

**THE EFFECT OF OUTDOOR CLASS ON THE STUDENTS' WRITING  
SKILL**

*(A Pre-Experiment Research at First Grade Students' of SMAN 5 Selayar)*



**ENGLISH DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MAKASSAR MUHAMMADIYAH UNIVERSITY**

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Day / Date	Chapter	Note	Sign
2 - 01 - 22	III, IV	Change into past tense Interpret the table & charts Find things to be known with the graphs	
5 - 01 - 22	IV	Discuss about the content of organization indicators in English text Conclusion & suggestion Complete bibliography - APA style Put one example of students writing List of charts & tables	
6 - 01 - 22	IV	Review Appendices ACC 24/1/22	

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MOTTO

DO NOT BE IDEAL DREAM BUT BE FACTUAL WORK

When A Million Things Can Bring  
You Down, Find One Reason To  
Keep You Up

I dedicated this thesis

For my beloved family, my friends and all the people who love and  
pray for me



## ABSTRACT

Andi Nurwahyuni. 2022. *The Effect of The Outdoor Class on The Students' Writing Skills (A Pre-Experimental Research at first Grade Students of SMA Negeri 5 Selayar Academic 2021/2022)*. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (supervised by Bahrin Amin and Ardiana).

This research aims to find out whether the outdoor class method is effective to increase the students' ability in writing descriptive text. The research employed pre-experimental method with one group pre-test and post-test design, and the data were collected by using a writing test. The population of this research was the first grade of SMAN 5 Selayar. The first grade was consists of two classes which consists of 40 students. The sample of this research was A class of the first grade that consists of 20 students. The sample was taken by cluster random sampling technique.

The research findings indicated that the application of outdoor class method were significant to improve the students' writing skill performance in terms of content and organization. The students' score pre-test in term of content (64,25) was different from the post-test (75) and for the term of organization pre-test (63) was also different than the post-test (74,75). It showed that the mean score of the students' post-test was higher than the pre-test. Therefore, hypothesis  $H_0$  was rejected and  $H_a$  was accepted. Based on the finding and discussion of this research, it concluded that using outdoor class method was effective to increase the students' writing skill performance at the first grade students of SMA Negeri 5 Selayar.

**Keywords:** Writing Ability, outdoor class method, descriptive Text.

## ABSTRAK

Andi Nurwahyuni, 2022. Pengaruh Metode Belajar Diluar Kelas untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskriptif (*Penelitian Pra Eksperimen Pada Siswa Kelas 10 SMA Negeri 5 Selayar Tahun Akademik 2021/2022*). Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Bahrin Amin dan Ardiana).

Penelitian ini bertujuan untuk mengetahui pengaruh peningkatan kemampuan siswa dalam Menulis teks deskriptif dengan menggunakan belajar diluar ruangan sebagai metode. Penelitian ini menggunakan metode pra-eksperimen dengan desain one group pre-test dan post-test design, dan pengumpulan data berdasarkan tes menulis. Populasi dari penelitian ini adalah kelas satu SMAN 5 Selayar. Kelas satu terdiri dari dua kelas yang berjumlah 40 siswa. Sampel penelitian ini adalah siswa kelas X yang berjumlah 20 siswa. Pengambilan sampel dilakukan dengan teknik pengambilan sampel secara acak.

Temuan penelitian menunjukkan bahwa penerapan pembelajaran diluar kelas secara signifikan meningkatkan kinerja keterampilan menulis siswa dalam hal isi dan organisasi. Nilai pre-test siswa dalam hal isi (64,25) berbeda dengan post-test (75) dan untuk pre-test organisasi (63) juga berbeda dari post-test (74,75). Hal ini menunjukkan bahwa nilai rata-rata post-test siswa lebih tinggi dari pada pre-test. Oleh karena itu, hipotesis  $H_0$  ditolak dan  $H_a$  diterima. Berdasarkan temuan dan pembahasan penelitian ini, disimpulkan bahwa penggunaan pembelajaran diluar kelas efektif untuk meningkatkan kinerja keterampilan menulis siswa pada siswa kelas X SMA Negeri 5 Selayar.

**Kata kunci:** Kemampuan Menulis, metode pembelajaran diluar kelas, Teks deskriptif.

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## CHAPTER 1

### INTRODUCTION

This chapter discuss about background, problem statement, objective of the research, significant of the research, and scope of the research.

#### A. Background

Language is a tool used to pass information to other people, other than that the language is also an art. If someone does not have a language, incapable of expressing expressions, feelings and everything that will be disclosed, both in words and body language. Therefore, the language becomes very important for human life in socializing with the environment. With the language of everything we want to express can be conveyed properly. Language itself is a means of unifying the nation. This tool can be used to facilitate us in communication with each other from different regions and countries. Language is also commonly regarded as the nation's unifying especially Indonesia, because Indonesia has a special language is Indonesian who became a unifying language for all regions in Indonesia, as well as for other languages. For example, English as the national language.

There are many kinds of language that should be learned by everyone, especially for students. One of the languages that is important to master is English. English is a foreign language that must be mastered because English language can be used to communicate with all the people around the world. If able to understand the English language can communicate

with people from overseas, or international. In Indonesia is very important to use the English language as it can provide more benefits for that use.

English is one of the subject matter that the students learn in any educational level. Not only that, English is also prestige, people who are able to communicate using English are consider as modern and civilize people. That is why it became necessary to mastering that language. If someone want to be successful in studying English they have to mustering four language skills that is listening, speaking, reading and writing.

One of components that must be teach by the teacher is writing skill. The diflence between writing an speaking are really contrast in writing, we must conveyed the language through writing that is dissimilar with speaking that conveyed the language verbally. Writing is one of the complicated skill to be mastering. Nunan (2003) as cited in Suharmi stated that writing skill consider as the complicated language skill because we need to mastering of grammar, vocabulary and spelling. So, if people want to write well they must have a good ability in writing. Therefore, writing have some steps and aspect that have to mastering if people want to write an essay or story. The writer must be able to organizing the idea and to construct the sentence. Writing have a very complex skill because the writer must be able to arrange their writing into cohesive and coherent paragraph and text, that is why teacher often find some issue on teaching writing because it's not easy to teach it.

physical of student because students not forced their mind to remember something, but they can looked for what they wanted to write.

Based on the explanation above, the researcher formulates a topic of the research as follows **"The effect of outdoor class on the students' writing skill"**. This teaching learning method applied in outdoor class with focus on teaching writing on descriptive text. The researcher's purpose was that the students were able to make a good composition of descriptive text better than before

#### **B. Problem Statement**

Based on the explanation above, the problem statement is: *Does the outdoor class improve the students' writing skill?*

#### **C. Objective the Research**

The objective of the research is to find out *whether outdoor class can improve the students' writing skill.*

#### **D. Significance of the Research**

The result of this research are expected to be able to give the theoretical and practical benefit as follows:

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

1. The result of this research is expected to be used as learning material in learning English especially in writing skill.
2. This research hopefully can be used as reference to the other researcher in learning writing descriptive text.



b. Practical benefit

1. For the students', the result of this research is to support the students in learning how to develop the students idea, outdoor class method can make students more interested in learning.
2. For the teacher, they can apply the same approach in their classes to improve students achievement especially in writing skill.
3. For the researcher, hope this research will be useful as an reference for other researcher that relate with writing skill using different instructional learning tool.

**E. Scope Of The Research**

The focus of this research that is to know the effect of outdoor class on students' writing skill. The effect here means the improvement of students writing skill particularly in two aspects namely conten and organization. The outdoor class here means it's learning in school garden and school field. This research will also focus on descriptive text writing as it is listed as one of the text genres that is being learned by the students.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about previous research findings which explain result of research findings which are relevant to this research and then some pertinent ideas that explain about the variables of this research, and the last one is conceptual framework.

#### A. Previous Research Findings

In this section, the researcher will explain some relate theories and literature to the problems of the research in order to give relevant knowledge in the field.

First of all Artanti (2016) conducted a research improving students' writing skill trough outdoor activity in SMAN 01 Suruh in the academic year of 2016. The result of this research are the implementation of outdoor activity as a method can improve writing skill, it is proved with the students' improvement score of the tests because mean of the post-test cycle I is higher than mean of pre-test and the mean of post-test in cycle II is higher than mean pre-test.

The next previous research report was written by Puspitasari (2012), she used picture media paper to improved students writing skill in SMK Diponegoro in 2012. This research concluded that the use of pictures media to develop writing skill in composing paragraph. Then, the research uses qualitative and quantitative method that has three cycles. Each cycle consists of planning, implementation action, observation, reflection. The research

using pre-test and post-test and the score of result there is increasing on post-test. It means that the use of picture media in composing paragraph improve the students' writing skill.

