



**THE INFLUENCE OF IMPLEMENTING OUTDOOR
LANGUAGE LEARNING (OLL) ON HIGH
SCHOOL STUDENTS' DESCRIPTIVE
TEXT WRITING ACHIEVEMENT**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2017



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Presented as one of the requirements to obtain the degree of S1 of the
English Education Study Program, Language and Art Education
Department, Faculty of Teacher Training and Education
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DEDICATION

This thesis is respectfully dedicated to my parents. Thanks for your endless supports and prayers in every moment of your life.



MOTTO

¹ *Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.*

Dr. Maria Montessori



¹ <https://www.pinterest.co.uk/pin/498844096207206881/>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved undergraduate thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

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Date :

CONSULTANT APPROVAL

**THE INFLUENCE OF IMPLEMENTING OUTDOOR LANGUAGE
LEARNING ON HIGH SCHOOL STUDENTS' DESCRIPTIVE
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THESIS**

Presented as one of requirements to obtain the degree of S1 of the English
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First and foremost, I would like to thank to Allah SWT who grants me blessing and mercy so that I am able to finish this undergraduate thesis entitled “The Influence of Implementing Outdoor Language Learning on High School Students’ Descriptive Text Writing Achievement.”

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1. The dean of the Faculty of Teacher Training and Education
2. The chairperson of Language and Arts Department
3. The chairperson of English Education Program
4. My consultants, Dr. Budi Setyono, M.A. and Dr. Aan Erlyana Fardhani, M.Pd., thank you for guiding me and giving valuable advice in finishing this thesis.
5. My academic supervisor, Dr. Aan Erlyana Fardhani, M.Pd.
6. The Principal of SMA Negeri 1 Jenggawah, Hj. Ngatminah, S.Pd., M.Pd. and the English teacher, Bambang Handoko, S.Pd.

Finally I hope this thesis will become a useful contribution for the sake of the improvement of English teaching, especially teaching writing. Any criticism and suggestion would be appreciated.

The Writer,

Rini Shofiani

SUMMARY

The Influence of Implementing Outdoor Language Learning on High School Students' Descriptive Text Writing Achievement; Rini Shofiani, 130210401052; 2017; 85; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Due to the complexity of writing, English teacher plays an important role in selecting the teaching approach, technique, the materials and the media. To find an effective way in teaching writing, an experimental research dealing with Outdoor Language Learning (OLL) was essential to be conducted to know whether or not there was a significant influence of OLL on high school students' descriptive text writing achievement.

The research participants were the tenth grade students of SMA Negeri 1 Jenggawah in the 2016/2017 academic year. There were six classes and each class contained 38-40 students. The two homogeneous classes were chosen based on the result of homogeneity test and determined as a control group and an experimental group by lottery.

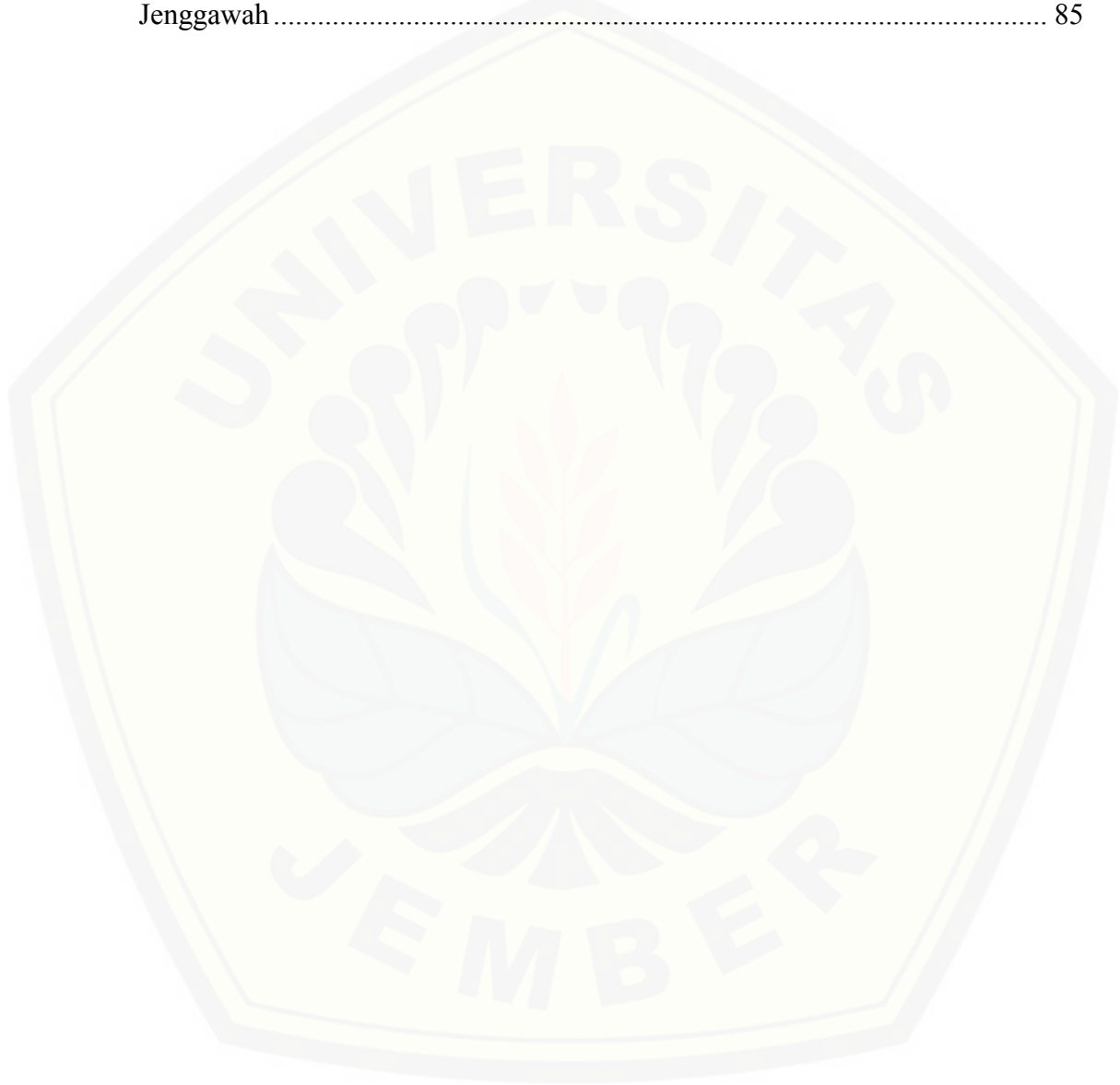
This research was designed as a quasi-experimental research with post-test only design. Two classes were involved in this research, i.e. experimental group was taught by using Outdoor Language Learning while the control group was taught by using scientific approach of 2013 Curriculum. The post test was given to both experimental and control group and taught using different instructional treatments twice. Based on the calculation of independent sample t-Test by using SPSS, the result showed that the the value of sig. (2-tailed) was 0.028 (less than 0.05). This means there was statistically different between control and experimental class. In other words, there was a significant influence of implementing OLL in teaching descriptive text writing on students' writing achievement.

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CHAPTER 1. INTRODUCTION

This chapter presents the introduction dealing with the research in the topic of teaching writing by using Outdoor Language Learning (OLL) which covers the background of the research, problem, object, limitation and significances of the research.

1.1 Background of the Research

Writing is one of language skills required to be mastered by the students who learn English due to its significant role as a tool of delivering ideas. It is in line with Hayes and Flower's statement (in Tillema, 2012:1) that one of the most important skills for educational success is writing. However, writing is a complex skill to be mastered by students. Writing requires students to master grammar, vocabulary, organization of ideas, mechanics and content. In fact, students still face some problems dealing with writing ability such as organizing ideas, lack of vocabulary and grammar.

Due to the complexity of writing, English teacher plays an important role in selecting the teaching approach and technique, the materials and the media. Dealing with the teaching strategy, many teachers still use conventional method in teaching writing which emphasizes on grammar only. It is not suitable with the aspects of writing that should be mastered by students. The teacher focuses the learning process only on grammar, it means turning aside four other aspects of writing namely content, mechanics, vocabulary and organization. In addition, it makes students feel bored and cannot motivate and stimulate students to learn writing. Therefore, it is essential for teachers to find alternative ways to stimulate students' interest and motivation to enhance writing achievement. According to Vera (2012:27), most teachers rarely take the students to learn outdoors with many reasons. Teachers feel that Outdoor Language Learning is strange to use since only few teachers use this method. Although other countries like Australia, France, United States of America and England had used OLL in their learning

activities. Meanwhile, teachers in Indonesia only have outdoor activities for sport subject like playing football, basketball and volleyball.

There are some ways to reach the success of learning especially in writing, one of them is the use of Outdoor Language Learning for teaching writing. Outdoor Language Learning takes place out of classroom where the outdoor is a concrete media for learning (Vera, 2012:32). Teacher may use the school garden, school parking lot, school mosque and school yard as media to support the learning process. It is impossible to find all those media or bring them into the classroom. OLL is one of appropriate methods which can be used to teach descriptive text writing to the tenth grade students. Besides, it also encourages students to learn in their long-term memory since they are not required to memorize, but they are encouraged to try, feel, search and write. OLL is also said to increase students' motivation since there is a negative relationship between being in the classroom and feeling motivated (Fellner, 2007:5). It happens since the students feel bored of learning in the classroom all day long. Outdoor is used as a concrete media in teaching writing (Vera, 2012:32). A concrete media means the real nature which will be seen directly and described by the students. This media will stimulate students to organize ideas in describing a certain place around the school. Thus, teaching writing beyond the classroom is beneficial.

Dealing with the implementation of OLL, some studies had been administered with different focuses. Huda (2015) conducted a quasi experimental research with one group design in implementing outdoor learning in teaching descriptive writing at the tenth grade of Madrasah Aliyah Madani Bintan. Before getting a treatment, the experimental class got the average score of 61.13 which is categorized as low achievement since the school standard score is 75. He also stated that only one student achieved the score 76. After getting a treatment that is Outdoor Learning, they increasingly got the average score of 78. The significant value was 0.040 which shows that the implementation of Outdoor Learning gives a significant effect on students' descriptive text achievement. It can be seen that environment as a concrete media plays an important role in arousing students' motivation and learning achievement since it is a real situation which can be

directly seen and described by the students. In addition, Awaliaturrahmawati (2012) had administered a classroom action research. She stated in her thesis publication article that Outdoor activities to the seventh grade of SMP PGRI 13 Gondangrejo not only increased students' learning achievement, but also students' interest in learning activities. In this case, OLL as a fun and challenging learning helped students to be more interested in learning English. Besides, she stated that students became more active in speaking session which causes their average score increased from 23.65 into 82.17.

