
The Effect of Using Environmental Observation Strategy on Students Writing Skills in Descriptive Text

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Abstract

The Environmental Observation Strategy is the approach that separating students into groups and having them observe a specific topic for 10-15 minutes before putting their ideas. Afterward, groups merge their thoughts to create a descriptive paragraph. This research study aims to investigate the significant effectiveness of utilizing the Environmental Observation strategy in enhancing the writing skills of seventh-grade students in the descriptive text at SMPN 10 Pontianak. Employing a pre-experimental research design with a one-group pre-test and post-test approach, the study selected a sample of 32 students through cluster sampling as the sampling technique. Data collection involved administering pre-tests and post-tests in descriptive writing assessments. Statistical analysis comprised t-tests and effect size calculations. The results unequivocally demonstrate the significant impact of the Environmental Observation Strategy on students' descriptive writing skills. The t-test analysis (8.244) surpassed the critical value (2.0395) with $df = 31$, indicating a strong effect (effect size = 1.428). These findings underscore the pivotal role of implementing the Environmental Observation Strategy to enhance descriptive writing skills, thereby warranting its recommendation for seventh-grade students. By providing students with opportunities to observe and engage with their environment, educators can foster a deeper understanding of descriptive language and encourage students to effectively communicate their observations and experiences through writing.

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1. INTRODUCTION

English, as an international language, has played a pivotal role in facilitating communication across countries and diverse fields such as education, technology, economics, sciences, cultural diversity, and cooperation (Crystal, 2003). Consequently, students and educators worldwide have striven to incorporate English into their teaching and learning processes (Harmenita & Tiarina, 2013). Among the four language skills (listening, speaking, reading, and writing), writing has held a significant position, allowing individuals to express their thoughts, develop ideas, and effectively share information (Harmenita & Tiarina, 2013). Moreover, writing serves as a mode of communication between writers and readers, enabling the exchange of knowledge and fostering understanding (Harmenita & Tiarina, 2013).

Throughout history, writing has evolved from clay tablets to modern computer chips, becoming an integral part of human life (Goody, 1986). Despite remarkable progress, a substantial population still lacks proficiency in reading and writing (UNESCO, 2021). In contemporary times, written communication has gained prominence over oral communication as it enables individuals to articulate their ideas through carefully crafted words, both before and after verbal expression. Writing is often regarded as a tool for evaluating oral proficiency, given its close connection to speech.

Within the realm of English language learning, writing skills hold equal importance alongside listening, speaking, and reading abilities (Harmenita & Tiarina, 2013). Writing allows authors to convey their

thoughts, develop their ideas, and communicate with readers (Harmenita & Tiarina, 2013). Among various text types, descriptive text serves as an ideal starting point for beginners, offering a straightforward format for describing objects, places, and people in terms of appearance, usage, and sensory experiences (Riswanto & Putra, 2012). Well-executed descriptive texts provide clear and detailed portrayals of the subject matter, enabling readers to vividly envision the objects described (Riswanto & Putra, 2012).

In this research, the Environmental Observation strategy emerges as a promising approach for enhancing students' writing skills. "Environmental" refers to the natural conditions in which living organisms exist, encompassing both physical and ecological aspects (Hornby, 2010). On the other hand, "observation" derives from the Latin word meaning "to see and pay attention," involving activities that entail observing, evaluating, drawing conclusions, and expressing curiosity and fascination (Ciesielska et al., 2018). As a writing strategy, the Environmental Observation approach provides an alternative method for teachers to facilitate student learning (Harmenita & Tiarina, 2013).

This study addresses the pressing need for effective instructional strategies to improve seventh-grade students' writing skills in descriptive text. Despite the curriculum's emphasis on descriptive writing, many seventh-grade students struggle with this form of writing, exhibiting deficiencies in grammar, punctuation, vocabulary, and originality (Febriyanti, Inderawati, & Fiftinova, 2018). Students often lack enthusiasm and resort to copying from external sources to complete their assignments (Febriyanti, Inderawati, & Fiftinova, 2018). The Environmental Observation strategy presents an opportunity to address these challenges by stimulating students' creativity, motivation, and

interest in generating their own ideas for writing (Febriyanti, Inderawati, & Fiftinova, 2018; Dhamayanto, 2015).

