

**THE PERCEIVED EFFECTIVENESS OF OUTDOOR LEARNING  
ACTIVITIES TO IMPROVE WRITING DESCRIPTIVE TEXT  
FOR JUNIOR HIGH SCHOOL**

**THESIS**

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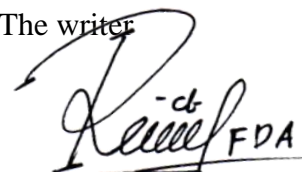
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Banda Aceh, 12 July 2021

The writer



Rindu Fadhyatul Putri

## ABSTRACT

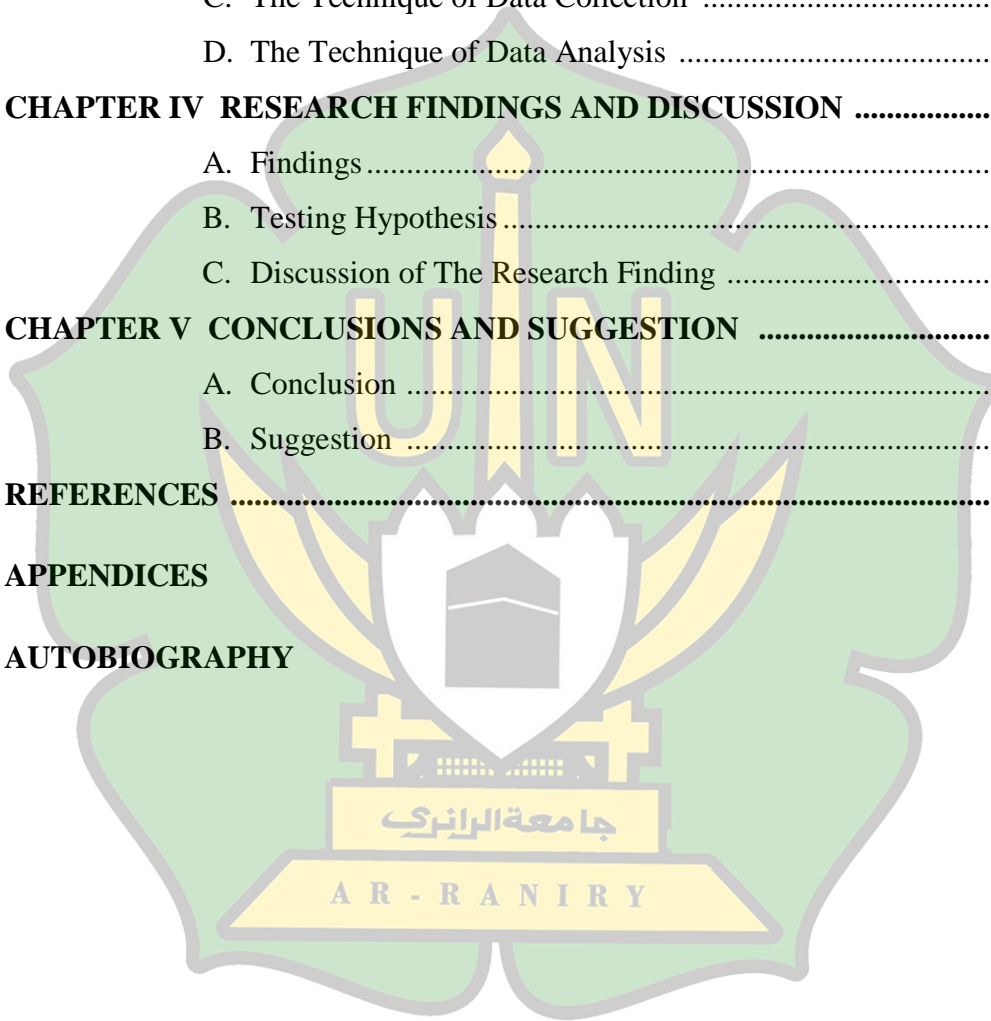
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and writing skill*

This research aimed to find out the perceived effectiveness of the Outdoor Learning Strategy to improve students' writing descriptive text that focused on content and organization at nine grade students of SMP Bahrul Ulum Islamic School (BULICS) Meulaboh. The researcher applied non-experimental and collected the data by giving the test. The sample of the research was class IX SMP Bahrul Ulum Islamic School (BULICS) Meulaboh. The total sample was 20 students consist of 10 males and 10 females. The sample was taken by used probability sampling technique. The research findings showed that Outdoor Learning Strategy is also effective to improve the students' writing descriptive text in terms of Content and Organization. Outdoor Learning Strategy gives the effectiveness for students' writing descriptive text in Terms of content, which shown by the mean score of content becomes 85,50. Besides that, outdoor learning strategy is also effective to improve the students' writing descriptive text in Terms of organization, which shown by the mean score of 81,75. In other word, the Outdoor Learning Strategy was effective to use in writing descriptive text particularly in making good content and organization.

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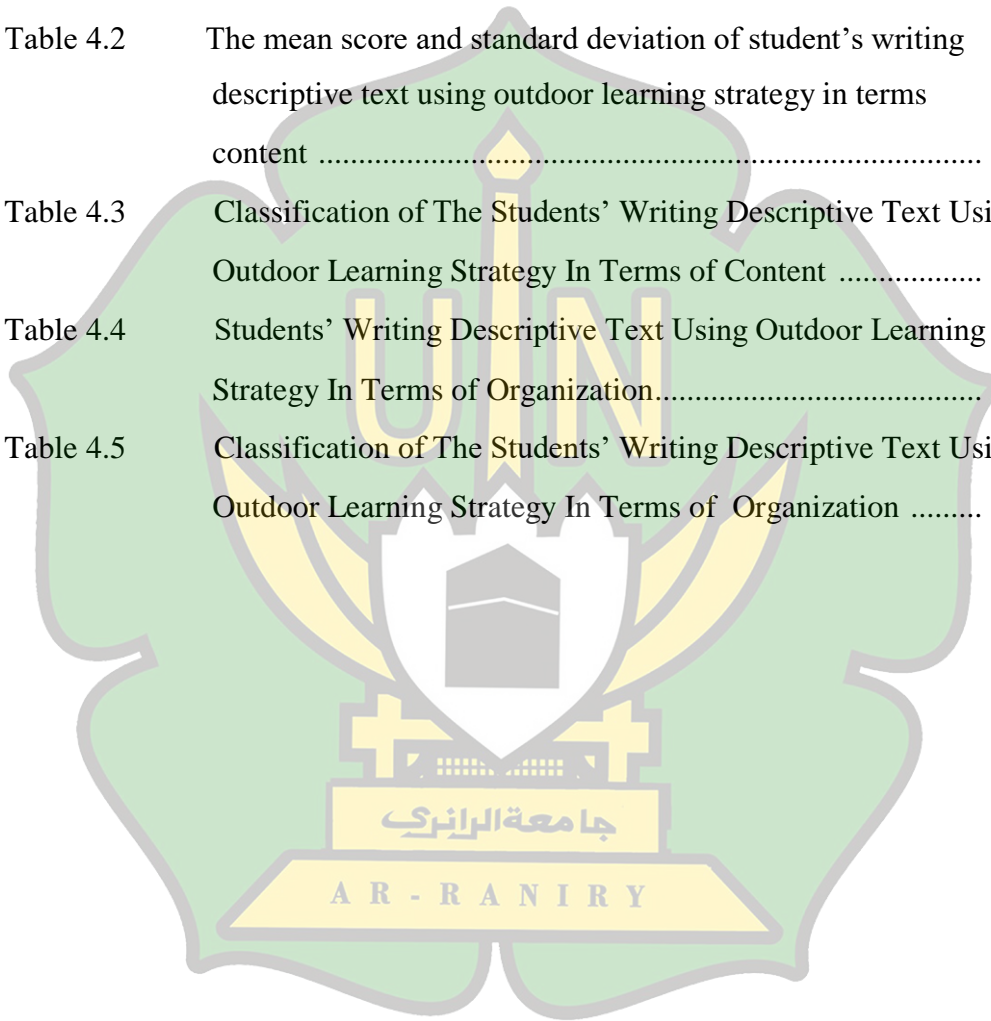
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# CHAPTER I

## INTRODUCTION

### A. Background Of Study

Writing is considered the most difficult skill since it involves several components including contents, vocabulary, grammatical, and orthographic. Writing is one of four basic skills that are used as a means to communicate with others. In writing, people express the language through a written form which is different from speaking that expresses the language orally. According to Nunan (1991) stated the writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables once. That statement shows that writing is a complex skill. It needs not only comprehension of language structure but also mastery of thinking and arranging words so it can be an understandable sentence. The writer must be able to organize the ideas, construct the sentences, to use punctuation and spelling well. Besides that, the writer must be able to arrange their writing into a cohesive and coherent paragraph and text that is why writing is a very complex skill. Thus, it is not an easy task for an English teacher to teach it. The teacher often finds difficulties in teaching writing.

One of the problems in teaching English is the learning environment. The learning environment is one of the important things in learning activities. Sometimes students feel bored if the teacher just teaches the material in the

classroom. According to Orion & Hofstein (1994), there are three types of learning environments, they are indoor, the laboratory, and the outdoors. Outdoor activity is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities because these activities are conducted outdoor. When the student is outdoor, the students can get more motivation to learn something. The sense of peace and pleasure is the children's experiences when the children take in the fresh air. In the outdoor, the children get inspiration for their writing because the children can see the object that they will describe, besides at outdoor they feel relax. While children spend time outside every day, the children have many ways to enrich the objective of the course and support children's development and acquisition.

Lestari & Munajat (2014) investigated outdoor learning as a strategy in teaching English. They focus on the implementation of outdoor learning to improve students' vocabulary mastery. Based on the expert, the researcher conducts this research to know the effectiveness of outdoor learning in teaching writing especially descriptive text in terms of content and organization.

At school, writing is very important for helping students to be better writers. Besides that, students are lack vocabulary, lack English grammar understanding, and lack practice. Many problems are commonly faced by the beginning writer; one of them is generating ideas on their writing. With the available topic, they are confused to begin the writing. In this case, they need help from the teacher, because, in the teaching-learning process, the teacher plays an

important role in attracting students' attention, especially in writing.

Nowadays, the teaching-learning process is not limited to the classroom, but also outside the classroom. Therefore, the place also influences learning activities besides the methods. The researcher thought the outdoor is a place where learners can explore the materials that cannot be found indoors. Moreover, studying in this way, they can refresh their mind. So, learning outside the classroom is an interesting way of learning English, especially in writing. In other words, outdoor learning can bolster the advancement of well-being, dynamic lifestyle, offers children openings for physical movement, opportunity, and development.