Suharmi (2015) had also administered a classroom action research in the topic of teaching descriptive text writing by using Outdoor Learning at MTs Sudirman Kopeng Getasan which was aimed to improve the eighth grade students' descriptive text writing achievement. The result of the research showed the effectiveness of Outdoor Learning that after students had been taught by using Outdoor Learning, they got better score than before. It was proven by the enhancement of the test score in pre-test and post-test that shows a significant enhancement from 64.53 into 70.59 in average score. OLL helped improve students' learning achievement by its real situation that made students easier to describe the places around the school.

Concerning those three studies, there are differences and similarities. The similarity is on independent variable which is the use of Outdoor Language Learning. Meanwhile, the differences are on research design, skills and research subject. Awaliaturrahmawati (2012) and Suharmi (2015) applied classroom action research and involved junior high school students as their research subject. Meanwhile, Huda (2015) applied a quasi experimental research with one group design and the research subject was senior high school students. The skills used in the research are also different, Huda and Suharmi used writing skill and Awaliaturrahmawati used speaking skill. This study focuses on implementing Outdoor Language Learning for teaching descriptive text writing.

Before administering the research, the researcher had done a preliminary study in the form of interview and observation to the tenth grade English teacher of SMA Negeri 1 Jenggawah on January 4th 2016. The curriculum used for the

tenth grade is 2013 curriculum. The teacher informed that he usually uses a conventional method in teaching English. In addition, he wants to know the effectiveness of applying OLL in teaching descriptive text writing to the tenth grade.

Based on the information and findings of the previous research about the implementation of Outdoor Learning which gave an essential influence on students' writing ability, an experimental research entitled "The Influence of Implementing Outdoor Language Learning on High School Students Descriptive Text Writing Achievement" is essential to be conducted.

1.2 Problem of the Research

The problem was formulated as follows; "is there any significant influence of implementing Outdoor Language Learning on high school students' descriptive text writing achievement?"

1.3 Objective of the Research

The objective of the research was to know whether or not there is a significant influence of implementing Outdoor Language Learning on students' descriptive text writing achievement.

1.4 Scope of the Research

The research respondents are limited to the Tenth Grade students of SMA Negeri 1 Jenggawah in the 2016/2017 academic year. Outdoor Language Learning was used as a method in teaching descriptive text writing of environment around the school.

1.5 Significance of the Research

The researcher's expectation after conducting this research is giving essential contributions to:

a. Empirical significance

Hopefully, the result of the research can give contribution in proving the effectiveness of applying OLL in teaching English especially in writing.

b. Practical significance

Hopefully, this research can give contribution to the English teachers in finding an effective method and being a reference of how to apply OLL in teaching writing especially descriptive text writing.



CHAPTER 2. LITERATURE REVIEW

This chapter introduces briefly the theories dealing with the concept of writing, descriptive text, the general concept of Outdoor Language Learning and the hypothesis.

2.1. The General Concept of Writing

Writing is the activity of forming symbols, that is, letters or combinations of letters relating to the sounds produced by us when we are speaking into marks on the paper. More than that, symbols should be arranged to form sentences (Byrne, 1988:1). In writing, we arrange some sentences in a particular order and linked them together as “a text”. Therefore, it can also be said that writing as a mixture of process and product (Sokolik in Linse and Nunan, 2005:98). The process includes an activity of gathering ideas and make them understandable. To make the text understandable and the reader can easily get the ideas from the text, they have to master all writing aspects namely content, organization, grammar, vocabulary and mechanics.

In communication purpose, writing is like speaking as well. It is the writers’ way to communicate to their readers and transfer their ideas (Fairbairn and Winch, 1996:31). Meanwhile, speaking is related to the speaker’s way to deliver the information to the listener orally. Making faults in speaking is easier to clarify since the listener and the speaker are directly met. It is quite different from writing which is more complicated to confirm and clarify to the writer if the readers find some faults in the text. Therefore, the ideas should be clearly delivered to avoid misunderstanding between the writer and the readers.

2.2. Descriptive Text

This part discusses briefly the definition, features, model of descriptive text and the aspects assessed in descriptive text.

2.2.1. Definition of Descriptive Text

Descriptive text is basically aimed at describing person, place or things. It develops the visualization of a scene of a person, place or things or understand sensation (Saraka in Fardhani, 2005:40). In describing things, five senses including sight, hearing, smell, taste and touch are needed to produce a good description. A descriptive text is called good when it makes the readers get a clear illustration about the thing described and is understandable.

2.2.2. Features of Descriptive Text

As one of text genres, a descriptive text has the generic structure and language feature. The generic structure of descriptive text is as follows:

1. Identification

It is the beginning part in a descriptive text which shows short general statements of the thing that will be described.

2. Description

Description consists of several paragraphs which describe a specific thing in detail.

Here is the example of descriptive text which consists of identification and description.

Identification Located in the east part of East Java province, Jember takes five hours from Surabaya by bus or train. It is a nice place to live in.

Description The mountainous surrounding gives cool weather and fertile lands which provide productive plantations of tobacco, coffee and tea. The tobacco production has become Jember trademark as it has been exported to Germany. Other popular foods are the fermented cassava called “tape” and its manufacture “suwar-suwir” that taste sweet. Besides, Jember has fascinating places to visit including beaches, waterfalls, water fountains, national conservations and various home industries like handy-crafts. Finally, the society is dominated mostly by ethnic of Madura; therefore, Madurese is widely spoken among the society members in their daily activities. As a result, this city really awards peaceful living.

(Fardhani, 2005:41)

The grammatical features of a text is also important in order to easily know and identify the content of the text. Knapp and Watkins (2005:98) noted the language feature of descriptive text as follows.

- a. Mainly using simple present tense (e.g. Jember takes five hours from Surabaya by bus or train).
- b. Adjectives (e.g It is a nice place to live in.).
- c. Adverbial phrase (e.g Located in the east part of East Java province, Jember takes five hours from Surabaya by bus or train).
- d. Adverbs (Finally, the society is dominated mostly by ethnic of Madura; therefore the Madurese is widely spoken among the society members in their daily activities).

2.3. Aspects Assessed in Descriptive Text Writing

In writing, some aspects should be understood to develop a good writing. Cohen (1994:328-329) stated five aspects of writing which are used in writing assessment. In this research, those aspects are used to measure students' descriptive text writing achievement.

2.3.1. Vocabulary

Vocabulary refers to list of words which functions to form effective meanings. It is a main tool to express a writer's idea into the written form. Wilkins (in Thornbury, 2002:13) states that without grammar, words or sentences can be interpreted and delivered, but without vocabulary nothing can be a meaningful idea.

2.3.2. Grammar

Grammar holds a significant role for those who want to master writing skill. It leads to create understandable meaning which becomes one of indicators of good writing. Fairbairn and Winch (1996:108) note that grammar is the collection of rules which guides the writer to create acceptable sentences. Thornbury (1999:4) stated that in producing meaning, grammar is needed. From his statement it can be interpreted that to form correct sentences, grammar is necessary to master.

2.3.3. Content

Content relates to the writer's ability to produce their ideas and express them in the form of a paragraph or text. Heaton (1991:135) states that content refers to the ability of creative thinking and thoughts development excluding the irrelevant informations. In addition, content covers the statement of thesis, ideas dealing with the topic, ideas development through personal experience, illustration, facts and opinions (Brown, 2001:357).

A paragraph is categorized as effective when it covers unity, completeness, coherence and order (Fardhani, 2005:97). Dealing with this research, the spatial order will be assessed in writing a descriptive text. Spatial order means arranging informations through the transfer of one visual reference point to the next (Saraka in Fardhani, 2005:107).

2.3.4. Mechanics

Mechanics refers to the ability in correctly using the rules of writing such as punctuation and spelling (Heaton, 1991:135). A writer should have a good ability in using the rules of writing in order to make his writing understandable because some punctuations influence the meaning of a certain sentence. For example the word "students" and "student's" have different meanings. There are many punctuations used in writing as stated by Fardhani (2005:3-12), such as period (.), question mark (?), comma (,), appositive (,...,), apostrophe ('s), colon (:), semicolon (;), hyphen (-), dashes (–) and capital letters (A, N, K).

2.3.5. Organization

Organization deals with organizing ideas to form good paragraphs in a good order. Discussing about organization, it deals with the coherence and unity. Coherence refers to suitability between paragraphs in a text. Meanwhile, unity is defined as oneness of paragraphs collected from ideas development. (Fardhani, 2005:98). Thus, organization plays an important role in writing and the writer should be able to organize ideas into a good order.

2.4. The General Concept of Outdoor Language Learning

This part highlights the method to teach descriptive writing which is called Outdoor Language Learning which covers the definition, features and the effect of OLL.

2.4.1. Concept of Outdoor Language Learning

Outdoor learning means activities of teaching and learning between teacher and students which is not done in the classroom, but utilizing outdoor environment like school environment, garden, farming area, fishery etc. (Vera, 2012:16). Outdoor learning can be interpreted as a learning approach which uses the nature as a concrete media in delivering materials and having some other teaching learning activities. Some people call it as *Outing Class* which means the nature is directly involved as learning sources. On the other hand, Quay and Seaman (2013:5) define outdoor education as a form of education which is conducted beyond the classroom by involving nature as a media and learning sources. Meanwhile, Fellner (in Fellner, 2007:3) states that Outdoor Language Learning (OLL) is an experiential process of language learning which takes place out of the common traditional classroom. The activities in this method are centered to the students and emphasize the use of language to complete the tasks. The students are involved actively in the activities and experience the real situation outdoor. From the four definitions above, it can be concluded that the core of those definitions is that Outdoor Language Learning is an experiential learning which is conducted out of the classroom by involving directly the nature as a concrete media and the concrete experiences are provided. It is line with Staley (in Staley, 1988:2) that noted “Experiences of observing, manipulating, analyzing, measuring, and recording in the outdoors can easily lead to the use of art, drama, fantasy, express their outdoor encounters.”

2.4.2. Features of Outdoor Language Learning

Outdoor Language Learning (OLL) has some characteristics which make it different from other methods as stated by Priest (1986:13-14). It is a method for

learning which can be used to teach any subjects by adjusting the topics in each subject. The second, OLL is an experiential learning where students directly experience the nature by all senses. In this case, outdoor is involved directly as a source of learning. The third one is that OLL takes place outdoor, as its name “outdoor” which means beyond the classroom, OLL is primarily located out of common classroom. OLL requires all five senses is the fourth point. Students may use their senses during the learning process such as observing the things in learning location, or hearing any sounds produced in the outdoor. The last one, OLL is about the relationship involving people and natural resources.

