

CHAPTER IV

DATA DISPLAY AND DICUSSION

This chapter presents about the result of the finding in the field. The data of the study were gained during the research. The researcher observed the implementation of outdoor activity in teaching writing descriptive text to the first grade of Junior high school students. The result was the answer of the research question at the chapter I. The research question were; first, how is the implementation of outdoor activity to improve english writing ability of students at SMP Suryonugroho Surabaya? Second, can outdoor activity improve students' writing ability? Third, how are the students' writing toward the implementation of outdoor activity?. In this study, the researcher used qualitative descriptive method. So, the data analysis presented in general discussion about the implementation of outdoor activity in teaching writing descriptive text.

In order to gain the data, the study done for three times. The observation took place at January 17, 2012 until January 27, 2012. In evary observation there was 2 X 40 minutes or 80 minutes. In each observation the students were asked to write a simple descriptive text. As guide in their writing, the teacher gave some questions about the lesson before they wrote a descriptive text. In their writing, the students had to pay attention to the context, organization, grammar, vocabulary, and mechanic to their descriptive text.

A. The Description about The Data:

The profile of SMP Suryonugroho Surabaya

SMP Suryonugroho Surabaya is located on Jl. Bendul Merisi Number 156 Surabaya. SMP Suryonugroho is a unit of education which is built by the deceased “Mr. Letkol AURI SOEWARTONO B.A” in 1976. This school got “B” accreditation and it is not a fullday school because the teaching and learning activity of this school is begin at 06. 45 until 12.00. The overall number of students of SMP Suryonugroho are 150 students, consists of 6 classes; for the seventh grade has two classes, there are two classes for the eight grade and the ninth grade there are two classes. SMP Suryonugroho educates and develops the students not only in technology and science (IPTEK) but also in religion, faith and godfearing (IMTAQ) with love and full of attention.

The head master of SMP Suryonugroho is Mr. Alif Sutanto SOr. SMP Suryonugroho and it has 16 teachers that all of them teach appropriate lesson with their educational background. One of the teachers which was chosen by the researcher to be observed is Mrs. Amalia SPd (an English teacher in VII class).

B. The data display of teaching descriptive writing through outdoor activity

1. The Description about The Implementation of Outdoor Activity Which Is Used by The Teacher to Improve English Writing Ability in Learning Descriptive Text

The researcher have done some observation in SMP Suryonugroho Surabaya. It was done three times; first, on January 20, 2012, second, on January 24, 2012 and January 27, 2012. Each meeting was allocated 80 minutes. The teacher used “students environment and the school” to teach descriptive text. Then, the researcher described all of the activities from the first meeting until the last meeting.

Based on the reseacher’s interview to the English teacher, Mrs, Amalia, she prefered to implement outdoor activity as the strategy in teaching and learning descriptive writing to avoid students’ baredom. In addition did not find the things that can impede the implementation of outdoor activity.¹

a. First observation

In this first observation, the researcher took place indoor (the teaching and learning activity was done inside the classroom). It was done on January 20, 2012. In the class at the third and the fourth period. The teacher delivered the teaching in mix language, indonesia and English. Started at 08.15, and would end at 09.35. There were 31 students in the class 15 boys and 16 girls.

Generally, in the opening sesion the teacher always greets the students and checked the students’ presentation by calling their name one by one. While calling the students name, the teacher also did some conversations to make the conducive circumstance to start the

¹ Interview to Mrs. Amalia as the English teacher , january 2012

learning process. The teacher began to discuss the new topic. The topic discussion was about “the class”. Then, in this meeting the teacher stimulated them by giving a question about the physical appearance of their class. This activity had a purpose to gain students vocabullaries and make them easier in writing descriptive text. The dialogue that happenend between the teacher and the teacher as follows:

Teacher	Ok students now we will study about descriptive. <i>Ada yang tahu apa itu descriptive text?</i>
Students	?????....???(silence)
Teacher	<i>Ayo..ada yang tahu</i> descriptive text? (the teacher repeat the question)
Students I	Descriptive <i>ya..mendeskripsikan sesuatu Bu..</i>
Teacher	Yes...good. Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. Describe something what we look. <i>Mendeskripsikan sesuatu berdasarkan apa yang kita lihat; bentuknya, warnanya, ukurannya, keadaanya dll.</i>
Students(silence)
Teacher	The purpose of it is to describe a particular place, thing or person. Do you understand?
Student I	Contohnya Bu???? (one of the students asks the teacher to give an example of descriptive)

After the conversation above, the teacher gave more understanding their lesson by giving a simple example about descriptive text. It showed that she had make kind of preparation of the material before she entered to the class. The following was the example and language feature given by the teacher that combine with the description of their class.

