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THE EFFECT OF APPLYING OUTDOOR ACTIVITY ON THE STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT AT SMP IT SUARA DA'I MUDA LANGKAT

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ABSTRACT

The study was intended to understand the effect of the Outdoor Activity approach on the writing capacity of the students observed and evaluated by seven-grade students at SMP IT Suara Da'I Muda Langkat. Experimental study design was the approach used. The population in this study was seven grade of the Students of SMP IT SuaraDa'I Muda Langkat. The researcher took all of the population of the seven grades, there are two classes and divided them as experimental and control class while taking the sample of this study. In the experiment, there were 25 students and 25 students in control class. The researcher taught in the experimental class using the Outdoor Activity technique and thye control class taught using the Lecturing approach. The investigator used pre-test, treatment, and post-test. The experimental class increased from 56,40 to 75,80 by 19,4 points, while the control class increased from 49,60 to 65,60 by 16 points. The researchers found that the value of Sig was determined by using SPSS V22 in the post-test of the experiment and control class.It was 0,000 in the T-Test (2tailed). It was lower than 0,05 ($0,000 < 0,05$), so there was a substantial distinction between the class of the experiment and the class of the monitor. In other words, by using the Outdoor Activity approach, the achievement of the students in writing is more successful than the method of lecturing.

Keyword: Writing Ability, Descriptive Text, Outdoor Activity Method

INTRODUCTION

English is one of the subjects that levels, study. English requires four students at some stage of education, such language skills: listening, speaking, as elementary and upper intermediate reading and writing, which should be learned if anyone wishes to learn English successfully. Writing capacity is one of those four elements that the instructor must think about. The key position in most English language courses is writing. Thus, learning to write well is not an easy job for English teachers. The problems in the teaching writing process are also noticed by students. However, many students of Junior High School still face some problems dealing with writing English. They have difficulties in producing appropriate english utterances ad lack of vocabulary to write english. When researcher do mini research in SMP IT Suara Da'I Muda Langkat, researcher found that there were some problems in teaching and learning process especially related to the students' writing skills. The students typically have trouble beginning their writing. This contributed to the waste of precious time for many students just to get started. In addition, the student has trouble creating a good structure and text part for the paragraph. They were confused because they had no inspiration to create paragraphs. They had less knowledge of the notion of the meaning and type of text associated with writing practices.

Teacher should use interested strategies or may make a game that related to teaching and learning materials in the classroom. When researcher do research in school, researcher found that many students walk around the class, when learning processes are going, looking out of the window. The students felt bored with studying indoors or in the classroom, they wanted writing inspiration. The students felt bored in the classroom and only a few students were participating in teaching and learning process, and also same a few students were the only ones who really knew what they were doing in the classroom.

By developing conditions that can inspire and motivate students to learn, the educator must be able to enhance the writing abilities of students. To provide students with suitable educational methods and to encourage a productive educational environment, the teacher is required to have interesting teaching techniques. It is not easy to manage the attention and respect of the learners at the beginner level of the students and that is why the educator should take certain methods in teaching that can stimulate better and successful learning for them.

In this study, the researcher interested with Outdoor Activity to develop students' ability in writing. Outdoor activities are an educational activity, according to Howard, in which a school group leaves the classroom and goes to the real source of information in the

neighborhood. Outdoor events provide the curriculum with breadth and make an important contribution to the physical personal, and social education of students.¹

In order to decrease the feeling of boredom, outdoor activities are way in which individuals should do. It is more interesting, as outdoor activities are carried out, than indoor sports. When we are outside, we will obtain more inspiration to learn something. In the outdoor classroom, students can get inspiration for their writing because they can see the object they are going to represent, in addition to feeling relaxed outside. While students spend every day outside, students have several ways to enrich the purpose of the course and promote the growth and acquisition of the student. Based on the background above, the researcher make a title of "The Effect of Applying Outdoor Activity on Descriptive Text Writing Ability of Students at SMP IT Suara Da'I Muda Langkat."