Previous research by Dhamayanto (2015) demonstrated improvements in students' oral proficiency in descriptive text through the application of the Environmental Observation strategy. Similarly, Febriyanti, Inderawati, and Fiftinova (2018) found that this strategy effectively enhanced students' achievement in descriptive writing. However, the current study differs from previous research in terms of research design, with a focus on generating ideas and correcting grammar errors. While prior studies employed quasi-experimental designs, this research utilizes a pre-experimental design.

The present study aims to investigate the significant effectiveness of the Environmental Observation strategy on seventh-grade students' writing skills in descriptive text. By employing a pre-experimental research design and focusing on idea generation and grammar correction, this research seeks to provide valuable insights into the potential of the Environmental Observation strategy as an instructional approach for enhancing students' descriptive writing abilities. The findings of this study would hold implications for educators, curriculum developers, and policymakers, highlighting the importance of incorporating innovative strategies that promote active engagement and experiential learning in writing instruction.

2. LITERATURE REVIEW

2.1 Writing Skill

Writing is a social act that occurs within a particular situation (Hyland, 2022). Therefore, writing is influenced by personal attitudes and prior experiences that have an impact on writing. Writers usually write by handwriting (pen or pencil) and typing (the keyboard on the computer).

Right now technology is increasingly sophisticated, a writer could share his writing on various platforms such as weblogs, media social, publishers, newspapers, etc. The results of thinking, organizing, and editing processes result in written works (Brown & Abeywickrama, 2003). Writing is connected to coming up with an idea, organizing specific facts, editing material, and clarifying the meaning of a piece. Therefore, writing is a process that uses alphabets, words, punctuation, sentences and spaces to become a full paragraph and text to communicate an idea, mind or thought for the reader.

Writing ability is an intrinsic aspect of a wider activity in which the attention is on speaking, acting out, or language exercise (Harmer, 2007). Writing skill is a hard skill for others because it has to follow some rules related to word choice, coherence, grammar and ideas (Sa'adah, 2020). Moreover, writing skill needs to organize thoughts and become a complete text. Writers get ideas from observations around the environment and answer questions to generate ideas. Writers could also find ideas when collaborating with their peers. Students should choose the appropriate words to express the meaning so that readers could understand the information in the text. In other words, writing skill is a way to develop ideas and thoughts in the text.

There are some strategies or important steps that need to improve learners' writing skills (Casey, 2023).

2.1.1 Teach the different writing styles

Teaching learners to perceive the different genres of writing and their characteristics and purposes will help them implement in their own writing. Learners should know with text type and its features. They could check grammatical features, sentence structure, the language used and layout. They could form a kind of checklist for their own writing.

2.1.2 Encourage regular reading in classroom and at home

Choose and read texts with good-quality for improving their writing. Students could enrich their knowledge about language structures, how writing works and the effect it on the reader. Learners use their reading experience when producing their writing. They should be read these high-quality texts across a range of genres, demonstrating a variety of writing styles. It is important that the texts chosen reflect the social and cultural diversity of the class while introducing them to a world

2.1.3 Give a real-life situation to write about

When learners are writing, they should know who their audience will be. If the intended audience is clear, learners could improve their understanding about writing. writing is not limited to literacy lesson, but also a tool for communication and expression. Students will have more opportunity to write for intended audience.

2.1.4 Encourage students to keep a diary

Students could access to free writing journals, also create their writing projects and send their writing style. The idea of keeping a diary may be very attractive to students. It is a good way to get children writing outside the classroom environment.

2.1.5 Use sentence starters and prompts

Sentences starters could help with writing flow. It convinces students that they are on the right track in their writing. Providing students with sentence starters could be in the form of a word bank. The independent students will have notes their own word bank as they read texts.

2.2 Descriptive Text

The description employs spatial order when writing about how something or someone looks (Oshima & Hogue, 1997). Zemach (2005)

adds that a descriptive paragraph describes how someone, something, or both looks and feels. A good writer is someone who describes something clearly for the reader. So, the reader understands what is written and the description is like a painter drawing a picture that could be seen clearly in the mind of the reader.

