

## **Enhancing Descriptive Writing through Outing Class: An Experimental Study**

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### **ABSTRACT**

The main objective of this research is to investigate the influence of using outing class on the students' descriptive writing ability in the eighth grade of junior high school. The population of this study consists of eighth-grade students, and the sample for this research comprises 46 students. Based on pre-survey data, the problem found can be concluded that students experience difficulties in descriptive writing because they lack ideas. Through Outing Class, students can find ideas for descriptive writing. Because with Outing Class, students gain more meaningful information and learning experiences. In this case, the author attempts to investigate whether there is an influence of using Outing Class on students' descriptive writing skills. The author conducted a True Experimental Design by applying pre-test and post-test as instruments. In accordance with this research method, the data were analyzed using a t-test, which allows for determining the difference between the experimental group, namely the class that used the Venn diagram, and the control group that did not use the Outing Class. The research data shows that  $t_{observes} = 3.590$  and this falls into the high influence category. Furthermore,  $t_{observes}$  is compared with  $t_{table}$  at a significance level of  $5\% = 2.010$  and  $1\% = 2.682$ , the data indicates that  $t_{observes}$  is greater than  $t_{table}$ , which can be interpreted that  $H_0$  is accepted. In conclusion, the Outing Class strategy positively influences students' descriptive writing skills. This approach provides meaningful and contextual learning experiences that promote student engagement, creativity, and improved written communication.

**Key words:** Outing Class Strategy; Descriptive Writing; Experimental Study

## **INTRODUCTION**

English is widely adopted and learned globally as an international language, and its use is fundamental in Indonesia. It's the first foreign language introduced in Indonesian schools, from kindergarten to university, with junior high students expected to be able to communicate effectively in both written and verbal English (Zein, 2019). Over recent years, Indonesia's curriculum has transitioned from a Competency-based Curriculum to a School Level-based Curriculum. This updated curriculum mandates that junior high graduates achieve mastery in all four language abilities: listening, speaking, reading, and writing (Matruty & Que, 2021). Therefore, English lessons in junior high school are specifically designed to cultivate these four skills, allowing students to converse in English about designated literary themes (Fitria, 2024). Fortunately writing is one of the four essential skills to master. Language, grammar, organization, spelling, and punctuation all have a direct effect on the writing process and the final product.

The basic competency that students should have in writing English by the second year of junior high school is the ability to design and produce written simple function text in recount text, narrative text, descriptive text, report text, and so on (Lukmawardani & Badriyah, 2022). Although descriptive writing is difficult for student to fully grasp, it is a type of prose that seeks to describe a specific person, location, or item. Students can apply basic present and adjective variables to write descriptive language (Haryadi, 2022). The two types of methods of providing writing instruction in educational settings are guided writing and self-directed writing. In the guided writing technique, students full grammatically incorrect physical activity and but in individual writing, students constitute pieces on their own (Ricotta et al., 2022). Those approaches do not affect the students' writing abilities; yet, the students still feel uncomfortable and confront specific difficulties with English lessons, particularly in building chapters, because they cannot discover ideas to explain the writing.

## **LITERATURE REVIEW**

### **Previous Related Study**

Several studies have investigated effective strategies for improving students' writing skills, particularly in the genre of descriptive writing. Research by (Wasito et al., 2022) found that the use of visual media such as pictures and videos significantly enhanced students' ability to generate descriptive details. Similarly, P(Ardiana et al., 2023) reported that implementing project-based learning helped students develop more structured and coherent descriptive texts. Another study by (Amali et al., 2024)demonstrated that collaborative writing techniques in the classroom setting led to improvements in vocabulary use and organization in descriptive paragraphs.

This finding validates (Anggraini et al., 2022) claim that contextual experiences build students' cognitive connections and boost writing skills, particularly in descriptive homework. Such practical learning activities promote students' drive and creativity, particularly when writing about certain topics. This confirms (Purba et al., 2024) claim that learning in surroundings that are natural enables children to generate meaning more genuinely. Additionally, this strategy allows students to base their thoughts on firsthand observations, which improves the quality, innovative thinking, and relevancy of their written work (Purba et al., 2024). In conclusion, the findings support previous research indicating that contextual and experiential learning enhances students' descriptive writing skills. This approach not only fosters motivation but also encourages the development of critical and innovative thinking through firsthand observation and experience.