LITERATURE RIVIEW

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Hornby mentions that, in the context of the term 'write', writing is. Write is intended to make letters or other symbols (ideographs) on a surface, especially on a paper with a pen or pencil. Pincas says that writing for a reason is a way to convey a message to a reader. The aims of writing are to express one's self, to provide the reader with knowledge, to convince the reader and to create a literary work².

Writing is the act of pouring into writing words the thoughts in their minds. During the writing process, people use words to express their thoughts or ideas in written form in order to communicate with each other.

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans were good at writing. This means, With the pen in which the demons and humans write, Allah swears, and with what they write, are not people who are poor and ignorant of opinion, in the form of goodness, rewards and wisdom, since the blessings of Allah are in the form of guidance and earthly kingdom. This is the explained in Q.S Al-Qalam:1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝

Meaning: Noon. I swear by the pen and what the angels write³

¹ Journal House of Commons Education and Skill Committee: Education Outside the Classroom, (London: The Stationery Office Limited, 2005), p.7

² Pincas, Teaching English Writing: Essential Language teaching Series (London: The Macmilan Publisher, Ltd, 1998)p.56

³ Qur'an : Text, Translation, English Translation with Commentary & Notes. New Delhi (India) : Kitab Bhavan. p. 1580

Writing is one of Science Glue's connector media. Therefore, information does not vanish. Besides listening, speaking, and reading, writing is the most critical skill to develop in language learning. In the form of letters, symbols or sentences, writing is the representation of language.⁴

الَّذِي عَلَّمَ بِالْقَلَمِ ، عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ .

Meaning: Who has taught writing and how to write with a pen. (4) He taught man what he did not know (5)

Based on the verses, Allah has explained that He taught man (prophet Muhamma SAW) with a pen (Qalam). Whereas with a pen, people can write and transfer their knowledge to the next generation. If there are not writings, the knowledge will be lost, religion track, will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed. By writing, we can explore all of the idea on our mind become an article, paragraph or text and make us understand about a new something.

Descriptive text is a type of genre that should be accomplished by senior high school students. Formulation or descriptive, derived from the description of the word. Describe means to draw, illustrate or imagine an object, a location, an individual in order to give the mentioned object a visual appearance.⁵

The descriptive text is a text includes different elements, namely identification and definition. The identification is for the object to be mentioned to be identified. The definition describes the parts, attributes, and features of the object's components. The descriptive text consists of five components: method, event, entity, person and place are identified.

Descriptive writing's social purpose is essentially to define a person, location, or thing in such a sense that an image is created in the mind of the readers. By using some of your five senses, recording an occurrence by descriptive writing requires keeping careful attention to the material. Our goal is to expose a subject through vivid and carefully chosen descriptions, whether we describe a person, a location, or a thing.

Miskimmin mention that outdoor activities are a fascinating way of offering tremendous learning and personal development opportunities. Although Hornby also said outdoor activity was an activity carried out outside a house or estate.⁶

Rickinson claims, which influences a wide variety of educational activities in several different environments. Outdoor activity training, field observations, nature studies, active recreation, nature education, environmental studies, experimental education, and farming education are important examples. Outdoor activities in the form of games, stories, sports, tests, competitions, environmental case recognition, and environmental discovery.⁷

In conclusion of Outdoor Activity according to the researcher is by using Outdoor Activity hopefully can make students interested in learning english and practicing to writing english because Outdoor Activity is delighted method or pleased activity that can used in teaching and learning process in the learning process. This method encourages the students

⁴ Utami Dewi, 2013. How to Write, Medan: La-Tansa Press, P.2

⁵ Dirgeyasa, 2014. *Writing a genre based perspective*. Unimed Press, Medan. Page.03

⁶ Hornby, A. S. 2003. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press, p 176

⁷ Hasanah, *Outdoor Learning* (Yogyakarta: Pinus Group 2011) p.5

to write English, to develop students' ideas in writing and make students' more active and creative in learning process and also give opportunities for the students to develop their writing ability.