The other research was conducted by Suharmi (2015) about improving students' writing skill in descriptive text by using outdoor activity. The result of this research that is outdoor activity can improve the students' ability in writing descriptive. It is proved with the students improvement score of the tests because mean of post-test in cycle I is higher than pre-test.

Yildirim (2017) with the research was carried out to reveal the effects of outdoor learning. The pre-test and post-test results for these skills were compared. The students were found to have significantly enhance cognitive, Linguistic, social- emotional and motor skills, considered as target aspects of development.

Ardiyansya (2017), the result of his research is the outdoor learning strategy was able to improve the students' writing skill by the result of the t-test was higher than t-table. The research concluded that using outdoor learning strategy was effective and interesting strategy in teaching writing especially in teaching descriptive text.

From the all research findings, the researcher concludes that outdoor class is an activity in learning where some students learn in outdoor environment so that they are not bored and they can get more motivation in learning especially in writing descriptive text. The differences of this research is the place, because based on this situation outdoor class cannot be able to

apply in the some school. The location of this school away from the crowd so the students cannot be disturbed in learning.

## **B. Some Pertinent Ideas**

### **a. Concept of Teaching and Learning**

In general, learning can be interpreted as a process of behavioral change due to individual interaction with the environment. According to Daryanto (2012) learning is a process that a person undertakes to gains a whole new behavioral change, as a result of his own experience in interaction with his environment

Another opinion comes from Usman (2010) who argued that learning is a change of behavior in the individual self because the interaction between individuals with their environment. According to Sardiman (2011) learning is a sequence of psycho-physical activity for the full development of the human, which involves the elements of creativity, taste, and intention, the cognitive, affective, and psychomotor aspects. Based on the opinions of experts about the definition of learning, then the researcher concluded that learning is the process of improving insight or knowledge by the human or the other word from zero to be hero.

While the nation of teaching is a complex process not just deliver information from teacher to students. Many activities or actions should be done. Especially if desired learning outcomes are better for all students. Teaching is also interpreted as an attempt to create an



environmental system enabling the learning process, learning as an activity cannot be separated from teaching activities, according to Sardiman (2011).

Another opinion comes from Hamalik (2011) provides a definition of teaching with the limitation that teaching is to convey knowledge to students in schools, passing on culture to the younger generation through school educational institutions, organizing the environment so as to create learning conditions for students, providing tutoring to students, preparing students for good citizenship in accordance with the demands of society, and a process of helping students deal with the daily lives of people.

#### **b. Concept of Outdoor Class**

##### **1. Description Of Outdoor Class**

Sulaiman (2011) stated that outdoor class is a learning method that brings the students to learn in a specific environment. This environment is selected by the teacher based on the material. This method not only focus to the concept of the knowledge itself but more importantly relates the concept to the environment or situation where the students can get motivation towards learning. Standard methods of teaching such as lecturing, which is seen as abstract, may become more effective if the student senses are stimulated by out-of-class environments.

Yildirim (2017) found that outdoor learning activities contribute to cognitive, linguistic, motor and social-emotional development of preschool children. According to Broda (2011), outdoor activity includes any educational activities that take place outside the classroom.

Moreover, Kamaruddin (2013) as cited in Mirnawati said that outdoor learning method is the exercises out of school that contain exercises outside the classroom or school like playing in the yard of school, parks, town, agribusiness or fishing, setting up camp, and exercises that are daring and the improvement parts of the important information.

In addition, Husamah (2013) as cited in Pebrianti said that outdoor learning is a learning interaction that is intended to empower understudies to learn direct learning materials on the genuine object, so the learning will be genuine. The upsides of open air learning are the students can push their spur in learning with a great learning climate, utilization of educational media that substantial, utilizing normal material that as of now exist around, can build their capacity to investigated and can offer joy to the students when they concentrate without feeling exhausted and tired on account of absence of premium in the learning. Outside learning could likewise expand the reinforcing of the idea to be given to students.

Outdoor class can be understood as a learning approach that use an outside atmosphere class as learning situation against various games. Thus, outdoor class can be understood as an activity delivering lesson outside the classroom, so activities or teaching and learning activities take place outside the classroom or in nature. Some people called an outdoor class, which is an activity involve nature directly to serve as a learning resource.

Based of the statement above, the resercher can concluded that outdoor class is the learning conduct outside the room such as the gardens, parking, field and so on. In this method teacher can improved the student idea and to makes the student more relax to improved their ability in writing, because they can experience directly because the learning process based on the fact.

#### 1. Learning process in outdoor

The first consideration in teaching outdoor class is the place. The teacher must determine the palece that can used, there is a part of learning process in outdoor that is the relationship between place and the material that must be supported each other the good place can produce the good ideas. The place or location of the outdoor class can took from: School garden, field school , library, and mosque.

Teaching and learning measure not just in the class with a great deal books and with a media, but teaching and learning can do in

outdoor class in different situation and interesting place it can solve the problem of the student.

There are eight steps in learning outdoor there are:

- a) Teacher ask the students outside of the class
  - b) Teacher ask the students to get together in group
  - c) Teacher gives motivation to the students
  - d) Teacher split the students working of a group
  - e) Teacher ask each group to make observation and give it time.
  - f) Teacher accompany student during the field observation
  - g) Teacher completes the students observation to discuss the results of their observations.
  - h) Teacher guides the discussion and students are give the opportunity to present the result of their discussion each group was offered time to react from the progression above plainly
- learning outside the classroom can make students more acquainted with the encompassing nature as media for students learning. The way toward learning in outside learning method overall can be inferred that the method that bring the students out of the classroom.

## 2. Benefit of the outdoor class

According to Roqib (2017) the general benefit of the outdoor class:

- a) Education take place in outdoor. It doesn't need to be offered in a classroom.



- b) straightforwardly associated with exercises.
- c) Original object are utilized. Exercises are executed by utilizing original object and the indra.
- d) Rather than remembering accessible information, relations between articles or occasions are found and portrayed.
- e) Learning through training and experience enacts more than one indra.
- f) After the climate of outdoor education program is unique in relation to that of an encased classroom, students discover outdoor activities intriguing and fun.

The outdoor class can increase the students' ideas because the applying of outdoor class method can makes the students get more inspiration in learning.

### c. Concept of Writing Skill

#### 1. Definition of Writing

Writing is one of the most important skill in studying English. Writing is one of the four basic skills: reading, writing, listening, and speaking (Javed, 2013:130) as cited in Arianti. Writing and speaking are productive skill. That means they involved producing language reader then receiving it. Very simply, we can say that writing involved communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letter and word

## 2. Type of Writing

There are many kinds of text types such as poetic, dramatic, recount, explanation, discussion, narrative, response, procedure, report and exposition.

- a. Poetic: an express their sentiments and perspectives on life in their action. The object is to communicate the sentiments or encounters of the writer in order to depict, state or condemn.
- b. Dramatic: utilizes acting to pass on thoughts and experience to appear in their presentation, the intention is to know human experience through establishment and now and then make a few group to give social remark.
- c. Recount: retells previous occasions that spotlights on singular member and succession of occasions. The reason for describe is to give the crowd a portrayal as a happened.
- d. Explanation: talking or expounding on how or why things occur, the intention is to tell each progression of the interaction (the how) and to give reason (the why).
- e. Discussion: talk or expound on a theme and incorporate the two sides of the case we are making.
- f. Narrative: a piece of text which recount a story and, in doing as such, engages or educates the perusers or audience.
- g. Response: a text that gives an individual reaction or responding to another content (a book, film, play, sonnet, etc) by giving a

portrayal of the work and judgment. The intention is to reaction to a creative work by giving a depiction of the work and a judgment.

- h. Procedure: piece of the content that gives as guidance for accomplishing something. The design is to clarify how something should be possible

### 3. Writing Components

There are five parts in writing that is content, organization, language use, vocabulary and mechanic. The researcher require some parts in writing to make a great sentence. This segment can assist the students to manage their writing that are:

#### a. Content

Content refers to substance to the main idea in writing, a bunch of statements that related to writer presents as unit in developing the subject. Content paragraph are conveying ideas rather then fulfilling special function of transition, restatement and emphasis. Jacobs et al (1981:90) as cited in Nawira.

#### b. Organization

It refers to how to organize the content (coherence). It is more than an effort to accumulate of fact and jumble ideas. Even in early draft as it may still be searching for the coherence, trying to make a pattern to made material and working to bring the particular of his subject in line with what is still only a half-formed nation of purpose.

### c. Vocabulary

Vocabulary is the critical perspective in teaching a language. vocabulary allude to how the writer selecting a work which appropriate with the substance. It starts with the assessment of that writer needs to communicate the thoughts as unmistakably and straightforwardly as they can. As a general rule, clearness ought to be the superb target.