2.5. Effect of Outdoor Language Learning on Descriptive Text Writing Achievement

OLL as a method brings many important advantages in supporting students' learning process. Fellner (2007) states that OLL increases students' motivation. There is a negative relationship between being in the classroom and feeling motivated, students feel bored by being in the classroom everyday for every subject which makes them lose their motivation. Taking them outdoor is a good way to squeeze their motivation. Besides, OLL encourages students to learn in a fun but challenging situation by doing the student-centered task which is believed to increase students' writing achievement. It is proven by Awaliaturrahmawati (2012) that the use of OLL enhances students' interest and learning achievement since students can easily find the suitable vocabularies by directly seeing the objects to describe things around the place, shape, location and position of the place. Therefore, the students score are enhanced. Staley (1988:2) noted that concrete experiences are provided in the form of place to describe. Learning-by-doing with concrete experiences is important for students. By learning beyond the classroom with new activities, students directly experience concrete environment and freely explore their surroundings. It is believed that learning-by-doing and experience a concrete thing can enhance students' learning achievement especially in writing descriptive text.

2.6. The Hypothesis of the Research

Based on the research problem and the review of related literature, the alternative hypothesis of this research is formulated as follows: There is a significant influence of implementing Outdoor Language Learning on High School Students' Descriptive Text Writing Achievement.



CHAPTER 3. RESEARCH METHOD

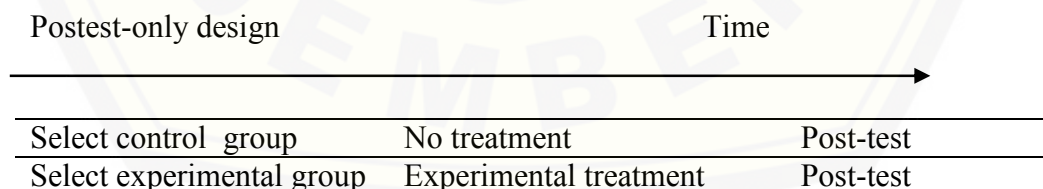
This chapter explains the method of the research used covering research design, research context, research participants, treatment procedures, data collection method and data analysis method.

3.1. Research Design

This research was designed as a quasi-experimental research with post-test only design because this research was intended to know whether or not Outdoor Language Learning had a significant influence on high school student's descriptive text writing achievement. In addition, a quasi-experimental design was used when groups were formed naturally, such as a classroom, a family unit and an organization (Keppel & Wickens in Cresswel: 2014).

This research focused on the tenth grade students' descriptive text writing achievement by using Outdoor Language Learning at SMA Negeri 1 Jenggawah. There were two groups in this research: control group and experimental group. The control group received a treatment of scientific approach while the experimental group received a treatment of Outdoor Language Learning as a method in teaching descriptive text writing.

The quasi-experimental design in this research is illustrated in the following table:



(Creswell, 2012:310)

Figure 3. 1 The quasi-experimental research design

Based on the research design proposed by Creswell, the procedures are explained as follows:

1. Getting the students' scores in the mid-term test in the even semester from the English teacher.
2. Analyzing the scores by using ANOVA (Analysis of Variance) in the SPSS application. From this step the researcher gained the result of homogeneity test which shows that the six classes were homogenous by considering the value of ANOVA. It is said as homogeneous because the value is higher than 0.05.
3. Determining two classes as control group and experimental group by using lottery.
4. Conducting the treatment that is teaching descriptive text writing by using Outdoor Language Learning for the experimental group and teaching descriptive text writing by using scientific approach for the control group.
5. Conducting a post-test to both control and experimental group to measure students' descriptive text writing achievement.
6. Finding the mean scores of both groups and compare the mean scores to know the effectiveness of Outdoor Language Learning in teaching descriptive text writing.
7. Concluding the result to answer the research problem.

3.2. Research Context

SMA Negeri 1 Jenggawah is located in Jenggawah subdistrict. This school consisted of 18 classes and 700 students which were divided into two majors, i.e natural and social science. This school has been applying 2013 Curriculum for the tenth grades and KTSP Curriculum for the eleventh and twelfth grades. The tenth grade students had one meeting of English subject in a week.

The researcher asked permission to conduct a research at SMA Negeri 1 Jenggawah and did an interview with the English teacher. In addition, the tenth grade English teacher was interested in knowing the effectiveness of Outdoor

Language Learning in teaching descriptive text writing since he never applied this approach in his teaching and learning activities.

3.3. Research Participants

The participants in this research were the tenth grade students of SMA Negeri 1 Jenggawah in the 2016/2017 academic year. There were six classes and each class consisted of 38-40 students. The two homogeneous classes were chosen based on the result of homogeneity test and was determined as a control group and an experimental group by lottery.

The data of homogeneity test was gained from the students' English midterm test in the even semester. The data were analyzed by using One Way ANOVA to know whether or not the classes of the tenth grade were homogenous. The mean score of each class is presented in the following table.

SCORE	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X IPA 1	36	75,8611	2,62028	,43671	74,9745	76,7477	71,00	81,00
X IPA 2	35	75,6286	1,73351	,29302	75,0331	76,2241	73,00	80,00
X IPA 3	34	78,3824	1,49777	,25687	77,8598	78,9049	75,00	82,00
X IPS 1	34	77,8824	2,38384	,40883	77,0506	78,7141	75,00	83,00
X IPS 2	38	73,9474	12,38776	2,00956	69,8756	78,0191	,00	79,00
X IPS 3	37	76,1081	1,48668	,24441	75,6124	76,6038	75,00	80,00
Total	214	76,2477	5,66178	,38703	75,4848	77,0106	,00	83,00

Table 3. 1 The analysis result of English midterm test of the tenth grade students of SMA Negeri 1 Jenggawah in the 2016/2017 academic year.

The table shows the total number of the population of the study was 214 students in six classes. The mean score of X IPA 1 was 75,8611, X IPA 2 was 75.6286, X IPA 3 was 78.3824, X IPS 1 was 77.8824, X IPS 2 was 73.9474 and X

IPS 3 was 76.1081. The scores of homogeneity test of English midterm test was analyzed statistically using ANOVA presented as follows.

Test of Homogeneity of Variances			
SCORE			
Levene Statistic	df1	df2	Sig.
1,594	5	208	,163

Table 3. 2 The result of homogeneity test of the tenth grade English midterm test of SMA Negeri 1 Jenggawah in the 2016/2017 academic year.

Based on the result of analysis using One Way ANOVA, the value of significant column was 0.163 which was higher than 0.05. It can be said that there was no significant difference between classes of the tenth grade. Therefore, the population was homogeneous.

After knowing that the tenth grade classes of SMA Negeri 1 Jenggawah were homogeneous, the researcher chose two classes randomly by using lottery. Based on the lottery, X IPA 1 was chosen as control group and X IPA 2 as experimental group.

3.4. Treatment Procedures

The process of teaching descriptive text writing by using Outdoor Language Learning in this research is adapted from the procedures of teaching presented diagrammatically by Staley and Staley (1988:10-12) as follows:

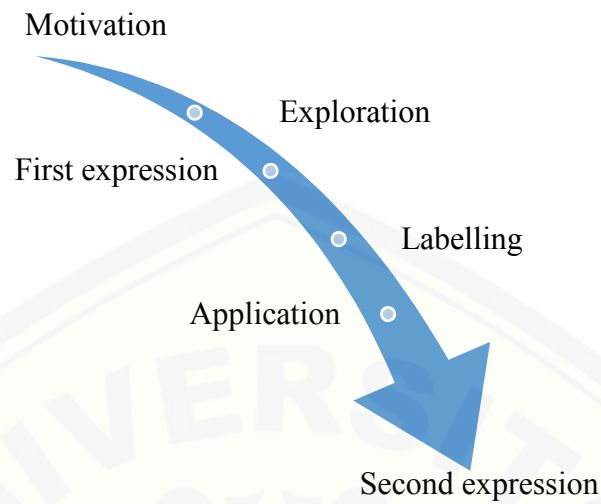


Figure 3. 2 The steps of applying OLL

A. Motivation phase

This phase is about encouraging students' self-motivation to have outdoor activities. It can be done by listening to music, showing the pictures and discussing an issue related to the topic will be learned.

B. Exploration

When students' self-motivation has been aroused, they are ready to have outdoor activities. In this stage, the teacher leads the students to go outside the classroom to find the destination while observing the condition of the object.

C. First expression

The teacher gives students opportunities to express their first impression about the object. The expression can be in the form of written report or discussion.

D. Labelling phase

In this phase, the teacher involves students actively to describe the chosen object. The students write the object's characteristics based on the discussion result.

E. Application

This is the further activity utilizing the outdoor. Students are guided to organize their ideas of the place that will be described covering things around the place, position, shape and location of the place in the form of an outline.

F. Second expression

In this final phase, students write their descriptive text individually based on the result of the previous phase, i.e. labelling and application.

During the treatment, the researcher applied all the stages above in teaching activities for experimental group.

3.5. Data Collection Method

Writing test was used to know the students' writing achievement after receiving the treatment. It was focused on students' ability on writing a descriptive text in the topic of place in 70-100 words.

A good writing test must be valid and reliable. Heaton (1991:159) notes that validity is a limitation of what is expected to measure and only focuses on that area. This research develops content validity in which the content of the test is suitable with the 2013 Curriculum for senior high school. In writing, reliability is related to the consistency of scores given by different raters (inter-raters reliability).

To establish the reliability, the researcher applied inter-raters to score the writing test. The first rater is the researcher and the second rater is the English teacher. The two raters did the scoring by using the same analytical scoring rubric, which gives a separate score for each aspect namely content, organization, vocabulary, grammar and mechanics. The criteria for each aspect were adapted from Anderson's writing scoring rubric due to the need of simpler scoring. The rubric is formulated as follows.