A text talks about a person, things and places is a descriptive text. The purpose of the descriptive text is to describe a particular person, things and places. Writing a descriptive test is the process to create communication through words. The conclusion, writers must be able to develop their idea in the text, so that the reader could imagine and feel the object, a person, places and things in his mind.

Types of Descriptive Text

There are two types of descriptive text generally as follows.

i. Describing places or things

The description is how a place or thing looks, smells and sound. When describing a place, one needs to observe things around it. Each characteristic of things is written and arranged in a logical order. Writers need to add expressions from the things' observations. The expressions usually use adjectives.

ii. Describing a person, animals and plants

The description is about people usually makes the readers more interested. The readers are more interested in what looks like the character's appearance in the text, especially reflecting their personality. When describing a person, the writer tends to use adjectives and verbs.

2.3 Environmental Observation Strategy

Environmental is an activity that merges with nature so that students could observe the object directly before describing the object. For

example, the object is in the classroom which includes tables, chairs, whiteboard, marker, eraser, map, ruler, book, ballpoint, rubbish bin etc.

Observation is an activity to find out phenomena based on knowledge that could be ideas and information. Doing the observation is to look at phenomena in the surrounding environment. The process of observation has to be objective and real. Cherry (2023) said that observation explains the process of learning through watching others, remembering the knowledge, and then repeating the observed actions. This method involves seeing things in their natural environment.

The Environmental Observation strategy is an alternate strategy that teachers employ as a writing strategy (Harmenita & Tiarina, 2013). This strategy is important for making the learning process come to life (Febriyanti, R., et al, 2018). The Environmental Observation Strategy in the descriptive text be used to teach writing skills in descriptive by observing, taking notes, answering questions, and collaborating with peers.

The procedure of the Environmental Observation strategy to write skills in the descriptive text is as follows.

2.3.1 *Pre-writing*

First, the teacher will divide students into 6 groups. Each group gets a different topic. Then, students observe each object in around environment. They will be given time to collect ideas by observing the room suitable for the topic. When observing, the students take notes to help them create the paragraph afterward. After observation, the groups answer the questions to help them generate their ideas. The questions are as follows.

1. What do you think about our computer laboratory?
2. What can we find in our computer laboratory?

3. How many computers are in our computer laboratory?
4. How many chairs are in our computer laboratory?
5. What looks like our computer laboratory? (Harmenita & Tiarina, 2013)

2.3.2 *Composing/drafting*

Drafting is the second step for the students, they will write their descriptions based on their notes and answer questions. In this step, students will make a descriptive text individually. They should write based on their observation, notes, answer and let their ideas flow. The students have to use spelling and grammar correctly.

2.3.3 *Editing*

The students might work in groups at this stage. They have to revise work from other groups. Order, meaning, spelling, grammar, and punctuation are examples of components that must be revised. The teacher gives the following questions to assist students in editing the text. The descriptive writing rubric for students is as follows:

1. What is the topic of the text?
2. Does the topic of the text reflect the title?
3. What do you think about your friend's paragraph? Elaborate your reason!
4. Is the arrangement of the text suitable for the generic structure?
5. Give your opinion about your friends' first paragraph!
6. Give your opinion about your friend's descriptions!
7. Are there misspellings, wrong grammar, and punctuation in your friend's paragraph? (Oshima & Hogue, 1997). There are several advantages of using an Environmental Observation strategy to develop and motivate students to create descriptive texts in Junior High School (Harmenita & Tiarina, 2013). They are as follows:

1. The classroom environment improves the students' motivation. Because students focus on generating ideas and opinions in individuals or groups.
2. Discussion helps students to learn from each other and share ideas related to the topic discussed.
3. This activity could make the students more cooperative with each other in sharing their ideas.
4. This strategy makes students think creatively when expressing their ideas in a descriptive text.
5. The strategy could improve students' collaboration in writing as it will lead them to make conclusions of the text.
6. The strategy increases the students' motivation in writing, because the topics are familiar to them.

3. METHODS

3.1 Research design

This research employed a pre-experimental study with the framework of quantitative methodology. According to Best and Kahn (2016), a pre-experimental study follows all the steps that are needed for an experiment, but it does not include a control group. The design was One Group Pretest-Posttest as being suggested by Arikunto (2010). The researcher gave pre-test, treatment and post-test in one class. In line with this concept, the researchers implemented the scheme of the One Group Pretest-Posttest design as displayed in Figure 1 below.

