

Chapter 4

RESEARCH RESULT AND DISCUSSION

In this chapter, the writer presents the data which have been collected from source, namely Observation, Interview, Document and Test. The main point of chapter is the effects of Outdoor Activities and the research teaching writing descriptive text by using Outdoor Activity at Eleventh Grade of MA Miftahul Ulum Pendem, Kembang, Jepara.

The data is divided into some points that consist of the procedure of teaching writing descriptive text by using outdoor activities. The problem faced by students in learning English especially is writing descriptive text.

4.1 Research Setting

4.1.1 Description of MA Miftahul Ulum Pendem

Madrasah Aliyah Miftahul Ulum is private Islamic Senior High School Organized by Yayasan Islam Miftahul Ulum Pendem. The location is Jl. Segawe–Papasan KM 03 Utara Desa Pendem 59453. The location is strategic because near of street, public society and the boarding school MA Miftahul Ulum Pendem. This location is conducive to conduct teaching learning process, because there is not much destructive. In addition, that makes a special characteristics of MA Miftahul Ulum Pendem is have a cottage boarding school. Students to get a lesson common also can be a lesson religious. The headmaster of MA Miftahul Ulum in academic 2017/2018 is Mr. Rosyid, S.Pd.I.

Madrasah Aliyah Miftahul Ulum Pendem permanently subsidized by government. The facilities are text books, teacher and officials. The students of MA Miftahul Ulum Pendem in the Academic Year 2017/2018 are 64 Students. They consist of 20 students of class ten, 29 students of eleventh and the students of twelfth are 15 students. This school has 3 classroom for teaching learning process.

a. The Identity of School

1. Name of School : Madrasah Aliyah MIFTAHUL ULUM
2. Address of School : Jl. Segawe – Papasan KM 03 Dukuh Sidorejo RT 02 RW 01 Pendem, Kembang, Jepara.
3. Number Statistic : 131233200053
4. School Status : Public
5. Established : 15 July 2010
6. NPWP of School : 31.499.967.3.516.000
7. Permission Operations : Kw.11.4/4/PP.03.2/1514/2012
8. Head Master : Rosyid, S. Pd. I

b. The Facilities and Tools

Facilities are all building, things, needed by teachers, students and other educators provided by school or institution to support successful teaching learning process in school.

**THE FACILITIES AND TOOLS OF MA MIFTAHUL
ULUM PENDEM IN THE ACADEMIC YEAR 2017/2018
TABLE 4.1**

NO	Facilities	Total	Condition
1	Class	3	Good
2	Library	1	Good
3	Student Bathroom	1	Good
4	Teacher Office	1	Good
5	Administration Office	1	Good
6	Mosque	1	Good
7	Teacher Toilet	1	Good
8	Head Master Office	1	Good
9	Park Area	1	Good
10	Canteen	1	Good
11	Field Sport	1	Good

12	Laboratory	1	Good
13	Security Office	1	Good

c. The Profile of The Teacher and Staff

Education is combination efforts of several forces to achieve commons goals. One of them is teacher with formal qualification and staff/officer who always help the teacher to create teaching and learning process. Both teacher and staff will make teaching and learning process better.

Teaching is someone who transfers knowledge for the students. They transfer some materials and skill during teaching and learning process. The facilitate the students to get their talent therefore the teacher is important in teaching-learning process. The profile teacher and staff of MA Miftahul Ulum Pendem, as follow:

THE PROFILES OF THE TEACHERS AND STAFF OF MA MIFTAHUL ULUM PENDEM IN THE ACADEMIC YEAR 2017/2018

TABLE 4.2

NO	NAME	Education	Subject
1	Abdul Rochim, S.Pd. I	S1	Committee
2	Rosyid, S. Pd.I	S1	Arabic Language/ Head Master
3	M. Ainur Rofiq, S.Pd	S1	English Language
4	Muh Sholichun	SMA	Hadist Salaf
5	Sistyarningsih, S. Pd	S1	Biology/ Treasurer
6	Risang A.D.W., S. Pd	S1	Java Language
7	Firda Farikhatul I.	SMA	Mathematic
8	M. Hasanuddin, S. Pd	S1	PKN

9	Tajuddin	SMA	Fiqih Salaf
10	Mahmud, S.Pd. I	S1	Akidah Akhlak
11	M. Faiq, S.Pd. I	S1`	Nahwu
12	K. Abdul Aziz	SMA	Ke-Nu-an
13	K. Muhromin	SMA	Fathul Qorib
14	A. Anshori, S. Ag	S1	Fiqih
15	Puji Astutik, S. Pd	S1	Sociology
16	Wagisan. S. Ag	S1	Al Qur'an Hadits
17	A Fauzan, S. Pd. I	S1	Tafsir/ BP
18	Hamdan K, S. Pd. I	S1	SKI
19	Sami'un, S. Pd	S1	Sport
20	Abdul Rochim, S.Pd. I	S1	Hadist
21	Budiyanto, SE. S. Pd	S1	Economic
22	Dewi Masfuah, S.Si	S1	Biology
23	Nor Chayati, S. Pd	S1	Indonesian Language
24	Aris Mahfudz	SMA	Head Administration
25	Edo Prasetyo	SMA	Administration

d. The Description of The Students

Students are people who want to get something new. Not only to learn new knowledge. But also to get other aspects in life such as; social relations, morality and culture. They learn at school and certain time. The description of MA Miftahul Ulum Pendem as follow:

**THE DESCRIPTION OF THE STUDENTS OF MA
MIFTAHUL ULUM PENDEM IN THE ACADEMIC YEAR
2017/2018**

TABLE 4.3

NO	Class	Total Class	Male	Female	Total
1	X	1	10	10	20
2	XI	1	9	20	29
3	XII	1	8	7	15
	$\Sigma=$	3	27	37	64

e. The List of Students in Writing Descriptive Text

The researcher conducted this research in MA Miftahul Ulum Pendem and especially concern in the eleventh grade. This class consist of 29 students. They are 9 males and 20 females. The data could be seen in the table bellow:

**THE LIST OF STUDENTS IN TEACHING WRITING
DESCRIPTIVE TEXT BY USING OUTDOOR ACTIVITIES
IN THE ACADEMIC YEAR 2017/2018**

TABLE 4.4

NO	NAME
1	Ani Nasihah
2	Andre Dwi Susanto
3	Atik Zuliyanti Mukhoiriyah
4	Diah Ayu Wulandari
5	Ida Firdiana
6	Ifa Sa'adah
7	Ika Asfiyani

8	Khoirun Nisa'
9	Lailatu Maimunah
10	Luki Dwi Ariwinoyo
11	M. Rendi Misbahul M.
12	M. Adi Saputra
13	Meika Ahdi Yuliyanti
14	Melisa Safitri
15	Muhammad Aji Saputra
16	Naelatun Nurul Amaroh
17	Nike Safitri
18	Nila Amalia Husna
19	Nur Awaliyatul Hikmah
20	Nur Cahyanti
21	Nur Cahyo M. Agus Salim
22	Nur Cholifatun Nazaroh
23	Nur Khasanah
24	Nur Wakit
25	Sigit Nur Setiawan
26	Sofi Maulana Muafiq
27	Tafrikhul Anwar
28	Ulfa Rofiana
29	Durrotun Nasihah

4.2 Research Conduct

The research was conducted from January 3rd-February 3rd, 2018. Here the writer as observer and the collaborator, Mr. M. Ainur Rofiq, S Pd. as teacher in teaching learning process.

