

**IMPROVING STUDENT'S WRITING SKILL BY USING
OUTDOOR OBJECTS AT THE TWELFTH GRADE
OF MAN PALOPO**



**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO
2016**



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah swt. The benevolent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet Muhammad saw. Peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (Allah) that has been given his guidance, chances and good health. So that, the researcher could finish the thesis on the title “Improving students’ Writing Skill by Using Outdoors Object at the Twelfth Grade of MAN Palopo.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the researcher would like to express deepest gratitude;

1. Dr. Abdul Pirol, M.Ag. as rector of IAIN Palopo.
2. Drs. Mardi Takwim, M.HI. as the head of Tarbiyah Department of the State College for Islamic Studies (IAIN) Palopo and the researcher respect for him.
3. Amalia Yahya, SE, M.Hum. as the head of English Study Program of (IAIN) Palopo who have tough, helped, advised, and guided the researcher during his study at IAIN Palopo.
4. The first consultant is Jufriadi, S.S., M.Pd. And the second consultant is Muh. Irfan Hasanuddin, M.A, Who has given motivation advice and guidance which really mean to researcher in finishing this thesis.
5. The researcher thanks to his beloved parents (Yusmar) and (Hanalia), my aunt (Nurmilastri) and her husband, My uncle and his wife (Indra Saputra), and my brothers (Dedi Yus and Reski Yus and Muh. Ilham) for their player, understanding, support, motivation and endless love, and their patience through the duration of my studies.

6. My beloved Jufriadi, S.S., M.Pd., Muh. Irfan Hasanuddin, M.A., Who always support me, gave me motivation, advices and help me whenever I need. Jazakumullahu khairan katsiraa. Thank for materi and inmaterial.
7. Thank you very much to Lukman Askur S,Pd. (my Big Motivator), Sartianto, Rahmat Saroni, Anni Asriani, Harnengsi, Hudia, Milasari, Hazyuni Haz, Hasna, Ana Yuliana (my best Friends),To all of the BIG class 2016 and all of the research friends who cannot mention one by one for their help and support to the research in finishing this thesis.
8. Thanks a million to all of the students at twelfth grade of MAN Palopo exact 3 that had participated and joined to this research as the respondents so that the research can be run well.

The researcher also thanks the other who can not be mentioned one by one, who have helped and supported the research to finish this thesis.

The researcher realized that this thesis would not be created without their participation. The researcher hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving students' speaking skill. The researcher admits that this thesis is not perfect, sothat the researcher will accept suggestions from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may Allah swt, bless us.

Amin.

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ABSTRACT

This thesis discussed about the use of outdoors object in improving writing skill at the twelfth grade of MAN Palopo, the problem statement of this research is “How to use outdoor objects in improving students writing skill at the twelfth grade of MAN Palopo ? The objective of the research is to find out how to use outdoor objects in improving writing skill at the twelfth grade of MAN Palopo .

This research used Classroom Action Research Method; the target of this research is at the twelfth grade of MAN Palopo. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used writing test in covering three important aspects such as content, organization, vocabulary, grammar and mechanic, also observation used to find the effectiveness of this technique. As for the activities of students during learning process were analyzed by considering the students’ participation and level of the outdoors object.

(The result of this research shows that the best way in improving students writing skill is by using outdoor objectat the tweleth grade of MAN Palopo. The ways are: (a) The students were taken outdoor (b) Te students were asked to identify some word relatif to the object that they have to describe. (c) The students were given task to write a paragraph based on the given topic. (d) The students were asked to read their paragraph and other students were asked to ask the students related to the text. (e) Teacher explained any problem faced by the students related to their tasks. (f) Teacher gave taxt as evaluation.



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CHAPTER I

INTRODUCTION

A. Background

English has main function, for example as an international language. It is very important to every person because of that English is used in big country in the world, for example in America and England. Besides it also is world language and person needs to study hardly to be master English. If they have understood about English they will not face difficulty to speak with Foreigner. However learn about English, there are four integrated skills in English that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading and every skill has its own function

Writing as one of skills in English is a process as expressing ideas on though in words should be done at our leisure. It is different if it is compared with another activity in English (speaking and conversation). Writing skills is an activity that using a language in written form. In writing activity , the language user as information producer and it is not face with information receivers directly, while in speaking and conversation , the language users never worry to make misunderstanding to their listeners because all of the misunderstanding and misinterpretation can be anticipated with strategy competence and rhetorical style directly. On the other hand it is.¹

¹Susanto Leo”*English for academic porpuse EssayWriting*”.
(Yogyakarta;Andi,2007),p21.

Directly. In other hand, it is different in writing activity; the writer is not interaction with the reader directly²In learning to write – even in one’s native language – is not simply a matter of “writing things down.” The fact that it took 45 minutes to compose the preceding paragraph, and that is taking even longer to write this one’s.³ Based on the statement above there are many students admitted the writing is difficult to learn consequently, the students lack the interest in writing. Therefore, the teacher should give strong motivation to the students to write in learning English as foreign language, because without strong motivation, it would be impossible for students to learn well. So the teacher should have a good strategy or method in teaching writing.

Writing is very important to learn because we can express our ideas, and process some information through writing. Writing skill is difficult to be mastered because there are many devices that needs, namely grammatical, rhetorical, conceptual, and judgment elememnts. All of the component relation each other. Another that, many people hard to faced writing skill, because there are some factors that may effect the difficult in writing, the lack of knowledge how to express the writers ideas in form of writing and the lack of the knowledge about teacher have present to their students. It’s also faced of the students of MAN Palopo. Writing is difficult faced by students of MAN Palopo. Therefore, the

²Pardiono, “*12 writing clues for academic competence*”. (Yogyakarta:Andi,2007), p.viii

³Alice OmaggioHadlei, *Teaching Language in Context*, (America: Heinlei&Heinlei publishers, 1993), p.290.

teacher should give more attention to teach writing to upgrade students' writing in English.

After the researcher do the observation in MAN Palopo, there is some statement from students about their difficulties in writing such as the lackness of vocabulary mastery ,grammatical words and low motivation to writing. The purpose of this study is to know the problem faced by students in writing both in individual work and in group work.

Based on the finding, it is suggested that the students be aware to their problems in learning English. They should know their own problems in learning English, so that they can make some efforts to overcome their problems. The teacher also suggested to be more concerned with the students' problem in learning English. Some strategies needed to help the students to overcome their problems. One of the students giving argument about their difficulties in writing namely: the student still difficult when they will start to writing. She said she can not write because do not know what the content she wants to write and do not have motivation to write. She also said writing is very confusing because she does not know start to write and writing maked hers bored. Khairunnisa Edy said her problem in writing is exploring and expressing her idea, vocabulary, tenses, and making good sentences. It was showed in their bad marks in English especially in writing. The students just got the mark without knowing their strengths and weakness, it made them difficult to develop their writing skill.⁴

4J.B Heaton, *writing English Language text* (London: Longman, 1975), p. 138

In teaching writing .the students are required to have ability to construct word into sentences. How sentences are joined together .according to Jeremy Harmer organizing of ideas into coherence piece of discourse learning language we do not have to say and write into written form. Therefore a teacher should be have a good technique, method, and media in teaching learning process especially in teaching writing.⁵ Writing is very important to learn because we can absorb our ideas and process some information though writing. However, we have to know well that the writing skill very complex, it is difficult to master because not only grammatical and devices but also the conceptual and judgment element.

Describing an objective is one technique in teaching writing with giving description about feature or condition of an object. Some reason above encourage the researcher to conduct the research in the terms of writing skill on the title *'Improving Student's Writing Skill by Using Outdoor Objects at the Twelfth Grade of MAN Palopo*

B. Problem Statement

Based on the background, the researcher formulated problem statement is follow.

““How to use outdoor objects in improving student’s teaching writing skill at the twelfth grade of MAN Palopo?”

Objective of Research

⁵ Jeremy Hamer. *The practice of English Language Teaching, Ed I (Cet.II: New York: Longman, 1991), P. 111)*

Based on the research that set above, the writer stated the specific objective of the research follow:

“:To find out how to use outdoor object at the twelfth grade of MAN Palopo.

C. The significances of Research

The significances of the research is expended to be useful information to the learners of English as foreign language at general who want to develop learners' writing competency in learning English. Especially, the result of this research was useful:

1. For teacher, it could use to motivate the students' mood, so it will be able to increase students' interesting and improving the students' writing skill.
2. For student, it will be more attracted in learning English without pressure feeling and forced to achieve competence in understanding because they express their ideas refer to their mood or feeling in writing text.

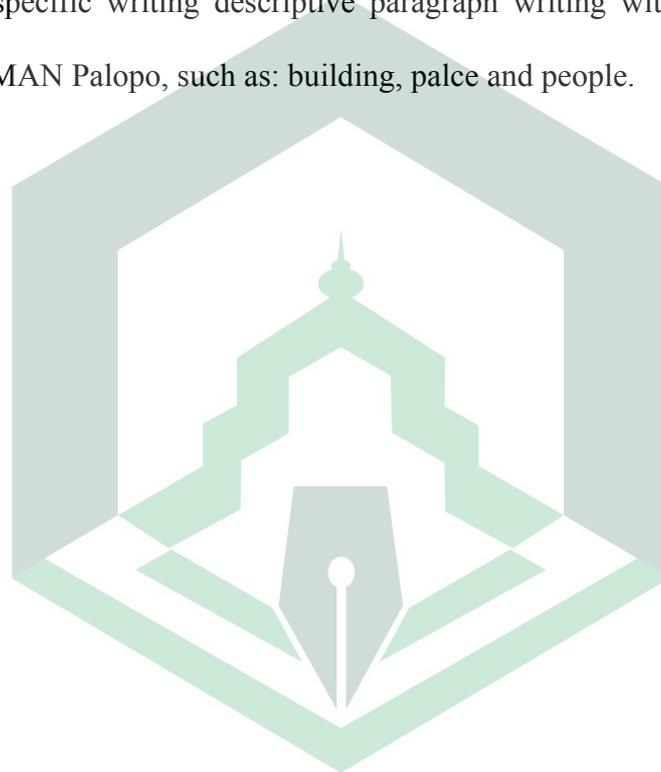
D. Definition of Term

Based on the title, the research gives definition as follows:

1. Writing is a physical and mental act of investing idea., thinking about how to express and organizing them into statements or paragraph that will be clear to reader.It means that writing a paragraph to express their ideas, opinions written in English. Writing skill is a kill in expressing and organizing idea or opinion into a good paragraph.
2. Outdoor object are object that can be found outside of the class or outdoor. Outdoor objects can bea place, building, garden, plant that will be describe by the students outdoor or outside the classroom to improve their writing skill.

