

**THE EFFECTIVENESS OF THE OUTDOOR LEARNING
STRATEGY IN WRITING DESCRIPTIVE TEXT**

*(A Pre Experimental Research at the Tenth Grade Students of SMA Negeri 7
Bulukumba)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment of the Requirement
for Degree of Education in English Department*

NURDIANA HAMID

10535 6033 14

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**

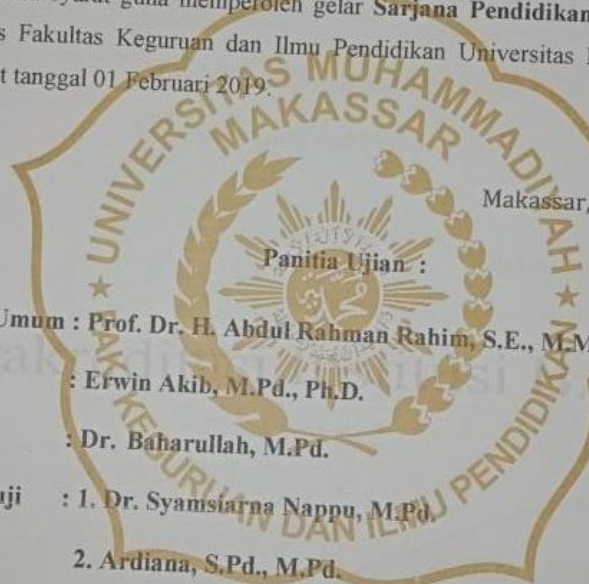


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **NURDIANA HAMID**, NIM 10535 6033 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M



Panitia Ujian :

- | | | |
|--------------------|---|---------|
| 1. Pengawas Umum : | Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua : | Erwin Akib, M.Pd., Ph.D. | (.....) |
| 3. Sekretaris : | Dr. Baharullah, M.Pd. | (.....) |
| 4. Dosen Penguji : | 1. Dr. Syamsiarna Nappu, M.Pd. | (.....) |
| | 2. Ardiana, S.Pd., M.Pd. | (.....) |
| | 3. Prof. Dr. H. M. Basri Dalle, M.S. | (.....) |
| | 4. Maharida, S.Pd., M.Pd. | (.....) |

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Effectiveness of the Outdoor Learning Strategy in Writing Descriptive Text (A-Pre Experimental Research at the Tenth Grade Students of SMA Negeri 7 Bulukumba)**

Name : **NURDIANA HAMID**

Reg. Number : 10535 6033 14

Programmer : English Education Department Strata I (S1)


Faculty : Teacher Training and Education


Makassar, Februari 2019

Approved by

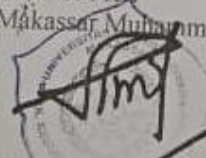
Consultant I

Consultant II

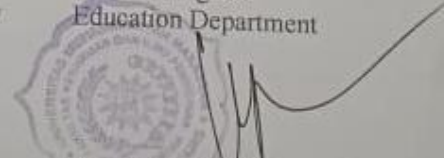

Dr. Svamslarna Nappu, M.Pd.


Muh. Arief Muhsin, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **NURDIANA HAMID**

NIM : **10535 6033 14**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Effectiveness of the Outdoor Learning Strategy in Writing Descriptive Text (A Pre-experimental Research at the Tenth Grade Students of SMA Negeri 7 Bulukumba)**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Desember 2018

Yang membuat perjanjian

NURDIANA HAMID

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **NURDIANA HAMID**

NIM : **10535 6033 14**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Effectiveness of the Outdoor Learning Strategy in Writing Descriptive Text** (*A Pre-experimental Research at the Tenth Grade Students of SMA Negeri 7 Bulukumba*)

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Desember 2018

Yang Membuat Pernyataan

NURDIANA HAMID

MOTTO

If your problem amount of a ship, believe that Allah's bliss width ocean

Put your trust in Allah. He is the best of planners.

So verily with every difficulty there is relief

(Al-Inshirah: 6-7)

I dedicated this thesis to

My beloved parent, my siblings, my big family

And my bestfriend, for the sincerity and support to do this thesis

ABSTRACT

Nurdiana Hamid. 2018. *The Effectiveness of The Outdoor Learning Strategy in Writing Descriptive Text (A Pre-experimental Research at Tenth Grade Students of SMAN Negeri 7 Bulukumba)* Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Syamsiarna Nappu and Muh. Arief Muhsin)

This research aimed to find out the effectiveness of the Outdoor Learning Strategy to improve students' writing descriptive text that focused on content and organization at tenth Grade Studentd of SMA Negeri 7 Bulukumba.

The researcher applied Pre-experimental Research with One Group Pre-test Post-test Design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was Class X Mia 3 of SMA Negeri 7 Bulukumba which consisted of 30 students. The sample was taken by Purposive Sampling Technique.

The research findings showed that the tenth grade students of SMA Negeri 7 Bulukumba had fairly score in Pre-test. After treatment, their writing skill in descriptive text was significantly increased. The result of the research were the mean score of content obtained by the students through Pre-test was 60.17 and Post-test was 72.33. Mean score of organization Pre-test was 60.83 and Post-test was 73. It means that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It concluded that the Outdoor Learning Strategy was effective to use in Writing Descriptive Text particularly in making good content and organization.

Keywords: *Outdoor Learning Strategy, Descriptive Text, Writing Skill.*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, most gracious, most merciful

Alhamdulillah by the grace of Allah the Highest, Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, the researcher could finish her thesis after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (Malla Hamid and Indo Alang Hamid) who always pray, support, and motivate her in every part of her life especially in doing this thesis.

The researcher would like to convey her high appreciation and sincere thanks to her consultants Dr. Syamsiarna Nappu, M.Pd. and Muh. Arief Muhsin S.Pd., M.Pd. for their invaluable clear perspective, professional expertise, and motivation along the researcher finished this thesis.

The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, she would like to express her appreciation and sincere thanks to:

1. Prof. Dr. H. Abd Rahman Rahim, S.E., M.M. as the rector of Makassar Muhammadiyah University.
2. Erwin Akib, M.Pd., Ph.D. as the dean of Teacher Training and Education Faculty.

3. Ummi Khaerati Syam, S.Pd., M.Pd., the head of English Education Department of Makassar Muhammadiyah University.
4. Profound Thanks to all lectures of the FKIP UNISMUH especially to the lectures of English Department for their guidance during my study.
5. Million thanks to all of her classmates in Gorgeous Class, specially to her closed friends that gave her support, care, help and love starting from the first semester until finish this thesis, of course for her lovely Nurhidayah, Musyarafah, Andi Rahmayanti, Nurul Aoliyah Rostam, St. Fathimah Azzahra Husain, Noer Fadilah Ramadhani, Irdayanti Nanda Rauf, Ria Octavia and Yusnaini.
6. Great thanks to Drs. Balitung, M.Si. as the Headmaster of SMA Negeri 7 Bulukumba and Mrs. Dra. Mardiana as English teacher for knowledge and guidance, and enthusiastic to be participated in this research. And also for all of the students there especially X Mia 3 who have kindly and enthusiastically participated in this research.
7. A lot of thanks to her beloved sisters Wulan Hamid, Hasnah Hamid, S.Pd and Ns. Fatimah Hamid, S.Kep and beloved brothers Muh. Syarwan Hamid, Syamsuddin Hamid, S.H and H. Amsek Hamid for their supports, prays, helps and loves from starting this thesis until finish.
8. Big thanks to her lovely bestfriends, Andi Fakhriyah Mumtihan and Nurani Hidayat for their help and support.
9. Special thanks to her cousins, H. Hamzah and Hj. Santi for providing her a very comfortable home stay.

The researcher realized that this thesis is still need more improvement to get better result. So that suggestion suggestions and advises are always expected. Finally, willingly the researcher prays may all her efforts be blessed by Allah SWT.

Makassar, 2018

The Researcher

NURDIANA HAMID

LIST OF CONTENT

COVER	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERJANJIAN	iv
SURAT PERNYATAAN	v
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	viii
LIST OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question.....	4
C. Objective of the Research	4
D. Significance of the Research.....	5
E. Scope of the Research	5
CHAPTER II REVIEW OF THE RELATED LITERATURE	7
A. Previous Related Research Findings	7
B. The Concept of Writing	9
1. The Nature of Writing.....	9
2. Writing Process	10
3. Writing Genre.....	12
4. Descriptive Text.....	15
a. Definition of Descriptive Text.....	15
b. Generic Structure of Descriptive Text.....	17
c. Grammatical Features.....	18
C. The Concept of Outdoor Learning	18
1. The Nature of Outdoor Learning.....	19

2. Learning Process in Outdoor.....	22
3. The Benefits of Outdoor Learning.....	23
D. Conceptual Framework.....	26
CHAPTER III RESEARCH METHOD.....	28
A. Research Design.....	28
B. Variables of the Research.....	29
C. Population and Sample.....	30
D. Research Instrument.....	30
E. Technique of Collecting Data.....	32
F. Technique of Data Analysis.....	33
CHAPTER IV FINDINGS AND DISCUSSIONS.....	35
A. Findings.....	35
1. Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Content.....	35
2. Students Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Organization.....	36
B. Discussions.....	38
CHAPTER V CONCLUSION AND SUGGESTION.....	46
A. Conclusion.....	46
B. Suggestion.....	46
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLE

Table 3. 1	: Scoring of Writing Ability by Analyctic System.....	31
Table 3. 2	: Hypothesis Testing	34
Table 4. 1	: Students' Mean Score in Ters of Content.....	35
Table 4. 2	: Classification of Students' Score in Terms of Content.....	36
Table 4. 3	: Students' Mean Score in Ters of Organization	37
Table 4. 4	: Classification of Students' Score in Terms of Organization.....	37

LIST OF FIGURE

Figure 2. 1 Conceptual Framework.....	26
---------------------------------------	----

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is an important thing which used as a tool of communication to communicate each other. Language takes an important role in our daily activities. It can be said that language and human beings cannot be separated because whoever, whenever and wherever they are, language always accompanies them. In society, languages have many functions to the society include the followings expression of thoughts, politic, education, administration, religions, and so on.

