

**THE USE OF ENGLISH ADVENTURE TECHNIQUE TO
TEACH SPEAKING DESCRIPTIVE TEXT AT THE
TENTH GRADE OF SMA LABORATORIUM UPGRIS**

THESIS

Submitted in Partial Fulfilment of the Requirement
For the Degree of Bachelor Education
in English Language Education



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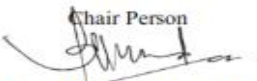
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
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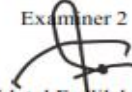
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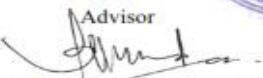
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MOTTO

When you want it the most
There's no easy way out
When you're ready to go
And your heart's left in doubt
Don't give up on your faith
Love comes to those who believe it
And that's the way it is

(Celine Dion)

ABSTRACT

Firstsyanaanda, Dianni. (2021). The Use of English Adventure Technique to Teach Speaking Descriptive Text at The Tenth Grade of SMA Laboratorium UPGRIS. English Education Department, Faculty of Tarbiyah and Teacher Training. State Islamic University Walisongo Semarang. Advisors:

This study aimed to describe the English Adventure technique of the tenth grade students of SMA Laboratorium UPGRIS. The research design used descriptive qualitative research. The English Teacher and 22 students participated in this study as source of data. The direct observation, interview, and documentation were used to collect data technique. The result of the study indicated that . English Adventure Technique is a technique in teaching outdoor class with teacher direction and fun learning activities. The students are given three challenges in the teaching speaking descriptive text using English Adventure Technique. The students are provided the directions in groups. First, they looked around the tourist destination and observed the history, the building, the people, and the important thing in Sam Po Kong. Second, the students collected the data to prove their observation through take a picture, booklet, book guidance, and board information. Third, after they found the information, the students write the description about Sam Po Kong. The problems that faced by the students, that is, unclear directions by the teacher, lack of vocabulary, lack of pronunciation, and grammatical problem. The students admitted that they found the difficulties saying the words in English, sometimes asking about the word in English to their English Teacher. The teacher provided some suggestions to solve the problems such as the teacher provide the direction concise clearly, the students must practice pronunciation, reading text to enrich vocabulary, and learning the grammar.

Keywords:*Adventure Technique, Teach Speaking, Descriptive Text*

DEDICATION

This study was done because of many supports and motivations. with sincerity and humility, I dedicated this thesis to:

1. My beloved parents Mr. Abdul Hadi and Mrs. Tumini, S.Pd. who pray, educate, teach, help, train, support, and brought me till I have finished this research.
2. My beloved husband Mr. Aru PujiSaputro, A.Md.Pel who always give the motivation to finish the study.
3. My beloved brother Danial Attafa'ul H. and M. Wildan Naufal who give the support and motivation.
4. Mr. Arif Ichwan Udin, S.Pd. as English Teacher at SMA Laboratorium UPGRIS.
5. All of my friends CahBe2014
6. For those who cannot be mentioned one by one.

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Bismillahirrahmanirrahim,

In the Name of Allah, the Most Merciful, the Most Gracies. All praise be to Allah, the Lord of Lord, and prayers and peace be upon Mohamed His servant and messenger.

First, I must acknowledge my limitless thanks to Allah, the Ever-Magnificent, the Ever-Thankful, for His help and bless. I am totally sure that this work will never become truth, without His help. Sholawat and Salutation are always given to Prophet Muhammad, the last messenger and the most beloved Prophet of Allah.

I realized that this thesis would not be achieved without any advice, motivation, guidance, support, help and encouragement from individuals and institutions. In this chance, I would love to express my gratitude for all of them:

1. Prof. Dr. H. Imam Taufiq as Rector UIN Walisongo
2. Dr.Hj. Lift Anis Ma'shumah, M.Ag., The Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Sayyidatul Fadlilah, S.Pd.i., M.Pd., The Head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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7. My beloved husband Mr. Aru Puji Saputro, A.Md.Pel. who always give the motivation to finish the study.
8. My beloved brother Danial Attafa'ul H. and M. Wildan Naufal who give the support and motivation.
9. Mr. Arif Ichwan Udin, S.Pd. as English Teacher at SMA Laboratorium UPGRIS and also students of X MIPA.
10. All of my friends CahBe2014
11. For those who cannot be mentioned one by one and who has supported me to finish this thesis.