E. Scope of Research

The scope of the research is restrict to writing descriptive paragraph through outdoor object at the tweleth grade of MAN Palopo. In this research, the researcher specific writing descriptive paragraph writing with the topics about outdoor of MAN Palopo, such as: building, palce and people.



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CHAPTER II

REVIEW OF RELATED LITERATURE.

A. Review of Related Literature

In writing this thesis, the researcher found some previous researches which are closely related to this research, they are:

1. Wiwik Muliani Nur (2007) in her thesis which is written under the title “Developing Writing Skill through Deskriptive Composition at the first year Student of SMU Negeri 2 Palopo the researcher concludes that students writing skill of SMU Negeri 2 Palopo was develop through deskriptive comporsition and one poin that te researcher should pay attention in the way or strategi in teaching process.⁶
2. Muhammad Akbar had conducted a researcher the Effectiveness of Pair Interview in Teaching Writing Skill at the Eight Grade Students of SMPN 8 PALOPO. Based on the result the writer found that was significant score of students before and after joining treatment with pair interview. It means that though pair interview can improve student’s English skill at SMPN 8 Palopo.⁷
3. Frank Mossman, in his research, entitled: “Designing Object Models for a Robot’s Detection-System Can Every Time-Consuming Since Many Object Classes Exist. This paper presents an approach thatt automatically in fears object classes from recorded 3D data and collects training examples. A special focus is put on difficult unstructured outdoor scenarios with object classes ranging from cars over trees to buildings. In contrast to many existing works, it is not assumed that perfect segmentation of the scène is possible. Instead, a novel hierarchical segmentation method is proposed that works together with a noveln faience strategy to infer object classes.

B. The Concepts Of Writing.

1. Writing skill

⁶ Wiwik Muliani Nur, *Developing Writing Skill through Deskriptive Composition at the first years Students of SMU 2 Palopo*, (STAIN Palopo, 2007), p.60.

⁷ Muhammad Akbar, *the effectiveness of pair interview in teaching Writing Skill at the eight grade SMPN 8 Palopo*(STAIN Palopo),p.70.

Writing skills is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. Writing skills can help the students to become a good writer. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give the sepencing striation in spelling, hand writing, and key boarding. Beside that, writing skill scan build the fluency and confidence for students and provide the variety of strategy and Oporto unity to apply it. In writing skills, the students are expected to understand the instruction in evolving grammar, usage, paragraph composition, and sentences structure.⁸

Writing is considered as an erred presentation of speech. It means that writing is away to monitor the language production of students. Writing is one of the skill connecting emotions, feeling, language thoughts, experience, mechanical action and different strategies stated that writing skill is a basic require mint to participate in civic life and in the global economy as academic success. In addition, many of students lacking basic writing in curriculum causing the poor writing. To get anise in writing, students must read book more. Because the definition of literacy including reading and writing skills. In this case, if the students seldom read book, it will be illiteracy crisis. Writing skills can develop a cross three stages. It can learn the craft of composition. Besides that, it can transfer know ledge and know ledge crafting to understand the expert levels of writing skills.⁹

⁸ Hanbury.2002. *Writing Skill 2nd edition, Comprehensive Instruction For Struggling Writer*.Educators publishing service.

In order to write interesting writing to the reader, there are some steps that can be used by students or researcher. Firstly, the students or researcher can address there adder erectly. Then, they can use direct speech and use the topical question. Moreover, they can use the variety of adjective, verb, and adverb to make the composition more attractive to the readers.¹⁰

From definition above, we can that writing is language production of students are expected to understand the instruction involving grammar, usage, paragraph, composition, and sentences structure.

2. The Writing process

According on the Methodology in Language Teaching an Anthology of Current Practice, state that process writing are planning (Pre-writing), such as drafting, responding, revising, editing, evaluating. After pre-writing there is post writing, such as implementing process writing. Here some pointers which teachers may like to take note of when implementing process writing, for example teacher modelling, relating process to product, working with in institutional constraints, catering to diverse students need, exploiting the use of computers in process writing.¹¹ Gardner and Johnson describes the stage of the writing process, the

⁹Dores. perin., and Steve, Graham, 2007. *Writing Next Effective Strategies to Improve Writing of adolescents in Middle and High Schools*, New York:Alliance for Excellent Education.

¹⁰Ronal T.2008.*Training Writing Skill: A Cognitive Developmental perspective*, Saint Louis University | USA

¹¹Lbd.,p.315

states are prewriting, rough draft, read, share with a peer revision, revise, editing, final draft, publishing.¹²

To make a good writing, the writer must understand the writing process. Because it is important to be implemented so that when the students do writing, they get away to solve the problem in writing. There are some steps in writing as writing process. They are planning, translating and reviewing. The first step is planning that students are able to generate their ideas, they know how the goals is, and they need procedures to make a good writing. The second step is translating that students are able to express their ideas and understand the goals in verbal forms. The last step is reviewing that students are able to evaluate and revise the writing correctly.¹³

On the other hand, a good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In short, to get a good writing, students must know the construction of sentence. They must know the subjects and verbs such as singular subject requires singular verb. Besides that, they must know the preferences of pronouns and they can use the appropriate pronouns in order that the sentences will not be ambiguous. Then, the students must have a consistency in writing especially in a tense. Finally,

¹²[Http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm](http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm), Accessed on October 7th 2014.

¹³ Ulla, Cannon, *Contrastive Rhetoric Cross- Cultural Aspect of Second Language Writing*. UK: Cambridge University Press, 1996, p.

students must use a correct spelling, punctuation, capitalization, and usage word as requirements.¹⁴

After the students know the correct grammar, appropriate word, spelling, and punctuation there is an important thing to remember to write a good writing. It is an element of satisfactory writing. The elements of satisfactory writing are clarity, coherence and focus. Clarity involves the ambiguity, vagueness, and obscurity. An important thing in clarity is if the students can use the appropriate word to be good learn the craft of composition. Beside that, it can transfer knowledge and know ledge crafting to understand the expert levels of writing skills.¹⁵

In order to write interesting writing to their adders, there are some steps that can be used by students or writer. Firstly, the students or writer can address there adder directly. Then, they can use direct speech and user he topical question. Moreover, they can use the variety of adjective, verb, and adverb to make the composition more attractive to the readers.¹⁶

3. Component of Writing

A Jacob states that the components of writing are divided into five, they are: content, organization, language use, vocabulary and mechanics.

a. Content

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least

¹⁴ Robert Todd, Carroll.1990. *Students Success Guide Writing Skill*, US:Robert T Carroll.

¹⁵ Ronald T, Kellogg.2008 .*Training Writing Skill: A Cognitive Developmental perspective*, Saint Louis University | USA.

¹⁶ Virginia, Evan.2000. *Successful Writing Intermediate*. Express publishing.

think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas the message in the writing. The purpose of the organizing writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing. The dictionary is very considerable. Vocabulary is one of the component of writing. To express ideas, we always deal with vocabulary. Te lack of vocabulary make someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

d. Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. We should not be able to do anything more than utter separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanics in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have participle. first they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. this aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

4. Characteristics of Good Writing

Rosdiana states that an effective writer agrees that good writing has several important characteristics, they are:

- a. Good writing is not boring; it keeps your interest by what it says and how to say.
- b. Good writing is easy to follow because it follows a plan.
- c. Good writing presents ideas that are fresh.
- d. Good writing is free of serious mistake in grammar, spelling and punctuation because those errors get in the way of the writers idea and distract the reader.
- e. Good writing uses language that is right for the job formal when required and informal when appropriate

5. The Problem in Writing

- a. Cannot observe and appraise that idea as objective. There is not planning how we start to write we do not think and speak orderly.
 - b. We do not know the ability and potential of ourselves.
 - c. Never look for and dominate information relationship with the topic which is writing.
 - d. The idea not organization as systematic and give expression as writer.
6. Four Important Elements of Writing

According to Ernest there are four important elements of writing.¹⁷

- a. Topic
The topic is the “what” of the piece of writing. What is the writing about?
- b. Purpose
Purpose refers to the “why”. Why you are writing text? Perhaps you want to describe a place, to compare two friends, to argue for a particular opinion.
- c. Audience
The audience of course is the reader. In writing class the reader is usually the teacher, but sometimes the intended audience is someone in the writer’s mind. For example, a piece of writing arguing for a longer lunch period could be intended for the school principal.
- d. Format
“How” a piece of writing refers to its format, or how the information is represented. In the previous example, the piece of writing could be an editorial in the school newspaper, or it could be an editorial in the school newspaper.

7. Purposes of Writing

¹⁷Ernest Hal, Carrie. S.Y. Jung. 1998. *Reflecting on Writing*. New York : Longman. P.8

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.”¹⁸

It means that when the researchers do their writing, of course some purposes. They have to consider the purpose of their writing since this will influence, not only the type of the text they wish to procedure, but including the language which they use, and the information that they choose.