There are many languages in the world. English is one of the languages most people used. English is used to make explanation, analyzing situation or discussing something. The fact shows us the importance of English. Therefore, English as a language in international communication is clearly needed by many students to deliver their thought and interact in a variety of situation.

In English lesson, there are four skills should be mastered, they are listening, speaking, reading and writing. Writing is one of the four skills besides speaking, listening, and reading which are given emphasis in second language learning because writing is one of ways to communicate each other to express ideas, thought and feeling into written form. Writing needs more effort to manage the ideas which are form the writer's mind and pour it into

written form effectively. Writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows the more opportunity for language processing that is thinking about the language whether they are involved in study or activation.

In writing, there are some genres of text should be mastered; recount, narrative, report, procedure, explanation, description, etc. The researcher here wanted to know how the students improve their writing on descriptive text. Descriptive text is one of the genre text should be mastered the students. There are a lot of things can be described be the students.

Teaching students to master in English writing especially in descriptive text needs a lot of things including the teachers’ learning strategies in the class, learning methodologies, and so on. But, there are many teachers often faced problems when guiding the students in mastering English especially writing. Furthermore, The teachers got difficulties to solve those problems. For instance, the teachers of English Subject at SMA Negeri 7 Bulukumba have many problems in teaching English especially in writing.

Based on the preliminary research observation, the researcher occasionally found 3 problem areas as follows:

First, the students are difficult to deliver their ideas into a good sentences or paragraphs. The cause is the students still poor of vocabulary. So, the students feel confused to choose the appropriate words to begin wirte.

Second, the students' grammatical error. There are some students still difficult in using an appropriate grammar when write text, it makes the students' text unstructured and confused to continue writing text.

Third, the students feel bored to study English in the classroom. This method only emphasized the students to keep silent in the class and giving the students task on module without explanation, as a result it was hard for the students to begin write. Finally, the students cannot improve their creativity and imagination.

Many rules in writing that has to be mastered. So, in teaching learning process, the teacher should choose suitable method or strategy to make the students easier to understand the rules. To solve those problems, English teacher should think critically in order to find creative strategy in teaching writing so that the students will take much participation during the learning process. One of the good or creative strategy in teaching English writing is Outdoor Learning Strategy. The outdoors is full of special stimuli such as weather, sound, smells and textures which can enrich and enhances a child's learning environment.

There are many researchers investigate about outdoor learning as a strategy in teaching English (Lestari, 2014 and Munajat, 2014). However, they focus on the implementation of outdoor learning to improve students' vocabulary mastery. So, the researcher conducts this study to know the effectiveness of the outdoor learning in teaching writing especially descriptive text.

Based on the previous researches, the researcher assumed that Outdoor learning strategy is one of the good or creative strategy in teaching which is conducted outside the classroom or in the area of school and centre ground. This strategy is really fun and interest, because the students will learn with school's environment directly. Environment is a good media in teaching because it provides many learning resources as Al-Qur'an Kaarem in Surah Qaf [50:6-8] stated that : meanings: 6. *Have they not looked at the heaven above them, how We structured it and adorned it and [how] it has no rifts?*, 7. *And the earth, We spread it out and cast there in firmly set mountains and made grow there in [something] of every beautiful kind*, 8. *Giving insight and a reminder for every servant who turns (to Allah)*

From that explanation above, Allah SWT created the earth and all its contents such as nature and environment as a learning media for humans as well as a learning resources. Humans can learn from nature or environment naturally. It's in line with the outdoor learning strategy which is using environment (school environment) as a media and also learning resources.

The researcher believed that by applying this strategy, the students' writing skill would improve, because the students would describe any subjects that is found or see directly in the environment. The researcher asked the students to explore their school environment, and then, the researcher instructed the students to describe any objects that they found. This strategy emphasized the students to focus seeing object that they would be described without

imagining it, but, describing what the students see directly, automatically, the students can improve their writing skill.

B. Research Question

Based on the background of the study above, the problem in this research can be formulated as follows:

“Is outdoor learning strategy effective to improve students’s writing descriptive text in terms of content and organization at tenth grade students of SMA Negeri 7 Bulukumba?”

C. Objective of the Research

Based on the research question above, the objective of this study was to describe whether outdoor learning strategy effective or not in teaching writing descriptive text especially content and organization at tenth grade students of SMA Negeri 7 Bulukumba.

D. Significance of the Research

The researcher hoped this study can give some positive contributions in teaching writing descriptive text. The output of this research was highly expected to carry out some significances of teaching and learning English such as theoretical significance and practical significance. In the theoretical significance, this research was expected to support the others theories and gave information about the benefit of using outdoor learning strategy in

teaching and learning process especially English writing. On the other hand, there were many practical significances of the research which can useful for the students; teachers and the next researchers. First, for the students, by using this strategy the students would be able to explore their knowledge about writing in fun way. Second, for the teachers, this research helped the teachers to apply another strategy in teaching writing and the third, for the next researcher, it was expected to be a useful reference for any other researches about teaching writing by using outdoor learning strategy.

E. Scope of the Research

To make this research specific, it focused on using Outdoor Learning Strategy as a strategy in teaching English. The researcher used Outdoor Learning Strategy especially in the area of school and centre ground. The researcher teached English writing especially descriptive text.

In descriptive text, the students focused only in describing particular things, place, or person especially in describing their school. The aspects of writing that would be assessed were content and organization. This research took place at the tenth grade students of SMA Negeri 7 Bulukumba.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

There are some previous researches that related to this research. The researcher takes some previous research to be compared with this research. The first study conducted by Desiana (2017), she focused on the influence of outdoor class activity in teaching descriptive text. The result of her research can be show from the result of data analysis that mean variable x was 66,8 and after treatment the mean of variable x was 65,8. It is means the mean of variable x was in good category.

The second study conducted by Suharmi (2015). It was about improving students' writing skill in descriptive text by using outdoor activity. This study was proved from the result of t-test and t-table in cycle 1 ($9.67 > 2.042$) which the score of t-test was higher than the score of t-table and the result of t-test and t-table in cycle 3 ($15.11 > 2.042$) also showed that the score of t-test was higher than the score of t- table.

The next study conducted by Purna (2014). She focused on improving descriptive text writing ability by using short video clips. The result of the average scores of the students in pre-test was 57.65, and then the mean figure improved 15.4. it came up from the average point of post-test 1 in cycle I, session 2 (73.13). It improved again in cycle II where the total mean of the

students' score was 77.31. Therefore, the short video clip could significantly improve the students' ability in writing descriptive text.

The last study conducted by Munajat (2014), in his thesis focused on the implementation of outdoor activities to improve vocabulary mastery. He found Outdoor Activities is appropriate media to teach English, especially for young learners. In teaching vocabulary using outdoor activities, more than 75% the students are very interested. 64% the students became more active in English learning process using outdoor activities. All students seemed happy, enjoyed and enthusiastic with outdoor activities. It means that there were good response from the students.

Based on the reviews of previous research above, the researcher concludes that the strategy, exactly outdoor learning strategy is very effective to use in teaching process especially in teaching writing descriptive text. As we know that from the some findings above there are a significant influence to the students to understand the lesson easily. Moreover, by using this strategy can make the students more enthusiastic and enjoy the learning process.

The difference between the previous study and the researcher's study is one of the previous study above using video clips to improve students' writing. On the other hand, the researcher's study using outdoor learning strategy to increase students' writing in descriptive text. It uses to know whether outdoor learning effective in writing descriptive text or not.

B. The Concept of Writing

1. The Nature of Writing

Writing is one of language skills used to communicate indirectly. Harmer (2004:4) states that writing process is the stage goes through in order to produce something in its final written form. To deliver from that explain of course we used to practice of express what idea in our mind in the form of list, letter, essay, reports, or novel.

Brown (2001:335) states that the written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

In addition, Brown (2001:335) states that when write something, it is usually expect somebody to read it. It is easy for the reader to understand what the writers have written. However, it might be difficult for other people to understand. The writing process is the stage goes through in order to produce something in its final written form. The writer not only needs to know the process of writing, but also need to apply these processes to the works. It will help the writer to organize idea logically.

Jim A.P in Hongqin (2014) stated that writing skill in second language, explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas

and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

Writing is one of the four language skills, which is taught in the school. Larsen and Anderson (2013) explain “Writing is an important skill, to be developed from the beginning of language instruction”. On the other hand, Yagelski (2015), states that writing is powerful way not only to describe but also to examine, to reflect on, and to understand our thoughts, feelings, ideas, action and experiences.

Additionally, Ramadhani (2013) states that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

According to the statement above, it can be conclude that writing is a complex process. Writing is the activity to create pieces of written work, communicative act, and a way of sharing observation, information, thoughts, or ideas with ourselves or others into language that linked together in certain ways.

2. Writing Process

According to Harmer in Ramadani (2013), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

1. **Planning** It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.
2. **Drafting** Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.
3. **Editing (reflecting and revising)** It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.
4. **Final Versions** It is the last stage of the writing process when the written text is ready to send to its intended audience.

3. Writing Genre

There are many kinds of genre. They are descriptive, narrative, anecdote, spoof, recount, report, analytical exposition, hortatory exposition, explanation, review, discussion, procedure, news item.

Hyland (2004:4) states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

Harmer (2004: 17) states that knowledge of genres (understanding how different purposes are commonly expressed within a discourse community) is only one of the many 'knowledge' of 'competences' that a reader brings to the task of reading, and which a writer assumes the reader will know.

In addition, Harmer (2000: 258) states that in genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing.

