



**IMPROVING STUDENTS' ABILITY AT WRITING RECOUNT TEXT
THROUGH OUTDOOR LEARNING METHOD AT EIGHTH GRADE OF
MTs AL-WASHLIYAH MEDAN KRIOD**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU
Medan as a Partial Fulfilment of the requirements for the Degree of
Educational Bachelor*

BY:

RAHMADIYAH
NIM: 34.14.4.034

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA
MEDAN
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SURAT PENGESAHAN

Skripsi yang berjudul : **“Improving Students’ Ability at Writing Recount Text through Outdoor Learning Method at Eighth Grade of MTs Al-Washliyah Medan Krio”** oleh **Rahmadiyah**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Rahmadiyah** yang berjudul "**Improving Students' Ability at Writing Recount Text through Outdoor Learning Method at Eighth Grade of Mts Al-Wasliyah Medan Krio**", maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

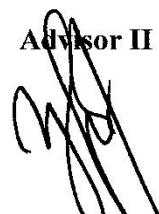
Demikian kami sampaikan atas perhatian saudara kami ucapan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, Juli 2018

Yang membuat pernyataan



ABSTRACT

RAHMADIYAH. IMPROVING STUDENTS' ABILITY AT WRITING RECOUNT TEXT THROUGH OUTDOOR LEARNING METHOD AT EIGHT GRADE OF MTs AL-WASHLIYAH MEDAN KRI

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

This research was intended to know does the Outdoor Learning Method can improve students' ability at writing recount text, to describe the process of improving students' ability at writing recount text through Outdoor Learning Method, and to find out the reason of the improvement on students' ability at writing recount text through Outdoor Learning Method. It was conducted because the researcher have found some problems during the observation, they were: the students' still faced some difficulties in writing recount text; teacher has been use various strategies in teaching writing recount text, but the students' ability at writing recount text were still low and the students got problems to develop their ideas in writing recount text. The method used in this research was classroom action research. The research conducted in two cycles, cycle I consist of two meetings and cycle II was one meeting. The research was conducted following: Planning, acting, observing, and reflecting. The data used in this research such as: Pre-test, Post-test, observation sheet, and interview sheet. The research was done in MTs Al-Washliyah Medan Krio at eighth grade class in 2017/2018 academic year. The subject of this research consisted of 37 students. In this case the teacher of MTs Al-Washliyah Medan Krio as the observer and collaborator. The result of this research showed that there was the improving of students' ability at writing recount text. Most of the students achieved a good score in the end of cycle. The passing grade of English lesson was 70 (seventy). The mean of the pre-test was 53,05, there were no students who got point 70 (0%). The mean of the first cycle was 60,48, students who got point 70 or more were 12 students (32,43%). The mean of second cycle was 77,21, students who got point 70 or more were 37 students (100%). It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 70 or more also grew up. In other words, the students' ability at writing recount text improved and became well from the first meeting to the next meeting. Related to observation result and the interview showed that the students more active and becoming more motivated in learning writing recount text, they also can be easier to develop their idea to write. Students also could write their own story based on the real condition and situation that have passed, that appropriate with the language feature of the recount text. Thus, it was found that through outdoor learning method in teaching significantly can improve the students' ability at writing recount text. It is suggested that English teachers apply this method in teaching writing recount text.

Keyword: *Students' Ability, Writing, Recount Text, Outdoor Learning Method*

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In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

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Finally, the writer realizes that this paper is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 10 July 2018



Rahmadiyah
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concept. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much: if any, creativity on the part of the writer.¹ Writing is frequently useful as preparation for some other activity. This gives students time to think up ideas rather than giving to come up with instant fluent opinion.

The importance of writing can be seen in people daily and business activities. Because of writing, people in big cities or even in villages may get the newest information through written media of communication. A lot of people can communicate to another over long distance only in very short limit of time through writing. It also makes the possibility for people to send messages because it can store the messages as long wished.

The universe of writing: by genres (example: poetry, fiction, nonfiction), by modes (example: narration, description, argument), by elements in the writing process (example: generating, revising, copy-editing), by parts of rhetoric (example: invention, arrangement, style), by purposes (example: persuading, informing, entertaining), or even by topics or themes (example: science writing, religious writing, technical writing).² There are so many element of writing that

¹H. Douglas Brown, (2003), *Teaching by Principles*, San Francisco: San Francisco State University, page 344

²Peter Elbow, (2008), *Everyone can Write*, New York: Oxford University Press, page 28.

must be studied by the students, but in this research the researcher only focus on the study of writing recount text for Junior High School students.

In the area of education based on the curriculum of learning, the students especially on junior high school level are required to be able to communicate in both spoken and written language. The written language can be expressed through written products which need specialized skills. Writing is important to be studied by students, especially the recount text, the simplest types of text which is students writing a creative task as a form of writing that relates to their personal experiences.

The personal experiences are interpreted in a form of texts in which the students can explore and discover the language that sounds familiar to them. Recount text is a type of text that is relatively very much used in the context of communication, both spoken and written, this is because in the context of communication we often discuss things, facts, or events of the past.³ It eases them in starting to write the texts because the language and the topic used are based on their surroundings that are very common and easy to find.

Based on the researcher experience when did the PPL (Teaching Practice Program) in Al-Masdar Junior High School in Batang Kuis, the English teaching and learning at schools did not give the adequate proportion of writing skills. Writing skills were less taken into consideration in the teaching process than the other skills. For example, teachers often asked students to read certain texts and answered the following questions instead of asked them to produce a text. It made the students felt that writing skills was seem not very important. Consequently,

³Pardiyono, (2016), *Genre: Mastering English through Context*, Yogyakarta: ANDI Offset, page 61.

the problems aroused become an obstacle for the students to gain a good result on their writings.

Actually, teachers had given a big effort in teaching students to write especially recount text, such as using various strategies and media. Moreover, Indonesian government has tried many endeavors such as changing and making the curriculum better, and introducing new approaches (methods) of teaching to the English teachers. The workshop and seminar of teaching were also held by the government to increase the credibility and the capability of the teacher in teaching.

But in reality, there were still many students who could not write the recount text in a good way. Students were still facing some problems in writing recount text. Either in grammar or the generic structure, they made some mistakes in using the tenses, which was must be in the past tense form. For the general structure, they still made the wrong order and the text also did not coherence, and the students were also difficult to develop their idea in writing a simplest text. They were difficult to express what they have felt and forgot about their experiences in the past. This could be caused by some factors such as: teacher only used the same method in teaching, the students were not become active in the learning process, and the atmosphere of learning was not enjoyable.

To overcome the problem, the researcher tried to teach students to writing recount text by using a unique method. Actually there were so many kinds of method that teachers could use them in teaching writing recount text. One of them was the Outdoor Learning Method. Rudolf stated that Outdoor education has become an increasingly major tenet of education in recent history for various reasons. One primary concern is the changing landscape of the childhood

experience and apparent disconnection to nature.⁴ This method was considered by researcher to give a positive impact in helping students to learn writing recount text well.

The learning process in the classroom made the students often felt tired and did not have the motivation to learn. This situation was exacerbated by the learning material that tends to abstract because it was presented as same as in the textbook so that students difficult understanding the material presented. The routines of learners who were confined indoors continuously, from morning until noon still give bad effect for them. Learners do not have the space to develop their curiosity and do the exploration as much as possible so that cause them less able to learn maximally. The condition exactly will cause the saturation, either for the students or teacher itself.⁵ Based on this statement, researcher sure to taught students using outdoor learning as a method in teaching, so that the problem that faced by students will be solved.

The use of outdoor learning method as a method in teaching was important because it could provide opportunities for learners to felt enjoy and happy in following the learning activities. Learners independently moved freely to seek knowledge while enjoying the fresh air, beautiful surroundings, and certainly not felt boring. Such conditions were very supportive for the achievement of mastery of competence in learning. By using appropriate and interesting method in the process of teaching and learning, it was expected that learners will easy in

⁴Daniel William Rudolf, (2012), *Effect of Outdoor Education Methods and Strategies on Student Engagement in Science: A Descriptive Study*, Bozeman: Montana State University, page 7.

⁵Erwin Widiasworo, (2017), *Strategi & Metode Mengajar Siswa di Luar Kelas (Outdoor Learning) Secara Aktif, Kreatif, Inspiratif, & Komunikatif*, Yogyakarta: Ar-Ruzz Media, page 78.

understanding the materials from teachers. It could be used to provide a special experience for students, the experience could be written in the form of text recount, and also can refresh the minds of the students who were tired and bored of the situation in the classroom, which could give them motivation in learning so they could accept the lesson better.

B. Statement of the Problems

Based on the background of the problem, the researcher stated the problems as follows:

1. The students were still faced some difficulties in writing recount text, such as the generic structure and the grammar.
2. Teacher has been use various strategies in teaching writing recount text, but the student's ability at writing recount text was still low.
3. The students got problems to develop their ideas in writing recount text, such as difficult to express what they had felt and forgot about their experiences in the past.

C. Research Questions

Based on the background and the identification of the study, the researcher formulates the problem as follows:

1. Does Outdoor Learning Method improve students' ability at writing recount text?
2. How does Outdoor Learning Method improve students' ability at writing recount text?

3. Why does Outdoor Learning Method improve students' ability at writing recount text?

D. Purposes of the Study

Related to the formulation of the study, the objectives of the study are:

1. To know does the Outdoor Learning Method can improve students' ability at writing recount text.
2. To describe the process of improving students' ability at writing recount text through Outdoor Learning Method.
3. To find out the reason of the improvement on students' ability at writing recount text through Outdoor Learning Method.

E. Significances of Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For stakeholder

The researcher hopes that this research can be a consideration for school in teaching, not only English teacher but also all of teachers in the school. It can be a reference to make the learning activity becomes interesting and effective, and make the improving of quality of teaching on the school especially in teaching English.

2. For English teacher

As a consideration and information for English teacher in teaching writing, especially recount text. Besides that, the English teacher is able to use

the interesting method to improve the students' ability in writing or the other skills in learning English.

3. For students

This research can be used to help students in writing. The method of learning outside of the classroom or outdoor learning can help the students to develop idea in writing. In addition, it can be used to motivate their learning in the school, especially writing of a recount text.

4. For researcher

The researcher hopes this research can be useful in the future as one of experience in teaching effectively and enjoyable, make the researcher always using various method and strategies in teaching. Furthermore this research can be as a consideration in teaching writing, especially recount text.

5. For another researcher

This research can be useful as the reference and comparison for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that using Outdoor Learning Method can improve students' writing skills.

F. Limitations of the Study

The researcher limited the problems mentioned in this research in order to achieve the goal of the research. The researcher focuses the study on the use of Outdoor Learning Method as a method to improve students' ability at writing recount text at the eighth grade students of MTs Al-Washliyah Medan Krio.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In this section, researcher would review some literatures that used in this research. Theories were needed to clarify some concept terms applied in the research concerned. Some terms were used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on the terms used would be explained.

1. Student's Ability

Ability is closely linked to the notion of 'intelligence'. Intelligence refers to a child's ability to learn and to meet cognitive and intellectual demands through the application of current knowledge, understanding and intellectual skills. Indeed, the notion of intelligence arose from research findings that indicated that children appeared to differ in performance in a consistent way across a wide variety of cognitive and intellectual tasks. This indicated the existence of some 'general ability' that contributed to relative success in each such task. Aptitude refers to particular talents, such as mathematical, musical or in foreign language.⁶

The word Ability has many of synonym, they are capacity, talent, skill, competence and intelligence. Intelligence is the ability in undertaking activities that are difficult, complex and abstract and which are adaptive to a goal and are done quickly and which have social value and which lead to the creation of something new and different.⁷ So, the ability is capacity or power to do something

⁶Chris Kyriacou, (2009), *Effective Teaching in Schools Theory and Practice*, United Kingdom: Delta, page 57.

⁷S.K Mangal, (2002), *Advanced Educational Psychology*, New Delhi, page 280.

physical or mental, a special natural power to do something well, it is inferred that the ability is the power or capability or being to do something whether physical or mental in present time.

Because ability is part of intellectual and physical activities the teacher has important role to develop the students' behavior. The ultimate objective of physical educator is to develop over behavior that will manifest itself through active participation in various types of physical activity. This basic communication skill is your starting point in feature writing for the news media. You have to have the interest and you have to have writing ability".⁸ In short, writing ability is an ability of someone in expressing his/herself by giving written information so this can be read and learned by other people.

2. Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing.⁹

Writing often is a process of discovering ideas, arriving at knowledge of the self, and selecting effective ways to present concepts and information. Writing consists of a variety of activities including developing (exploring, gathering,

⁸Bruce Garrison, (2004),*Feature Writing: Fourth Edition*, New York: Laurence Erlbaum Associates, page 6.

⁹Utami Dewi, (2013), *How to Write*, Medan: La-Tansa, page 2.

focusing, organizing); drafting (finding and expressing meaning, establishing relationships); and revising (rethinking, rewriting, editing, proofreading).¹⁰

Writing is a psychological activity of the language user to put information in the written text. A type of writing is an article published in a scientific journal and textbook. Such a writing is commonly about a certain topic in which the writer at first collect data, then elaborate the topic based on a certain idea in order to answer a question, or a prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe. So writing is piece of a written text about a topic in a writer in a context.¹¹

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media.¹² Writing, then, is not just a speech written down. It is an object designed to be understood when its creator is no longer present, and in terms of other objects produced in the same circumstances. Learning how to write involves learning how to create such objects, and the effects that writing has on cognition depend on the particular processes involved in creating them.¹³

¹⁰H. Ramsey Fowler, (2007), *Instructor's Resource Manual to Accompany The Little, Brown Handbook*, USA: Pearson, page 10.

¹¹Sanggam Siahaan, (2008), *Issues in Linguistics*, Yogyakarta: Graha Ilmu, page 215.

¹²Jeremy Harmer, (2001), *How to Teach English*, England: Pearson Education Limited, page 79.

¹³Mark Torrance, (2007), *Writing and Cognition: Research and Applications*, Netherland: Elsevier, page 3.

These are some verses of the Holy Qur'an which is related to writing:

الذِّي عَلِمَ بِالْقَلْمَ (٤) عَلِمَ الْإِنْسَانَ مَالِمَا يَعْلَمُ (٥)

The Meaning:

“4. Who taught man by the pen. 5. Taught man what he knew not” (Al-Alaq 96:4-5)¹⁴

This verse explained that one of the goodness that Allah had given to the human was taught them to be able to use a writing tool. Taught here means gave them an ability to use it. By the ability to use a writing tool, human can write their invention in order the other can read it from generation to generation. Through read by the other people, the knowledge can be developed. Thus, human can know what are they haven't know, it is mean that the knowledge will be always develop.

Thus the amazing function of read-and-write.¹⁵

نَّ وَ الْقَلْمَ وَ مَا يَسْطَرُونَ

The Meaning:

“Nun, by the inkstand and by the pen and by that which they write.” (Al-Qalam 68:1)¹⁶

The interpreted of this verse from Yusuf Ali in his book, *tafsir inspirasi*. He told that the strength of the writing and the words are outstanding. Writing that motivate and inspire can direct people to do their best. The highlight is the good of faith in God.¹⁷

¹⁴ Maulawi Sher Ali, (2004), *The Holy Qur'an Arabic Text and English Translation*, England: Islam International Publications Ltd., page 741.