### d. Grammar

Grammar are a set of structured rules that arrange of sentences, phareses, and words in any language.

### e. Mechanic

Mechanic are allude to the utilization of punctuation on arrange a latter, words or paragraph.

## 4. Writing Process

Writing process is the key to start their writing to get the good result of they must follow the proces. There is four staps in writing process that is:

### a) Pre-Writing

Pre-writing, or planning what is going to be written, is an essential step in the writing process and should account for 70 % of the writing time. In this stage, students are required to plan before



any form of writing takes place. Often, students tap on their prior knowledge and any forms of research information with reference to the topic given by the teacher at the start of the lesson. This allows them to have the necessary content and information to begin writing.

b) Drafting

This is essentially the process of putting ideas into visible language. In the drafting stage, students put into writing the information they had gathered via the pre-writing stage. In this stage, spelling rules for the written text are ignored. If the writer must devote conscious attention to demands such as spelling and grammar, the task of drafting may be affected as this extra burden of noting the technical aspects of the written English may be too overwhelming for the students.

c) Editing

This editing stage is a conscious process in which teachers and peers provide feedback for students to improve on their writing. Students then edit their writing in accordance to the comments provided by their teachers and peers. Through peer editing, it teaches them to recognise the value of writing and the purpose in creating a solid and substantial work. This period of editing frequently leads to new cycles of pre-writing and drafting to incorporate the new ideas. Students will take this opportunity to

revisit their goals and plans for writing. At this stage, students are conscious of the technical aspects of text used in the piece of writing.

d) Rewriting

Rewriting is the last stage of the writing process where students submit the completed paper after rewriting it.

4. Writing forms

Writing divided into four types according to Troyka as cited in Rogib 2017 that is

a. Description

Description is writing on the way person, animals or things show up. It focuses essential on things (noun) like an individual, a spot and an object, instead of fretting about the activity (verbs) in which the (nouns) take an interest. Descriptive writing let people to share their physical impressions of a person, a spot or an object. The writer clearly represent something with the goal that the reader can shape a psychological picture of it. It offers to the reader's feeling of sight, sound, smell, taste and contact.

b. Narration

Narrative writing is a piece of writing that just documentation a sequence of occasions. The subject matters is people and activity which it organized in space and time. Narrative writing can be truly simple to compose and to peruse. The points of

narrative might be to reflect, engage, illuminate, clarify or convince the perusers. A narrative might be told in first or third person. The sequential request, for example, structure what happened first to what in particular occurred next is normal in narrative.

c. Expository

Expository writing alludes to enlightening composing since it attempt to give data and to explane on the off chance that it is necessary. The composing present data about a specific subject. It centers around the subject being talked about whom the essayist need to impact. Explositori writing incorporates reports of perceptions, thoughts, realities and insights. It tends to be found in textbooks, reference books, specialized and business reports, books of true to life, magazines and papers.

d. Persuasion

Argumentation is called powerful composing since it plans to persuading the peruser of the composing's perspective on specific issue. Argumentation is a type of persuasion that attempt to make us change our convictions or activities not in genuinely but rather our legitimate explanation, by giving a rationale confirmation to build up the reality of an attestation. Powerful composing can be found in aditorials, audits, lessons, research recommendations, assessment exposition in megazines and books that contend a perspective.

#### d. Concept of Descriptive Text

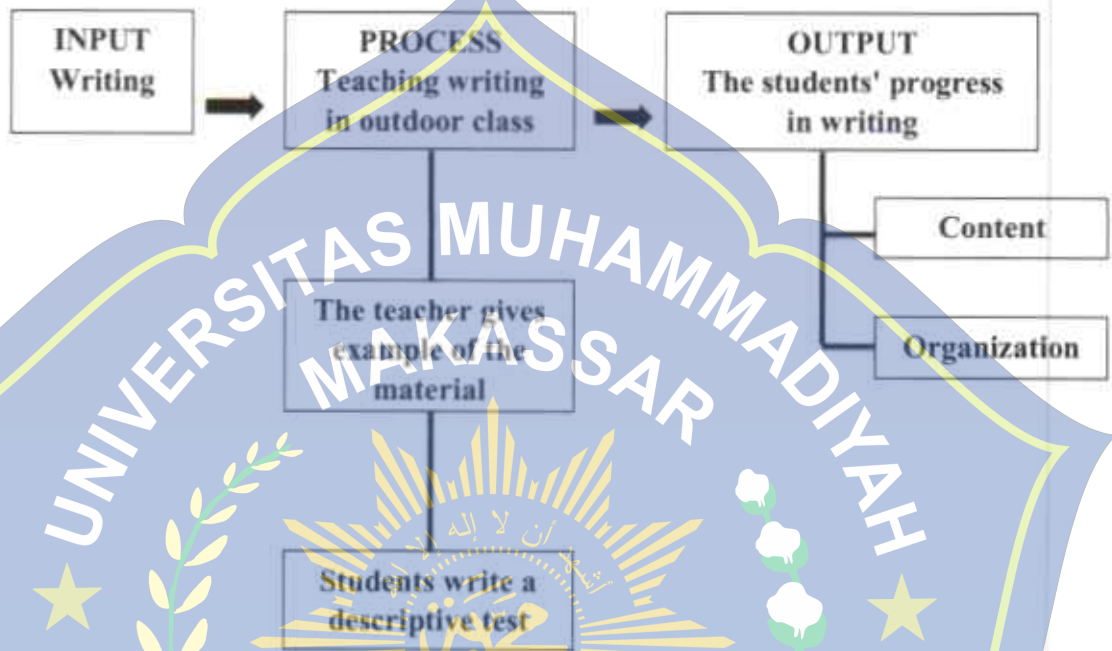
##### 1. Definition of Descriptive Text

Descriptive text is type of writing where the writer describes something which generally a person or a place. According to Abisamra (2001:1) in Jayanti descriptive is the content envisioning the individual, spot and chime with clear detail to assist the peruser with picturing an item which is portrayed. So, by writing descriptive text, the author will be make their feeling of impression and get unmistakably image of the item which is portray. Besides, descriptive text is utilized to depict an item and perusers become simple to be seen, with the goal that they can envision the article which is depicted plainly like the genuine one. According to As per Gerot and Wignell (1994) as cited in Nawira descriptive text its content kind we use when we need to tell what something looks like, smells, feels, acts, tastes, sound and so on It implies that when we need to discribe what something looks like, smells, feels, acts, testicles, sound to somebody by a book, we can make descriptive text.

Descriptive text is a book which is expected to depict a specific individual, spot or thing. The schematic design of engaging content is resisted into three: ID, depiction, and assessing. Close to schematic construction, elucidating text additionally has its own phonetics highlight. Phonetic highlights of distinct content are: utilize explicit



Figure 2.1 Comseptual framework



#### D. Hypotheses

The hypotheses of research are:

1. Null Hypothesis ( $H_0$ ): Outdoor class does not improves the students' writing skill at the XI grade students of SMAN 5 Selayar.
2. Alternative Hypothesis ( $H_a$ ): Outdoor class improves the students' writing skill at the XI grate students of SMAN 5 Selayar.

## CHAPTER III

### RESEARCH METHOD

This chapter deals with variable and research design, population and sample, research variable, research instrument, data collection technique, and data analysis technique.

#### A. Research Design

The researcher used pre-experimental research design, by using one group pre-test and post-test design use one group to measure and observe. In pre-test the researcher measure the student ability before students got a treatment, while post-test measure the student improving ability after get a treatment. The researcher used quantitative approach in this research to analyze data. Creswell (2003:18) as cited in Nawira state as "A quantitative approach is one in which the investigator primarily uses post positivists claims for developing knowledge (i.e., cause an effect thinking, reduction to specific variables and hypothesis and question, use of measurement and observation and the best the test of theories). Employs strategies of inquiry such as experiments and surveys, and collects data on predetermine instruments that yield statistical data"

There for the research patterns of the pre-test and post-test design according to Sugiyono (2017), as follows:

$O_1$	X	$O_2$
-------	---	-------

$O_1$  = Pre-test score (before given a treatment)

$X$  = Treatment

$O_2$  = Post-test score (after given a treatment)

## B. Population and Sample

### 1. Population

The population of this research was the first grade students of SMAN 5 Selayar. The first grade consist of two classes and each classes consist 20 students. Thus, the total number of the population 40 students. Based on the information of the teacher each class had same ability in learning English.

### 2. Sample

The sample of this research was the A class of the first grade of SMAN 5 Selayar that consists of 20 students. The sample was taken by using cluster random sampling technique as all of the classes have the same characteristic.

## C. Research Variables

This research consist of two kinds of variables that was dependent variable and independent variable:

1. The indepedent variable in this research was the outdoor class.
2. The dependent variable in this research was the students' writing skill in term of content and organization.