Hyland (2004: 29) states that there are some example genres;

1. Recount : to reconstruct past experiences by retelling events in original sequence.
2. Procedure : to show how something is done.
3. Narrative : to entertain and instruct via reflection on experience.
4. Description : to give an account of imagined of factual events.

In addition, Meer (2016) state that a writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience

and readers. However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer. Here are the categories and their definitions:

1. Expository

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.

These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

2. Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive

writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Key point of descriptive text : it is often poetic in nature, describes places, people, events, situation, or location in highly-detailed manner.

3. Persuasive

Persuasive writing tries to bring other people around to your point of view. Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4. Narrative

A narrative tells a story. There will usually be characters and dialogue. A narrative tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of

the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

4. Descriptive Text

a. Definition of Descriptive Text

The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, According to Hyland (2004: 29) the social purpose of the descriptive text is to give an account of imagined of factual events. Besides the social location are travel brochures, novels, and product details. Genres such as narration, description, and exposition are sometimes referred to as text types.

In addition, Hyland (2004: 31) states that descriptions tend to use present tense. Descriptions makes use of be. The goal of description is to identify some objects. Description defines, classifies, or generalizes about a phenomenon. The aspect of description is to describe attributes of each category of the phenomenon. Besides, the conclusion is sums up the description.

Oshima (2000:47) states that descriptive text contains:

1. Prewriting: clustering; is a prwering technique used by the writer to produce idea.

2. Organization: description; descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. Spatial order; is the arrangement of items in order by space.
3. Grammar and mechanic: present continuous tense; is used to describe actions that are actually taking place at the present time and are temporary. The subject *it*; is used in statement about weather, time, distance, and identification. It is the subject of the sentence but does not have any real meaning. The expletive ‘*there*’; the expressions *there is* and *there are* are used in English to state the something exist.
4. Sentence structure: compound sentence with *yet*, *for*, and *nor*; compound sentence is composed of two simple sentences joined together by a comma and a coordinating conjunction. Rules for using coordinating conjunction, position of prepositional phrases.

According to Djumarie in Amelia (2017) states that descriptive text is describe about something a particular person, place, or thing that have characteristic that related to location, purposes, function, features, and proof and noun. Descriptive text is also the text that describes something in order the reader or listeners are able to get the same sense as what the reader experienced. Descriptive text gives more information about person, thing, and animals specifically.

According to Wardiman in Karsinah (2015) states that descriptive text is a kind of text which describes particular thing, person, or other. Besides, Ploeger states that description is used to add details about something physical like a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses: sight, hearing, smell, taste and touch. To create the most accurate picture in reader's mind, the writer has to be precise in the choice of words. What is include to sight, hearing, smell, taste and touch. With adequate sensory detail, the reader can create a clear and specific picture in her or his mind about the topic that the writer wants to describe.

b. Generic Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Anderson in Artamani (2013:9) 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 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. Grammatical Features

According to Knapp and Watkins in Masitoh (2015) write there are several grammatical features of descriptive writing as the following:

1. In descriptive text, the present tense is predominantly used

2. Although present tense may be used in literary description, it is past tense that tends to dominate.
3. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
4. Action verbs are used when describing behaviors/ users.
5. Mental verbs are used when describing feeling in literary descriptions.
6. Adjective are used to add extra information to nouns and may be technical, every day, or literally, depending on the text.
7. Personal and literary description generally deal with individual things.

C. The Concept of Outdoor Learning

1. The Nature of Outdoor Learning

The history of outdoor learning is a very interesting and complex one, with some contentious periods. Extending back to Plato and Epicurus in Ancient Greece, teachers have long understood the importance of learning outside. Perry (2001: vii) states that outdoor play becomes an antidote to linear education. It is also a location in which to observe the power of play and to assess the professional judgments of early childhood teachers. By viewing this statement, outdoor play is important to students to observe the power of study.

In addition, Perry (2001: 3) states that teacher supervision of outdoor play means looking at the interaction between children and the features of

their plays setting. The researcher here can state that the teacher supervise the students in their outdoor activity in learning process.

Johnson (2008: 1) states that a schoolyard outdoor classroom can be designed as a natural area for hands-on learning and should be allowed to change over time as new users make refinements and additions. This approach will keep students interested in the place for years to come. Based on this statement, students interest is important in teaching learning process. It is about motivation. Teacher should motivate the students so that they enjoy the learning process.

Brown (2007: 168) states that motivation is yet another variable to consider, but one of that is so central and with research foundations that are so pervasive that it deserves a separate category here.

According to Johnson (2008: 3) play is the way that children learn about themselves and the world they live in. By outdoor play or activity, the students can learn more about the learning process. The students may make a descriptive text well when they go outside the classroom.

In addition, Johnson (2008: 13) states that the schoolyard natural classroom is a dynamic living system that is an ideal theme for integrated and place-based learning. In this research, the researcher changes the schoolyard to outdoor activity which is held in a real activity in their environment.

Outdoor education in teaching and learning is being increasingly used as an effective approach for the realisation of activities related to

active learning and for the instruction of abstract concepts (Bilasa & Arslangilay, 2016). Outdoor education is a confusing term in the educational environment. The related literature on this approach, which is considered to be a comprehensive form of education, includes different educational practices and implications.

Outdoor education is most frequently used as a synonym for out-of-school teaching and learning, or for extracurricular activities that occur in outdoor environments. It is also important to note that it has predominantly been examined in basic education fields; namely, adventure-based education, environmental outdoor education and school-based outdoor education (Harper, NJ & Webster, 2017).

Furthermore, analysis of the activities implemented based on the outdoor education concept has revealed that practical studies related to subjects could be conducted using outdoor education and it can be effective to facilitate student learning (Ceylan & Kılinc, 2016). In accordance with this view, Thorburn and Allison (2017) also stated that these activities are important in supporting the cognitive, emotional and psychomotor development of the students. As well as Cosgriff (2016) emphasised that activities could be conducted in a natural environment and when these activities are implemented in accordance with particular subject content, this can improve the development of the students' problem-solving and higher order thinking skills.

Additionally, Lynch (2016) suggested that outdoor education activities aimed at improving the visual arts in primary schools could enhance the teaching effectiveness of the subject.

Based on the some of the definitions above, the researcher conclude that outdoor learning strategy is a learning strategy that is conducted outside the classroom or outside the school. such as in the area of school, school centre ground, gardens, parks and so on. through this strategy, learning would be more interesting and exciting, because the learning process is based on the fact, the students not only imagine it, but also they can experience and involve directly in the lesson. So, the students are easily to understand the material who presented by the researcher.

2. Learning Process in Outdoor

Outdoor education stands out as one of the methods to deliver the desired educational outcomes taking the needs of the students, teachers and the curricular objectives into consideration. Outdoor education focuses on experimental, hands-on learning in real-life environments through senses, e.g., through visual, auditory, and tactile means, improving students' learning and retention of knowledge as a result. Appropriate sites outside of the classroom and school environment are chosen as the setting for outdoor education. Students are assessed over their performances related to the experiments and applications via observations and reports (Palavan, 2016).

In the higher education context, teachers in a range of discipline areas use outdoor fieldwork to facilitate high-quality student-learning experiences. Our perceptions of outdoor fieldwork pedagogies have emerged in response to our own reflective practice (Glyn, 2017).

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. The researcher used observation in the school ground to make the students easier getting ideas and interested to learn English especially in writing descriptive text (Triana, 2017).

3. The Benefits of Outdoor Learning

A natural outdoor play and learning environment is outdoor space at an early childhood education center that includes diverse features designed to promote structured and unstructured physical activity, play, and learning (Cooper, 2015).

According to Cooper, benefits of Natural Outdoor Play and Learning Environments :

- a. Improves self-regulation
- b. Advances physical fitness and gross motor development
- c. Improves nutrition
- d. Improves eyesight
- e. Promotes cognitive development

- f. Improves academic performance
- g. Lessens the symptoms of ADHD and improves concentration
- h. Promotes self-confidence
- i. Builds understanding and appreciation of ecosystems, food systems, and environmental processes

Additionally, Jacobi (2013), the benefits of teaching outside the classroom are :

a. Physical Benefit

Children are intrinsically motivated to move when given extended playtime in settings that are abundant with plant and animal life. Children are intrinsically motivated to move when given extended playtime in settings that are abundant with plant and animal life. Outdoor play spaces with ample vegetation may actually increase the amount of physical activity over that of the typical commercially produced playground structures planted in a barren surface.

b. Cognitive Benefit

During nature play, children take in a wide variety of information that is not available indoors. They use all of their senses as they explore and create in outdoor settings. They may see a lizard scamper under a rock, smell the rain, hear squirrels chastise them from the tree tops, stroke the soft surface of a dandelion, or taste tomatoes ripe from the vine.

c. Social/Emotional Benefit

Nature play provides rich fodder for young imaginations, growing vocabularies, and budding social skills as children negotiate themes and scenarios and settle disputes. Children rather than teachers often direct nature play, thus building a sense of competence and collaboration. Teachers who provide nature play set the stage for lifelong approaches to learning. When they encourage children to investigate, ask questions, and seek solutions, children begin to trust their own ideas. In early childhood classrooms, everything has its purpose and place.

