

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

A. Research Finding

In the section, the researcher explain about the researcher result of the how is the implementation of outdoor learning model in learning writing descriptive at Second Grade of SMPN 1 Pademawu and how does outdoor learning model enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu.

1. The Implementation of Outdoor Learning Model in Learning Writing Descriptive at Second Grade Of SMPN 1 Pademawu.

Based on the data collection of the research, the researcher collected through observation, interview and documentation has conducted from 27th July to 28th August 2024. The researcher found that the teacher prepared herself in conducting teaching descriptive text used outdoor learning.

In the first meeting the researcher started observing on 27th July 2024. The researcher found that the teacher prep 2024 on Saturday 10.10 to 12.00

1. Pre Teaching

The first activity in the English day In this section have some activities done by the students. The steps taken by the students are follows:

- a. Prayer; checking the attendance list of the students; convey learning objectives; and deliver assessments of learning outcomes.

- b. Motivate students to achieve competence and character in accordance with the Pancasila Student Profile; namely faith, devotion to God Almighty, and noble character, independence, critical reasoning, creativity, working together, and global diversity, which is one of the standard criteria for graduation in an educational unit .

2. Whilst Teaching

- a. The teacher gave material about descriptive text.
- b. the teacher gave some vocabulary about things in school.
- c. the students write the vocabulary in a piece of paper that have given by the teacher about school.
- d. the teacher gave example descriptive about school.

3. Post Teaching

In the last activity this will be explained in the following steps:

- a. Students and teacher conclude today's learning.
- b. Reflection on student achievement/formative assessment, and teacher reflection to determine the achievement of the learning process and improvements.
- c. Informed the learning activities that would be carried out at the next meeting.
- d. The teacher ended the learning activity by providing messages and motivation to remain enthusiastic about learning and ends with prayer.

The second meeting the researcher started observing on 24th August 2024. The researcher found that the teacher prep 2024 on Saturday 10.10 to 12.00

1. Pre Teaching

The first activity in the English day In this section have some activities done by the students. The steps taken by the students are follows:

- a. Prayer; checking the attendance list of the students; convey learning objectives; and deliver assessments of learning outcomes
- b. Motivate students to achieve competence and character in accordance with the Pancasila Student Profile; namely faith, devotion to God Almighty, and noble character, independence, critical reasoning, creativity, working together, and global diversity, which is one of the standard criteria for graduation in an educational unit.

2. Whilst Teaching

- a. The teacher forms several groups.
- b. Each group was given their own place in the school which they had to describe.
- c. Students first look for vocabulary in every place such as the canteen, school yard, teacher's room, library with their respective groups.
- d. After that they discussed outside the classroom based on the noun vocabulary they found.

3. Post Teaching

- a. Students and teacher conclude today's learning.
- b. Reflection on student achievement/formative assessment, and teacher reflection to determine the achievement of the learning process and improvements.
- c. Informed the learning activities that would be carried out at the next meeting.
- d. The teacher ended the learning activity by providing messages and motivation to remain enthusiastic about learning and ends with prayer.

In the third meeting the researcher started observasing on 28th August 2024 on Saturday 10:10 to 12:00

1. Pre Teaching

The first activity in the English day In this section have some activities done by the santri. The steps taken by the santri are follows:

- a. Prayer; checking the attendence list of the students; convey learning objectives; and deliver assessments of learning outcomes.
- b. Motivate students to achieve competence and character in accordance with the Pancasila Student Profile; namely faith, devotion to God Almighty, and noble character, independence, critical reasoning, creativity, working together, and global diversity, which is one of the standard criteria for graduation in an educational unit.

2. Whilst Teaching

- a. The teacher ask the students to write descriptive text according to the given theme.
- b. The students discuss with their group to write descriptive text according to the given theme.
- c. The result written collected by the teacher and corrected.

3. Post Teaching

- a. Students and teacher conclude today's learning.
- b. Reflection on student achievement/formative assessment, and teacher reflection to determine the achievement of the learning process and improvements.
- c. Informed the learning activities that would be carried out at the next meeting.
- d. The teacher ended the learning activity by providing messages and motivation to remain enthusiastic about learning and ends with prayer.

