

## **THE IMPLEMENTATION OF OUTDOOR CLASS ACTIVITY IN TEACHING SPEAKING DESCRIPTIVE FOR SEVENTH GRADE OF JUNIOR HIGH SCHOOL**

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### **Abstrak**

Seperti kita ketahui bahwa salah satu masalah yang paling penting dalam belajar mengajar bahasa Inggris saat ini yang dihadapi oleh siswa di Indonesia adalah kurangnya motivasi untuk belajar terutama dalam berbicara. Berikut dengan mengetahui bahwa motivasi untuk meningkatkan semangat siswa untuk menguasai kemampuan berbicara sangatlah penting, peneliti menyadari bahwa sangat penting untuk membuat siswa berlatih bahasa dalam ekspresi lisan melalui teknik menarik. Teknik yang dapat digunakan dalam mengajar berbicara dan memberikan menyenangkan dan lingkungan yang nyaman bagi siswa adalah melalui pelaksanaan kelas di lingkungan luar. Di kelas di luar ruangan siswa dapat menggambarkan obyek dalam realitas sehingga membuat mereka lebih mudah untuk menggambarkan object. peneliti menyatakan dua masalah dalam penelitian ini. Bagaimana pelaksanaan kelas di luar ruangan untuk mengajar berbicara deskriptif untuk kelas tujuh SMP? Dan bagaimana kemampuan siswa setelah pelaksanaan kelas di luar ruangan untuk berbicara deskriptif untuk kelas tujuh SMP? Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah siswa kelas VII di SMPN 1 Sidoarjo. siswa adalah 28 orang. Penelitian ini dilakukan dalam tiga pengamatan. Pengumpulan data dalam penelitian ini menggunakan observasi checklist, wawancara dan catatan lapangan. siswa yang berada di luar ruangan kelas dapat mengatasi ketakutan mereka, kecemasan mereka, meningkatkan keterampilan komunikasi mereka, meningkatkan motivasi mereka. Ini membuat mereka sangat bahagia dan melakukan semua tugas dengan lancar. sehingga ketika mereka kembali mereka merasa siap untuk berbicara, para siswa merasa tidak ada kekhawatiran dan termotivasi, mereka merasa bahwa mereka dapat mengatasi semua ketakutan ketika mereka ingin berbicara. Juga dalam wawancara siswa semua dari mereka mengatakan bahwa kelas di luar ruangan meningkatkan pengetahuan mereka, meningkatkan kosa kata mereka, dan meningkatkan kreativitas mereka. Dan mereka semua mengatakan aktivitas di luar ruangan adalah membantu mereka sangat banyak untuk belajar berbicara deskriptif

**Kata Kunci:** kelas di luar ruangan, berbicara, text deskriptif, berbicara deskriptif

### **Abstract**

As we know that one of the most significant problems in teaching-learning English nowadays which is faced by students in Indonesia is the lack of motivation to learn it especially in speaking. Here by knowing that motivation to improve the students' eagerness to master speaking ability is very important, the researcher realized that it is very important to make the students practice the language in a spoken expression through such interesting technique. The technique that can be used in teaching speaking and provide the joyful and comfortable environment for students is through conducting the class in outdoor environment. In outdoor class the students can describe the objects in reality so it makes them easier to describe the object. The writer stated two problems in this research. How is the implementation of outdoor class to teach speaking descriptive for seventh grade of junior high school? And how is the students' ability after the implementation of outdoor class to teach speaking descriptive for seventh grade of junior high school? This study used Descriptive Qualitative method. Subjects in this study were the seventh grade students at SMPN 1 Sidoarjo. the students were 28 people. The research was conducted for in three observations. Collecting data in this study were used observation checklist, interview and field notes. With outdoor class students can overcome their fear, their anxiety, increase their communication skill, increasing their motivation. It makes them very happy and doing all the tasks smoothly. so when they come back they felt ready to speak, the students feel no worries and motivated, they felt that they can

overcome all the boundaries when they want to speak. So that's why all kinds of students present it well. Also in interviewing the students all of them said that outdoor class is increasing their knowledge, increasing their vocabulary, and increasing their creativity. And all of them saying outdoor activity is helping them very much to study speaking descriptive