From the explanation above, the researcher conclude that Many early childhood teachers seek to instill in children a sense of belonging not only within the classroom but also in the community and the world. Nature play provides hands-on opportunities to teach children to care about other people, living things, and their environments. Personal interactions with nature help children develop a caring and respectful attitude for all living things

D. Conceptual Framework

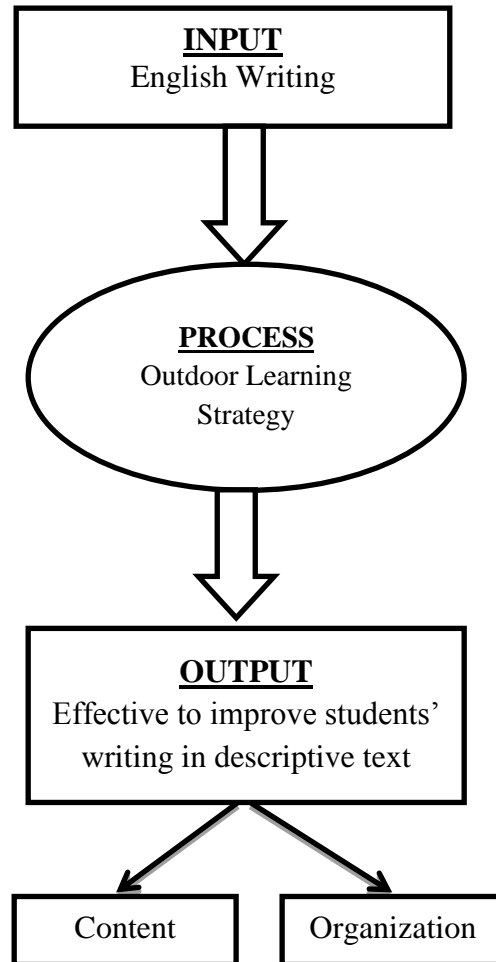


Figure. 1 : *Conceptual Framework*

Based on the conceptual framework the researcher teaches English to improve students' language skill especially in writing skill. Writing is one of a skill should be mastered by students. Writing has important role in learning process. The students will be well in their study if they master writing.

Teaching writing in senior high school is not easy thing. In teaching writing, teacher must truly understand the students. Using monotonous way teachings students get bored. The teacher must to know how to make teaching

writing more interesting. Therefore, the teacher should use the appropriate way and have a method that can make students interested and become active students which have relations if they teach some kind of text.

Descriptive text is one of the genres of the text. The purpose of descriptive text is to describe the things or people. The students have to master this genre. The teacher should make the students interest in teaching learning process. By using outdoor classroom activity, hope the students will motivate in their teaching learning process, especially in teaching writing.

Outdoor classroom activity is a method used by teacher in teaching writing descriptive text. Outdoor classroom activity gives the students a lot of things to be written. By seeing directly, the students should a lot of imaginations that improve their writing descriptive text in terms of content and organization.

CHAPTER III

RESEARCH METHOD

A. Research Design

To conduct a research, the researcher should have a suitable method for the research that he or she will conduct. Cresswell (2012) states that conducting educational research is more than engaging in the major steps in the process of research. It also includes designing and writing the research in one of the two major tracks: quantitative research or qualitative research. In this research, the researcher used quantitative research. The major characteristics of quantitative research are:

- a. Describing a research problem through a description of trends or a need for an explanation of the relationship among variables.
- b. Providing a major role for the literature through suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study.
- c. Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable.
- d. Collecting numeric data from a large number of people using instruments with preset questions and responses. Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research.

Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach.

In this research, the researcher used the pre-experimental that use one class pre-test and post-test design. A pre-test provided a measure on some attribute or characteristic that was assessed in an experiment before the class gets a treatment, while a post-test measured on some attributes or characteristic that was assessed for participants in an experiment after a treatment.

Pre-experimental design conducted without control group. In this research, the researcher gave a pre-test before the experimental treatment. After the treatment was finished, the post-test administer to saw the achievement.

B. Variables

The kinds of variable related to research, consisted of independent and dependent variable. According to Arikunto (2006), independent variable is the variable that is influenced by another variable to achieve what was expected by the researcher; whereas, the dependent variable is the result that is expected through the implementation of the independent variable. There were two variables in this research:

1. Independent Variable

The Independent variable (X) in this research was Outdoor Learning Strategy.

2. Dependent Variable

The dependent variable (Y) in this research was students' writing skill in descriptive text.

C. Population and Sample

a. Population

The population of the research were all of the tenth Grade Students' of SMA Negeri 7 Bulukumba in the academic year of 2017-2018. There were 6 classes. Total population in this research were 182 students.

b. Sample

The researcher used purposive sampling technique because all of subjects have a chance to be chosen. In this case, the researcher took only one class as a representative of the population as a sample. To get the sample, the researcher used lottery method of creating a purposive sampling technique. The researcher randomly picked numbers, with each number corresponding to a subject or item, in order to create the sample. To create a sample this way, the researcher must ensure that the numbers were well mixed before selecting the sample population. One class would be the sample. It was X MIA 3 of SMA Negeri 7 Bulukumba. Total of samples of this research were 30 students.

D. Research Instrument

The data in this research took from the test. To get data of student's writing skill in descriptive text, the researcher used pre-test before giving

treatment and post-test after treatment in the sample class. The forms of the test were writing essay.

1. Pre-test

The researcher gave the pre-test to the sample class. Pre-test used to measure the students' skill in writing descriptive text before the implementation of the outdoor learning.

2. Post-test

The post-test conducted after the treatment; the aim was to test their understanding on writing descriptive text. The researcher gave post-test by asking the students to write a descriptive text based on the theme. It would be compare with the pre-test.

Table 3.1
Scoring of writing ability by analytic system

Item Analysis	Score	Description
Content	90-100	Excellent: Meaning is conveyed effectively. Show a clear understanding of writing topic and main idea.
	80-89	Very Good: Meaning is conveyed but breaks down at items. Show a good understanding of writing topic and main idea.
	70-79	Good: Meaning is frequently clear unclear. Show some understanding of writing topic and main idea.
	60-69	Fairly Good : Meaning is unclear. Show little evidence of discourse understanding.
	50-59	Fair : No complete sentence are written and no evidence of concept of writing.
Organization	90-100	Excellent: organization is appropriate in writing (good grammatical) and contains clear intoduction, development of idea and conclusion

	80-89	Very Good: evens are organized logically, but some part or the sample may not be fully developed and rarely grammar.
	70-79	Good: organization maybe extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence, but still understandable
	60-69	Fairly good: Sample is compared if only a few disjointed sentences.
	50-59	Fair : no complete sentences of writing

(Harmer, 2008)

E. Technique of Data Collecting Data

In conducting this research, the researcher did three phases of collecting, as follow :

1. Pre Test

The first phase was pre-test. The reseracher gave pre-test in the experimental class to measure the students' writing descriptive text before the researcher gave the treatment.

2. Treatment

The second phase was treatment. The researcher gave the treatment in experimental class by using Outdoor Learning Strategy in teaching writing especially in descriptive text. In this treatment, the researcher explained general description about descriptive text to students in outdoor the classroom especially in the area of school and centre ground.

3. Post-test

The last phase was post-test. After teaching to experimental class, the researcher measured the students' writing ability by giving essay test

about descriptive text. The students described about place or thing based on the theme.

F. Technique of Data Analysis

After collecting the data, the researcher used the result of the test to analyze the data. The researcher calculated the score before and after giving the treatment. The data obtained through the pre-test and post-test. The data would be compared from the mean score of pre-test and post-test. After got the data, it analyzed and processed by using *IBM SPSS Statistic 16.0*.

Data analysis was the process of arranging data sequence; organized into a system, category and set of the breakdown of base. The data from test analyzed by using calculating the improvement of the students in pre-test and post-test.

The researcher used some statistic and take steps as follows:

1. Identified the students' mistakes in writing one by one. In writing, the researcher identified the errors related to organization and content
2. Classified the score answer by using scoring rubric.
3. Calculating the mean score of the students, the researcher applied IBM Statistic SPPS 16.0 Software.
4. The significance difference (t-test) between the students' Pre- test and Post- test, the researcher applied IBM Statistic SPPS 16.0 Software. The criteria for the hypothesis testing is as follows:

Table 3.2: Hypothesis Testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.2 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

Besides that, the criteria of hypothesis testing is if Sig (2-tailed) lower than level of significance, $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicates that the students score of content between Pre-test and Post-test is significantly different and surely improve.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through writing test in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

The findings of the research that teaching writing through Outdoor Learning Strategy could improve writing descriptive in Content and also could increase writing descriptive text in organization. For further interpretation of the data analysis are given below:

1. Students' Writing Descriptive Text in Terms of Content Using Outdoor Learning Strategy

Students' writing descriptive text using Outdoor Learning Strategy had different in Pre-test and Post-test. In pre-test students still less understand about Content but after applying Outdoor Learning Strategy the students more understand about Content, can be seen clearly in the Table 4.1:

Table 4.1 Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Content

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Content	60.17	72.33

Table 4.1 shows that the mean score of content skill from students in post-test improved after teaching Writing Descriptive Text in terms of content by Outdoor Learning Strategy. The mean score of the students in Pre-test were 60.17 and Post-test which to be 72.33.

Table 4.2. Classification of the Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Content (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	90-100	0	0	0	0
2	Very Good	80-89	0	0	9	30
3	Good	70-79	6	20	12	40
4	Fairly Good	60-69	13	43.3	9	30
5	Fairly	50-59	11	36.7	0	0
Total			30	100	30	100

Table 4.2 shows that the Classification of the students Score in Content Skill from pre-test there are 6 (20%) students good, 13 (43.3%) students got fairly good, 11 (36.7%) students fairly. While, from post-test there are 9 (30%) students very good, 12 (40%) students got good, 9 (30%) students got fairly good, and none of them got excellent and fairly.

2. Students' Writing Descriptive Text in Terms of Organization Using Outdoor Learning Strategy

Students' content skill in Writing Descriptive Text using Outdoor Learning Strategy had different in pre-test and post-test. In pre-test students still less understand about organization but after applied Outdoor Learning Strategy the students more understand about organization, can be seen clearly in the table 4.3:

Table 4.3 Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Content

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Organization	60.83	73

Based on Table 4.3, it shows that the mean score of students' Organization Skill in post-test improved after teaching writing Descriptive Text by using Outdoor Learning Strategy. The mean score of the students in pre-test were 60.83 and post-test which to be 73.

