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The Effect of Environmental Observation Strategy Towards Writing Skills For The Eight Grade of SMP N 1 Wungu

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ABSTRACT

The purpose of this research is to invetigate whether the students sho are taught by using Environmental Observation Strategy have better writing skills than the students who are taught by using conventional teaching. The population in this research is eight grade students at SMP N 1 Wungu. The samples in this reseacrh are students of classes VIII A and VIII C. The data was collected using writing test. The researcher used SPSS version 25 and Independent Sample T-test to analyze the student's scores. The results showed that the use of Environmental Observation Stratgey had an effect on students' writing ability. The writing scores after the treatment in the experimental class proved to be higher. The average score was 72.63 in the experimental class and 65.78 in the control class. This shows that there is a significant difference in the writing skills ability of students taught by using Environmental Observation Strategy with students taught by using conventional teaching. Based on the explanation above, the use Environmental Observation Strategy has a significant effect in writing skills.

1. INTRODUCTION

Writing is one of the English skills learned by students. It is taught as one of the compulsory subjects to junior high school students. It is as one of the skills to communicate is not an ability we acquire naturally; even in our first language it has also to be taught (Miftah, 2015). As a result, writingplays a crucial part in the teaching and learning of English.

Writing skill is the ability to use language to express ideas through written language. It is a skill, in which someone can pour his/her ideas and feelings in the form of written language so that other people who read it can understand the contents properly (Leonardo et al., 2022) Students do not learnto write by simply sitting and listening to the teacher's explanation and taking notes. It is a skill which must be practiced and learned through experience (Pelenkahu, 2012). Writing practice can help the students improve their vocabulary and of course, increase their ability in grammar (Asiah et al., 2020). In other words, writing is useful for many purposes (Asiah et al., 2020). Writing skills can be improved by engaging in writing activities on a regular basis. Along with reading, listening, and speaking, students also need to be proficient in writing as a language skill.

There are a lot of advantages of using environmental observation method in developing and motivating students to writing text at Junior High School, as proposed by Harmenita and Tiarina (2013). They are as follow: (1) The classroom atmosphere encourages student motivation, because students have many opportunities to express their ideas and opinions, both individually and in groups; (2) Discussion allows students to learn from each other, and share ideas related to the topics discussed; (3) This activity can make students more enthusiastic and more cooperative with each other in sharing ideas; (4) This technique makes students become more open-minded to write down their ideas to others; (5) This technique can increase students' cooperation in writing because it will lead them to make conclusions from the text; (6) The teacher can monitor students' understanding of the topics discussed; (7) This technique increases students' motivation in writing, because the topic is familiar to them.

The use of the right strategy will have feel more comfortable in writing learning activities. The researcher suggest this strategy namely are Environmental Observation Strategy. This strategy is able to make students easily express their ideas and make them into writing according to what they want.

Some research findings have shown result of applying Environmental Observation Strategy to improve students' writing skills. The first research was conducted by Harmenita, et al (2013), entitled "Teaching Writing A Descriptive Text By Using Environmental Observation Strategy". The purpose this study was to expalin using Environmental Observation Strategy, using this strategy in this study is an alternative in teaching English especially in writing skills, and it can increase the students' attention and motivation during classroom writing activities. The method used by giving students questions about something or what is familiar and can be observed by students in class during learning. Then students are given several questions about object related to the topic. The result in this study is the students' become easily to share their ideas in order to write a adescriptive text. Then, it can encourage the students' motivation in writing.

The second research was conducted by Febriyanti, et al (2018), entitled "Enhancing Descriptive Writing Achievment By Applying Process Approach Through Environmental Observation". This study aimed at finding out whether or nor: (1) there was a significant difference in descriptive writing achievment after they were taught by using process approach through enviromnmental observation and (2) there was a significant difference in descriptive writng achievement between the students who were taught by using process approach through environmental observation and those who were not. The method this study used a quasi-experimental design (post-test and pre-test). Mean difference of post-test and pre-test was 7.500 and the significance value was 0.000 (*p-value*<0.0.5). The mean difference of the post-test of the experimental group was higher than the control group (7.537>0.128) and the significance value was 0.000 (*p-value*<0.05). The result of this study is effective to improve students' descriptive writing achievment.

Considering the results of two researches, the researcher was interested in applying environmental observation strategy to teach writing skills for the eight grade of SMP N 1 Wungu. The researcher will find out whether the Environmental Observation Strategy will be effective if it is applied in the process of teaching students' writing skills. Based on the reseacrh background the researcher decides to carry out a research entitled "The Effect of Environmental Observation Strategy To Teach Writing Skills For The Eight Grade Of SMP N 1 Wungu".