The teacher and students go outside the classroom to do an outdoor writing activity. The teacher explains the learning objectives and motivates the students to enjoy the outdoor class by giving some learning-related questions to stimulate students' thinking in learning descriptive text. She then divides the students into groups of 5. To understand more about the material to be learned, the teacher explains about descriptive text and the general structure it has. She distributes a piece of paper containing some elements of descriptive text on which the students will write their

observations. After clear instructions, students are asked to observe an object and write its description on the given paper then translate the results of the object that has been observed. The teacher invites the students to observe an interesting object. Then students gather and discuss to make sentences from several written objects. After finishing the description, students present the results of their observations. After the presentation, students collect their work and the teacher corrects the mistakes made by the students. The teacher gives awards to the groups. Then, the lesson ended. The students went back to class to continue other subjects in class.

The researcher also interviewed the teacher, Mrs. Siti Nurul Hasanah, S.Pd to confirm the observation result. She explain that:

“The first I also give motivation to my students so that they enjoy learning english I give explain the descriptive text understanding of the text and the generic structure of the text before implementing poutdoor learning I instructs my students collaboratively to form groups with 5 members. The students carry out investigations independently directly with spicified object, Students make a presentation regarding the results they have obtained. namely by writing vocabulary obtained from the results of observations. I ask my students to write descriptive text according to the results of their observations and the vocabulary they have acquired. after finishing writing they collected their assignments and I corrected them one by one. The teacher gives awards to each group. I document the progress of each of my students and groups with an assessment instrument in the form of a portfolio. ”.¹

This writing result when the outdoor learning techniques on writing descriptive text used by the english teacher in VIII C Grade at SMPN 1 Pademawu.

The following writing result from the students of VIII C Grade at SMPN 1 Pademawu Savira, Roni,Rafki,Dodo, and Safrel.

¹ Interview, Mrs. Nurul Hasanah , August 28th, 2024

DESCRIPTIVE TEXT
Teacher Office : Ruang Guru

Group Name : *Salira, Rani, Rafki, Doo, Sefrel*
Class : VIII C

A+

Identification (pengenalan)	<i>Today</i> Today I wanna tell you about Part of my school. It's about teachers office
Description (deskripsi/penjabaran)	Teacher's office is Very fully equipped, there are many chair and table as many as the teacher's number. there is also many laptops and computer as a helpful device to help the teacher's work. also has a bathroom special for teacher, house
Conclusion (kesimpulan)	Usually students come to the teacher's office if need a help to the teachers

START RATING ☆☆☆☆☆
FEELING 😊 😐 😞 😡 😢
How do I feel about my result?

The following writing result from the students of VIII C Grade at SMPN 1 Pademawu Fia, Berly, Faruk, Bima and Bobby

DESCRIPTIVE TEXT
Garden : Taman

Group Name : *fia, Berly, Faruk, Bima, Bobby*
Class : VIII C

A

Identification (pengenalan)	Ok guys today I want to tell you about my school garden in my school beautiful school
Description (deskripsi/penjabaran)	I love my school garden. there are many trees and flowers blooming many birds fly together. then in the corner of my school garden there is a bench that very cool, beside the bench there are is a yard. the yard is very big it usually to do ceremony and also sport
Conclusion (kesimpulan)	my school garden is also fresh because usually the gardener watering the flower everyday

START RATING ☆☆☆☆☆
FEELING 😊 😐 😞 😡 😢
How do I feel about my result?

The following writing result from the students of VIII C Grade at SMPN 1 Pademawu Salman, Alvaris

DESCRIPTIVE TEXT

Library : Perpustakaan

Group Name: *Sarfan Alva Riz*

Class : *8C*

A-

Identification (pengenalan)	Halo now I want to tell you about about library
Description (deskripsi/penjabaran)	my library is a good place, my library have 5 book shelves which filled many books there are computer, printer, led and others
Conclusion (kesimpulan)	usually my library using for student to read and do doing homework

START RATING ☆☆☆☆☆

FEELING 😊 😐 😞 😡 😢

How do I feel about my result?