¹⁵ Departemen Agama RI, (2010), *Al-Qur'an dan Tafsirnya*, Jakarta: Lentera Abadi, page 721.

¹⁶ Maulawi Sher Ali, (2004), *The Holy Qur'an Arabic Text and English Translation*, England: Islam International Publications Ltd., page 682.

¹⁷ Zainal Arifin Zakaria, (2013), *Tafsir Inspirasi*, Medan: Duta Azhar, page 709.

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطْرِ

The meaning:

“and everything, small and big, is written down” (Al-Qamar 54:53)¹⁸

Three verses above shows that writing important to do by someone. Knowledge delivers from generation to generation. Most of them caused by the first human writing and deliver it to next generation. By writing the knowledge, it can be read by the other and give a big profit to another people after us. By writing, the knowledge can develop. If knowledge is only delivered orally, it will be disappear by the time.

Recognizing that first language (L1) writing instruction/experience plays as an important role in the development of students' writing in English as a foreign language (EFL) situation, for the last decade we have conducted a number of studies to examine possible effects of such experience. These studies have evolved under the influence of major writing theories in the field of second language (L2) writing, including contrastive rhetoric, cognitive-process approaches, genre theory and socio-cognitive theory. Along with this evolution, the methods adopted have changed from large-scale experimental and questionnaire survey studies to a case-study approach based on a variety of data sources, including in-depth interviews.¹⁹

Writers seeking to improve their academic writing skills should focus their efforts on three key areas:²⁰

¹⁸Maulawi Sher Ali, (2004), *The Holy Qur'an Arabic Text and English Translation*, England: Islam International Publications Ltd., page 636.

¹⁹Rosa M. Manchon, (2009), *Writing in Foreign Language Contexts Learning, Teaching, and Research*, Canada: Multilingual Matters, page 23.

²⁰Utami Dewi, (2013), *How to Write*, Medan: La-Tansa, page 4.

a. Strong writing

Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.

b. Excellent grammar

Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors or writers you respect. English grammar can be detailed and complex. Proper punctuation use and good proofreading skills improve academic as well.

c. Consistent stylistic approach

Whether your school or employer requires use of the MLA, APA or Chicago Manual of Style, choose one style you stick to it. Each of these style sheets provide guidance on how to write out number, references, citations, and more. All are available at your local bookseller in hard copy or online. The MLA is commonly used in English classes, while APA is for psychology and science. Chicago Manual of Style is often the choice in the workplace.

Chances are that you think of writing as putting words on paper or on screen, and until recently such a definition would have served fairly well. But not today, writing in this century often includes much more than words; visual images, graphics, and sound can create and carry an important often contains many voice, as, with increasing ease, we bring ideas from the web and other sources into what we write. Writing today is often collaborative as well. For example, you may work in a team to produce an illustrated report, on the basic of which members of

the team make a key presentation; you and a colleague may carry out an experiment, discuss and write up the result, and present your findings; or you and others in your group may divide up the work for a class project for a business course and then pull your effort in meeting the assignment.²¹

Therefore, writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays.

3. Recount Text

One of genre of the text that must be studied by a students is recount text. This text is a simple text that can be correlated with the writer's experience.

1. Definition

Recount text simply can be defined as a kind of text that made with aim to inform about the activity in the past.²² Recount text is consists of record about the event or activity in the past. The record next can be functioned as a report or information to the other people that read it. Theoretically, recount text opened by the **orientation**, an opening paragraph which contains about events or activities that will be reported. Then, the text continued with the **sequence**

²¹Andrea A. Lunsford, (2010), *The St. Martin's Handbook*, USA: Gale Group, page 23.

²²Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: ANDI Offset, page 63.

of events, groups of paragraph that consist of the exposure of the events or activity in detail.²³

Children's early recounting of past events takes place in talk, generally scaffolded by older interactants. In their first year or two of schooling students are encouraged to notice changes – in their own lives and in the lives of their immediate family and community. They sequence incidents in chronological order by recounting recent personal events. The field is typically oriented towards specific, familiar persons engaged in recent incidents over short spans, using everyday language relating to time, change and place.²⁴

2. Types

There is a wide range of types of recount including:

- 1) Personal recounts (diary entry, journals, introspective writing such as memoirs, etc).
- 2) Factual recounts (report on a science experiment, news or police report, historical account, etc).
- 3) Imaginative recounts (the author takes on an imaginary role to give details of events e.g. A day in the life of.., How I invented.., etc).

3. Purpose

To capture an event in language to describe or recreate it for others who were not present, to provide information, to report events or activities with the aim of preaching or entertaining of course without any conflict in the story.²⁵

²³Pardiyono, (2016), *Genre: Mastering English through Context*, Yogyakarta: ANDI Offset, page 62.

²⁴Frances Christie, (2010), *School Discourse*, New York: Continuum, page 92.

²⁵Rd. Yuke Hilma Ambarini, (2017), *Intisari dan Bank Soal Bahasa Inggris*, Bandung: Yrama Widya, page 7.

4. Generic Structure

To start creating recount text, first the teachers must have known the rhetorical structure for the type of text: (1) Create an orientation, a text element that contains the topic or subject that will be informed to the reader, which is then followed by (2) record of events and end by (3) re-orientation.²⁶ The text focuses on a sequence of events all of which relate to a particular specific event. Recounts generally follow a structure of:²⁷

- 1) An orientation which gives the reader background that is needed to understand the text e.g. who, where, when, etc.
- 2) A series of events helps the recount unfold in a chronological sequence.
- 3) A reorientation or personal comment to conclude the recount (These personal comments may be throughout the text also especially in reflective writing).

The example of Recount text: **My Weekend**²⁸

Table 1. Example of Recount Text

ELEMENT	EXAMPLE	NOTE
Orientation	I had a nice weekend. I invited some friends to come over, and then we went out together for several things to do.	The opening paragraph contains about what will be reported: Weekend
Sequence of events	After getting home from school on Saturday, I had an idea. I wanted to make my Sunday full of fun. I sat	All of the predicate verbs use the PAST verb.

²⁶Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: ANDI Offset, page 63.

²⁷DewiMasitoh, (2017), *Buku Klasik Kekinian Lengkap Sistematik Bahasa Inggris*, Yogyakarta: Cakrawala, page: 2.

²⁸Pardiyono, (2016), *Genre: Mastering English through Context*, Yogyakarta: ANDI Offset, page:63.

<p>down on my dining table and ate my lunch. While eating my lunch, I was thinking of what to do on Sunday. After I ate up all the food on my plate and drank a glass of tea, I went to the living room. I sat down there and began to think. After thinking for a while, I came up with an idea. I should invite some friends to come over. I should serve them with special food and then I would ask them to go out together for a window shopping in Grand Mall.</p> <p>I called them one by one to tell about my idea. They all agreed and promised to come to my house around 8:00 a.m.</p> <p>They kept their promise. Around 8:00, they all came over. My mother had finished cooking and the food was ready for them. I let them come in and let them sit down on the sofa in my living room.</p> <p>I served them the special food that my mother had prepared. After we finished enjoying the food and drink, we went out to Grand Mall. We spent around two hours on walking around the mall. We didn't buy anything. We just saw a computer show and car exhibition.</p>	<p>Part of the sentence in bold is the predicate.</p> <p>Relation verbs:</p> <p>was/were</p> <ul style="list-style-type: none"> - was ready <p>was a day</p> <p>Action verbs:</p> <ul style="list-style-type: none"> - wanted - sat - had - ate - drank - went - began - came - should invite - would ask - called - agreed - promised to come - kept - had finished - let - served - had prepared - finished enjoying - spent - saw <p>Noun Phrase:</p>
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	We spent most of the time in these two places.	- a nice weekend - dining table - living room - window shopping - special food - computer show - car exhibition
Re-orientation	Before going home, we went to a small food court for some food and drinks. It was a day full of fun. We enjoyed that day very much.	

As mentioned above, there are three text elements on a recount, which must be arranged based on the rhetorical structure that has been very commonly accepted: Orientation ^ Record of Events ^ Re-Orientation. The function for each text element briefly as indicated in the following table:²⁹

Table 2. Function of each element of recount text

Text element	Function
Orientation	<ul style="list-style-type: none"> - To attract the reader's attention. - To show reader about the topic of past activities or events that will be told. - It should be interesting, that is able to provoke the reader to know the details or more information. - The use of adjectives to describe the personal attitude, for example: it was wonderful and we liked it very much.
Record (Sequence) of Events	<ul style="list-style-type: none"> - To provide details about activities or events in chronologically. - It's told in chronologically, in order, on the activities performed. Can use the sequence markers: first, second, third,

²⁹Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: ANDI Offset, page 66.

	<p>etc. or first, next, after that, then, finally.</p> <p>- Grammatical Patterns:</p> <ol style="list-style-type: none"> The use of predicate with verbs in the form of past tense, past perfect tense, past continuous tense. The use of verb of doing in predicate, such as: went, took, saw, got, departed, left, etc., which is describe the activity. The use of adjective that serve to indicate personal attitude, such as: <ul style="list-style-type: none"> - It was wonderful, - We enjoyed it very much, - It was fun, - We had a good time, - We were really happy, etc.
Re- Orientation	<ul style="list-style-type: none"> - To express the personal attitude about activities or events that are told in a record of events - In the form of conclusion or inference that accompanied by a statement of personal attitude, for example: <ul style="list-style-type: none"> ➤ Although we had to spend much of our time and money to visit those places, we were really happy. We mean to go back again for another kind of vacation one day.

5. Language Features

Language use in recounts often varies depending on type. General features include:

- 1) Specific people or places
- 2) Past tense
- 3) Linking words to do with time

Comprehension can be affected by the following types of language use:

- 1) Personal responses (evaluative comments) on events in personal recounts.
- 2) Details are often included to add interest or humor but may make it difficult for a reader to follow the chronological order.
- 3) Factual recounts often select details and reconstruct a point of view from one perspective although mentioning personal feeling is not included (inferences and critical literacy skills are needed in these types of texts).
- 4) Descriptive details might load the sentence or link ideas together to make complex sentences and explanations and justifications may be littered throughout the text.
- 5) Historical recounts may contain information, terminology or expressions that are assumed knowledge.

Recount text is one of the texts that the eighth grade students learn at school. Recounting itself is an activity where we are telling people about something that has happened in our lives. It might be about what we did at the weekend or about exciting things that happened on our holiday last year and so on. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

4. Outdoor Learning Method

Outdoor study/learning method is can be understood as a learning approach which is use the atmosphere outside the classroom as a learning situation toward various games, as the transformation concept media that delivered in learning. Thus, teaching outside the classroom can be understood as an activity in deliver the lesson outside the classroom, so that the activity or teaching-learning process occur outside the classroom or in nature. Outdoor learning method is an effort to invite the students to be nearer with the real learning source, they are nature and society.³⁰

Outdoor activities are the learning activity outside the classroom that can add the fun and happiness aspect to the students as kids who are playing in free nature.³¹ Outdoor activities are the integral part of the program development and learning of children. Therefore, in order that the outdoor learning environment be useful and effectively can help the child's development and learning, it must be a seriously managed part of the school and teachers.³²

In Hamzah, Sumatowa stated that learning can be done outside the classroom (outdoor education) by using the environment as a natural laboratory. In addition, Iskandar also stated that the rise of intrinsic student learning

³⁰Adelia Vera, (2012), *Metode mengajar anak di Luar Kelas*, Jogjakarta: Diva Press, page 17.

³¹Erwin Widiasworo, (2017), *Strategi & Metode Mengajar Siswa di Luar Kelas (Outdoor Learning) Secara Aktif, Kreatif, Inspiratif, & Komunikatif*, Yogyakarta: Ar-Ruzz Media, page 80.

³²Rita Mariyana, (2010), *Pengelolaan Lingkungan Belajar*, Jakarta, Prenada Media, page 36.

motivation is strongly influenced by extrinsic motivation, i.e. behavior (environment).³³

The use of graphic media, three dimensions, and projections on visualizing facts, ideas, events, in the artificial form of actual circumstances to be discussed in the classroom in aiding the learning process outside the classroom by conveying learners to the actual environment to be studied, observed in relation to teaching and learning process. This way is more meaningful because the learners are confronted with the events and circumstances that are actually naturally, so that more real, more factual and the truth more can be justified.³⁴

There are some reasons why outdoor learning approach method is used as students character development, they are:³⁵

1. This method is a simulation of the complex life into simple.
2. This method is use learning approach method through experience.
3. This method is full of fun because it is done with the game.

By outdoor study method, the environment outside the school can be used as one of learning source. Here is the verse of Holy Qur'an about nature as the learning source:

أَفَلَمْ يَنْظُرُوا إِلَى السَّمَاءِ فَوْقَهُمْ كَيْفَ بَنَيْتَهَا وَرَبِّيْهَا وَمَا لَهَا مِنْ فُرُوحٍ

³³Hamzah B. Uno, (2012), *Belajar dengan Pendekatan Pembelajaran Aktif Inovatif Lingkungan Kreatif Efektif Menarik*, Jakarta: Bumi Aksara, page 137.

³⁴M. SyarifSumantri, (2016), *Strategi Pembelajaran: Teori dan Praktik di Tingkat Pendidikan Dasar*. Jakarta: Raja Grafindo Persada, page 400.

³⁵Husamah, (2013), *Outdoor Learning*, Jakarta: PrestasiPutrakarya, page 33.

Meaning:

“Have they not looked at the heaven above them, how We have made it and adorned it, and there are no rifts in it? (Qaf 50:6)³⁶

The interpreted of this verse is Allah has told to Kafir Quraisy whom disclaim the doomsday, they should view to the sky above them to being their learning source. How Allah has made the sky without pole and decorate it with the shining stars, meanwhile the sky not crack at all.³⁷ This verse tells to human to take a lesson from what they look with their eye. Everything in earth and sky can be a lesson for human. God want to show that all of His creation is perfect, so human can learn from all of His creation in earth and the sky.

The aims of education that want to be achieved through outdoor learning activity or outside the school are:³⁸

- 1) Direct the students to develop the talent and creativity as wide as possible in nature.
- 2) Outdoor learning activity aimed to supply the setting that have the main to shape the attitude and mental of the students.
- 3) Increasing the students' awareness, appreciation, and understanding toward surround environment, and the way to able to shape a good relationship with the nature.
- 4) Help the students to develop all of their potential in order to be perfect human, who have the development of soul, body, and perfect spirit.

³⁶Maulawi Sher Ali, (2004), *The Holy Qur'an Arabic Text and English Translation*, England: Islam International Publications Ltd., page 615.

³⁷ Departemen Agama RI, (2010), *Al-Qur'an dan Tafsirnya*, Jakarta: Lentera Abadi, page 432.

³⁸Adelia Vera, (2012), *Metode mengajar anak di LuarKelas*, Jogjakarta: Diva Press, page 21-25.