2. RESEARCH METHOD

This research aims to determine whether teaching students by using Environmental Observation Strategy to teach writing skills when compared to students who received conventional teaching. It was for 8th grade students of SMP N 1 Wungu. The dependent variable in this study was the teaching of writing English texts through environmental observation strategies and the independent variable was the eighth grade students of SMP N 1 Wungu. The data collection technique used in this study is writing test. Data collection method is a method that aims to obtain data in research. The purpose of data collection in conducting scientific research is to obtain the materials needed in research. The researcher collect data from students' scores on the pre-test and post-test. The researcher gave a pre-test at the beginning of the experimental class to determine the students' familiarity with the topic to be taught. In addition, a post-test was used to assess whether English language skills have improved after the course and treatment were completed.

This study uses a quasi-experimental "*Post-test-only control design*". In this study using quasi-experimental research. There are 2 classes chosen randomly and divided into 2 groups, namely the experimental group and the control group. The experimental group was given treatment, while the control group only used conventional teaching.

The use of treatment using Environmental Observation Strategy is intended to prove whether there is a significant difference between student scores before and after treatment. Thus, the effectiveness of the strategy is known from the significant scores when teaching students by implementing the Environmental Observation Strategy. In addition, the research design can be described as follows:

Table 2.1. Research Design

Experimental Group	Pre-Test	Environmental Observation Strategy	Post-test
Control Group	Pre-Test	Conventional Teaching	Post-test

The data collection technique in this study is a writing test in the paper. This writing test was conducted by used Environmental Observation Strategy to understand the writing. The test was used by the reseracher as a learning instrument that aims to determine the efffect of the Environmental Observation Strategy in teaching writing classes.

Data from student test results were analyzed using quantitative analysis. This data was taken from the test scores of the experimental and control classes at SMP N 1 Wungu. The Researcher chose class VIII A as the experimental class and VIII C as the control class. Reseracher used statistical calculations of the T-test (SPSS) to analyze data from the pre-test and post-test. After completing the pre-test, treatment, and post-test processes, researcher analyzed the data statistically. Researcher calculated data using the Independent T-test in this study. The calculation was used to determine the difference in average scores between two samples. It means to find out the comparison of scores between the experimental class and the control class when doing the same test. Researcher analyzed the data using SPSS V.25 to determine the significance of the focal results. There are theree test that must be calculated, namely normality, homogeneity, and independent sample t-test to deteremine the final hypothesis.

3. RESULTS AND ANALYSIS

In this section, the researcher explains the results obtained through the pre-test and post-test data. Data in this research obtained from class VIII A as the experimental class and class VIII C control class. The results of the pre-test showed the students' basic ability in writing skills. Homogeneity test is used to determine whether the experimental class and control class have the same variance or not. Homogeneity in this research is to use *Lavene's t-test*. The results are as follows:

Table 3.1. Group Statistics

	PRE-TEST	N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Test Experimental Class	32	54.78	9.012	1.593
	Pre-Test Control Class	32	55.03	7.835	1.385

Table 3.1 shows that there is a significant difference in students' writing skills between pre-test experimental class and the control class. The sample of the experimental class and control class os 32 students. The mean scores for both classes differed significantly. The mean of the experimental class is 54.78 and the mean of the control class is 55.03. it can be concluded that mean score of the control class is higher than the mean score of the experimental class.

In Addition, to ensure the homogeneity of the pre-test data, the researcher used independent sample t-test to calculate the data. Independent sample t-test is used determine whether there is a mean difference between the two classes with different data. Then, the researcher found a significant difference between the both classes as follows:

Table 3.2. The Results of Independent Sample T-test of Pre-Test Data

		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	1.736	.193	-.118	62	.906	-.250	2.111	-4.470	3.970
	Equal variances not assumed			-.118	60.825	.906	-.250	2.111	-4.471	3.971

The table above, shows the independent sample test from the pre-test data of the experimental class and control class which shows that both classes are significant as seen by Levene's test for Equality of Variances. From the column of score of Equal variances assumed, the significance is 0,193. It can be concluded that the pre-test data is homogeneous because the significance is higher than the alpha level ($(p = 0{,}193) > (\alpha = 0{,}05)$).