#### D. Instrument of the Research

The instrument of this research was a writing test. This test was divided into pre-test and post-test. There tests were used to got the data before and after treatment to measure the students' skill in writing.

The test showed the students' ability in writ something. The researcher decided to use descriptive test in this research. In pre-test students showed their ability in wrote some paragraph before gave the treatment, while post-test student wrote other paragraph to measure students' writing ability after gave the treatment.

#### E. Procedure of Collection Data

In this research, the researcher was used some procedure in collecting data as follows:

##### 1. Pre-test

The technique of collecting data was giving a test. This pre-test was given before treatment that was help the resercher to collecting data. The student was doing a test to found out how their writing skill. The researcher was gived a topic about descriptive test like describing school environment.

##### 2. Treatment

After applied the pre-test, the researcher gave the treatment four times to the students by using outdoor class method. The procedure of the treatment as follows:



- a. The researcher explain about descriptive test especially in content and organization and then the researcher asked the students to choose one object in the school and analysed.
- b. The researcher asked the students to make their own descriptive text best on their object.
- c. The researcher asked the students to describe the school environment.
- d. The researcher asked the students about the material as evaluation and reinforcement.

### 3. Post-test

The last method of collecting the data was the post-test the students' did the post-test with writing text to find out their writing skill after the treatment. It is use to measure the result of the concept outdoor class gave a progress after treatment or not. The test conducted with the same activities in pre-test.

### F. Technique of Data Analysis

analyzing the data, researcher was assessed students' work in post-test. To know the result in analyzing students' work researcher used procedure as fallows:

## 1. Scoring of classificat

### a. Content

Table 3.2 Classification Score of Content

Classification	Score	Criteria
Excellent	20	Information is straightforward, the possibility of the issue advancement obviously, the improvement of the thought is great, pertinent to the issue, and completely.
Very good	19-15	Clear, meaningful data, the improvement of a total thought, pertinent to the issue and completely.
Good	14-11	The data is clear yet there is some disarray, acceptable substance, the improvement of a total thought, pertinent to the issue, and through.
Fair	10-6	Information is practically enough, enough substance, less pertinent to the issue yet not complete.
Poor	5	Information is very breaking point, no substance, no thought advancement, no issues.

(Daster as cited in Nayra 2020)

### b. Organization

Table 3.2 Classification Score of Organization

Classification	Score	Criteria
Excellent	20	Expression is smooth, thoughts are express plainly, well request, sensible, and rationality.
Very good	19-15	Expression are smooth, thoughts are unmistakably express, well request, intelligent, and firm.

Good	14-11	Expression smooth, expression less clear, mastermind with practically great, sensible arrangement.
Fair	10-6	The expression is unsatisfactory, less coordinate, the primary thought is imperceptible, the grouping is practically coherent, and inadequate.
Poor	<5	Not informative, tumultuous thoughts, groupings and issues are nonsensical.

(Daster as cited in Nawira 2020)

2. Find out the mean score of the tests:

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

which:

Mx : Mean

X : Individual score

N : Number of student

(Sugiyono, 2017).

The mean score the students' is classified in to 5 levels as fallows

Table 3.3 Classification of Score

No	Classification	Score
1	Very good	91 – 100
2	Good	76 – 90
3	Fair	61 – 75
4	Poor	51 – 60
5	Very poor	Less than 50

(Depdikbud in Nawira 2020)

### 3. To find out the T-test value

$$t = \frac{\frac{D}{\sqrt{D^2 - \left(\frac{D}{n}\right)^2}}}{n(n-1)}$$

which :

t : T-test

D : The result of the reduction of pre-test and post-test

D<sup>2</sup> : square of D

n : Number of students

(Gay 2006)





## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

The findings of this research showed the result description of the research through the mean score of the students in pre-test and post-test in terms of content and organization achievement by using outdoor class as a method in teaching descriptive text. The findings obtained through writing test at the first grade students of SMA Negeri 5 Selayar were describe as follows:

#### 1. Students' Achievement on Descriptive Paragraph

Table 4.1 The classification of content in pre-test and post-test

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	20	0	0%	4	20%
Very good	19-15	0	0%	2	10%
Good	14-11	7	35%	5	25%
Fair	10-6	11	55%	9	45%
Poor	<5	2	10%	0	0%
Total		20	100%	20	100%

Table 4.1 show the students' achievement in pre-test and post-test in terms of content. In pre-test, no one of the students' can achieved an excellent and very good score but most of the students achieve a fair score. On the other side, in the post-test the table shows that there is a significant improvement

because 4 students achieved excellent scores and no one of the students got poor scores. It means that using outdoor class method can give a positive effect to the students writing test in content aspect.

Table 4.2 The classification of organization in pre-test and post-test

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	20	0	0%	6	30%
Very good	19-15	0	0%	2	10%
Good	14-11	7	35%	1	5%
Fair	10-6	8	40%	11	55%
Poor	<5	5	25%	0	0%
Total		20	100%	20	100%

Table 4.2 show that before giving treatment in terms of organization by using outdoor class method, in pre-test most of the students only achieved a fair score and no one of the students can achieve an excellent or very good score. It is so different with students' scores in post-test, 6 students got excellent scores. It proved that outdoor class method can help the students' to increase their writing dwscriptive text especially in organization.

The hypothesis tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent variable test, that was a test to know the significant difference between the result of students'

mean scores in pre-test and post-test. The researcher used t-test analysis on the level of significant ( $\alpha$ ) = 0.05 with the degree of freedom (df) = N-1 (20-1 =19), where N= number of subject (20 students) then the value of ttable was 1,729 the t-test statistical, analysis for independent variable applied. The result of the data analysis t-test of the students' writing on descriptive text by outdoor class method as a media in table 4.3.

Table 4.3 The comparison of t-test and t-table score

Variables	T-test	T-tabel
Content	3,93	1,729
Organization	3,78	1,729

Table 4.3 show that the value of t-test in writing narrative text by using outdoor class method was higher than the value of t-table. The t-test value were greater than t-table (3,93>1,729). It showed that the null hypothesis ( $H_0$ ) was tejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a significant differences between the result of students' writing on descriptive text after giving treatment that using outdoor class method as teaching method.

a. The Improvement of Students' Writing on Descriptive Text in terms of Content

Students' writing on descriptive text in terms of content aspect by using otudoor class as teaching method was different in pre-test and post-

test. The result of the students of pre-test and post-test in this research could be seen in the following table:

Table 4.4 The students' content achievement in pre-test and post-test

Indicator	The students score		Improvement
	Pre-test	Post-test	%
Content	64,25	75	16,7%

from the table above, it can be seen that there is a significant improvement percentages of students in writing on descriptive text in terms of content was 16,7% after using outdoor class as teaching method. The mean score of the students in pre test were 64,25 and post-test with the mean score 75.

Figure 4.1 Graphic of the mean score of pre-test and post-test in terms of content

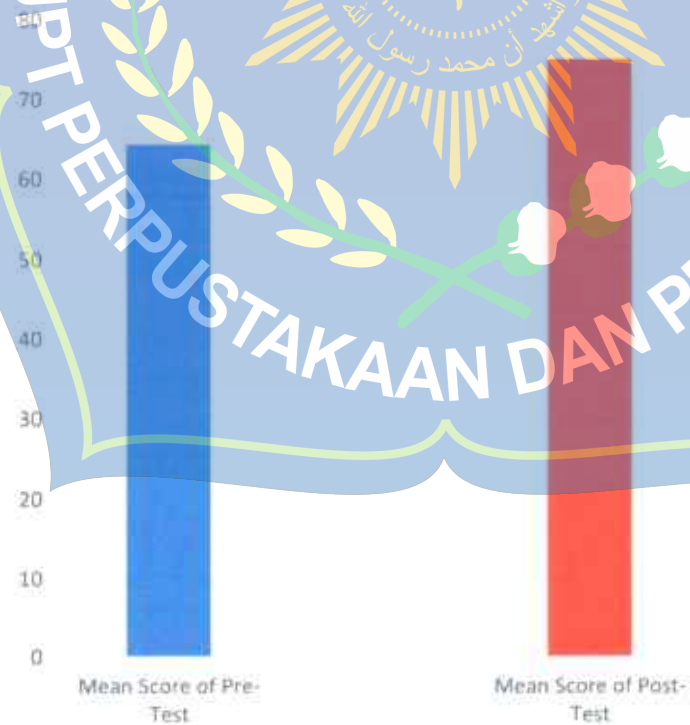




Figure 4.1 show that there was improvement of the students in writing on descriptive text through outdoor class method in terms of content from pre-test with the mean score was 64,25 to post-test with mean score was 75.

**b. The Improvement of Students' Writing on Descriptive Text in Term of Organization**

The following table show the distribution of the main score in pre-test, post-test, and improvement of the students' organization.