RESEARCH METHODOLOGY

The design of this research is quantitative research. In this research, quantitative research was carried out using quasi-experimental design in the study. Ari said that sample is a small part of a population.⁸ Quasi experimental research design was performed on the results, and fifty students were taken as samples of this research. They were split into two groups, namely the class of experiment and control. Using outdoor activities, the students in the experiment class were taught and the students in the control class were taught by the lecturing method. The population of this study was the 7th grade students at SMP IT Suara Dai Muda Langkat. VII-1 was the experiment class and VII-2 was the control class. The research location was at SMP IT Suara Dai Muda Langkat in the academic years of 2020/2021. That school located street Pasar III Tanjung Beringin Dusun VII Tanjung Mulia village, Langkat.

Quantitative data is the data used to test before and after treatment or known as the pre-test and post-test. The test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. The formulas that can be used are as follows.

$$X = \frac{\sum X}{N}$$

Where :

X = the mean of students score

$\sum X$ = the total score

N = the member of students⁹

Then, researchers used this formula.

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students got score 70

R = The Percentage of students got score above 70

T = Total number of students who participate in the test¹⁰

In this research, the writer calculated by used SPSS.22 to found that the value in significant.

FINDING AND DISCUSSION

⁸ Donal, Ary. 2002. *Introduction to Research in Education (8th edition)*. Canada : Wardsworth. Cengage Learning. p.148.

⁹ Anas Sudijono. 2014. *Pengantar Statistik Pendidikan*. Jakarta :Raja Grafindo Persada. p. 81

¹⁰ Ibid. P. 43

This research was conducted to find out the development of students writing skills by using Outdoor Activity at seventh grade students of SMP IT Suara Dai Muda. The research that has been done by the researcher indicated that outdoor activity could develop students writing skills. It can be seen from the results of pre-test and post test.

The interpretation of the data result from Pre-test and Post-test in experimental class. The mean score of pre-test was the total of all students in the experimental class, resulting in 56.40. And the mean of post-test was 75,80. The median of the data was the value dividing the maximum data from the minimal data. The median data was 55.00 in this pre-test, based on the results. And the median data in the post-test was 75,00. The score that frequently appeared, which was 55, was mode. But, the mode in post-test was 75. And the standard data deviation was 6,042 in the result of pre-test, and the standart deviation in post-test was 4,491. The score of the students in the pre-test variance was 36,500. And then, the variance of post-test was 20,167.

Furthermore, the data result of pre-test and post-test in control class. The mean pre-test was 47.00. and the mean post-test was 65,60. And then, 45,00 was the median of the results in pre-test. And median in post-test was 65.00. The Data Mode was 45. The Post-test Mode Score was 65. The data standard deviation was 6,292. And the standard data deviation in post-test was 4.637. The variation in the pre-test student score was 39,5833. The student score in the Post-test variance was 21,500. The range of the results, then, was And then, the data range in post-test was 20.

The outcome of this comparison is in line with the theory that Adelia Vera described in her book entitled *Methods of Teaching Children Outside the Classroom*, namely that the first benefit of teaching and learning activities outside the classroom is that the incentive for learning to learn will increase because this activity uses the open nature as a classroom facility. Students can study without space constraints that can cause boredom, so they are more excited about learning.¹¹

To find out if the descriptive writing of the students taught by the technique of outdoor activities is better than without outdoor activities. The data was analyzed using the t-test formula to address the problems in this analysis.

The tvalue = 23,943 was found after the researcher's calculation from the above results, while the table = 2.010. It suggests that the writing ability of students taught by outdoor exercise was important at 0.05. From the outcome, the researcher found that the writing skill of the students that were taught outdoor activity strategy was significant.

In other words, by using outdoor activities, the writing skill of the students is more successful. In addition, the t-test estimate, H₀ was rejected and H_a was accepted. The outcomes of the pre-test and post-test data of the students taught by outdoor activity were higher than those taught by presentation practice development.

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¹¹ Adelia Vera, *Metode Mengajar Anak di Luar kelas (outdoor activity)* Jogjakarta: DIVA Press, 2012, p. 28

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