The writer using Pre Test and Post Test. The Writer also arranges in three cycles, each cycle are planning, observing and reflecting. The classroom action research was applied in eleventh class of MA Miftahul Ulum Pendem. The table below will show us the schedule of the research:

TABLE 4.5 RESEARCH SCHEDULE

NO	DATE AND TIME	ACTIVITIES	PLACE
1	January 3 rd 2018	Observation/Interview: Studying the lesson Plan, Pre-Test and Post Test, prepared by the teacher (Mr. Rofiq) and observation in the classroom	MA Miftahul Ulum Pendem
2	January 4 th 2018	Make some agreement with Mr. Rofiq that his class was allowed to be observed	MA Miftahul Ulum Pendem
3	January 6 th 2018	The researcher observed the teaching learning processes for the 1 st time before cycle 1.	MA Miftahul Ulum Pendem
4	January 13 th 2018	Cycle 1: Indoor Activity (My School) The teacher explanation about Descriptive Text.	MA Miftahul Ulum Pendem
5	January 20 th 2018	Cycle 1 : Outdoor Activity (School Garden), Giving Post-test	MA Miftahul Ulum Pendem
6	January 27 th 2018	Cycle 2: Indoor Activity (Describing Mosque) The teacher discussed the previous lesson	MA Miftahul Ulum Pendem
7	January 29 th 2018	Cycle 2 : Outdoor Activity, Giving Post-Test	MA Miftahul Ulum Pendem
8	February 3 rd 2018	Cycle 3: Indoor and Outdoor Activity (School Canteen), Giving Post Test	MA Miftahul Ulum Pendem

4.3 Data Analysis

The researcher would like to analyze the improvement students by using T-test calculation from the result of Pre-Test and Post-Test.

4.3.1 Cycle 1

a. The Score of The Test of Cycle 1

TABLE 4.6 Score of The Students' Pre-Test

NO	Name	ASPECT						TOTAL	CRETERIA
		G	C	F	V	M			
1	Durrotun	15	13	10	5	2	45	Very poor	
2	Sigit	17	19	19	11	2	68	Fair	
3	Maulana	18	17	15	17	3	70	Fair	
4	Ulfa	17	17	15	18	3	70	Fair	
5	Anwar	13	9	8	10	2	42	Very poor	
6	Fitri	18	17	15	17	3	70	Fair	
7	Husna	15	17	16	16	2	66	Fair	
8	Nela	18	13	13	13	2	59	Poor	
9	Aji	15	10	10	7	3	45	Poor	
10	Melisa	18	17	10	16	3	64	Fair	
11	Luki	17	10	15	13	2	57	Poor	
12	Saadah	16	14	14	10	2	56	Poor	
13	Wakit	16	7	10	7	3	43	Very poor	
14	Ika	13	10	7	7	2	39	Very poor	
15	Nisa	10	12	12	5	3	42	Very poor	
16	Kholis	11	10	11	10	3	45	Very poor	
17	Cahyo	17	11	9	7	2	46	Very poor	
18	Ida	16	17	10	15	3	61	Fair	
19	Nur	18	16	8	18	2	62	Fair	
20	Nila	13	18	10	8	3	52	Poor	
21	Rendi	16	13	15	11	2	57	Poor	
22	Hikmah	15	16	13	13	3	60	Fair	
23	Adi	13	15	12	9	2	51	Poor	
24	Yuli	14	13	9	17	3	56	Poor	
25	Ani	11	14	8	16	2	51	Poor	
26	Andre	17	11	7	10	3	48	Very poor	
27	Atik	18	17	16	17	2	70	Fair	
28	Diah	13	18	7	10	3	51	Poor	
29	Khasanah	13	13	16	11	3	56	Poor	
							$\Sigma=1602$		

- Explanation:
- G : Grammar
 - C : Content
 - F : Form
 - V : Vocabulary
 - M : Mechanic

TABLE 4.7 The Criteria the Students' Achievement of Pre Test

NO	Total Score	Grade	Number of Students
1	91-100	Excellent	
2	81-90	Very Good	
3	71-80	Good	
4	61-70	Fair	10
5	51-60	Poor	11
6	41-50	Very Poor	8
	Total		29

TABLE 4.8 Score of The Students' Post-Test in Cycle 1

N O	Name	ASPECT						TOTAL	CRETERIA
		G	C	F	V	M			
1	Durrotun	19	19	17	12	3	70	Good	
2	Sigit	23	20	17	12	3	75	Good	
3	Maulana	20	20	15	17	3	75	Good	
4	Ulfa	23	18	15	15	4	75	Good	
5	Anwar	16	15	12	9	3	55	Poor	
6	Fitri	20	17	16	18	4	75	Good	
7	Husna	20	17	16	18	3	74	Good	
8	Nela	18	15	15	14	3	65	Fair	
9	Aji	15	9	12	18	2	56	Poor	
10	Melisa	20	16	16	16	2	70	Fair	
11	Luki	17	13	12	15	3	60	Poor	
12	Saadah	15	15	15	12	3	60	Poor	
13	Wakit	16	14	14	14	2	60	Poor	
14	Ika	17	9	12	15	3	56	Poor	
15	Nisa	16	12	8	10	2	48	Very poor	
16	Kholis	20	12	8	7	3	50	Very poor	