In junior high school, they have to learn some texts to write such as exposition, argumentation, narrative, descriptive, recount, report, and procedure. Many students are still confused and not good enough to write. It means that writing skill is so important to be improved and the teacher must be creative and give motivation for them. However, there are some educational problems related to English learning. The teacher of the third-grade students of BULISC (Bahrul Ulum Islamic School) in the academic year of 2020/2021, often finds the students who are difficult to thinking ideas, ordering them, considering vocabulary and grammar to write a sentence. It maybe occurs because of some factors, such as students' anxiety, students' native language, and lack of motivation to write a foreign language. On the other hand, the students often do mistakes in grammar and pronunciation aspects. Moreover, students rarely used writing to

communicate. Those all cause a lack of human resources with writing English competence.

To find out all related data about the problems, the researcher was concerned to research considerable title ‘The Perceived Effectiveness Of Outdoor Learning Activities In Writing Descriptive Text For Junior High School’.

### **B. Research Questions**

The writer formulated the research question of this study after explaining the background is:

Is outdoor learning activities effective to improve student’s writing descriptive text in term content and organization at Bahrul Ulum Islamic School?

### **C. The Aims of the Study**

The purpose of this research is to investigate the effectiveness of the outdoor learning strategy in writing descriptive text especially in terms of content and organization at Bahrul Ulum Islamic School.

### **D. Significance of the Study**

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

#### 1. Teacher

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

as outdoor learning.

## 2. Students

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

## 3. Reader

This study is expected to give a contribution to readers, particularly the student of the English Department of UIN Ar-Raniry Banda Aceh in enriching references concerned with the effectiveness of outdoor learning on writing descriptive text.

## 4. Researcher

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

## E. Terminology

The researcher wants to make this study clearer, it is necessary to explain some terms which are found in this proposal to help the readers understand them simpler. They are:

### 1. Outdoor and Indoor Learning Activities

The outdoor is a place that children of all ages can get pleasure from being in and can act on their strong impulse to investigate. The children can be curious, inventive, and interested. The outdoor learning activities can provide a place for physical education where students may hike, play

outside games, or study safety and first aid. Students can study natural cycles, collect soil or water samples, observe weather patterns or plants, explore rock and land formations, and these are just a few of the educational activities possible in an outdoor setting (Kimbrow, 2006). The unique and special nature of the outdoors brings opportunities to experience beauty, joy, wonder, and exuberance into children's everyday lives. Outdoor learning activities mean the place where the learners do activities related to learning writing, whether outside the classroom.

## 2. Writing Descriptive text

Descriptive text is a text which is used to describe something like a particular place, a certain person, or thing from the physical condition. The description is used to add details about something physical like a person, place, or thing. The junior high school students are required to understand the component of descriptive text genre, those are generic structure and language feature. The generic structures of this genre are identification (mention the special participant) and description (mention the part, quality, and characters of the subject being described). And for the language features of this genre, usually uses the simple present tense, adjective, noun phrase, and an adverbial phrase.

The purpose of writing descriptive text is to describe a person, place, or thing in such detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are



part of the experience. Furthermore, the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects to take the significant details and brings a clear picture to the readers, and avoid ambiguities. From the definition above, the experts have the same concepts or similar concepts about descriptive itself, they said that descriptive is to describe something like a person, place, or object.

#### **F. Scope of the Research**

To make this research specific, the researcher focused on using an outdoor learning strategy as strategy in the test samples. the researcher used an outdoor learning strategy especially in the area of the school and center ground. The researcher gives the test in writing especially descriptive text. In the descriptive text, the students focused only on describing particular things, places, or persons especially in describing their school. The aspects of writing that would be assessed were content and organization. This research took place at the ninth-grade students of SMP Bahrul Ulum Islamic School.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research Finding

Some previous studies are found by the researcher. The first previous study from the South African Journal of Education by Yıldırım & Akamcaw (2017) with the title “*The effect of outdoor learning activities on the development of preschool children*”. In light of the results of the present study, it can be concluded that outdoor learning activities contribute to the cognitive, linguistic, motoric, and social-emotional development of preschool children. It can be recommended that outdoor activities given in a framework of a program should be increased in preschool years.

The second previous study from a thesis presented to the faculty of the college of arts and sciences Florida gulf coast university in partial fulfillment of the requirement for the degree of master of arts in environmental studies by Phillips (2017) with the title “*A Comparison Of Indoor And Outdoor Education In Non-Formal Environmental Education*”. This study found that, while children are learning basic information about butterfly lifecycles and monarch butterflies outside of nature camps, outdoor engagement, in many ways, can promote a greater learning gain and understanding when learning about Florida butterflies and their lifecycles and a deeper level of learning to enhance long-term memory of the subject. With camp enrollment, young children will be asked to participate in a study in environmental education.

Young children's participation may involve a lecture on Florida butterflies, a pre and post environmental awareness survey, and a questionnaire on the butterfly talk. If your child wishes to participate, please fill out the consent and assent forms that are provided with young children's camp registration.

The third previous study from Chusnul (2016) with the title "*The Effectiveness of Outdoor Learning toward Students' Writing Skill at the Eleventh Grade of SMAN 1 Jets Ponorogo*". As a result of this study, outdoor learning is effective to be used in learning writing skills for students. The difference is in Chusnul thesis she applied outdoor learning in teaching writing recount text, while in this research the researcher applied outdoor learning in writing descriptive text.

The fourth research is from Lestari (2014) from Universitas Muhammadiyah Surakarta with the title "*Improving Student's Vocabulary by Using Outdoor Activities at the Sixth Year of SD Negeri 3 Jekani Mondokan Sragen*". Through this research, outdoor activities are effective to teach vocabulary rather than teaching inside the classroom. It made the student more interested and enjoy learning and teaching. The difference is by using a different method, besides that in Johar thesis she applied outdoor learning in teaching vocabulary while in this research the researcher applied outdoor learning in teaching writing.

Based on the surveys of past investigate over, the researcher concludes that the technique, precisely the outdoor learning technique is exceptionally

compelling to utilize in educating prepare particularly in educating composing graphic content. As we know that from a few discoveries over there is a noteworthy impact on the understudies to get the lesson effectively. Additionally, utilizing this procedure can make the understudies more eager and appreciate the learning process. The distinction between the past consider and the researchers ponder is one of the past consider over utilizing video clips to make strides in students' composing. Besides that, the students' more active and interest in learning English also gives a good response to this outdoor learning. From all of these previous studies proved that outdoor learning is effectively applied in teaching English, the students are more active, enjoy the learning process, and help the student to improve their achievement.

## **B. Outdoor Learning Activities**

### ***1. Definition of Outdoor Learning***

An outdoor classroom is an outdoor educational facility that can be developed into natural study grounds for educators, students, and anyone interested in the natural environment. Every subject or curriculum can be explained by the teacher in an outdoor classroom. Outdoor activity is an educational activity in which a school group leaves the classroom and goes out into the community to the actual source of information. From Journal House of Commons Educations and Skills Committee (2005) stressed that outdoor education gives depth to the curriculum and makes an important contribution to students' physical, personal, and social education. The outdoor classroom can also provide a place for long-term observation as students learn

how their activities affect the environment. As they gain skills and knowledge about the environment, students learn to make decisions that affect the use and management of natural resources.

An outdoor classroom is not only applicable when teaching environmental education, it also can be integrated into art, English, math, physical education, and science teaching plans. Students may want to draw the landscape in its natural setting or make leaf prints. They can write a journal or article on the progress of the outdoor classroom or an essay on the environment and surroundings. Kimbro (2006) expresses that an outdoor classroom is a perfect place to study slope and elevation or how to take measurements. The outdoor classroom can provide a place for physical education where students may hike, run cross country, play outside games, or study safety and first aid. Students can study natural cycles, collect soil or water samples, observe weather patterns, explore rock and land formations, and these are just a few of the educational activities possible in an outdoor setting. Thus, outdoor learning is a learning process that is done not inside the class but the students are asked to leave their class and they work outside the classroom.

## ***2. Learning Process in Outdoor***

The place or context in which learning takes place is an integral part of the learning process. There are three parts of the learning process in outdoor learning, the relationships between the people involved, the activities are undertaken and the place where the learning happens require

thought and consideration to maximize the learning opportunities and to meet the needs and aspirations of children and young people.

The place in which people learn also helps them to make connections between their experiences and the world around them in a meaningful context. Foghlamb (2008) stressed that Outdoor places provide a diversity of resources and spaces that is hard to replicate in an indoor environment. According to Justin & Mark (2004) the place or locations of outdoor learning can encompass:

- a. school grounds or gardens;
- b. wilderness areas;
- c. urban spaces;
- d. rural or city farms;
- e. parks and gardens; and
- f. field study/nature centers.

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

### 3. *Strengths and Weaknesses of Outdoor Activity*

According to Asiah & Mintohari (2014), there are strengths and weaknesses of outdoor activity:

a. Strengths of outdoor activity are as follows:

- 1) The students can understand the subjects;
- 2) The students can develop a curiosity;
- 3) The students used to work as systematically;
- 4) The students can process through observation;
- 5) The students know about the relationship of structure about the object; and
- 6) The students can compare the result with other students.

b. Weakness of outdoor activity is as follows:

- 1) The students like to gad in the outclass.
- 2) The students cannot concentrate and unless.

### 4. *The Benefits of Outdoor Learning*

There is now a substantial base of national and international evidence about the benefits of taking learning outdoors. Foghlamb (2008) claims the impact of outdoor learning on children and young people's health and wellbeing, wider achievements, attainment, and personal development is often recognized by practitioners. There are some general benefits of taking learning outdoor:



1. Connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge, and understanding in a meaningful context.
2. Outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, inquiry, critical thinking, and reflection.
3. Children and young people find that not everything outside matches the models or textbooks. This does not mean that what they have found is wrong. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills.
4. Children and young people can understand the relevance of a subject taught in school to everyday life.
5. Children and young people can sometimes behave differently outdoors. Quiet pupils may speak more, others become calmer and more focused when outside, especially in a natural space.
6. The multi-sensory experience outdoors helps children and young people to retain knowledge more effectively. There are opportunities for pupils to learn with their whole bodies on a large scale.
7. Learning in a less structured environment can provide a different learning experience from that of the classroom.