### **Learning Strategy**

The teacher should select strategy that stimulates pupils' interest and encourages their participation. Learning strategies are a comprehensive approach systematically designed to achieve specific learning objectives (Guerrero-Quinonez et al., 2023). Learning strategies encompass the general patterns of activities of teachers and students in the learning process aimed at achieving optimal learning outcomes (Mukhibat, 2023). This strategy encompasses various aspects, such as methods, media, communication styles, as well as time and space arrangements (Rachmawati et al., 2021). In the context of English language learning, particularly writing skills, the right strategy not only creates an active and engaging learning environment but also enables students to develop critical and creative thinking skills through meaningful language practice. The approach in learning strategies is based on key educational theories such as Constructivism, Cognitive Load Theory, and Social Learning Theory (Amna Saleem et al., 2021). Constructivism emphasizes the active role of students in building knowledge through direct experiences, while Bandura's social learning theory highlights the importance of observation, interaction, and feedback (Ross, 2021). By designing learning strategies based on these theories, teachers can create contextual, collaborative, and student-centered writing activities, thereby enhancing engagement and learning outcomes.

### **Outing Class**

Outing class is a contextual learning strategy that brings students beyond the conventional classroom environment into real life settings such as parks, museums, or natural surroundings (O'Neill et al., 2024). It is not merely an extracurricular variation, but a purposeful pedagogical approach aimed at connecting academic content with authentic experience. This strategy allows students to engage actively with learning materials in meaningful contexts, thus promoting deeper understanding and retention (Zitha et al., 2023). In the context of descriptive writing, outing class provides concrete stimuli visuals, sounds, textures that students can transform into rich written expression. Rather than relying solely on imagination or textbook prompts, students draw from firsthand experience to

describe objects, scenes, or events, resulting in more vivid, accurate, and personalized compositions (Hardiyansyah et al., 2023). As such, outing class serves not only to enhance language skills but also to foster engagement, curiosity, and contextual thinking among learners.

Based on the writer's pre-survey data, almost all of eighth grade student at the Junior High School of Darul A'mal fall into the low category. It can be observed from the student's score of less than 62 as the Minimum Mastery Criteria. Occasionally, the writer wishes to improve the student's writing ability, especially with regard to descriptive material. Based on the situation mentioned above, the author is going to conduct research named. Third, students hesitate to convey their ideas in writing, primarily descriptive writing. Several studies have investigated effective strategies for improving students' writing skills, particularly in the genre of descriptive writing. Research by (Wasito et al., 2022) found that the use of visual media such as pictures and videos significantly enhanced students' ability to generate descriptive details. Similarly, P(Ardiana et al., 2023) reported that implementing project-based learning helped students develop more structured and coherent descriptive texts. Another study by (Amali et al., 2024) demonstrated that collaborative writing techniques in the classroom setting led to improvements in vocabulary use and organization in descriptive paragraphs.

Therefore, the present study aims to fill this gap by examining the effectiveness of outing class as a contextual learning strategy to enhance students' descriptive writing skills. Unlike previous studies that rely on artificial stimulate or classroom bound materials, this research focuses on real life observation and experiential learning as tools for improving students' ability to describe places, objects, and experiences through writing. This experimental design not only contributes new empirical evidence to the field of English language teaching but also advocates for a more dynamic and environment-based approach to developing writing competence.

## **METHOD**

### **Design and Samples**

This experimental study aims to find out how outing class influence students' writing abilities. It's a quantitative research project that lays out the relevant data, facts, and circumstances. At its core, experimental research, as defined by (Sugiyono, 2014), investigate show specific treatments impact various outcomes. (Paulsen, 2017) outlines six key characteristics of experimental research: (1) statistical equivalence between groups, (2) random assignment to reduce bias, (3) comparison of two or more groups or conditions, (4) manipulation of the independent variable, (5) precise measurement of the dependent variable, and (6) use of inferential statistics to test significance and enable generalization. The design also emphasizes controlling extraneous variables to ensure a valid cause-and-effect relationship. In this experiment, both primary and secondary data were collected

from experimental and control groups. The experimental group received a specific treatment, while the control group did not. "Outing lessons" were used as a teaching strategy, and pictures served as a media companion to facilitate interaction among students. The study used "Animal" as the pre-test question and "School" as the post-test question. The sample consisted of 46 eighth-grade students from Classes A and B at Junior High School Darul A'mal Metro.

**Instrument and Procedure**

To collect data relevant to the research objectives, the researcher developed an instrument based on predetermined indicators. Both a pre-test and a post-test were administered to the experimental and control groups. Given the focus on descriptive writing, the instrument used was a writing task that required students to compose a descriptive text. Instrument calibration refers to the process of evaluating and refining the test items to ensure their appropriateness and effectiveness. In this study, calibration involved assessing the instrument’s validity, particularly content validity, which ensures the test reflects the curriculum and learning objectives. The instrument was developed based on the syllabus for the targeted grade level.