**Table 4.5 The students' organization achievement in pre-test and post-test**

Indicator	The students' score		Improvement (%)
	Pre-test	Post-test	
Organization	63	74.75	18.65%

Table 4.5 approved that using outdoor class method can increased students' ability to write descriptive text in terms of organization is successful because the students' improvement is 18.65%

**Figure 4.2 Graphic of the mean score of pre-test and post-test in terms of organization**



from the figure 4.2 above show that there was improvement of the students in writing on descriptive text through outdoor class method in terms of organization from pre-test with the mean score was 63 to the post-test with the mean score 74.75.

## **B. Discussion**

### **1. Students' Achievement in Writing Descriptive Test Using Outdoor Class Method**

The research findings indicated that the students' writing on descriptive text by using outdoor class method showed the improvement of the students writing on descriptive text in terms of content aspect. Measuring the students' achievement between pre-test and post-test in terms of content, the results in pre-test were poor (64,25) because the students are lack in discribing the subject to write their descriptive text. After giving

treatment, the students' scores in post-test were good enough (75), because the students already know how to describe the subject that the researcher gave, similarly in organization aspect, the result in pre-test were poor 63 because they still does not where their should star in describe the subject, but after giving treatment, the students' score in post-test increased up to 74,75. This happened because the students already have knowladge on write their task. The result showed that outdoor class method could gave effect to the students' writing on descriptive text. It could be seen from the result of the score of post-test that higher than the score of pre-test. Therefore, most of the students were easy to get information and could organize their ideas better as well. Students were able to write a good paragraph on descriptive text.

At the beginning, the students' writing skill was bad and the result of students' in pre-test was low. It was caused by the students making many mistakes in writing and most of the students were difficult to write and did not know what they were going to write. The class situation before the researcher giving a treatment is the students' did not excited to learn about descriptive text. They even did not know about what the descriptive text is. Because of that, the researcher gave a solution by using outdoor class to increase their interest to learn descriptive text and it helped the students to understand about descriptive text and to write a good sentence. The improvement of the class situation before and after the treatment was the

students more enthusiastic, motivated, and interested in joining the teaching and learning process.

Based on the research finding can be concluded that teaching by using outdoor class method can improve students' writing skill. It supported by Sulaiman (2011) stated that outdoor class is a contextualised learning method that brings the student to learn in a particular environment. This environment is selected by the lecturer based on the outlined course objectives. This method not only highlights the concept of the knowledge itself but more importantly relates the concept to the environment or situation where the student is placed hence stimulates student motivation towards learning. Standard methods of teaching such as lecturing, which is seen as abstract, may become more effective if the student senses are stimulated by out-of-class environments.

The improvement of the students' writing skill in term of content and organization can be seen between pre-test and post-test. The students' result significantly different before and after applied outdoor class method in teaching writing descriptive text. The students did not know the process to make a good structured in writing as explained by Harmer in Nurdiana Hamid that writing is started by making planning. Before starting to write down on a paper, a writer makes a draft that it will be going through editing steps. Editing means that reflecting and revising, and the last one is the final writing which is ready to be delivered to the audience. on the other hand, the students' content in writing descriptive text in Post-test is



better than Pre-test. Development of students' ideas has been completely developed after gave treatment.

According to Adelstein and Pival (2013) as cited in Insani, Good writing reflects the writers' ability to organize the material into a coherent text, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then conveying to the reader sense of well thought out plan. Therefore, it can be concluded that Outdoor Learning Strategy could improve the students' writing skill in Organization. It can be seen on the students' organization in writing in Post-test is better than Pre-test.

Beside the data, the researcher also found another research from Moreover, Kamaruddin (2013) as cited in Mirnawati said that outdoor learning method is the activities out of school that contain activities outside the classroom, school land the other in the wild; such as playing in the yard of school, parks, village agriculture/fishing, camping, and activities that are adventurous and the development aspects of the relevant knowledge.

From the data that was found and supported by some theories and other the researcher finally can conclude which the using of outdoor class can improve students' ability in writing descriptive text, even though during teaching and learning process the student still confused using structure of sentences especially in utilizing tenses and how to apply the terms and vocabulary in writing text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### A. Conclusion

The conclusion that can be obtained from the results of this research is the outdoor class can increase the students writing achievement in class X IPS 1 SMA Negeri 3 Selayan. This can be seen from the average score of students' writing tests in the pre-test in term of content was 64,25 and getting an increased in scores on the post-test of the writing test after given the application of teacher method in the classroom with an average students score of 75 and in organization aspect the score of the pre-test were poor 63 but it improved after given a treatment it was proven in post-tes that was 74,75. It means that hypothesis H0 was rejected and H1 was accepted.

#### B. Suggestion

From the result of this research, the researcher suggested to students, teachers and further researchers.

##### a. Students

Students should be able to motivate themselves in learning to improve students writing skills.

b. Educators

1. Educators are able to apply various forms of creativity to improve students writing achievements in classroom.
2. Educators are able to develop their creativity in learning process so that students interest and learning outcomes will be good and improved.

c. Further researcher

The researcher expected that this thesis would bring new views for all the readers and the English teachers. Hopefully, there would be other advantages of using outdoor class method in teaching and learning process not only in writing but also in the other skills.



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APPENDICES

Appendix I. The students' score on content in pre-test and post-test

Sample	Pre-Test	Post-Test
S1	65	70
S2	50	65
S3	70	75
S4	60	65
S5	50	65
S6	50	65
S7	65	75
S8	60	70
S9	75	85
S10	65	70
S11	60	65
S12	60	65
S13	60	65
S14	75	85
S15	75	90
S16	75	90
S17	75	90
S18	75	90
S19	60	65
S20	60	65
Total	1285	1475

Appendix II. The students' score on organization (Descriptive Text) in pre-test and post-test

Sample	Pre-Test	Post-Test
S1	60	65
S2	60	65
S3	75	90
S4	55	65
S5	50	65
S6	50	65
S7	65	80
S8	60	65
S9	70	90
S10	60	70

S11	60	65
S12	60	65
S13	60	65
S14	75	90
S15	75	90
S16	75	90
S17	75	90
S18	75	90
S19	50	65
S20	50	65
Total	1260	1495

### Appendix III. The students' mean score on pre-test and post-test

#### a. Calculating Mean Score of content :

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

• Mean score of students' pre-test :

$$MX = \frac{1285}{20} = 64,25$$

• Mean score of students' post-test

$$MX = \frac{1500}{20} = 75$$

#### b. Calculating Mean Score of organization :

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

• Mean score of students' pre-test :

$$MX = \frac{1260}{20} = 63$$

• Mean score of students' post-test

$$MX = \frac{1495}{20} = 74,75$$

Appendix IV. Scoring classification of the students' pre-test and post-test term of content

Sample	Pre-test		Post-test	
	Score	Classification	Score	Classification
S1	65	Fair	70	Good
S2	50	Fair	65	Fair
S3	70	Good	75	Good
S4	60	Fair	65	Fair
S5	50	Poor	65	Fair
S6	50	Poor	65	Fair
S7	65	Fair	75	Good
S8	60	Fair	70	Good
S9	75	Good	85	Very good
S10	65	Fair	70	Good
S11	60	Fair	65	Fair
S12	60	Fair	65	Fair
S13	60	Fair	65	Fair
S14	75	Good	85	Very good
S15	75	Good	90	Excellent
S16	75	Good	90	Excellent
S17	75	Good	90	Excellent
S18	75	Good	90	Excellent
S19	60	Fair	65	Fair
S20	60	Fair	65	Fair

Appendix V. Scoring classification of the students' pre-test and post-test term of organization (Descriptive Text)



Sample	Pre-test		Post-test	
	Score	Classification	Score	Classification
S1	60	Fair	65	Fair
S2	60	Fair	65	Fair
S3	75	Good	90	Very good
S4	55	Poor	65	Fair
S5	50	Poor	65	Fair
S6	50	Poor	65	Fair
S7	65	Fair	80	Very good
S8	60	Fair	65	Fair
S9	70	Good	90	Excellent
S10	60	Fair	70	Good
S11	60	Fair	65	Fair
S12	60	Fair	65	Fair
S13	60	Fair	65	Fair
S14	75	Good	90	Excellent
S15	75	Good	90	Excellent
S16	75	Good	90	Excellent
S17	75	Good	90	Excellent
S18	75	Good	90	Excellent
S19	50	Poor	65	Fair
S20	50	Poor	65	Fair

Appendix VI. The percentage of the students' improvement on pre-test and post-test

a. The improvement of the students' percentage in content:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$P = \frac{75 - 64,25}{64,25} \times 100\%$$
$$P = \frac{10,75}{64,25} \times 100\%$$
$$P = 16,73$$

b. The improvement of the students' percentage in Organization:

$$P = \frac{x_2 - x_1}{x_2} \times 100\%$$
$$P = \frac{74,75 - 63}{63} \times 100\%$$
$$P = \frac{11,75}{63} \times 100\%$$
$$P = 18,65$$