Score Level	Criteria
Content	30-26 EXCELLENT: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable). It fulfills all criteria well
	25-21 GOOD: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but one criteria is weak
	20-16 FAIR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but some criteria are weak
	15-11 POOR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but most criteria are weak
Organization	15-13 EXCELLENT: The text is coherent and the coherences are correct. Using chronological order and repeating the key words
	12-10 GOOD: The text is coherent and the coherences are correct. Using chronological order
	9-7 FAIR: The text is coherent and some criterias are appropriate enough
	7-5 POOR The coherences among sentences are weak
Vocabulary	25-21 EXCELLENT: Using appropriate words to describe places effectively
	20-16 GOOD: Using appropriate words with few errors
	15-11 FAIR: Using appropriate words with many errors
	10-6 POOR: Using inappropriate words
Grammar	25-21 EXCELLENT: Using simple present tense, adjectives and adverbs correctly
	20-16 GOOD: Using simple present tense, adjectives and adverbs with few errors
	15-11 FAIR: Using simple present tense, adjectives and adverbs with many errors
	10-6 POOR: Using none or only one of grammatical features of descriptive text with errors
Mechanics	5 EXCELLENT: Using correct punctuation, spelling and capitalization. It fulfills all criteria.
	4 GOOD: Using correct punctuation, spelling and capitalization. But one of the criteria is weak.
	3 FAIR: Using correct punctuation, spelling and capitalization. But two criteria are weak.
	2 POOR: Using incorrect punctuation, spelling and capitalization. All the criteria are weak.
Score	Content+Organization+Vocab+grammar+Mechanics= total score+.....+.....+.....+.....=.....

(adapted from Jacobs et.al(1991) in Weigle (2002:116)

Table 3. 3 Writing scoring rubric

3.6. Data Analysis Method

The data in the form of writing test scores of the experimental and control groups were analyzed by using Independent sample t-test with 5% significance level. The data were analyzed with the help of SPSS (Statistical Package of Social Science) software. Independent sample t-test was used to compare the mean score of control and experimental groups. It was done to find whether or not there is a significant effect of Outdoor Language Learning on students' descriptive text writing achievement.

The procedure of analyzing the data by using SPSS are as follows:

1. Open the SPSS application.
2. Click *Variable View* on data editor.
3. In the column *Name*, type "Score" in the first row and "Class" in the second row.
4. In the column *Decimals*, type "2" in the first row and "0" in the second row.
5. In the column *Label*, type "Score" in the first row and "Class" in the second row.
6. In the second row of column *Values*, click the mouse to the small box in the right side of the cell. Type "1" in the value box and type "experiment" in the value label then click *Add*. Next, type "2" in the value box and type "control" in the value label then click *Add*. Click *OK*.
7. Click *Data View* on SPSS data editor.
8. Type the data according to the variables.
9. Click *Analyze* → *Compare Means* → *Independent* → *Sample t-Test*.
10. When a new dialogue box appears, click score variable, put it to *Test Variable (s)* box.
11. In *grouping variable*, click *Define Groups*. Type "1" in group 1 and type "2" in group 2. Then click *Continue*.
12. In *Option*, use significant degree of 5% , click *Continue* then click *OK*.

From the steps of SPSS analysis above, the difference of the mean scores between experimental and control class were gained. Therefore, the effectiveness of OLL on students' writing achievement was known.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and followed by the suggestions for the English teacher and future researcher.

5.1. Conclusion

Based on the data analysis and discussion, it can be concluded that there was a significant effect of implementing OLL on high school students' descriptive text writing achievement. In addition, the experimental group (X IPA 2) got better scores than the control group (X IPA 1).

5.2. Suggestion

Implementing OLL in teaching descriptive text writing gave a significant effect on students' learning achievement. Based on the result of the study, some suggestions to English teacher and the future researcher are proposed as follows.

1. The English Teacher

It suggested that the English teacher use OLL in teaching descriptive text writing especially in the theme of places around the school. To make students easier in generating ideas and finding appropriate words to describe the place.

2. The Other Researcher

Hopefully the result of this research can be a consideration in conducting further research for other researcher which is related to the implementation of OLL in teaching another type of text by using other procedures of OLL in the different level.

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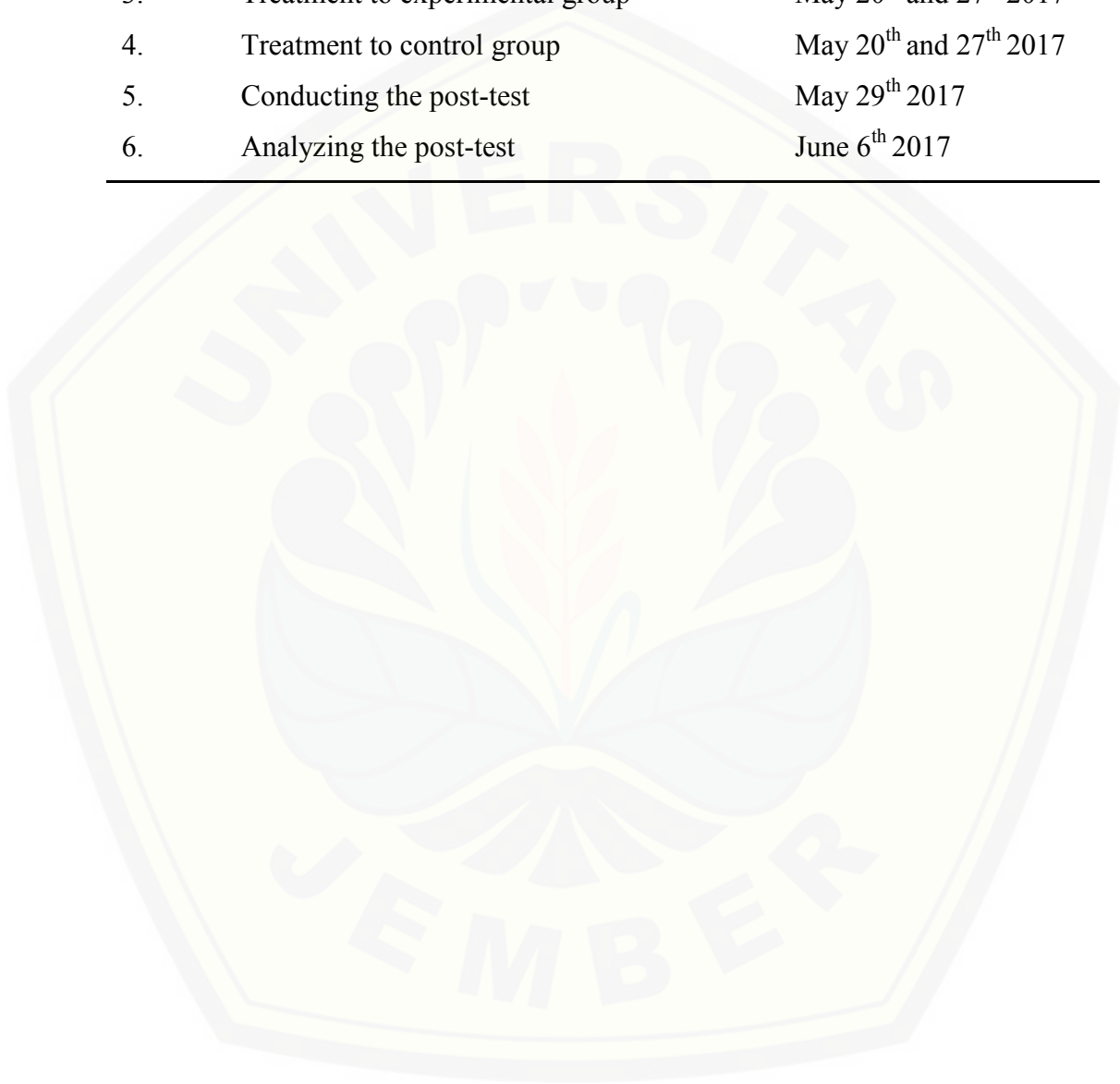
APPENDICES

A. RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
The Influence of Implementing Outdoor Language Learning on High School Students' Descriptive Text Writing Achievement	Is there any significant influence of implementing Outdoor Language Learning on high school students' descriptive text writing achievement	<ul style="list-style-type: none"> • Independent variable: Outdoor Language Learning • Dependent variable: The students' descriptive text writing achievement 	<p>The students' scores of writing achievement include:</p> <ul style="list-style-type: none"> – Content – Organization – Vocabulary – Grammar – Mechanics <p>(Heaton, 1991: 146)</p> <p>Teaching descriptive text writing by using Outdoor Language Learning</p> <ul style="list-style-type: none"> – Motivation – Exploration – First expression – Labelling – Application – Second expression <p>(Staley and Staley, 1988: 10-12)</p>	<p>Respondents: The tenth grade students of SMA Negeri 1 Jenggawah</p> <p>Informant: The English teacher of the tenth grade of SMA Negeri 1 Jenggawah</p> <p>Documents: Names of research respondents (the experimental and control group)</p>	<p>1. Research design:</p> <ul style="list-style-type: none"> • Quasi experimental design <p>2. Area determination method</p> <ul style="list-style-type: none"> • Purposive method <p>3. Respondent determination method</p> <ul style="list-style-type: none"> • Cluster random sampling <p>4. Data collection method</p> <ul style="list-style-type: none"> • Writing test <p>5. Data analysis</p> <ul style="list-style-type: none"> • Independent sample T-test of SPSS computing system 	There is a significant influence of implementing Outdoor Language Learning on High School Students' Descriptive Text Writing Achievement

B. The Schedule of the Research

No.	Activity	Date
1.	Analyzing the data for homogeneity test	May 18 th 2017
2.	Arranging the schedules with the teacher	May 19 th 2017
3.	Treatment to experimental group	May 20 th and 27 th 2017
4.	Treatment to control group	May 20 th and 27 th 2017
5.	Conducting the post-test	May 29 th 2017
6.	Analyzing the post-test	June 6 th 2017



C. The guidelines of instruments

1. Interview guide with the tenth grade English teacher

No.	Question	Answer
1.	What technique is usually used in teaching writing?	I usually use different technique for different skill, but I mostly use lecturing technique.
2.	What is the reason choosing that technique?	Lecturing is simple and easily done
3.	How do you use the technique?	I explain the materials to the students and give tasks to check their understanding
4.	How are the students activities by being taught writing using that technique?	Students' activities are based on the task that I give.
5.	How are the students' learning result?	Students' learning result are not good enough because they have some problems dealing with the aspects of writing.
6.	What problems do you find in teaching writing?	Grammar, vocabulary, organization and content.
7.	Do you know about Outdoor Language Learning?	Yes.
8.	Have you ever used Outdoor Language Learning in teaching writing?	Never.