My class is VII-2 in this class there are many tables and chairs. In the right corner front of my class there is a table and chair for the teacher. On the teacher table there is vase of flower. The colour of the wall in my class is blue. On the wall there is a blackboard and also a clock. My class there is a door and my class also has several window. My class is very nice.

Based on the example above the students had a short discussion related to descriptive text. The teacher defined each part of the text above. In this first observation the teacher did not explain about the generic structure of descriptive text, but the teacher only focused on explanation about the position of part of the text.

The explanation:

- My class : certain noun
- My class is : simple present tense
- In the right... : adverb
-very nice : adjective
- there is...and my class also has : relating verb

After the teacher gave explanation above, the teacher ask to all the students to make a simple paragraph descriptive. Here, some students confused with their task, they confused about what should be written. Then, the teacher tried to solve this problem by reminding students about what should be written in the first in writing descriptive. There were also the students who afraid made some mistakes or they lack of vocabulary, so they asked to the teacher. To solve this problem, the teacher asked to the students to bring

dictionary for the following meeting to minimize the vocabulary difficulties.

In this first observation, the researcher thought the teacher was got “success enough category” because based on the John W Santrock theory, stated that there are some ways can be promoted for providing students with opportunities; take the time and explain them, be attentive, manage the classroom effectively, establish learning centers, and let them to work on relevant project. And most of the teacher activities were related to the theory above.

b. Second observation

In this second observation or second meeting, the activity started at 08.30 until 09.45. it was held on January 24, 2012. In this second meeting the teacher still did teaching and learning activity indoor (inside the classroom) because the teacher wanted to give more explanation and understandable about the lesson also the teacher wanted to make certain that the students really understand about the lesson. As usual, the teacher used mix languages; indonesia language and English language. There were 26 students in the class because five of them were absent.

As usual, before activity the teacher opened the class before the activity began. The teacher began the class by greeting, said salam and checked students' attendance. In this session, the teacher discussed again about the previous lesson to the students. It meant to

know whether the students remembered the previous lesson or not. And before the teacher continuance the lesson, the she reminded the students about the tense used in descriptive text. She asked the students “what tense use in descriptive text?” some students answered the teacher’s question that the tense used in descriptive text is simple present tense but the other students just keep silent. So, the teacher give an example about simple present tense used in descriptive text.

In the while activity, the teacher added her previous explanation about the language feature used in descriptive text by explained about the generic structure used in descriptive text. She explained that the generic structures of this genre are identification (mention the special participant) and description (mention the part, quality, and characters of the subject being described). The teacher explanation and dialogue to the students as followed:

- Teacher : Oke...students do you still remember about descriptive text?
- Students : yes...(but some of them silence)
- Teacher : What is descriptive text?
- Student I : *Mendeskripsikan sesuatu*
- Student II : *Menggambarkan sesuatu*
- Student III : menunjukkan suatu tempat dengan detail
- Teacher : Yes.. right....(said the teacher praised to the students) Last week, we studied about the language feature used in descriptive text and now we will study about the generic structure used in descriptive text. Do you know identification and description?
- Students : ???>>>>???? (silence)
- Teacher : Identification is mention the special participant, *maksudnya menyebutkan sesuatu apa yang akan dideskripsikan.*
- Students : ,,,,,,???? (silence)
- Teacher : *Kalau description menyebutkan sesuatu yang dideskripsikan, misalkan: part, quality*

Students : characteristic
: *contohnya???*

Based on the dialogue above the teacher gave the students an example of descriptive text. The material of descriptive text was in accordance with the curriculum and in line with the students' level. The material about described someone appearance also understandable and could be prscticed in daily life. The following was the example and generic structure given by the teacher that combine with the description one of their friends

Dony is one of my friends in VII-2. He is my funny and attractive boy friend. He has big and fat body. His face is very cubby. His eye is slanting and dony also has flat-nosed. He has short, black and curly hair. He is very sweet.