The following writing result from the students of VIII C Grade at SMPN 1 Pademawu Aska, Sarifah, Rohit, dafa and zirfan.

DESCRIPTIVE TEXT

School Field : Lapangan Sekolah

Group Name: *Azka, Sarifah, Rohit, Dafa, Irfan*

Class : *VIII C*

A+

Identification (pengenalan)	Halo, now i want to tell you about one of the sad things in my school, namely the school field.
Description (deskripsi/penjabaran)	My school field is a clean and beautiful place. This field is overgrown with various shady trees. Sometimes this field is used as a place for us to study.
Conclusion (kesimpulan)	In this field, there is a flower pot trash dump with various kinds of colorful flowers. In the field, students can park their motorbikes.

START RATING ☆☆☆☆☆

FEELING 😊 😐 😞 😡 😢

How do I feel about my result?

The following writing result from the students of VIII C Grade at SMPN 1 Pademawu Felesi, Ufka, Samsir, Mahfuds and Zizi.

DESCRIPTIVE TEXT

Canteen : Kantin

Group Name : felesi, ufka, samsir, mahfuds, zizi

Class : VIII C

Identification (pengenalan)	Hello, now I want to tell you about one of the things in my school, namely the canteen
Description (deskripsi/pejabaran)	My canteen was big, clean and huge. It have many different kind of food there, they also have different drinks, the canteen paper was also nice. When breaktimes bell is ringing many of students will go to this area.
Conclusion (kesimpulan)	They always buy food and then sitting on the bench that always here with the long table. It's always crowded here, so finally, after they done buying food they also rushing to the class.

START RATING ☆☆☆☆☆

FEELING 😊 😊 😊 😊 😊

How do I feel about my result?

2. Outdoor Learning Enhance Learning Writing Descriptive at Second Grade of SMPN 1 Pademawu.

Based on the result of interview and documentation has conducted by the researcher. The researcher know outdoor learning model enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu

By using interview, observation and documentation, the researcher found that:

1. Learning more fun and real

The first interview was conducted on 28th August 2024 with Shafira Nurlaila that:

“Outdoor learning feels more fun than in the classroom because I can move and do activities directly. I make direct observations of surrounding objects or scenery to get more accurate details in my writing. Outdoor learning feels

more fun and less boring than studying in the classroom. Seeing objects in person helps me capture more accurate details in my descriptive writing.”²

From the interview above, it can be said the one of the interview outdoor learning is more fun and the she feels more fun and less boring and help her capture more accurate details in her descriptive writing.

The second interview was conducted on 28th August 2024 with Sarifah Romadani that:

“Outdoor activities provide new experiences that cannot be had in the classroom, making learning more interesting. I make sketches of the objects I see to help visualize and describe them better. I feel more motivated and enthusiastic about studying because of the different atmosphere and interesting activities. I can use direct sensory experiences, such as smells and sounds, to make descriptions more vivid and immersive”.³

From the interview above, it can be said the one of the response of the student is she get new experiences that cannot be had in the classroom, making learning more interesting. she feel more motivated and enthusiastic about studying because of the different atmosphere and interesting activities. She can use direct sensory experiences, such as smells and sounds, to make descriptions more vivid and immersive.

The Third interview was conducted on 28th August 2024 with Ifka Farihatuz Zakiyah that:

“Studying outdoors allows me to interact directly with nature and understand the environment better. I note important details such as color, shape, and texture of the objects or environments I observe. I can understand the subject matter better because I see firsthand the application of the theory learned. The outdoor environment triggers my creativity, so I can write more imaginative and interesting descriptions.”⁴

² Interview, Shafira Nurlaila , August 28th, 2024

³ Interview, Sarifah Rimadani , August 28th, 2024

⁴ Interview, Ifka Farihatuz Zakiyah , August 28th, 2024

From the interview above, it can be said the one of the response of Studying outdoors allows her to interact directly with nature and understand the environment better. she understand the subject matter better and the method environment triggers her creativity, so she can write more imaginative and interesting descriptions

The fourth interview was conducted on 28th August 2024 with Berlianti Eka Maulidini that:

“A fresh and different environment helps me to focus more and not feel bored. I discussed with friends what we saw to get different points of view and ideas for descriptions. I get hands-on experience that helps me remember information more easily. Directly observing an object or scene improves my observation skills, which contributes to richer descriptions.”⁵

From the interview above, it can be said the one of the response of the student said the methods helps her to focus more and not feel boredshe get hands-on experience that helps her remember information more easily. Directly observing an object or scene improves her observation skills, which contributes to richer descriptions..