2. The documentation guide

No.	The data	Data resource
1.	The names of the respondents	School documents
2.	The respondents' English recent score in the midterm test	

D. Students' English midterm test score in the even semester

No.	X IPA 1	X IPA 2	X IPA 3	X IPS 1	X IPS 2	X IPS 3
1	73	77	77	78	77	75
2	79	75	80	78	77	75
3	75	75	81	78	77	75
4	77	73	77	75	75	77
5	76	75	77	75	76	76
6	76	75	77	75	75	78
7	72	77	78	79	75	76
8	75	73	79	77	77	76
9	81	75	78	78	79	75
10	77	75	80	83	77	75
11	76	75	79	76	79	75
12	73	76	79	77	75	76
13	81	77	80	81	75	79
14	72	77	75	77	75	77
15	81	75	79	75	75	75
16	78	79	77	81	75	76
17	81	77	78	76	75	75
18	75	75	7	81	77	75
19	73	75	77	79	75	75
20	76	76	79	76	75	76
21	71	77	78	75	75	76
22	76	75	78	78	78	76
23	77	75	78	77	77	75
24	76	73	76	78	75	75
25	77	75	80	76	77	75
26	75	77	79	82	75	75
27	75	75	81	82	75	76
28	71	75	79	79	75	76
29	75	73	82	75	75	75
30	75	73	78	80	77	80
31	76	78	78	79	75	80
32	78	75	78	75	75	76
33	77	75	77	76	76	77
34	75	80	77	81	79	76
35	79	79			75	76
36	75				75	75
37					75	80
38						
39	75,8611	75,6286	78,3824	77,8824	73,9474	76,1081

E. The output of Homogeneity Test in SPSS

Test of Homogeneity of Variances				
SCORE				
Levene				
Statistic	df1	df2	Sig.	
1,594	5	208	,163	

Descriptives

SCORE								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X IPA 1	36	75,8611	2,62028	,43671	74,9745	76,7477	71,00	81,00
X IPA 2	35	75,6286	1,73351	,29302	75,0331	76,2241	73,00	80,00
X IPA 3	34	78,3824	1,49777	,25687	77,8598	78,9049	75,00	82,00
X IPS 1	34	77,8824	2,38384	,40883	77,0506	78,7141	75,00	83,00
X IPS 2	38	73,9474	12,38776	2,00956	69,8756	78,0191	,00	79,00
X IPS 3	37	76,1081	1,48668	,24441	75,6124	76,6038	75,00	80,00
Total	214	76,2477	5,66178	,38703	75,4848	77,0106	,00	83,00

F. The scores of post-test

Control group (X IPA 1)					Experimental group (X IPA 2)				
No	Nama	S1	S2	Nilai	No	Nama	S1	S2	Nilai
1	A M	60	60	60	1	A M C Y	58	58	58
2	A D	57	58	58	2	A A P	57	59	58
3	A F B A	65	63	64	3	A J	60	62	61
4	A A	57	60	59	4	A Z	58	58	58
5	A S D	61	58	60	5	A H	61	62	61
6	D A P	61	63	62	6	A L D M	56	56	56
7	D F K N	60	58	59	7	B A L	59	59	59
8	D W	70	66	68	8	C A	63	57	60
9	D A	54	59	57	9	D W	65	63	64
10	D A M	70	68	69	10	D A W	70	75	71
11	D W E K	55	55	55	11	D D	82	82	82
12	E D S	61	62	62	12	D M S	82	80	81
13	E A W	61	58	60	13	E A S	68	69	69
14	E F	62	63	63	14	F M	80	78	79
15	F F D Y	58	60	59	15	F H	73	74	74
16	F A W	65	62	64	16	F A L	65	65	65
17	G R K	63	63	63	17	I P A	67	73	70
18	I S R	58	62	60	18	M A R	54	54	54
19	I C A	55	55	55	19	M A W	51	57	54
20	M A R	53	52	53	20	M K	61	58	60
21	M A Q	57	56	57	21	N K	62	63	63
22	M B F	56	60	58	22	P E F	58	59	59
23	N M E P	68	66	67	23	P A N H Y	63	65	64
24	N A A	51	52	52	24	P A S Q	65	66	66
25	N I P	63	64	64	25	R D C	59	61	60
26	P N O S	60	62	61	26	R S	76	72	74
27	P M	68	68	68	27	S M I P	73	73	73
28	R I	63	62	63	28	S T W	61	66	64
29	S	65	62	64	29	S	59	62	61
30	T H T	53	58	56	30	V N D	59	58	59
31	U H	66	65	66	31	W H	52	68	60
32	V D R	61	62	62	32	W D L	50	49	50
33	W	56	60	58	33	Y P	65	65	65
34	Y B H	52	58	55	34				
35	Y A	59	58	59	35				

*S1 : scorer 1

*S2 : scorer 2

*round number was used (70,5→71)

G. The Output of Independent Sample T-Test in SPSS

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
score	control	35	60,5714	4,28599	,72447
	experimental	33	64,0000	7,84618	1,36584

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	8,381	,005	-2,254	66	,028	-3,42857	1,52133	-6,46601	-,39113
	Equal variances not assumed			-2,218	48,896	,031	-3,42857	1,54609	-6,53571	-,32143

H. LESSON PLAN

LESSON PLAN (MEETING 1)

SCHOOL : SMA NEGERI 1 JENGGAWAH

SUBJECT : ENGLISH

CLASS/SEMESTER : X/2

MAIN MATERIAL : DESCRIPTIVE TEXT

TIME ALLOCATION : 2x45 minutes

A. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> 1. Showing gratefulness because they could learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm in the teaching and learning process.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.	<ol style="list-style-type: none"> 1. Showing well behaved while communicating with the teachers and friends. 2. Showing responsibilities while doing the tasks in teaching and learning process. 3. Showing care to the other students during the teaching and learning process. 4. Showing good cooperation with other students during the teaching and learning process 5. Showing peacefulness to others by respecting other's idea. 6. Showing responses to others difficulties by helping them.
5.1 Menganalisis fungsi sosial, struktur teks, dan unsur	<ol style="list-style-type: none"> 1. Using simple present tense in describing place around the school.

<p>kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<ol style="list-style-type: none"> 2. Using adjectives to show the characteristics of a place. 3. Using adverbs and adverbial phrases.
<p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<ol style="list-style-type: none"> 1. Making an outline of descriptive text 2. Writing a descriptive text

B. LEARNING OBJECTIVES

1. Students are able to use simple present tense, adjectives, adverbs and adverbial phrases to describe places around the school.
2. Students are able to make an outline of descriptive text.
3. Students are able to write a descriptive text.

C. MATERIALS

- Descriptive text
(*The materials are attached*)

D. METHOD

- Experimental group : Outdoor Language Learning
- Control group : Scientific approach of 2013 curriculum

E. MEDIA

- Pictures

F. SOURCES

- <http://gym-farkad.tri.sch.gr/aSchoolOverTheRainbow/index.php/create-your-ideal-academy/build-your-own-virtual-school/description-of-the-school/item/316-the-school-canteen>

G. LEARNING ACTIVITY

Experimental Group	Time	Control Group	Time
Opening		Opening	
<ul style="list-style-type: none"> Greeting the students Inviting the students to pray Checking the students' attendance 	5'	<ul style="list-style-type: none"> Greeting the students Inviting the students to pray Checking the students' attendance Giving some leading questions Stating the objective of learning 	5'
Main activity		Main activity	
Motivation <ul style="list-style-type: none"> Showing the picture of a mosque Giving some leading questions Stating the objectives of learning 	20'	Observing <ul style="list-style-type: none"> Leading students to <i>observe</i> the picture shown by the teacher Explaining the definition of descriptive text, the language features and the text structure Giving the example of the descriptive text and the exercise 	20'
Exploration <ul style="list-style-type: none"> Forming groups Leading students to go to the school mosque Guiding students to <i>observe</i> the school mosque Explaining the definition of descriptive text, the language features and the text structure Giving the example of the descriptive text and the exercise Discussing the exercise 	5'	Questioning <ul style="list-style-type: none"> Assigning students to have <i>question-answer</i> in pairs about the text 	5'

<p>First expression</p> <ul style="list-style-type: none"> Assigning students to have discussion (<i>question</i> and answer) in group about the school mosque in terms of characteristic, shape, colour, position or location, etc. 	5'	<p>Associating</p> <ul style="list-style-type: none"> Guiding students to identify the text structure Guiding students to identify the use of language features in descriptive text Discussing the exercise 	10'
<p>Labelling</p> <ul style="list-style-type: none"> Assigning students to write the vocabularies to write the text (adjectives, adverbs etc.) 	10'	<p>Exploring</p> <ul style="list-style-type: none"> Guiding students to make an outline of describing the school mosque Assigning students to write a descriptive text about school mosque based on the picture 	35'
<p>Application</p> <ul style="list-style-type: none"> Transferring the discussion result into an outline of describing the school mosque individually 	10'	<p>Communicating</p> <ul style="list-style-type: none"> Discussing the result of the writing Giving feedback of the students' writing 	10'
<p>Second expression</p> <ul style="list-style-type: none"> Leading students to <i>make</i> a descriptive text about the school mosque individually Discussing the result of writing 	30'		
Post activity		Post activity	
<ul style="list-style-type: none"> Guiding the students to make conclusion Parting the students Going back to the classroom 	5'	<ul style="list-style-type: none"> Guiding the students to make conclusion Parting the students 	5'

H. ASSESSMENT

SCORING GUIDELINE OF KI-3 AND KI-4 (COGNITIVE and IMPLEMENTATION COMPETENCE)

Score Level	Criteria
Content	30-26 EXCELLENT: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable). It fulfills all criteria well
	25-21 GOOD: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but one criteria is weak
	20-16 FAIR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but some criteria are weak
	15-11 POOR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but most criteria are weak
Organization	15-13 EXCELLENT: The text is coherent and the coherences are correct. Using chronological order and repeating the key words
	12-10 GOOD: The text is coherent and the coherences are correct. Using chronological order
	9-7 FAIR: The text is coherent and some criterias are appropriate enough
	7-5 POOR The coherences among sentences are weak
Vocabulary	25-21 EXCELLENT: Using appropriate words to describe places effectively
	20-16 GOOD: Using appropriate words with few errors
	15-11 FAIR: Using appropriate words with many errors
	10-6 POOR: Using inappropriate words
Grammar	25-21 EXCELLENT: Using simple present tense, adjectives and adverbs correctly
	20-16 GOOD: Using simple present tense, adjectives and adverbs with few errors
	15-11 FAIR: Using simple present tense, adjectives and adverbs with many errors
	10-6 POOR: Using none or only one of grammatical features of descriptive text with errors
Mechanics	5 EXCELLENT: Using correct punctuation, spelling and capitalization. It fulfills all criteria.
	4 GOOD: Using correct punctuation, spelling and capitalization. But one of the criteria is weak.
	3 FAIR: Using correct punctuation, spelling and capitalization. But two criteria are weak.
	2 POOR: Using incorrect punctuation, spelling and capitalization. All the criteria are weak.
Score	Content+Organization+Vocab+grammar+Mechanics= total score+.....+.....+.....+.....=.....