17	Cahyo	17	13	14	15	3	62	Fair
18	Ida	25	17	18	16	4	80	Good
19	Nur	23	16	16	17	4	76	Good
20	Nila	18	16	17	18	4	73	Good
21	Rendi	20	20	15	15	3	73	Good
22	Hikmah	17	15	15	14	4	65	Fair
23	Adi	18	20	14	15	3	70	Good
24	Yuli	15	15	11	14	3	58	Poor
25	Ani	15	13	12	17	3	60	Poor
26	Andre	16	12	8	10	2	60	Poor
27	Atik	25	17	16	18	4	80	Good
28	Diah	17	18	16	18	4	73	Good
29	Khasana h	19	17	15	15	3	65	Fair
							$\Sigma=1919$	

Explanation:

- G : Grammar
- C : Content
- F : Form
- V : Vocabulary
- M : Mechanic

TABLE 4.9 The Criteria the Students' Achievement of Post Test in Cycle 1

NO	Total Score	Grade	Number of Students
1	91-100	Excellent	
2	81-90	Very Good	
3	71-80	Good	13
4	61-70	Fair	5
5	51-60	Poor	9
6	41-50	Very Poor	2
	Total		29

b. The Calculation of Mean

TABLE 4.10 Table of Students' Deviation Pre Test and Post Test Score in Cycle 1

N(Subject Number)	Pre Test (X)	Post Test (Y)	D	D2
1	45	70	25	625

2	68	75	7	14
3	70	75	5	25
4	70	75	5	25
5	42	55	13	169
6	70	75	5	25
7	66	74	8	64
8	59	65	6	36
9	45	56	11	121
10	64	70	6	36
11	57	60	3	9
12	56	60	4	16
13	43	60	13	169
14	39	56	17	289
15	42	48	6	36
16	45	50	5	25
17	46	62	16	256
18	61	80	19	361
19	62	76	14	196
20	52	73	21	441
21	57	73	16	256
22	60	65	5	25
23	51	70	19	361
24	56	58	2	4
25	51	60	9	81
26	48	60	12	144
27	70	80	10	100
28	51	73	22	484

29	56	65	9	81
N=29	$\Sigma 1602$	$\Sigma 1919$	$\Sigma 313$	$\Sigma 4474$

Mean of the Pre Test and Post Test 1

$$\mathbf{MX} = \frac{\Sigma X}{N} = \frac{1602}{29} = \mathbf{55,24}$$

$$\mathbf{MY} = \frac{\Sigma Y}{N} = \frac{1919}{29} = \mathbf{66,17}$$

Explanation:

M = Mean of the Students Score

ΣX = The Sum of the students Score

N = The total number of the students

c. Standard Deviation

According in the data the table, the researcher calculated the standard deviation of pre test and post test in cycle 1as follows:

$$\mathbf{SD} = \frac{\sqrt{\Sigma D^2}}{N} - \frac{\langle \Sigma D \rangle}{N}$$

$$\mathbf{SD} = \frac{\sqrt{4474}}{29} - \frac{\langle 313 \rangle}{29} \mathbf{2}$$

$$\mathbf{SD} = \sqrt{154.27 - 116.42}$$

$$\mathbf{SD} = \sqrt{37.85}$$

$$\mathbf{SD} = \mathbf{6.15}$$

Explanation:

SD = Deviation Standard for one sample T-Test

D = Different between Pre-Test and Post-Test

N = Number of observation in sample

d. The Calculation of The Test

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{n-1}}\right)} = \frac{\left(\frac{313}{29}\right)}{\left(\frac{6.15}{\sqrt{29-1}}\right)}$$

$$t_o = \frac{(10.79)}{\left(\frac{6.15}{\sqrt{28}}\right)}$$

$$t_o = \frac{(10.79)}{\left(\frac{6.15}{5.29}\right)}$$

$$t_o = \frac{(10.79)}{1.16}$$

$$t_o = 9.30$$

Giving interpretation to

1. Calculate of df

$$df = n-1$$

$$df = 29-1$$

$$df = 28$$

2. Consult with T-table Value

With df = 28, the value with level of significant 5% is 2,042.

3. Comparing T-test = 9.30 therefore T-test is higher than t-table with level of significance 5%.

If t-test similar or higher than t-table, so null Hypothesis (Ho) is rejected. Ho is no significant difference between pre-test and post-test. T-table with n=28 is 2,042. The result of T-test is 9.30 > 2.042. So, T-test calculating is higher than T-table. Therefore, Ho is rejected, it means that there is significant difference between pre-test and post-test.

From the calculation above, the researcher concluded that between pre-test and post-test had significant difference, where the students' score of post-test is higher than pre-test. It shows that using outdoor activities in teaching writing descriptive text.

e. Students Observation Sheet in Cycle 1

Table 4.11: Table of Students' Observation Sheet in Cycle 1

Number of the Students	Object				Note
	Pay Attention	Asking question	Activeness in responding	Enthusiasm in doing test	
1	√			√	
2	√				
3	√				
4				√	
5	√				
6			√	√	
7	√				
8	√			√	
9				√	
10	√				
11	√			√	
12	√				
13		√		√	
14	√		√		

15	√	√			
16			√	√	
17	√		√		
18		√		√	
19	√			√	
20		√	√		
21	√			√	
22		√	√		
23	√		√		
24		√		√	
25			√	√	
26	√	√			
27	√	√			
28		√	√		
29	√			√	

4.3.2 Cycle 2

a. The Score of Test in Cycle 2

The researcher have done the written post-test in cycle 1. The score of the post-test will be seen whether the students' writing ability increase or not. Here the data:

TABLE 4.12 : The Score of Students Post Test in Cycle 2

NO	Name	ASPECT						CRETERIA
		G	C	F	V	M	TOTAL	
1	Durrotun	20	20	17	12	3	72	Good

2	Sigit	22	22	17	13	3	77	Good
3	Maulana	22	20	15	17	4	78	Good
4	Ulfa	22	20	17	15	3	77	Good
5	Anwar	17	17	17	9	3	63	Fair
6	Fitri	21	25	15	13	4	78	Good
7	Husna	23	20	18	18	3	82	Very Good
8	Nela	20	16	15	15	4	70	Fair
9	Aji	15	10	15	20	3	63	Fair
10	Melisa	25	16	15	15	4	75	Fair
11	Luki	16	16	15	16	3	66	Fair
12	Saadah	20	20	15	15	4	74	Good
13	Wakit	16	16	14	15	3	64	Fair
14	Ika	18	10	12	17	3	60	Poor
15	Nisa	18	15	10	10	3	56	Poor
16	Kholis	23	15	10	7	3	58	Poor
17	Cahyo	20	13	14	17	3	67	Fair
18	Ida	25	20	18	18	4	85	Very Good
19	Nur	25	23	17	18	3	86	Fair
20	Nila	20	18	18	18	4	78	Good
21	Rendi	23	19	17	18	3	80	Fair
22	Hikmah	20	13	15	17	3	68	Fair
23	Adi	22	15	17	15	4	73	Good
24	Yuli	20	15	15	15	3	68	Fair
25	Ani	17	10	15	19	3	64	Fair
26	Andre	18	15	15	15	3	66	Poor
27	Atik	25	20	18	17	4	84	Very Good
28	Diah	23	16	16	17	4	76	Good
29	khasanah	21	18	14	14	3	70	Fair
							Σ 2033	