**keyword:** Speaking descriptive ,descriptive text, speaking, Outdoor class

## INTRODUCTION

English now become the major language in the world, many countries use English as the first language although in Indonesia, and English still becomes the foreign language. English becomes absolutely required to interact in a global world. Studying English from young age is applied in Indonesia nowadays. There are three reasons why do people choose English as their language: (1) English is world lingua franca (2) English as the main language used in scientific terms and technology, (3) English is used as a united language among of leaders of many countries in the world (Budiharso, 2004:1).

Now the government of Indonesia has decided to include English as a subject taught at schools especially in junior and senior high level (Depdiknas, 2006). The subject aims the students to master four language skills, namely listening, speaking, reading, and writing; and three languages components which are grammar, pronunciation, and vocabulary.

Every skill and language components are important to be learned by the students. However speaking is what the students focus to learn when they want to communicate using English. As Florez (1999) stated that speaking is recognized as critical for functioning in an English language context, both by teachers and by learners. This skill is also logical instructional starting points when learners have low literacy levels (in English or their native language). Furthermore as Florez (1999) stated that speaking require structure and planning if the learner wants to develop their language, it means that speaking needs structure and planning more than any other subjects. The teacher needs to build a plan, what they must do, the technique, media, the material, and etc. The teacher must know about the effect of the technique that they want to use in teaching. The teacher must be clear about the step of their technique.

In learning speaking, students are expected to fulfill the literacy level. According to Wells (1987) as quoted by Depdiknas (2006:277) stated that there are four level of literacy: per formative, functional, informational and epistemic. In junior high school, the literacy level that should be reached by students is functional. It means that they can communicate both oral and written to solve the daily problems. It becomes the primary objective of every language teaching and should be mastered by students of Junior High school. In addition 'they are expected to learn daily expressions especially expressions and idioms that are needed in daily communication to accompany their actions when playing at the schoolyard,

when attending classes, when interacting with friends, etc. (Suherman, 2007:17).

As we know that one of the most significant problems in teaching-learning English nowadays which is faced by students in Indonesia is the lack of motivation to learn it. English somehow is still a "nightmare" for several students in national examination. Without a remarkable event or activity in the classroom, the students who have less motivation in learning English would feel it difficult to memorize the vocabulary since English is not the daily used language in Indonesia.

Here by knowing that motivation to improve the students' eagerness to master speaking ability is very important, the researcher realized that it is very important to make the students practice the language in a speaking expression through such interesting activity.

The activity that can be used in teaching speaking and provide the joyful and comfortable environment for students is through conducting the class in outdoor environment. For the meaning itself Outdoor education is as O'Donnell, Moris and Wilson (2006) suggest that Education Outside the Classroom has been defined, in its broadest sense, as any structured learning experience that takes place outside a classroom environment, during the school day, after school or during the holidays and it can include, amongst other activities, cultural trips, science and geography fieldwork, environmental and countryside education, outdoor and adventurous group activities, learning through outdoor play, and visits to museums and heritage sites.

When in outdoor class, students will see a real object. In descriptive text, to describe something in real object is very important, it will make the students easily describe the object without thinking about the shape of the object in their imagination. In outdoor class students will see many kinds real object that can be described, such as building, people, plant, and etc. Furthermore Patmonodeo ( 2003:2012) also stated that in the teaching learning process, outdoor activities are essential for student's health and well-being. The sense of peace and warmth of the sun on their backs and butterfly lend gently on a flower are immeasurable. Just like that the beautiful scenery and fresh air can make their mind relax and healthier.

Outdoor class provides many advantages for students as well as the motivation. As Oliver (2009) says that "Taking the classroom outside provides an ideal opportunity for students to improve their comprehension, as well as increases intrinsic motivation by making valuable connections to the outside world" Through the use of outdoor class, students' motivation will increase. This kind of motivation will help the students to study

English more and if the motivation of the students is increasing, they will easily learn speaking.