8. Being outdoors can be a more relaxing learning experience for many learners.

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

### **C. Writing**

#### **1. *The Nature of Writing***

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

Writing is one of the language skills which have to be possessed by language learners. Besides, writing also will never be separated from education. At the end of the lesson, the learners are required to produce a written product. Durga & Rao (2018) define that writing as one of the four skills LSRW (listening, speaking, reading, writing) in language learning. It is the system of written symbols, representing the sound, syllables, or words of a language with different mechanisms-capitalization, spelling, and punctuation, word form, and function.

Writing can be defined by a series of contrast. It is both a physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and, organizing them into statements and paragraphs that will be clear to a reader. Its purpose is to express and impress. Writers typically serve two masters: themselves and their desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways.

According to Nunan (2003) stated the writing is a process of thinking to get ideas and put them into the form of sentences and paragraphs. The researcher can conclude that writing is the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

## ***2. Components of Writing***

The writing skills are complex and sometimes difficult to teaches, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Heaton (2000) stated the following analysis attempts to group the many and varied skills necessary for writing good prose into five general components, they are:

1. Language use; the ability to write correct and appropriate sentences.
2. Mechanical skills; the ability to use correctly those conventions peculiar to the written language.
3. Treatment of content; the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills; the ability to manipulate sentences and paragraphs, and the use of language effectively.
5. Judgment skills; the ability to write in a particular manner, to select, organize, and order relevant information.

### 3. *Writing Process*

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product. The writing process may divide into some stage. According to Hogue (2003, p.256) there are 4 steps in the writing process, they are:

1. Create the ideas;
2. Organize the ideas;
3. Polish the writer; and
4. Making revisions.

All of these techniques are part of what has been called the process approach or process writing. Nunan (2003) stated the process approach serves today as an umbrella term for many types of writing course. What the term captures is the fact that student writers engage in

their writing tasks through a cyclical approach rather than through a single-shoot approach. In the first step of the process, the writer creates ideas. In the second step, the writer organizes the ideas. In the third step, the writer writes a rough draft. In the final step, the writer polishes the rough draft by editing it and making revisions.

#### 4. Creating (prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because writers do the step before start writing. A common mistake of the beginning writer is too big from Hogue (2003) says the writer not able to explain it completely and the writer only able to discuss it very generally, without the details that make writing informative and interesting to readers.

#### 5. Organizing (planning)

The next step in the writing process is to organize the writer's ideas. Many writers do this by outlining. Outlining forces the writer to put ideas into a logical order. Besides, having an outline writing keeps the writer on target.

#### 6. Writing (drafting)

The third is drafting. the writer has done prewriting and planning, write down the topic sentence, and underline it. Doing this will remind the writer of the focus on paragraphs. The writer can write paragraphs following the outline as closely as possible

and developing the outline became a good paragraph.

#### 7. Polishing (revising and editing)

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

#### 4. Teaching Writing Strategies

Brown (2004) argues that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching writing means the act of guiding or instructing to create written work. In teaching writing, the teacher as a facilitator helps the students understand and practice learning writing. There are some principles for teaching writing:

1. Understand the student's reason for writing.
2. Provide many opportunities for students to write.
3. Make feedback helpful and meaningful.
4. Clarify for the teacher and the students, how the students' writing will be evaluated.

Besides those principles, when teaching writing the teacher should choose the appropriate writing activities. According to Hadfield & Charles (2008) "in writing activities, the teacher chooses should be

interesting and motivating, be appropriate to learners level, and be appropriate for the kind of learners the teacher in teaching” (p. 122).

## **D. Descriptive text**

### ***1. Definition of Descriptive Text***

According to Anten (2012) in the book ‘Discussion Materials of Genre’ for Senior High Schools students, the definition of descriptive text is “a text which says what a person or thing is like” (p. 11). The relevant study was conducted by Hyland (2004) said that “descriptive text is a text which has a social purpose to give an account of imagined or factual events “ (p.214).

There are three stages within a descriptive text:

- a) Identification: has the purpose to define, classify, or generalize the phenomenon.
- b) Aspect: has the purpose to describe attributes of each category of the phenomenon.
- c) Conclusion: has the purpose, to sum up, the description.

Besides, White (1986) argues that “the description is a drawing in words” (p.61). If narration aims to help your readers experience an incident, then description aims to help the readers see the objects, person, and sensation you present. A narrative paragraph moves through time while a descriptive one through space.

The characteristic of it is the generic structure using identifying the phenomenon to be described, describing the phenomenon in parts qualities. The language feature of descriptive text use attributive and



identifying process, use adjective and classifiers in the nominal group, use the simple present tense.

Another expert Katherine (2000) proposed that descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch. From the definition above, the experts have the same concepts or similar concepts about descriptive itself, in the context of education, the writer only focuses on the descriptive text which is mostly purposed to describe a particular person, place, or object.

## ***2. The Structure of Descriptive Text***

In writing descriptive text, it should consist of a generic structure, such as identification, description, and conclusion. The process of writing is not just an outcome of thinking, it also helps to feed the thinking process, and to give rise to new insights and angles on the material the writer tackling. One of the reasons that people often feel blocked when writing for academia is the inherent assumption that the young learner has to think very carefully about what the young learner is going to write and to perfect these thoughts before ever putting pen to paper. Anderson (2013) states that features of a factual description have been regarded as following the generic structure of the 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

The 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 the physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or value, and other characteristics of the subject which is like the uniqueness 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 necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. Besides, it reminds the reader of the important point, or in other words, it is to emphasize the reader to imagine the subject.

### 3. *The linguistic features of descriptive text*

According to Mark & Kathy (1998, p. 26), a descriptive paragraph usually includes the following linguistic features:

- a) The verb is in the present tense.
- b) Adjectives to describe the features of the subject.
- c) Topic sentences to begin paragraph and organize the various aspects of the description.

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

The generic features of description usually use verbs that are in the present tense of the infinitive verbs. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes smells, and looks.

#### **E. Theoretical framework**

The theoretical framework is a concept in the proposal about the theories that can be related to the factors which are identified as important problems. In improving the student's writing mastery, the teachers need either way to make their students master it. By using outdoor learning the

students can perceive their writing achievement. The researcher thinks that the students feel more interested, easy, and motivated to learn the subject matter.

The research is quantitative research, with the title 'The Perceived Effectiveness of Outdoor and Indoor Learning Activities in Writing Descriptive Text at the Third Grade Students of Bahrul Ulum Islamic School in Academic Year 2020/2021 as the title of the research. The research will use outdoor learning to improve students in writing descriptive text. The students will use this strategy to improve their writing. After that, the researcher will observe this process to know, is there a significant student's writing achievement by using and without outdoor learning strategy.

#### **F. Hypothesis**

The hypothesis is abstract and concerned with theories and concepts, where is the research used to test the Hypothesis is specifics and based on the fact. The hypothesis of this research is the outdoor activities are more perceived the effective in learning to write a descriptive text.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research designs were plans and steps for research that span the decisions from broad assumptions to the detailed methods of data collection and analysis. 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.

In this research, the researcher conducted a quantitative method. Quantitative research emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation. Quantitative research based on the measurement of quantity or amount (John,2019). It is applicable to phenomena that can be expressed in term of quantity. Quantitative research consists of two kinds. they are experimental (true experimental, quasi-experimental, and pre-experimental) and non-experimental (descriptive, survey, ex-post-facto, comparative, and correlation).

In this research, the method that is used is the non-experimental research method. Non-experimental inquire is the sort of investigation that does not include the control or independent variable. In the non-experimental investigation, analysts degree factors as they normally happen without any advance control. Based on the case of the researcher, where students will be tested for students' ability to write descriptive text and the control or the independent variable is an outdoor learning activity. Researchers will measure the outdoor learning strategy give effect to students' ability to write descriptive texts whether done outdoors.

In this study, the researcher wants to know the effectiveness of outdoor learning towards a student's achievement in writing descriptive text at SMP Bahrul Ulum Islamic School. The effectiveness is known after knowing the students' learning ability using outdoor learning by test scores.

## B. The Instrument of The Research

An instrument is a tool used for a particular purpose, especially for dedicated or scientific work. The instrument of data collection is the way to get data in the research used by a researcher. This researcher use the test as the instrument to perceived the effectiveness learning outdoor in writing descriptive text.

Table 3.1

*The instrument of Data Collection*

| Title   | Variable               | Indicator                                   | Instrument |
|---|------------------------|---|------------|
| The Perceived Effectiveness of Indoor And Outdoor Learning Activities To Improve Writing Descriptive Text For Junior High School<br>(Study At Bahrul Ulum Islamic School) | - Outdoor Learning (X) | The students can write description text (Y) | Test       |

According to Brown (2001) the test is a technique to measure somebody's knowledge or competence in understanding of the knowledge. The test was given to identify the students' ability in writing descriptive text. In this case, the indoor test was given before the teaching experiment was conducted and the outdoor test was given after the teaching experiment was conducted. It was used to evaluate the perceived effectiveness of learning descriptive text. The test related to their



description of their boarding school, and here the researcher asked them to write a descriptive text.

The kinds of variable related to research, consisted of independent and dependent variable. Independent variable is the variable that is influenced by another variable to achieve what was expected by the researcher. The independent variable (X) in this research was outdoor learning strategy. whereas, the dependent variable is the result that is expected through the implementation of the independent variable. The dependent variable (Y) in this research was writing descriptive text.

### **C. Research Setting**

#### ***1. Research Location Profile***

This research was conducted at the SMP Bahrul Ulum Islamic School. SMP BULISC is located at Jalan Tgk. Chik Ditiro, Suwak Indrapuri Kec. Johan Pahlawan Kab. Aceh Barat. The place was chosen in consideration of the student's English ability.

#### ***2. Population and Sample***

##### **a. Population**

The population is a collection of data whose properties are analyzed. According to Latief (2014, p.181) population is all the numbers of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research. Besides that, according to Arikunto (2013, p. 174) population was formulated as the whole groups of

people or objects that have been formulated clearly. Thus, the population was all of the participants that are observed by the researcher.

The population of the research was the students of class IX that consist of IX-A 10 male and XI-B 10 female students in the academic year of 2020/2021.

### **b. Sample**

A sampling technique is a technique to take a sample. Sampling is a small group that is observed. Sampling is also a way the researcher selects some individuals as a sample that presents the population. Ary (2006) classifies two major types of sampling procedures to probably sampling and non-probably sampling. In probability sampling, respondents are randomly selected to take part in a survey or other mode of research. For a sample to qualify as a probability sample, each person in a population must have an equal chance of being selected for a study, and the researcher must know the probability that an individual will be selected.