Explanation:

- G : Grammar
- C : Content
- F : Form
- V : Vocabulary
- M : Mechanic
-

TABLE 4.13 The Criteria the Students' Achievement of Post Test in Cycle 2

NO	Total Score	Grade	Number of Students
1	91-100	Excellent	

2	81-90	Very Good	3
3	71-80	Good	9
4	61-70	Fair	13
5	51-60	Poor	4
6	41-50	Very Poor	
Total			29

b. The Calculation of Mean

TABLE 4.14 Table of Students' Deviation Post Test Cycle 1 and Post Test Cycle 2

N(Subject Number)	Post Test 1	Post Test 2	D	D2
1	70	72	2	4
2	75	77	2	4
3	75	78	3	9
4	75	77	2	4
5	55	63	8	64
6	75	78	3	9
7	74	82	8	64
8	65	70	5	25
9	56	63	7	49
10	70	75	5	25
11	60	66	6	36
12	60	74	14	196
13	60	64	4	16
14	56	60	6	36
15	48	56	8	64
16	50	58	8	64
17	62	67	5	25
18	80	85	5	25

19	76	86	10	100
20	73	78	5	25
21	73	80	7	49
22	65	68	3	9
23	70	73	3	9
24	58	68	10	100
25	60	64	4	16
26	60	66	6	36
27	80	84	4	16
28	73	76	3	9
29	65	70	5	25
N=29	$\Sigma 1919$	$\Sigma 2033$	$\Sigma 161$	$\Sigma 1039$

Mean of the Pre Test and Post Test 1

$$\mathbf{MX} = \frac{\Sigma X}{N} = \frac{1919}{29} = \mathbf{66.17}$$

$$\mathbf{MY} = \frac{\Sigma Y}{N} = \frac{2033}{29} = \mathbf{70.10}$$

Explanation:

M = Mean of the Students Score

ΣX = The Sum of the students Score

N = The total number of the students

Mean of the first post-test 66.17 < second post test 70.10 it meant that there is improvement of English score between the first action and second action. The mean has passed the passing

grade but there are four students failed and the researcher planed the conduct cycle 3.

c. Standard Deviation

According in the data the table, the researcher calculated the standard deviation of pre test and post test in cycle 1as follows:

$$SD = \frac{\sqrt{\sum D^2}}{N} - \frac{(\sum D)}{N}$$

$$SD = \frac{\sqrt{1039}}{29} - \frac{(161)}{29} 2$$

$$SD = \sqrt{35.8 2 - 3.08}$$

$$SD = \sqrt{32.75}$$

$$SD = 5.72$$

Explanation:

SD = Deviation Standard for one sample T-Test

D = Different between Pre-Test and Post-Test

N = Number of observation in sample

d. The Calculation of The Test

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{n-1}}\right)} = \frac{\left(\frac{161}{29}\right)}{\left(\frac{5.72}{\sqrt{29-1}}\right)}$$

$$t_o = \frac{(5.55)}{\left(\frac{5.72}{\sqrt{28}}\right)}$$

$$t_o = \frac{(5.55)}{\left(\frac{5.72}{5.29}\right)}$$

$$t_o = \frac{(5.55)}{1.08}$$

$$t_o = 5.13$$

Giving interpretation t_o

1. Calculate of df

$$df = n-1$$

$$df = 29-1$$

$$df = 28$$

2. Consult with T-table Value

With $df = 28$, the value with level of significant 5% is 2,042.

3. Comparing T-test = 5.13 therefore T-test is higher than t-table with level of significance 5%.

If t-test similar or higher than t-table, so null Hypothesis (H_o) is rejected. H_o is no significant difference between pre-test and post-test. T-table with $n=28$ is 2,042. The result of T-test is $5.13 > 2.042$. So, T-test calculating is higher than T-table. Therefore, H_o is rejected, it means that there is significant difference between pre-test and post-test.

From the calculation above, the researcher concluded that between pre-test and post-test had significant difference, where the students' score of post-test is higher than pre-test. It shows that using outdoor activities in teaching writing descriptive text.

e. Students Observation Sheet in Cycle 2

Table 4.15: Table of Students' Observation Sheet in Cycle 2

Number of the Students	Object				Note
	Pay Attention	Asking question	Activeness in responding	Enthusias m in doing test	
1	√			√	
2		√	√		
3	√		√		
4		√		√	
5	√				
6			√	√	
7	√				
8	√			√	
9				√	
10	√				
11	√			√	
12	√				
13		√		√	
14	√		√		
15	√	√			
16		√		√	
17	√		√		
18			√	√	

19	√	√			
20	√			√	
21		√	√		
22	√			√	
23		√	√		
24	√		√		
25	√	√			
26	√			√	
27		√	√		
28	√			√	
29	√	√			

4.3.3 Cycle 3

a. The Score of Test in Cycle 3

Table 4.16 The Score of Post Test in Cycle 3

N O	Name	ASPECT					TOTAL	CRETERIA
		G	C	F	V	M		
1	Durrotun	25	25	17	15	4	86	Very Good
2	Sigit	25	23	17	15	4	84	Very Good
3	Maulana	24	22	17	17	4	84	Very Good
4	Ulfa	22	20	20	15	3	80	Good
5	Anwar	20	20	20	10	4	74	Good
6	Fitri	21	25	20	13	4	83	Very Good
7	Husna	23	22	19	19	3	86	Very Good
8	Nela	20	25	15	16	4	80	Fair
9	Aji	20	20	16	16	3	75	Fair
10	Melisa	23	23	20	15	4	85	Very Good
11	Luki	16	20	19	16	3	74	Good
12	Saadah	24	20	17	15	4	80	Good