The explanation:

Identification : dony is one of my friend in VII-2

Description : he is my.....he is very sweet.

Based on the example and the explanation about, the teacher tried to test the students. The teacher asked the students to make descriptive text by describing their partner. In this second observation most of the students brought dictionarry but the other students did not. They should write the descriptive text in the piece of paper and collect it to the teacher.

And for the second observation, the teacher got "sucess category" because most of the teacher activity in teaching and

learning process was related to the John W Santrock theory; teach specific strategies, give students in setting goals. Consider mastery, combine strategy training with goals, provide students with support, make sure that the students are not overly aroused and anxious.

c. Third observation

The third observation or the last observation was held on January 27, 2012. The class is the third and the fourth period it was started at 08.15 until 09.35. for this third observation, the activity was done outdoor (the activity held outside the classroom).

As usual, the teacher began the class by greeting and said salam to the whole class, then chacking the students' attendance. Before the main activity started, the teacher reviewed the lesson of the last meeting. And after the teacher reviewed the lesson, she asked the students to go out from the class. Because the teaching and learning activity was held outside the classroom.

All the students looked very happy when they asked to out from the class.ans all the students collected in the yard, before the activity started, the teacher gave a little game to the students to stimulate the students and make the conducive condition. The game was "ahmad says". The students was very enthusiasticin played "ahmad says" game. The students asked the make a big circle. Then, the teacher gave the instruction to the students how to play the game. they should do what is ahmad says not the teacher says. It means that

they only do the instruction if there is the sentence “ahamd says”. If they wrong, they would be punished. After it the game is played. Most of the student were wrong, there are six students got the punishment. The punishment students should sang “balonku ada 5” but all the vowel changed became “o”.

After all the stimulation activity, the teacher asked the teacher to make a descriptive text. The object to be described all around them, like; motor cycle, trees, basketball yard etc. The teacher choose this outdoor activity because not only the fresh condition and the nature of child of the students but also it would make the students easier in making the text because they can see the thing would be described directly. Hopefully, it would help the student to wrote better and it could increase their score. In the last or third observation, most of the students brought dictionary. The students task was written on the piece of paper. And the teacher asked them to collect their writing after 20 minutes. In the same time, the teacher tried to walk around to see the students who got difficulties in writing and help them in solving their problem. Most of the students got difficulties in vocabulary and grammar. It was known from what the students asked to the teacher. But some of them were busy looked up their dictionary. The researcher wrote the process of teaching and learning descriptive text by implementing outdoor activity in observation

checklist. After all this activity the student had to come back to the class.

The teacher activity in the third observation also refers to “success category” because most of the teacher activity in outdoor conducted to the outdoor theory by Ken Gilbertson stated that outdoor is a method for learning, it is experiential, it takes place primarily outdoors, it requires the use of all sense, it based upon inter disciplinary curricula and it is about relationship involving people and natural resources.

2. The description about the students’ opinion about teaching learning process and the students’ response during the implementation of outdoor activity in teaching descriptive text and the general evaluation.

Based on the students answer in questionnaires show the students’ opinion about teaching and learning process and also the students’ responses during the implementation of outdoor activity.

After collecting the result of the questionnaires, the resarcher made tabulation and formulated the result of the questionnaires in the precentage form. The result of questionnaire are explained bellow:

a. The description about the students’ opinion about teaching learning process (outdoor activity)

Based on the interview with the English teacher, she says that outdoor activity is one of good strategy that can be implemented in teaching and learning process.² The researcher wanted to know the students' opinion about the teaching and leaning process. To gain the data of the students' responses, the researcher used questionnaire. The result of the questionnaire are showed in the following table

Table 4.1
Students' opinion about teaching and learning process
(outdoor activity)

Number	A	B	C	D
1	61,3 %	32,2 %	6,4 %	-
2	41,9 %	48,3 %	6,4 %	3,2 %

Based on the result of the students' questionnaire above, for question number 1 shows 19 students (61,3 %) feel that outdoor activity is very interesting, 10 students (32,2 %) feel that outdoor activity is interesting, only 2 students (6,4 %) feel that outdoor activity is quite interesting (usual), 0 students (0 %) there is no students that feel outdoor activity is not interesting (bored)

More than half of the students felt that outdoor activity is very interesting, besides that, it is supported by the result of the observation which was done during the teaching and learning process and the

² Interview with English teacher on Wednesday January, 24, 2012

interviewed to some students. It stated that they were agree that outdoor activity was implemented in teaching and learning process.