8. Basic principles in academic writing (Essay)

There are there basic principle which need to be considered in a piece of academic writing, they are :

a. Content

Content refers to the topic and explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant

b. Register

Register refers to the style of language an choice of vocabulary used in a particular piece of writing; this could be formal or informal. Academic writing differs. From non academic writing in terms of being formal (formality refers to a particular style of writing in which non standard, colloquial, or slangy should be avoided. Therefore, the language should be free from grammatical errors,

¹⁸Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p. 163

simplistic sentence structure. In the other words, academic writing pays more attention to choice of vocabulary, sentence structure, and style).to the point (different from storytelling, academic writing should be direct, in the sense that the writer states directly what he or she wants to tell reader without wandering here and there). Brevity is important in academic writing, long winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that is inadequate.

c. Offences

A piece of academic writing should be free from offences, especially plagiarism, and sensitive issues, plagiarism is generally known as 'academic theft'. Which means taking other people's ideas without acknowledging their contribution, plagiarism can be in form of direct quotations, paraphrases, or ideas which are not considered general knowledge. And sensitive issue, there are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. This issue includes different races, religions, and social groups.¹⁹

9. Types of Writing

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in the school, they are, procedure, descriptive, recount, and narrative.²⁰

a. Procedure

¹⁹Iksan Muhammad. *Error Analysis on students' Essay Writing at the seventh semester of English Study Tarbiyah Department STAIN Palopo*, 2009, p.36

²⁰Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan, 1998), p.28

A procedure is a piece of text that tells the reader listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include : recipes, itineraries, instruction manuals, directions.

b. Descriptive

Descriptive present the appearance of things that occupy space, whether they are object, buildings, people, or cities. The purpose descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.²¹

c. Recount

Recount is a piece of text that retells past events, usually in the order which they happened.²²

The aim of a recount is to give the audience a description of what occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristic that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative and the agent. Understanding these concepts is the key to defining a narrative.

²¹Elizabet Cowan, *Writing Brief Editing*, (Texas: Scott, foresman and company, p.148

²²Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australi: MacMillan, 1998), p.48

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener.

C. The framework for Writing Material

Underlying this framework are same beliefs and working principles we'd to make explicit and comment on here :

1. Writing material at its most effective when it is turned to the needs of particular group of learners. Sooner or later, every teacher of any subject comes up against a need to write materials, how to respond this need depends on many variable : the prevailing norm in a specific educational context, the amount of time available, the availability of reprographic facilities, the teachers background and training, etc. in some context teachers are expected to adhere rigidly to a prescribed course book ; most teacher are to busy to contemplate writing their own material from scratch, though there are a few who do not adapt their textbook in some way ; photocopying and other forms of reproduction depend on availability and production are often neglected or under emphasized on initial training course.
2. Teachers understand their own learners best. They understand their needs and their preferred learning styles. the more they become involved in researching their own classroom.²³
3. All teachers need a grounding in writing materials. It is until a teacher has attempted to produce her own materials that she finally begins to develop a set of criteria to evaluate materials produced by other only than does the full range of options, from blind acceptance of other materials, though adaption

²³SusantoLeo, et.al. *English for Academic Purpose:Essay Writing*,(Ed. I, Yogyakarta:Andi, 2007), p.1.

and supplementation, to the production of purpose-built materials, become clear. The process of writing materials raises almost every issue which is important in learning to teach: the selection and grading of language, awareness of language, knowledge of learning theories, socio-cultural appoeciacy; the list could be extended. Teacher need to be enable to write their own materials in order reduce their dependency on publisher the materials and as a means professional development.

4. All teachers teach themselves. Teacher specific groups of learners, as discussed above. They also, inevitably, 'teacher themselves' and this powerful implication when it comes to the materials they are teach with. All the evidence suggests persuasively that teaching against the gain' leads the dissatisfaction loss of confidence and learning failure. Enabling teachers to produce their own effective materials minimizes this possibility and help to 'teach them'.
5. Trialing and evaluation are vital to the success of any materials. Learners are the users of materials, and we have to need her opinion and listen to the feedback. This is easy enough for teacher-writer, working with her own group of learners. Yet it is a message which many publishers have been slow to take on board. Even when trialing takes place it is most often teachers feedback, rather than learners' which is sought.

D. Teaching writing though outdoor objects

1. Defenition outdoor.

Outdoor is an activities or things happen or are used outside and not in a building.

Outdoor education usually refers to organized learning outdoor setting.

Outdor learning has become a more contemporary term for arqualby the same

thing, but it reflects well the distinction between discovery/active learning (which Ardroy promotes) and didactic education, which is more the domain of mainstream education.

Outdoor education programmes usually involve residential or journey-based experiences in which students participate in a variety of adventurous, memorable challenges. The many positive benefits of experiencing community living in a residential environment should also be mentioned.

Outdoor education can be simply described as experiential learning in the outdoors. The term “ outdoor education”, however, is widely used to refer to a range of organised activities, which take place in a variety of ways, in predominantly outdoor environments.²⁴

2. Objects.

A thing that you can see and touch and that is not alive someone or something that makes you feel a specified emotion someone or something that your attention or interest is directed toward.

From the text above can be make a conclusion that outdoor object is education program which involve environment as place to do things or something in learning. It can be motivated students in thinking or express their ideas or opinion that they never shows in indoor. Outdoor program also can develop students skill in writing especially in describe an object.

²⁴[www.Ardroy-oec.uk/schools-education outdoor](http://www.Ardroy-oec.uk/schools-education-outdoor):Access on october 29th 2016.

3. Definition of outdoor program

Outdoor is existing, or used out of doors; fond of the open air.²⁵ Outdoor program is a method in English teaching methodology without class as place to learning process. The Outdoor program children learn to love nature while building their understanding of ecological principles.

Any professional in the outdoor field know intimately that outdoor recreation program provide a variety of benefits to its participants, local community, and its sponsoring agency or institution. Obtaining some objective measure of those benefits, however, isn't easy. Evaluation tools available in other fields are not readily adapted to an outdoor recreation setting-and if adapted, they are often are not readily and to time consuming to administer.²⁶ For over there decades the Outdoor program has been a place where motivated individual have gathered to learn, share and enjoy a wide variety of outdoor adventures.

4. The correlation of outdoor program and writing skill.

Outdoor educators use writing for different purposes and programs, but according to published literature, there are no uniform theories or practices for using writing in outdoor experimental education (OEE). This study indicates that writing produced in a natural setting is impacted by that setting and experience. Therefore, places, for writing and natural experience are important to composition and environmental education.

²⁵ Waite Maurice, *The Oxford Colour Dictionary*, (Ed.,5th, Walton Street, Oxford OX2 6DP. Oxford University Prees.1995) p. 586.

²⁶<http://www.edu/Outdoor/Bencost>, htm, *Benefrit Cost Analisis of Non-Comersial Outdoor Programs* ,Ron Watters Idaho state Unyfersity Outdoor Program. 1988. P.1.

This study indicates writing is a lived experience that takes place in time and across time. The writing process, the researcher and the written product are simultaneously impacted by programs and that there is a need to clarify which writing activities work best for specific program outcomes. This study indicates writing is a lived experience that takes place in time and across time. The writing process, the researcher, and the written product are simultaneously impacted by immediate and past human experience. Reflective writing and thinking are influenced by the clear experience happens. Therefore, time, experience, and making meaning. Additionally, this study indicates that writing produced in natural setting is impacted by that setting and experience.²⁷

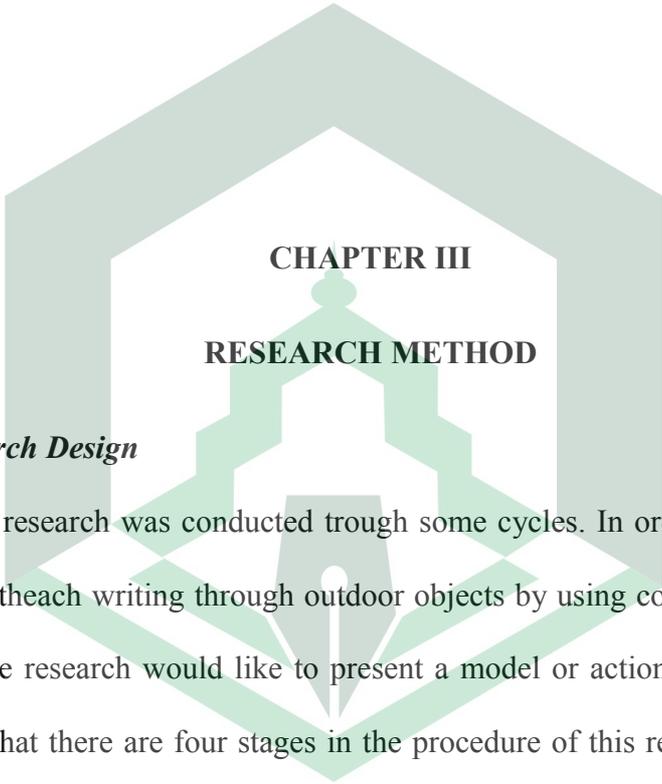
5. The purpose of outdoor program

Recreational programs aim to change the way people feel. The purpose is leisure, fun enjoyment, e.g., surfing for pleasure. Educational program aim to change the way people feel and think. The purpose is to learn skills and/or information, e.g., learning how to surf classes or geography field trips. Developmental programs aim to change way people feel, think and behave. The purpose is to undergo personal growth, e.g., a surfing program in which the goal was to push personal limits, test endurance, develop personal goal setting, self-discipline, and build individual's self-esteem, etc.)

Therapeutic / Redirection programs aim to change the way people feel, think, behave, and resist. The purpose is correct an individual or group problem, e.g., a low security prison may conduct surfing classes and work on a beach

²⁷ <http://grandworks.umi.com/32/58/3258664.html>

habitat restoration program as part of a pre-release detention program for inmates). In addition to Priest and Gas's' four purposes these other purpose of outdoor education programs are also common.²⁸



CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted trough some cycles. In order to find out the best way to theach writing through outdoor objects by using cooperative learning students. The research would like to present a model or action research state by Kurt lewin that there are four stages in the procedure of this research, as follow: planning, action, observation, and reflecting. The basic compotence has been focused on classroom action research, namely the competence in improving writing through outdoor objects.²⁹

B. Participant of the research

²⁸<http://wilderdom.com/definitions/MethodPurpose.html>

²⁹Nurmiati S. *Teaching Vocabulary Through Binggo Game by Using Cooperative Learning at the Fifth Elementary Students' of SDN 61 Tondok Alla Jaya Palopo(a Classroom Action Research)*

The participant of research is:

1. Students

Students in this research as subject of the research, the researcher get the result of teaching - learning process in writing using Outdoor Object.

2. Writer

By the process teaching writing in the class the researcher try to find out the problem in teaching writing by using outdoor object, controlling the condition and students activity in learning process.