13	Wakit	18	18	16	16	4	72	Good
14	Ika	20	15	15	17	3	70	Fair
15	Nisa	20	13	14	17	3	67	Fair
16	Kholis	17	17	15	18	3	70	Fair
17	Cahyo	20	15	16	17	4	72	Good
18	Ida	26	25	18	18	4	91	Excellent
19	Nur	19	15	19	18	4	75	Good
20	Nila	20	20	18	18	4	80	Good
21	Rendi	20	17	17	18	3	75	Good
22	Hikmah	22	15	15	17	4	73	Good
23	Adi	22	17	17	15	4	75	Good
24	Yuli	25	15	15	15	3	73	Good
25	Ani	17	20	15	19	3	74	Good
26	Andre	18	20	13	13	3	67	Fair
27	Atik	25	23	21	17	4	90	Excellent
28	Diah	23	20	16	17	4	80	Good
29	Khasana h	18	18	14	14	3	67	Fair
							Σ 2242	

Explanation:

- G: Grammar
- C: Content
- F: Form
- V: Vocabulary
- M: Mechanic

TABLE 4.17 The Criteria the Students' Achievement of Post Test in Cycle 3

NO	Total Score	Grade	Number of Students
1	91-100	Excellent	1
2	81-90	Very Good	7
3	71-80	Good	14
4	61-70	Fair	7
5	51-60	Poor	
6	41-50	Very Poor	
Total			29

b. The Calculation of Mean

TABLE 4.18 Table of Students' Deviation Post Test Cycle 2 and Post Test Cycle 3

N(Subject Number)	Post Test 2	Post Test 3	D	D2
1	72	86	14	196
2	77	84	7	49
3	78	84	6	36
4	77	80	3	9
5	63	74	11	121
6	78	83	5	25
7	82	86	14	196
8	70	80	10	100
9	63	75	12	144
10	75	85	10	100
11	66	74	8	64
12	74	80	6	36
13	64	72	8	64
14	60	70	10	100
15	56	67	11	121
16	58	70	5	25
17	67	72	16	256
18	85	91	19	361
19	86	75	14	196
20	78	80	21	441
21	80	75	16	256
22	68	73	5	25
23	73	75	19	361

24	68	73	2	4
25	64	74	9	81
26	66	67	12	144
27	84	90	10	100
28	76	80	22	484
29	70	67	9	81
N=29	∑2033	∑2242	∑314	∑3912

Mean of the Post-Test 2 and Post-Test 3.

$$\mathbf{MX} = \frac{\sum X}{N} = \frac{2033}{29} = \mathbf{70.10}$$

$$\mathbf{MY} = \frac{\sum Y}{N} = \frac{2242}{29} = \mathbf{77.31}$$

Explanation:

M = Mean of the Students Score

∑X = The Sum of the students Score

N = The total number of the students

Mean of the second post-test 70.10 < third post test, 77.31 it meant that there is improvement of English score between the first action and second action. From the mean score, the researcher concluded that using outdoor activities a method can improve students' writing skill, especially in writing descriptive text.

c. Standard Deviation

According in the data the table, the researcher calculated the standard deviation of pre test and post test in cycle 1 as follows:

$$\mathbf{SD} = \frac{\sqrt{\sum D^2}}{N} - \frac{\langle \sum D \rangle}{N}$$

$$SD = \frac{\sqrt{3912}}{29} - \frac{(314)}{29} 2$$

$$SD = \sqrt{134.89 - 117.07}$$

$$SD = \sqrt{17.82}$$

$$SD = 4.22$$

Explanation:

SD = Deviation Standard for one sample T-Test

D = Different between Pre-Test and Post-Test

N = Number of observation in sample

d. The Calculation of The Test

$$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{n-1}}\right)} = \frac{\left(\frac{314}{29}\right)}{\left(\frac{4.22}{\sqrt{29-1}}\right)}$$

$$t_0 = \frac{(10.82)}{\left(\frac{4.22}{\sqrt{28}}\right)}$$

$$t_0 = \frac{(10.82)}{\left(\frac{4.22}{5.29}\right)}$$

$$t_0 = \frac{(10.82)}{0.79}$$

$$t_0 = 13.69$$

Giving interpretation to

1. Calculate of df

$$df = n-1$$

$$df = 29-1$$

$$df = 28$$

2. Consult with T-table Value

With $df = 28$, the value with level of significant 5% is 2,042.

3. Comparing T-test = 13.69 therefore T-test is higher than t-table with level of significance 5%.

If t-test similar or higher than t-table, so null Hypothesis (H_0) is rejected. H_0 is no significant difference between pre-test and post-test. T-table with $n=28$ is 2,042. The result of T-test is $13.69 > 2.042$. So, T-test calculating is higher than T-table. Therefore, H_0 is rejected, it means that there is significant difference between pre-test and post-test.

From the calculation above, the researcher concluded that between pre-test and post-test had significant difference, where the students' score of post-test is higher than pre-test. It shows that using outdoor activities in teaching writing descriptive text.

e. Students Observation Sheet in Cycle 3

Table 4.19: Table of Students' Observation Sheet in Cycle 3

Number of the Students	Object				Note
	Pay Attention	Asking question	Activeness in responding	Enthusiasm in doing test	
1		√		√	
2			√	√	
3		√	√		
4	√	√			
5	√				

6			√	√	
7	√				
8	√			√	
9		√		√	
10	√		√		
11	√			√	
12	√		√		
13		√		√	
14	√		√		
15		√		√	
16	√		√		
17		√		√	
18	√		√		
19	√	√			
20	√			√	
21		√	√		
22	√			√	
23	√		√		
24	√	√			
25		√	√		
26			√	√	
27	√	√			

28		√	√		
29			√	√	

4.4 Discussion

In this research, the writer act as observer while to see and observer the learning process was taught by Mr. Rofiq, S Pd. her senior high school English teacher in MA Miftahul Ulum Pendem. The writer held three cycles while each cycle consist of planning, action, observation and reflection. The whole steps of this research were explained in the description below:

4.4.1 Before Cycle

In MA Miftahul Ulum Pendem the English teacher used traditional method to teach the students'. According to the interview with English teacher on January 3, 2018 the teacher said that he just gave the students' list of words and asked the students to memorized the words. They used extracurricular lecture to deliver the material. The students memorized the words and follow the teachers' rules.

To know the effectiveness of traditional method the writer did observation on the Wednesday, January 3, 2018. The English teacher and the writer entered the class. Firstly, the English teacher greeted the students' and introduced the writer to the students'. Then the teacher gave the time to the writer to introduce herself.

The writer greeted the students. The writer introduced herself and gave opportunity to the student to asked about the writer. Then, the writer informed the students that they and teacher were going to conduct a test called a pre-test. The students' looked confused because they were new in that class. Than the teacher explained the purpose of the test and the students understood what the teacher meant. The teacher and the researcher conducted the pre-test to know the students' descriptive text mastery.