Appendix VII. The students' score of pre-test (X<sub>1</sub> ) and post-test (X<sub>2</sub> ), gain/difference between the matched pairs (D) and square of the gain (D<sup>2</sup>) in term of content :

Sample	Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> - X <sub>1</sub> )	D <sup>2</sup>
S1	65	70	4225	4900	675	455625
S2	50	65	2500	4225	1725	2975625
S3	70	75	4900	5625	725	525625
S4	60	65	3600	4225	625	390625
S5	50	65	2500	4225	1725	2975625

S6	50	65	2500	4225	1725	2975625
S7	65	75	4225	5625	1400	1960000
S8	60	70	3600	4900	1300	1690000
S9	75	85	5625	7225	1600	2560000
S10	65	70	4225	4900	675	455625
S11	60	65	3600	4225	625	390625
S12	60	65	3600	4225	625	390625
S13	60	65	3600	4225	625	390625
S14	75	85	5625	7225	1600	2560000
S15	75	90	5625	8100	2475	6125625
S16	75	90	5625	8100	2475	6125625
S17	75	90	5625	8100	2475	6125625
S18	75	90	5625	8100	2475	6125625
S19	60	65	3600	4225	625	390625
S20	60	65	3600	4225	625	390625
Σ	1285	1475	84025	110825	26800	45980000
$\bar{X}$	64.25	75				
D					1340	

Appendix VIII. The students' score of pre-test ( $X_1$ ) and post-test ( $X_2$ ), gain/difference between the matched pairs (D) and square of the gain ( $D^2$ ) in term of Organization:

Sample	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D^2$
S1	60	65	3600	4225	625	390625
S2	60	65	3600	4225	625	390625
S3	75	90	5625	8100	2475	6125625
S4	55	65	3025	4225	1200	1440000
S5	50	65	2500	4225	1725	2975625
S6	50	65	2500	4225	1725	2975625
S7	65	80	4225	6400	2175	4730625

S8	60	65	3600	4225	625	390625
S9	70	90	4900	8100	3200	10240000
S10	60	70	3600	4900	1300	1690000
S11	60	65	3600	4225	625	390625
S12	60	65	3600	4225	625	390625
S13	60	65	3600	4225	625	390625
S14	75	90	5625	8100	2475	6125625
S15	75	90	5625	8100	2475	6125625
S16	75	90	5625	8100	2475	6125625
S17	75	90	5625	8100	2475	6125625
S18	75	90	5625	8100	2475	6125625
S19	50	65	2500	4225	1725	2975625
S20	50	65	2500	4225	1725	2975625
$\Sigma$	1260	1495			31650	69100625
$\bar{X}$	63	74,75				
$\bar{D}$					1582,5	

#### Appendix IX. Calculating test of significance

a. T-test value for content :

$$t = \frac{D}{\sqrt{\frac{D^2 - \left(\frac{D}{n}\right)^2}{n(n-1)}}}$$

$$t = \frac{1340}{\sqrt{\frac{45980000 - \left(\frac{2680000}{20}\right)^2}{20(20-1)}}}$$

$$t = \frac{1340}{\sqrt{\frac{45980000 - \left(\frac{718240000}{400}\right)^2}{20(19)}}}$$

$$t = \frac{1340}{\sqrt{45980000 - 1795600}}$$

$$t = \frac{1340}{380}$$



$$t = \frac{1340}{\frac{\sqrt{44184400}}{380}}$$

$$t = \frac{1340}{\sqrt{116274,73684211}}$$

$$t = \frac{1340}{340,9908163604}$$

$$t = 3,93$$

T-test value for organization :

$$t = \frac{\frac{D}{\sqrt{D^2 - \left(\frac{D}{n}\right)^2}}}{n(n-1)}$$

$$t = \frac{1582,5}{\frac{\sqrt{69100625 - \left(\frac{31650}{20}\right)^2}}{20(20-1)}}$$

$$t = \frac{1582,5}{\frac{\sqrt{69100625 - \left(\frac{1001722500}{400}\right)^2}}{20(19)}}$$

$$t = \frac{1582,5}{\frac{\sqrt{69100625 - 2504306,25}}{380}}$$

$$t = \frac{1582,5}{\frac{\sqrt{66596318,75}}{380}}$$

$$t = \frac{1582,5}{\sqrt{175253,47039}}$$

$$= \frac{1582,5}{418,63285871}$$

$$= 3,78$$

Appendix X. Table distribution of t-value

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.6567	318.308
2	0.81650	1.88562	2.91999	4.30265	6.96456	4	84
3	0.76489	1.63774	2.35336	3.18245	4.54070	9.92484	22.3271
4	0.74070	1.53321	2.13185	2.77645	3.74695	5.84091	2
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.60409	10.2145
6	0.71756	1.43976	1.94318	2.44691	3.14267	4.03214	3
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.70743	7.17318
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.49948	5.89343
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.35539	5.20763
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.24984	4.78529
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.16927	4.50079
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.10581	4.29681
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.05454	4.14370
14	0.69242	1.34503	1.76131	2.14479	2.62449	3.01228	4.02470
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.97684	3.92963
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.94671	3.85198
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.92078	3.78739
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.89823	3.73283
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.87844	3.68615
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.86093	3.64577
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.84534	3.61048
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.83136	3.57940
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.81876	3.55181

24	0.68485	1.31784	1.71088	2.06390	2.49216	2.80734	3.52715
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.79694	3.50499
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.78744	3.48496
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77871	3.46678
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.77068	3.45019
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.76326	3.43500
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75639	3.42103
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.75000	3.40816
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.74404	3.39624
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73848	3.38518
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.73328	3.37490
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72839	3.36531
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.72381	3.35634
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71948	3.34793
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71541	3.34005
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.71156	3.33262
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70791	3.32563
						2.70446	3.31903
							3.31279
							3.30688

#### Appendix XI. instrument pre-test and post-test

Pre-test

Name :

NIS :

Class :

Write down two short paragraph of descriptive text about your idol each paragraph consist of 5 sentences. Text should be least 70 words.

Post-test

Name :

NIS :

Class :

Write down two short paragraph of descriptive text about your school environment each paragraph consist of 5 sentences. Text should be least 70 words.



## Appendix XII. RPP

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMAN 5 Selayar

Materi pembelajaran : Bahasa Inggris

Kelas/semester : X/1

Materi pokok : Descriptive text

Alokasi waktu : 8 x 45 menit

## A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat untuk memecahkan masalah.

K4 : Mengeloh, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	
3	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok, mengakui ketika membuat kesalahan tidak menyalahkan orang lain atas tindakannya sendiri melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
4	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
5	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks.	Menyampaikan teks deskriptif secara tulis tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks

## C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik:

Pertemuan pertama

1. Siswa mampu memahami makna desriptif teks.

2. Siswa mampu mengidentifikasi fungsi sosial , struktur teks dan unsur kebahasaan pada teks deskripsi sederhana.
3. Siswa mampu menggunakan kata- kata yang cocok dalam mendeskripsikan sesuatu.
4. Siswa mampu menulis teks deskriptif dengan memperhatikan fungsi social, strukture teks dan unsur kebahasaan yang sesuai dengan konteks.

#### D. MATERI PEMBELAJARAN

##### 1. Fungsi sosial

Menggambarkan suatu objek (orang, benda,tempat) dengan terperinci dan mendetail.

##### 2. Tujuan teks descriptive

Untuk menggambarkan orang, benda atau tempat secara spesifik

##### 3. Unsur kebahasaan

###### a. Menggunakan simple present tense

- Kalimat verbal

Formula :

(+) S + (Verb (-s/-es)) + Object

(-) S + Do/Does + Not + Verb + Object

(?) Do/Does + S + Verb + Object + ?

- Nominal Sentences

Formula :

(+) S + To be (is/am/are) + Complement  
(adjective/adverb/noun)

(-) S + To be (is/am/are) + Not + Complement

(adjective/adverb/noun) (?) To be (is/am/are) + S +

Complement (adjective/adverb/noun)

###### b. Menggunakan Singular dan Plural Nouns

###### c. Menggunakan possessive pronoun seperti my, your, our, her, his

- d. Menggunakan action verb yang berhubungan dengan Simple Present Tense seperti have, be, work, live
- e. Menggunakan adjectives dan compound adjectives seperti brown-skinned, long hair attractive and beautiful.

#### E. METODE PEMBELAJARAN

Pendekatan : Scientific approach

Strategi : Outdoor class

#### F. MEDIA PEMBELAJARAN

Media : lingkungan sekolah (school environment)

#### G. SUMBER BELAJAR

buku SMA kelas X yang relevan dan kamus.

