# CHAPTER I

# INTRODUCTION

In this chapter, will discuss about background of the study, research problem, objective of the research, significance of study, scope and limitation and definition of key term.

* 1. **Background of The Study**

Writing is the one of the basic skills of the English language. Writing is not only arranging words into sentences but it is also arranging sentences or paragraphs. Then, it is neither an easy no spontaneous activity. In writing, students do not only have to keep the idea in mind and then write it, they need to have creativity to express and develop their idea as well. Writing is an activity that the students write their idea or their opinion about something. In writing process, the students have to give all of their ideas to make their writing good. The students have to express their thought to explain what the write are about(Virdyna, 2016).

There are so many approaches of teaching. One of them which is effective according to some teachers is cooperative learning or called collaborative learning, is a teaching strategy in which the student work in small teams using a variety of learning activities to enhance their understanding of a lesson. There are many strategies to use in writing skill for students, one of them is outdoor classroom activity.The outdoors provides a change of pace from the classroom, which students and teachers enjoy. Outdoor experiences help students increase their understanding of their natural and human communities, which leads to a sense of place. Through connection to place, students develop stronger environmental attitudes and civic behaviors. Outdoors learning experiences are the foundation of raising the next generation of active citizens who take care of their natural and human communities (Sheerman, 2015).

It relates to some previous study, as Suharmi(2015)a research entitled, “Improving Student’s Writing Skill in Descriptive Text by Using Outdoor Activity (A Classroom Action Research) of The Second Year of Mts. SudirmanKopeng, Getasan”. The researcher used Classroom Action Research (CAR), she said that outdoor activity can improve students’ descriptive writing skill. It was proven by students’ writing scores in every cycle. In the first cycle, the mean score of post – test was higher than the mean score of pre – test (64.53 > 56.56). Then, the mean score of post – test in Cycle II was higher than post – test mean score in Cycle I (70.59 > 64.53). Furthermore, the mean score of post - test in Cycle III was higher than post – test mean score in Cycle II (74.56 > 70.59). So, the researcher concluded that outdoor activity improved students’ writing ability in descriptive text.

The second previous research was conduct by Trifahmi(2013)a research entitled “The implementation of outdoor activity in teaching speaking descriptive”. In his study, he analyze in the first meeting, the student performance it was found there were some significant improvements and also some weaknesses within the activity, and second meeting it was better than the first meeting the teacher was still not satisfied. The last meeting, the students’ performance score of the last meeting. Most of the weaknesses that were found in the first meeting could be overcame in this meeting. The shy students looked more confident in the last meeting. The students mostly got progress in each aspect of speaking. In the interview with the students all the students said that outdoor class is very interesting way to learn English especially in descriptive text. Outdoor class activity is good alternative method in learning speaking descriptive and students experienced and understood what they learned.

Based some case above, outdoor classroom activity is good to implement in writing class. So, the researcher want to know the effectiveness of having outdoor classroom activity on student’s in writing skill.

* 1. **Research Problem**

The research question of the problem in this study is:

“Do the students taught using having outdoor classroom activity have better writing skill than those taught without having outdoor classroom activity?”

* 1. **Objective of the Research**

In line with the statement of problem:

To find out whether students taught using having outdoor classroom activity have better writing skill than those taught without having outdoor classroom activity.

* 1. **Significance of The Study**

The researcher expects that the result of the study will be useful and helpful to measure writing skill. The significance for teachers, they can have outdoor classroom activity as reference when to teaching writing skill. For student, they can use having outdoor classroom activity as easily to understand their lesson and make fun. For reader, it is hope having outdoor classroom activity can give more contributed the knowledge. For the researcher to know about outdoor classroom activity and how far the teach writing skill to the student writing ability. For the next researcher It is expected that in the future it can be used as a source of data for further research and further research based on other factors, different variables, more sample quantities, different places, more precise design and keep on writing in outdoor activity.

* 1. **Scope and Limitation**

In this study, the researcher has scope and limitation to analyze the problem, the scope of this study refers to the place of research, student, and variable. The place of this research is in SMPN 1 Banyuates. The students that will be participant or as sample are student from seventh grades. This study is focus on students writing skill which using having outdoor classroom activity.

* 1. **Hypotheses**

Hypothesis is a prediction of the relationship between research variables based on theory or logical common sense (Latief, 2015). Hypothesis in this research aredivided into two parts there are: alternative hypothesis (Ha) and null hypothesis (H0).

H0: The second semester seventh grade students taught using outdoor activity have lower score of writing ability that those taught without outdoor activity.

H1: The second semester seventh grade students taught using outdoor activity have higher score of writing ability that those taught without outdoor activity.

## 1.7 Definition of Key Term

In order clarify what variables are involves in the study some definition are put forwards:

1. Writing: Writing is a thought, idea, or expression that is poured in the form of words and sentences.
2. Outdoor classroom activity: Outdoor activities are activities in the outdoors or activities outside the classroom and have fun nature.
3. Descriptive text: Descriptive text is a text that describes the properties attached to something, be it human, animal, plant, or inanimate objects such as houses, cars and so forth.
4. Contextual teaching and learning: Contextual teaching and learning is a concept of learning that helps teachers relate between the material they are teaching and the students' real-world situations and encourage students to make connections between their knowledge and application in everyday life.