The tests conducted was in the form of essay. The pre-test took 40 minutes. The writer carried out the observation. She observed the

pre-test process by monitoring the students' ability in doing the pre-test. The students' asked the answer to their friends, and the teacher remained them to do their selves. Here the students' kept asking the teacher about the difficult words. Many students' try to make the test in Indonesian language first and then they tried to translate that in English.

After conducting the pre-test, the teacher collected the students' work and the writer checked the students answer. Based on the result of the test, the student's ability in writing descriptive was very low. Therefore, the writer implemented action research using outdoor activities about problem solving to improve their achievement in writing descriptive text subject consists of planning, implementing, observation, and reflecting. The writer implemented outdoor activites cycles.

Based on the information from the English teacher of *MA Miftahul Ulum Pendem*, the general objective of language teaching at the senior high school is the develop the language skills. The specific objective of the language teaching-learning process is to made the students' active in the language class both in oral and written language and to applied the four language skills namely reading, listening, speaking, and writing.

The goal of language teaching is to develop the communicative competences of students' in four language skills. One of them is writing. Based on the information from the English teacher, the goal of teaching writing was develop the students' competence in communication using English especially in the form of written language.

In conclusion, the goals of teaching writing at the second year of Senior High School are to enable the students in understood English as a mean of communication and to able the student in being active in practicing English in written form.

4.4.2 Cycle 1

The writer describes implementation of teaching learning process that contains of 5 meetings mean that every cycle consist of two meeting consists of five time, but in the cycle 3 is one meeting consist of three time. In the first meeting is indoor activity and the second meeting is outdoor activity. Every meeting has own specific activities and has own aim which is different to other meeting. These following paragraphs described the implementation of teaching learning process in every meeting. On January 13, 2018, the process of teaching writing descriptive text in the first cycle could be described as follows:

a. Planning

In the planning procedure, the writer and teacher had designed a lesson plan to guided the teaching-learning process. After that they discussed the lesson plan together because both the writer and the teacher needed to make sure that the material, technique, and the preparation were appropriate with Senior high school competence. After the lesson plan agreed by the validate, the teacher used it in teaching learning process.

b. Implementation

BKOF: Indoor Activities

To began the lesson on Saturday January 13, 2018 the teacher asked the students' about descriptive text. "What do you know about descriptive text? Asked the teacher. The students' answered "*Menggambarkan sesuatu* Mr." The teacher said "yes, describing something, like your pen *Mas Anwar. Coba gambarkan bagaimana bolpen kamu*" then the student answered in Indonesian Language "*Bolpen saya berwarna hijau Mr. Lonjong dan Bulat*" the teacher answered "Any other example of descriptive text?" The students' answered "plants, my cat, my home". "Yes, they are the

examples of descriptive text”. The teacher then gave a descriptive text “My School”

Modeling of Text: Indoor Activity

DESCRIPTION

Social function:

To describe a particular person, place or thing.

My School

Identification

I study MA Miftahul Ulum Pendem. My school is a green and beautiful school.

Description

There are so many large trees which make the air around my school become very fresh and clean. It is very large area around 600m² and surrounded by high fences. Overall, it has ten buildings consisting of three classrooms, one teacher room, one administration room, a language laboratory, two toilets, a multimedia room and a hall.

My school also has a large canteen. The canteen is located behind the complex class exactly behind the hall. My school’s canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and also noodles. Though they cell a variety of food. My school always maintains the cleanliness.

Language Features:

- Focus on specific participant
- Use of Attributive and Identifying relational Process
- Frequent use of epithets & classifiers in nominal group
- Use of simple present tense

After all the students has received the text the teacher began reading the text himself and instructed the students to listen and read their own text slowly. After that he asked one of the students’ to read the text.

After the student finished reading the text that was instructed by the teacher, the teacher asked the students' "any difficult word in this text?". Then the students' answered "yes" and they listed the difficult words on the whiteboard. After they finished listen the words, the teacher asked the students to look up the meaning on the dictionary along with their friends. The teacher gave their several times but some of the students' was very busy walking around the class and disturbing their friends. The teacher tried to make them conducive again. Several minutes later, the teacher asked them "have you finished?" The students answered "yes". Then, they discussed together about the meaning. Almost all of the students' participated in doing the exercises after that the teacher gave an opportunity to the students to translate the text together. Then the teacher gave them the correct meaning by used students' language. The teacher gave some explanation about descriptive text he explained about the tenses use in the descriptive text. Some students looked active asking the material that they could not understood well and the teacher explained that patiently. After that the bell was rang for the break time.

BKOF: Outdoor Activities

After the break time, the teacher using Building Knowledge of the Field (BKOF) to began the lesson. the teacher asked the students' to go to the school garden. After that, the teacher used joint construction of the text in the classroom. This is to make six groups each group consists of 5-6 students. In the garden, the teacher asked the students' to list all that they did not known yet the word with her groups and look up their meanings on the dictionary with her friends. The teacher gave some helped with the words that they did not find them in the dictionary. After that, the teacher gave instruction

to her students to made description about “The School Garden” and the teacher gave the time 40 minutes to did it the tasks. After finished doing the task, Teacher gave jumbled sentences and did it with the same groups. It is modeling of the task jumbled sentence.

Joint Construction of Text: Outdoor Activities

The students’ in group consists of 5-6 students’ are asked to rearrange the jumbled sentences below into a good text:

My School Garden

Identification

(1) There are lots of decorations, plants, trees, flowers, stripes and perfect soil (2) My school garden in front of my school

Description

(3) Forms part of a larger bottom (4) Aloe vera itself functions as a garden decoration that makes the garden look more natural (5) This road is part of the hard elements in the garden (6) Soil around the main garden is useful as a place to grow some trees, plants and flowers (7) There are a few of palm, tree, grass, and aloe Vera (8) The presence of grass that covered the ground to make it look more green and fresh (9) My garden has a palm tree that is characteristic of a garden (10) My school garden very green, fresh and beautiful (11) there is also a little aloe vera (12). Circulation in my school garden using a path made of small natural stones

The students in their groups were interested in discussing and rearranging jumbled sentences given by the teacher would help the students anytime they need help. This task took almost 40 minutes. After that he writer used the teaching and learning process using outdoor activities to solve the problem with the students.

BKOF: Indoor Activities

In the next meeting, on Saturday January 20, 2018, Teacher introduced the topic about “My School” Since each

topic was held in Cycle 1, the writer described the action based on the topic. The teacher explained what they must do. The teacher asked the students to describe our school. The objects to be described all around them, like; motor cycles, trees, volley ball, field and So on.