Pretest	Treatment	Posttest
O1	X	O2
Administering pre-tests in the form of multiple-choice	Implementing the Environmental Observation Strategy twice as the treatment of the experiment	Administering post-tests in the form of multiple-choice

Figure 1. One Group Pretest-Posttest design

The detail of the design implementation is below:

1. Pre-test

The pre-test was administered to the sample in the form of writing descriptive text. The pre-test took place for 2 periods.

2. Treatment

The treatment was done twice (4 periods). The Environmental Observation strategy was implemented in treatment by following the process of writing. Firstly, the students did pre-writing. In groups of 6, they observed a place around the school. They were asked to generate ideas by observing the things suitable to the topic. The students also created prompts to help them write the text. Secondly, the students drafted the descriptive text from the prompts and observation record. Here, the students wrote descriptive text individually. Thirdly, the students edited the descriptive writing in groups. They had to check their friends' work. The components to check were structure, meaning, spelling, grammar, and punctuation. After that, the students revised their work based on the feedback given. Finally, the descriptive texts were submitted (instead of being published) to the researchers.

3. Post-test

The post-test was administered after the treatment. The test was in the form of writing descriptive text. The post-test took 2 periods of the lesson.

As the focus of the research was to examine the effect of the Environmental Observation strategy, the research was carried out to prove the hypothesis that state H_a : "The Environmental Observation strategy affects the students' writing in the descriptive text", and H_o : "The Environmental Observation strategy does not affect the students' writing in the descriptive text". This hypothesis would be tested or

proven through hypothetical analysis by comparing the t-observed with the t-value presented in the findings section.

3.2 Population and sample

According to Babbie (2020), a population is a group that can be sampled from good organizational lists. According to Babbie (2020) sampling is the process of selecting observations. The population of the research was the 7th-grade students of SMP Negeri 10 Pontianak totaling 287 students. The sample was taken from this population through a cluster random sampling technique. Since the number of students was similar (32 in each class), and the class was homogeny, the researchers took one class randomly as the research sample. The sample chosen was Class 7H consisting of 32 students.

3.3 Tool of data collection

The data collection tool could help in collecting evidence-based data at ease (Balamurugan, 2022). The tool to collect the data was a descriptive writing test administered in pre-test and post-test.

3.4 Data analysis

The data analysis was carried out through several steps, as follows:

3.4.1 Writing rubric

Aspect	Range	Weight
Content (30%)	1-4	3x
Organization (20%)	1-4	2x
Grammar (20%)	1-4	2x
Vocabulary (15%)	1-4	1.5x
Mechanic (15%)	1-4	1.5x

(Adapted from Brown, 2001)

3.4.2 Writing score

$$student's\ score = \frac{R}{n} \times 100$$

Where:

R = point obtained

N = total point

3.4.3 Mean score

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} = mean score

$\sum x_1$ = sum of the total score

n = total sample

3.4.4 Difference (interval)

$$D = X_2 - X_1$$

Where:

D = score difference (interval)

X_2 = mean of post-test

X_1 = mean of pre-test

3.4.5 Variance score

$$S_x^2 = \frac{(X_i - \bar{X})^2}{n - 1}$$

Where:

S_x^2 = variance

$(X_i - \bar{X})^2$ = Subtraction of score pre and post is quadratic

n = total sample

3.4.6 Standard Deviation

$$S_x = \frac{\sqrt{\sum (X_i - \bar{X})^2}}{n - 1}$$

Where:

S_x = standard deviation

$\sum (X_i - \bar{X})^2$ = Subtraction of score pre and post-test have been quadratic

n = total sample

3.4.7 Correlation (r Pearson)

$$r = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

\sum_{xy} = sum of multiplication between pre-test score and post-test score

\sum_x = sum of pre-test score

\sum_y = sum of post-test score

\sum_x^2 = squared of the sum of the pre-test score

\sum_y^2 = squared of the sum of the post-test score

3.4.8 T-test

$$t_{test} = \frac{\sum D}{\sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2} - 2r \left(\frac{S_x}{\sqrt{n_1}}\right) \left(\frac{S_y}{\sqrt{n_2}}\right)}}$$