Based on the table above, question number 2 shows that 13 students (41,9 %) feel that write descriptive text in outdoor is very interesting, 15 students (48,3 %) feel that write descriptive text in outdoor is interesting, 2 students (6,4%) feel that write descriptive text in outdoor is quite interesting (usual), and only 1 student (3,2 %) feels that write descriptive text in outdoor is not interesting (bored)

Most of the students said that write a descriptive text in outdoor were very interesting because they feel easier made descriptive outdoor that they wrote it indoor.³

b. The description about the students' response during the implementation of outdoor activity in teaching descriptive text

The researcher gain the dat of the students' responses during the implementation of outdoor activity, the researcher used questionnaire to know the student responses. The result of the questionnaire are showed in the following:

Table 4.2
students' response during the implementation of outdoor activity
in teaching descriptive text

Number	A	B	C	D
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³ Interview to one of the students at wednesday

3	54,8 %	32,2 %	9,6 %	3,2 %
4	41,9 %	48,3 %	6,4 %	3,2 %
5	16,1 %	38,7 %	41,9 %	3,2 %

Based on the result of the students questionnaire above, number 3 shows 17 students (54,8 %) said that outdoor activity is give much motivation, 10 students (32,2 %) said that outdoor activity is can motivate the students, 3 students (9,6 %) said that outdoor activity is give enough motivation to the students, only 1 student (3,2 %) said that outdoor activity is not motivate the students.

From the data above, it was known that more than half students said that outdoor activity gave much motivation. Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning.⁴ So, by implementing the outdoor activity can gave a particular interest to education.

Based on the result of the students questionnaire above, number 4 shows 13 students (41,9 %) feel that very easy in writing descriptive using outdoor activity, 15 students (48,3 %) feel that easy in writing descriptive using outdoor activity, 2 students (6,4%) feel that writing descriptive text using outdoor activity is enough easy, and only 1 student (3,2 %) feels that writing descriptive text using outdoor activity is not make them easy.

⁴ <http://www.motivation123.com/>

According to the data above, most of the students felt that writing descriptive by implementing this outdoor activity were very easy because they can see the thing to be described directly. It is known from the students writing results in outdoor were better than writing indoor result.

Based on the result of the students questionnaire above, number 5 shows 5 students (16,1 %) are very often faced the difficulties in writing descriptive text, 12 students (38,7 %) are often faced the difficulties in writing descriptive text, 13 students (41,9 %) are ever find the difficulties to write their idea in descriptive text, and only 1 student (3,2 %) is never find the difficulties to write their idea in descriptive text.

Only one student stated that she/ he never found the difficulties, most the student were often or ever found the difficulties because they can not started in writing, they did what statements or sentences they would write.

Basically, this activity is not something new for the students. Because the teacher ever do this activity in teaching and learning process, but they did not realize it.

c. The description about the general evaluation

This third table is about the general evaluation about teaching and learning process. This data is taken from the questionnaire that

filled by the students VII-2 class of SMP Suryonugroho. The result of the questionnaire are showed in the following table.

Table 4.3
General Evaluation

Number	A	B	C	D
6	29 %	45,1 %	19,3 %	6,4 %
7	22,5 %	32,2 %	35,4 %	9,6 %
8	41,9 %	38,7 %	12,9 %	6,4 %

Based on the table above, the questionnaire number 6 shows that there are 9 students (29 %) who are very easy to get the idea in writing descriptive text using outdoor activity, 14 students (45,1 %) are easy getting the idea in writing descriptive text using outdoor activity, 6 students (19,3 %) are less easy for getting the idea in writing descriptive text using outdoor activity, and 2 students (6,4 %) are not easy getting the idea in writing descriptive text using outdoor activity.