Outdoor activity is also appropriate with the curriculum of junior high school in Indonesia. Outdoor activity can be applied to teach speaking descriptive text, based on speaking standard competence from national education department Grade VII 2<sup>nd</sup> semester "Reveals the meaning of the speaking short functional text and simple short monologue of descriptive and procedure text to interact with people around" and in sub Basic competence" Revealing the meaning of short functional text and simple short monolog to interact with people around accurately and fluently of Descriptive". So the researcher is using this sub basic competence as the base in this research.

Based in the discussion above and the fact that found, the observer investigate that using outdoor class to teach speaking descriptive for seventh grade of junior high school is very needed. Previous study about outdoor class by Ambarwati (2011) stated that outdoor class can improve students mastering vocabulary, but she just research it generally about vocabulary and she did not connect it with the skills. Present researcher intends to analyze the following problem: To what extent does the use of outdoor class can help the students in study speaking descriptive? In this study the writer concern about using Outdoor class to teach speaking descriptive. Furthermore the discussion of the use of outdoor class in teaching speaking descriptive in outdoor class will be focused on how is the implementation, the effects on the students.

## **RESEARCH METHODOLOGY**

The research methodology is used to describe how the researcher found the result of this study. The research methodology discusses the research design, subject of the study, setting of the study, data of the study, research instrument, data collection technique, and data analysis.

Based on the research questions mentioned in chapter 1, the appropriate design of this research is descriptive qualitative research. This type of research study describes studies and explains occurring phenomenon, and emphasizes natural settings, understanding, verbal narratives, and flexible designs as well (McMillan and Schumacher, 2001). It aims to illustrate 'what exist' with respect to variables or conditions in a situation (Ary, 1990: 322). In contrast to quantitative research which attempting to know "to what extent' or 'how well' something is done, qualitative study tries to obtain more complete explanation and description of the occurrence.

The observation was conducted Three times through the English class process. However, the researcher did not enroll in the process of teaching and learning. He only observed it and reported anything happened. Next, he described the activity done by the teacher in teaching speaking descriptive using outdoor class activity used in teaching and learning process.

The subjects of the study are the English teacher and twenty eight students of seventh grade in SMPN 1 kota Sidoarjo. In this study the researcher use the seventh

graders because seventh graders is considered as students that still love playing in the outside, so it can easily applying this research

The setting of the study was SMPN 1 kota Sidoarjo located at Jalan Gelora Delta kota Sidoarjo. This school is chosen because this school because this school has great reputation and this school considered as on of the best school in Sidoarjo.

The data were in the result of observation checklist in the term of "yes" and "no" answers, field notes, and students interview. The result of observation checklist, field-notes, and interview were used to answer the first research question: to describe how Outdoor Class activity were applied. And to know how is the student's ability; the researcher employed the result of Interview, observation checklist, field-notes and the teacher's speaking rubric.

Merriam (1998:7) stated that in qualitative research, the researcher is the main instrument for data collection and analysis. It meant that researcher himself was the one who collected, observed, analyzed, and interpreted the data. To do those things, the researcher needed other instruments. They were aimed to help the researcher to collect the data needed in order to answer the questions proposed in chapter one. To collect data needed, there were four instruments used namely observation checklist, field-notes, teacher's speaking rubric and interview.

To collect the data, the researcher applies interactive ways, namely classroom observation and interview (Wiersma, 1996: 214-216). The researcher uses non-participant observation meaning that he only "sits on the sidelines" and watch. He does not directly involve in the setting (Fraenkel and Wallen, 1993: 391).

The classroom observation was done through two sessions of English class. On the first and second observation, the researcher only watched the teaching and learning process and determined whether the teacher implement the component or not by filling in the 'yes or no' column. Besides, he also writes on his field-notes to record anything happens out from the component. And finally, the researcher interviewed the students after having observation on the last session.