3. Partner and collaborator

As observer, the collaborator help the researcher to observe the students. So, the researcher will know the students' problem, in learning process and give suggestion for the problem in each cycle.

C. Location And Subject of The Research

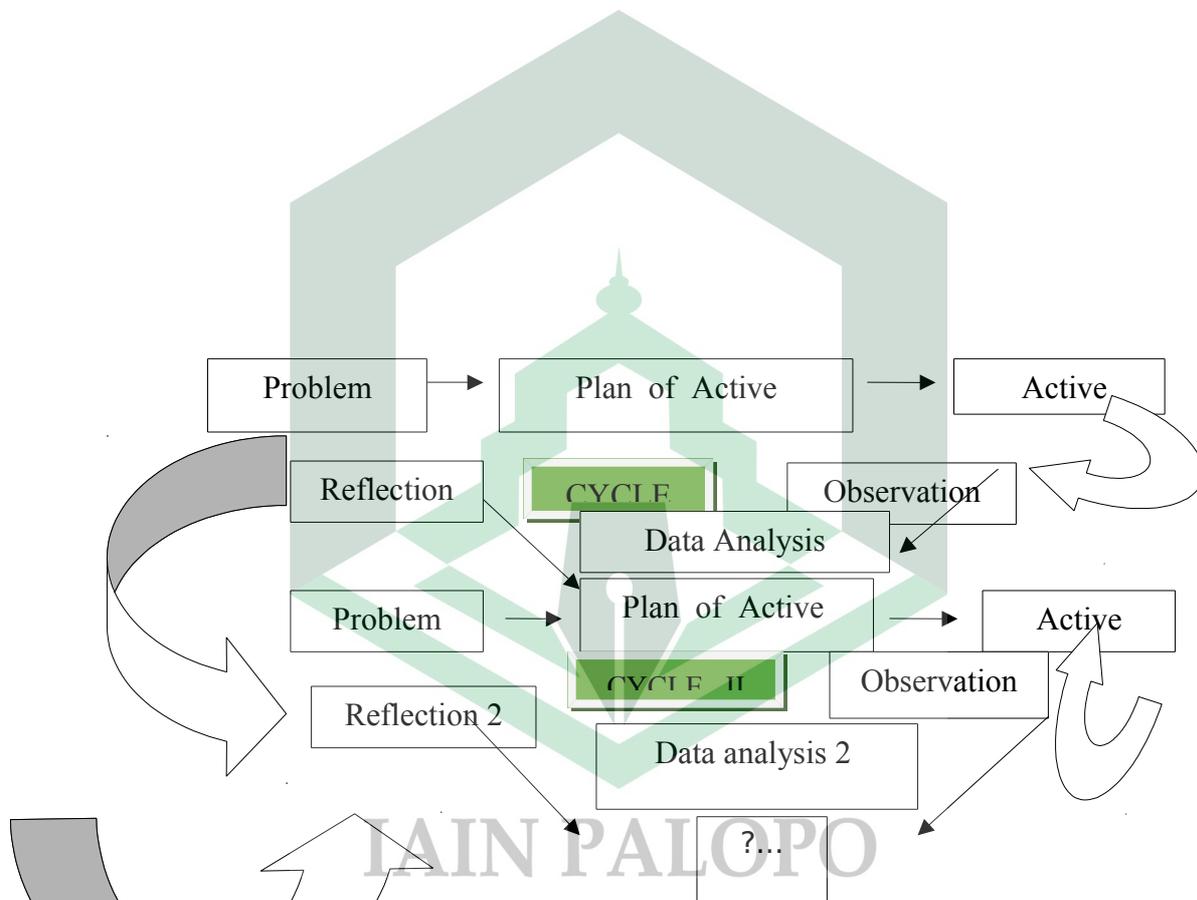
In this study the researcher get the sample from MAN Palopo. The subject of this study is class tweleft of first semester in 2015/2016 academic year. The classes consist of 20 students.

D. Action procedures

The method used in this researcher was classroom action research method (CAR) it haves strategies those are: Planning, action, observation, evaluation or reflection.

This researcher was made some cycles, namely; first and second cycles, and each cycles was the series of activity which has close relation.

Where, the realization of the second cycle was continuing and repairing from the first cycle.



The cycle of classroom action research (Hopkins,1992;52)

Cycle 1

The first cycle consists of planning, acting, observation and reflecting,

1) Planning

In this phase, the research:

- a) The researcher makes lesson plan.
- b) The researcher prepares teaching material
- c) The researcher prepares teaching medium

2) Action

In this phase, the researcher conducted four meeting by teaching writing through telling individually. In each meeting, the acting will do as follows:

- a) The students are taken outdoors
- b) The teacher asks students to write down a paragraph describing objects related to library, entitled In The Library.
- c) The students read their own paragraph. Other students ask questions related to the paragraph.
- d) The teacher explains anything related to writing a paragraph.

3) Observing

In this phase, during the teaching and learning process the observer observed:

- a) Students' attention toward instructions given by the teacher
- b) Teacher participation in discussion process
- c) Students write and talking about the past time
- d) Reflecting

After acting and observing, the researcher and the partner will reflect by giving an evaluation to see the problem in teaching student's writing skill in the first cycle. The problem will be discussed by the researcher and the partner and try to find any solution by making a better lesson plan for the next cycle. If there are still less things in cycle I, the research will continue to cycle II.

Cycle 2

The first cycle consists of planning, acting, observation and reflecting. And in the next cycle it was cover the same step and it was be arraged based on the result of reflection.

E. Instrument of the research

The researcher use writing test. The objective score was midifie into five scales The components that involve:

- a. Content is the substance of writing, the idea express.
- b. Organization is the purpose of organization material in writing which happen from beginning to the end
- c. Vocabulary is all the word that use by students.
- d. Grammar is the correct use of syntactic pattern and sructural words.
- e. Mechanic is use of graphic convention of the language.³⁰

F. Procedure of Collecting Data

The technique is meaning that use to solve problem. There are some methods of collection data. They are observation, interview and test. In this case the technique of data collection world be use in this research is as follow:

1. Observation; It aims finding out the students' participation during the teaching and learning process.
2. Interviewing; It aims out the students' responses during the teaching and learning process by interviewing the students' and teacher
3. Test; It aims at finding out the students' increasing writing mastery students' skills by using outdoor objects.
4. Discussion: Among the research as teachers with collaborator, As way to made reflection in each cycle.

30J.B Heaton, writing English Language Test. (New York: Longman 1988), p. 146

G. The Concept of Classroom Action Research

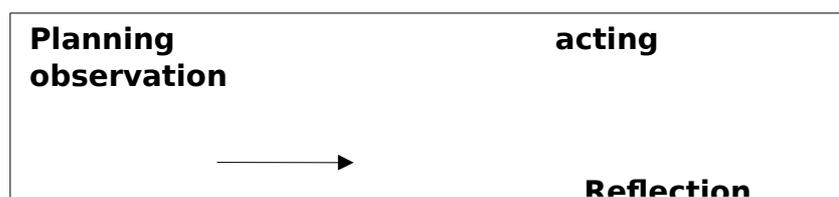
1. Definition of Classroom Action Research

Dr. Karwono, M.Pd Definition of Classroom Action Research (CAR) has developed since in the Second World War, this time CAR is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to Stephen Kemmis as quoted D. Hopkins in his book entitled *A Teacher's Guide to Classroom Research*, stated the action research is: a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practice, and (c) the situation in which practices are carried out.

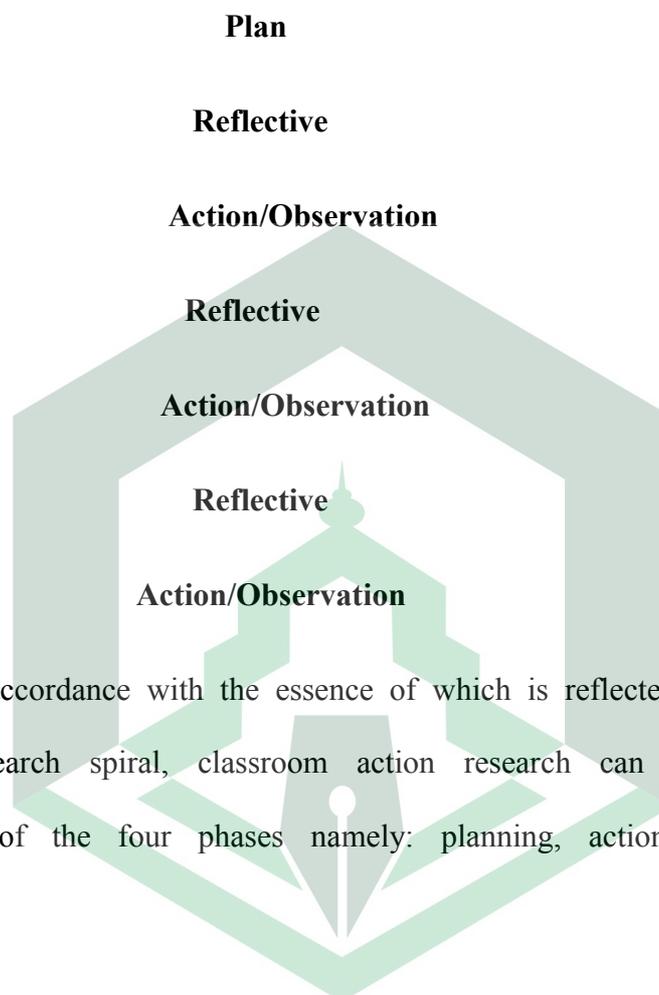
Briefly CAR is a form of assessment that is reflective of the perpetrators action, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices implemented.

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To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:



The four phases of a cycle within the CAR can be described by a spiral of CAR such as the following:



In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

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2. Characteristic of Classroom Action Research

Characteristics of CAR, among others:

- a. An inquiry on practice from within.

The first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven, in the sense of CAR goal to

improve practical, direct-here, now after referred to as research or practical (practical inquiry). This means CAR focuses on specific issues to be a sounding board (reflecting the idea) for teacher who deal with problems in day-to-day execution of their duties.

b. A collaborative effort of school between teachers and teacher educators.