The researcher used probably sampling. It is a saturation sample. After all, the population was used as a sample because the population was relatively small. Through that technique, the researcher determined the population as a sample of IX class at Bahrul Ulum Islamic School. The total sample was 20 students consist of 10 males and 10 females.

## D. The Technique of Data Collection

The technique of collecting data in this research is test. The test was applied to investigate the perceived effectiveness of outdoor learning in writing descriptive text at the third-year student of Bahrul Ulum Islamic School. The researcher used a test to get scores of data from students. The analytic scale for measuring student's writing (Harmer, 2008).

Table 3.2

*Analytic scale for rating composition task (Harmer,2008)*

| Item Analysis       | Score  | Description  |
|---------------------|--------|--|
| <b>Content</b>      | 90-100 | <b>Excellent :</b><br>1. meaning is conveyed effectively.<br>2. Show a clear understanding of the writing topic and main idea.                                       |
|                     | 80-89  | <b>Very good :</b><br>1. meaning is conveyed but breaks down at items.<br>2. Show a good understanding of the writing topic and main idea.                           |
|                     | 70-79  | <b>Good :</b><br>1. Meaning is frequently clear unclear.<br>2. Show some understanding of the writing topic and main idea.   |
|                     | 60-69  | <b>Fairly good :</b><br>1. The meaning is unclear.<br>2. Show little evidence of discourse understanding.  |
|                     | 50-59  | <b>Fair :</b><br>1. No complete sentence is written<br>2. No evidence of the concept of writing.   |
| <b>Organization</b> | 90-100 | <b>Excellent :</b><br>1. The organization is appropriate in writing (good grammatical).<br>2. Contains clear introduction.<br>3. Development of idea and conclusion. |
|                     | 80-90  | <b>Very good :</b><br>1. Evens are organized logically.<br>2. Some parts of the sample may not be fully developed and rarely grammar.                                |
|                     | 70-79  | <b>Good :</b>  |

|       |  |
|-------|--|
|       | 1. The organization may be extremely simple or evidence of disorganization |
|       | 2. There are several ungrammatical sentences but still understandable.     |
| 60-69 | <b>Fairy good :</b>  |
|       | 1. The sample is compared if only a few disjointed sentences.              |
| 50-59 | <b>Fair :</b>  |
|       | 1. No complete sentence of writing.  |

---

The researcher use analytic scale for measuring student's writing after give the test. The table can help researcher to scoring the student paper test. After collecting the data, the researcher used the result of the test to analyze the data. The researcher calculated the score to find the mean, median, mode and standart deviation. The data obtained from the test. The data would be compared from content and organization mean, median and standard deviation score of the test. It was analyzed and processed by using *IBM SPSS Statistic 16.0*.

#### **E. Technique of Data Analyzing**

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 the 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, median, mode and standard deviation of the students, the researcher applied IBM Statistic SPSS 16.0 Software.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter answers of research question in the previous chapter and consists of findings and discussion. Findings show a description of results from the data that had been collected through writing tests which are described in graphic or chart or table form. Then, the discussion contains an explanation of findings that reflect the result of the data. In this discussion, the researcher uses their word to explain it.

#### **A. Finding Description of Data**

In this chapter, the researcher would explain the result of the research. The researcher would attempt to submit the data as outcomes of the research has hold in third grade of SMP Bahrul Ulum Islamic School. The researcher took 20 students as a subject in this research. It is divided into two class. There are 10 students from X-A female and 10 students from X-B male. To getting the data the researcher used test as instrument, they were result of student writing descriptive text. The score was taken from the test. The researcher provided the students the test conducted indoor for 1 hour and 30 minutes. Students had to make paragraphs consist of 2 minimal paragraphs of descriptive text with the theme “My School”.

When learning by using outdoor activity method students would be able to develop their ability and creativity with the widest extent in the open. Student could learn from direct experience, especially in learning writing descriptive text



focusing in organization and content. Using outdoor activity not only described one object just like described a person but students also able to describe other object such as plants and place that exist in the school environment, because this outdoor strategy was very influence the student's interested in learning and provided a lot of inspiration. From the test obtained student's score as follows:

Table 4.1

*The student's score test in organization and content*

| No  | Name | Organization | Content | Score |
|-----|------|--------------|---------|-------|
| 1.  | S 1  | 75           | 75      | 75    |
| 2.  | S 2  | 80           | 90      | 85    |
| 3.  | S 3  | 75           | 75      | 75    |
| 4.  | S 4  | 90           | 100     | 95    |
| 5.  | S 5  | 100          | 100     | 100   |
| 6.  | S 6  | 100          | 100     | 100   |
| 7.  | S 7  | 75           | 75      | 75    |
| 8.  | S 8  | 75           | 75      | 75    |
| 9.  | S 9  | 60           | 90      | 75    |
| 10. | S 10 | 85           | 75      | 80    |
| 11. | S 11 | 90           | 100     | 95    |
| 12. | S 12 | 95           | 100     | 97    |
| 13. | S 13 | 90           | 90      | 90    |
| 14. | S 14 | 70           | 80      | 75    |
| 15. | S 15 | 95           | 85      | 90    |
| 16. | S 16 | 75           | 75      | 75    |
| 17. | S 17 | 65           | 85      | 75    |
| 18. | S 18 | 85           | 95      | 90    |
| 19. | S 19 | 75           | 75      | 75    |
| 20. | S 20 | 80           | 70      | 75    |

The findings of the research that writing through Outdoor Learning Strategy could perceive the effectiveness writing descriptive text in content and organization. For further interpretation of the data analysis are given below:

***1. Students' Writing Descriptive Text In Terms Of Content and Classification Using Outdoor Learning Strategy***

Students' content skill in writing descriptive text using outdoor learning strategy in the test is good and more organized. In the test applied outdoor learning strategy the students more understand about the content.

Table 4.2

*The mean score and standard deviation of Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms Content*

| N            | Mean score | Standard deviation |
|--------------|------------|--------------------|
| 20 student's | 85.50      | 10.870             |

Table 4.2 shows that the mean score of content skill from students writing descriptive text in terms of content by outdoor learning strategy. The mean score of the students in the test which to be 85,50 and standard deviation was 10.870. it can be concluded from the test that outdoor learning strategy in term content was get good score. Students' content skill is supported by the mean score of students in the test. With the outdoor learning strategy, the students easily make content in writing as well. On the other hand, the students' content skill is supported by the mean score of students on the test in content was 85,50 (very good). Development of ideas has been completely developed; their writing has been coherent enough to the topic as explained before that the writing content has 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:

*“my name is muhammad hafiq. I am a student in BULISC and now I am in third grade. BULISC has 7 classes and 2 building dormitories for girls 8 rooms and boys 8 rooms. My school also has a large field for play football, basketball, volleyball, and baseball. My school also has 2 laboratories, one mushallah, 2 canteens, teacher’s room, wash towel in front of our class, 4 bathrooms for every dormitory on the second floor.”*

The students did not know the process to make a good-structured in writing as explained by Harmer (2004) Limited that writing is started by making planning. Before starting to write down a paper, a writer makes a draft that 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.

Table 4.3

*Classification of the Students’ Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Content*

| Classification | Score  | Test      |            |
|----------------|--------|-----------|------------|
|                |        | F         | %          |
| Excellent      | 90-100 | 9         | 45 %       |
| Very Good      | 80-89  | 4         | 15 %       |
| Good           | 70-79  | 7         | 40 %       |
| Fairly Good    | 60-69  | 0         | 0          |
| <b>Total</b>   |        | <b>20</b> | <b>100</b> |

Table 4.3, shows that the Classification of the students score in content skill from the test there are 9 (45%) students excellent, 4 (15%) students got very good, 7 (40%) students got good, and none of the student’s got Fairly Good.

On the other hand, the students' content in writing descriptive text by using outdoor activities give good effect for student. It show by the classification.

Students' Content Skill is supported by the mean score of students on the test in Content was 85,50 (very good). Development of ideas has been completely developed; their writing has been coherent enough to the topic as explained before by Jacobi-Vessel (2013) that the writing content has 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 in BULISC. My school is green and beautiful. There are so many large trees which make the air around my school become very fresh and clean. My school is old building consists of two floors. The color of my school is green and cream and surrounded by a not very high fence."*

Based on the mean score and classification of student writing descriptive text using outdoor learning activities show that students get good score and none of the student's got fairly good. Therefore, it can be concluded that Outdoor Learning Strategy could effective for students' writing descriptive text in terms of content.

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

Students' organization skill in writing descriptive text using outdoor learning strategy in the test is good and more organized. In the test applied outdoor learning strategy the students more understand about the organization.

It show by the result below:

Table 4.4.

*The mean score and standard deviation of Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms Organization*

| N            | Mean score | Standard deviation |
|--------------|------------|--------------------|
| 20 student's | 81,75      | 11,271             |

Table 4.4 shows that the mean score of students' Organization Skills in test improved after teaching writing descriptive text by using outdoor learning strategy. The mean score of the students in the test was 81,75 and standard deviation was 11,271. Applying outdoor strategy make student's easily to make detail explanation. It means that the use of outdoor learning is effective as the students' writing skill in descriptive text.

Table 4.5

*Classification of the Students' Writing Descriptive Text Using Outdoor Learning Strategy in Terms of Organization in the test.*

| Classification | Score  | Test |      |
|----------------|--------|------|------|
|                |        | F    | 100% |
| Excellent      | 90-100 | 7    | 35 % |

|             |       |    |      |
|-------------|-------|----|------|
| Very Good   | 80-89 | 4  | 20 % |
| Good        | 70-79 | 7  | 35 % |
| Fairly Good | 60-69 | 2  | 10 % |
| Total       |       | 20 | 100  |

Table 4.5 shows that the Classification of the students' score in Organization Skill in the test there are 7 (35%) students got excellent, 4 (20%) students got very good, 7 (35%) students are in the category of good and 2 (10%) of them are fairly good.

Whereas, Jacob (2013) has explained that good organization in a text is when the writer has arranged and organizes the ideas. The paragraph can be coherent if the ideas are putting in the right order. The students' mean score on the test was 81,75 very good. Generally, Introduction is minimally recognizable; the organization can barely be seen and the students can begin to order ideas in the body as well. The sample of their writing are presented below:

*“When you enter my school, we are greeted by billboards made of wood in front of the gate. Besides, there is a brown security post use for item reserve when visiting days for parents. My school also has a dormitory.”*

The finding of this research was suitable with the theory of Foghlamb (2008) 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. Based on this statement student's interest is important in the teaching-learning process. Student's needs motivation and teacher should motivate the students, so student's can enjoy the learning process.