For the student's ability, the researcher using the teacher speaking rubric to analyze the students work.

The result of observation checklist, field-notes, students' Interview were analyzed descriptively. The researcher analyzed the information gained in the observation through the result of the observation check list. After filling in the checklist, the researcher analyzed the activities done by the teacher when applied the components in each step of outdoor class activities. Researcher's field-notes gave more explanation for some steps component, especially when there was something happened out from the checklist. Finally the analysis of checklist and field-notes were compiled order to give the whole picture of the implementation of outdoor class activity.

Next, in analyzing the students' ability toward the use of Outdoor class activity to teach speaking descriptive, the researcher used the result of the interview of the



students, observation checklist and field note too. The researcher described and analyzed the students speaking result based on adapted and modified David Nunan (2005), International Reading association (2010), and Yamashiro & Johnson (1997) rubric.

## RESULT AND DISCUSSION

In this part, the researcher describes the result and discussion of the observation which has been held. The result and discussion of the implementation of Outdoor class activity to teach speaking descriptive for seventh grade of junior high school will be presented descriptively.

### The Result of The First Observation

The first observation was in the first meeting, the first meeting was held on Tuesday, 14 May 2013, the time used was 2 x 40 minutes. Before entering the class, the researcher and the teacher discussed about the material and the spot that would be used when the students looking the things. The teacher knows that speaking is important and is require deep structure and planning. So he made several plans including which material that will be delivered and the outdoor place that will be used

When the teacher entered the class, at first there were very crowded then quiet when the teacher entered the class. The first thing the teacher did, was greetings, by shouting "good morning" and "how are you", and the students response with "good morning" and "how are you too". Then the teacher asked about what they studied in last week, and explained about that they will study descriptive text today.

Then the teacher asked the students about descriptive text, the students were quiet like thinking something, then the teacher asked them one by one about descriptive text, just three students understand what descriptive text is and understand what the function of descriptive text is. Then the teacher explained about descriptive text in front of the class, using board marker and whiteboard as the media. The teacher explained about what is the meaning of descriptive text, the function of descriptive text and the example of descriptive text. The students tried to understand with what the teacher is talking about, but after all they understand about descriptive text. After that the teacher showed the example of descriptive text, and the types of descriptive text. The students slowly but sure were understand about descriptive text.

After that the teacher asked the students to make a group consist of three persons and gave them task to make their own descriptive text but they must search the things outside the classroom, they must search in outdoor. They must describe things in the outdoor. After they find the things and describe it, they must present it one by one in the park front of the classroom building after they finished searching and describing the things. All of the group members must speak, so they must manage it well who will be the first the second and the third. At first the students felt confused because they never did any outdoor activity in any lesson except in sport lesson so they felt so

excited. Then they began to rush out to the outdoor. In minimize the indiscipline students, when they in the outside of the classroom, the teacher had found a specific place for the students to search their object. They must not search in to another place except in that specific place that is besides the main building of the school and in front of the mosque.

The students begin to search their thing that they want to describe, but some students is still inside the classroom, they confused, the teacher explained again that they must search the things in outdoor, the students begun to understand. Some students were searching in outside the specific place, so the teacher asked them to back in that place and said that they must searched just in there. Not just that the trouble that the teacher faced, some students are still wants to describe about their friends and the teacher that stood in that place. Once again the teacher explained that they must describe things not people

The students felt exited they began to search the things. They decided to describe a caterpillar, a butterfly, an eagle, dustbin, a flower, a tree, a car and many more. They were happy and they told the teacher that it more easily to describe when they look at the real object. When they describe the things, the students actively asked their teacher about anything and the teacher passionately answer the student's questions. After 40 minutes, time to the students to finish their work and went back to park in front of the classroom but still outside. But many students were still not finished, but teacher asked them to go back.

After the students finished, the time for the students to present their work about descriptive text and spoke in front of their classmate. One by one the students presented in front of the class. Some good and some bad, the teacher used speaking rubric to assess their speaking. But in the content of the descriptive text, some students still made a mistake. Because of they can directly observe in the place without getting boundaries by the space they did it very smoothly. But in the presentation many students still did it poorly just some of the students did it goodly.