2. Stimulate creativity

The fifth interview was conducted on 28th August 2024 with Zhelvia Putri Maharani that:

“Outdoor learning involves physical activity which makes me feel more energetic and healthy. I take photos of objects or scenes that I observe as a reference for writing more accurate descriptions. The outdoor environment stimulates my creativity, so I can think more creatively in completing tasks. I get real experience that helps me describe objects more precisely and in detail.”⁶

⁵ Interview, Berlianti Rka Maulidini , August 28th, 2024

⁶ Interview Zhelvia Putri Maharani, August 28th, 2024

From the interview above, it can be said the one of the response of the student said Outdoor learning involves physical activity which makes her feel more energetic and healthy. The outdoor environment stimulates her creativity, she can think more creatively in completing tasks. She get real experience that helps her describe objects more precisely and in detail.

3. Improving collaboration

The sixth interview was conducted on 28th August 2024 with Salman Alvarisy that:

“I can learn practical skills that are useful in everyday life, such as navigation and observation. I note nearby sounds to add dimension to my descriptions, such as the sound of birds or the flow of a river. Outdoor group activities improved my collaboration and communication skills with friends. Seeing a scene or object directly provides a visual reference that makes it easier for me to describe those elements..”⁷

From the interview above, it can be said the one of the response of the student said he can learn practical skills that are useful in everyday life, such as navigation and observation. he note nearby sounds to add dimension to his descriptions, such as the sound of birds or the flow of a river. Outdoor group activities improved his collaboration and communication skills with friends. Seeing a scene or object directly provides a visual reference that makes it easier for me to describe those elements.

The seventh interview was conducted on 28th August 2024 with Bima Alfatah that:

“Outdoor group activities strengthen my ability to collaborate with friends. Note Scents: I note the smells around me to add a sensory element to my descriptive text. Outdoor physical activity makes me feel healthier and

⁷ Interview Salman Alvarisy, August 28th, 2024

fitter. I can use sensory language more effectively because I directly experience how objects feel, look, and sound.”⁸

From the interview above, it can be said the one of the response of the student said Outdoor group activities strengthen his ability to collaborate with friends. Note Scents: he note the smells around me to add a sensory element to his descriptive text. Outdoor physical activity makes his feel healthier and fitter. his can use sensory language more effectively because he directly experience how objects feel, look, and sound

The eighth interview was conducted on 28th August 2024 with Moh. Rohit Ardian that:

“Being outdoors and enjoying nature helps reduce stress and makes me feel more relaxed. I wrote a short note about my experience and what I felt while at the outdoor learning location. I feel more relaxed and less stressed that make me feel more creative when studying outdoors, which helps me focus better. Outdoor learning provides a direct context that makes my descriptions more relevant and contextual.”⁹

From the interview above, it can be said the one of the response of the student said Being outdoors and enjoying nature helps reduce stress and makes his feel more relaxed. He wrote a short note about his experience and what He felt while at the outdoor learning location. he feel more relaxed and less stressed when studying outdoors that finally increase his creativity and helps him focus better. Outdoor learning provides a direct context that makes his descriptions more relevant and contextual.

B. Discussion

In this part, the researcher tries to discuss all of the datas that has written above, which the data was found while the researcher conducted the study, this

⁸ Interview Bima Alfatah, August 28th, 2024

⁹ Interview Moh. Rohit Ardian, August 28th, 2024

section concerns of two discussion to statement about the problem in chapter one. The first how is the implementation of outdoor learning model in learning writing descriptive at Second Grade of SMPN 1 Pademawu and the second how does outdoor learning model enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu. Therefore, the researcher begin to discuss by organizing arrangement based on the data above.