Individual Construction: Outdoor Activities

The teacher asked the students' went to the outdoor class. The teacher chosen these outdoor activities, because not only the fresh condition and the nature of the students' but also would make them easier in describing something because they could see the thing that would described directly. Hopefully, it would helped the students' to write better and it increase their score. The students' could interview teacher or people to found information or data for their research paper writing. Then the teacher task was done to check the students' writing descriptive text mastery after being given a lesson. The students' were asked to do the quiz individually. The teacher gave time to did the quiz for 20 minutes. The researcher wrote the process of teaching and learning descriptive text by implementing outdoor activities in observation checklist. The writer giving the post-test for students' to known the improvement score of the test (The questions see in appendix). In this time the teacher got some helped from the students' training from UNISNU Jepara to look after at the students' out of the class. After this activities the students had to come back to class. After the lesson was over the teacher thanked to the students for their attention.

c. Observing

During the teaching learning process, the teacher did the plan just like what was written in the lesson plan. The teacher took notes to improve the next meeting and gave feedback about the lesson plan.

The writer as observer saw the teaching learning process and taking notes what the students' difficulties. The observer also gave notes to what the teacher did in the class and what the students' did in the class and also out the class.

During the teaching learning process the observer saw the students' difficulties like lack of and also understood about how to compose good sentences. How is the grammar in the sentences and many others.

Beside those problems, the situation in the class room also very noisy. The students made some noise and still walked around the class disturbing other.

d. Reflection

Based on the result of the observation, the writer tried to find out the strength and the weakness of the technique that has been applied in action stages, the students' seemed more enthusiastic because it was not a conventional way that usually used in the class. But there were still few students' who made noise. They also still passive in the class. From the first cycle, the writer could identify that action one did not gave a satisfying result. In this cycle 1, there was an improvement of students' ability when it was compared between the pre-test and the post-test 1. It could see from the mean score, the mean of the pre-test is 55 while the mean score of the post-test is 66. In this cycle the minimum score is 48, while the minimum score in the pre-test is 39. In this cycle there was 11 students' could not pass the passing grade their score under 65, but it is better than the pre- test before. In the pre- test there was 19 students' did not passed the passing grade mean that their grade under 65. The students' who passed the minimum standard are 55% almost half of the students' it mean that the students' writing descriptive text is better than before.

4.4.3 Cycle 2

The writer conducted Cycle 2 on Saturday January 27, 2018. To began the class the teacher opened the class and told about the topic could be discussed.

a. Planning

In this cycle, the researcher and teacher used the same action with the different themes. Moreover, the research here set more how to arrange the writing descriptive text “Interesting people” in order to improvement the students’ writing and avoid the students’ misunderstood about vocabulary and grammar. The researcher and teacher also held both attractive ways and various exercises in order to improve the students’ motivation to learn which finally could cover the target of research.

b. Implementation

BKOF: Indoor Activities

The writer did the action by using outdoor activities lesson plan; it means that the teaching and learning process around us used outdoor activities. In this cycle the teacher introduced the topic “Describing Mosque”.

The teacher began the stage on Saturday January 27, 2018. As usual, before activities the teacher opened 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 means to know whether the students’ remembered the previous lesson or not. And before the teacher continuance the lesson, the he reminded the students’ about the tense used in descriptive text. He asked the students’ “*what tense use in descriptive text?*” some students’ answered the teacher’s questions that the tense used in descriptive text is simple present tense but the other students’ just keep silent. So,

the teacher gave an example about simple present tense used in descriptive text.

In the while activities, the teacher added her previous explanation about the language feature used in descriptive text by explained about the generic structure used in descriptive text. He 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).

Joint Construction: Outdoor Activities

After that, the teacher asked to students' went to the school mosque. The teacher gave some instructions that dividing the students' into some groups. Each group consists of 5-7 Students. After that, teacher in order to listed the words with her groups and look up the meaning on the dictionary with helped the teacher. After finished the listed of group, the teacher asked the students to made descriptive text about "Describing Mosque"

Modeling of Text: Outdoor Activities

DESCRIPTION

Social function:

To describe a particular person, place or thing.

My School Mosque

Identification

My school mosque color is cream and the door is brown. There are so many prayer rugs and white cloak provided for everyone female students want to perform prayer.

Description

Every morning the students of MA Miftahul Ulum Pendem pray Dhuha together. Not only in the morning, every afternoon also the students pray dzuhur together. My school mosque is a big and comfortable place. There are two places ablution. The first one is for man and the second is one for women. The mosque muazzin of my school

mosque usually cleans mosque every morning and afternoon. So, every day my school mosque look clean.

Language Features:

- Focus on **specific participant**
- Use of **Attributive and Identifying relational Process**
- Frequent use of epithets & classifiers in nominal group
- Use of simple present tense

The teacher asked three students' to read the text and the other students read silently. After reading the text the teacher asked the students' to discuss in the group about the difficult words, grammatical function and the generic structure of the text.

Here the teacher monitored the activities of each groups, and the students look enthusiastic for doing the assignment even though some of them still had difficulties in doing that. 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. So the teacher came to helped them and the teacher gave an opportunity to the students' to open their own source book, such as dictionary to solve the problems.

After the break, the class was continued. Here the teacher asked one students of each groups to present their work in front of the class. The students more confident in doing the task include the presentation.

BKOF: Indoor Activities

The class was continued on January 29, 2018 with a guessing game. The teacher asked the students to think of one favorite teacher in the school. Then, the teacher asked the students' to describe them without mentioned their name and the class must guess who was the teacher's name by analyzing the description from their friends. This game was built the

students' more understanding in descriptive text, it from the students' ability in describing their favorite teacher even though some of them still used Indonesian Language. The teacher then asked to open dictionary to solve the students' problem. The other students' made a quick answer as soon as their friend done with the description. They looked enjoy the game.

At the end the time of the lesson, The teacher motivated the class by gave them short speech that connected with the moral, religion and also the important of learning English. The students looked interested with the teacher.

Independent Construction: Outdoor Activities

Next, the teacher asked the students went to the school yard. Then together with the teacher they went to the school's yard. All the students look very happy asked went out of the class.

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 "simon says". The student was very enthusiastic played "simon says" game. The students asked to make a big circle. Then, the teacher gave the instruction to the students how to play the game. They should do what Ahmad says not the teacher says. It means that they only do the instruction if there is a sentence "simon says". If they wrong, they would be punished. The punishment is to sing a *Bintang Kecil* song with changing the vowel "I" with vowel "o". Many students got punishment in this game but they look very happy. In the next activity after the game, the teacher gave the students post-test to describe the school mosque. After finished describe it, the student went back to the class. It was given to check the students score after being given a lesson.