After that the teacher explained about what their mistakes and how to avoid this kind of mistakes. The teachers gave them homework to study about descriptive more, and told them that they will do the same things that is outdoor activity, they seems very excited to hear that.

In the first observation, the researcher made an observation toward the teaching by using observation checklist and field notes. The teaching would be categorized well if it matched and harmonized with most of the aspects in the observation checklist. The observation checklist process consisted of the preparation, the presentation in the class, the activity and the students-teacher interaction.

Based on the result of the observation checklist. It could be said that the teaching learning process was running well. The teacher prepared the material and the place which were suitable with the students' interest so the learning process could attract the students' attention from the beginning until the end of the lesson.

When the students had some difficulties on the explanation or on the vocabulary, they felt no reluctant to ask it to the teacher. So when the teacher asked the

students to give some examples during the explanation, the students could also answer with no hesitation. It showed the interaction between the teacher and also the students was good.

Based on the evaluation by the teacher and the researcher discussion toward the observation checklist and the students' performance it was found there were some significant improvements and also some weaknesses within the activity conducted in the first observation. The teacher commented that the students looked enjoyed the lesson very much. Although this was the first time they had outdoor class in studying English

### **The Result of The Second Observation**

The second observation was done at May 21, 2013. The time allotment was 2 x 45 minutes. After greeting and having some talks with the students, the teacher reviewed the previous meeting such as, the purpose of descriptive text, the generic structure, Vocabularies, and Connector of sequences.

The teacher told them that they would do the same activity in the outdoor like last week but today they would describe about people. So the teacher explained about describing people and the teacher explained about what vocabularies that they would use in describing people the teacher gave them example. The students began to understand, and they frequently asked about the vocabulary that they must use. After that the teacher asked them to make a group same as the last activity and began their search in outdoor to find people that they want to describe.

The students began to search the people that they wanted to describe. In this time student is quite understand about the task. This time the teacher observed the students who are observing in groups, the teacher wanted to know about their teamwork and their way to complete the task, so the teacher approached the students, and listened to them. The students did some argument about who they wanted to describe and the vocabularies that they wanted to used. Some time the teacher reminded them to use English because they use Indonesian.

After 40 minutes, the teacher asked the students to go to the place same as last week, the place was in the park in front of the class and did the next task, presentation. Same as last week the teacher used the speaking rubric to assess their speaking presentation. In this time Students did their job, there was not much mistake as last week, although there are some groups that did some mistakes either in their speaking like pronunciation and in their content of their descriptive text.

In this second observation, the teacher was teaching and applying the activity being observed too using observation checklist. Based on the result of the observation checklist. It made significant changed from the students and the teacher. The teacher easily explained without any hesitations and the students respond for the command is very well too.

Even though that the material was different than the first observation but the students felt just a little worried. Because the students are already aware with descriptive

text, and the students are not afraid anymore to ask about the vocabulary.

Even though it was better than the first observation the teacher was still not satisfied. The teacher need to conduct the last observation to make the students understands perfectly about descriptive text

### **The Result of The Third Meeting**

The third observation was happening in the same day with the second observation that was in May 21st, 2013 in the third period after the break time. this observation purposed to make students understand the descriptive text perfectly and to make students can train their speaking skill more and more

As the effect of the first and second observation the students recently looked more serious or at least had a willing to understand the English lesson. In this observation they looked more curious to new vocabulary. Their confidence in performing their work was also improved and they felt no more reluctant to ask and give an opinion during the lesson.

After the break time and all the students went back in the class again, the teacher asked them to search again the things again in the outside, this time any things and people can be described. This time the students didn't ask any questions, but the time that given is just 20 minutes. The students looked very enthusiastic searching new objects that they want to described. But this time the students just need 15 minutes to search all of the things and finished describing it.