Table 3.3. The Result of Normality Testing

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	POST-TEST	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Post-Test Experimental Class	.133	32	.163	.944	32	.098
	Post-Test Control Class	.106	32	.200*	.947	32	.119

Based on the table above, it can be seen that the significant result of the experimental class score is 0,098. It means that the post-test data of the experimental class is normally distributed because the significance value is higher than α value (0,098 > 0,05). Furthermore, the results of the control class were also higher, that is 0,119 which is higher than 0,05 (0,098 > 0,05). It can be concluded that the significance of the post-test data for both classes was normally distributed because the results were more than α = 0,05 (0,098 > 0,05 : 0,119 > 0,05).

Hypothesis testing is the final calculation. This section is to compare the pre-test and post-test scores of the experimental class and the control class. In this case, it aims to find out whether there is a difference in the average pre-test and post-test scores of the two classes. To find out whether there is a difference in students' prior knowledge in the experimental class and the control class, hypothesis testing is carried out, as follows:

Table 3.4. Group Statistics

	POST-TEST	N	Mean	Std. Deviation	Std. Error Mean
Score	Post-Test Experimental Class	32	72.63	10.530	1.862
	Post-Test Control Class	32	65.78	8.816	1.558

The table 3.4 above, shows the post-test group statistics from both classes. From the table above, the mean score of the experimental class is 72,63. Then, the mean score of the control class is 65.78. It can be concluded that the mean of both classes is different. However, the researcher cannot conclude the successfulness of the treatment in this research directly through this table, especially in the experimental class. Thus, the researcher needed an independent sample t-test to determine whether the treatment was successful or not and to determine the significance of both classes.

Table 3.5. The Result of Independent Sample T-Test

		Levene's Testfor 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	1.814	.183	2.819	62	.004	6.844	2.428	1.991	11.697
	Equal variances not assumed			2.819	60.141	.004	6.844	2.428	1.988	11.700

The test results show that there is a difference in the mean score between the experimental class which treated by using Environmental Observation Strategy and the control class which treated using conventional teaching. If sig (2-tailed) < 0,05 then there is a significant difference in the mean score between the experimental class and the control class. Otherwise, if sig (2-tailed) > 0,05, there is no significant difference in the mean score between the experimental class and the control class. Based on the post-test score of the table above, the assumed significance value of equal variances is 0,004 which means less than 0,05 (0,004 < 0,05). Based on the normality

test hypothesis formula, H0 indicates that there is no significant difference in the writing skills of students taught using Environmental Observation Stratgey and those taught using conventional teaching. Meanwhile, H1 indicates that there is a significant difference in the writing skills of students taught using Environmental Observation Strategy and those taught using conventional teaching. So, H0 is rejected while H1 is accepted. The results of this study show that there is a significant difference in students' writing skills between those taught using the Environmental Observation Strategy and those taught using conventional teaching. It can be concluded that the results of this study show that the use Environmental Observation Strategy has a significant effect on students' in writing skills.

The researcher summarize several advantages of using Environmental Observation Strategy. First this strategy can increase the students' attention and motivation during classroom writing activities. This related to previous research from Harmenita, et al. (2013), and the students become easily to share their ideas in order to write a descriptive text. Second, using Environmental Observation Strategy that process approach through environmental observation was effective to improve students' descriptive writing achievement. This relates to previous research from Febriyanti, et al. (2018).

Based Based on the research that has been done, it can be concluded: (1) Implementation of an Environmental Observation Strategy can increase teacher and student activity in the learning process. Process teachers and students are able to interact better and students become more active. (2) Application of Environmental Observation Strategies can improve student learning outcomes in the learning process in learning writing skills. In the experimental class, student learning outcomes increased after applying the learning model with the Environmental Observation Strategy. Based on these data, the average score of experimental class students during the pre-test was 54.78 then during the post-test the average score increased to 72.63.

4. CONCLUSION

Based on the result and discussion of the previous chapter in this study, the researcher concluded that, Students who study using environmental observation strategy have better writing than students who learn using environmental observation strategy using conventional teaching. The use of environmental observation strategy has a significant effect on students' writing skills, comprehension abilities, especially in writing texts. This strategy makes students more communicative and cooperative, can create students to be more independent and responsible in writing class. Then, the environmental observation strategy makes the teaching and learning process more effective and efficient. In addition, the application of environmental observation strategy is beneficial for teachers. Teachers also focus more on grammar as well as punctuation. Thus, the results state that the environmental monitoring strategy in this study was successfully implemented, judging by the data described in the previous chapter. The results of data analysis show that the significance value assuming the same variance is smaller than 0.05 (0.004 <0.05), meaning that H0 is rejected and H1 is accepted. Therefore, it can be said that students' comprehension problems can be solved through implementing environmental observation strategies.

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