- 5) Giving the context in the process of social living acquaintanceship in the real situation.
- 6) Support the skills and passion of the students.
- 7) To create the students' awareness and understanding about how to appreciate the nature and environment, and live contiguous in diversity of ethnic, ideology, religion, politics, race, language, etc.
- 8) Introducing various activities outside the classroom that can make the creative learning.
- 9) Give the students a unique opportunity to change the attitude through structuring the setting in outdoor classroom activity.
- 10) Give an important contribution to help develop the relationship between students and teacher.
- 11) Supply the time as much as possible to students to learn by direct experience through free implementation of school curriculum in any area.
- 12) Use the resources that come from environment and surround community for education.
- 13) Make the students to be able to understand all of subject of study optimally.

Through outdoors activities, all parts of child development can be improved. This happens because outdoor activities involve multi aspects of child development. Outdoor activity plays a bigger role in integrating sensory and various children's potential. This includes physical development, social

skills, and cultural knowledge, as well as emotional and intellectual development.³⁹

There are some advantages and disadvantages of the outdoor learning method, they are.⁴⁰

a. Advantages

- 1) Learning activities are more interesting and not make learners bored, so that student learning motivation will be higher.
- 2) It will be more meaningful because learners are exposed to real state of nature.
- 3) The materials studied are more factual so the truth is more accurate.
- 4) Learning activities are more comprehensive, more active, creative and fun.
- 5) Learning resources are richer because the learning environment can be diverse.
- 6) Learners can understand and appreciate the aspects of life in the environment, so it can form person who love the environment.

b. Disadvantages

- 1) The learning activities are less prepared when learners were taken to their destinations or in other words do not do the expected learning activities so there is the impression of playfulness.
- 2) There is an impression from the teachers and learners that the activity of studying the environment takes a long time, so spend time studying in class.

³⁹Rita Mariyana, (2010), *Pengelolaan Lingkungan Belajar*, Jakarta, Prenada Media, page 101.

⁴⁰M. Syarif Sumantri, (2016), *Strategi Pembelajaran: Teori dan Praktik di Tingkat Pendidikan Dasar*. Jakarta: Raja Grafindo Persada, page 405.

3) The narrowness of the teacher's views that learning activities only occur in the classroom. He/she forgets that the student's learning tasks can be done outside the hours of study either individually or in groups.

Students are not only invited to learn the concept of the environment, but the environment also can be one source of learning. Student learning environment at school can be divided into two, namely indoor and outdoor. Outdoor learning is done by students outside of the classroom, it is one of effective method to improve the learning motivation of students who have been bored or decreased by learning motivation when they are in the classroom.

B. Conceptual Framework

Based on all those theories, teaching and learning activity especially writing can be done in everywhere, not only indoor with some material books but also it does in outdoor. By writing in outdoor, the students can write their idea and express their mind easily. In this study, we will focus on descriptive writing, make a write in paragraph descriptive model in outdoor, it will be easier because they will look the thing will be described directly.

The conceptual of framework of the research as follows: the researcher doing the observation on the school, of how the students' ability at writing recounts text. If there is the problem with students' ability at writing recount text, then the researcher will do the Class Action Research. Researcher will do the learning process using the conventional method, and then get the result. If the students' ability at writing recount text is still low, then the researcher will do the cycle I. In cycle I the researcher using the special method, namely outdoor learning method. This method will do outside the classroom to improve the

students' ability at writing recount text, and if the ability of students in writing recount text by using outdoor learning method is improving, it means the research is success.

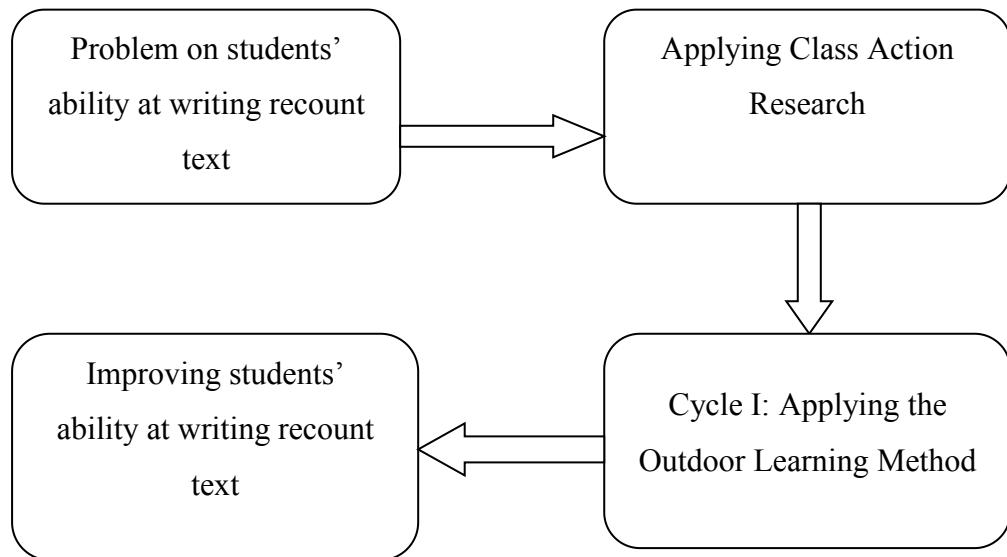


Figure 1. Scheme of Conceptual Framework

C. Related Studies

There are some previous studies that are relevant to this research. The first relevant study was done by Sri Suharmi, titled *Improving Student's Writing Skill in Descriptive Text by Using Outdoor Activity* as her thesis in 2015. The study was conducted At MTs Sudirman Kopeng, Getasan. The aim of the study was to develop the students' writing descriptive text using outdoor activity, and the result of the study is, the researcher could say that outdoor activity could increase the students' ability in writing descriptive.⁴¹ To make this research different with what Sri Suharmi have done, researcher use Outdoor Learning as a method in teaching recount text, and add some games in teaching outdoor the classroom.

⁴¹Sri Suharmi, (2015), *Improving Student's Writing Skill in Descriptive Text by Using Outdoor Activity*, a thesis at IAIN Salatiga, Salatiga, unpublished.

Previous Study about writing recount text was conducted by Nur Millah Mutsliah titled The Effectiveness of Diary Writing on Students' Writing of Recount Text. The study was conducted at SMPN 166 Jakarta and it aimed to know whether or not diary writing is effective in improving students' writing of recount text and to get empirical evidence of the effectiveness of diary writing in improving students' writing of recount text. And the results of the study are diary writing is effective in improving students' writing of recount text. Moreover, this finding is also in line with the interview result showing that diary writing is effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.⁴² The innovation that will be did by the researcher to make the research different with the research that was conducted by Nur Millah Mutsliah is the researcher use outdoor learning as a method in teaching writing recount text, meanwhile Nur Millah Mutsliah use diary as a media in teaching writing recount text.

Another study about writing recount text was also conducted by Nurhayati titled Improving Students' Achievement in Writing Recount Text through Jumbled Sentences Technique. The study was conducted at MTs Muhammadiyah 01 Medan, and the aim of the study is to know the improving of Jumbled Sentences Technique in Students' achievement in writing Recount Text and to find out whether the improvement Students' Achievement in Writing Recount Text through Jumbled Sentences. The result of the study showed that there was an

⁴²Nur Millah Mutsliah, (2016), *The Effectiveness of Diary Writing on Students' Writing of Recount Text*, a thesis at Syarif Hidayatullah State Islamic University, Jakarta, unpublished.

improvement of the result of the students' achievement in writing recount text.⁴³ Nurhayati was use Jumbled Sentences as a technique in teaching writing recount text, and to make this research different with Nurhayati, researcher use Outdoor Learning and add some games in teaching writing recount text outdoor the classroom.

Referring to three studies above, it can be seen that outdoor learning can be used as a method in teaching writing. And there are various method and medium in teaching writing recount text. The researcher makes some innovations that make this research different with the other studies/research. The difference between those previous studies and this present research, as a result, is the research will be used the Outdoor Learning as a method in teaching writing, that is recount text. When the researcher teaches by using outdoor learning method, researcher will add some games like a mission to make students interest in learning.

D. Actional Hypothesis

According to the literature review and the conceptual framework, Outdoor Learning Method improves the students' ability at writing recount texts.

⁴³Nurhayati, (2017), *Improving Students' Achievement in Writing Recount Text through Jumbled Sentences Technique*, a thesis at The State Islamic University of North Sumatera, Medan, unpublished.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is conducted by using Classroom Action Research (CAR). Action research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the teaching and learning process. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and interrelated.⁴⁴ It is a kind of research that aimed to develop the most efficient method of work, in order to help a teacher to solve the problems in education in his/her classroom.⁴⁵

In Sahrum as cited by Suharsimi, a classroom action research consists of three words. They are research, action, and class.⁴⁶

1. Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information to improve the quality of things that interest and important for researcher.
2. Action: something moment activities that deliberately made with a specific purposes, which in this study the form is series of cycle activity.
3. Class: a group of student who receive the lesson from the teacher. In the other hand, class is the room of a group of students who are studying.

⁴⁴Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, page 4.

⁴⁵Masganti, (2011), *Metodologi Pendidikan Pendidikan Islam*, IAIN Press: Medan, page 21.

⁴⁶H. Candra Wijaya dan Sahrum, (2013), *Penelitian Tindakan Kelas*, Cita Pustaka: Bandung, page 39 – 40.

The purposes of the teacher do the classroom action research are: 1) to develop the understanding of students' intelligence and action, 2) to develop the deep understanding to the teacher experience in education invention of certain aspect, 3) to give a chance to teacher test and produce theory of learning personally, 4) to appear the awareness of teacher toward the difference between idea and practice in education, 5) to test the effect of research procedure in practice, 6) to do the research individually as a learning process which is an education based experience.⁴⁷

B. Research Setting and Subject

The location of the research will be conducted at MTs Al-Washliyah Medan Krio, Sunggal, Deli Serdang North Sumatera. The school is located in Sei Mencirim Street number 35 Medan Krio. The location is chosen by the researcher because: first, the location of the school is near from the researcher's house; second, the problem of writing recount text was founded as same as the researcher done when did the teaching practice program in this school; last, the method has never been done in this school, and the schedule of the research will be conducted in the middle of April 2018.

The subject of the research is the eighth grade students of MTs Al-Washliyah Medan Krio in academic year 2017/2018. Technique in determine the sample is cluster random sampling. Cluster random sampling is the way to do

⁴⁷Masganti, (2011), *Metodologi Pendidikan Pendidikan Islam*, IAIN Press: Medan, page 162.

sampling randomly, which is all of population have the same chance or opportunity to be the sample.⁴⁸

There are some techniques in cluster random sampling. One of them is lottery technique. Steps in doing cluster random sampling by lottery technique:

1. Write the names of the class in pieces of paper and roll it become small.
2. Put the papers into a box/glass to be lottery.
3. Put one roll paper randomly, that will become the class to be researched.

In this case, the class that was chosen is the class of VIII-7, which is consist of 37 students; they are 15 female students and 22 male students.

C. Data Collection

The techniques of collecting the data in this research are: observation, interview and test. To collect the qualitative data, the researcher uses the observation and interview, meanwhile the quantitative one by the test.

1. Observation

Observation aimed to collect the information about the situation and condition of the learning process. In this research, the observation was the systematic observation. The observation was used to get the clear data about the implementation of Outdoor Learning Method in teaching writing. It was done by the English teacher as the observer by using observation sheet. It was prepared to investigate the situation and the problems found during the teaching and learning process.

⁴⁸Zainal Arifin, (2011), *Penelitian Pendidikan*, Bandung: Remaja Rosdakarya, page 217.

The way of filling the observation sheet is by giving the check list mark in the column of cycle. There are two choices, yes and no. If the condition is suitable with the topic in the observation sheet, observer can give a tick in yes side and on the contrary if the condition is not suitable with the topic in the observation sheet, observer can give a tick in no side. The form of observation sheet can be seen in the appendix 9 and 10.

2. Interview

In this research, the researcher interviews the people that related to this study like the teacher the students. The researcher will interview the teacher to get some information, such as: the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing recount text, things that can disturb the teaching and learning process (see appendix 6-8). The result of this interview is to know the teacher and students problems that faced in teaching learning process, such as: for the teacher; what were the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing recount text, things that can disturb the teaching and learning process, etc. For the students; what were the difficulties faced in writing, their feel in the teacher's method and their opinion about the implementation of outdoor learning activity, etc.

The closely interview, moreover, will also be done to collect additional data about the use of outdoor learning method from the students' perspectives. It will be used to find information whether the outdoor learning method will be effective for them or not. The interview will be state in formal and informal situation, with

the students and also the English teacher directly. Finally, the result of the interview will be useful to make a conclusion and suggestion of this research.

3. Test

The written test will be used in this research. There will be pre-test and post-test which is to collect the data of students' writing recount text scores. The test would be divided into pre-test and post-test. Pre-test would be given to the students before treating them. Post-test would be given after treating the students by using Outdoor Learning Method. The form of the test was writing recount text. The scores are crucial in order to see the improvement of the students' ability at writing recount text before and after use the outdoor learning method.

The written test, furthermore, will be consisted of at least three paragraphs. The test is chosen because it can cover enough the indicators that would be tested to measure students' writing skill. The title, moreover, is chosen considering the familiarity among students. The time bound for both tests is 25 minutes and the tests are done in a piece of paper prepared by the teacher that can be seen in appendix 3-5.

D. Data Analysis

Qualitative and quantitative data will used in this research. The qualitative data describes the condition, situation and responses of the students during teaching-learning process. The result of qualitative data is transcription and the researcher will describe the students' comments, attitude and the situation during the teaching and learning process. In this qualitative data, the researcher uses the observation sheet, interview sheet, and documentation that can be seen in the appendixes.

There are three techniques in analyzing the qualitative data, they are data reduction, data display and conclusion drawing/verification. In this research, the researcher use conclusion drawing/verification as a technique in analyzing the qualitative data. Conclusion drawing/verification is drawing the conclusion about the improvement or the change that happened, which is did step by step start from temporary conclusion that will be drawn to the end of cycle I, to the revision conclusion in the end of cycle II and so forth, and the final conclusion in the end of the last cycle. The first to last conclusion is interrelated and the first conclusion as the basis of the foothold.⁴⁹

The quantitative data will be used to analyze the students' scores of writing recount text, both before and after using the Outdoor Learning Method. The quantitative data (Pre-Test and Post-Test) will be analyzed by computing the score of the writing test. The component of the writing test covered the content, organization, vocabulary, language used and mechanics. The students' writing test is assessed by using a writing test rubric adapted from Brown and Bailey consisting of five elements – text organization, content, grammar, spelling and punctuation, and vocabulary. The rubric also has the score range ranging from 1 as the lowest score to 20 as the highest one.⁵⁰ The complete rubric, moreover, is provided in the appendix 2. The following table is the scoring example of the test:

⁴⁹Mardianto, (2013), *Panduan Penulisan Skripsi*, Medan: IAIN, page 87.

⁵⁰H. Douglas Brown, (2003), *Language Assessment Principles and Classroom Practices*, California: Longman, page 244—245.