## **B. Discussion of Research Findings**

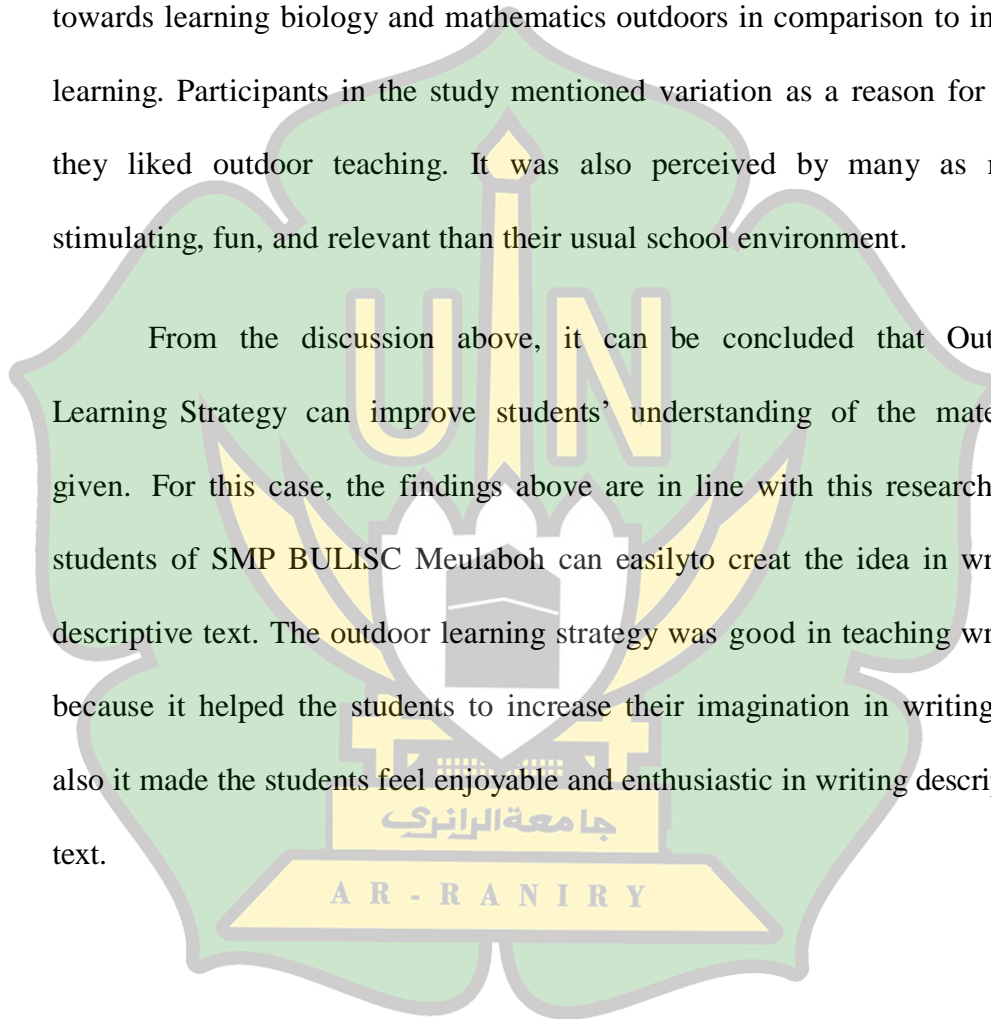
Based on the findings of the research, It has been found that the students who are taught by using the Outdoor Learning Strategy method have been perceived as effective in Teaching Writing Descriptive Text. Learning Strategy could give spirit in studied. It made the student's more understanding the descriptive text because the students' got saw immediately what would the student's made the object, learn outdoor class also made them more passionate in learning given a lot of inspiration in learning writing, because the student's felt atmosphere of the new that was not boring, and the students were enthusiastic in learning descriptive text. It answer the question in chapter one. The use outdoor learning activities was the most appropriate strategy for learning.

Some findings from experts support the findings of this research, they were first, Albihar (2013) found that there was a significant influence for blind children (disability). They have understood the part of the plant easily by using the Outdoor Learning strategy and also Rahmayati (2015) found that using Outdoor Learning with puzzle blocks can improve the students' caring to the environment and make students can understand easily the lesson about the ecosystem. Same to this research, it was perceived that the learners

were more interested in learning English, especially by implementing Outdoor Learning Strategy.

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 of the materials given. For this case, the findings above are in line with this research, the students of SMP BULISC Meulaboh can easily to creat the idea in writing descriptive text. The outdoor learning strategy was good 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 descriptive text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, research finding, and discussion in previous chapter, the researcher concluded that:

Using outdoor learning strategy was effective in teaching writing skill especially in descriptive text for third students in SMP Bahrul Ulum Islamic School. Outdoor Learning Strategy gives the effectiveness for students' writing descriptive text in terms of content shown by the mean score becomes 85,50 and mean score of organization becomes 81,75. In other word, using outdoor learning activity method has significant influence in teaching writing descriptive text. Outdoor learning activity method students not only described one object just like described a person but students also able to describe other objects such as plants and places that exist in the school environment. Outdoor strategy was very Influence for the students interested in learning and provided a lot of inspiration.

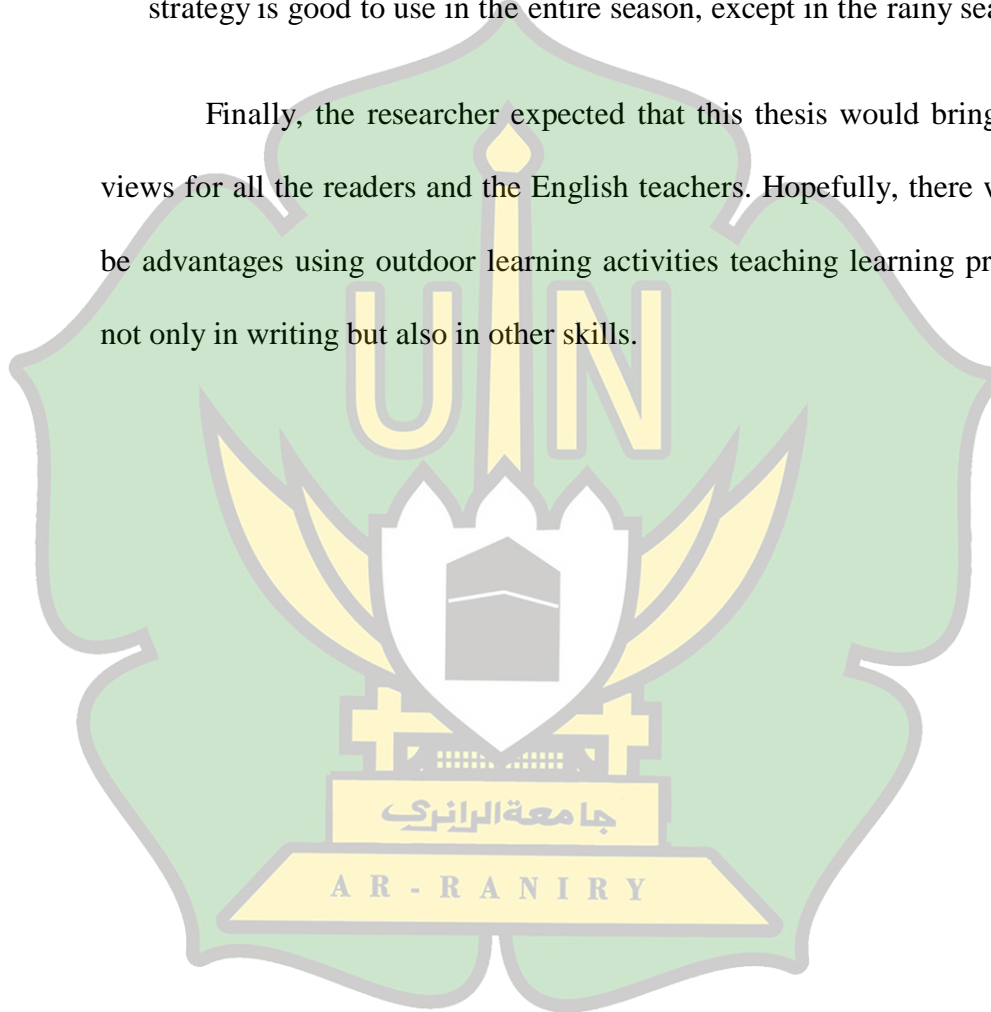
#### B. Suggestion

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. Here were some suggestions as follows:

1. Outdoor learning activities is not onle used for the beginning but also for advance it is self.

2. Outdoor learning activities was suggested to use for teacher as an alternative activities or method in teaching learning process especially writing.
3. Using outdoor learning activities depends on the weather. This strategy is good to use in the entire season, except in the rainy season.

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



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-7584/UN.08/FTK/KP.07.6/04/2021**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021
- MEMUTUSKAN**
- Menetapkan :  
**PERTAMA** : Menunjuk Saudara:
- |                            |                            |
|----------------------------|----------------------------|
| 1. Drs. Lukmanul Hakim, MA | Sebagai Pembimbing Pertama |
| 2. Rahmi Fhonna, M.A.      | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : **Rindu Fadhlyatul Putri**
- NIM : **160203239**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Perceived Effectiveness Of Outdoor Learning Activities To Improve Writing Descriptive Text For Junior High School**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 16 April 2021  
**An. Rektor**  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA UNIVERSITAS ISLAM  
NEGERI AR-RANIRY FAKULTAS TARBİYAH  
DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telpon : 0651-7557321, Email : [Uin@ar-raniry.ac.id](mailto:Uin@ar-raniry.ac.id)

Nomor : B-8628/Un.008/FTK-I/TL.00/05/2021  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Kepala SMP Bahrul Ulum Islamic School  
(BULISC)

Assalamu'alaikum Wr. Wb.

Pimpinan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama : Rindu Fadhlyatul Putrid/ 160203239  
Semester/ Jurusan : X/ Pendidikan Bahasa Inggris  
Alamat sekarang : Perumahan Hadrah 7 No.98 Kajhu Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Perceived Effectiveness of outdoor learning activities to improve writing descriptive text for junior high school*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Mei 2021  
an. Dekan  
Wakil dekan bidang  
Akademik dan Kelembagaan,



Dr. M. Chalis, M. Ag.