Table 4.4. Classification of the Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Organization (Pre-Test and Post Test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	90-100	0	0	0	0
2	Very Good	80-89	0	0	8	26.7
3	Good	70-79	7	23.3	14	46.6
4	Fairly Good	60-69	13	43.3	8	26.7
5	Fairly	50-59	10	33.4	0	0
Total			30	100	30	100

Table 4.4 shows that the Classification of the students score in Organization Skill from pre-test there are 7 (23.3%) students good, 13 (43.3%) students got fairly good, 10 (33.4%) students got fairly. While, from Post-test there are 8 (26.7%) students got very good, 14 (46.7%) students got good, 8 (26.7%) students fairly good, and none of them got excellent and fairly.

The result of data analysis of the students' writing descriptive text through Outdoor Learning Strategy is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is, 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 (α) = 0.05 with the degree of freedom (df) = N - 1, where N = Number of subject (30 students) then the value of t-table is 2.04 the t-test statistical, analysis for paired sample is applied.

The hypothesis testing that was done by Using IBM Statistic SPSS 16 Software (*see appendix*) shows that Sig (2-tailed) is 0.000, because of Sig < α (0.000 < 0.05), so it indicates that the students score of content between Pre-Test and Post-Test is significantly different. Besides that, the value of the t-test is higher than the value of t-table. The t-test value of content was greater than t-table (13.72 > 2.04). Moreover, the value of the t-test is higher than the value of t-table. The t-test value of content was greater than t-table (10.01 > 2.04). Thus, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

B. Discussion

In this research, the students was going out from classroom in order to learn. Outdoor Learning Strategy does not take a place away from the school and does not require a long time. The use of Outdoor Learning Strategy can help the teaching and learning process run well. By using this strategy, the students got in a real picture of the things that would be written to create a descriptive text. The students wrote about their school by seeing outdoor the class directly.

This strategy also made the students to be motivated to develop imagination, thoughts and ideas in accordance based on the real situation faced by the students in writing descriptive text. It made the students not only hear but also see the real situation. Through the Outdoor Learning Strategy, the students can easily organize their ideas in writing descriptive text.

The description of the students' writing descriptive text in Terms of Content and Organization deals with the result of data that is explained previously in findings and the description of the students' writing between Pre-test and Post-test. Here were the description :

1. Students' Writing Descriptive Text in Terms of Content Using Outdoor Learning Strategy

Students' Content Skill is supported by the mean score of students in Post-test higher than the Pre-test. Before applying Outdoor Learning Strategy the students could not make a good content in writing descriptive text. But after applying, Outdoor Learning Strategy the students easily to make content in writing as well.

The improvement of students' writing skill in Terms of Content can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied Outdoor Learning Strategy in teaching writing Descriptive Text. The students' text in Terms of Content in Pre-test does not reflect careful thinking or was hurried written; in adequate effort in area of Content and development of ideas is not complete. The sample of their writing are presented below :

“my school in SMAN 7 Bulukumba. In SMAN 7 Bulukumba, there are class and facilities. There are blink library, laboratory and there are organizations.” (S-2)

The students did not know the process to make a good-structured in writing as explained by Harmer in Muflikhati 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. The description of the students' writing between Pre-test and Post-test. Students' Content Skill is supported by the mean score of students on Pre-test and Post-test in Content was 60.17 (fairly good) and 72.33 (good). Development of ideas has been completely developed; their writing have been coherent enough to the topic as explained before by Jacob in Suardi that the writing content have to be clear for the readers to be able to understand the message and information from it. The sample of their writing are presented below :

“I am a student of SMAN 7 Bulukumba in class X mia 3. In my school, there are 19 classrooms that consist of 6 classes for X, 6 classes for XII and 7 classes for XII...”(S-2)

Therefore, it can be concluded that Outdoor Learning Strategy could improve students' writing descriptive text in term of content.

2. Students' Writing Descriptive Text in Terms of Organization Using Outdoor Learning Strategy

Students' Writing Descriptive Text in Terms of Organization is supported by the mean score of students on Pre-test and Post-test. The students' mean score in Post-test was higher than the Pre-test. Before applying Outdoor Learning Strategy, the students were difficult to have a good Organization in writing descriptive text as well. But after applying the strategy, they are easily to make detail explanation. It means that the use of Outdoor Learning is effective to improve the students' writing skill in descriptive text.

The improvement of Students' Writing Skills in Terms of Organization can be seen between Pre-test and Post-test. The students' result is significantly different before and after applying Outdoor Learning Strategy in teaching writing Descriptive Text. The students' text in Terms of Organization in Pre-test is absence of introduction or ended their writing without conclusion; the body is not organize well and students have not made any effort to organize the composition so, could not be outlined by reader. The sample of their writing are presented below:

“my school is one of the best school in Bulukumba. No matter what, my school is always attracted the new students every year....”

(S-19)

Whereas, Jacob in Suardi have explained that the good organization in a text is when the writer has arranges and organizes the ideas. The paragraph can be coherent if the ideas are putting in the right order. On the other hand,

the students' organization in writing in Post-test is better than Pre-test. The students' mean score in Pre-test was 60.83 and Post-test was 73 which are classified as fairly good and good. Generally, Introduction is minimally recognizable; organization can barely be seen and the students can begin to order ideas in body as well. The sample of their writing are presented below:

“my school is a green and beautiful school. There are so many huge tress that make the air become so fresh. It is very large with an area around one hectare, bounded by high fences....” (S-19)

According to Adelstein and Pival (1980), 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 convening 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.

By seeing the effectiveness of the students' Content and Organization in writing skill, it is concluded that Outdoor Learning Strategy could improve the students' writing skill in Terms of Content and Organization. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were difficult to write recount text especially the Content and Organization. But, the students' writing descriptive text in Post-test, which the content and organization could be understood. And then, the students were easy to generate their ideas and write it to be a good descriptive text.

To sum up, based on the result of this study, which showed the students' scores were much higher after the treatment in the sample class using Outdoor Learning Strategy in teaching writing was surely beneficial improve students' writing skill.

From the comparison of the result of Pre-test and Post-test score in the experimental class, the skill of experimental class was getting higher. It meant that the treatment of using Outdoor Learning Strategy in the class was successful. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H₀) was rejected.

The result of this research was suitable with the theory of Johnson (2008:3) states that a schoolyard outdoor classromm can be designed as a natural area for hands-on learning and should be allowed to change over timeas new users make refinements and additions. Based on this statement students interest is important in teaching learning process. It is about motivation. Teacher should motivate the students, so they can enjoy the learning process.

Some findings from experts that supports the findings of this research, they were first, from Albihar (2013) found that there was a significant influence for anaktunanetra (disability). They understood the part of plant easily by using Outdoor Learning strategy and also from Rahmayati (2015) found that using Outdoor Learning with puzzle blocks can improve the students' caring to the environment and also students can understand easily the lesson about ecosystem. Same to this research, it was perceived that the learners were more interested in learning English, especially by implementing Outdoor Learning Strategy. It was

proved that this strategy influenced the learners' motivation to study English comfortably.

Based on findings of the research, It has found that the students who are taught by using Outdoor Learning Strategy method has been improved in Teaching Writing Descriptive Text than the students who are taught without using Outdoor Learning Strategy because the students who are taught by using Outdoor Learning Strategy could give spirit in studied. It made them more understanding the descriptive text because they got saw immediately what would they made the object, learn outdoor class also made them more passion in learning given a lot of inspiration in learning writing, because they felt atmosphere of the new that was not boring, and the students were enthusiastic in learning descriptive text.

Outdoor Learning Strategy could be a complement to improve students learning as the research point out, but it was important to take into account that students could respond differently to teaching and could have different attitudes concerning how to be taught.

Positive attitudes towards the outdoors were also found in Fägerstam's and Blom's (2013) study of high school pupils' attitudes towards learning biology and mathematics outdoors in comparison to indoor learning. Participants in the study mentioned variation as a reason for why they liked outdoor teaching. It was also perceived by many as more stimulating, fun and relevant than their usual school environment.

From the discussion above, it can be concluded that Outdoor Learning Strategy can improve students' understanding about the materials given. Such

findings from Albihar (2013) found that disability students can easily understand the part of plant by using outdoor learning strategy. For this case, the findings above in line with this research, the students of SMA Negeri 7 Bulukumba can easily understand the materials. Outdoor learning strategy was good strategy in teaching writing because it helped the students to increase their imagination in writing and also it made the students feel enjoyable and enthusiastic in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting The Experimental Research about The Effectiveness of the Outdoor Learning Strategy in Writing Descriptive Text and based on the researcher findings in the previous chapter, the researcher concluded that:

Outdoor Learning Strategy is effective to improve the students' writing descriptive text in Terms of Content, it was shown by the mean score of content before and after giving treatment is 60.17 becomes 72.33. Besides that, Outdoor Learning Strategy is also effective to improve the students' writing descriptive text in Terms of Organization, it was shown by the mean score before and after giving treatment is 60.83 becomes 73. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

There were a lot of learning Strategies or Methods to be used in teaching learning progress. For the suggestion, using Outdoor Learning Strategy was an alternative way of teaching writing especially writing descriptive text. Outdoor Learning Strategy is not only used for the beginning but also for advance itself. Using Outdoor Learning Strategy depends on the weather. This strategy is good to use in entire seasons, except in rainy season. Finally, the researcher expected that this thesis would bring new views for all the readers and the English teachers.