In the end of their all presentation the teacher made some evaluation with the student about what they did in last week and today. The teacher asked the students about they felt and asked about the material. One by one the students gave their comment about outdoor class. Some students felt happy, felt great, felt refreshed, and felt motivated. They told the teacher that their nervous reduced when they in outdoor. The teacher feels satisfied that the outdoor class can use in teaching speaking and the students liked it.

This observation reached the expected result and as the last step of the observation, the researcher and the teacher made an evaluation toward the third observation based on the observation checklist and the students' performance score of the third observation. Most of the weaknesses that were found in the first observation could be overcome in this observation. The shy students looked more confident in this observation. From this great result the teacher even decided to use the outdoor class to conduct the other next materials.

In the end of the third observation the observer conducted interview to the students, to know that outdoor could made change for the students and what did they think about outdoor class

### **Discussion**

The Observation is about teaching speaking, The teacher knows that teaching speaking is different with any other subject in English because the point of learning foreign language is about communication as Wertheim

(2008) suggest that root of a large number of organizational problems is poor communications, it means that if we have bad communication we cannot solve the problem. That is why the students need to develop their willingness to communicate. So the teacher has plans to make the students willing to speak and the teacher used outdoor class as an activity to make the students learn speaking well.

And the teacher knows that speaking is important and require deep structure and planning. As Flores (1999) stated that speaking require structure and planning if the learner wants to develop their language, it means that speaking needs structure and planning more than any other subjects. So the teacher made this plan of teaching speaking using outdoor class very well and organized. The teacher plans about the outdoor that he will used and the material that easy to understand. The teacher make it simple and clear because the teacher knows that the student is still not aware with the material itself and the students were still not having much speaking task. The teachers also calculate how many this activity will be used in order to make this outdoor class can be used to teach speaking descriptive.

When the teacher entered the classroom, the students were not seeing exited at all they feel bored, and didn't have any spirit at all, just one or two students that looked ready to take lesson. But after the teacher brought them in outdoor class, their face is changed, their face just like saying that they are happy. It proved that the place to study itself can affect the students' stress level. As Sedere (2010) suggest that Education in many countries causes distress in students and there are many factors such as too much demands place on the child by parents and school system. The shape of the ordinary classroom makes them bored. They feel stress, they want to be free, and that makes the stress level of the students rise.

Oliver (2009) founds that using outdoor class can improve their willingness to study English because they felt no anxiety and just feel happy. Means that when the students feel happy with what they are doing, the anxiety will decreased and even they will not feel any anxiety. Just like the students in this observation, when they are in outdoor to search what things that they want to describe, they said that they aware very happy. What they doing are new for them and they feel exited.

When the students is being interviewed, the students saying that studied in the outdoor is just like playing, because they feel no worries. They can observe anything that they want to observe. Just like Lauer (2011) suggest that benefits for outdoor studying with play are, one is play is active form of learning that unites the mind, body, and spirit and it reduces the tension that often comes with having to achieve or needing to learn. When students are playing while studying the tension of the situation is decreased and made the students more enjoy and comfortable to observe, because they didn't get any pressure.

With the students can overcome the fear, be happy and didn't feel anxious, they felt motivated As Oliver (2009) says that "Taking the classroom outside provides an ideal opportunity for students to improve their

comprehension, as well as increases intrinsic motivation by making valuable connections to the outside world" Through the use of outdoor class, students' motivation is increased. This kind of motivation help the students to study English more and made them optimistic just like Outdoor Education Advisers' Panel (2004) suggest that young people are displaying an increased motivation and appetite for learning that is contributing to raised levels of attainment in other aspects of their education with outdoor activity.

In this class, the teacher faces many kinds of students. There are students with full spirit to study, students with lack of motivation just like reluctant learners, the students that just want to play, the students that didn't understand English, or students that just sit quietly without saying a word. But the teacher can managed that problem with outdoor class just like English problem itself Oliver (2009) said that "Outdoor education can provide motivators that will aid not only the reluctant learner, but students of all types". Outdoor class provides unordinary teaching condition. When their present their descriptive text.