#### H. LANGKAH-LANGKAH PEMBELAJARAN

(Pertemuan pertama)

Pendahuluan (10 menit)

- Salam
- Mengecek kehadiran siswa
- Membaca doa
- Bertanyani "My head, my heart, my body are fresh fresh fresh"

Kegiatan Inti (70 menit)

- Guru menjelaskan pengertian dan fungsi teks deskriptif
- Guru memberikan kesempatan kepada peserta didik untuk memberikan pertanyaan yang berkaitan dengan deskriptif teks.
- Guru membagikan contoh teks descriptive tentang lingkungan sekolah
- Peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa dalam teks deskriptif
- Guru mengamati peserta didik



	<p>mengidentifikasi teks descriptive.</p> <ul style="list-style-type: none"> <li>- Peserta didik mengumpulkan hasil identifikasi mereka kepada guru</li> <li>- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi teks deskriptif.</li> </ul>
<b>Penutup ( 10 menit )</b>	<ul style="list-style-type: none"> <li>- Menyimpulkan materi yang telah dipelajari</li> <li>- Refleksi</li> </ul>
<b>(Pertemuan ke Dua)</b>	
<b>Pendahuluan (10 menit)</b>	<ul style="list-style-type: none"> <li>- Salam</li> <li>- Mengecek kehadiran siswa</li> <li>- Membaca doa</li> <li>- Bernyanyi "My head, my heart, my body are fresh fresh fresh"</li> <li>- Guru mengajukan pertanyaan tentang materi minggu lalu</li> <li>- Penyampaian tujuan pembelajaran</li> </ul>
<b>Kegiatan Inti (70 menit)</b>	<ul style="list-style-type: none"> <li>- Guru mereview kembali materi yang telah di ajarkan minggu lalu</li> <li>- Guru menjelaskan komponen of writing (content &amp; organization)</li> <li>- Guru meminta peserta didik untuk membuat teks descriptive sederhana tentang lingkungan sekolah.</li> <li>- Peserta didik mengumpulkan hasil tulisan mereka kepada guru</li> <li>- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait</li> </ul>

	Materi teks deskriptif.
<b>Penutup ( 10 menit )</b>	<ul style="list-style-type: none"> <li>- Menyimpulkan materi yang telah dipelajari</li> <li>- Refleksi</li> </ul>
<b>(Pertemuan ke tiga)</b>	
<b>Pendahuluan (10 menit)</b>	<ul style="list-style-type: none"> <li>- Salam</li> <li>- Mengecek kehadiran siswa</li> <li>- Membaca doa</li> <li>- Bernyanyi "My head, my heart, my body are fresh fresh fresh"</li> <li>- Guru mengajukan pertanyaan tentang materi minggu lalu</li> <li>- Penyampaian tujuan pembelajaran</li> </ul>
<b>Kegiatan Inti (70 menit)</b>	<ul style="list-style-type: none"> <li>- Guru menjelaskan fungsi sosial, struktur teks dan unsur bahasa dalam teks deskriptif khususnya content dan organization.</li> <li>- Guru meminta peserta didik untuk keluar kelas dan berkumpul di taman sekolah setiap peserta didik menunjuk satu objek yang akan mereka deskripsikan.</li> <li>- Peserta didik mengumpulkan hasil tulisan mereka kepada guru</li> <li>- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait</li> </ul>

	Materi teks deskriptif.
<b>Penutup ( 10 menit )</b>	<ul style="list-style-type: none"> <li>- Menyimpulkan materi yang dipelajari</li> <li>- Refleksi</li> </ul>

(Pertemuan ke empat)

<b>Pendahuluan (10 menit)</b>	<ul style="list-style-type: none"> <li>- Salam</li> <li>- Mengecek kehadiran siswa</li> <li>- Membaca doa</li> <li>- Bernyanyi "My head, my heart, my body are fresh fresh fresh"</li> <li>- Guru mengajukan pertanyaan tentang materi minggu lalu</li> <li>- Penyampaian tujuan pembelajaran</li> </ul>
<b>Kegiatan Inti (70 menit)</b>	<ul style="list-style-type: none"> <li>- Guru menguatkan kembali materi minggu lalu</li> <li>- Guru meminta peserta didik untuk menjelajahi sekolah dan membuat daftar tentang nama sekolah, alamat sekolah, jumlah kelas, fasilitas sekolah dan sebagainya</li> <li>- Guru meminta peserta didik kembali dan duduk di taman sekolah kemudian membuat teks deskriptif sederhana berdasarkan daftar yang mereka telah tulis.</li> <li>- Guru mengamati siswa membuat teks deskriptif.</li> <li>- Peserta didik mengumpulkan tugas mereka kepada guru.</li> <li>- Peserta didik mengungkapkan hal-hal</li> </ul>

	yang sulit dan mudah dilakukan terkait materi teks deskriptif
	- Guru memberikan penjelasan tentang kesalahan dalam tugas mereka.
Penutup ( 10 menit )	- Menyimpulkan materi yang telah dipelajari
	- Refleksi

I. Penilaian

- a. Teknik : Teks tertulis
- b. Bentuk : Free writing.
- c. Instrument : Write a narrative text about the movie story that the teacher has given to you in the class.Your writing should consist of at least 3 (three) paragraphs.

J. Prosedur Penilaian

- a. Rubrik penilaian writing (performance assesment):

- Scoring in content

Classification	Score	Criteria
Excellent	20	Information is straightforward, the possibility of the issue advancement obviously, the improvement of the thought is great, pertinent to the issue, and completely
Very good	19-15	Clear, meaningful data, the improvement of a total thought, pertinent to the issue and completely
Good	14-11	The data is clear yet there is some disarray, acceptable substance, the improvement of a total thought, pertinent to the issue, and through.
Fair	10-6	Information is practically enough, enough substance, less pertinent to the issue yet not complete.
Poor	<5	Information is very breaking point, no substance, no thought advancement, no issues.



• Scoring in organization

Classification	Score	Criteria
Excellent	20	Expression is smooth, thoughts are express plainly, well request, sensible, and rationality.
Very good	19-15	Expression are smooth, thoughts are unmistakably express, well request, intelligent and firm.
Good	14-11	Expression smooth, expression less clear, mastermind with practically great, sensible arrangement.
Fair	10-6	The expression is unsatisfactory, less coordinate, the primary thought is imperceptible, the grouping is practically coherent, and inadequate.
Poor	<5	Not informative, tumultuous thoughts, groupings and issues are nonsensical.

Appendix XIII. Documentation

Example students test

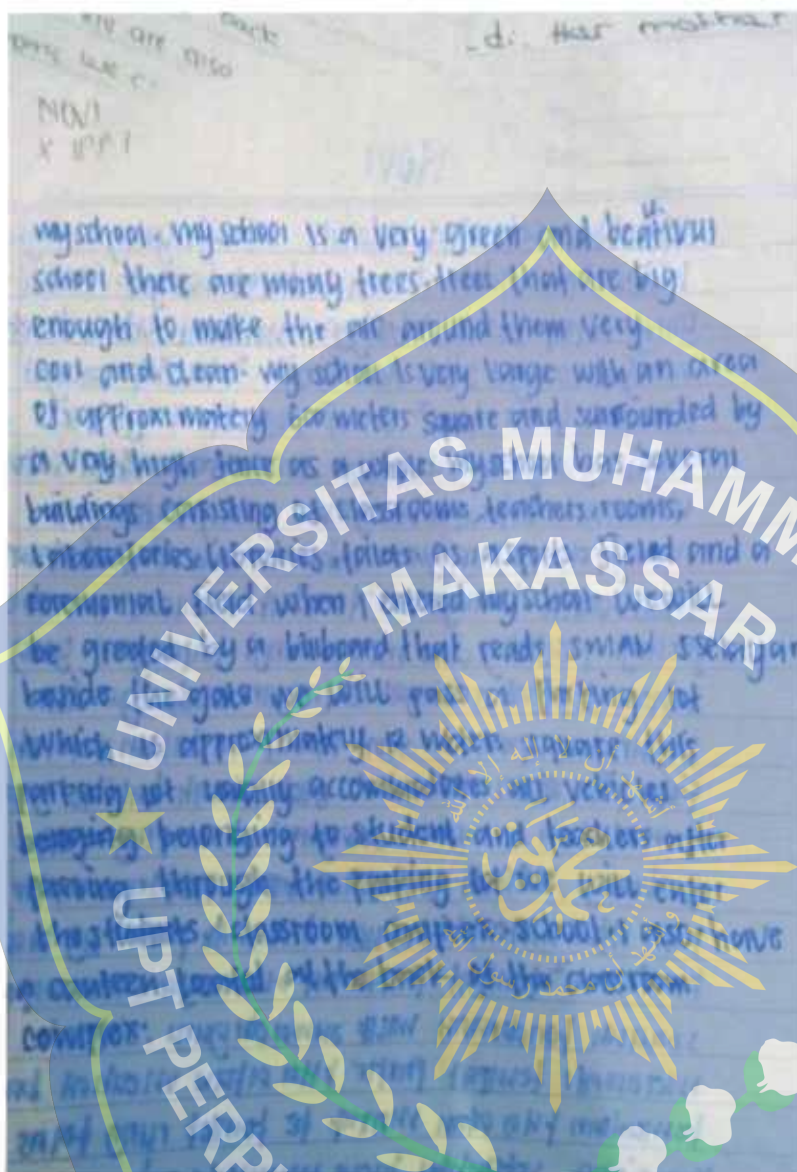


My school my school has many trees that are quite large, green and beautiful so that the surrounding air is clean and very comfortable to look at. My school is very nice and surrounded by a high fence. My school has several parts of the building consisting of classrooms, offices, libraries, toilets, halls, and laboratories and also has a rectangular field that we usually use for ceremonies and sports.