Because lecturers LPTKs no have direct access, then the CAR held collaborative with her class teacher who became the arena of CAR. Because who has scene so that the lecturers are teacher who are interested in doing CAR LPTK no have access to the scene in the roles of practitioners. Therefore must be consistent feature of collaborative cooperation showmen as in the overall implementation of CAR storages, ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the finding of addition to preparing the report.

c. Reflective practice made public.

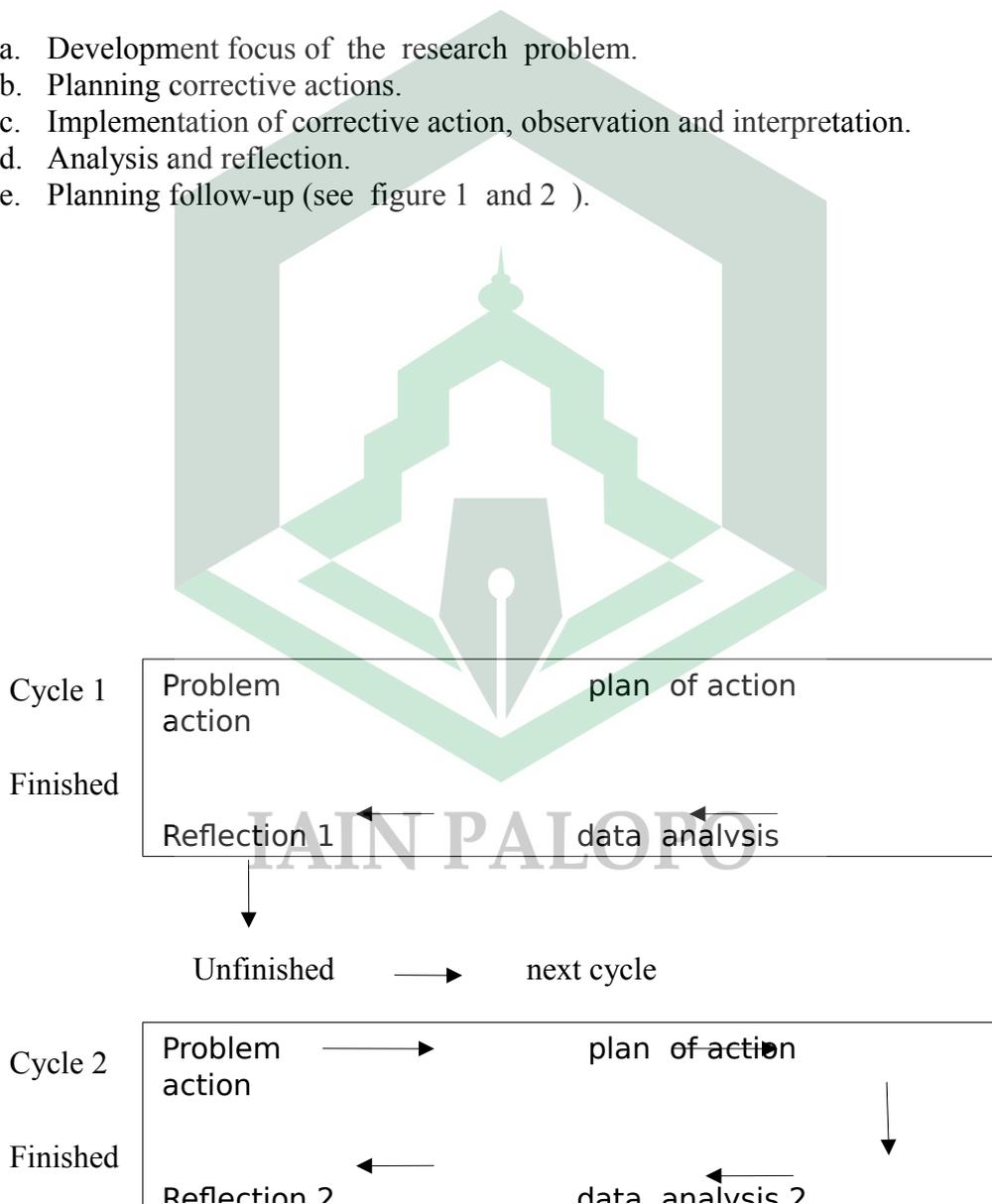
Faculty involvement in CAR LPTKs not as a center of education experts assumed the function as supervisors of middle school teachers as the developer of education(missionary approach), but as colleagues, as well as prospective teacher educators should have the need to learn or order to improve the quality of the field their own performance. In this connection, teacher who collaborated in the CAR must assumed multiple roles as practitioners in the implementation of daily management tasks at the same time also systematically examine the praxis itself. If this accomplished well than will educate researching culture among teachers, is a strategic step in professionalism professorship. This professional harassment in the form

wholesale service provider's weeks to make a list of number of in the process of promotion credit functionally implicated teachers may be terminated.

3. Procedure of Classroom Action Research

It is assessment process through the system cycle various learning activities, according to Raka Joni (1988) there are five stages, namely:

- a. Development focus of the research problem.
- b. Planning corrective actions.
- c. Implementation of corrective action, observation and interpretation.
- d. Analysis and reflection.
- e. Planning follow-up (see figure 1 and 2).



in practice, CAR begins with an awareness of the problem which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and or learning outcomes audiences students, and school program or implementation of something. Starting from awareness of the existence of this problem, which still faculty LPTK who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

Determination Focus / Issue Research, which includes:

- a. Sensing a problem.
- b. PTK Problem Identification.
- c. Problem Analysis.
- d. Formulation of the problem.
- a. Action plan, which included.
 - a. formulation of a solution in the form of hypothetical action.
 - b. Eligibility analysis hypothesis action.
 - c. Preparation action.
- b. Implementation of action and observation - interpretation.
 - a. Implementation of actions.
 - b. Observation and interpretation.
 - c. Discussion of feedback (reviews discussion).
- c. Analysis and reflection.
 - a. Data analysis.
 - b. Reflection.
- d. Follow- up planning.
 - a. Observation procedures.
 - b. Some action.

4. Why Classroom Action Research Important?

According to Drs. Tatang Sunendar, M.Si/Akhmad sudrajad. There are several pre-season's why CA is a need for teacher to improve the professional a teacher :

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He become reflective and critical of what he and his students.
- b. CAR can improve the performance of teacher to become professionals. Teacher are no longer as a practical, who already feel satisfied with what is done for many year without any improvement and innovation, but also as researcher in its field.
- c. By carrying out the strange in the CAR, teachers are able to improve the learning process through the review in to what is to what happens in class. Act committed teachers solely based on the actual and factual issue that developed in its class.
- d. Implementation of CAR does not interfere with the main task of the teacher because he does not need to leave class. CAR is an integrated research activity with the implementation of the learning process.
- e. By implementation CAR teacher to be creative because it is always required to make effort in innovation as the implementation and adaptation to various theories and technique of learning and teaching materials he uses.
- f. Implementation of CAR in education and learning has a purpose to improve and enhance the practice of continuous learning so that the quality or the results of instructional skill of teacher, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.

5. Type of Classroom Action Research

There are four types of CAR, namely:

- a) CAR diagnostic,
- b) CAR participants
- c) CAR empirical
- d) Experimental CAR (Chein, 1990)

For more details, here presented in brief about the four types to

CAR. They are:

- a) CAR Diagnostic: is mean by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situation that are in the background research. As an example is when researchers attempt to ideal with disputes, quarrels, conflicts between students who have perfumed at a school or classroom.
- b) CAR participants: a study participants was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researcher to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR Participation can also be done at school as well as examples in item an above. Only, here the researcher claimed involvement directly and continuously since the beginning to the end of the study.
- c) Empirical CAR :is mean by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.³¹
- d) Experimental CAR, which is categorized as experimental of CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in an activity and learning. In relation to activity of teaching and learning, it is possible there more than one strategies or technique that is

31 Dr . iskandar, M.pd, *Penelitian Tindakan Kelas*,GP. Press, Ciputat, 2009, p. 27-28

set to active an instructional goal. With the implementation of CAR is expected that researcher can determine which method is most effective in order to achieve the goal of teaching.

H. Technique of Data Analysis

There was some criteria use by the researcher for the students' score. The criteria as follow:

1. Content.
2. Organization.
3. Vocabulary.
4. Grammar.
5. Mechanic.

1. Content

No	Score	Classification	Criteria
1	27-30	Very good	Clear focused, and interesting detail, complete, rich well focus, main idea stand out secondary ideas do not usurp too much attention.
2	15-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, does not communicate information is very limited, boring.
5	5-8	Very poor	Not organization, not enough to evaluate because not meaningful.

2. Organization

No	Score	Classifications	Criteria
1	18-20	Very good	Effective word, choice, and usager specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Quiet clear, some words may lack precisio the writer struggle with eliminated vocabulary, grouping for words.
4	7-9	Poor	Many errors words/idiom, choice andusage, language is so vague and abstract. So redundan,devoid or detail that only the broadest, many repetitions, often word simply do not feat the test, verb are week and view in number: is, are, were, and dominated.
5	5-7	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	Effective word, choice, and usage specific and accurate
2	15-17	Good	Adequate range occasional errors of words/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words.
4	9-11	Poor	Many errors words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

4. Grammar

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction few error of agreement, tense, number, word order/

			function.pronoun proposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/ function. Pronoun, preposition, and or fragment does not communication
4	9-15	Poor	Dominated by error of grammar, cannot be understand and evaluated
5	5-8	Very poor	Virtually no mastery of sentences construction rules.

5. Mechanic

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No	Score	Classification	Criteria
1.	5	Very good	Demonstration mastery of convention, not proplem of spelling, punctuation, capitalization, paragraph.

2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3		Some error spelling, punctuation, capitalization
4	2		Many errors of spelling, punctuation, capitalization
5	1		Illegible writing. ³²

To measure the quality of student's writing score on the five component observed, the result of the calculation was classified into classification as follows:

91-100 Classified as Very Good

70-90 Classified as good

60-69 Classified as Fair

50-59 Classified as Poor

0-49 Classified as Very Poor

- a. Writing test result: students' score of writing test are classified into some criteria based scoring classification namely spelling of words and meaning. Then determining the mean score, which classified into high, average and low classification.

$$X = \frac{\sum X}{N}$$

E

Note : $\sum X$ = The Total Raw Score

X = The mean score

N = Total sampel

- b. Activities of students during the learning process is is analysis by considering the students participation and classified into very active, active, less active and not active.