When the students making group and the teacher is ordering them to use English when they were communicating in outdoor class, and the students use it very well, they can communicate effectively through each other, they expressing idea, and made their works easier and faster. It proved Paisley, Furman, Sibthorp, Gookin (2008) suggest that outdoor class can develop students' communication skill. Communication skills are defined as communicating effectively in a small-group setting and include discussion leading, feedback provision, and expressing ideas. With developing the communication skill, students' willingness to communicate will increase too.

Oliver (2009) Believe that Outdoor class encouraging students to interact with people to solve problems. In order to solve some English subject problems, the students need to interact with others. Just like in the above, all the problems that faced by the student like which thing that they want to discuss is easily overcome by the students

Leadership and teamwork are part of communication skills that very important to develop for the learners. As outdoor Education Advisers' Panel (2004) suggest that Young people are developing and extending their key skills of communication, problem solving, leadership and teamwork with outdoor class. The work or task that that has been conducted in outdoor class needs work co-operatively, and the students did that, they used leadership and teamwork, through good communication. The leader gathered the information from their team member than distributed to them; it was a good thing to do in their future. As Paisley, Furman, Sibthorp, Gookin (2008) suggest that leadership involves taking initiative, responsibility, and decision-making roles this is need teamwork from the others members too.

When the students in discussion, the students express their ideas or opinion they use good communication the other can understand it As Outdoor Education Advisers' Panel (2004) suggests that the young



learners are willing to try out a variety of ideas and opinions in order to find out what will work in outdoor activity. This kind of activity is increasing their willingness to communicate effectively.

With outdoor class students can overcome their fear, their anxiety, increase their communication skill, increasing their motivation. It makes them very happy and doing all the tasks smoothly. So when they come back they felt ready to speak, the students feel no worries and motivated, they felt that they can overcome all the boundaries when they want to speak. So that's why all kinds of students present it well. Also in interviewing the students all of them said that outdoor class is increasing their knowledge, increasing their vocabulary and increasing their creativity. And all of them saying outdoor activity are helping them very much to study speaking descriptive

## CONCLUSION AND SUGGESTION

### Conclusion

Using outdoor class activity is the good way to motivate and avoid boredom of students of junior high school. In the implementation of outdoor class activity in teaching speaking descriptive, the teacher tries to make them speak freely. Besides, the use of outdoor class can make them understand the materials better and achieve the aim of teaching learning process. There were two research questions which should be taken into consideration in this research, the implementation of comic strips as media to teach writing narrative text and the students' narrative writing result after being taught using comic strips as media. (1) Based on the first research question, the teacher implemented Outdoor class activities through several steps. The teacher began with stimulating the students about the material. He discussed the descriptive text, the generic structure, and the language feature. Then the students divided into groups consist of three students, after that they searched the objects that they want to describe in the outdoor of the classroom. After they found the object, the students described it. After that they presented the describing text of the subject in front of their classmates orally and also in the outdoor environment. (2) The students' speaking became better after the implementation of outdoor class. It could be seen from their speaking rubric at the first until third task in the first and second meeting. The students mostly got progress in each aspect of speaking. In the interview with the students all the students said that outdoor class is very interesting way to learn English especially in descriptive text.

Finally, it can be conclude that outdoor class activity is good alternative method in learning speaking descriptive and students experienced and understood what they learned.

### Suggestion

Based on the result of the study, the writer would like to give some suggestion related to this activity. The writer tries to give some suggestions to the English teachers as follows: (1) As English teacher of junior high school do not only emphasize on grammar, but we should

be aware that the teaching of speaking as important as the teaching of the other aspects of language. We should be creative in varying our ways of teaching since the seventh grade students of junior high school get bored easily with the lesson. (2) As the English teacher, teaching English speaking through outdoor class activity to overcome the boredom (3) The teacher has to control the students' interaction and observing the students' motion. (4) The teacher can combine outdoor class activity to teach any other material.

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