Where:

X = mean on sample 1 distribution

Y = mean on sample 2 distribution

D = the interval/range mean score of pre-test and post-test

n_1 = the number of the individual sample 1

n_2 = the number of the individual to sample 2

S_x^1 = variant value on sample 1 distribution

S_y^2 = variant value on sample 2 distribution

S_x = standard deviation on sample 1 distribution

S_y = standard deviation on sample 2 distribution

3.4.9 Effect size

$$ES = t \sqrt{\frac{1}{n}}$$

Where:

t = t-test

n = total students

Table 1. Interval category

Range	Interpretation
0-0.20	Weak effect
0.21-0.50	Modest effect
0.51-1.00	Moderate effect
>1.00	Strong effect

(Adopted from Cohen, 2007)

3.4.10 Hypothesis testing

The hypothesis testing was obtained from comparing the t-test score with the t-table at a significant level of 0.05. If the t-test was higher than the t-table ($t\text{-test} > t\text{-table}$), it means that H_a was accepted while H_o was rejected. On contrary, if the t-test was lower than the t-table ($t\text{-test} < t\text{-table}$), it means that H_a was rejected while the H_o was accepted.

4. RESULTS

In this study, the researcher conducted pre-experimental research in class 7H at SMPN 10 Pontianak. The data collection process involved written texts and two treatments were administered using the Environmental Observation strategy as the learning strategy for writing descriptive text. The data were gathered through pre-tests and post-tests. The analysis of the first research question was performed using hypothesis testing and effect size testing. The obtained t-test result was 8.244, leading to the acceptance of the alternative hypothesis (H_a) which suggests that the Environmental Observation strategy has a significant effect on students' writing skills in descriptive text. The description of the findings is below.

4.1 Pre-test and post-test analysis

The pre-test result showed that 23 out of 32 students failed the passing grade, which was 75. The highest score was 96.5 while the lowest score was 46.3. The students' mean score was 65.95. Below is the calculation:

$$\bar{X} = \frac{\sum X_1}{n} = \frac{2110,2}{32} = 65,94$$

Meanwhile, there was an improvement in the post-test that out of 32 students, only 3 did not pass the passing grade. The highest score was 100, and the lowest was 61.3. The students' mean score was 86.05. Below is the calculation:

$$\bar{X} = \frac{\sum X_1}{n} = \frac{2753,7}{32} = 86,05$$

4.2 The analysis of the variance score

The result of variance score was 209 for the pre-test score, and the result of variance score was 81.81 for the post-test score. Below is the calculation:

$$S_x^2 = \frac{(X_i - \bar{X})^2}{n - 1} = \frac{6479}{32 - 1} = \frac{6479}{31} = 209$$

$$S_y^2 = \frac{(Y_i - \bar{Y})^2}{n - 1} = \frac{2536}{32 - 1} = \frac{2536}{31} = 81,81$$

4.3 The analysis of standard deviation

The result of standard deviation was 14.46 for the score of pre-test and the result of variance was 9.04 for the score of post-test. The standard deviation score used to calculate t-test.

$$S_x = \frac{\sqrt{\sum(X_i - \bar{X})^2}}{n - 1} = \frac{\sqrt{6479}}{31} = \sqrt{209} = 14,46$$

$$S_y = \frac{\sqrt{\sum(Y_i - \bar{Y})^2}}{n - 1} = \frac{\sqrt{2536}}{31} = \sqrt{81,81} = 9,04$$

4.4 The analysis of correlation

The result of correlation score was 0,392. The correlation score used to calculate t-test.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$= \frac{32(183396) - (2110)(2754)}{\sqrt{[32(147671) - (2110)^2][32(239499) - (2754)^2]}}$$

$$= \frac{57840}{\sqrt{[4725472 - 4452100][7663968 - 7584516]}}$$

$$= \frac{57840}{\sqrt{[273372][79452]}} = \frac{57840}{\sqrt{21719952144}} = \frac{57840}{147.376,905} = 0,392$$