1. The Implementation of Outdoor Learning Model in Learning Writing Descriptive at Second Grade Of SMPN 1 Pademawu.

Based on the result of observation, interview and documentation has conducted by the researcher, the researcher can describe the implementation of outdoor learning model in learning writing descriptive at Second Grade of SMPN 1 Pademawu. The english teacher prepared herself in conducting teaching learning proses used outdoor learning on writing descriptive text (see appendix 10 in the lesson plan number 2). It's related to the theory of Cooper Allen in its implementation which states that in the learning process the teacher prepares the Apperception Stage, the core activity stage, and the closing stage¹⁰.

a) The apperception stage is characterized by the following steps:

the teacher gave motivate to the students make that they enjoy learning english

b) The core activity stage includes:

¹⁰ Cooper, Allen. *Nature and The Outdoor Learning Environment : The Forgotten Resource in Early Childhood Education*. International Journal of Early Childhood Environmental Education, 20153(1), 86-97

1. The english teacher gave explanation the descriptive text understanding of the text and the generic structure of the text before implementing outdoor learning.
2. The english teacher instructs the students collaboratively to form groups with 5 members. The students carry out investigations independently directly with specified object.
3. The students make a presentation regarding the results they have obtained. namely by writing vocabulary obtained from the results of observations.
4. The english teacher asked the students to write descriptive text according to the results of their observations and the vocabulary the students have acquired.
5. After finishing writing they collected their assignments and the english teacher corrected them one by one.

c) Closing stage. In the closing stage, this is done by steps as follows:

1. Students with the help of the teacher do it conceptual learning reflection activities and in the learning process.
2. The teacher gives a quiz.
3. The teacher documents the progress of each participant students and groups with assessment instruments with portfolios.

In the higher education context, teachers in a range of discipline areas use outdoor fieldwork to facilitate high-quality student-learning experiences. Our perceptions of outdoor fieldwork pedagogies have emerged in response to our own reflective practice (Glyn, 2017). The place

in which people learn also helps them to make connections between their experiences and the world around them in a meaningful context. Outdoor places provide a diversity of resources and spaces that is hard to replicate in an indoor environment. The researcher used observation in the school ground to make the students easier getting ideas and interested to learn English especially in writing descriptive text.¹¹

In conclusion, the teacher guides the students to learn writing descriptive text through outdoor is in accordance to the theories of outdoor suggested by Cooper Allen. This particular learning will help the students to reach the optimum result as the consequence of the proper implementation. It can be seen from the students' descriptive writing shown in the data presentation.

2. Outdoor Learning Enhance Learning Writing Descriptive At Second Grade of SMPN 1 Pademawu.

Based on the result of interview and documentation has conducted by the researcher, the researcher can explain outdoor learning enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu.

1. Learning more fun and real

From the interview above, the one of the response of the student is she get new experiences that cannot be had in the classroom, making learning more interesting. she feel more motivated and enthusiastic about

¹¹ Triana, Roqib N. 2017. *The Effectiveness of the Outdoor Learning on Students' Achievement in Writing Descriptive Text the Tenth Grade Students of MA Ma'arif Balong Ponorogo in Academic Year 2015/2016.*

studying because of the different atmosphere and interesting activities. She can use direct sensory experiences, such as smells and sounds, to make descriptions more vivid and immersive.

2. Stimulate creativity

From the interview above, it can be said the one of the response of the student said Outdoor learning involves physical activity which makes her feel more energetic and healthy. The outdoor environment stimulates her creativity, she can think more creatively in completing tasks. She get real experience that helps her describe objects more precisely and in detail.

3. Improving collaboration

From the interview above, it can be said the one of the response of the student said he can learn practical skills that are useful in everyday life, such as navigation and observation. he note nearby sounds to add dimension to his descriptions, such as the sound of birds or the flow of a river. Outdoor group activities improved his collaboration and communication skills with friends. Seeing a scene or object directly provides a visual reference that makes it easier for me to describe those elements.