BIBLIOGRAPHY

- Adelstein, M.E. & J.G Pival. 1980. *The Writing Commitment*. New York. Doc.Retrieved from (<http://edutechwiki.unige.ch/en/writing>)
- Al-Qur'an dan Terjemahannya. Jakarta: Departemen Agama RI. 2014.
- Albihar, Alief P. 2013. *Outdoor Study Terhadap Pemahaman Konsep Bagian Tumbuhan Beserta Fungsinya Untuk Anak Tunanetra* . A thesis of UNESA Surabaya.
- Amelia, M. 2017. *Creative Teaching Strategy: An Alternative Solution to Teachers' Problem in Teaching Reading on Descriptive Text at Junior High School*
- Artamani, Ni Wayan Nadia Redma. 2013. *Teaching Descriptive Text Through PPP Technique to the Eighth Grade Students of SMP Dharma Wiweka in Academic Year 2012/2013*. Unpublished Thesis: Mahasaraswati Denpasar University.
- Bilasa P & Arslangilay AS. 2016. Views of secondary education teachers on the conditions and efficiency of the inservice training activities they attend (Yalova and Erzurum in-service training sample). *International Journal of Human Sciences*, 13(1):1058–1071.
- Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedogogy Second Edition*. New Jersey: Cambridge University Press.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. USA: Longman.
- Ceylan S & Kılinc N. 2016. Determining the views of pre-school children and their parents regarding museums: Safranbolu case. *International Journal of Education*, 8(1):129–143.
- Cooper, Allen. 2015. Nature and The Outdoor Learning Environment : The Forgotten Resource in Early Childhood Education. *International Journal of Early Childhood Environmental Education*, 3(1), 86-97.
- Cosgriff M. 2016. The Reconceptualisation of Outdoor Education in the Primary School Classroom in Aotearoa. New Zealand: *how might we do it? Education 3-13*, 44(3):339–352.

- Desiana. 2017. *The Influence of Outdoor Class Activity in Teaching Descriptive Text (an Experimental Research at the First grade of MA Al-Hidayah Ciomas Serang)*.
- Fägerstam, Emilia. 2012. *Space and Place Perspectives of outdoor teaching and learning*. Printed by: Liu-tryck.
- Glyn & Akamca OG. 2017. The effect of Outdoor Learning Activities on the Development of Preschool Children. *South African Journal of Education*, 37(2).
- Harper NJ & Webster AL. 2017. Higher Learning: Impacts of a High-altitude Adventure-based Field School on College Student Development. *Journal of Adventure Education and Outdoor Learning*, 17(1):67–81.
- Harmer, Jeremy. 2000. *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Harlow: Pearson Education Limited.
- Harmer, Jeremy. 2008. *How to Teach English: An Introduction to the Practice*. London: Longman Group Ltd.
- Hongqin, Zhang. 2014. Academic Writing Instruction for EFL Undergraduation: an Intellectuality Approach. *International Journal of English and Education*.
- Hyland, Ken. 2004. *Genre and Second Language Writing*. Michigan: The University of Michigan Press.
- Jacobi-Vessel, J.L. 2013. Discovering Nature : The Benefits of Teaching Outside of the Classroom. *Dimension of Early Childhood*, 41(3), 4-10.
- Johnson, Lauri Macmillan. 2008. *Creating Outdoor Classroom (Schoolyard Habitats and Gardens for the Southwest)*. Texas: Univeristy of Texas Press
- Karsinah. 2015. *Teaching Descriptive Text by Using Attribute Listing to SMK*.
- Larsen-Freeman, D. & Anderson, M. 2013. *Techniques and Principles in Language Teaching* 3rd Edition. New York: Oxford University Press.
- Lestari, C.S.W. 2014. *The Effectiveness of Realia of Outdoor Objects to Improve Students' Vocabulary Mastery of The Fifth-Grade Students at Sd Negeri Kroyo Kulon in The Academic Year 2013/ 2014*.

- Lynch J. 2016. *The Primacy of Place in Education in Outdoor Settings*. In B Humberstone, H Prince & KA Henderson (eds). Routledge International Handbook of Outdoor Studies. London, UK: Routledge.
- Masitoh, Siti. 2015. Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at The Eight Grade Students of SMP Islam Terpadu Fitrah Insani. *Eltin Journal, Journal of English Language Teaching in Indonesia*, 3(1).
- Meer, Hunble. 2016. *Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative*.
- Muflikhati, Arina. 2013. *Thesis Improving Students' Writing Skills on Recount Texts Through The Use of Dialogue Journal Writing of The Tenth Grade Students of Sma It Abu Bakar Yogyakarta In The Academic Year of 2012/2013*. Thesis. Yogyakarta.
- Munajat, F. 2014. *The Implementation of Outdoor Activities to Improve Vocabulary Mastery at the Seventh Grade Students of Smp N 1 Pakis Magelang in Academic Year Of 2013 / 2014*.
- Oshima, Alice. 2000. *Introduction to Academic Writing Second Edition* (The Longman Academic Writing Series). London: Library of Congress Cataloging-in-Publication Data
- Palavan O, Cicek V & Atabay M. 2016. Perspectives of Elementary School Teachers on Outdoor Education. *Universal Journal of Educational Research*, 4(8):1885–1893.
- Perry, Jane P. 2001. *Outdoor Play (Teaching Strategies with Young Children)*. New York: Teachers College, Columbia University.
- Plooger, Katherine. 2000. *Simplified Paragraph Skill*. USA: NTC Publishing Group.
- Purna, N. K. A. 2014. *Improving Descriptive Text Writing Ability of the Eighth Grade Students Of Smpn 3 Gianyar in Academic Year 2013/2014 by Using Short Video Clips*.
- Rahmayati, Anies. 2015. *Penerapan Outdoor Learning Process Berbantu Puzzle Blocks Materi Ekosistem Untuk Meningkatkan Aktivitas Belajar Dan Sikap Peduli Lingkungan*. A Thesis of UNNES Semarang.
- Ramadani, S. A. 2013. *Improving Students Writing Ability in Writing Descriptive Text Through Field Trip at SMAN 1 Godean*.

- Suardi, Rahmat. 2012. *The Students Writing Ability Through Dictation Method (A Classroom Action Research At Xi Program Students Of Sma 2 Bantaeng*. Thesis. Makassar : Unismuh
- Suharmi, S. 2015. *Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity (A Classroom Action Research) of the Second Year of MTS Sudirman Kopeng, Getasan in Academic Year of 2015 /2016* .
- Thorburn M & Allison P. 2017. Learning Outdoors and Living Well? Conceptual Prospects for Enhancing Curriculum Planning and Pedagogical Practices. *Cambridge Journal of Education*, 47(1):103–115.
- Triana, Roqib N. 2017. *The Effectiveness of the Outdoor Learning on Students' Achievement in Writing Descriptive Text the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016*.
- Yagelski, R. P. 2015. *The Essential Writing Ten Core Concepts*. Stamford : Cengage Learning.

APPENDICES

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 7 Bulukumba
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Teks deskriptif (Describing Place)
Alokasi waktu	: 12 x 45 menit (6x Pertemuan)

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator

pencapaian kompetensi: Kompetensi Dasar

(KD):

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive text tentang suatu

tempat.

3. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang suatu tempat.

D. Materi pembelajaran

1. Definition of Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as bellow :

- a. Identification; identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/and characteristic

3. The Language Feature of Descriptive Text

- a. Using attributive and identifying process.
- b. Using adjective and classifiers in nominal group
- c. Using simple present tense

4. Fungsi Sosial

- a. Mendeskripsikan seseorang baik dari segi penampilan, sifat, maupun kebiasaan dalam kehidupan sehari-hari.

- b. Mendeskripsikan tempat baik dari segi keindahan, keadaan dan situasi di sekitarnya.

5. Struktur Teks

- a. Penyebutan nama orang/ tempat dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. Penyebutan sifat seseorang dan bagiannya.
- c. Penyebutan keadaan tempat dan bagiannya
- d. Penyebutan tindakan dari atau terkait dengan orang atau tempat.

6. Unsur Kebahasaan

- a. Kata benda yang terkait dengan orang/tempat.
- b. Kata sifat terkait dengan orang/tempat
- c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e. Rujukan kata.

7. Unsur Kebahasaan

- a. Kata benda yang terkait dengan orang/tempat.
- b. Kata sifat terkait dengan orang/tempat
- c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e. Rujukan kata.

Contoh teks descriptive:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

E. Metode Pembelajaran:

Outdoor Learning Strategy

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Teks Bacaan
2. Sumber Belajar : *Pengertian, Tujuan, Struktur, dan Ciri Deskriptive text*. 2015. <http://hudriatulhotimah.blogspot.com/2015/03/descriptive-text-material-1.html>. diakses pada 20 September 2018

G. Langkah-langkah pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Menyiapkan siswa untuk mengikuti proses pembelajaran;2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya.4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus	10 menit
Inti	<ol style="list-style-type: none">1. Observing (Mengamati)<ol style="list-style-type: none">a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.2. Questioning (Menanya)<ol style="list-style-type: none">a. Dengan bimbingan dan arahan guru, siswa	20 menit

	<p>mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</p> <p>3. Collecting data (Mengeksplorasi)</p> <p>a. Siswa mengeksklore gambar yang tentang</p> <p>b. berbagai tempat wisata dunia. Siswa mendeskripsikan gambar tentang tempat</p> <p>c. Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</p> <p>4. Associating (Mengasosiasi)</p> <p>a. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</p> <p>c. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja</p>	<p>15 menit</p> <p>10 menit</p>
--	--	---------------------------------

	<p>kelompok.</p> <p>5. Communicating (Mengkomunikasikan)</p> <p>a. Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru.</p> <p>b. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>).</p>	15 menit
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	10 menit

Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan 	10 menit

	<p>contoh dan perbandingan lokal, nasional dan internasional;</p> <p>3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya.</p> <p>4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus</p>	
Inti	<p>1. Observing (Mengamati)</p> <p>a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.</p> <p>b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p> <p>2. Questioning (Menanya)</p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu</p>	<p>20 menit</p> <p>10 menit</p>