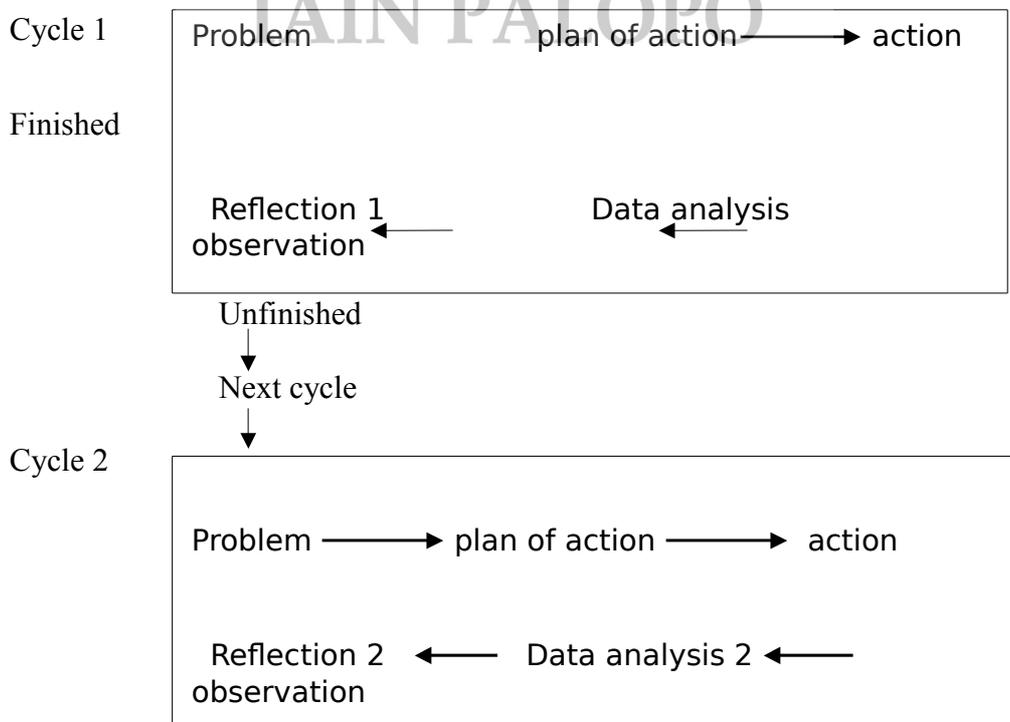
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes about the findings and discussions result of the research show the realities and comparing between theory and application in educational institution.

A. Findings

The findings of the researcher explain the cycle of the learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



Finished



Cycle 1

1. Planning

The researcher writes lesson plan or RPP of how to improve outdoor object in learning English. The material taught in class xii ipa3 is about descriptive text.

An instrument supported as follows:

1. Guidelines sheets of observation useful to observe students who motivated for outdoor use object in teaching to the topic on descriptive text in learning English and also as instrument main in the discussion between teachers and collaborator as a way to make reflections on every cycle.
2. .The basis material used to know what should be given to students, such as providing to the topic on descriptive text.
3. Researchers or teacher prepare all facilities that are needed in doing lessons teaching text descriptive through outdoor object , as , paper , a topic , test students , observation .
4. Researchers or teacher apply teaching use text descriptive about outdoor objects according to heed plan.

5. Researchers or teacher determine indicators succeed by the use of text descriptive about outdoor object.
6. Cell phone camera used to take some pictures on activity researchers , students and collaborator .

2. Action

Figure 1

The researcher introduces writing students



The research started on may until November 2016. The steps of improving writing skill by research did in the first cycle as follow:

- The students were taken outdoor

- The students were given task to write a paragraph based on the given topic
- The students were asked to read their paragraph and other students were asked to ask the student related to the text
- Teacher explained any problem faced by the students related to their tasks
- Teacher gave test as evaluation.

1. The first meeting

In the first meeting, researchers explain what is the purpose of in learning with outdoor use object to with material that will learned. And then researchers explaining how to other in learning descriptive text. Any one of numerous strategy in learning by using outdoor object and researchers apply outdoor object in learning to give the effect on motivation students in learning English. Then the student in take out of class to looked at the topic to be made his object to be described, After that researchers explained that all pertaining by topic it is have to be in descriptive right, and once a students finished described about topic given students later in take back into the classes and some students in order rides ahead recite the result of text which they have outdoor. Basic main the improvement of writing ability students via text descriptive about outdoor object to be described by students about last meeting their subjects .And the second , researchers giving students test evaluation.

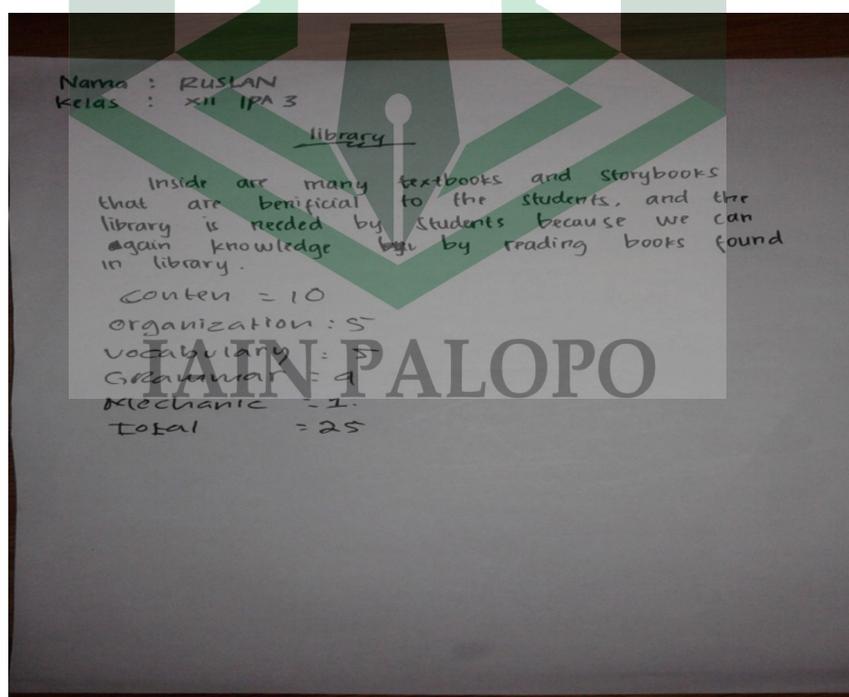
2. The second meeting

in this meeting, equal to the second on cycle first, provides text on a subject of we have set pertaining to outdoor object, to examine motivation students in the effects of outdoor use object during the first and the second, and

then make descriptive text students with said the word their own .Researchers gave a 50 minutes to get test in gave students.

Researchers gave topic to students to be descriptive right, topic in gave students in the first meeting. Then gave a few minutes to students to think of topics in give then students make descriptive text about the topic individually after that students back to class and orders students forward read the result of their work. After that researchers collect test students sheets. And the result of students' descriptive text as a following:

From picture above explained that students have not been able to make descriptive text well because to look at of description text which made could not be reached score is in want to make researchers should motivation to students that students able to perform text on cycle 2 so in cycle 2 can succeed .



From picture above explained that students have not been able to make descriptive text well because to look at of description text which made could not be reached score is in want to make researchers should motivation to students that students able to perform text on cycle 2 so in cycle 2 can succeed .

Figure 2

Cycle I test



3. Observation

The teacher was observed in teaching writing skill by using outdoor object at the twelfth grade of MAN Palopo. The teaching and learning process was observed by using observation list. In this observation the researcher found out that some

students were not active because they were lack of vocabularies. So, they could not write a paragraph in English. From our observation hosted by researchers found that:

- a. The students visible passionate learn writing by means of described objects that is in outside the class well .
- b. the use object outdoor help students to improve there writing skill in learning english well
- c. the students visible more active , studying outside the classroom in an appeal learn in class .
- d. the students so be motivated to write descriptive text that is in outdoor through the topic that in gave students.
- e. the students more active do text in give to on only.

All points above include successful after use descriptive text about outdoor object .But researchers found that there are sections of the students they are able to equip text descriptive in given them well , especially in precision in writing .So researchers for conclusion media learning English about writing descriptive text is fairly successful but it needs a different strategy so research in cycle 2 could be successful .

Table 1

Subject	Content	Organization	vocabulary	Grammar	Mechanic	Total
RD01	10	5	1	5	4	25
RD02	10	11	12	13	4	50
RD03	5	10	4	5	1	25
RD04	10	11	12	13	4	50
RD05	5	6	12	13	9	40
RD06	9	11	12	15	4	50
RD07	8	11	12	15	4	50
RD08	5	6	7	7	5	30
RD09	5	10	5	4	1	25
RD10	20	12	12	8	3	55
RD11	7	5	1	8	4	30
RD12	5	6	12	13	4	40
RD13	5	15	11	10	4	45
RD14	10	6	5	10	3	35
RD15	20	10	11	15	4	60
RD16	1	4	5	10	5	25
RD17	6	10	10	5	3	35
RD18	11	11	12	13	3	50
RD19	5	6	7	7	5	30
RD20	20	10	11	15	4	60
Total	187	203	162	159	78	810
Mean score	9,35	10,15	8,1	7,95	3,9	40,5