The students get benefit when apply the method in writing descriptive text is more fun and real life experience, stimulates creativity, improving collaboration. The outdoor learning make the students to have more real experience since the students are in touch with the reality which they feel more close to the object and experience them with more fun learning. As the result the students writing descriptive text become more

accurate in details, really describe the object visual references with context. They increase in focus because of the inspiration from the environment and outdoor learning can improve descriptive text writing in several ways; hands-on experience, sensory engagement, real context, observational practice.¹²

Writing outdoor learning provides students with the opportunity to learn knowledge on real objects directly so that the benefits of studying certain material will be felt more by students. Studying in an unfamiliar environment makes students gain new experiences, they are required to seek their own knowledge with various activities and find unique topic to write that make the learning experience more meaningful. Further, More concrete material will make students more enthusiastic and make students' thinking power to produce writing skill of theirs more developed.

In learning writing students are intrinsically motivated to move when given extended playtime in settings that are abundant with ideas and topics of writing such as building, people, interaction things around the school. Even plants and animals. Students are self motivated to explore the topic to write a descriptive writing through self observation and get involve in the real topic that actually increase the amount of physical activity over that of the typical commercially produced playground structures planted in a barren surface.¹³

¹² Jacobi-Vessel, J.L. *Discovering Nature : The Benefits of Teaching Outside of the Classroom. Dimension of Early Childhood*, 2013. 41(3), 4-10.

¹³ Cooper, Allen. *Nature and The Outdoor Learning Environment : The Forgotten Resource in Early Childhood Education*. *International Journal of Early Childhood Environmental Education*, 20153(1), 86-97.

During outdoor learning , students take in a wide variety of information that is not available indoors. They use all of their senses as they explore their creativity in outdoor settings. They see a lizard , smell the rain, hear the leaves waving in the trees, strike the soft surface of a rock, or taste the fresh water from the school pipe etc.

Outdoor learning provides rich ideas/topic for students imaginations, adding vocabularies, and budding collaboration skills as students to negotiate themes to produce the descriptive writing. Therefore, building collaboration among students and nature, the teachers who use outdoor learning set for lifelong learning. The teacher encourage students to investigate, ask questions, and seek solutions, Students begin to trust their own ideas and explore it into real description.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion and suggestion dealing with the finding that has been discussed in previous chapter. The conclusion summarizes and answers of research focuses. The suggestion as the follow up the finding are addressed to the teacher and students.

A. Conclusion

In conclusion, the teacher guides the students to learn writing descriptive text through outdoor is in accordance to the theories of outdoor suggested by Cooper Allen. This particular learning will help the students to reach the optimum result as the consequence of the proper implementation formulated in detail as follows:

There are 3 stages of implementation of writing descriptive text using outdoor learning at SMP Negeri 1 Pademawu in the apperception stage, the teachers provide motivation for students through the context of the surrounding environment to write descriptive text. The core activity stage, the teacher instructs the students collaboratively to form groups with 5 members to carry out investigations independently directly with nature to be the topic of writing. Then, the students make a presentation of the results that has been obtained while the teacher gives awards to each group. In the closing stage, the teacher documents the students' descriptive writing work as portfolios.

The outdoor learning enhance learning writing descriptive at Second Grade of SMPN 1 Pademawu. The outdoor learning make the students to have more real experience since the students are in touch with the reality which they feel

more close to the object and experience them with more fun learning. As the result the students writing descriptive text become more accurate in details.

In addition, outdoor learning provides rich ideas/topic for students imaginations, adding vocabularies, and budding collaboration skills as students to negotiate themes to produce the descriptive writing. The teacher encourage students to investigate, ask questions, and seek solutions, Students begin to trust their own ideas and explore it into real description in their writing

B. Suggestion

Based on the result of the research and data analysis, the researcher would like to give suggestion for the English teacher and students at SMP

1) For the teacher

- a) The teacher should motivate and guide the students to learn seriously in outdoor learning
- b) The teacher must select material which is taught using outdoor learning
- c) The teacher should consider the most appropriate place to do outdoor learning
- d) The teacher should use the time of learning efficiently to do outdoor learning

2) For the students

- a) The students should carry out the outdoor learning seriously for maximum learning result.