Table 3. The Scoring Example

Writing Elements	Score
Organization	16
Content	18
Grammar	15
Punctuation, spelling and mechanics	15
Vocabulary	15
Total	79

The quantitative data also will be analyzed by applying the following formula:⁵¹

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

Where:

\bar{x} = The mean of the students' score

$\sum x$ = The total score of the students

n= the number of the students

To category the number of the students who passed the test successfully it will be calculated by applying the following formula:⁵²

$$P \quad P = \frac{R}{T} \times 100\%$$

P = Percentage of Students who get the point 70

R =The number of the students who get point above 70

T =The total number of students who do the test.

E. Research Procedures

A cycle in action research generally has four phases as follow:⁵³

⁵¹Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, page 318.

⁵²Sudjana, (2001), *Metode Statistika*, Bandung: Trasindo, page 67.

⁵³Bambang Setiadi, (2014), *Penelitian Tindakan untuk Guru dan Mahasiswa*, Yogyakarta: Graha Ilmu, page 33.

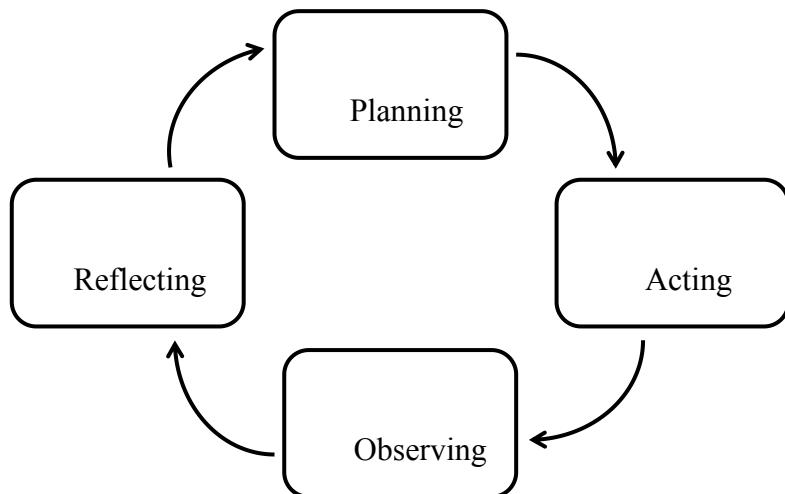


Figure 2. Phase in One Cycle

1. Planning

Planning is the first step of this procedure. At this stage, researcher make a set of activities consider which is related to the action and process of learning activity. In this case, the researcher prepared some activities which done in action process, the process related to the material such as:

- a. Preparing lesson plans (see appendix 1)
- b. Preparing all the material for the research
- c. Preparing writing tests
- d. Preparing the media needed in teaching learning process
- e. Preparing observation sheet and interview
- f. Designing the procedures of teaching writing recount text by applying outdoor learning method.

2. Acting

Action meant the process of activity that will be done. Action is the implementation of planning. On the other hand, action is guided by planning that had been made formerly. In additional, the media and instrument are used

for collecting data. After the planning is finished, the researcher applied the Outdoor Learning Method. In this study, the researcher as practitioner carried out the lesson plan while the real teacher played as an observer during instructional process.

3. Observing

Observation is aimed at finding out the information that will be used to the evaluation and will be the basic reflection. Therefore, doing observation must be carefully. In observation, feeling and certain behavior during recount text will be recorded: the attitude of the students while doing their work active or passive, the contribution of every student, and their attitudes in doing writing recount text.

4. Reflecting

The last step is reflecting. Researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. And the last of the cycle researcher interviewed to know what the student's responses toward teaching learning process. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision.

The researcher will take the feedback and evaluate on everything that has been done. If the result is not reach the goal determined, there will be continued to the second cycle. In reflecting process, researcher and teacher discussed further some problems occur in the class. Thus, the reflection is able to be determined

after implementing the actions and observation outcomes. If the problems have not been resolved, continue the next cycle.

F. Trustworthiness

In research, the factor in the data validity is also very considered because the research result is not has a sense if it doesn't get the admission or trustworthiness. To get the admission in this research result, site on the validity of research data that have collected. Orientated on the opinion of Lincoln and Guba, to get the trustworthiness is required the technique of credibility, transferability, dependability, and comfimability which is related to the process of collecting and analyzing the data.⁵⁴

1. Credibility

As for the effort to make it more trusted (credible process), interpretation and findings in this research is by: prolonged engagement, persistent observation, triangulation, colleague discussion, reference adequacy and negative case analysis.

In credibility, there are some techniques, one of them is triangulation. Triangulation is really important to improve the aspect of authenticity and credibility from the data that has collected by the other method. Many researcher opine that there is no a tool to collect the data that can measure the phenomena of the subject perfectly. The tool of collecting data is only able to measure the phenomena of human from one perspective. Therefore, the use of

⁵⁴Salim and Syahrum, (2015), *Metodologi Penelitian*, Bandung: Citapustaka Media, page165-169.

triangulation is the effort in action research to give a description that more holistic about learning process.⁵⁵

2. Transferability

Transferability is pay attention to suitable meaning of the meaning of the function of the elements contained in the study of phenomena and other phenomena outside the scope of the study. The way to reach the transferability is by a detailed breakdown of data to theory, or from a case to other case, so the reader can apply it in the similar context.

Technique in transferability is thick description. It is describing not just the behavior and experiences, but their context as well, so that the behavior and experiences become meaningful to an outsider.⁵⁶

3. Dependability

In trustworthiness concept, dependability is identical with reliability. In this study the dependability was built since from data collection and field data analysis as well as presentations of research report data. In the design development of data validity is built, start from the selection of cases and focus, perform field orientation and development of the conceptual framework.

To get the dependability is by audit trail. Transparently describes the research steps taken from the start of a research project to the development and reporting of the findings. The records of the research path are kept throughout the study.

⁵⁵Bambang Setiadi, (2014), *Penelitian Tindakan untuk Guru dan Mahasiswa*, Yogyakarta: Graha Ilmu, page 33.

⁵⁶Irene Korstjens, (2018), *Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing*, Netherland: Taylor & Francis, page 121, ISSN: 1381-4788.

4. Confirmability

Confirmability is identical with research objectivity or validity of the descriptive and interpretative. The validity of data and research reports is compared with using techniques, they are: consult every step of activity to the promoter or consultant since the development of the design, rearrange the focus, determination of context and sources, determination of data collection techniques, and data analysis and presentation of research data. The confirmability is also using the audit trail.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

The data of research are divided into qualitative and quantitative data. The qualitative data was taken from observation and interview. The quantitative data was taken from the writing test. This research was conducted in one class of MTs Al-Washliyah Medan Krio that consists of 37 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle was conducted in two meetings included pre-test. The second cycle was conducted in one meeting. In the last meeting of each cycle, the students got the post test.

1. Quantitative

The quantitative data was taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. The tests were consisted of pre-test and post-test. The pre-test was given before giving the treatment to the students and the post test was given in the last meeting of each cycle. The result of students' score can be seen in the following table.

Table 4. The Score of Students in Pre-Test, Post-Test I, Post-Test II

No	Initial of Students	Score		
		Pre-Test	Post-Test I	Post-Test II
1	A	47	46	78
2	AP	59	72	77
3	AS	59	63	70
4	AW	39	77	78
5	AS	63	67	83
6	APP	31	45	82
7	AN	65	72	81

8	DAD	43	45	70
9	DAP	51	52	70
10	DE	58	51	77
11	DN	34	52	78
12	DA	67	73	79
13	FAZ	69	74	82
14	FAD	32	40	73
15	FAR	55	65	79
16	IIP	65	65	78
17	IF	31	39	77
18	IM	56	58	77
19	KNL	65	62	80
20	LS	63	67	83
21	MSB	47	52	74
22	NBA	66	65	79
23	NMZ	55	53	78
24	NA	43	62	78
25	RS	36	35	73
26	RR	59	67	78
27	RO	31	45	70
28	RP	45	46	75
29	RDA	68	71	83
30	SR	67	67	78
31	SF	68	74	78
32	SW	31	40	70
33	TS	65	79	79
34	TA	51	78	80
35	WA	68	74	75
36	YAN	52	71	80
37	YIN	59	74	77
TOTAL		$\sum x = 1963$ $\bar{x} = 53,05$	$\sum x = 2238$ $\bar{x} = 60,48$	$\sum x = 2857$ $\bar{x} = 77,21$

From the data above the researcher found there is the improving of the students' ability. It could be seen from the mean of the value from pre-test, post-test of cycle I and post-test of Cycle II that improve.

1) Pre-Test

In the Pre-test the students score include to the low result, because in pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in students' achievement. From the table it

showed in the pre-test there were not students who able to pass the passing grade 70.

2) Post- Test I

In the Post-Test I the students score got improving. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know. And the reaction of the students gave influence in students' achievement to improve. From the table it showed in the post-test I there are 12 students who able to pass the passing grade 70.

3) Post-Test II

In the post-test II the students score got more improving. In the post-test II students gave the positive reaction and more motivated in doing the test. By Outdoor Learning Method created the supportive condition of the students in got the high score. The students' reaction and motivation improved the students' achievement. From the table it showed in the post-test II there were 37 students passed the passing grade 70. It means all of the students could improve their writing recount text by using Outdoor Learning Method.

2. Qualitative

Observation and Interview was used to analysis the Qualitative data. Observation sheet was used to measure the level of the students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which outdoor learning method was applied in students' activities and behavior students' in improving the ability at writing recount text. It also was done to know how the interaction between the teacher and the students. It can be seen in appendix 9 and 10.

There were two interview sessions were conducted. The first interview was done before conducting the research and another was done in the end of second cycle. The researcher interviewed the English teacher and the students. In the first session, the students were interviewed about their problems in writing skill. While the second session, the students were interviewed about their respond or comments about the implementation of Outdoor Learning Method.

From the interview which was done between researcher and teacher in the first meeting, it was found that the teacher had a problem in teaching English. They faced difficulties in comprehending the lesson and also their ability at writing the text still low. It could be useful to interview the students in order to know the background of their difficulties. The interview which was done in the last meeting with teacher and students gave good response or opinion about outdoor learning method which can be improved the students' ability at writing recount text in English. The interview sheet can be seen in appendix 6-8.

B. Data Analysis

The data analysis was analyzed from the quantitative data and qualitative data. Where the quantitative data was analyzed by using the formula as mention in chapter III, and the qualitative data was analyzed by using Conclusion drawing/ verification technique.

1. Quantitative

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from

the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

Table 5. The Students' Score and Achievement in Pre-test

No.	Initial of Students	The Total of score	Passing Grade of Students
		100	(≥ 70)
1	A	47	Failed
2	AP	59	Failed
3	AS	59	Failed
4	AW	39	Failed
5	AS	63	Failed
6	APP	31	Failed
7	AN	65	Failed
8	DAD	43	Failed
9	DAP	51	Failed
10	DE	58	Failed
11	DN	34	Failed
12	DA	67	Failed
13	FAZ	69	Failed
14	FAD	32	Failed
15	FAR	55	Failed
16	IIP	65	Failed
17	IF	31	Failed
18	IM	56	Failed
19	KNL	65	Failed
20	LS	63	Failed
21	MSB	47	Failed
22	NBA	66	Failed
23	NMZ	55	Failed
24	NA	43	Failed
25	RS	36	Failed
26	RR	59	Failed
27	RO	31	Failed
28	RP	45	Failed
29	RDA	68	Failed
30	SR	67	Failed
31	SF	68	Failed
32	SW	31	Failed
33	TS	65	Failed
34	TA	51	Failed
35	WA	68	Failed
36	YAN	52	Failed

37	YIN	59	Failed
Total	$\Sigma x = 1963$ $\bar{x} = 53,05$		

From the table of pre-test, the total score of the students was 1963 and the number of the students who completed took the test from pre-test, post-test in cycle I and the post-test in the cycle II was 37 students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{x} = \frac{\Sigma x}{n}$$

Where: \bar{x} : The mean of the student' score

Σx : The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{1963}{37} = 53,05$

From the analysis above knew that students' ability on writing recount text were very low. The mean score of the test of students was 53,05 and the student categories still in poor level. And the number of the students who were competent in writing was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of students who get the point (≥ 70)

R: The number of students who get the point up (≥ 70)

T: The total number of students who do the test.

$$P_1 = \frac{0}{37} \times 100\% = 0\%$$

$$P_2 = \frac{30}{37} \times 100\% = 100\%$$

Table 6. The Percentage of Student's Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Passed	0	0 %
P₂	Failed	37	100%
The Total		37	100%

Based on the table above, students' ability at writing recount text was still low. It can be seen from the percentage of the student's score in pre-test. The percentage of the student's score was 0 students got passed, score it was 0%. On the other hand 37 students got failed, score it was 100%. It can classified the students' ability at writing recount text was still low when doing action research in pre-test. So, post-test I continued in the first cycle.

In the post test I the data analysis can be followed below:

Table 7. The Students' Score and Achievement in Post-Test I

No.	Initial of Students	The Total of score	Passing Grade of Students
		100	(\geq 70)
1	A	46	Failed
2	AP	72	Passed
3	AS	63	Failed
4	AW	77	Passed
5	AS	67	Failed
6	APP	45	Failed
7	AN	72	Passed
8	DAD	45	Failed
9	DAP	52	Failed
10	DE	51	Failed
11	DN	52	Failed
12	DA	73	Passed
13	FAZ	74	Passed
14	FAD	40	Failed
15	FAR	65	Failed
16	IIP	65	Failed
17	IF	39	Failed
18	IM	58	Failed
19	KNL	62	Failed
20	LS	67	Failed
21	MSB	52	Failed

22	NBA	65	Failed
23	NMZ	53	Failed
24	NA	62	Failed
25	RS	35	Failed
26	RR	67	Failed
27	RO	45	Failed
28	RP	46	Failed
29	RDA	71	Passed
30	SR	67	Failed
31	SF	74	Passed
32	SW	40	Failed
33	TS	79	Passed
34	TA	78	Passed
35	WA	74	Passed
36	YAN	71	Passed
37	YIN	74	Passed
Total		$\Sigma x = 2238$ $\bar{x} = 60,48$	

From the table of post-test of cycle I, the total score of the students was 2238 and the number of the students completed took the test from pre-test, post-test in cycle I and the post-test in the cycle II was 37 of students, to see the mean of the students in this test the researcher applied the following formula:

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

Where: \bar{x} : The mean of the student' score

$\sum x$: The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2238}{37} = 60,48$

From the analysis, knew that the student's ability at writing recount text got improving. The mean of the students was 60,48 and include fair level. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of students who get the point ≥ 70

R: The number of students who get the point up ≥ 70

T: The total number of students who do the test.

$$P_1 = \frac{12}{37} \times 100\% = 32,43\%$$

$$P_2 = \frac{25}{37} \times 100\% = 67,57\%$$

Table 8. The Percentage of Student's Score in Post-Test I of First Cycle

	Criteria	Total of Students	Percentage
P₁	Passed	12	32,43%
P₂	Failed	25	67,57%
The Total		37	100%

From the analysis, knew that the students' ability at writing recount text got improving. The mean of the students was 60,48. From the score who got ≥ 70 were 12 students or it was 32,43% and 25 students got the score under ≥ 70 or it was 67,57%. It could be concluded that the students' ability at writing recount text in got higher in post-test in cycle I than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 32,43%, the researcher wanted the percentage of students who pass the passing grade was minimum 70%.