4.5 The analysis of t-test

The researcher calculated the interval score of the pre-test and post-test before analyzing the t-test. The result of the interval score of the pre-test and post-test was 20,11. Then, the researcher calculated the t-test obtaining 8,244 as the observed value. The following is the calculation of t-test:

$$D = X_2 - X_1 = 86,05 - 65,94 = 20,11$$

$$t_{test} = \frac{\sum D}{\sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2} - 2r \left(\frac{S_x}{\sqrt{n_1}}\right) \left(\frac{S_y}{\sqrt{n_2}}\right)}}$$

$$\begin{aligned}
 &= \frac{86,05 - 65,94}{\sqrt{\frac{209}{32} + \frac{81,81}{32} - 2(0,392) \left(\frac{14,46}{\sqrt{32}}\right) \left(\frac{9,04}{\sqrt{32}}\right)}} \\
 &= \frac{20}{\sqrt{\frac{290,81}{32} - 0,784 \left(\frac{130,718}{32}\right)}} = \frac{20}{\sqrt{\frac{290,81}{32} - \frac{102,483}{32}}} \\
 &= \frac{20}{\sqrt{\frac{188,327}{32}}} = \frac{20}{\sqrt{5,885}} = \frac{20}{2,426} = 8,244
 \end{aligned}$$

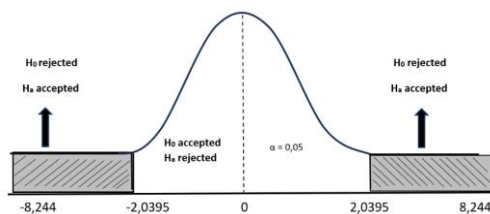
4.6 The analysis of the effect size

The effect size score was 1,428. Referring to the conversion table, this result is categorized as “strong effect” which means the strategy as the independent variable has strongly affected the dependent variable. Below is the calculation of effect size:

$$s = t \sqrt{\frac{1}{n}} = 8,244 \sqrt{\frac{1}{32}} = 8,244 \sqrt{0,03} = 1,428$$

4.7 Hypothesis testing

The obtained t-test result was 8.244, with a significance level of 5% ($\alpha = 0.05$). Based on the criteria for hypothesis testing, if the t-test is greater than the critical t-value from the t-table (1-tailed) at a 5% significance level, the alternative hypothesis (H_a) is accepted. In this case, the t-table value was 2.0395. Since the calculated t-test value (8.244) is greater than the t-table value (2.0395), H_a is accepted, indicating a significant effect of the Environmental Observation strategy on students' writing skills in descriptive text. Below is the curve of hypothesis testing.



Overall, the use of the Environmental Observation strategy is effective in improving students' writing skills in descriptive text, as supported by the accepted alternative hypothesis (Ha).

5. DISCUSSION

According to Harmer (2007), the writing process involves understanding the actions taken by writers when composing a written text. In the context of the Environmental Observation strategy for writing descriptive text, the process consists of three steps: pre-writing, composing, and editing. In the initial meeting, students displayed enthusiasm, curiosity, and happiness while studying using the Environmental Observation strategy as a new learning approach for writing descriptive text. Through this method, students are guided to recognize their environment to be inspiration in learning (Miftarini, 2019).

During the pre-test, it became apparent that students lacked understanding of how to create a well-structured descriptive text. Their grasp of grammar and organization in descriptive writing was limited, and they struggled with distinguishing between singular and plural forms of nouns, verbs, and pronouns. Several students produced only one paragraph. Febriyanti, Inderawati, and Fiftinova (2018) explain that writing is a creative and intellectual process that yields written products such as paragraphs, essays, or stories.

In the initial steps of the Environmental Observation strategy, students answered questions related to the text to develop the descriptive and identification components. However, their writing achievements did not show significant improvement.

Following the implementation of the treatment, some students exhibited a better understanding of descriptive writing. They demonstrated comprehension of simple present tense, singular and plural

forms of nouns, verbs, and pronouns, as well as improved vocabulary and organizational structure in descriptive text. Notable improvements were observed in students' writing skills. They actively engaged and displayed interest during exercises aimed at identifying main ideas, identifying misspellings, grammatical errors, punctuation errors, and writing descriptive text. Hogue (2003) also asserts that writing involves creating, composing, arranging, and refining, which implies that learning to write is synonymous with producing something.