At the end of the lesson, the teacher thanked to the students for the attention. For the last, the teacher said “thank for your attention and see you”.

c. Observing

In this cycle 2, students seemed more understood about the material and the technique used by teacher. The students’ activeness is increases and the atmosphere of learning process too. The students’ seemed more confident to compose writing.

From the result of the cycle 2 shows about the improvement compared with the cycle I. This means the students more understood the materials. And also, it shows their ability in their writing skill increase. Even though still there are new mistakes and some students’ made the same mistakes.

d. Reflecting

Based on the result of the observation, the researcher evaluated the students’ writing descriptive text as well as the action procedure of teaching writing descriptive text used outdoor activities. The result implied outdoor activities gave more significant progress in increasing the learners’ writing descriptive text. They were braver, full of confidence, more selective, and more careful in doing the work assignment.

The summary of post- test two we could see the Good score while in the first cycle is none and good criteria increase from last cycle. The good criteria in the first cycle we could see 4 students and in this cycle there are 8 students. The maximal score in this cycle is 86 and minimal score is 56.

Based on the reflection above, it could be stated that the cycle two showed a satisfactory enough. To make sure the outdoor activities writing could be increase the students’ writing skill of descriptive text, after doing the reflection the writer decided to do the third cycle.

4.4.4 Cycle 3

The writer conducted the third cycle On Saturday February 3, 2018. The writer handed the eleventh grade students. The topic was opened and told the students about the topic which would be discussed.

a. Planning

After analyzing the result of cycle two, the researcher concluded that an action research using outdoor activities in teaching writing descriptive text could improve the students' writing descriptive text ability. Meanwhile, cycle 2 did not give a satisfactory result because some students only reached the passing grade and three students did not passed the passing grade. It was necessary to continue the next cycle in order to improve the students' correctness in writing descriptive text and more understanding in the vocabulary, and grammar. The researcher here had a position as an observer who sat down in the back side of the students.

b. Implementing

In this phase, the researcher conducted the last cycle to get better result of an action research by using outdoor activity for writing descriptive text. The score of cycle 2 is good but need improvement. The procedure mostly was similar to the previous cycle but it added some various methods in order to overcome the weakness in the previous cycle and aimed to get significant improvement of the result.

BKOF: Indoor Activities

The writer reviewed the explanation of the writing descriptive text by using outdoor activity. In this cycle the teacher introduced new topic "Description About Canteen School". Each cycle was held in the one meeting so the writer described the action based on the topic.

Joint Construction: Indoor Activities

The teacher began this stage by dividing the students into several groups after open the class and motivating them with short speech. The group was consisting of 5-7 students. Hopefully by putting in a small group they would share knowledge or other information each other about the lesson. After that, the teacher gave the students' short text to read together in the groups.

Modeling of Text: Indoor Activities

DESCRIPTION

Social function:

To describe a particular person, place or thing.

My School Canteen

Identification

{ My school canteen is not too big. It is a simple place.

Description

{ It only has three sellers and a few tables and chairs. One for snack, one for drink and one for Indonesian food. Usually my school canteen made for the one who have lunchtimes and does not have another time to it outside the lunchtimes. My school canteen is very clean. The price of the food is cheap. The foods are siomay, fried chicken, fried rise and others. The seller is very nice. They always smile to us.

Language Features:

- Focus on specific participant
- Use of **Attributive and Identifying relational Process**
- Frequent use of epithets & classifiers in nominal group
- Use of simple present tense

Then the teacher asked the representative students' in the group to read while the other was listening carefully. After reading the text the teacher asked the students' "do you understand the text?" almost all the students said "yes Sir", but when he asked "Can you translate the text, *Bisakah anak-anak*

menerjemahkan teksnya?”. “*Ya Pak, Tetapi tidak semua*” said them. Then the teacher explained the difficult words. The class began to discussed their text. Mr. Rofiq as a teacher asked them to determine the generic structure and translated the text in the groups. The class was noisy because of the discussion. Everybody brought their dictionary and they was busy with that. Mr. Rofiq was checked each groups to known the progress of their assignment while sometimes played joke to them. After doing short discussion in the class the bell was rang for their first break.

Independent Construction: Outdoor Activities

After the break, the class was begun. The teacher asked the students’ went to canteen school. The teacher asked them to look around and described the canteen school around. The teacher gave the 30 minutes to finish the quiz. After the lesson was over, the students’ went back to the class together with the teacher. He thanked to the students’ for their attention and the last, he wished them “*assalamu ’alaikum Wr. Wb*” and said good bye to the students’.

c. Observing

In this cycle which only held in one meeting, the students seem very enjoy the class. The result of cycle 3 is better than the cycle 2 or cycle 1. The students looked more confidents in writing descriptive text b using outdoor activity

d. Reflecting

Based on the result of the observation, the research evaluated the students’ writing descriptive text as well as the action procedure of teaching using outdoor activities. They were braver, full of confidence, more selective, and more careful. The students’ response in the last cycle is very good. Here all material had been given properly by Mr. Rofiq and can be absorbed optimally by the students. The last, the students

average of the post- test 3 that showed the significant improvement of the action and enough cover the target research.

The summary of the post-test three showed that the excellent and good criteria increase from the last cycle. The maximum score in this score in this cycle is 91, and the minimum score is 67. It showed the significance of the action and enough to cover the target of the research. Even though the minimum score only 67 but it just pass the passing grade mean that it can be concluded that outdoor activity can improve students' writing skill. Post- test 3 was applied as the result ending of the cycle 3. In general, the research concluded that the action research was successful and could overcome all problem faced by the researcher and teacher in improving writing descriptive text for the second year students in *MA Miftahul Ulum Pendem*.

4.4.5 After Cycle

The writer and the English teacher conducted post-test on February 3, 2018. After conducting the post-test, the writer conducted interview with teacher. Then, the writer thanked to the students for attention. After conducting all the cycle, 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 is: What is the improvement made by students in writing descriptive texts by the outdoor activities.

In this case the researcher conducted the data with some instruments in chapter 3. The researcher answer the questions with some instruments; written tests, observation and interview. The researchers have done the observation three times. In the first observation the researcher found that the teacher explained about the generic structure of descriptive text. The teacher gave simple descriptive text and explained about the generic structure of the text.

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 the second observation and the third observation, the students more confident, more careful, more selective in writing descriptive text.