	<p>dari teks deskriptif tentang tempat wisata dunia.</p> <p>3. Collecting data (Mengeksplorasi)</p> <ol style="list-style-type: none"> Siswa mengeksplore gambar yang tentang berbagai tempat wisata dunia. Siswa mendeskripsikan gambar tentang tempat Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. <p>4. Associating (Mengasosiasi)</p> <ol style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating (Mengkomunikasikan)</p> <ol style="list-style-type: none"> Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru. Siswa membuat laporan evaluasi diri secara tertulis 	<p>15 menit</p> <p>10 menit</p> <p>15 menit</p>
--	--	---

	tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>).	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	10 menit

Pertemuan Ketiga

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya. 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan 	10 menit

	sesuai silabus	
Inti	<p>1. Observing (Mengamati)</p> <p>a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.</p> <p>b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p>	20 menit
	<p>2. Questioning (Menanya)</p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</p>	10 menit
	<p>3. Collecting data (Mengeksplorasi)</p> <p>a. Siswa mengeksplere gambar yang tentang</p> <p>b. berbagai tempat wisata dunia. Siswa</p>	15 menit

	<p>mendeskripsikan gambar tentang tempat</p> <p>c. Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</p> <p>4. Associating (Mengasosiasi)</p> <p>a. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</p> <p>c. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p>5. Communicating (Mengkomunikasikan)</p> <p>a. Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru.</p> <p>b. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>).</p>	<p>10 menit</p> <p>15 menit</p>
--	---	---------------------------------

Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	15 menit
---------	---	----------

Pertemuan Keempat

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya. 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit

Inti	<p>1. Observing (Mengamati)</p> <p>a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.</p> <p>b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p>	20 menit
	<p>2. Questioning (Menanya)</p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</p>	10 menit
	<p>3. Collecting data (Mengeksplorasi)</p> <p>a. Siswa mengeksklore gambar yang tentang</p> <p>b. berbagai tempat wisata dunia. Siswa mendeskripsikan gambar tentang tempat</p> <p>c. Siswa berpasangan menemukan informasi rinci</p>	15 menit

	<p>dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</p> <p>4. Associating (Mengasosiasi)</p> <ol style="list-style-type: none"> a. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. b. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. c. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating (Mengkomunikasikan)</p> <ol style="list-style-type: none"> a. Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru. b. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	<p>10 menit</p> <p>15 menit</p>
--	---	---------------------------------

Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	15 menit
---------	---	----------

Pertemuan Kelima

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya. 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit

Inti	<p>1. Observing (Mengamati)</p> <p>a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.</p> <p>b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p>	20 menit
	<p>2. Questioning (Menanya)</p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</p>	10 menit
	<p>3. Collecting data (Mengeksplorasi)</p> <p>a. Siswa mengeksklore gambar yang tentang</p> <p>b. berbagai tempat wisata dunia. Siswa mendeskripsikan gambar tentang tempat</p> <p>c. Siswa berpasangan menemukan informasi rinci</p>	15 menit

	<p>dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</p> <p>4. Associating (Mengasosiasi)</p> <ol style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating (Mengkomunikasikan)</p> <ol style="list-style-type: none"> Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	<p>10 menit</p> <p>15 menit</p>
--	--	---------------------------------

Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 	15 menit
---------	---	----------

Pertemuan Keenam

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya. 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit

Inti	<p>1. Observing (Mengamati)</p> <p>a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat.</p> <p>b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p>	20 menit
	<p>2. Questioning (Menanya)</p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</p>	10 menit
	<p>3. Collecting data (Mengeksplorasi)</p> <p>a. Siswa mengeksklore gambar yang tentang</p> <p>b. berbagai tempat wisata dunia. Siswa mendeskripsikan gambar tentang tempat</p> <p>c. Siswa berpasangan menemukan informasi rinci</p>	15 menit

	<p>dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</p> <p>4. Associating (Mengasosiasi)</p> <ol style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating (Mengkomunikasikan)</p> <ol style="list-style-type: none"> Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	<p>10 menit</p> <p>15 menit</p>
--	--	---------------------------------

Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 5. Menyampaikan kepada siswa bahwa akan dilakukan Post-test pada pertemuan selanjutnya. 	15 menit
---------	---	----------

H. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas :

1. Pencapaian fungsi sosial
2. Kelengkapan dan keruntutan struktur teks deskriptif
3. Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
4. Kesesuaian format penulisan/ penyampaian

KINERJA (praktik)

1. Menulis mading tentang deskripsi tempat wisata di depan kelas / berkelompok
2. Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif

Item Analysis	Score	Description
Content	90-100	Excellent: Meaning is conveyed effectively. Show a clear understanding of writing topic and main idea.
	80-89	Very Good: Meaning is conveyed but breaks down at items. Show a good understanding of writing topic and main idea.
	70-79	Good: Meaning is frequently clear unclear. Show some understanding of writing topic and main idea.
	60-69	Fairly Good : Meaning is unclear. Show little evidence of discourse understanding.
	50-59	Fair : No complete sentence are written and no evidence of concept of writing.
Organization	90-100	Excellent: organization is appropriate in writing (good grammatical) and contains clear intoduction, development of idea and conclusion
	80-89	Very Good: evens are organized logically, but some part or the sample may not be fully developed and rarely grammar.
	70-79	Good: organization maybe extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence, but still understandable
	60-69	Fairly good: Sample is compared if only a few disjoined sentences.
	50-59	Fair : no complete sentences of writing

Bulukumba, September 2018

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Dra. MARDIANA
NIP. 19660401 199403 2 008

NURDIANA HAMID
NIM. 10535603314

APPENDIX C

The Students' Score of Pre-test (X_1) and Post-test (X_2)

1. Content

Samples	Content	
	Pre-test	Post-test
S-1	55	60
S-2	55	80
S-3	70	85
S-4	55	65
S-5	60	70
S-6	70	85
S-7	65	75
S-8	60	70
S-9	50	65
S-10	65	75
S-11	50	60
S-12	60	70
S-13	70	80
S-14	60	70
S-15	65	75
S-16	50	60
S-17	70	80
S-18	55	75
S-19	65	85
S-20	55	65
S-21	65	70
S-22	60	85
S-23	50	60

S-24	50	65
S-25	60	70
S-26	70	80
S-27	50	65
S-28	65	75
S-29	70	80
S-30	60	70
Total	$\sum X = 1805$	$\sum X = 2170$

2. Organization

Samples	Organization	
	Pre-test	Post-test
S-1	65	65
S-2	60	75
S-3	70	85
S-4	50	70
S-5	60	75
S-6	70	80
S-7	50	75
S-8	60	75
S-9	50	65
S-10	55	70
S-11	50	60
S-12	65	80
S-13	70	75
S-14	60	70
S-15	65	85
S-16	60	70

S-17	70	85
S-18	65	65
S-19	65	80
S-20	55	65
S-21	60	75
S-22	70	70
S-23	65	65
S-24	50	75
S-25	55	60
S-26	70	85
S-27	55	65
S-28	60	70
S-29	70	85
S-30	55	70
Total	$\sum \mathbf{X= 1825}$	$\sum \mathbf{X= 2190}$

APPENDIX D
UJI NORMALITY
(Kolmogorov-smirnov)

1. Content

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
content-pre	30	100.0%	0	.0%	30	100.0%
content-post	30	100.0%	0	.0%	30	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
content-pre	.151	30	.079	.893	30	.006
content-post	.147	30	.096	.927	30	.040

a. Lilliefors Significance Correction

2. Organization

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Organization-Pre	30	100.0%	0	.0%	30	100.0%
Organization-Post	30	100.0%	0	.0%	30	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Organization-Pre	.155	30	.063	.892	30	.005
Organization-Post	.153	30	.070	.925	30	.036

a. Lilliefors Significance Correction

APPENDIX E

E.2 DATA ANALYSIS OF THE STUDENTS' SCORE BASED ON IBM STATISTICS SPSS 16 SOFTWARE

E.2.1 Data Analysis of Content

		Statistics	
		Content-Pre	Content-Post
N	Valid	30	30
	Missing	0	0
Mean		60.1667	72.3333
Std. Error of Mean		1.30171	1.47261
Median		60.3846 ^a	72.0833 ^a
Mode		60.00	70.00
Std. Deviation		7.12975	8.06582
Variance		50.833	65.057
Skewness		-.062	.064
Std. Error of Skewness		.427	.427
Kurtosis		-1.252	-1.055
Std. Error of Kurtosis		.833	.833
Range		20.00	25.00
Minimum		50.00	60.00
Maximum		70.00	85.00
Sum		1805.00	2170.00

a. Calculated from grouped data.

