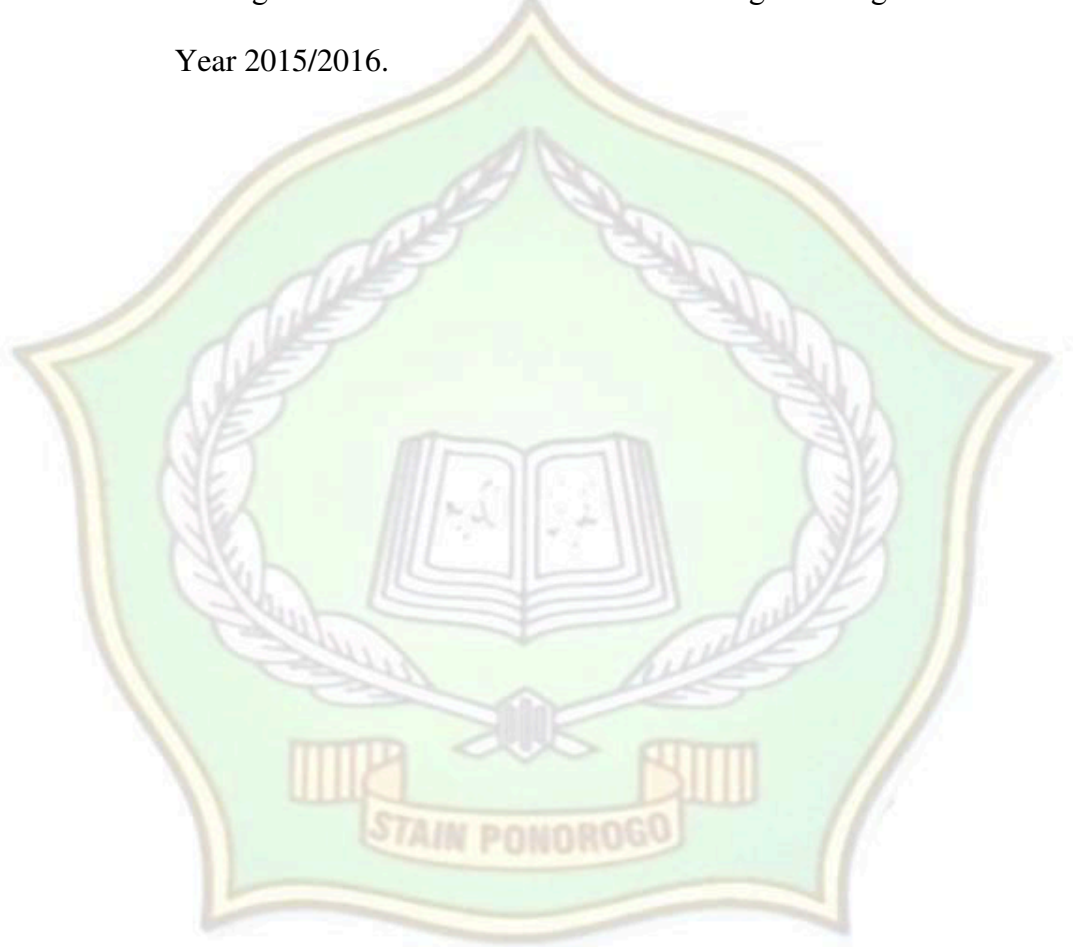
[1] Kimbro Creig C, Developing an Outdoor Classroom to Provide Education Naturally (The Univesity of Tenesse: 2006), 2.

CHAPTER V

CLOSING

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

A. Conclusion

From the result, Hypothesis (ha) said that the students achievement after being taught by using outdoor learning achieve better than students before taught by using outdoor learning in writing activity. So the researcher conclude that there is significant difference on students' achievement before and after being taught using outdoor learning in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016. In other word outdoor learning is effective and appropriate strategy that can increase students' achievement in writing descriptive text at the tenth grade students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016. The index of t_o is 4,9085 it is higher than the index of t_t is 2,09 at the level of significant 5% and the index of $t_0 = 4,9085$ it is higher than the index of t_t is 2,86 at the level of significant 1 %.