*Berlaku sampai : 20 Agustus 2021*





## CATATAN LAPANGAN

Observer : Rindu Fadhlyatul Putri  
Tanggal : 25 Mei 2021  
Durasi : 90 Menit  
Pesan : Mengamati Subject Penelitian dan Memberikan Test

- 08:00 – 08:15 Peneliti mengumpulkan 10 siswi IX A dan 10 siswa IX B yang sudah dipilih oleh ustadzah Erni selaku wali kelas tiga. Peneliti memperkenalkan diri kepada siswa dan siswi serta tujuan peneliti datang kesekolah SMP BULISC untuk melakukan penelitian. Kemudian peneliti mengabsen siswa yang mengikuti test sesuai dengan nama-nama yang diberikan oleh wali kelas mereka yaitu ustadzah Erni.
- 08:15 – 08:20 Memberikan intruksi kepada 10 siswi IX A dan 10 siswa IX B untuk membawa alat tulis, buku sebagai alas menulis dan kamus bahasa inggris.
- 08:20 – 08:30 Mengarahkan siswa IX B untuk duduk di bawah pohon cemara disamping lapangan dan siswi IX A untuk duduk di bawah pohon bunga tajung .kemudian memberikan setiap siswa lembar test. Menjelaskan intruksi yaitu siswa harus menulis paragraph deskriptif tentang “My School” yang terdiri minimal 50 kata pada siswa dan siswi. Siswa menyimak intruksi dengan baik dan bertanya tentang intruksi yang tidak dimengerti. Siswa dan siswi juga sangat patuh dan tidak ada yang protes ketika di intruksikan untuk

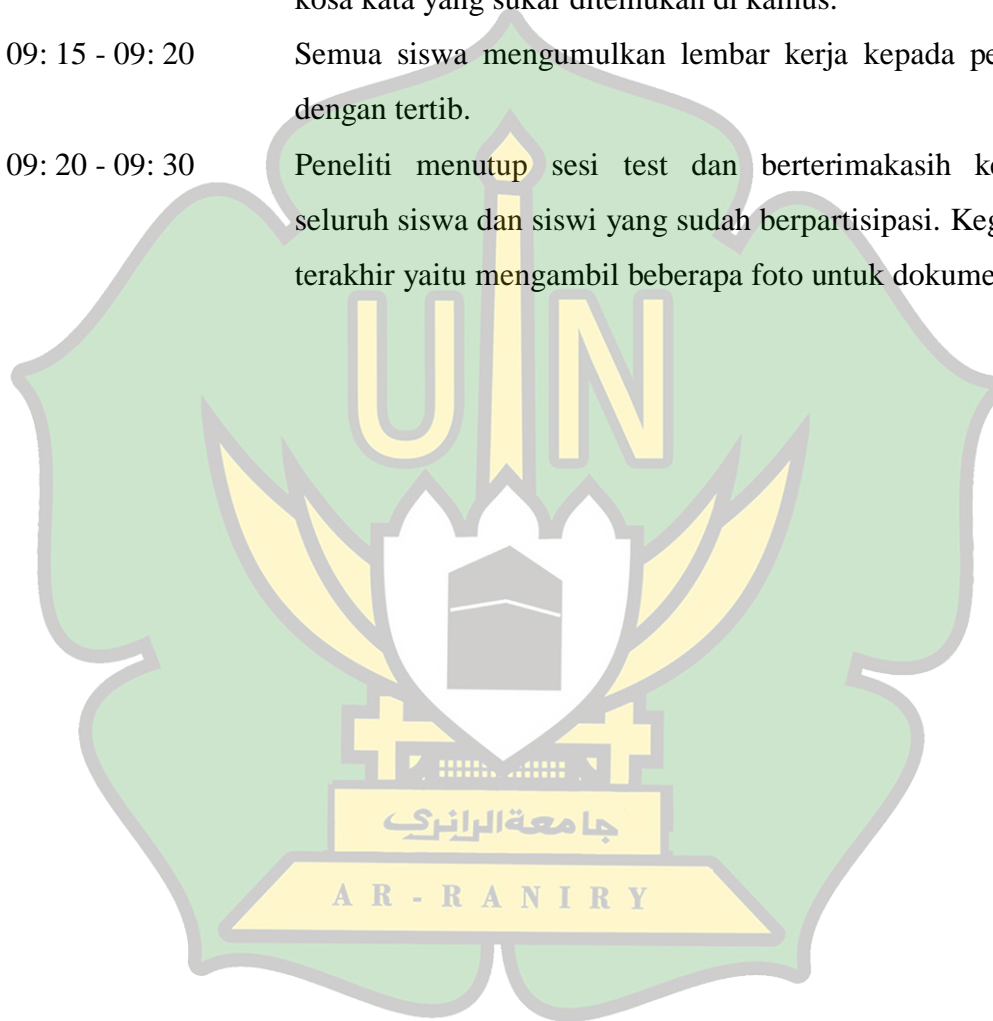


menulis. Semua mengerjakan dengan semangat dan penuh  
candaan.

08:30 – 09: 15 Peneliti memberikan waktu 45 menit kepada siswa dan  
siswi untuk menyelesaikan tugas yang diberikan. Siswa  
mengerjakan dengan antusia dan beberapa bertanya tentang  
kosa kata yang sukar ditemukan di kamus.

09: 15 - 09: 20 Semua siswa mengumulkan lembar kerja kepada peneliti  
dengan tertib.

09: 20 - 09: 30 Peneliti menutup sesi test dan berterimakasih kepada  
seluruh siswa dan siswi yang sudah berpartisipasi. Kegiatan  
terakhir yaitu mengambil beberapa foto untuk dokumentasi.





# APPENDICES



## APPENDIX B

### DATA ANALYSIS OF THE STUDENTS' SCORES BASED ON IBM STATISTICS SPSS 16 SOFTWARE

#### 1. The Students' Score in The Test

| No  | Name                        | Male/ Female | Score |
|-----|-----------------------------|--------------|-------|
| 1.  | Aprian Soleh Foryani H.     | Male         | 75    |
| 2.  | Annisa Rahma Fathia         | Female       | 85    |
| 3.  | Darin Rahadatul 'Aisy       | Female       | 75    |
| 4.  | Dinda Fauziah               | Female       | 98    |
| 5.  | M. Abdul Aziz Tulus         | Male         | 100   |
| 6.  | M. Hafiq                    | Male         | 100   |
| 7.  | M. Aidil Viqri              | Male         | 95    |
| 8.  | M. Arif Rahmatullah         | Male         | 75    |
| 9.  | M. Reza Bagus Alwi          | Male         | 75    |
| 10. | M. Wildan Kurnia            | Male         | 80    |
| 11. | Naura Khairani              | Female       | 98    |
| 12. | Nurul Mawaddah              | Female       | 98    |
| 13. | Putri Febriani Wilyanda     | Female       | 90    |
| 14. | Rakhibussadri               | Male         | 75    |
| 15. | Raiyana Humaira - R A N I I | Female       | 90    |
| 16. | Rizka Fitria                | Female       | 85    |
| 17. | Syifa Az-Zahra              | Female       | 75    |
| 18. | Syahriyat                   | Male         | 90    |
| 19. | Tajul Rafiq Nazila          | Male         | 80    |
| 20. | T. Naufal Fathin            | Male         | 75    |

| <b>Statistics</b> |         |       |
|-------------------|---------|-------|
| Score             |         |       |
| N                 | Valid   | 20    |
|                   | Missing | 0     |
| Mean              |         | 85.55 |
| Median            |         | 85.00 |
| Mode              |         | 75    |
| Std. Deviation    |         | 9.752 |
| Sum               |         | 1711  |
| Percentiles       | 25      | 75.00 |
|                   | 50      | 85.00 |
|                   | 75      | 95.00 |

|       | Score | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
|       |       |           |         |               |                    |
| Valid | 75    | 7         | 35.0    | 35.0          | 35.0               |
|       | 80    | 2         | 10.0    | 10.0          | 45.0               |
|       | 85    | 2         | 10.0    | 10.0          | 55.0               |
|       | 90    | 3         | 15.0    | 15.0          | 70.0               |
|       | 95    | 2         | 10.0    | 10.0          | 80.0               |
|       | 98    | 2         | 10.0    | 10.0          | 90.0               |
|       | 100   | 2         | 10.0    | 10.0          | 100.0              |
|       | Total | 20        | 100.0   | 100.0         |                    |

## 2. The Students' Score in Content

### Statistics

| Content        |         |        |
|----------------|---------|--------|
| N              | Valid   | 20     |
|                | Missing | 0      |
| Mean           |         | 85.50  |
| Median         |         | 85.00  |
| Mode           |         | 75     |
| Std. Deviation |         | 10.870 |
| Sum            |         | 1710   |

|             |    |       |
|-------------|----|-------|
| Percentiles | 25 | 75.00 |
|             | 50 | 85.00 |
|             | 75 | 98.75 |

### Content

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 70 | 1         | 5.0     | 5.0           | 5.0                |
| 75       | 7         | 35.0    | 35.0          | 40.0               |
| 80       | 1         | 5.0     | 5.0           | 45.0               |
| 85       | 2         | 10.0    | 10.0          | 55.0               |
| 90       | 3         | 15.0    | 15.0          | 70.0               |
| 95       | 1         | 5.0     | 5.0           | 75.0               |
| 100      | 5         | 25.0    | 25.0          | 100.0              |
| Total    | 20        | 100.0   | 100.0         |                    |