- Mean score of content

$$X = \frac{\sum x}{N} = \frac{187}{20} = 9,35$$

- Mean score of organization

$$X = \frac{\sum x}{N} = \frac{203}{20} = 10,15$$

- Mean score of vocabulary

$$X = \frac{\sum x}{N} = \frac{162}{20} = 8,1$$

- **Means score of grammar**

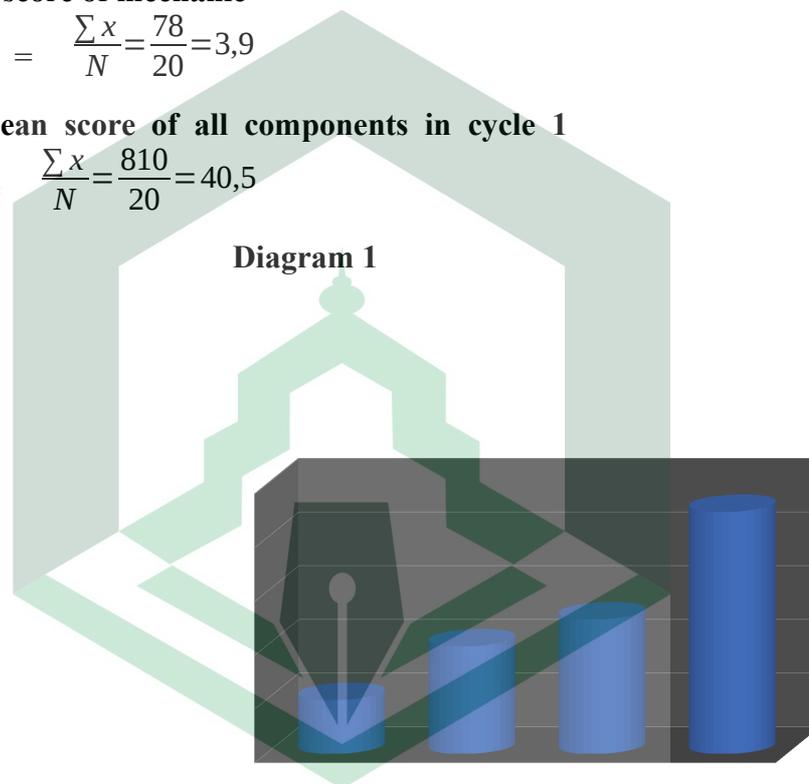
$$X = \frac{\sum x}{N} = \frac{159}{20} = 7,95$$

- **Means score of mechanic**

$$X = \frac{\sum x}{N} = \frac{78}{20} = 3,9$$

- **The mean score of all components in cycle 1**

$$X = \frac{\sum x}{N} = \frac{810}{20} = 40,5$$



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Learning began by starting the purpose and motivation. Application of learning in the cycle was still very low views on the students' activity were not enthusiastic in following lesson, students' activity was still lack of ideas developing their writing, passive in received of information as well as in the learning process, it is difficult to express an ide. It can be seen when the learning

process took place. The result of observation on students' activities during the teaching and learning process: the students writing ability showed students' lexcion use in writing showed have low crore. The means score was only 50 it can be seen in the table bellow:

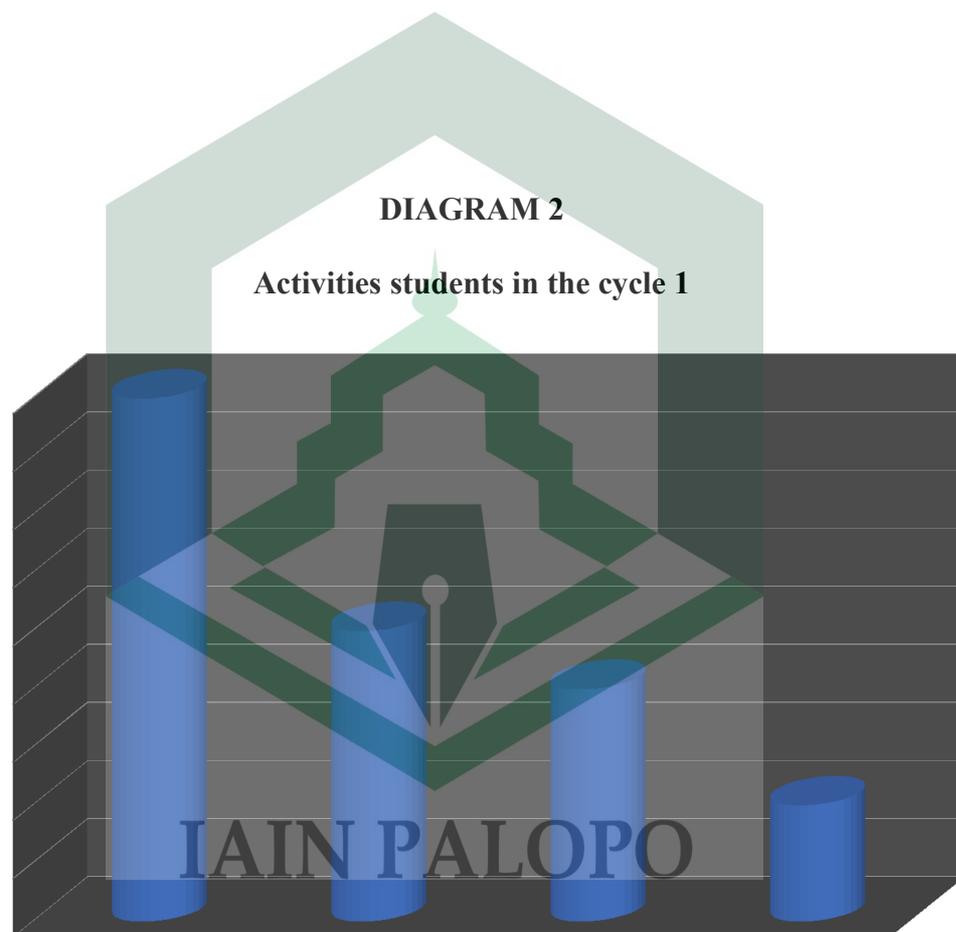
Table 2

Students	Very active	Active	Lees active	Not active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				

Note:

- a. Very active : the student is responsive and participle fully in all activities in the larning teaching teaching process
- b. Active : the student response the material by writing and interact with the teacher and the others.

- c. Less active : the student pays attention and gives response once in a while
- d. Not active : the students does not give respond to the material, she/he looks confused, bored and sometimes leaves the outdoors object.



4. Reflection

Based on the data research on cycle 1 the reasercher found out some weakness namely: the majority of the students were still unable to finish

descriptive text because of lack of vocabularies. So, in cycle 2 before asking the students to write a paragraph they were asked to identify some words related to the objects which were going to describe

That the students active in the class only 50 % and 50 % were not really active . The evaluation mean score was only 40,5 .In the discussion , there were only score students active in giving respondent to talk about the topic that the researchers given.

Referring to the cycle 1 .Researchers intended to continue research to 2 cycle .Where researchers improve the planning and take action is in good researched process .Researchers and collaborator discovered that there are a lot of students active in learning process but also some students less active , but it does not cause their motivation inactive good learn English. Besides they could not concentrate shame and also to give questions if they cannot understand on the lessons in teach and researchers try to repaired position and give them motivation to have more learning atmosphere they pleasant , comfort and not causing in the process of learning and teaching tedious .

This research has not been successful in terms of text that has been in gave students .Reflection done by researchers and collaborator caused by still there is weakness in applying the media and this need to be improved.

Cycle 2

1 .Planning

The researcher writes lesson plan or RPP of how to improve outdoor object in learning English. The material taught in class xii ipa3 is about descriptive text. The lesson plan was revised as discussed in reflection in cycle 1.

2. Acting

Figure 3



After that researcher introduces herself and begins the lesson, she did the following steps:

- The students were taken outdoor
- The students were asked to identify some words related to the objects that they have to describe.

- The students were given task to write a paragraph based on the given topic
- The students were asked to read their paragraph and other students were asked to ask the student related to the text
- Teacher explained any problem faced by the students related to their tasks
- Teacher gave test as evaluation.

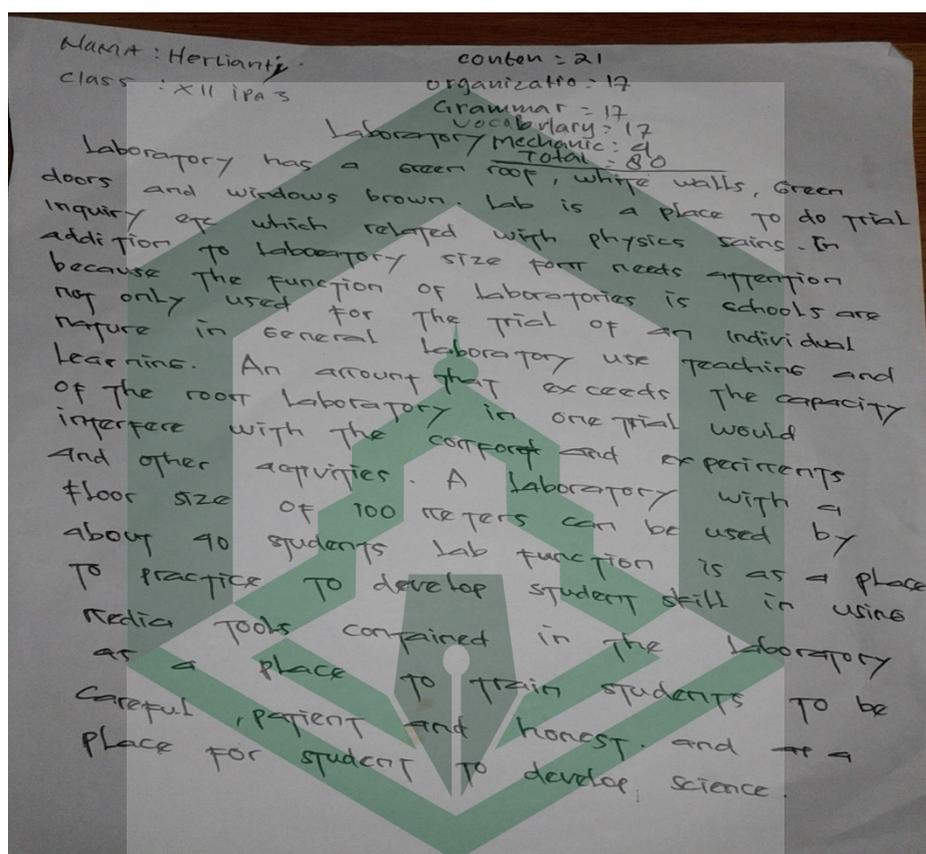
1. The first meeting

in action cycle 2 Researchers start to return to explain more about the material descriptive text, and procedures for how to make descriptive text. And then researchers direct to students to respond to the which are not intelligible, and form into a group and then researchers explained some of the examples of descriptive text, after that students given a different topic at each group. After that researchers sent some of students to read the results of text which they have made on right outside the classroom. Researchers

2. The second meeting

in this meeting , equal to the second on cycle first , provides text on a subject of we have set pertaining to outdoor object , to examine motivation students in the effects of outdoor use object during the first and the second , and then make descriptive text students with the word their own .Researchers gave a 50 minutes to get test . After that Students back to class and bid students forward read the result of their work .After that researchers clump together sheets of the test results students.