Frequency Table

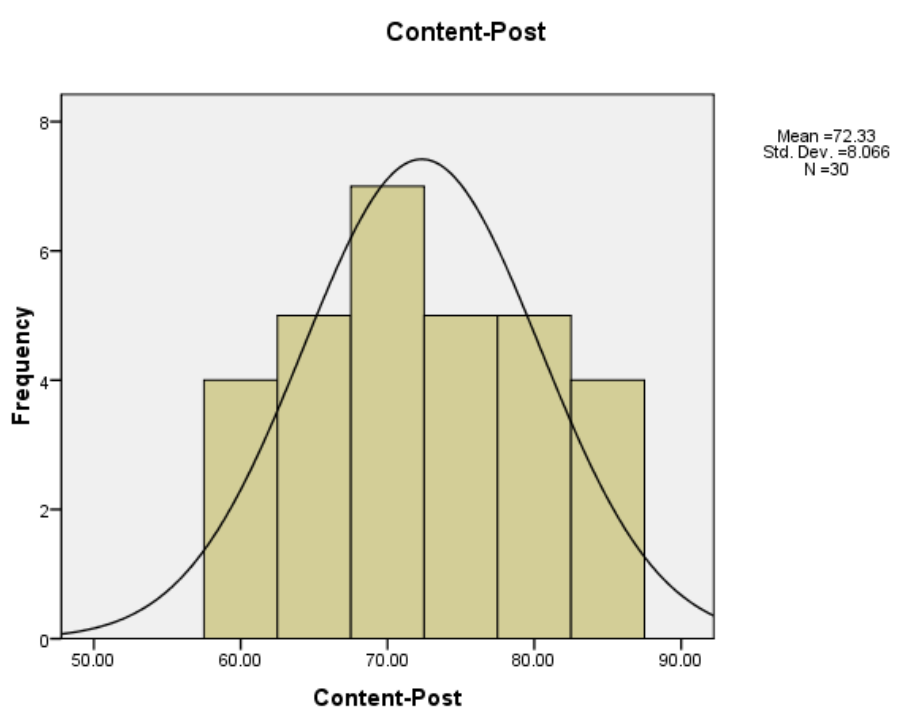
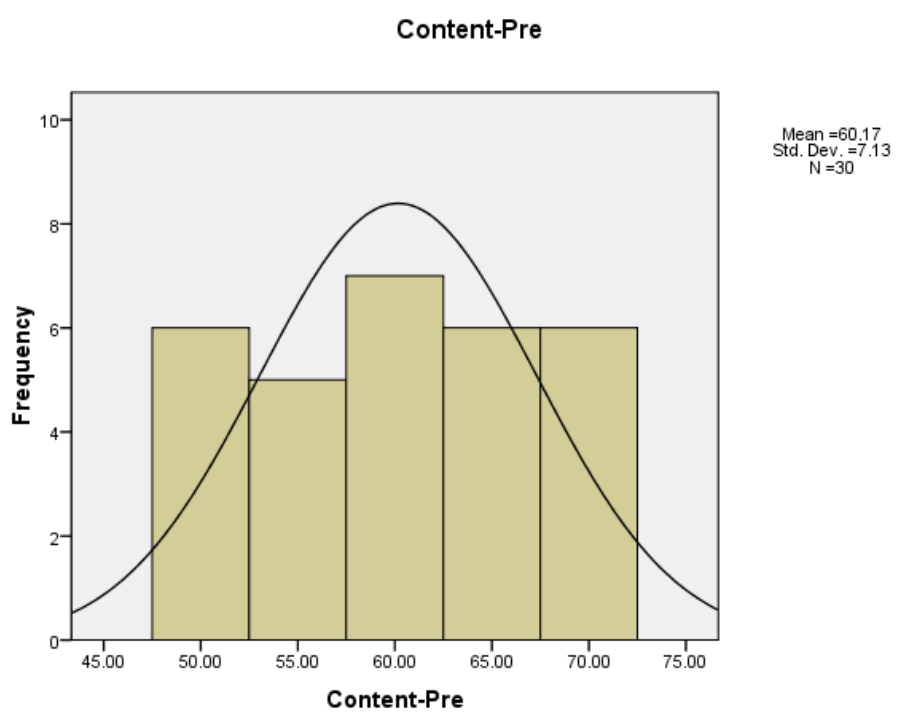
Content-Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	6	20.0	20.0	20.0
	55	5	16.7	16.7	36.7
	60	7	23.3	23.3	60.0
	65	6	20.0	20.0	80.0
	70	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Content-Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	13.3	13.3	13.3
	65	5	16.7	16.7	30.0
	70	7	23.3	23.3	53.3
	75	5	16.7	16.7	70.0
	80	5	16.7	16.7	86.7
	85	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Histogram



E.2.2 Data Analysis of Organization

		Statistics	
		Organization-Pre	Organization-Post
N	Valid	30	30
	Missing	0	0
Mean		60.8333	73.0000
Std. Error of Mean		1.29285	1.38962
Median		61.1538 ^a	72.5000 ^a
Mode		60.00 ^b	70.00 ^b
Std. Deviation		7.08122	7.61124
Variance		50.144	57.931
Skewness		-.159	.173
Std. Error of Skewness		.427	.427
Kurtosis		-1.213	-.895
Std. Error of Kurtosis		.833	.833
Range		20.00	25.00
Minimum		50.00	60.00
Maximum		70.00	85.00
Sum		1825.00	2190.00

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

Frequency Table

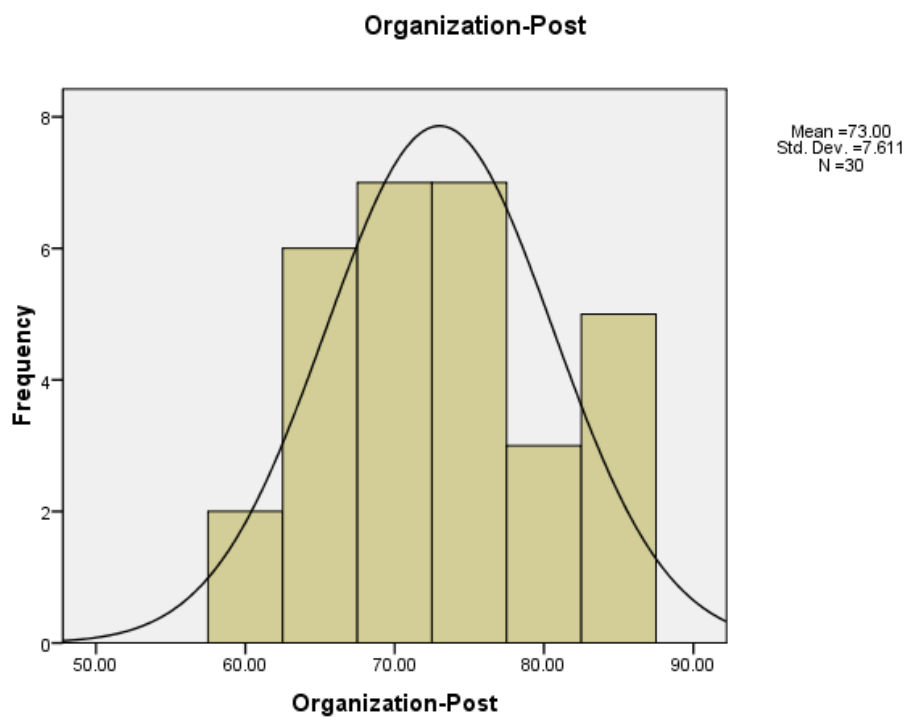
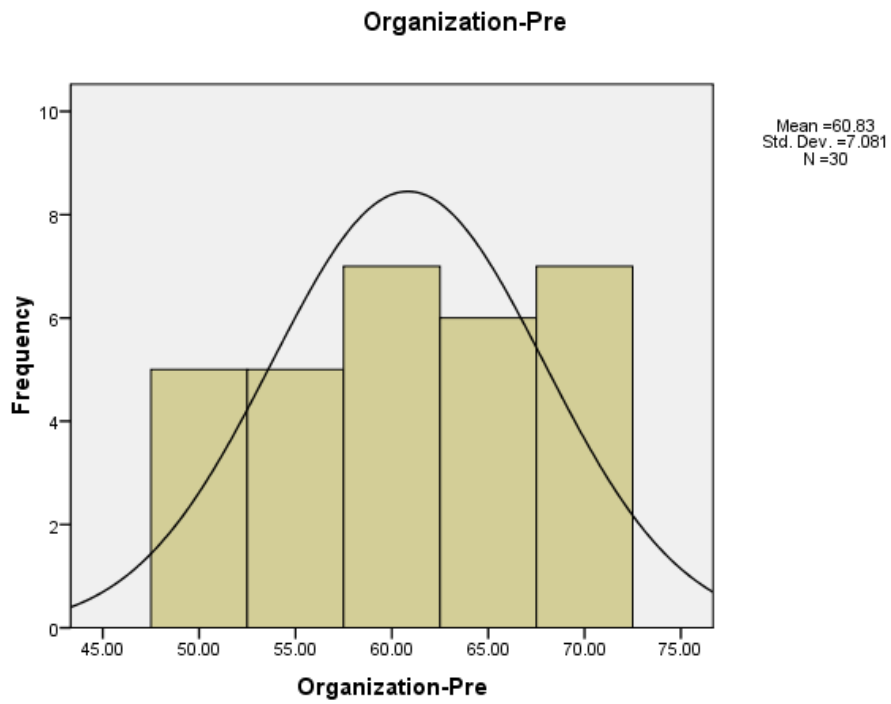
Organization-Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	16.7	16.7	16.7
	55	5	16.7	16.7	33.3
	60	7	23.3	23.3	56.7
	65	6	20.0	20.0	76.7
	70	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Organization-Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	65	6	20.0	20.0	26.7
	70	7	23.3	23.3	50.0
	75	7	23.3	23.3	73.3
	80	3	10.0	10.0	83.3
	85	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Histogram



E.2.3 Hypothesis Testing of Content

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Content-Post	72.3333	30	8.06582	1.47261
	Content-Pre	60.1667	30	7.12975	1.30171

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Content-Post & Content-Pre	30	.802	.000

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content-Post - Content-Pre	1.21667E1	4.85715	.88679	10.35298	13.98036	13.720	29	.000

E.2.4 Hypothesis Testing of Organization

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Organization-Post	73.0000	30	7.61124	1.38962
	Organization-Pre	60.8333	30	7.08122	1.29285

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Organization-Post & Organization-Pre	30	.592	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Organization-Post - Organization-Pre	1.21667E1	6.65444	1.21493	9.68186	14.65148	10.014	29	.000

APPENDIX F
TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N - 1 = 30 - 1 = 29, T- table = 2.04523

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	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.308
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.3271
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.2145
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

**APPENDIX G
DOCUMENTATION**







CURRICULUM VITAE



NURDIANA HAMID was born in Lamangiso, January 22, 1996. Her father's name is Malla Hamid and her mother's name is Indo Alang Hamid. She is the fourth child of 5 siblings. She began her elementary school at SDN 125 Balielo in Wajo Regency. She studied there for 4 years then continued her study at SDN 37 Palambarae, Bulukumba Regency and graduated in 2008, she continued her study at SMPN 2 Bulukumba and graduated in 2011. After finishing her study in junior high school, she continued her study at SMAN 8 Bulukumba and graduated in 2014. In the same year 2014, she was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.