### 3. The Students' Score in Organization

#### Statistics

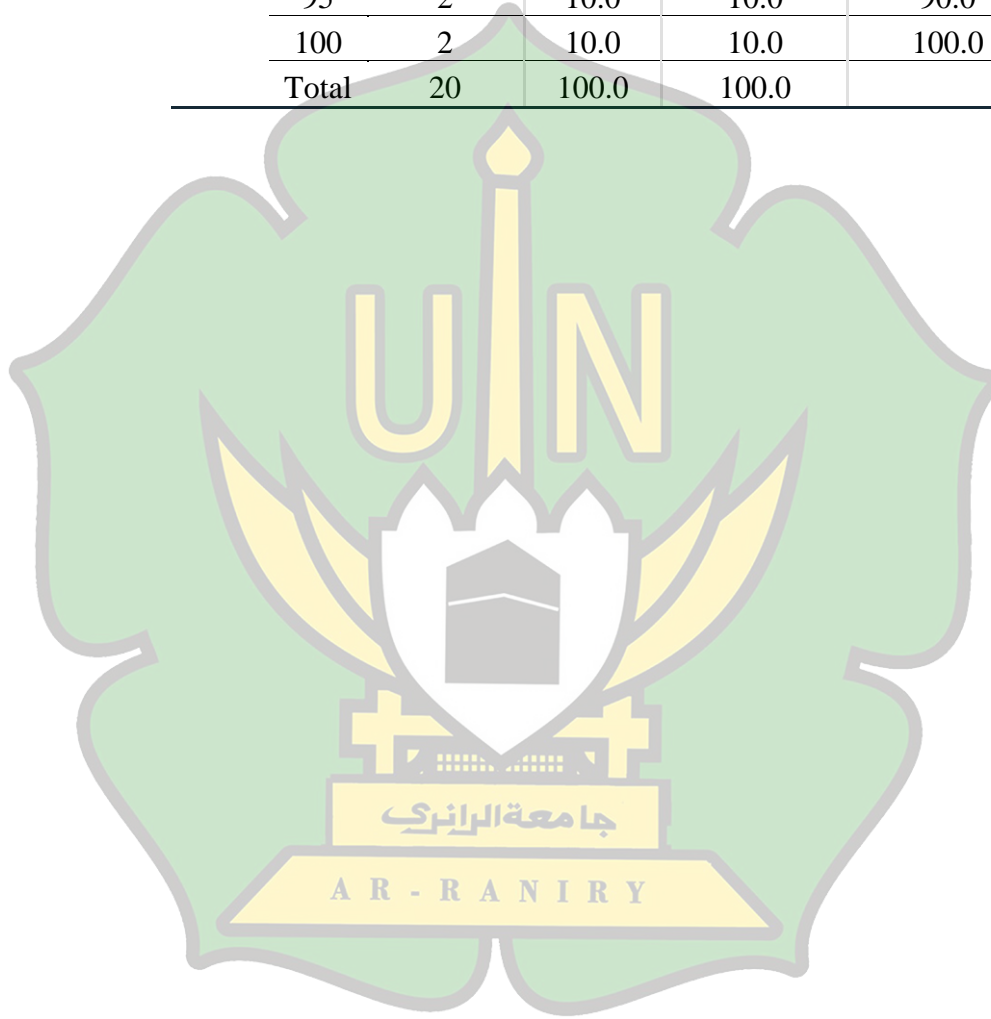
| Organization   |           |
|----------------|-----------|
| N              | Valid 20  |
|                | Missing 0 |
| Mean           | 81.75     |
| Median         | 80.00     |
| Mode           | 75        |
| Std. Deviation | 11.271    |
| Sum            | 1635      |
| Percentiles    | 25 75.00  |
|                | 50 80.00  |
|                | 75 90.00  |

#### Organization

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 60 | 1         | 5.0     | 5.0           | 5.0                |



|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 65    | 1  | 5.0   | 5.0   | 10.0  |
| 70    | 1  | 5.0   | 5.0   | 15.0  |
| 75    | 6  | 30.0  | 30.0  | 45.0  |
| 80    | 2  | 10.0  | 10.0  | 55.0  |
| 85    | 2  | 10.0  | 10.0  | 65.0  |
| 90    | 3  | 15.0  | 15.0  | 80.0  |
| 95    | 2  | 10.0  | 10.0  | 90.0  |
| 100   | 2  | 10.0  | 10.0  | 100.0 |
| Total | 20 | 100.0 | 100.0 |       |



## APPENDIX C

### TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) =  $N - 1 = 20 - 1 = 19$ , T- table= 2.09302

| 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 | 0.6830  | 0.6830  | 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 D**  
**20 WORKSHEET OF STUDENT'S WRITING**  
**DESCRIPTIVE TEXT**



## "Test"

Name : Muhammad Hafiq .  
Class : X B  
School : SMPS Bulisc .



Make a descriptive paragraph based on the theme !  
Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

One word for researcher

Friendly .

### My School

My name is Muhammad Hafiq, I am student in Bulisc and now I am third grade (X B). My junior high school's building is far from my home. Bulisc also has dormitory because it boarding school. In my school not only study in class but also memorizing Al-Qur'an (Tahfidz Quran).

Bulisc has 7 class and 2 building dormitory for girls 8 rooms and for boys 8 rooms. For every room in dormitory has different name. I am stay in Zaid bin Tsabit room. Precisely on the second floor. My school also has large field for play football, basket ball, baseball, and volleyball. My school also has two laboratory, one musalla, two canteen, teacher's room, washkafel in front of our class, a bathroom for every dormitory in second floor, toilets and parking area.

Our activities in Bulisc in the morning we are go to school and in the night we memorize al-qur'an. My school has one stage located in the middle of the school building. Usually we use it for performing at work or commemorating Maulid. My school is old building.

I like study in Bulisc. The teacher very humbled, they not only teach us about the subject but also teach us about discipline, responsible, care for others and be independent person.



RESEARCH INSTRUMENT

"TEST"

Name : Naura Khairani  
Class : IX A  
School : SMPS Buisc



One word for researchers:

Sweet

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My school's name is Buisc. I'm third grade in Buisc. First time in buisc I feel very sad cause I must far from my parents. But for long time I comfortable in buisc cause teacher in buisc very kind and always give us support and some motivation.

Buisc has green grass and beautiful trees. my school has seven classes, one class minimal has twenty student, and also buisc has a large field. There has eight rooms for girl and sixteen rooms for boy and also two rooms for teacher. And minimal one room minimal has six student and maximal has sixteen student.

In Buisc also has one laboratory, one musolla, one library, one office and two canteen. And also has one kitchen and one stage for one show.

Buisc teaches us to be discipline person and mostfull person. And I have two teachers that is my inspration, because they are I more excited for reach my dreams.

## "Test"

Name : Muhammad Abdul Aziz Tulus  
Class : IX<sup>B</sup>  
School : SMPs BULISC



Make a descriptive paragraph based on the theme !  
Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

One word for researcher

friendly

### My School

I am student in Bulisc. My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. My school is old building. Consists of two floors. The colour of my school is green and cream and surrounded by not very high fences.

When you enter my school we are greeted by billboards made of wood in front the gate. Beside the gates there is a brown security post use for item reserve when visiters day for parents my school also has 7 class, 2 building dormitory (3 room for girls and 3 room for boys) 2 theater room behind field, a language laboratory, computer laboratory, a science laboratory, 2 toilets separated girls and boys, one musala, parking area, wash tapel, 4 bathroom every dorm in the second floor, 2 canteen and one stage use for performing atwork or celebrate Maulid my school has wide field for play football, badminton and vally ball, baseball basket ball, and behind it there is big camera tress.

I stay in dorm with six student. In my school, the teacher teach us not only about subject but also about to be good person. discipline, care with others and responsible also to be religious person.

Unfortunately this my last semester to study bulisc. Next week we are take to graduation exam. I have so many memories with my teachers, with my ustad and ustadeah and my friends. I think I am lucky person can study in bulisc. In best thing than can use for my future is eleven juz al-quran was memorizing in my head.



RESEARCH INSTRUMENT

"TEST"

Name : Rizka Fitriā  
Class : IX-A  
School : Smps Buiisc ( Bahrul ulum islamic school)



One word for researchers:  
Kindness

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

in student in bulisc, my school's name is Buiisc. Buiisc is Bahrul Ulum islamic school I love my school because my school is boarding. It has buildings as boys dorm, girls dorm, canteen, market, field for playing foot ball or sport like badminton, Volly ball, ect. here also has computer laboratory, office, and class for studying here. there are X-school as tiawah, rebana, kaligraphy, rapai, drawing class, ect. then in bulisc we have kitchen and musolla full ac. in kitchen bu yas cooking our break fast, dinner, and lunch. and in musolla we take pray, read alQur'an, ect.

In bulisc there are many kind teachers. unfortunately, I want left school about one weef again. I so sad be cause here we learn about attitude and realigion.

we want say to our teacher "thank you" because they learned us about something.

Just that my description. Sorry if any mistake

AR-RANIRY



RESEARCH INSTRUMENT

"TEST"

Name : Teuku Naufal Fatin  
Class : IX-B  
School : Bahru dum islamic school (Bulisc)



Make A Descriptive Paragraph Based On the Theme !

Theme : My School

Intruccion :

1. Make A Descriptive Paragraph About Your School !
2. The Paragraph Must Consist At Least 2 Paragraph
3. You May Open the Dictionary

One word for researcher

Brave

MY SCHOOL

Bulisc is Junior high school. My school is a green and beautiful school. There are so many large trees which make the air around my school become very cool and clean. My school is very large with many buildings and surrounded by high fences. My school has 7 class and 2 building dormitory for boys 8 room and 8 rooms for girls. My school also hases mushalla, canteen, office, field football, and field volly ball.

When enter my school, we are greeted by billboard with black colour made of wood in front of the gate. Beside the gates, there is a brown security post. After passing through the security post, we will pass a parking area with its size enough spacious. My school has large canteen. It is located behind the complex class, exactly behind dormitory. in my ~~the~~ canteen school sells a lot of foods like noodles, friedrice, snacks, green tea, coffee and ice cream.

This my last semesters to study in Bulisc. I learn about dicipline, memorizing Al-Quran, meet with good teacher and I become independent person.

RESEARCH INSTRUMENT

"TEST"

Name : Raiyana Humaira  
Class : 1x-A  
School : SMP5 BULISC



One word for researchers:  
Friendly

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

\* BULISC is my school. I'm third grade in BULISC. BULISC has two dorm that is boy's dorm and girl's dorm. In girl's dorm has eight bedroom and in boy's dorm has sixteen room. In this school has two field that is basket field and vally field. Basket field to use to play football or play baseball. BULISC position is between SMP 1 and SMP 2.

\* Here, the teacher teach me to be discipline, autonomous and responsible. I get the punishment if i to collide. BULISC has much teacher to make me get inspiration from their story about Pass time. I can take learned from their pass time.

from that description that is a reason why i love my school.

AR-RANIRY



RESEARCH INSTRUMENT

"TEST"

Name : Syah Riyat  
Class : IX<sup>B</sup>/9<sup>B</sup>  
School : SMPs Islam bahral ulum islamic school



One word for researchers:  
be patient

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My name is Syah Riyat. I study in bulise, I third grade. My school have some of building on dormitory boy and girl and in there is some of room's and my school have two (2) kantin and have class seven (7) and office teachers behind class eight (8). I eat three time on day one and I have kitchen behind behind room dormitory boys and I have mushalla behind class eight (A) my activity in the morning study in class, afternoon lunch and evening sport and then night sport.

of bulise have some of teacher they are Ustad, mixer, AMSal and danil and ussabah, emi, zein, sensei and lo of them discipline.

that's all for me  
assalamu'alaikum w.r.b

RESEARCH INSTRUMENT

"TEST"

Name : Putri Febriani wilyanda  
Class : IX - a  
School : SMPS Bulisc



One word for researchers:

Friendly.