(adapted from Jacobs et.al(1991) in Weigle (2002:116)

Jember, May 20th 2017

The English teacher

Rini Shofiani



LEARNING MATERIALS (EXPERIMENTAL GROUP)

1. MOTIVATION



(source: <http://www.panoramio.com/photo/68235402>)

Leading questions:

1. Is there a mosque in your school?
2. Where is it located?
3. What can you see around the mosque?
4. How does the mosque look like?

2. EXPLORATION

- Please form groups consisted of 5 students.
- The groups have already formed, now lets go to the mosque to continue the learning process.
- Look at around the mosque, observ things you see with your group like the position, shape and things around the mosque.

DESCRIPTIVE TEXT

Definition

Descriptive text is a text that is used to describe people, animal, place or things.

The text structure

- Identification
Identifying the thing that is going to be described.
- Description
Describing thing in the terms of characteristics, qualities and its parts.

The language features

- Using simple present tense (the class situation makes me feel comfortable).
- Using adjectives (the class is clean).
- Using adverbs (clearly, quickly).

SIMPLE PRESENT TENSE

Simple present tense is a pattern used ina sentence to indicate that something happens all the time/repeatedly, or that something is true or general.

- **The pattern of simple present tense**

(+) I/You/They/We + V₁

He/She/It + V₁ (s/es)

Examples:

- The room has four windows

- The shelves contain thirty English books

(-) I/You/They/We + do not + V₁

He/She/It + does not + V₁

Examples:

- The room does not have four windows
- The shelves do not contain thirty English books

• **Using “be” in simple present tense and adjectives**

(+) I + am + complement

He/She/It + is + complement

You/They/We + are + complement

Examples:

- The mango tree is tall.
- Classes in my school are large

(+) I + am + not + complement

He/She/It + is + not + complement

You/They/We + are + not + complement

Examples:

- The mango tree is not tall.
- Classes in my school are not large

• **Using adverbs**

- The tree grows well.
- The lamp shines brightly.

STUDENT WORKSHEET

Please read the text carefully

The School Canteen

The school canteen is one of the biggest and liveliest places of our school. There are enough tables and chairs for all students in our school to sit and enjoy their time there.

We often go there during the break to eat breakfast or lunch. If someone wants to bring his/her own homemade food or snack, there is a fridge that you can use to store it and two ovens that you can use to reheat it freely. There are fresh fruit and bottles of water on the tables that students can eat and drink for free. Furthermore, there is a dish-washer and some bins. We should all help to keep the canteen clean by throwing the rubbish in the bin and put the dishes in the dish-washer. There are three different meals for us to choose every day. There is always a special meal for vegetarians. If someone is on diet, there is a special meal prepared for him/her, as well.

(Source: <http://gym-farkad.tri.sch.gr/aSchoolOverTheRainbow/index.php/create-your-ideal-academy/build-your-own-virtual-school/description-of-the-school/item/316-the-school-canteen>)

Task 1

Answer the questions below based on the text correctly.

1. Please identify the generic structure of the text. Write the answer in the boxes above.
2. Please mention adjectives used in the text.
3. Please mention adverbs used in the text.
4. Please rewrite 2 sentences using simple present tense based on the text.

3. FIRST EXPRESSION

- Please discuss (question-answer) with your group about the mosque including the shape, position and things around the mosque.

4. LABELLING

- Please write the vocabularies needed to write your descriptive text with your group.

5. APPLICATION**• Task 2**

Please write an outline of a text that describe the mosque in your school.

6. SECOND EXPRESSION**• Task 3**

Please write a text which describe the mosque in your school in 70-100 words.

Answer Key

List of vocabularies

Dome	White cloak	Microphone	Pillar
Pulpit	Porch of the mosque	Tile	Curtain
Water tap	Prayer rug	Electric Switch	Palate

Task 1

1. Identification and description
2. Enough, clean, different
3. Freely, always.
4. a. There are three different meals for us to choose every day.
b. There is always a special meal for vegetarians.

Task 2

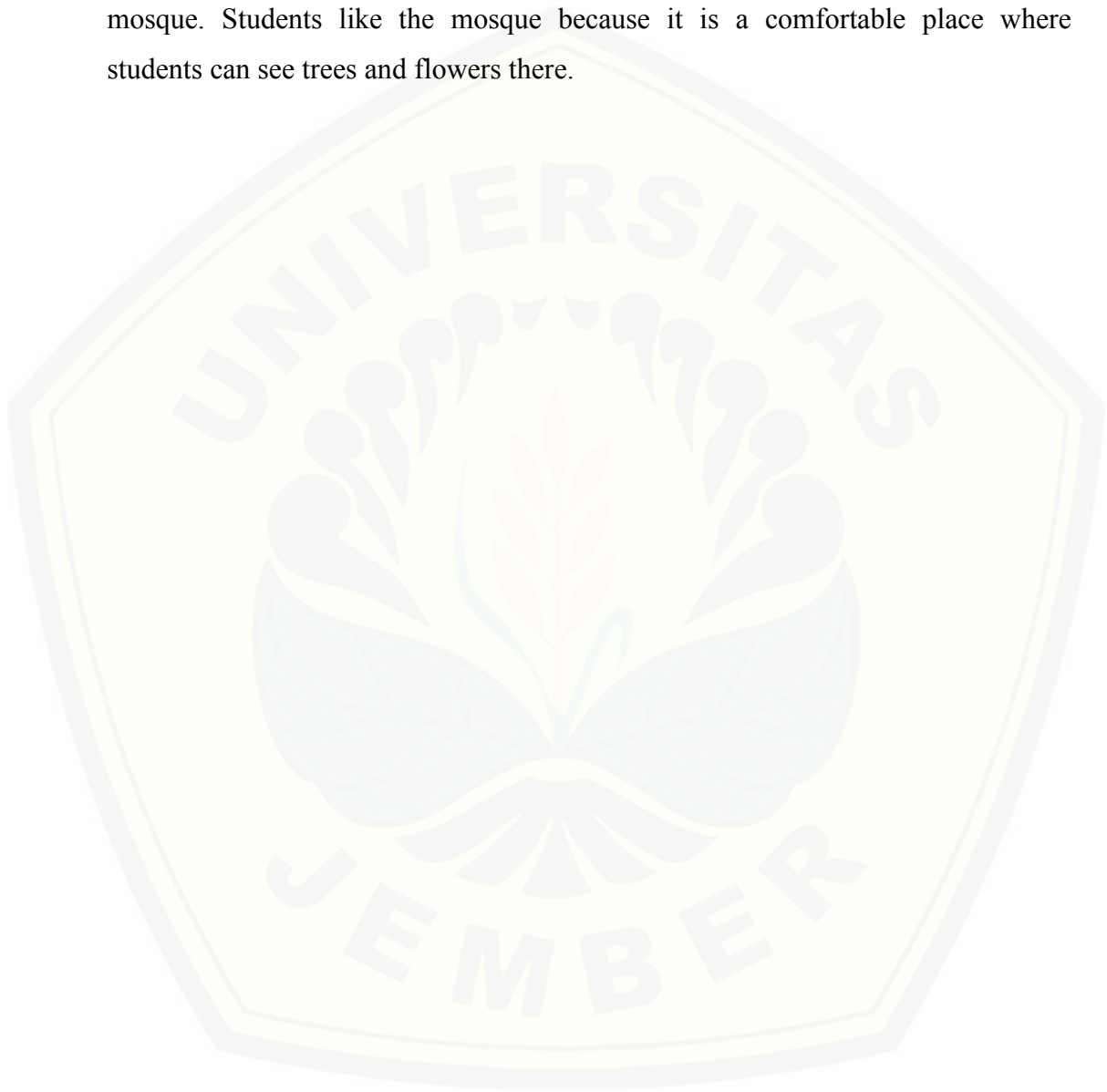
Identification	<ul style="list-style-type: none"> • Stating the object • General information of the object will be described
Description	<ul style="list-style-type: none"> • The position of the object (in front of the teachers room and parking lot) • The size is medium • There are trees and flowers • The function of the object • Things we can find in the object

Task 3**My School Mosque**

One of senior high schools in Jenggawah is SMA Negeri 1 Jenggawah. It is located in Jalan Tempurejo. One of favorite places in school is a mosque.

The school mosque is located in the front part of school. Beside the mosque there is a security post, parking lot for guests and a garden with many trees. The

ablution place is located in the right side of the mosque. In the mosque there are many Qur'an and praying dress for students who want to pray and read Qur'an. The pulpit in the mosque is not too big since the mosque itself is not large enough. During the break time, students usually spend their time sitting in the porch of mosque. Students like the mosque because it is a comfortable place where students can see trees and flowers there.



LEARNING MATERIALS (CONTROL GROUP)

1. OBSERVING



(source: <http://www.panoramio.com/photo/68235402>)

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1. Is there a mosque in your school?
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3. What can you see around the mosque?
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He/She/It + does not + V₁

Examples:

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He/She/It + is + complement

You/They/We + are + complement

Examples:

- The mango tree is tall.
- Classes in my school are large

(+) I + am + not + complement

He/She/It + is + not + complement

You/They/We + are + not + complement

Examples:

- The mango tree is not tall.
- Classes in my school are not large

- **Using adverbs**

- The tree grows well.
- The lamp shines brightly.

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(Source: <http://gym-farkad.tri.sch.gr/aSchoolOverTheRainbow/index.php/create-your-ideal-academy/build-your-own-virtual-school/description-of-the-school/item/316-the-school-canteen>)

2. QUESTIONING

- Please have question-answer with your group about the mosque including the shape, position and things around the mosque.

3. ASSOCIATING

Task 1

Answer the questions below based on the text correctly.

1. Please identify the generic structure of the text. Write the answer in the boxes above.
2. Please mention adjectives used in the text.
3. Please mention adverbs used in the text.
4. Please rewrite 2 sentences using simple present tense based on the text.

4. EXPLORING

• Task 2

Please make an outline of a text that describes the mosque in your school.

• Task 3

Please write a text which describes the mosque in your school in 70-100 words.

5. COMMUNICATING

- Taking samples of students' writing and giving feedback.

Answer Key

Task 1

- Identification and description
- Enough, clean, different
- Freely, always.
- a. There are three different meals for us to choose every day.
- c. There is always a special meal for vegetarians.