Therefore the next action continued on the cycle II.

Table 9. The Students' Score and Achievement in Post-Test II

No.	Initial of Students	The Total of score	Passing Grade of Students
		100	(≥ 70)
1	A	78	Passed
2	AP	77	Passed
3	AS	70	Passed
4	AW	78	Passed
5	AS	83	Passed

6	APP	82	Passed
7	AN	81	Passed
8	DAD	70	Passed
9	DAP	70	Passed
10	DE	77	Passed
11	DN	78	Passed
12	DA	79	Passed
13	FAZ	82	Passed
14	FAD	73	Passed
15	FAR	79	Passed
16	IIP	78	Passed
17	IF	77	Passed
18	IM	77	Passed
19	KNL	80	Passed
20	LS	83	Passed
21	MSB	74	Passed
22	NBA	79	Passed
23	NMZ	78	Passed
24	NA	78	Passed
25	RS	73	Passed
26	RR	78	Passed
27	RO	70	Passed
28	RP	75	Passed
29	RDA	83	Passed
30	SR	78	Passed
31	SF	78	Passed
32	SW	70	Passed
33	TS	79	Passed
34	TA	80	Passed
35	WA	75	Passed
36	YAN	80	Passed
37	YIN	77	Passed
Total		$\sum x = 2857$ $\bar{x} = 77,21$	

From the table of score in post-test of cycle II, the total score of the students was 2857, and the number of the students completed took the test from pre-test, post-test in cycle I and the post-test in the cycle II was 37, to see the mean of the students in this test the researcher applied the following formula:

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

Where: \bar{x} : The mean of the students' score

Σx : The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2857}{37} = 77,21$

From the analysis, knew that the students' achievement on writing narrative text increased. The mean of the students was 77,21. And the number of the students who were competent in writing recount text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of students who get the point ≥ 70

R: The number of students who get the point ≥ 70

T: The total number of students who do the test.

$$P_1 = \frac{37}{37} \times 100\% = 100\%$$

$$P_2 = \frac{0}{37} \times 100\% = 0\%$$

Table 10. The Percentage of Student's Score in Post-Test II of Second Cycle

	Criteria	Total of Students	Percentage
P₁	Passed	37	100%
P₂	Failed	0	0%
The Total		37	100%

From the analysis, knew that the students' ability at writing recount text got increasing. The mean of the students was 77,21. The percentage of students' score was 37 students got passed score or it was 100%. In the other hand, there is no students got failed, the percentage score or was 0%. It can be concluded that the students' ability at writing recount text was improving. So, the post-test II of the second cycle was categorized successful.

Table 11. The Improvement of Students' Score in Pre-Test, Post-Test I and Post- Test 2

No.	Initial Names of Students	PRE TEST		POST TEST I		POST TEST II	
		Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)
1	A	47	Failed	46	Failed	78	Passed
2	AP	59	Failed	72	Passed	77	Passed
3	AS	59	Failed	63	Failed	70	Passed
4	AW	39	Failed	77	Passed	78	Passed
5	AS	63	Failed	67	Failed	83	Passed
6	APP	31	Failed	45	Failed	82	Passed
7	AN	65	Failed	72	Passed	81	Passed
8	DAD	43	Failed	45	Failed	70	Passed
9	DAP	51	Failed	52	Failed	70	Passed
10	DE	58	Failed	51	Failed	77	Passed
11	DN	34	Failed	52	Failed	78	Passed
12	DA	67	Failed	73	Passed	79	Passed
13	FAZ	69	Failed	74	Passed	82	Passed
14	FAD	32	Failed	40	Failed	73	Passed
15	FAR	55	Failed	65	Failed	79	Passed
16	IIP	65	Failed	65	Failed	78	Passed
17	IF	31	Failed	39	Failed	77	Passed
18	IM	56	Failed	58	Failed	77	Passed
19	KNL	65	Failed	62	Failed	80	Passed
20	LS	63	Failed	67	Failed	83	Passed
21	MSB	47	Failed	52	Failed	74	Passed
22	NBA	66	Failed	65	Failed	79	Passed
23	NMZ	55	Failed	53	Failed	78	Passed
24	NA	43	Failed	62	Failed	78	Passed
25	RS	36	Failed	35	Failed	73	Passed
26	RR	59	Failed	67	Failed	78	Passed
27	RO	31	Failed	45	Failed	70	Passed
28	RP	45	Failed	46	Failed	75	Passed
29	RDA	68	Failed	71	Passed	83	Passed
30	SR	67	Failed	67	Failed	78	Passed
31	SF	68	Failed	74	Passed	78	Passed
32	SW	31	Failed	40	Failed	70	Passed
33	TS	65	Failed	79	Passed	79	Passed
34	TA	51	Failed	78	Passed	80	Passed
35	WA	68	Failed	74	Passed	75	Passed
36	YAN	52	Failed	71	Passed	80	Passed
37	YIN	59	Failed	74	Passed	77	Passed

Total	$\sum x = 1963$ $\bar{x} = 53,05$	$\sum x = 2238$ $\bar{x} = 60,48$	$\sum x = 2857$ $\bar{x} = 677,21$
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At the result of analysis showed that there was development on the students' ability at writing recount text. It is showed from the mean of pre test was 53,05, the mean post test I in the first cycle was 60,48 and the mean of post test II in the second cycle was 77,21.

Table 12. The Mean Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

\bar{x}	Pre-Test	Post-Test I	Post-Test II
Mean	53,05	60,48	77,21

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' ability at writing recount text through applying outdoor learning method improved from mean 53,05 to 77,21.

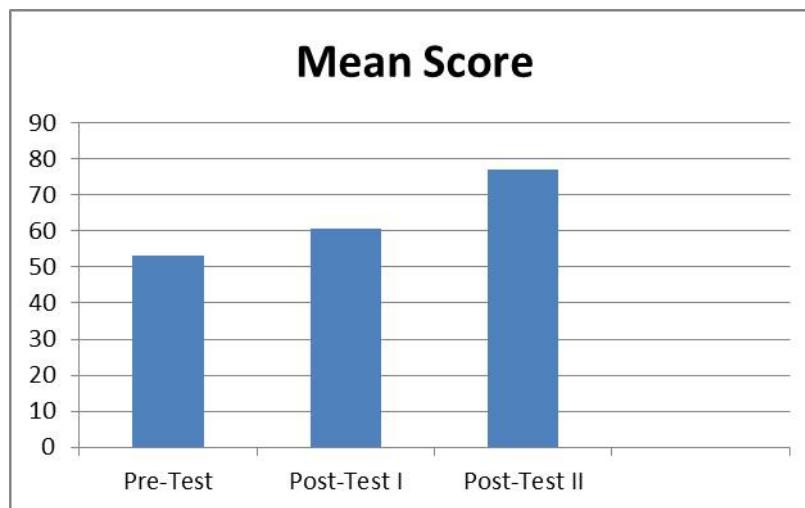


Figure 3. The Mean Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

The number of competent students was calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which,

P = the percentage of students who get ≥ 70

R = the percentage of students who get ≥ 70

T = total number of students who did the test

The percentage of the improving of students' ability at writing recount text could be seen as follows:

a. The percentage of competent students in the pre-test was:

$$P_1 = \frac{0}{37} \times 100\% = 0\%$$

b. The percentage of the competent students in the post-test I was:

$$P_1 = \frac{12}{37} \times 100\% = 32,43\%$$

c. The percentage of the competent students in the post-test II was:

$$P_1 = \frac{37}{37} \times 100\% = 100\%$$

Table 13. The Percentage of Students' Ability at Writing Recount Text through Outdoor Learning Method in the First Cycle and Second Cycle

Cycle		The Competent Students	Percentage
Cycle I	Pre-test	0	0%
	Post-test 1	12	32,43%
Cycle II	Post-test 2	37	100%

From the table above, the result showed the improving of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 70 were 0 students of 37 students (0%). In the second test (post-test cycle I) the students who got the score ≥ 70 were 12 students of 37 students (32,43%). In the third test (post-test cycle II) the students who got the score ≥ 70 were 37 students of 37 students (100%). The improving of the pre-test to the post-test of cycle I was

about 32,43% and the improving of post-test of cycle I to the post-test of cycle II was about 67,57%.

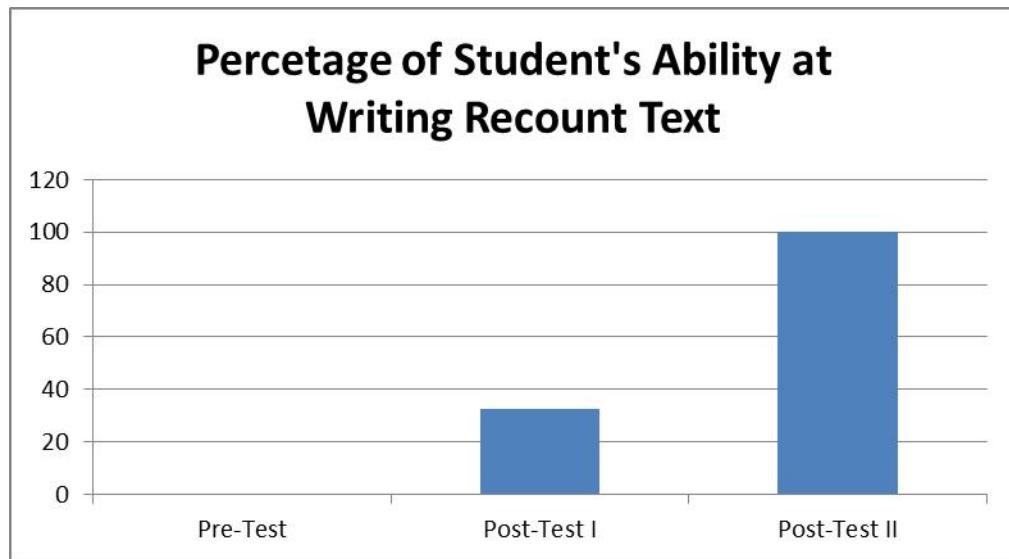


Figure 4. The Percentage of Students' Ability at Writing Recount Text through Outdoor Learning Method in the First Cycle and Second Cycle

2. Qualitative

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. Conclusion drawing/verification is used as a technique in analyze the qualitative data in this research. The qualitative data were organized from the observation sheet and interview sheet. All of these was data indicated that the students given their attitude and responses during teaching-learning process.

Observation sheet for the students, it could be concluded that the students' was be active during the teaching-learning process, although at the first meeting they did not interest and confused about the meaning of the words and some of them were shy and afraid to ask what they did not know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they did less of mistakes.

From the interview sheet showed that students felt more enjoy during the learning process and they said that outdoor learning method could help them to develop the idea to write a text. In this Based on the result of the quantitative and qualitative data, it could be concluded that outdoor learning method could improve students' ability at writing recount text especially at MTs Al-Washliyah Medan Krio.

C. Findings

In this phase, would be described some findings in the field, either before and after implementing of Outdoor Learning Method, as a method that used to teaching students writing recount text.

1. Cycle I

In this cycle, there were two meetings were conducted to the students. The first meeting was used as the pre-test. The researcher gave a pre-test in the form written test of recount text about their best experience as orientation test to know the ability at writing recount text. Before give the test, researcher gave a brief explanation about recount text first. The interview sheet also gave to the students in the first meeting to know their problem in writing and their attitude toward English lesson. The steps of this action research were:

a. Planning

After get the score of pre-test, researcher set the action based on the problems faced in previous section and made learning steps of outdoor learning method to apply in the classroom such as: preparing the lesson plan, preparing the material (recount text), preparing and making media needed in teaching learning process, preparing the test to measure the result of the teaching

learning process, making and preparing the observation sheet, interview sheet and all of the instrument that were used to know all activities and condition when apply outdoor learning method in teaching recount text.

b. Action

In this phase, the teacher opened the teaching learning with greeting and conditioning the class, teacher also gave the students instruction to focus and be enthusiasm in teaching learning. Next the teacher explained about recount text in the classroom. The explanation was the definition, generic structure, linguistic features and how to write good recount text.

After giving the explanation, teacher asked students to go outside the classroom, and bring their book and pen. Teacher asked students to do some activities such as singing (head, shoulders, knees and toes' song). This song was chosen because this song can make the students move. After sang, teacher asked students to write their experience in last Ramadhan. They wrote the recount text about their experience when did fasting in Ramadhan last year. They wrote the text under the tree in the school field.

c. Observation

During the implementation of outdoor learning method, teacher did the observation to investigate the situation and the problems found during the teaching and learning process. This observation did by use an observation sheet that has been prepared before. The observation focus on three subjects, they were the researcher as teacher, students and the context.

In this section, researcher was did all the points in the topic of the observation sheet. For the students as the focus, researcher found that there

were some students who brave to asked question about the test and material. They also look enthusiasm in did the test. It was different from the first time the researcher came to the class and asked students to write the recount text in the class. For the context, the topic was also in good condition.

d. Reflection

Based on the test result and observation sheet, the lesson plan should be revised. The researcher evaluated the teaching learning process in the end of meeting in the first cycle. The researcher as English teacher asked the students about their difficulties and problems in understanding the lesson. The students need more explanation how to write the good recount text and mastering recount text material.

Based on the result of the test in the post test I and the discussion with the English teacher, researcher decided to continue to the second cycle in order to get the best result.

2. Cycle II

Based on the first cycle, the researcher was expected that in second cycle the result of the students' score was better than first cycle. In this cycle the researcher felt better than the first cycle because the researcher had already got the reflection on the first cycle to be used as information on the students' problem in class. The researcher conducted this cycle with the same step in first cycle, namely:

a. Planning

In this cycle, researcher created a new lesson plan to make sure that this outdoor learning method can improve the students' ability at writing recount text. The researcher created some addition material in order to foster the

students to response and more active during teaching learning process, such as created some games to make students become more active, used the interesting media to present the material and also researcher prepared the gift for the students to add the motivation to write the text.

b. Action

In this section, researcher did again the implementation of outdoor learning method to teach writing recount text with a new lesson plan. Before start the lesson, researcher gave motivation and asked students to become enthusiasm when learning. Researcher gave explanation about recount text as the start. Researcher used a media in a carton and gave some example of recount text.

After gave the explanation, researcher asked students to go to the field to play some games. There are two games, and they divided into some groups to play the games. First they play the game find the words. Researcher made box of letters and asked the students to find the words among the letters. Next students play the compactness game. They were asked to bring a glass of water with a veil and they didn't allow to touching the glass. They had to bring the glass into the tree. The first group that finished the game was the winner, and could get the present. After playing the game, researcher asked students to write their experience of today which was learning while playing outside the classroom.

c. Observation

The observation was done during the process of teaching and learning. In this phase, students were become more enthusiasm and motivated in learning.

They were already brave to ask the material that they didn't know yet and they wanted to answer the question from researcher. Students also did all of task that have given by the researcher, and become more attentive.

d. Reflection

In this phase, the researcher could improve the students' ability at writing recount through outdoor learning method. It was based on the observation sheet that showed the improvement in every meeting. All of the students were enthusiastic and enjoyable activities. Every student had brave to developing their own ideas in writing and express their opinion to conclude the material that had been studied. The interview sheet that given to the students after the implementation of outdoor learning method also showed that they felt enjoy during the learning process and this method could help them to develop the idea to write a text.

