

CHAPTER I

INTRODUCTION

A. Background of the Study

Studying English is not easy for many Indonesian students since it is a foreign language. Although English is a foreign language that is very important subject, it is one of the requirements for Indonesian students for graduating from junior and senior high school.

One of the skills taught to student in the subject is writing. It has always occupied a place in most English language course. One of the reasons is that more people need to learn writing in English for occupational or academic purpose. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspect of writing. The writer must be able to organise the idea, to construct the sentence, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Writing is a very complex skill. Thus, it is not an easy task for English teacher to teach it. Teacher often finds difficulties in teaching writing. Just like the teacher in the second year of *SMP Negeri 1 Kismantoro* who finds many problems to equip the students with their skill. The students usually get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Besides, the students have problems to

develop the paragraph with a good structure and text component. They are confused to develop the paragraph because they have not inspiration to develop it and lack of linguistic competence, that tend to structural component and rhetorical styles that tend to texture component. They have less understanding about the notion of text; context and genre which have relationship with writing activities.

The students were also bored to study indoor or in class, they need inspiration to write. Based on the problems identified, the writer conducts an action research using outdoor activities. It is expected that the writer as a teacher will be able to motivate the student to learn the materials, pay attention to the lesson and make them not to get bored.

Outdoor activities usually mean activities done in nature away from civilization (Neill, <http://www.myherro.com/2010/02/outdoor-activities.html>). Outdoor activity is an activity that can be done by people to loose the feeling of boredom. It is more interesting than indoor activities, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something. Although outdoor activity makes noise, it needs power and physical energy (Patmonodewo, 2003: 112). The sense of peace and pleasure is the children's experience when they take in the fresh air. In outdoor the children get inspiration for their writing because they can see the object that they will describe, besides at outdoor they feel relax. While children spend outdoor everyday, children have many ways to enrich the objective of the course and support children's development and acquisition.

Based on the previous reasons, the writer is interested in conducting a research entitled *Improving Student's Writing Skill of Descriptive Text Using Outdoor Activities at the Second Year Student in SMP Negeri 1 Kismantoro Wonogiri in 2010/2011 Academic Year.*

B. Limitation of the Study

In this research, the writer limits her research on improving writing skill of descriptive text using outdoor activity at the second year of *SMP Negeri 1 Kismantoro.*

C. Problem Statement

Based on the background of the study the writer formulates the problems as follows:

1. what is the implementation of teaching writing by using outdoor activities at the second year student in *SMP Negeri 1 Kismantoro* in 2010/2011 Academic Year?, and
2. can outdoor activities improve the students's ability in writing of descriptive text?

D. Objective of the Study

In general the study aims to improve the students' writing skill. Specifically it is to:

1. describe the teaching writing of descriptive text by using outdoor activities at *SMP Negeri 1 Kismantoro*, and
2. describe whether the outdoor activities can improve the students's writing skill in developing paragraph, in order that:
 - a. the students are able to write a paragraph with correct structural component.
 - b. the students are able to write a paragraph with correct text component.

E. Benefit of the Study

After analyzing the problems, the researcher would like to get practical and theoretical benefits as follows.

1. Theoretical Benefit
 - a. Finding of the research will be useful especially for the student of *SMP Negeri 1 Kismantoro*.
 - b. The results of the research can be used as an input of English teaching learning process especially in teaching writing.

2. Practical Benefit

The finding can be the source of important information for educator especially English teacher so that they have a new strategy to improve student's writing skill.

F. Research Paper Organization

In order to make this research easy to follow, the writer organizes it as follows:

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature which covers previous study, general concept of writing (the notion of writing, type of writing, paragraph writing, Teaching Writing, Classroom Technique in Teaching Writing), the design technique of outdoor activities, and descriptive text.

Chapter III is research method that consists of type of the research, research design, object of the study, subject of the study, method of collecting data, and technique for analyzing data.

Chapter IV is data analysis and discussion of the finding. In this chapter, the writer presents the data and data analysis.

Chapter V is conclusion and suggestion.