**Data Analysis**

The researcher employed a true experimental design, specifically a matched-pairs method using a control group with both pre-test and post-test measures. The t-test formula was applied to analyze the data (Arikunto, 2010).

*Table 1. Form of t-test*

t	: The value of the t-test
$M_y$	: The mean score of the experimental group
$M_x$	: The mean score of the control group
$N_x$	: The number of students in the control group
$N_y$	: The number of students in the experimental group
X	: The deviation score of each control group student ( $X^2 - \bar{X}$ )
Y	: The deviation score of each experimental group student ( $Y - \bar{Y}$ )

The scoring system for the writing test was also established to maintain consistency and reliability in evaluating students' performance.

*Table 2. Writing Assessment Rubric*

No.	Aspect	Score Range	Category	Description
1	Content	30–27	Excellent	Highly understands topic; rich, complete, and relevant ideas
		26–22	Good	Adequate knowledge; mostly relevant; some lack of detail

		21–17	Fair	Limited knowledge; inadequately developed ideas
		16–13	Poor	Very poor; irrelevant or minimal ideas
2	Organization	20–18	Excellent	Clearly organized; logical sequence; follows generic structure
	(Form)	17–14	Good	Loosely organized; some logical issues; structure present but not always clear
		13–10	Fair	Disorganized; confused ideas; unclear structure
		9–7	Poor	No clear organization; incoherent
3	Vocabulary	20–18	Excellent	Wide range; accurate word choice; effective use of idioms
		17–14	Good	Adequate range; occasional word choice errors
		13–10	Fair	Limited vocabulary; frequent errors; meaning occasionally obscured
		9–7	Poor	Very limited vocabulary; hard to understand
4	Grammar	25–22	Excellent	Complex structures; few errors; grammatically sound
		21–18	Good	Mostly accurate; some errors in complex forms
		17–11	Fair	Many errors; basic grammatical issues; meaning may be unclear
		10–5	Poor	Dominated by errors; no control of grammar
5	Mechanics	5	Excellent	Mastery of conventions; almost error-free
		4	Good	Occasional errors; meaning not affected
		3	Fair	Frequent errors; handwriting may hinder understanding
		2	Poor	Many errors; illegible; no control of mechanics

## RESULT AND DISCUSSION

The researcher employed true experimental design to contrast the experimental and control groups' pre-test and post-test replies to ensure data consistency. The study evaluated the usefulness of outing class in prompting students in descriptive text. The discussion focuses on the results and contrasts them to other studies in the same topic. The researcher employs the method depicted in the prior image, which was used effectively by previous studies. It was found that the Outing Class Strategy

allowed the researcher to manage learning activities more efficiently and gain deeper insights into students' writing abilities. Moreover, learning outside the classroom created a more engaging and authentic context, making it easier for students to observe, reflect, and generate ideas for their writing tasks.

This finding is in line with (Neville et al., 2023), who stated, "Outing class activities help students to learn in a more relaxed and real-life setting, which improves their motivation and the richness of their writing content." This strategy also supports the findings of (Yamsin, 2024), who emphasized, "Outing Class Strategy increases students' enthusiasm and builds their confidence to express their ideas in writing based on direct experiences." These real-world interactions stimulate creativity and critical thinking, essential elements in academic writing. Furthermore, the use of this method resonates with (Citra & Maheswari, 2024) who concluded that "students who participate in outing class activities show improved coherence and content richness in their written texts due to the contextual nature of the learning." Such a strategy enhances student engagement by providing experiential learning that supports language skill development, particularly writing. The exposure to real environments helps students to gather concrete details, develop vocabulary, and structure their ideas more clearly.

### Comparison of Pre-Test Outcomes between Experimental and Control Class

*Table 3. Distribution of Pre-Test Scores in Experimental and Control Class among Eighth Grade Students at Junior High School Darul A'mal Metro*

Experimental Class			Control Class		
Interval	Frequency	Percent %	Interval	Frequency	Percent %
45-46	4	17.39%	60-61	3	13.04%
47-48	-	-	62-63	-	-
49-50	6	26.09%	64-65	15	65.22%
51-52	-	-	66-67	-	-
53-54	-	-	68-69	-	-
55-56	11	47.83	70-71	4	17.4%
57-58	2	8.69	72-73		
			74-75	1	4.34%
<b>Total</b>	<b>32</b>	<b>100%</b>		<b>23</b>	<b>100%</b>

The frequency distribution table indicates that none of the students achieved the minimum mastery criterion (KKM) of 62. This implies that the overall level of students' descriptive writing ability is considerably low. While in the control class, the pre-test showed that the frequency distribution table reveals that 20 students, representing 86.95% of the class, scored above the minimum mastery criterion (KKM) of 62. This suggests that the overall descriptive writing ability of the students can be categorized as good.