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My schools name is Bulisc. I'm in third grade in this school. I like school in here. My school has seven class room. My school is boarding school and has twenty four bedroom at the dorm and an office and also a computer laboratory. My school also has a masjid full ac. Bulisc has an information center for announcement information to student. Bulisc has stage for performance and also has field to student sport. Bulisc has twenty seven teachers.

From here we can learn much of about discipline, responsible, pay attention to all friends and much more of them. we get much inspiration from best inspirate, and much more I can't tell all about my school is Bulisc.

From this description this is a reason why I like and love my school.

AR BANIRY



RESEARCH INSTRUMENT

"TEST"

Name : M. Aldil Viqri  
Class : IX B  
School : Bulisc (Bahrul Ulum Islamic School)



One word for researchers:

Humble

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My name is M Aldil Viqri, I study in Bulisc. Right now I'm third grade, I love my school, first, my school have some of building, when you come to my school you can't find my class in the right side, beside this have dormitory for girls - and beside this have canteen and kitchen. and beside this have dormitory for boys - and then we have many schedule like, tahfidz, go to school, study in the night etc.

In the morning we go to Musalla for shalat subuh and tahfidz in the morning, and then the student prepare to go to school. and in the afternoon we sleeping and in the evening we shalat ashar and Murajaah Alquran and in the night we go to class for study examiner and sleeping.

That's all, I love my school

Assalamualaikum wr.wb



## RESEARCH INSTRUMENT

### "TEST"

Name : Nurul Mawaddah  
Class : IX A  
School : SMPS BULISE



One word for researchers:

Humble

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

#### My school

I am student, I am third grade in BULISE. I love my school because it is a comfortable place in my life. There are seven classes, one office, two canteens and two dorms. a dorm has sixteen bedroom and another dorm has eight bedroom. In my school also has one kitchen, one musolla full AC, one baskets field, voli's field, one information center, and one stage for one show.

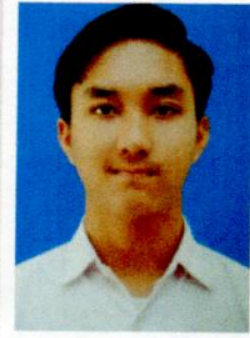
My school has twenty seven teachers. I like Ustadzah Erni because she inspire me to be a good person. A lot of my teachers teach me about attitude.

From that description, it is a reason why I love my school.

A. B. RANIRY

RESEARCH INSTRUMENT  
"TEST"

Name : M. Wildan kurnia  
Class : IX B  
School : Bahrul ulum Islamic school



One word for researcher

Humble

Make A Descriptive Paragraph Based On the Theme !

Theme : My School

Intruction :

1. Make A Descriptive Paragraph About Your School !
2. The Paragraph Must Consist At Least 2 Paragraph
3. You May Open the Dictionary

MY SCHOOL

My name is Muhammad Wildan kurnia. I student in Bahrul ulum Islamic school and I am third grade (IX B). My school is far from my home. I stay in dormitory with another student. In my school not only study about education but also memorizing Al-Quran. We go to school in the morning starts at 7 a.m until 2 p.m and in the afternoon until night we go to dayah and learn about Al-Quran.

My school is big which has office, classroom, 2 dormitory, field, computer laboratorum, library, mushalla, canteen, toilets, and parking area. In my school, there are so many large trees around the field make my school become fresh and clean. My class in front of the field. The gates in my school not high. we can found security post behind the gates. My school far from the noise of the city. My school is not far from the coast and every Sunday we played while memorizing the Quran on the coast guided by ustadz and ustadzah.

I love my school and I will miss my school after I graduated from my school.



## RESEARCH INSTRUMENT

### "TEST"

Name : Dinda Fauziah  
Class : IX  
School : Smpls Bahru Uum Islamiq school



One word for researchers:

Friendly

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

#### My school

Bulisc is my school, My school has two dorms, boys and girls, boy's dorm has sixteen bedroom and girl's dorm has eight bedroom. Bulisc has seven classroom, computer laboratory, office cantins, and information center. My leader school very unique, he has rare chicken, raise persia's cat and quail bird. My school has many tree, and my school very near with the sea. Sometimes we are jogging to the sea. The menu at the kitchen very delicious, every day we breakfast, lunch, and dinner together.

I love my school ♡, but I sad because two week again we are IX (nine) class leave this school. We are the fourth generation, THE FAMOUS will leave this school and the beautiful memories.

We say "thank you" for our teachers, because they are taught us. They are very friendly and very have as a motivation.

Okay, that's a description about my school, Bulisc (bahru uum islamiq school). THANK YOU.

@dinda-fau

## RESEARCH INSTRUMENT

### "TEST"

Name : M. Reza Bagus Alwi  
Class : IX-B  
School : BAHFUI UUM ISLAMIC SCHOOL



One word for researchers:

Happy

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

#### My school

My name is Muhammad Reza Bagus Alwi. I am student in BULGIC. Right now I third grade. First My school have some of building, they are: dormitory boys and girls, field, canteen, kitchen, office, class and Musholla. My activity in the morning is I study in the class and afternoon student go back in dormitory then pray Zhuhur in musholla and then I lunch and evening I pray ashar and then memorias Al-Quran and then I prepare to pray magrib and then memorias Al-Quran also and night with sleeping.

My teacher in the school kindness, humble and alqipin, that's all for me. thank you very much and see you again.

AR-RANIRY



## RESEARCH INSTRUMENT

### "TEST"

Name : Annisa Rahma Fathia  
Class : IX-A  
School : SME & BULISC



One word for researchers:

Happiness

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

I am third grade in BULISC. BULISC is boarding school. BULISC has seven classes that is seven-a, seven-b, seven-c, eight-a, eight-b, nine-a, and nine-b. And than BULISC has two dorms that is boy's dorm and girl's dorm. Boy's dorm has sixteen rooms and girl's dorm has eight rooms. BULISC has two fields. That is basket's field and volley's field. But, basket's field to use to play football. Because basket's field only has one ring, but basket's field has two goals. BULISC also has two canteens. In this school, has many trees. Near of gate has information center, and canteen. And other canteen's location is near of kitchen. BULISC has one stage for one show. And than BULISC also has mushalla full AC.

From that description that is a reason why we love our school. ↘

AR-RANIRY



RESEARCH INSTRUMENT  
"TEST"

Name : Aprian Soleh Joryani Harefa  
Class : IX B  
School : Bahrul Ulum Islamic School (Bulisc)



One word for researcher

smart

Make A Descriptive Paragraph Based On the Theme !

Theme : My School

Intruction :

1. Make A Descriptive Paragraph About Your School !
2. The Paragraph Must Consist At Least 2 Paragraph
3. You May Open the Dictionary

MY SCHOOL

My name is Aprian Soleh Joryani Harefa and you can call me Aprian. I study in Bahrul ulum Islamic school. I want describe my school. My school colour is blue and white and the window is brown. My school has many rooms such as classroom, laboratory, canteen, dormitory, parking area, mushalla, large field for play football, basket ball, Volyball and office, toilets and bathroom for every dormitory.

My school has library and I always borrow book from there minimally two books in a week. I have class and comfortable place to study. We go to school in the morning start from 7am until 2 pm and in the night we stay in dormitory. My school also has the gate with brown colour ~~from~~ made from steel and not really high. Around of my field there are so many big trees and I always sit there with my friend after class. I love my school because I learn a lot of knowledge and I will remember my school after graduated from here.

RESEARCH INSTRUMENT

“TEST”

Name : SYIFA AZZAHEA  
Class : IX A  
School : SMP5 BULISC



One word for researchers:

sweet

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My school's name is Bulisc. I'm third grade in there. My school is boarding school. My school has a field. And two of dorm. That is boy's dorm and girl's dorm. Bulisc has many of tree and that make Bulisc look so leafy. Bulisc has an information center, and seven of classroom. In the girl's dorm has eight rooms and boy's dorm has sixteen rooms. Bulisc has one musola, one stage to one show.

Bulisc teaches me to be discipline, autonomous, and to be good attitude. And I have favorite teacher that is Ustazah Anni. Because she teaches me to be actual ~~pe~~ women. She is smart, patient and beautiful. I love Bulisc and I hope Bulisc always to be the best.

AR-RANIRY



RESEARCH INSTRUMENT

"TEST"

Name : M. ARIF RAHMATULLAH  
Class : IX-B  
School : Bahrul Uum Islamic School



One word for researchers:  
Smart

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My name is M. ARIF Rahmatullah. I study in BULISC. I in this school done three year. In this school have, Field Football, Field Basketball, Field volleyball, cantin, class, OFFICE, kitchen, Musalla, Full AC, dormitory, Lab computer and POS. In BULISC I eat three time. In one day. In the morning I go to school. In the afternoon I study for exam. In the evening I take a bath and then get prepared for Pray magrib and in the night, I sleep. I love BULISC.

AR - RANIRY

RESEARCH INSTRUMENT

"TEST"

Name : Tajul Rafiqah Nazila  
Class : IK-A  
School : SMPS BULISC



One word for researchers:

Friendly

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

My school is BULISC. I'm third grade in BULISC. BULISC has two dorms. one dorm has eight room, in room has ten people and has one bathroom for one room. BULISC has one mushalla for prayer subuh, dzuhur, asar, magrib and tsya. BULISC has one stage for show. BULISC has a large green grass field for playing football and a large field for playing voli ball.

BULISC has an office and seven classes. BULISC has thirty teachers and two hundred students. BULISC has five departmen, that is language departmen, security departmen, religion departmen, sanitation departmen, and art and sport departmen. I have an inspiration teacher, she teach me to be a disprint, and kind people.

That the reason I love my school.



## RESEARCH INSTRUMENT

### "TEST"

Name : Darin Rahadatu Aisy  
Class : IX-A  
School : SMPs Bulisc



One word for researchers :

funny

Make A Descriptive Paragraph Based On The Theme !

Theme : My School

Instruction :

1. Make a descriptive paragraph about your school !
2. The paragraph must consist at least 50 word
3. You may open your dictionary

My school

I am a student in third grade in Bulisc. Bulisc has seven class. In one class has minimal twenty students. Bulisc also has a computer laboratory. In Bulisc has two canteens and an office and also a musolla. In this school has two dorms that is boys dorm and girls dorm. Boy's dorm has sixteen rooms and girl's dorm has eight rooms. Bulisc has twenty seven teachers.

In here, we learn so much about attitude. The teachers teach us to be a religious person, discipline, and diligent. They are my inspiration. That all about my school.

AR-RANIRY



**APPENDIX E**  
**DOCUMENTATION**











UINI