Based on the result of the students questionnaire above, number 7 shows that there are 7 students (22,5 %) said that writing skill is the easiest, 10 students (32,2 %) said that writing is easy, 11 students (35,4 %) said that writing skill is enough difficult, and 3 students (9,6 %) said that the most difficult skill to be learned is writing.

Based on the result of the students questionnaire above, number 7 shows that there are 13 students (41,9 %) said that implementantion

outdoor activity is very needed in teaching writing, 12 students (38,7 %) said that implementantion outdoor activity is need in teaching writing, 4 students (12,9 %), 4 students (12,9 %) said that in teaching writing less need implementing this outdoor activity, and 2 students sais that implemetation outdoor activity is unneeded to be implemented in teaching writing.

From the data above known that most of the students were need this outdoor activity to be implemented in teaching writing especially teaching descriptive, in outdoor they felt happy with new situation and conditon.⁵

3. The impact of outdoor activity on students writing descriptive

According to the observation has done by the researcher and the interview to the English teacher, she said that the implementation of outdoor activity in writing descripte text has a progress to the students achievement.⁶ The students can write descriptive text easily in outdoor because they see the thing to be described directly, and it make the students easy to explore their mind.⁷

And based the observation, documentation (students' score tests result which is collected and documented) show the the students' descriptive writing score are increased. The following table are the evidence that the student writing score are increase.

⁵⁵ Observation outdoor activity at february 27,2012

⁶ Interview with Mrs. Amalia at Friday at january 24,2012

⁷ Interview with Mrs. Amalia at Friday at 11.00 pm

Table 4.4
Students' writing descriptive score

No	Nama Siswa	Indoor	Outdoor
1	Lidya Ayu Larasati	75	85
2	Luluk Setyowati	73	80
3	Masrika	76	86
4	M. Nur Fadhil	70	82
5	Mohammad Khakul Mubin	74	79
6	Muhammad Rizky B	76	80
7	Muhammad Afidin	69	74
8	Munawwir	72	83
9	Nanda Ragil Prasetyohadi	75	80
10	Noviana Nur Laily	77	84
11	Nur Farida	76	84
12	Nurul Anisatul Khoir	78	87
13	Rachmad Ardiansyah	72	78
14	Rahmad Yussuf Setyawan	70	79
15	Ramadhan Prasetyo Utomo	75	82
16	Ria Maharani	75	87
17	Rizky Dwi Kumara	70	75
18	Romadhony Yunia Rizky	65	73
19	Indah Ayu Lestari	76	84

20	Saiful Bahri	69	74
21	Tiyar Sindu Pramudia	76	85
22	Venny Febriantika	75	86
23	Viky Dwiyantara	70	75
24	Yuni Windi Astutik	75	80
25	Yosi Andika Putra	74	79
26	Yuke Ayu Ningtias	75	84
27	Zuliyani	75	79
28	Dwi Putri	73	85
29	Rahma AtsarillahY	80	89
30	Muhammad Darul	72	78
31	Muhammad Hamid Syahroni	75	83
	Total score	2283	2519
	Mean	73,64	81,25

Based on the table of the result of the students' writing descriptive above show that there are increasing score between writing indoor (inside the classroom) and outdoor (writing outside the classroom). The scores show that implementation of outdoor activity affect the students' achievement in writing descriptive text.

And from the table above known that when the students wrote indoor descriptive text indoor, only 17 students have complete the task. The mean of the score is 73,64 and the complete score of the students are 54,83 %. It means that their level success is "good" category. On the other

hand, the students writing result in outdoor known that there are 29 students have complete their task. The mean of the score is 81,25 so, the complete score of the students are 93,54 % it means that their level of success is “excellent” category.

C. Discussion

In this session, the researcher presented discussion based on all the data on finding of this study. This discussion was deal with the research question of this study, these are; how teacher implemented outdoor activity to the students in improving students’ english writing ability especially in writing descriptive, can outdoor activity improve english writing ability, and how are the students’ writing toward the implementation of outdoor activity.