### Comparison of Post-Test Outcomes between Experimental and Control Class

*Table 4. Distribution of Post-Test Scores in Experimental and Control Class among Eighth Grade Students at Junior High School Darul A'mal Metro*

Experimental Class			Control Class		
Interval	Frequency	Percent %	Interval	Frequency	Percent %
45-49	3	13.043 %	60-61	8	34.7%
50-54	5	21.739 %	62-63	-	-
55-59	4	17.391 %	64-65	5	21.74%
60-64	3	13.043 %	66-67	-	-
65-69	1	4.347 %	68-69	-	-
70-75	7	30.434 %	70-71	7	30.43%
			72-73		
			74-75	3	13.04%
<b>Total</b>	<b>23</b>	<b>100%</b>		<b>23</b>	<b>100%</b>

The frequency distribution table reveals that 20 students (86.95%) achieved scores above the minimum mastery criterion (KKM) of 62. This suggests that the students generally demonstrated a good level of descriptive writing ability. The frequency distribution table shows that 21 students (91.30%) scored above the minimum mastery criterion (KKM) of 62. This suggests that their descriptive writing ability can be classified as good.

### Interpretation

Ultimately, following the implementation of the treatment, the researcher obtained an observed t-value of 3.590. Based on the principles of hypothesis testing, if the observed t-value exceeds the critical t-value, the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. Conversely, if the observed t-value is lower than the critical value, the null hypothesis is accepted and the alternative hypothesis is rejected.

### Interpretation of $t_{\text{observed}}$

The essential value observed was 3.590, as the researcher interpreted based on the quotation above. It has been determined that using an outing class has a substantial influence on the descriptive ability to write of eighth-grade adolescents at Darul A'mal Metro Junior High School.

### Statistical Significance

To know the critical value of t-test ( $t_{\text{observed}}$ ), the writer firstly counted degree of freedom (df). The formulation of  $df = N_x + N_y - 2$ . It can be written  $23+23-2 = 44$ . After considering the t-test table by using df 44, the researcher not found it in t-table. So, it is done interpolation because 44 are higher than 40 and smaller than 60.

*Table 5. Critical Value of  $t_{table}$* 

	5%	1%
d.f 40	2.000	2.660
d.f 60	1.980	2.61

From all data analysis above, it can be known that:

$$t_{\text{observed}} = 3.590$$

$$t_{\text{table}} = 2.010 (5\%) \text{ and } 2.682 (1\%)$$

The data indicate that the observed t-value is greater than the critical t-value. Consequently, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. This finding suggests that the use of Outing Class has a significant influence on students' ability to write descriptive texts at the Junior High School of Darul A'mal Metro. The implementation of this strategy allowed students to directly observe real-life objects and environments, which enriched their vocabulary and descriptive expressions. Learning in an authentic context helped students generate more concrete and vivid ideas, which are essential in descriptive writing.

Moreover, the learning atmosphere created through Outing Class increased student engagement, motivation, and creativity. By experiencing the subject matter firsthand, students were more confident in expressing what they saw, felt, and experienced through written language. This aligns with the concept of experiential learning, where students retain information more effectively when they are actively involved in the learning process. The improvement observed in students' descriptive writing performance supports the effectiveness of Outing Class as an alternative instructional strategy. It enables learners to connect their experiences with the writing task, which not only enhances content quality but also improves the structure and coherence of their texts. Therefore, Outing Class can be considered a meaningful and impactful approach in teaching writing, especially at the junior high school level.

## CONCLUSION

As a result of the discussion, the use of the Outing Class strategy shows a significant positive effect on students' descriptive writing ability. This strategy helps students to organize their ideas clearly, compare information effectively, and express their thoughts more systematically in written form. The results of the study indicated that students who were taught using the Outing Class better in writing tasks compared to those who did not use the method. Furthermore, the data analysis using the t-test revealed that the pre-test and post-test scores demonstrated notable improvement. Since the degrees of freedom ( $df = 44$ ) were not listed in the t-table, interpolation was used between  $df = 40$  and  $df = 60$ . Based on the interpolation, the critical value of  $t_{table}$  at the 5% significance level was 2.010, and at the 1% significance level was 2.682. The observed score was 3.590, which is higher than both critical values ( $t_{\text{observed}} > t_{\text{table}}$  at both levels). This means that the alternative hypothesis ( $H_a$ )

is accepted, and the null hypothesis (H<sub>0</sub>) is rejected. In other words, there is a statistically significant difference in the writing abilities of students taught using the Outing Class strategy. Thus, the use of this strategy had a positive impact on students' descriptive writing skills at the eighth grade of Junior High School of Junior High School of Darul A'mal Metro.

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