B. Recommendation

In order to make the teaching and learning process more interesting, the researcher formulated some suggestions, hopefully the suggestions are useful for the readers in general, 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 be a facilitator, controller, and guide all students who need help when they face the problem in learning English.

    c. 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. The students are hoped not be shy in acting out their role.

d.   The students should be obligated to bring dictionary in every English class.

e.   It is better for the students to use outdoor learning in English learning in order to make them more interested and enjoy during English learning process especially in writing English.

4.   For the parents

For all parents should give more support or motivation to their children to study hard in English lesson especially in writing activity.

5.   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.
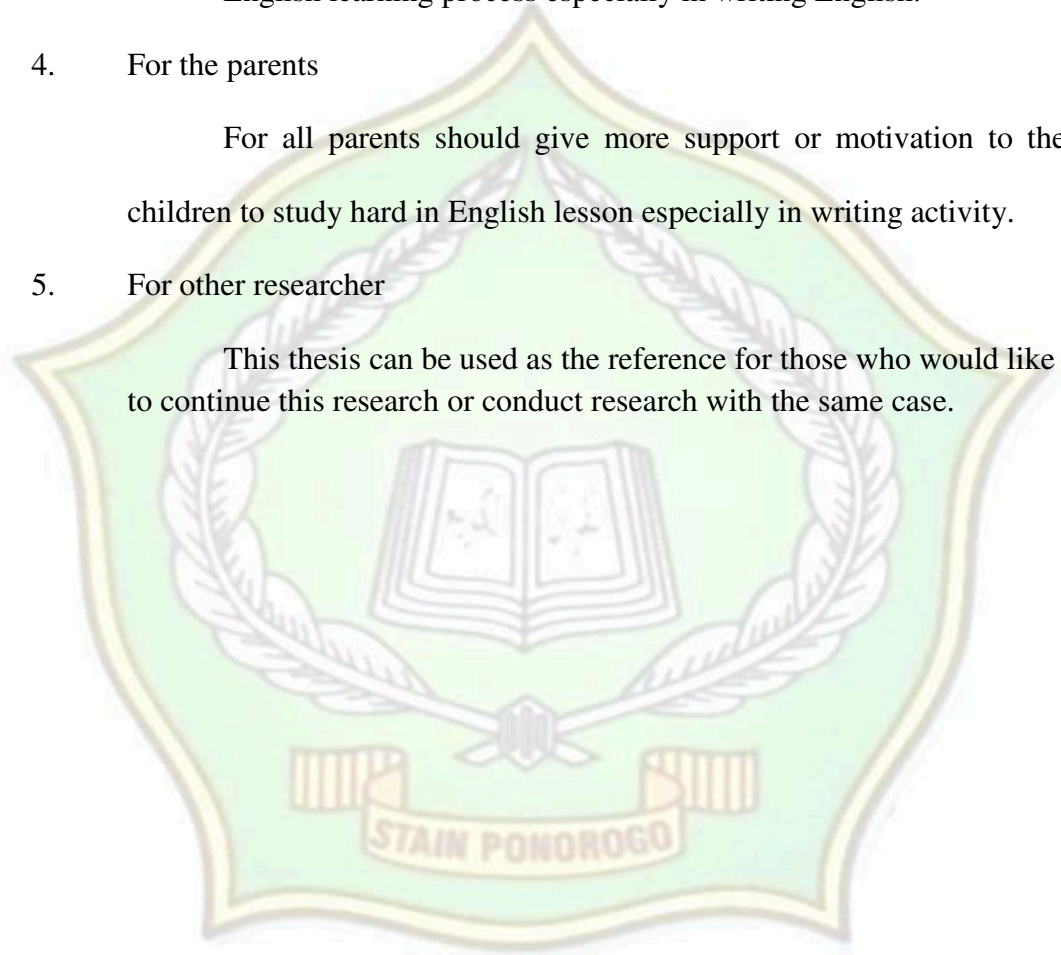
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