When we enter the gate which is guarded by a hill guard, that is SMAN 5 SELAYAR. beside the gate, we will find a parking lot which is approximately 100 wide. this parking lot is very accommodates all vehicles belonging to students and teachers after passing through the parking lot we will see from the building then we can enter the students' classroom complex. My school also has a canteen located at the back of the classroom complex.



UNIVERSITAS MUHAMMADIYAH  
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### Students activities





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PURAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor : Jl. Sultan Alauddin No. 109 Makassar 90221 Telp. (0411) 866524, 867100, Fax (0411) 865388

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menyatakan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Andi Nurwahyuni  
NIM : 1053558014  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Daftar	Nilai	Kategori
1	Bab 1	5%	10%
2	Bab 2	12%	25%
3	Bab 3	8%	16%
4	Bab 4	5%	10%
5	Bab 5	0%	4%

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT Perpustakaan dan Penerbitan  
Universitas Muhammadiyah Makassar menggunakan Aplikasi Turnitin.

Ditunjuk surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
seperlunya.

Makassar, 29 Januari 2022

Mawati

Kepala UPT Perpustakaan dan Penerbitan

Mawati, S.Pd, M.Pd, M.I.P  
(NIP. 064 501)



**PEMERINTAH KABUPATEN KEPULAUAN SELAYAR  
BADAN PERENCANAAN PEMBANGUNAN, PENELITIAN DAN  
PENGEMBANGAN DAERAH (BAPPELTBANGDA)  
Jl. Jend. Achmud Yani No. 1 Telp. / Fax ( 0414 ) 21070.**

**SURAT IZIN KEPALA BADAN PERENCANAAN PEMBANGUNAN, PENELITIAN DAN  
PENGEMBANGAN DAERAH KABUPATEN KEPULAUAN SELAYAR  
NOMOR : 0713.1/17/X/2021/BAPPELTBANGDA  
TENTANG  
SURAT IZIN PENELITIAN**

Kepada : 1. Pemerintah Daerah Kepulauan Selayar Nomor 70 Tahun 2016 tentang  
Penetapan Peraturan Daerah Kabupaten Kepulauan Selayar dan Peraturan Daerah  
Kabupaten Kepulauan Selayar, Penelitian dan Pengembangan Daerah  
Kabupaten Kepulauan Selayar,  
2. Nomor Surat I PMA Universitas Muhammadiyah Makassar, Nomor : 4658 / 05  
/ 2021 / 1000 / 1000 / 2021 tanggal 31 September 2021 perihal Perizinan  
Penelitian

**MEMBERI IZIN**

**ANTI NURWAHYUNI**  
117531000334

Kepulauan dan Ilmu Pendidikan/Pendidikan Bahasa Inggris  
Mahasiswa di Universitas Muhammadiyah Makassar  
Makassar Nomor 160.259, Makassar

Mengajukan Penelitian dalam rangka penyusunan Skripsi, dengan judul  
**THE EFFECT OF OUTDOOR CLASS ON THE STUDENTS' WRITING  
SKILL**

yang akan dilaksanakan pada tanggal 6 Oktober 2021 s.d 6 Desember 2021.

**1. Syarat Keabsahan :**

1. Surat izin tidak membatasi dan lain yang diberikan
2. Surat izin berupa penelitian yang sedang berlangsung yang berlaku dan mengindikasikan tidak ada masalah
3. Menyerahkan 1 (satu) eksemplar surat izin penelitian kepada Bupati Kepulauan Selayar, Kepala Badan Perencanaan Pembangunan, Penelitian dan Pengembangan Daerah Kabupaten Kepulauan Selayar.

Surat izin akan dicabut kembali jika dan dinyatakan tidak berlaku apabila ternyata melanggar surat izin

dan tidak mematuhi ketentuan tersebut diatas.

Surat izin ini dibuat 2 (dua) rangkap untuk dipergunakan sebagaimana mestinya.

Dibuat di : Selayar  
pada tanggal : 4 Oktober 2021

**KEPALA BAPPELTBANGDA,**

**DR. H. BASOK LEWA**

Pangkat : Pembina Utama Muda  
NIP : 19640310 198611 1 002

**Terselenggara di Kabupaten :**

1. Bupati Kepulauan Selayar (sebagai bupati), di Ponting.
2. UPT. Dinas Pendidikan, Pemuda, dan Olahraga Provinsi Sulawesi Selatan, di Kepulauan Selayar.
3. UPT. DPA Negeri 3 Kabupaten Selayar, di Kayuali.
4. Ketua I PMA Universitas Muhammadiyah Makassar, di Makassar.



MAJELIS DIKTYLITRANG UPT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Andi Nurwahyuni  
NIM : 10535589214  
Judul Penelitian : The Effect of Outdoor Class on the Student Writing Skill  
Tanggal Ujian Proposal : 07 Agustus 2021  
Tempat/Lokasi Penelitian : SMA Negeri 2 Makassar

No	Tanggal	Kegiatan Penelitian	Nama Guru/terkandung	Paraf Guru/terkandung
1	10-08-2021	Observasi sekolah	Hasmiya Delfina S.Pd	
2	1-08-2021	Mengajar	Hasmiya Delfina S.Pd	
3	14-10-2021	Mengajar	Hasmiya Delfina S.Pd	
4	18-08-2021	Mengajar	Hasmiya Delfina S.Pd	
5	21-10-2021	Mengajar	Hasmiya Delfina S.Pd	

Katana : ... Studi,  
WFKIP ... Makassar

Dr. ... Khairati Syam ... M.A.  
NIM 977 807 ... 2007912 016





PENDIDIKAN PROVINSI SULAWESI SELATAN

**SMA NEGERI 5 SELAYAR**

Bonto Bulueng Desa Butang Kecamatan Taka Bonerate KP. 92861

Email: [smn5kep@gmail.com](mailto:smn5kep@gmail.com)

**SURAT KETERANGAN**

No. 800/017.H/ X / 2021/SMAN 5-SLY

Yang bertanda tangan di bawah ini :

Nama : **NIKMA M. S. Pd., M. Ak**  
 NIP : 196909092007012016  
 Pangkat / Golongan : **Penata III / IIIb**  
 Jabatan : **Kepala Sekolah SMA Negeri 5 Selayar**

Dengan ini menerangkan keterangan bahwa mahasiswa yang tersurat namanya di bawah ini telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul : **" THE EFFECT OF OUTDOOR CLASS ON THE STUDENTS' WRITING SKILL "**

Nama : **ANDI NURWAHYUNI**  
 NIS : 20210000000000000000  
 Tempat dan Tanggal Lahir : **10/05/2000**  
 Pendidikan Terakhir : **Pendidikan Bahasa Inggris Mahasiswa**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Bontolung, Selayar, 22 Oktober 2021

*(Signature)*

**NIKMA M. S. Pd., M. Ak**  
 NIP. 196909092007012016

UNIVERSITAS MUHAMMADIYAH  
 MAKASSAR  
 UPT PERPUSTAKAAN DAN PENERBITAN

## CURRICULUM VITAE



Andi Nurwahyuni was born on oktober 05, 1996 in Kayuadi, Southeast Sulawesi. She has one brother. She is the yougest in her merriage of her parents, Salawing and Suriati. She began her education in SD impres Bangko and graduated in 2005, she continued her study in SMPN 1 Taka Bonerate and graduated in 2011, and continued her study in SMA Negeri 5 Selayar and graduated in 2014. In the same year, she was accepted as a student in English Dapartment Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. She could finished her study in 2022 with the thesis under the title "The Effect of Outdoor Class on The Students' Writing Skill".