Researchers give topic to students who will made , topic in gave students in the first meeting of the library .Then gave a few minutes to students to think about the topic that in give then the students make descriptive text about the topic individually .And the result of descriptive text students like next picture:



Of picture above explained that students make descriptive text well for in refer to of descriptive text which was built by explained that students able to achieve score are in want.

3. Observation

Based on the observation activity in this cycle .The researchers and collaborator observed activities of the students in doing their task. The researcher

found that the students began active and tried to identify some words related to the objects that they have to describe .And results in cycle is as follows:

- a. The students visible passionate learn when learn outdoor to make descriptive using object is a good.
- b. The use outdoor object assist students to increase their ability in writing English(good)
- c. The students visible more active writing descriptive text because students directly see topic to be descriptive righ after the lesson by using outdoor object (Good)
- d. Students getting be motivated to make descriptive text after using outdoor object in learning (Good)
- e. The students like to have more corpulent change to practice their English after use descriptive text about outdoor object (Good)

All points on the top is very successful after use decriptive text of outdoor object. Researchers foud that students who less active during a meeting on cycle 1, then cycle 2 students who were less active now it is very active do descriptive text in give. But in cycle 2 in there are still students who less active. So researcher conclusions media for learning English text about writing descriptive very successful even though there are multiple of students less active but students active in more corpulent that compares with students who less active and research on 2 successfully cycle. We can see explantion on in the picture bellow:

Figure 4



Table 3

Subject	Content	Organization	Vocabulary	Grammar	Mechanics	Total
RD01	21	17	17	21	4	80
RD02	15	11	12	9	3	50
RD03	17	10	11	10	3	51
RD04	20	14	15	15	4	68
RD05	19	16	14	15	3	67
RD06	21	18	16	21	4	80
RD07	15	9	11	12	3	50
RD08	19	13	11	14	3	60
RD09	19	13	17	17	4	70
RD10	21	15	18	17	4	75
RD11	21	14	15	16	3	69
RD12	20	12	11	13	4	60
RD13	20	14	16	17	4	71
RD14	15	8	9	10	3	45
RD15	22	16	16	18	4	76
RD16	14	12	11	14	4	55
RD17	21	14	17	19	4	75
RD18	21	15	18	17	4	75
RD19	19	13	12	11	3	58
RD20	21	17	17	21	4	80
Total	381	271	284	307	72	1315
Means score	19,05	13,55	14,2	15,35	3,6	65,75

1. Mean score of content

$$X = \frac{\sum x}{N} = \frac{381}{20} = 19,05$$

2. Mean score of organization

$$X = \frac{\sum x}{N} = \frac{271}{20} = 13,55$$

3. Mean score of vocabulary

$$X = \frac{\sum x}{N} = \frac{284}{20} = 14,2$$

4. Means score of grammar

$$X = \frac{\sum x}{N} = \frac{307}{20} = 15,35$$

5. Means score of mechanic

$$X = \frac{\sum x}{N} = \frac{72}{20} = 3,6$$

6. The mean score of all components in cycle 1

$$X = \frac{\sum x}{N} = \frac{1.315}{20} = 65,75$$

Diagram 3



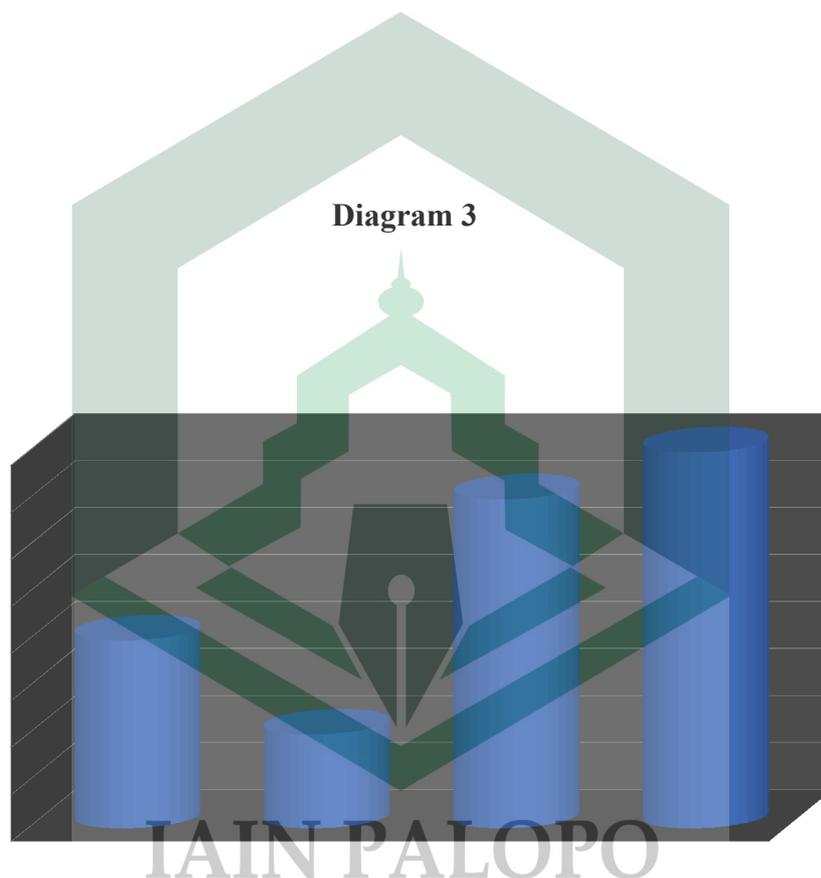
The table above showed that the highest score was and the lowest was 45. And only six students got score 80 and one student also got score 45 in the table bellow:

Table 4

Students	Very active	Active	Lees active	Not active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				

Note:

- a. Very active: students are very active when making descriptive text about outdoor object whent outside class
- b. Active: students respont it actually with of writing and interact with each group.
- c. Not active: 2 students have too actively during the process was learning.



Based on the researcher of data analysis can be know that from 20 respondents, there were 8 students were observed very active in the writing learning process by using outdoor object, and the percentage reahed reached 65% there were 7 students were observed as the active and the percentage reched 50%. Based on the result of data analysis above, the researcher found that in the cycle 2

the students' active participation was better than the result in the cycle 1. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of very active and active.

B. Discussions

Based on the above, the researchers found that in cycle 2 the students active participation better than results in cycle 1. Because in the cycle 2 students motivations was very good to learn faster and researcher found the weak by applying materials in outdoor use object learning in learning English in cycle 1 and researchers try to solve the problem. Researchers also believe that the criteria success in the in the cycle 2 made as accumulation from the percentage of very active and active and active. If researched 65,75%

The finding in the cycle suggests that use outdoor object have good students in learning. So they can relax with activated good condition and not boring as a result of which students learn better and smoothly than before. Besides students gets motivation more in their lives and they can know what they want oil future. Outdoor object focus on utilization in learning as reasorining as way thinking and loosening considering attention and in turn and the motivate sudents learning English by removing learning boring. The use can occur when a teacher can undertand several variables important as proposed by tony bezat, an expert noted in the field of memory and intelligence stating that understanding of how to work the brain be obliged to be optimize potential the brain inconsidering lessons. It is a prove by me.

Several points success in cycle 2 namely: most of the students become more active at the study outside class using descriptive text of outdoor object. More students active learn whent outside the classroom, the activity of students at outside the classroo, 7 students active, 8 students very active, 2 students less active, and 4 students have active. Means 90% active students learn whent learning ongoing and 10% not active. The outside the classroom very good cause students easily set ideal means score has researched: 65,75%.

Writing is one of from linguistic competence of expressing idea of language use from in written and beside that in oral.³³ Writing is one of language ability in English and it is one activity that studens' should do must in their study. Through writing assignment, the students' can express their ideas, respond the other ideas tell stories and convey information and they are expented to be able to compose well organized pieces of writing. Writing is the ability to express ideas, feeling opinion and other in the writtent form.³⁴

4. Reflection.

There are several points success in cycle 2 namely: many students became more active in studying outside the classroom use descriptive text by using outdoor object. They can learn English while refresh their mind by looking at the beautiful cenery outside the class, 7 students active, 8 students very active, two students aktive and 4 students inactive. Means 90% active students learn when learning

³³ Pardiyono, M.Pd. *12 Writing Clues For Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006). P. 9

³⁴ Abdul Rafab, *Increasing Student's Writing Ability Through Free Topic Writing*. (A thesis, Univesitas Muhammadiyah Makassar, 2008), p.4

and 10% students indeterminate active. Condition in outside the class very good for students easy to set. Ideal score has reached: 65,75%.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research shows that the best way in improving students writing skill is by using outdoor object at the twelfth grade of MAN Palopo. The ways are:

- The students were taken outdoor
- The students were asked to identify some words related to the objects that they have to described.
- The students were given task to write a paragraph based on the given topic
- The students were asked to read their paragraph and other students were asked to ask the student related to the text
- Teacher explained any problem faced by the students related to their tasks
- Teacher gave test as evaluation.

B. Suggestions

Based on the analysis result of data and conclusio, some researchers make proposals as follows:

1. To improve students in learning English, teachers member explanation of methods of descriptive text of outdoor object, in learning English teacher told to students writing skill through outdoor object is one way the best in teaching English.
2. English teacher need to get a good way or method in teaching writer. In addition studets should be more active to work matter learning in gave studets.
3. Giving guidance more intersive in a way that the students can know how to writes well.
4. To reach score good in teaching, English teachers need to adjust between material and strategy they apply so that it can help students make descriptive text about outdoor object.
5. In learning English teacher motivate your students in order more active students learn when learning held

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