The improvement of students' score also had improved. It was based on the percentages of the students score, these were 32,43% at the first cycle and 100% at the second cycle. Thus, it made the researcher felt that the cycle could be stopped because the students' ability at writing recount text has already improved by applying the outdoor learning method.

D. Discussion

This research was conducted to know does the outdoor learning method can improve students' ability at writing recount text, to describe the process of improving students' ability at writing recount text through outdoor learning method, and to find out the reason of the improvement on students' ability at writing recount text through outdoor learning method.

The research that has been done by the researcher gave the real proved that Outdoor Learning Method effective or could improve students' ability at writing recount text. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I and post-test of cycle II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, outdoor learning method helped the students to understand the lesson easily.

Based on quantitative data could be seen there is the increasing of students' score. The mean of the pre-test was 53,05, the mean of the first cycle was 60,48, and the mean of second cycle was 77,21. It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 70 or more also grew up. Even though in the pre-test there were not students who got point 70 or more, in the post-test of cycle I students who got point 70 or more there were 12 students (32,43%). It means that there is an increasing about 32,43%. The post-test of cycle II, students who got point 70 or more there were 37 students (100%) and the improving was about 67,57%. For the total increasing of the students' score from pre-test to post-test of cycle II was 100%. In other words, the students' ability at writing recount text improved and became well from the first meeting to the next meeting.

And based the qualitative data that has been got, it showed the increasing of teacher's and students' activity during teaching-learning process. The data can be seen from observation sheet and interview sheet that indicated the students were active and paid attention the subject that the teacher taught. The students' also felt spirit in doing the task by using Outdoor Learning Method and they created the

supportive situation during teaching-learning process. They also could develop the idea to write recount text easier than before. They write their own story based on the real condition and situation that have passed, that appropriate with the language feature of the recount text.

Therefore it can be concluded that the result of the research showed that the implementation of outdoor learning method improve the students' ability at writing recount text. It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than the pre-test, and the post test of the second cycle got better than the first cycle. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

In this phase, researcher would be described some findings in the field, either before and after implementing outdoor learning method as a method in teaching writing recount text.

CHAPTER V

CLOSING

A. Conclusions

Based on the result of the research, which aims to develop the students' writing recount text using outdoor learning method, the researcher made conclusion related to the research question which are stated in chapter I. The conclusions were obtaining through real phenomenon as the researcher did during the research. The researcher draws some conclusion as follow:

1. Outdoor Learning Method can improve students' ability at writing recount text.

This statement can be proved by the score result of the test. The mean of the pre-test was 53,05, the mean of the first cycle was 60,48, and the mean of second cycle was 77,21. It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 70 or more also grew up. Even though in the pre-test there were not students who got point 70 or more, in the post-test of cycle I students who got point 70 or more there were 12 students (32,43%). It means that there is an increasing about 32,43%. The post-test of cycle II, students who got point 70 or more there were 37 students (100%) and the improving was about 67,57%. For the total increasing of the students' score from pre-test to post-test of cycle II was 100%.

2. The process of the improving student's ability at writing recount text was divided into two cycles. In the end of every cycle there was a test that can prove the improving of the students' ability at writing recount text. Before giving the test, researcher gave the treatment to student, which is use Outdoor

Learning Method as a method in teaching recount text. As the name, the treatment did outside (Outdoor) the classroom, in order the students get the fresh air and fresh their mind to start the lesson in a good condition and get the better result. Here, researcher used some games and songs to make students happy and become more active in study.

3. Outdoor Learning Method can improve the students' ability at writing recount text because Outdoor Learning Method can help students to be more motivated in learning, students are becomes more active during learning process and they not feel bored when study. Outdoor learning method also help students to develop idea, especially writing recount text because they can write what they have done in the past that appropriate with language feature of recount text.

B. Recommendations

This research showed that the implementation of Outdoor Learning Method could improve students' ability at writing recount text at MTs Al-Washliyah Medan Krio. Here the researcher gives some recommendation for stakeholder, teacher, students and the other researcher:

1. To Stakeholder

Ask all of teacher to use various strategies and media in teaching, because it can help students to be more active during learning process and it can improve the result of the study.

2. To the Teacher

It is useful to apply outdoor learning method as one of model alternative teaching and make the variation teaching-learning process so the students can develop their critical thinking when they give critics or comment on their friends'

work. It also can give variation of teaching atmosphere to make students not boring and give motivation to be more active in learning. Teacher should be creative in using teaching method and media to make the teaching learning more effective.

3. To the Students

The students should study English through practice and experiences. Students should active in the class and also creative to get the point of teaching-learning process. The last students should pay attention to what the teachers' instruction and all the duty and should learn the material before it is taught by the teacher in the class so it will be easy for them to understand the materials.

4. To the Researcher

The result of this study can be used an additional reference of further research with different discussion. It is very useful in collecting the information about the depth research which is related to this research.

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Appendix 1

Lesson Plan

School Level : Junior High School

Subject : English

Grade/Semester : VIII-7/Second

Skill : Writing

Time allotment : 2x30 minutes

A. Competence Standard : Expressing the meanings of written functional texts and short simple essays in the form of recount texts to interact with the surrounding environment.

B. Basic Competence : Expressing ideas and generic structures in written short, simple recount essay accurately, fluently and acceptably to interact with the surrounding environment.

C. Indicators:

1. The students are able to arrange a good simple recount text based on their experience of the day.
2. The students are able to finish the game by their group.
3. The students are able to combine their recount text with the appropriate grammar and connectors.
4. The character building from this activity: tolerant, curiosity, and responsible

D. Learning Objectives:

At the end of the teaching learning process the students are able:

1. To use the verbs in the past form correctly.
2. To use the words that shows the order of events in recount text correctly.
3. To apply the generic structures of a recount text correctly.
4. To develop their idea to writing recount text.

E. Learning Materials:

1. A model of recount text: My Weekend
2. Vocabulary which related to the topic.
3. Generic structure or rhetorical features of recount text:
 - a. Orientation: it gives readers background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.
 - b. List/series of events: it tells a series of events in chronological order.
 - c. Reorientation: it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story. (Adapted from English on Sky 2 for Junior High School Students Year VIII, published by Erlangga: 2007)
4. The use of Simple Past Tense: regular and irregular verbs.
5. Media of playing games with the group.

F. Method:

- Outdoor Learning
- Learning Community/Group works

No	Activities	Time
1	Pre-Activities (Opening) <ol style="list-style-type: none"> 1. Teacher asks the students to pray together. 2. Teacher greets asks the students' condition. 3. Teacher tells the students about the learning objectives. 	5 minutes
2	Whilst Activities (Main Activities) <ol style="list-style-type: none"> A. Presentation <ol style="list-style-type: none"> 1. Teacher asks students to go outside the classroom and sit on the school yard. 2. Teacher asks students about activities they did. <ol style="list-style-type: none"> a. ("What did you do in your last weekend/holiday?") b. ("Where did you go in your last weekend/holiday?") c. ("How did you go there?") d. ("Whom did you go there with?") 3. Teacher writes down the students' answers on the white board. 4. Teacher provides a model of a recount text. 	10minutes

<p>Title: My Weekend</p> <p>Orientation</p> <p>I had a nice weekend. I invited some friends to come over, and then we went out together for several things to do.</p> <p>Sequence of events</p> <p>After getting home from school on Saturday, I had an idea. I wanted to make my Sunday full of fun. I sat down on my dining table and ate my lunch. While eating my lunch, I was thinking of what to do on Sunday. After I ate up all the food on my plate and drank a glass of tea, I went to the living room. I sat down there and began to think.</p> <p>After thinking for a while, I came up an idea. I should invite some friends to come over. I should serve them with special food and then I would ask them to go out together for a window shopping in Grand Mall.</p> <p>I called them one by one to tell about my idea. They all agreed and promised to come to my house around 8:00 a.m.</p> <p>They kept their promise. Around 8:00, they all came over. My mother had finished cooking and the food was ready for them. I let them come in and let them sit down on the sofa in my living room.</p> <p>I served them the special food that my mother had prepared. After we finished enjoying the food and drink, we went out to Grand Mall. We spent around two hours on walking around the mall. We didn't buy anything. We just saw a computer show and car exhibition. We spent most of the time in these two places.</p> <p>Re-orientation</p> <p>Before going home, we went to a small food court for some food and drinks. It was a day full of fun. We enjoyed that day very much.</p> <ol style="list-style-type: none"> 5. Teacher asks the students a few questions about the model of a recount text (such as when, who, what, and where.....) 6. The teacher explains the generic structure or rhetorical features of a recount text. 7. The teacher asks the students to identify the simple past tense (particularly about the regular and irregular verbs) used in the model text. 8. The teacher asks the students to identify conjunctions or connectors used in the model text. 	
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	<p>9. Teacher asks the students to identify the words used in the text.</p> <p>10. Teacher explains the students about tense used in a recount text, the words that show the order of events, and the writer's impression.</p> <p>B. Practice</p> <ol style="list-style-type: none"> 1. The teacher asks the students to make a group of 5 or 6 persons. 2. The teacher gives a games that should be finished by the students with their group. <p>C. Production</p> <ol style="list-style-type: none"> 1. The teacher asks the students to write a simple recount text by their experience of today, playing outside the classroom. 2. The teacher asks the students to check their friends recount text by considering the revising guideline provided by the teacher. 	15minutes
3	<p>Post Activity</p> <ol style="list-style-type: none"> 1. The teacher asks students to submit their final compositions. 2. Teacher reviews in a brief about the use of past tense, the words that show the order of events, and generic structures of a recount text. 	5 minutes

G. Assessment:

1. On going assessment: Teacher guides the students to write a simple/short recount text
2. Product assessment:
 - a. Form: writing text
 - b. Type: Essay
 - c. Assessment Criteria (Appendix 2)

Acknowledge by

Headmaster of MTs Al-Wasliyah Medan Krio

1. 
(Laila Mardiah, S.Ag.)

Medan, 7 May 2018

English Teacher

Researcher

 M. M. Irfan

(Julfiyani, S.Pd.)

Reet

(Rahmadiyah)

Appendix 2

Writing Rubric for Analytic Scoring

Adapted from Brown and Bailey (1984)

	20-18 (Exellent-Good)	17-15 (Good-Adequate)	14-12 (Adequate-Fair)	11-16 (Unacceptable)	5-1 (Not Junior High School Level Work)
1. Organization •Orientation •Events •Re-orientation/ conclusion	Title is coherent with the assigned topic; orientation paragraph consists of the studied points (5W); the events are sequenced clearly in a logical order; conclusion is made logically with the overall text.	Title is stated but not coherent with the assigned topic; orientation paragraph consists of some of the studied points; the events are sequenced clearly although some ideas are not fully developed; conclusion is made and it is quite coherent with the overall text.	Title is absent; orientation paragraph consists of only two of the studied points; problems with the order of ideas in the events; conclusion is made but it is not coherent with the overall text.	Title is absent; orientation paragraph consists of only one of the studied points; ideas in the events are ordered in messy sequence; conclusion is not made.	Title and orientation paragraph are absent; no apparent in the events; ideas are just written, not ordered; conclusion is not made.
2. Content	Text addresses the assigned	Text addresses the assigned topic; ideas	Development of ideas is not complete	Ideas are incomplete; text	Text is completely inadequate from what

	topic; ideas are concrete and developed nicely.	could be more fully developed.	or text is somewhat off the topic.	seems to be hurriedly written.	is assigned; no apparent effort to consider and organize the ideas carefully.
3. Grammar <ul style="list-style-type: none">• Simple past tense• Time conjunction	Correct use of simple past tense and time conjunction.	There are some problems with the use of simple past tense and time conjunction but they do not influence communication although the reader is aware of them.	Ideas are stated grammar problems are apparent in most sentences, but readers still can read and understand.	Grammar problems apparent and they interfere with communication of the writer's ideas.	Readers cannot understand what the writer was trying to say.
4. Punctuation, spelling, and mechanics	Correct use of English spelling; correct use of capital letters; punctuation is very neat.	Problems with punctuation; occasional spelling errors; paper is neat and legible.	Spelling problems distract reader; punctuation errors interfere with the ideas.	Parts of text are not legible; punctuation and spelling errors are almost in every sentence.	Complete disregard for English writing conventions; text is barely recognized.
5. Vocabulary	Precise vocabulary usage; use variety of vocabulary.	Attempts variety; good vocabulary.	Attempts variety but some vocabulary misused.	Lacks variety of vocabulary; many vocabulary misused.	No vocabulary variety; misused vocabulary almost in every sentence.

Appendix 3

PRE-TEST

Write a short recount text about your amazing experience in your life, minimal 10 sentences!
(Tulislah sebuah paragraf singkat tentang pengalaman paling menarik dalam hidupmu, paling sedikit 10 kalimat!)

"A trip to the Brastagi."
 last week my family went to the Brastagi. we there go to the Brastagi. For traveling. after that we lunch. after that we ~~see~~ a ~~view~~ beatifull view. ~~than~~ climb in the mountain. then Suddenly there is a elephant. and then we bought the froud and ~~at~~ the last. we went to home.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Dini Amelia.8 ³	13	14	13	15	12	67

Appendix 3

PRE-TEST

Write a short recount text about your amazing experience in your life, minimal 10 sentences!
 (Tuliskan sebuah paragraf singkat tentang pengalaman paling menarik dalam hidupmu, paling sedikit 10 kalimat!) "A Trip to the Siantar"

Last Year, my family Went to the Siantar. I saw the view beautiful landscape. In the bus we happy my family. After the we take a rest for a minute in the bus. and all off as a sleep.

In the trip the view beautiful landscape and after in the trip went to the Siantar. The last we take a rest for a minute.

Last vancas.

After afternoon we went to the lake Toba. take the picture. After night went already arrive. In the house, and a trip with my family went to the Siantar.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Fatimah Azzahra	14	15	11	15	14	69

Appendix 3

VII-7

PRE-TEST

Write a short recount text about your amazing experience in your life, minimal 10 sentences!
(Tulislah sebuah paragraf singkat tentang pengalaman paling menarik dalam hidupmu, paling sedikit 10 kalimat!)

A Trip to the tea garden.

Last week my family went to go tea garden, there we picked leaf tea, and enjoy the view. After we traveling around tea garden. Before traveling around tea garden we when to lunch. last bought the give. Suddenly rain came we go in to the card, and clear up my visit, and that go home.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Lely Sintia	11	12	14	14	12	63

Appendix 3

PRE-TEST

Write a short recount text about your amazing experience in your life, minimal 10 sentences!
(Tulislah sebuah paragraf singkat tentang pengalaman paling menarik dalam hidupmu, paling sedikit 10 kalimat!)