In this case the researcher conducted with some instruments in chapter III. The researcher answer the first question with some instruments; observation, interview and questionnaire. The researcher have done the observation three times. In the first observation which is done indoor (the activity was done inside the classroom) the researcher found that the teacher explained about the language feature of descriptive text. The teacher given a simple example by describing a class and explained about the language feature of descriptive. And when the students asked by the teacher to make a descriptive text they difficult to start their writing because most of the students are lack of vocabulary. It is known that from the first observation that most of the students asked to the teacher about the word that would be written. In this first observation, the researcher thought the teacher was got

“success enough category” because based on the John W Santrock theory, stated that there are some ways can be promoted for profiding students with opportunities; take the time and explain them, be attentive, manage the classroom effectively, establish learning centers, and let them to work on relevant project.⁸ And most of the teacher activities were related to the theory above. For the second observation the teacher reminded the students about the previous lesson and added her explanation about the generic structure and gave a simple example. And for the second observation, the teacher got “sucess category” because most of the teacher activity in teaching and learning process was related to the John W Santrock theory; teach specific strategies, give students in setting goals. Consider mastery, combine strategy training with goals, provide students with support, make sure that the students are not overly aroused and anxious.⁹ In the third observation, the teacher was done the teaching learning process outside the classroom (outdoor activity). The students asked to describe anything around them like tree, motor cycle, basket ball yard etc. The teacher activity in the third observation also refers to “sucess category” because most of the teacher activity in outdoor conducted to the outdoor theory by Ken Gilbertson stated that outdoor is a method for learning, it is experiential, it takes place primarily outdoors, it requires the use of all sense, it based upon inter disciplinary curricula and it is about relationship involving people and natural resources.¹⁰

⁸ John W santrock, educational psychology (new york: mc Graw-hill, 2006) 419

⁹ John W santrock, educational psychology.....426- 427

¹⁰ Ken gilberton, *education method and strategies* (USA: human kinetics, 2005), 4

Based on the observations (first, second and third) that was done by the researcher, she can made a conclusion that in the teaching and learning activity, the teacher did a similar activity in every meeting. In the beginning, the teacher and the the students got a short discussion related to the topic and the previous lesson in the last meeting. This activity is good for the students because it can remind students remembrance and also it can stimulate the students understanding about the topic which is learned. And in the middle of activity, the teacher gave a simple example completed with the clear explanation of it, about the language feature and the generic struture of descriptive text. In the end of activity, the teacher gave the students a task as the follow up of the activity, the teacher asked the students to make descriptive writing in every end of the activity. And the students writing were collected for the documentation of this study.

Moreover, based on the result of the questionnaire, the result stated that the implementation of outdoor activity in teaching descriptive text give a positive effect for the students, it is known from the students' questionnaire answer that most of the students gave a positive responses. By implementing this outdoor activity in teaching descriptive text, most of the students were helped when they write a descriptive text. Besides that, the implementation of outdoor activity is not only can be used as an alternative in theaching and learning process but also it gave pleasure for the students. The teacher activity in the third observation also refers to "sucess category" because most of the teacher activity in outdoor conducted to the outdoor theory by Ken Gilbertson

stated that outdoor is a method for learning, it is experiential, it takes place primarily outdoors, it requires the use of all sense, it based upon interdisciplinary curricula and it is about relationship involving people and natural resources.

According to the students' progress and the students enthusiastic to understand the lesson in each meeting, the researcher concludes that outdoor activity can improve English writing ability. It was known that the students' writing ability especially in writing descriptive text are improved in every meeting. It is seen from the scores of their writing descriptive results. Most of the students scores are improve. When the students wrote the descriptive text indoor, the mean score is 73,64 but when they wrote descriptive text by implementing this outdoor activity their mean score improved, from 73,64 up to 81,25. In addition, the exhaustiveness of study also increase, from 54,83 % up to 93,54. It means that their level of success also increase, from "good" up to "excellent" category. And the total students that success in the study also increase, from 17 students up to 29 students. Thus, the improvement of students' writing ability is success and proven.

The students' writing toward the implementation of outdoor activity is better. It meant that Students' writing in implementing outdoor activity is better than unimplement this outdoor activity. Students could increase their score in writing descriptive by using outdoor. It was known from the students writing result which were collected as the document of this study.