The Environmental Observation strategy proved helpful in guiding students through the process of writing a descriptive text. Starting with observation and answering questions, students were able to identify the main idea and supporting details. In subsequent steps, they addressed additional questions, such as identifying the main idea and checking the grammar and punctuation in a peer's text. This collaborative activity facilitated improvements in grammar and punctuation when writing descriptive text. Students were able to engage in discussions with peers and seek assistance from the teacher, who served as a facilitator in the collaborative writing process.

The findings revealed significant differences between the pre-test and post-test scores, with the mean score of the post-test (86.05) surpassing the mean score of the pre-test (65.94) by an interval of 20.11. Consequently, it can be concluded that there were notable improvements in students' performance after being taught using the Environmental Observation strategy.

Based on the aforementioned findings, it can be inferred that the observed improvements were a result of the strategy employed. The Environmental Observation strategy, with its focus on generating ideas and addressing writing errors, contributed to enhancing students'

grammatical accuracy and writing fluency. It also provided guidance to teachers in teaching students how to write descriptive text using this approach.

In the pre-writing step, students had the opportunity to directly observe real objects and describe them as accurately as possible. This aligns with Harmenita and Tiarina's (2013) assertion that observing the surrounding environment aids students in describing familiar objects. During the composing step, students were tasked with describing the places and objects they had observed. This approach prevented cheating and encouraged students to concentrate on the writing process.

In the editing step, students displayed interest in identifying grammatical errors, misspellings, capitalization errors, and punctuation errors, which they discussed collaboratively. Finally, it is worth noting that students lacked a strong foundation in grammar and punctuation, which hindered significant improvement in these aspects. In the writing process, students openly discussed their writing with peers and received feedback on topics, grammar, and structure (Zhou, 2015), thereby enhancing their ability to write descriptive text.

In conclusion, the researcher found that after receiving the treatment using the Environmental Observation strategy, students showed improvement in their ability to write descriptive text. This indicates that the Environmental Observation strategy was effective in enhancing students' achievement in writing descriptive text. Furthermore, the researcher concluded that there is a significant effect of the Environmental Observation strategy on students' writing skills in descriptive text. Therefore, the use of the Environmental Observation strategy has a positive impact on seventh-grade students' writing skills in descriptive text at SMPN 10 Pontianak.

To further enhance academic discussion, it is important to acknowledge the limitations of the study. Firstly, the research was conducted in a single class and focused on seventh-grade students at SMPN 10 Pontianak. Therefore, the findings may not be generalizable to students of different ages or educational settings. Secondly, the study primarily focused on the effects of the Environmental Observation strategy on students' writing skills, while other factors such as prior writing experience and individual learning styles were not thoroughly examined. Future research could consider addressing these limitations by conducting studies with larger and more diverse samples, as well as incorporating additional variables for a comprehensive analysis.

The implications of this research are noteworthy. The findings highlight the effectiveness of the Environmental Observation strategy in enhancing students' writing skills, specifically in descriptive text. This strategy can be incorporated into writing instruction to provide students with a structured and collaborative approach that focuses on observation, generating ideas, and addressing writing errors. Moreover, teachers can adopt the role of facilitators in guiding students through the writing process and providing timely feedback to further support their development in writing descriptive text.

6. CONCLUSION

The improvement of students' writing skills by using the Environmental Observation strategy is significantly effective. It could be proven with the result of the post-test mean score higher than the pre-test mean score. The mean score of the pre-test was 65,94 and the main score of the post-test was 86,05. The data of the mean of post-test score showed that it improved after treatment.

The result of the t-test was 8,244. It meant H_a is accepted. The statistical analysis of paired sample t-test with the sig. (2-tailed) indicated

there was a significant effect of the Environmental Observation strategy student's writing descriptive text. It meant the use of the Environmental Observation strategy helped students to make a good descriptive text. The result of the effect size was 1,428. The effect size calculation also showed a strong effect of using the Environmental Observation strategy in writing descriptive text. Thus, the Environmental Observation strategy was effective to improve students' descriptive writing skills in descriptive text.

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