"A Trip to Aceh"

Last Month my family went to the Aceh. we there go to the Aceh
for we visited my family. After we ~~were~~ there for traveling.
~~not~~ after that we lunch. After that we went to ~~terrible~~ rice field.
and ~~the~~ there we plants rice plant. after we go home. ~~and~~ ^{Monkey} ~~traveling~~
then suddenly there is a monkey. and than we running.
and we ~~go~~ home and the last we ~~were~~ went to home.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Rizki Dwi Agustini 8.9	17	15	12	12	12	68

Appendix 3

PRE-TEST

Write a short recount text about your amazing experience in your life, minimal 10 sentences!
(Tulislah sebuah paragraf singkat tentang pengalaman paling menarik dalam hidupmu, paling sedikit 10 kalimat!)

Yesterday I go to house grandma, arrive in there I saw monkey, ~~met~~ with my best friends for saw animal in there, and I find ~~there~~ beautiful landscape, after that we go to see elephant dan birds I having fund, I ride elephant ~~with~~ my best friends, and bivor I give foot to ~~an~~ elephant ~~then~~ then I buy the drifts. and we go to park for ride swing I ~~best~~ my best friends I satisfied, after I go home I selfie-selfie to memory. suddenly rain in the mid trip I and my best friends ~~wet~~ dress I wet and I breath rain, and am liked hit home. I change my clothes, I narrate my experience to my friends in home.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Elora Shinta	14	15	13	11	12	65

Appendix 4

POST-TEST

Write a short recount text about your experience in Ramadhan, minimal 15 sentences!
(Tuliskan sebuah paragraf singkat tentang pengalamanmu di bulan Ramadhan, paling sedikit 15 kalimat!)

.....my Ramadhan.....

• Orientation.....

.....Ramadhan last year, I do many activity useful although I not eat an drink, but I still do many activity during Ramadhan.....

• events.....

.....I do something after subuh together friends, then we play field. when adzan Dzuhur we go home.....

• Re-orientation.....

.....I very like month ramadhan. I like month ramadhan get many firecracker. I many collect reward useful. I very get activity month ramadhan. I tired, hungry and thirsty month ramadhan. I get help my mom, cooking and eat together. I like month ramadhan. I can play firecracker together friends.....

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Dini Amellia	16	18	12	14	13	73

Appendix 4

POST-TEST

Write a short recount text about your experience in Ramadhan, minimal 15 sentences!
(Tulislah sebuah paragraf singkat tentang pengalamanmu di bulan Ramadhan, paling sedikit 15 kalimat!)

My Ramadhan

Orientation Ramadhan last year, My fasting with My family. We with fasting meal. After Fasting meal. I do pray shubuh with friends. After we do something after Subuh, and Afternoon we go to home.

Events

After Afternoon we sleep Afternoon, and See watch television, then Evening O'Clock Four Evening, I and my mother go to Supermarket, too fasting break, go to home we must Cooking vegetarian and Ice, After O'Clock six evening, we to prepare food in front off. When Adzan Maghrib. when in fasting break, and after I go to mosque pray tarawih with friends.

Re Orientation they Ramadhan holiday, I want My family fasting with, and I hope Ramadhan holiday, this year, during Ramadhan Activity Ramadhan

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Fattah Azzahra	16	17	11	15	15	74

Appendix 4

U III - 7

POST-TEST

Write a short recount text about your experience in Ramadhan, minimal 15 sentences!
(Tuliskan sebuah paragraf singkat tentang pengalamanmu di bulan Ramadhan, paling sedikit 15 kalimat!)

fasting. last year, I do many activity, such as fasting meal, Pray tarawih, fasting break's waiting amusemen, in the afternoon I do Pray zuhur, in the evening I do Pray ashar, next I do fasting break's waiting amusemen with Friends Field, Before I help mother clean House, After I Play I help mother again, to prepare fasting break, when azan come I and my family fasting break, after Fasting break I to prepare go Pray tarawih in mosque, and after Pray tarawih I go to home, I will tired and I sleep.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Lely Sintia	11	14	14	14	14	67

Appendix 4

Nama : Rizki DWI AGUSTIN

Kelas : VII-2

POST-TEST

Write a short recount text about your experience in Ramadhan, minimal 15 sentences!
(Tuliskan sebuah paragraf singkat tentang pengalamanku di bulan Ramadhan, paling sedikit 15 kalimat!)

My Ramadhan

Orientation: Ramadhan last year, I went during fasting I do activity.

Ramadhan last year the feeding is fun although hungry and thirsty

I went always many activity.

Events - I went eat fasting meal always together family during ramadhan
I went always many activity such as cooking and after that I went
pray subuh afternoon I went together friends fastingbreak waiting
amusement in the my house after that evening I went always the feeding is
hungry, thirsty, and tired. fastingbreak my family eat together
then we go to mosque together to do worship pray tarawih.
then we play firecracker together. then we
read al-qur'an in the mosque. went go home we prepare eats to
fried foods, and ice.

Re-orientation - I like happy during Ramadhan, because I many collect reward
and I many get firecracker, and experience pleasing.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Rizki Dwi AGUSTIN	15	15	10	16	15	71

Appendix 4

My Ramadhan						POST-TEST
Write a short recount text about your experience in Ramadhan, minimal 15 sentences! (Tulislah sebuah paragraf singkat tentang pengalamamu di bulan Ramadhan, paling sedikit 15 kalimat!)						
<p>orientation: ramadhan last year, I very pleasing, with family I. I many do activity useful but ^{although} I didn't allowed eat and thirsty but but I many do activity in ramadhan</p> <ul style="list-style-type: none"> • events : then I people fasting meal with family, then I pray subuh and friends I in mosque al ready to go home in mosque, I play firecracker with friends I, in the morning and friends I, read al qur'an in house I, in azan magrib I fasting break in mosque, together friend I, then already prepare fasting break I do pray magrib together, then I go to hom. it night I go to pray isya at in mosque, then already prepare pray I do tadarus with friends in mosque. • Re-orientation : I very happy do activity in Ramadhan, because I can collect many reward at during Ramadhan with my family and my friends. <p>.....</p>						

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Tizra SHINAR	17	19	13	15	15	79

Appendix 5

POST-TEST

Write a short recount text about your experience today, minimal 15 sentences!
(Tuliskan sebuah paragraf singkat tentang pengalamamu hari ini, paling sedikit 15 kalimat!)

My today's activity

• Orientation

today we learn while play with friends. we play outside school field. we divided be some group and we including group five.

• events

games that we played divided two games. games First that we played find words hidden inside box. games Second biting water without touch hand but use fabric veil.

• Re-orientation

feeling we happy although we lose and then we went back to class to continued study.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Dini Amellia	19	15	16	16	13	79

kelompok 5

Appendix 5

My Today's Activity

POST-TEST

Write a short recount text about your experience today, minimal 15 sentences!
(Tulislah sebuah paragraf singkat tentang pengalamamu hari ini, paling sedikit 15 kalimat!)

- Orientation .

Today, we group was played in school field. we was with group the other. first we was played in us run to fill words square in school field. ~~gathering~~

- Events .

Second we was brought water inside bottle, without touch and used fabric. we was happy, because games funny. After we group having fun. In the classroom, we gived present.

Snack .

- Re Orientation

we was lost, but we won lost is usual. then, we eated wafer. After eated wafer we was happy.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Fatimah Azrahra.	19	17	17	17	12	82

Appendix 5

Kel: 3

POST-TEST

Write a short recount text about your experience today, minimal 15 sentences!
(Tulislah sebuah paragraf singkat tentang pengalamamu hari ini, paling sedikit 15 kalimat!)

..... learn while Played

*Orientation: Today we Learn while Played . we divided Some

..... grup. one group divided be five People. Today we learn bahasa englis

*Events : We Played Some games. game First words square,
..... game bring the water in the glass wit bout SPILL
..... It. we very happy games in. we brought box
..... water without SPILL it. we Played school Field.
..... Over there we found many activity.

*Reorientation: games very enjoy able. although we lost we
..... still happy. we did many activity .
..... Next went back to class.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Lely Sintia	19	16	17	16	15	83

Kls : VII-7

Appendix 5

kelompok : 3

POST-TEST

Write a short recount text about your experience today, minimal 15 sentences!
(Tulislah sebuah paragraf singkat tentang pengalamanmu hari ini, paling sedikit 15 kalimat!)

Learn while Played

*Orientation: Today we played while Learned . we divided some group . one group divided be five people . today we learn bahasa english .

• Events : we played some games . games first , 1 words square . games second bring the water in the glass without spill it . we very happy . games in . we brought box water without spill it . we played school field . over there we found many activity .

• Reorientation : ~~the~~ games very enjoyable . although we lost we still happy . we did many activity . next we went back to class .

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Riaqi Dwitama AGUSTINUS VNU	19	16	17	16	15	83

Appendix 5

POST-TEST

Write a short recount text about your experience today, minimal 15 sentences!
(Tulislah sebuah paragraf singkat tentang pengalamanmu hari ini, paling sedikit 15 kalimat!)

my today's activity

orientation: today we learn while played games with friends. we played while learn inside School Field and we played games brought water without touch used fabric veil and ~~water~~ we outside class and we divided di be six (6)

Events: First we played hoards square we had to be able able hoards square the word's and we run to the tree no ~~the~~ hoards square after we played brought water touch used fabric veil and we run to the tree then we watered the tree by the water

Reorientation: and filling we happy and funny and fill hoard played and games the fun and enjoyable and ~~the~~ after that we went back to the class

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
TIARA SHANTHA	18	17	17	13	14	79

kel=4

Appendix 6

Interview Sheet with the Students

1. Interview with students before applying Outdoor Learning Method

Question : What is your opinion about English lesson?
Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : Lumayan sujit karena kalok tidak paham tidak mengerti
kalok paham ya mengerti

Question : What do you feel when learning English?
Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : Kalok saya tahu senang kalok tidak tahu ya tidak senang

Question : Does your English's teacher (Mam Yani) teach you in a fun way?
Apakah guru bahasa Inggrismu (Mam Yani) mengajar dengan cara
yang menyenangkan?

Answer : Ya Sangat menyenangkan

Question : Have you been able to write an English text?
Apakah kamu sudah mampu menulis sebuah teks berbahasa Inggris?

Answer : Sedikit - Sedikit Lumayan bisa

Question : What are the difficulties that you face when write an English text?
Apa kesulitan yang kamu hadapi saat menulis teks berbahasa Inggris?

Answer : Kadang tidak tahu artinya dan belum sepenuhnya
memahami teks bahasa Inggris

Nama: Dini AMellia
Kelas: VIII 7

Appendix 6

Nama: Fatimah Azzahra
Kelas: VIII-7

Interview Sheet with the Students

1. Interview with students before applying Outdoor Learning Method

Question : What is your opinion about English lesson?
Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : Pendapat saya yaitu: Bhs. Inggris Susah apalagi tidak mengerti artinya dibhs Inggris Pelajarannya menyenangkan apabila mengikuti Pelajarannya

Question : What do you feel when learning English?
Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : Tidak suka pelajarannya walaupun saya semangat kalau tidak. Saya mencintai pelajaran lain.

Question : Does your English's teacher (Mam Yani) teach you in a fun way?
Apakah guru bahasa Inggrismu (Mam Yani) mengajar dengan cara yang menyenangkan?

Answer : Kalau senang semangat mengajari dan menyenangkan, tacar. Juga mengajarkan soul.

Question : Have you been able to write an English text?
Apakah kamu sudah mampu menulis sebuah teks berbahasa Inggris?

Answer : Tidak mampu bila tidak mahir kamus. (Grenya juga tau artinya)

Question : What are the difficulties that you face when write an English text?
Apa kesulitan yang kamu hadapi saat menulis teks berbahasa Inggris?

Answer : Susah, gk paham, kalau susah yah dipahami dengan benar

Appendix 6

Lely Sintara
VIII-7

Interview Sheet with the Students

1. Interview with students before applying Outdoor Learning Method

Question : What is your opinion about English lesson?
Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : menurut saya Pelajaran bahasa Inggris Sangat Penting karena B. Inggris adalah bahasa Internasional.

Question : What do you feel when learning English?
Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : adakala gampang saya senang, tapi jika suatu saat saya merasa sedikit sedih

Question : Does your English's teacher (Mam Yani) teach you in a fun way?
Apakah guru bahasa Inggrismu (Mam Yani) mengajar dengan cara yang menyenangkan?

Answer : iya, cara mam Yani mengajar sangat menyenangkan dan tidak membosankan.

Question : Have you been able to write an English text?
Apakah kamu sudah mampu menulis sebuah teks berbahasa Inggris?

Answer : sedikit - sedikit, insha allah.

Question : What are the difficulties that you face when write an English text?
Apa kesulitan yang kamu hadapi saat menulis teks berbahasa Inggris?

Answer : ~~grammar~~ grammar

Appendix 6

Nama : Rizki Dwi Agustin
Kelas 8VII-2

Interview Sheet with the Students

1. Interview with students before applying Outdoor Learning Method

Question : What is your opinion about English lesson?
Apa pendapatmu tentang pelajaran bahasa Inggris?
Answer : ~~Per~~ menurut saya pelajaran bahasa Inggris itu sedikit menyulitka
karena menurut saya pelajaran bahasa Inggris lebih banyak
mempelajari dan harus hafal kata-kata b. Inggris dan artinya

Question : What do you feel when learning English?
Apa yang kamu rasakan saat belajar bahasa Inggris?
Answer : Menyenangkan, jika pelajaran bahasa Inggris sesuai dengan
materi ~~sa~~ yang saya sukai

Question : Does your English's teacher (Mam Yani) teach you in a fun way?
Apakah guru bahasa Inggrismu (Mam Yani) mengajar dengan cara
yang menyenangkan?
Answer : ya, karena Mam Yani mengajarkan kepada kami tentang bahasa
Inggris sambil sedikit beranda, hal itulah yang membuat
jawaban saya ya.

Question : Have you been able to write an English text?
Apakah kamu sudah mampu menulis sebuah teks berbahasa Inggris?
Answer : sedikit bisa, karena saya juga sedikit suka belajar bahasa
Inggris dan sedikit paham tentang teks bahasa Inggris.

Question : What are the difficulties that you face when write an English text?
Apa kesulitan yang kamu hadapi saat menulis teks berbahasa Inggris?
Answer : ~~kurang memahami verb-nya dan letaknya~~
~~tidak tahu tentang tata bahasa Inggris memerlukan~~
* karena saya kurang memahami betul teks tersebut.

Appendix 6

Interview Sheet with the Students

1. Interview with students before applying Outdoor Learning Method

Question : What is your opinion about English lesson?
Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : b. Inggris itu susah tapi tetapnya takuusudahit saya
dari sangat sulit di ~~latal~~

Question : What do you feel when learning English?
Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : ~~binggung cara membacanya oh~~ mengharatnya

Question : Does your English's teacher (Mam Yani) teach you in a fun way?
Apakah guru bahasa Inggrismu (Mam Yani) mengajar dengan cara yang menyenangkan?

Answer : ya, karena mem yani caranya mengajarannya sangat
menyenangkan bagi kami

Question : Have you been able to write an English text?
Apakah kamu sudah mampu menulis sebuah teks berbahasa Inggris?

Answer : lumayan bisa,

Question : What are the difficulties that you face when write an English text?
Apa kesulitan yang kamu hadapi saat menulis teks berbahasa Inggris?