Task 2

Identification	<ul style="list-style-type: none"> • Stating the object • General information of the object will be described
Description	<ul style="list-style-type: none"> • The position of the object (in front of the teachers room and parking lot) • The size is medium • There are trees and flowers • The function of the object • Things we can find in the object

Task 3**My School Mosque**

One of senior high schools in Jenggawah is SMA Negeri 1 Jenggawah. It is located in Jalan Tempurejo. One of favorite places in school is a mosque.

The school mosque is located in the front part of school. Beside the mosque there is a security post, parking lot for guests and a garden with many trees. The ablution place is located in the right side of the mosque. In the mosque there are many Qur'an and praying dress for students who want to pray and read Qur'an. The pulpit in the mosque is not too big since the mosque itself is not large enough. During the break time, students usually spend their time sitting in the porch of mosque. Students like the mosque because it is a comfortable place where students can see trees and flowers there.

LESSON PLAN (MEETING 2)

SCHOOL : SMA NEGERI 1 JENGGAWAH

SUBJECT : ENGLISH

CLASS/SEMESTER : X/2

MAIN MATERIAL : DESCRIPTIVE TEXT

TIME ALLOCATION : 2x45 minutes

A. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicators
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>1.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p>	<ol style="list-style-type: none"> 1. Showing gratefulness because they could learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm in the teaching and learning process.
<p>a. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks</p>	<ol style="list-style-type: none"> 1. Using simple present tense in describing place around the school. 2. Using adjectives to show the

<p>deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>characteristics of a place.</p> <p>3. Using adverbs and adverbial phrases.</p>
<p>1.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>1. Making an outline of descriptive text</p> <p>2. Writing a descriptive text</p>

B. LEARNING OBJECTIVES

1. Students are able to use simple present tense, adjectives, adverbs and adverbial phrases to describe places around the school.
2. Students are able to make an outline of descriptive text.
3. Students are able to write a descriptive text.

C. MATERIALS

- Descriptive text
(*The materials are attached*)

D. METHOD

- Experimental group : Outdoor Language Learning
- Control group : scientific approach of 2013 curriculum

E. MEDIA

- Pictures

F. SOURCES

- www.caramudahbelajarbahasainggris.net/2015/04/2-contoh-descriptive-text-about-school-dalam-bahasa-inggris.html

G. LEARNING ACTIVITY

Experimental Group	Time	Control Group	Time
Opening		Opening	
<ul style="list-style-type: none"> Greeting the students Inviting the students to pray Checking the students' attendance 	5'	<ul style="list-style-type: none"> Greeting the students Inviting the students to pray Checking the students' attendance Giving some leading questions Stating the objective of learning 	5'
Main activity		Main activity	
Motivation <ul style="list-style-type: none"> Showing the picture of a library Giving some leading questions Stating the objectives of learning 	20'	Observing <ul style="list-style-type: none"> Leading students to <i>observe</i> the picture shown by the teacher Explaining the definition of descriptive text, the language features and the text structure Giving the example of the descriptive text and the exercise 	20'
Exploration <ul style="list-style-type: none"> Forming groups Leading students to go to the library Guiding students to <i>observe</i> the library Explaining the definition of descriptive text, the language features and the text structure Giving the example of the descriptive text and the exercise Discussing the exercise 	5'	Questioning <ul style="list-style-type: none"> Assigning students to have <i>question-answer</i> in pairs about the text 	5'

<p>First expression</p> <ul style="list-style-type: none"> Assigning students to have discussion (<i>question</i> and answer) in group about library in terms of characteristic, shape, colour, position or location, etc. 	5'	<p>Associating</p> <ul style="list-style-type: none"> Guiding students to identify the text structure Guiding students to identify the use of language features in descriptive text Discussing the exercise 	10'
<p>Labelling</p> <ul style="list-style-type: none"> Assigning students to write the vocabularies to write the text (adjectives, adverbs etc.) 	10'	<p>Exploring</p> <ul style="list-style-type: none"> Guiding students to make an outline of describing the library Assigning students to write a descriptive text about library based on the picture 	35'
<p>Application</p> <ul style="list-style-type: none"> Transferring the discussion result into an outline of describing the library individually 	10'	<p>Communicating</p> <ul style="list-style-type: none"> Discussing the result of the writing Giving feedback of the students' writing 	10'
<p>Second expression</p> <ul style="list-style-type: none"> Leading students to <i>make</i> a descriptive text about the library individually Discussing the result of writing 	30'		
Post activity		Post activity	
<ul style="list-style-type: none"> Guiding the students to make conclusion Parting the students Going back to the classroom 	5'	<ul style="list-style-type: none"> Guiding the students to make conclusion Parting the students 	5'

H. ASSESSMENT

SCORING GUIDELINE OF KI-3 AND KI-4 (COGNITIVE and IMPLEMENTATION COMPETENCE)

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Mechanics	5 EXCELLENT: Using correct punctuation, spelling and capitalization. It fulfills all criteria.
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	3 FAIR: Using correct punctuation, spelling and capitalization. But two criteria are weak.
	2 POOR: Using incorrect punctuation, spelling and capitalization. All the criteria are weak.
Score	Content+Organization+Vocab+grammar+Mechanics= total score+.....+.....+.....+.....=.....

(adapted from Jacobs et.al(1991) in Weigle (2002:116)

Jember, 27th May 2017

The English teacher

Rini Shofiani



LEARNING MATERIALS (EXPERIMENTAL GROUP)**1. MOTIVATION**

(source: https://www.google.com/search?q=perpustakaan&client=firefox-b&source=lnms&tbn=isch&sa=X&ved=0ahUKEwil_caI46fXAhWE6Y8KHZBKCRAQ_AUICigB&biw=1024&bih=501#imgrc=VRdNvr8WwMVmeM:)

Leading questions:

1. Is there a library in your school?
2. Where is it located?
3. What can you see around the library?
4. How does the library look like?

2. EXPLORATION

- Please form groups consisted of 5 students.
- The groups have already formed, now lets go to the library to continue the learning process.
- Distributing the materials
- Explaining the materials
- Look at around the library, observ things you see with your group like the position, shape and things around the mosque.

DESCRIPTIVE TEXT

Definition

Descriptive text is a text that is used to describe people, animal, place or things.

The text structure

- Identification
Identifying the thing that is going to be described.
- Description
Describing thing in the terms of characteristics, qualities and its parts.

The language features

- Using simple present tense (the class situation make me feel comfortable).
- Using adjectives (the class is clean).
- Using adverbs (clearly, quickly).

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Simple present tense is a pattern used ina sentence to indicate that something happens all the time/repeatedly, or that something is true or general.

• The pattern of simple present tense

(+) I/You/They/We + V₁

He/She/It + V₁ (s/es)

Examples:

- The room has four windows

- The shelves contain thirty English books

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He/She/It + does not + V₁

Examples:

- The room does not have four windows
- The shelves do not contain thirty English books

- **Using “be” in simple present tense and adjectives**

(+) I + am + complement

He/She/It + is + complement

You/They/We + are + complement

Examples:

- The mango tree is tall.
- Classes in my school are large

(+) I + am + not + complement

He/She/It + is + not + complement

You/They/We + are + not + complement

Examples:

- The mango tree is not tall.
- Classes in my school are not large

- **Using adverbs**

- The tree grows well.
- The lamp shines brightly.

STUDENT WORKSHEET

Please read the text carefully.

The School Library

My school library is the most complete library in the city. It is proven from so many visitors that come from the other schools in order to look for a book reference.

My school library building is very large. It is about 50 X 70 M² and it has two floors. Inside the library, there are so many shelves of books neatly organized according to the type of the books. At the shelves, there are hundreds of books. In the front row of the book shelves, there are rows of chairs and desks used by visitors to read or work on their assignments. It is also equipped with air conditioning so that the visitors feel comfortable to spend their hours in this room. Moreover, there are also three computers which can be used to search for books, so the students can easily find them.

(source: www.caramudahbelajarbahasainggris.net/2015/04/2-contoh-descriptive-text-about-school-dalam-bahasa-inggris.html).

Task 1

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2. Please mention adjectives used in the text.
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4. Please rewrite 2 sentences using simple present tense based on the text.

3. FIRST EXPRESSION

- Please discuss with your group about the library including the shape, position and things around the mosque.

4. LABELLING

- Please write the vocabularies needed to write your descriptive text with your group.

5. APPLICATION**Task 2**

Please make an outline of a text that describe the library in your school.

6. SECOND EXPRESSION**Task 3**

Please write a text which describe the library in your school individually.

Answer Key

The vocabularies used to describe a library.

Bookshelf	Attendance list	Returning section
Plugs	Librarian	Newspaper
Library card	Lending section	Magazine

Task 1

1. Identification and description
2. Complete, large, comfortable.
3. Neatly
4. a. My school library building is very large.
b. My school library is the most complete library in the city.

Task 2

Identification	<ul style="list-style-type: none"> • Stating the object • General information of the object will be described
Description	<ul style="list-style-type: none"> • The position of the object (between classes) • The size is medium • There are books in the shelves • The function of the object • Things we can find in the object

Task 3**School Library**

SMA Negeri 1 Jenggawah is one of schools in Jenggawah which is located in jalan Tempurejo. It has some facilities. One of them is library.

The library of SMA Negeri 1 Jenggawah is located between classes. Students can easily enter the library because it is not too far from the classes. Students like spending their break time in the library while reading books. There are many books in the shelves like history, mathematics, biology, physics,

chemistry etc. There are also chairs and tables for students who spend their break time in the library. However, students like to spend their time in library because they can read book freely.



LEARNING MATERIALS (CONTROL GROUP)**1. OBSERVING**

(source: https://www.google.com/search?q=perpustakaan&client=firefox-b&source=lnms&tbm=isch&sa=X&ved=0ahUKEwil_caI46fXAhWE6Y8KHZBKCRAQ_AUICigB&biw=1024&bih=501#imgc=VRdNvr8WwMVmeM:)

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The School Library

My school library is the most complete library in the city. It is proven from so many visitors that come from the other schools in order to look for a book reference.

My school library building is very large. It is about 50 X 70 M² and it has two floors. Inside the library, there are so many shelves of books neatly organized according to the type of the books. At the shelves, there are hundreds of books. In the front row of the book shelves, there are rows of chairs and desks used by visitors to read or work on their assignments. It is also equipped with air conditioning so that the visitors feel comfortable to spend their hours in this room. Moreover, there are also three computers which can be used to search for books, so the students can easily find them.

(source: www.caramudahbeljarbahasainggris.net/2015/04/2-contoh-descriptive-text-about-school-dalam-bahasa-inggris.html).