Answer : tidak tahu artinya, dan kurang paham
Mengerti membuat teks

NAMA = Tiara SHINTA.

Appendix 7

Nama: Dini Amelwid

Interview Sheet with the Students

2. Interview with students after applying Outdoor Learning Method

Question : Is there anything that make you like English?
Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : Sedikit - sedikit.

Question : Which one do you like, learn only inside the classroom or sometimes you learn outside the classroom or do study tour or etc?
Manakah yang lebih kamu suka, belajar hanya di dalam ruang kelas atau terkadang belajar diluar kelas atau melakukan studi wisata atau semacamnya?

Answer : belajar di luar Sekolah

Question : What is something that can motivate you to keep learn English?
Apa hal yang dapat memotivasi kamu untuk tetap belajar bahasa Inggris?

Answer : Karna bahasa Inggris termasuk bahasa internasional

Question : Does study outside the classroom can help you to develop the ideas in writing a text?
Apakah belajar diluar ruangan kelas dapat membantumu mengembangkan ide-ide dalam menulis sebuah teks?

Answer : Ya, karna lebih mendapatkan ilmu wawasan

Question : Do you feel happy when learning outside the classroom?
Apakah kamu senang selama belajar di luar ruangan kelas?

Answer : Senang sekali

Appendix 7

Farimah Az-Zuhra
VIII-7

Interview Sheet with the Students

2. Interview with students after applying Outdoor Learning Method

Question : Is there anything that make you like English?
Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : Saya suka Bhs. Inggris bila mengerti artinya

Question : Which one do you like, learn only inside the classroom or sometimes you learn outside the classroom or do study tour or etc?
Manakah yang lebih kamu suka, belajar hanya di dalam ruang kelas atau terkadang belajar diluar kelas atau melakukan studi ·wisata atau semacamnya?

Answer : Belajar diluar kelas. Karna gk hanya dalam kelas aja,
Supaya ide-ide dapat terwujud.

Question : What is something that can motivate you to keep learn English?
Apa hal yang dapat memotivasi kamu untuk tetap belajar bahasa Inggris?

Answer : Karna dengan adanya Bhs. Inggris Saya-saya bisa Inggrisize
Wisata / Perjalanan Sekolah Mu unduh Narenor Bhs. International.

Question : Does study outside the classroom can help you to develop the ideas in writing a text?
Apakah belajar diluar ruangan kelas dapat membantumu mengembangkan ide-ide dalam menulis sebuah teks?

Answer : Ya, Karna Ide yg daptkan Sesuai atau yg sedang dipelajarkan /
Yang mengenai Materi

Question : Do you feel happy when learning outside the classroom?
Apakah kamu senang selama belajar di luar ruangan kelas?

Answer : Senang. Karena bisa bermain Sambil belajar, Supaya Suasana yang didalam dan diluar kelas lebih mengenangkan.

Appendix 7

Lely Sintia
Uul - 7

Interview Sheet with the Students

2. Interview with students after applying Outdoor Learning Method

Question : Is there anything that make you like English?
Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : ada, karena saya suka hal yang menantang, serta susah, sulit, dan gampang.

Question : Which one do you like, learn only inside the classroom or sometimes you learn outside the classroom or do study tour or etc?
Manakah yang lebih kamu suka, belajar hanya di dalam ruang kelas atau terkadang belajar diluar kelas atau melakukan studi wisata atau semacamnya?

Answer : Studi tour.

Question : What is something that can motivate you to keep learn English?
Apa hal yang dapat memotivasi kamu untuk tetap belajar bahasa Inggris?

Answer : karena bahasa Inggris adalah bahasa internasional.

Question : Does study outside the classroom can help you to develop the ideas in writing a text?
Apakah belajar diluar ruangan kelas dapat membantumu mengembangkan ide-ide dalam menulis sebuah teks?

Answer : tentu, karena dengan begitu saya dapat mengetahui bahan untuk saya jadikan ide menjadi suatu teks.

Question : Do you feel happy when learning outside the classroom?
Apakah kamu senang selama belajar di luar ruangan kelas?

Answer : Senang sekali.

Appendix 7

Nama : Rizki Dwi AGUSTIN
 Kelas : VIII²

Interview Sheet with the Students

2. Interview with students after applying Outdoor Learning Method

Question : Is there anything that make you like English?
 Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?
 Answer : Ada, yaitu terutama adalah guru yang mengajarkannya, dan
 yaitu tentang menghafal kosa kata dan mengerjakan soal.
 Question : Which one do you like, learn only inside the classroom or sometimes
 you learn outside the classroom or do study tour or etc?
 Mana yang lebih kamu suka, belajar hanya di dalam ruang kelas atau
 terkadang belajar diluar kelas atau melakukan studi wisata atau
 semacamnya?
 Answer : saya suka terkadang belajar diluar kelas dan melakukan
 studi wisata.
 Question : What is something that can motivate you to keep learn English?
 Apa hal yang dapat memotivasi kamu untuk tetap belajar bahasa
 Inggris?
 Answer : Karena bahasa Inggris itu memang harus dipelajari karena
 bahasa Inggris itu adalah bahasa internasional yang bakalan
 dipakai di manapun.
 Question : Does study outside the classroom can help you to develop the ideas in
 writing a text?
 Apakah belajar diluar ruangan kelas dapat membantumu mengembangkan
 ide-ide dalam menulis sebuah teks?
 Answer : ya, karena belajar diluar ruangan kelas dapat lebih menambah
 wawasan, karena kita bukan hanya terbatas di ruangan kelas saja
 tetapi juga harus belajar di luar ruangan kelas.
 Question : Do you feel happy when learning outside the classroom?
 Apakah kamu senang selama belajar di luar ruangan kelas?
 Answer : ya, saya senang karena belajar di luar ruangan kelas dapat
 menghilangkan bosan para siswa selama belajar didalam kelas.

Appendix 7

Interview Sheet with the Students

2. Interview with students after applying Outdoor Learning Method

Question : Is there anything that make you like English?
Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : *Untuk, kadang suka, ada, karena gurunya sangat menyenangkan.*

Question : Which one do you like, learn only inside the classroom or sometimes you learn outside the classroom or do study tour or etc?
Manakah yang lebih kamu suka, belajar hanya di dalam ruang kelas atau terkadang belajar diluar kelas atau melakukan studi wisata atau semacamnya?

Answer : *belajar diluar kelas*

Question : What is something that can motivate you to keep learn English?
Apa hal yang dapat memotivasi kamu untuk tetap belajar bahasa Inggris?

Answer : *karna bahasa Inggris bahasanya diukur nilai ketika pergi ke luar negeri*

Question : Does study outside the classroom can help you to develop the ideas in writing a text?
Apakah belajar diluar ruangan kelas dapat membantumu mengembangkan ide-ide dalam menulis sebuah teks?

Answer : *Ya,*

Question : Do you feel happy when learning outside the classroom?
Apakah kamu senang selama belajar di luar ruangan kelas?

Answer : *Senang sekali karena dapat membantu mengembangkan ide-ide di luar kelas.*

Tiara Shintia

Appendix 8

Interview Sheet with the English Teacher

Question : How long have you been teaching here?
 Answer : Around 8 years.

Question : How are the students responses in study English?
 Answer : Their responses are good. They look exited when I entered the classroom.

Question : What do you think about the students of this class?
 Answer : They are included as active students I think.

Question : What are the obstacles that you are facing in teaching English in classroom ?
 Answer : They don't want to ask me if they don't understand the lesson, so I don't know are they understand the lesson or not.

Question : What is your opinion about students' ability in writing English text?
 Answer : Their ability is still low, sometimes they are lazy to do exercises and homeworks.

Question : Are there any difficulties that you face when teaching writing?
 Answer : Yes, they are difficult to arrange the sentences and they don't know the vocabulary, they are lazy to bring dictionary.

Question : How do you teach writing to the students in the classroom?
 Answer : I always give the example before they write a text.

Question : What do you think about Outdoor Learning Method that I have applied to teach writing recount text to the students?
 Answer : I think that is a good method to be applied in teaching. They looked happy during the learning process.

Appendix 9

OBSERVATION SHEETS (1)

Read the following statements accurately and put check (✓) whether it has done and cross (✗) whether it has not done yet.

No	Focus On Observe	Points of Observe	Answer	
			Yes	No
1.	The personality of the writer as a teacher	1.1 The teacher opens the class in spirit way.	✓	
		1.2 The teacher creates supportive and pleasant atmosphere.	✓	
		1.3 The teacher motivates the students to love English and tell them the importance of English in life.	✓	
2.	The teaching quality of the teacher within the application of teaching recount text by using outdoor learning method	2.1 The teacher prepares teaching material systematically.	✓	
		2.2 The teacher explains teaching objective.	✓	
		2.3 The teacher attracts students' attention.	✓	
		2.4 The teacher explains the lesson about writing recount text clearly.	✓	
		2.5 The teacher gives all the students chance to ask about the lesson.	✓	
		2.6 The teacher's respond to the students' question.	✓	
		2.7 The teacher pays attention to all groups in the class.	✓	
		2.8 The teacher gives feedback to the students.	✓	
		2.9 The teacher manages the time effectively and efficiently.	✓	

3.	The students' responds to the classroom activity	3.1 The students pays attention to the teacher's explanation.	✓	
		3.2 The students dare to share their ideas and opinion to the class.		✗
		3.3 The students answer the teacher's question.		✗
		3.4 The students give good responds to the topic given.		✗
		3.5 The students write their recount text actively and seriously.	✓	
		3.6 The students discuss about their writing actively.	✓	
		3.7 The students feel interested along teaching-learning process.	✓	
		3.8 The students are participated in group discussion.		✗
		3.9 All the students do their writing test.	✓	
4.	The Context	4.1 The classroom is save from crowd.	✓	
		4.2 The classroom is clean and comfortable.	✓	
		4.3 The classroom has teaching aids (markers, whiteboard, duster, etc).	✓	

Medan, 7 May 2018
Observer



Julfiyani, S.Pd.

Appendix 10

OBSERVATION SHEETS (2)

Read the following statements accurately and put check (✓) whether it has done and cross (✗) whether it has not done yet.

No	Focus On Observe	Points of Observe	Answer	
			Yes	No
1.	The personality of the writer as a teacher	1.4 The teacher opens the class in spirit way.	✓	
		1.5 The teacher creates supportive and pleasant atmosphere.	✓	
		1.6 The teacher motivates the students to love English and tell them the importance of English in life.	✓	
2.	The teaching quality of the teacher within the application of teaching recount text by using outdoor learning method	2.10 The teacher prepares teaching material systematically.	✓	
		2.11 The teacher explains teaching objective.	✓	
		2.12 The teacher attracts students' attention.	✓	
		2.13 The teacher explains the lesson about writing recount text clearly.	✓	
		2.14 The teacher gives all the students chance to ask about the lesson.	✓	
		2.15 The teacher's respond to the students' question.	✓	
		2.16 The teacher pays attention to all groups in the class.	✓	
		2.17 The teacher gives feedback to the students.	✓	

		2.18 The teacher manages the time effectively and efficiently.	✓	
3.	The students' responds to the classroom activity	3.10 The students pays attention to the teacher's explanation.	✓	
		3.11 The students dare to share their ideas and opinion to the class.		✗
		3.12 The students answer the teacher's question.	✓	
		3.13 The students give good responds to the topic given.	✓	
		3.14 The students write their recount text actively and seriously.	✓	
		3.15 The students discuss about their writing actively.	✓	
		3.16 The students feel interested along teaching-learning process.	✓	
		3.17 The students are participated in group discussion.	✓	
		3.18 All the students do their writing test.	✓	
4.	The Context	4.4 The classroom is save from crowd.	✓	
		4.5 The classroom is clean and comfortable.	✓	
		4.6 The classroom has teaching aids (markers, whiteboard, duster, etc).	✓	

Medan, 8 May 2018
Observer



Julfiyani, S.Pd.

Appendix 11

Students' Names

No	Name	Initial
1	Alfiansyah	A
2	Andri Pratama	AP
3	Angga Syahputra	AS
4	Angga Wardana	AW
5	Annisa Salsabila	AS
6	Aria Prananda Putra	APP
7	Arya Noviansyah	AN
8	Dimas Aditya	DAD
9	Dimas Apriyan	DAP
10	Dina Erina	DE
11	Dinda Nabila	DN
12	Dini Amelia	DA
13	Fatimah Az-Zahra	FAZ
14	Firzi Aditya	FAD
15	Friski Arwanda	FAR
16	Ifna Ilmilia Putri	IIP
17	Irsyad Fadil	IF
18	Isnabil Maulana	IM
19	Karina Nova Lisa	KNL
20	Lely Sintia	LS
21	M. Sadid Baihaqi	MSB
22	Nadia Budi Ananda	NBA
23	Nayla Mutia Zahra	NMZ
24	Nazwa Aulia	NA
25	Rendy Setiawan	RS
26	Rian Ramadhani	RR
27	Riski Oktami	RO
28	Riski Pratama	RP
29	Rizki Dwi Agustin	RDA
30	Sakti Rangkuti	SR
31	Sindy Febrian	SF
32	Surya Wijaya	SW
33	Tiara Shintia	TS
34	Tika Amelia	TA
35	Windy Antika	WA
36	Yandra Nugraha	YAN
37	Yandri Nugraha	YIN

Appendix 12

Photographs during Implementation of Outdoor Learning Method



Appendix 13

Letter of Research Permit



Appendix 14

Letter's Reply from the School



MADRASAH TSANAWIYAH SWASTA (MTs) AL WASHLIYAH
MEDAN KRIO KEC. SUNGGAL KAB. DELI SERDANG
NSM : 121212070047 NPSM : 10264258
Alamat : Jl. Sei Mencirim No. 35 Medan Krio Kode Pos : 20352

Nomr : 26/MTs-AW/MK/VI/2018

Lamp :-

Hal : Balasan Surat

Kepada yang terhormat,
 Ketua Jurusan PBI Fakultas Ilmu Tarbiyah dan Keguruan
 UINSU Medan
 Di
 Medan

Yang bertanda tangan di bawah ini :

Nama : Hj. Laila Mardiah, S.Ag
 NIP : 19610626198503 2001
 Jabatan : Kepala MTs Al Washliyah Medan Krio
 Alamat Madrasah : Jl. Sei Mencirim No. 35 Medan Krio
 Kec. Sunggal Kab. Deli Serdang Sumatera Utara

menerangkan bahwa siswa atas nama :

Nama : RAHMADIYAH
 TTL : Medan, 24 Juli 1995
 NIM : 35144034
 Sem/Jurusan: VIII/ Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan penelitian di Madrasah yang kami pimpin pada bulan Mei 2018, sebagai syarat penyusunan proyek akhir dengan judul :

***"IMPROVING STUDENTS' ABILITY AT WRITING RECOUNT TEXT
 RHROUGH OUT DOOR LEARNING METHOD AT EIGHTH GRADE OF
 MTS AL WASHLIYAH MEDAN KRIO"***

Demikian Surat Balasan ini diperbuat dengan sebenarnya untuk dipergunakan seperlunya.

Medan Krio, 7 Mei 2018
 Kepala Madrasah,