2. QUESTIONING

- Please discuss (question-answer) with your group about the library including the shape, position and things around the mosque.

3. ASSOCIATING

Task 1

Answer the questions below based on the text correctly.

1. Please identify the generic structure of the text. Write the answer in the boxes above.
2. Please mention adjectives used in the text.
3. Please mention adverbs used in the text.
4. Please rewrite 2 sentences using simple present tense based on the text.

4. EXPLORING

Task 2

Please make an outline of a text that describes the library in your school.

Task 3

Please write a text which describes the library in your school individually.

5. COMMUNICATING

- Taking samples of students' writing and discussing them.

Answer Key

The vocabularies used to describe a library.

Bookshelf	Attendance list	Returning section
Plugs	Librarian	Newspaper
Library card	Lending section	Magazine

Task 1

5. Identification and description
6. Complete, large, comfortable.
7. Neatly
8. a. My school library building is very large.
c. My school library is the most complete library in the city.

Task 2

Identification	<ul style="list-style-type: none"> • Stating the object • General information of the object will be described
Description	<ul style="list-style-type: none"> • The position of the object (between classes) • The size is medium • There are books in the shelves • The function of the object • Things we can find in the object

Task 3**School Library**

SMA Negeri 1 Jenggawah is one of schools in Jenggawah which is located in jalan Tempurejo. It has some facilities. One of them is library.

The library of SMA Negeri 1 Jenggawah is located between classes. Students can easily enter the library because it is not too far from the classes. Students like spending their break time in the library while reading books. There are many books in the shelves like history, mathematics, biology, physics,

chemistry etc. There are also chairs and tables for students who spend their break time in the library. However, students like to spend their time in library because they can read book freely.



POST-TEST

Subject : English
Level : X

Skill : Writing
Time : 60 minutes

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.



Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1						
Scorer 2						

I. The samples of students' writing for Post test in Experimental group

Nama : Diah Samayanti
 Kelas : X IPA 2
 No. Abs : 13.

POST-TEST (Experimental Group)

Subject : English Skill : Writing
 Level : X Time : 60 minutes

Instruction:
 Write a descriptive text about your school yard in 70-100 words individually.

School Yard & its Ceremony

Ceremonial field is the place to perform the process of red and white flag-raising ceremony. In ceremonial school field for ceremonies every Monday or national day. Other than as a place of ceremony can be used for various activities.

To the north there are classes, cafeteria and bathroom. There is also a place for relax and big trees. On the front there is a flag pole of teacher room, music room, vts, bk room, headroom of administrative room, lobby, chairs, tables, windows, trophies, flags, vases, plants, doors, classrooms, computer labs, and spare oss. In the south there are classes, casual place, trees, trash cans and bulletin board. There is also a bathroom, class lawn, stone hand wash, music room, physics laboratory, chemistry laboratory, biology laboratory, parking lot and land. On the back there is a library, gazebo, grass, plant, flowers, ti classes and ware houses.

Aspects..	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1	25	21	20	12	4	82
Scorer 2						

Nama : Dian Samayanti
 Kelas : X IPA 2
 No. Abs : 13

POST-TEST (Experimental Group)

Subject : English Skill : Writing
 Level : X Time : 60 minutes

Instruction:
 Write a descriptive text about your school yard in 70-100 words individually.

School Yard & Flag Ceremony

Ceremonial field is the place to perform the process of red and white flag-raising ceremony. In ceremonial school field for ceremonies every Monday or national day. Other than as a place of ceremony can be used for various activities.

To the north there are classes, cafeteria and bathroom. There is also a place for relax and big trees. On the front there is a flag pole of teacher room, radio room, vts, bk room, headroom of administrative room, lobby, chairs, tables, windows, trophies, flag, vases, plants, doors, classrooms, computer labs, and space bus. In the south there are classes, casual place, trees, trash cans and bulletin board. There is also a bathroom, class, lawn, stone hand wash, music room, physics laboratory, chemistry laboratory, biology laboratory, parking lot and lamp. On the back there is a library, gazebo, grass, plant, flowers, and classes and ware houses.

Aspects..	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1						
Scorer 2	29	20	21	13	4	87

Nama: Faikotul Munawaroh
Kelas: X IPA 2

POST-TEST (Experimental Group)

Subject : English
Level : X

Skill : Writing
Time : 60 minutes

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.

School Yard

School yard in SMAN Jenggawah¹⁵ located in the inside part. Scenery in there is beautiful and shady. In north side of school yard there the twelfth grade room. In west side of school yard there twelfth grade room and library. In south side of school yard there laboratory. In east side there toilet.

On the school yard there grasses, trees, garbage, and flower.

The school yard is clean because in there provided garbage in around it.

The scenery in there is shady because there is surrounded of trees.

The students are use the school yard to a place to relax, precisely in the gazebo that is in the south side.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1	25	20	20	10	5	80
Scorer 2						

Nama: Faikotul Munawaroh
 kelas: X IPA 2

POST-TEST (Experimental Group)

Subject : English Skill : Writing
 Level : X Time : 60 minutes

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.

School Yard

School yard in SMAN Jenggawah is located in the inside part. Scenery ^{the} in ~~there~~ is beautiful and shady. In north side of school yard there the twelfth grade room. In west side of school yard there, twelfth grade room and library. In south side of school yard there, laboratory. In east side there, toilet. → is a → is a

At the school yard there grasses, trees, garbage, and flowers.

The school yard is clean because in there provided garbage in around it.

The scenery ^{in there} is shady because there is surrounded of trees.

The students ^{are} use the school yard ^{as} a place to relax, precisely in the gazebo that is in the south side.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1						
Scorer 2	23	21	18	11	5	78

J. The samples of students' writing for Post test in control group

~~Adi~~ Adif Fitri Bayu Aditja
X IPA 1

POST-TEST (Control Group)

Subject : English Skill : Writing
Level : X Time : 60 minutes

Title??

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.

My school yard is the biggest and liveliest place of center school. There are enough trees and flowers, and there are many room rooms in the surrounding area. Also there are grass grow up high.

In the north of the school yard, ^{there is a} gazebo and ^{science} lab, while in the west there are some of the class ^{of} XII IPA 2, 3 and IPA 4, in the south also there are some of the class, XII IPS 1 and 2, and IPA 1. And ^{Capital} in the east there are pages for ceremonies. When the break gazebo in ^{used} occupy by students to talk with friends or to ^{capital} perform tasks, in addition, can also be occupied for the ^{Capital} performance like dancing.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1	18	16	16	11	4	65
Scorer 2						

Alif Fikri Bayu Aditya
X IPA 1

POST-TEST (Control Group)

Subject : English Skill : Writing
Level : X Time : 60 minutes

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.

My school yard ^{is} the biggest and liveliest place of reviser school. There are enough trees and flowers, and there are many ~~room~~ rooms in the surrounding area. Also there are grass grow up high.

In the north of the school yard, ^{there} are gazebo and lab, ^{laboratory} while in the west there are some of the class XII IPA 2, 3 and IPA 4, in the south also there are some of the class XII IPS 1 and 2, and IPA 1. And in the east there are pages for ceremonies. When the break, gazebo is ^{is} occupied ^{by} students to talk with friends or to perform tasks, in addition ^{it} can also be occupied for the an performance like dancing.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1						
Scorer 2	19	16	16	10	4	63

Nama : ELA DWI SASMITA

Kelas : X IPA 1

No. Absen : 12

POST-TEST (Control Group)

Subject : English Skill : Writing
 Level : X Time : 60 minutes

Instruction:
 Write a descriptive text about your school yard in 70-100 words individually.

School Yard

My school yard is big enough to be overgrown ~~my~~ grass, trees, and flowers. ^{on the left} the left there gazebo, physics laboratory, chemistry, and biology, ^{on the right and south} there are twelve classroom, ^{while} in the north there is a teacher room. ^{Capital}

^{Where} in the front yard there is a mosque, teacher's parking lot, basketball court and so on. School yard are cleaned every day by the gardener. the school yard is the place that is used for where the students are gathered, and the students always throw garbage in place so as not to contaminate the school environment.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1	17	15	15	10	4	61
Scorer 2						

Nama : EKA DWI SASMITA

Kelas : X IPA 1

No. Absen : 12

POST-TEST (Control Group)

Subject : English
Level : X

Skill : Writing
Time : 60 minutes

Instruction:

Write a descriptive text about your school yard in 70-100 words individually.

School Yard

My school yard is big enough to be overgrown ^{by} grass, trees, and flowers. On the left there ^{is a} gazebo, physics laboratory, chemistry, and biology. On the right and south there are twelve classrooms, while in the north there is a teacher room.

While in the front yard there is a mosque, teacher parking lot, basketball court and volleyball school yard ^{are} cleaned every day by the gardener. The school yard is the ^{yard} page that is ^{used} for ^{where} the students are gathered, and the students always throw garbage in place so as not to contaminate the school environment.

Aspects	Content	Vocab.	Gramm.	Organiz.	Mech.	Total score
Scorer 1						
Scorer 2	16	16	16	10	4	62

K. Permission letter for conducting the research



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Sekretariat : Jalan Kalimatan 37 Kampus Tegalboto Kotak Pos 162
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Nomor **3 5 5 4** /UN25.1.5/LT/2017
Lampiran : -
Hal : Permohonan Izin Penelitian

17 MAY 2017

Yth. Kepala SMA Negeri 1 Jenggawah
Di Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyelesaian tugas akhir skripsi, mahasiswa FKIP Universitas Jember di bawah ini

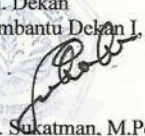
Nama : RINI SHOFIANI
NIM : 130210401052
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud akan melakukan penelitian dalam rangka menyusun skripsi dengan judul "The Influence of Implementing Outdoor Language Learning on High School Students' Descriptive Text Writing Achievement"

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I


Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1001

L. Statement letter for accomplishing the research of SMA Negeri 1 Jenggawah



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SURAT KETERANGAN

Nomor : 670 / 138 / 101.6.5.12 / 2017

Yang bertanda tangan di bawah ini :

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N I P : 19630623 198403 2 003
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Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Jenggawah

Menerangkan dengan sebenarnya bahwa :

N a m a : RINI SHOFIANI
N I M : 130210401052
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Jabatan : Mahasiswa Universitas Jember

Telah melaksanakan penelitian mulai tanggal 20 Mei 2017 s/d 29 Mei 2017 di SMA Negeri 1 Jenggawah tentang " *The Influence of Implementing Outdoor Language Learning On High School Students' Descriptive Text Writing Achievement* "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Jenggawah, 31 Mei 2017
Kepala SMAN Jenggawah,

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