Finally, I will sincerely accept constructive criticism in order to make this thesis getting better and I hope this research will be helpful for everyone. Aamiin.

Semarang, 12 June 2021

The researcher,

Dianni Firstsyananda

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CHAPTER I INTRODUCTION

A. Research Background

Teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (B B Strasser, 1964)¹. The way to teach English for the students is different for each level of the students.

حَدَّثَنَا مُؤَمَّلُ بْنُ هِشَامٍ يَعْنِي الْيَشْكُرِيَّ حَدَّثَنَا إِسْمَاعِيلُ عَنْ سَوَّارٍ أَبِي حَمْزَةَ قَالَ أَبُو دَاوُدَ وَهُوَ سَوَّارُ بْنُ دَاوُدَ أَبُو حَمْزَةَ الْمُرَزِيُّ الصَّيْرَفِيُّ عَنْ عَمْرِو بْنِ شُعَيْبٍ عَنْ أَبِيهِ عَنْ جَدِّهِ قَالَ

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سِنِينَ وَاضْرِبُوهُمْ عَلَيْهَا وَهُمْ أَبْنَاءُ عَشْرِ وَفَرِّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ

Has told us Mu`ammal bin Hisham Al-Yasykuri has told us Isma'il from Sawwar Abu Hamzah said Abu Daud; He is Sawwar bin Daud Abu Hamzah Al-Muzani Ash-Shairafi from Amru bin Shu'aib from his father from his grandfather he said; The Messenger of Allah said, "Instruct your children to pray when they reach the age of seven, and when they reach the age of ten, beat them if they do not, and separate them in their beds."²

The Hadith above explains how to educate children according to their age level. Children under the age of seven, they are new to

¹J.C. Anggarwal. *Essensial of Education Technology*, 3rd Edition, (Vikas Publishing House, 2011)Pp.112

²Software Application *Ensiklopedi Hadits 9 Imam*

join and can't practice something properly, sometimes they want to do it and sometimes they don't want to do it. When a child has entered the age of seven, parents or teachers can give strict and different orders to treat a child who is entering the age of ten. We also need different way in teaching English between children or young learners and adults. The teacher has to be creative to create the enjoyable teaching and learning condition. Without the enjoyable teaching and learning condition, the children or young learners will feel bored easily in the teaching and learning activities. The role of the teacher here is to make the students feel easy and successful in learning English. The teacher can choose and use the method and technique in order to improve the student's ability.

In the case of teaching English in Senior High School, speaking English is one of skills that should be mastered by all students including the tenth grade students of SMA Laboratorium UPGRIS. It is one of Senior High School in Central Java, especially in Semarang. Based on the result of English teacher's observation in class especially in X MIPAc class of tenth grade of SMA Laboratorium UPGRIS that there was a problem that faced when the teacher taught spoken English. The students felt anxiety when they spoke English. They were not confident because incorrect grammatical, lack of vocabulary, and lack of pronunciation. In addition, the Pandemic Covid-19 situation

make a change in the teaching and learning process. The students usually learn in the classroom but now they learn with virtual learning. The students also felt bored learning in the classroom. The teacher wanted to find a new technique to teach spoken English.

This study focused on teaching spoken English through English Adventure Technique. Chris Cavert, Ed.D, as quoted in Prouty (2007): “Adventure education can be defined as direct, active, and engaging learning experiences that involve the whole person and have real consequences. Experiential education has a similar definition, comprising a broader umbrella that encompasses learning methods that occur in less active modes such as the classroom. The definitions of experiential education and adventure education are merging and becoming less distinguishable because the element that makes experiential education an adventure is not just how active or physically risky the activity is, but what the learner’s overall state of mind is. If learners are out of their comfort zone and are actively engaged in learning, then we are increasingly likely to describe that as good adventure education.”

In line with explanation above, the study intended to overcome the problem in teaching spoken English. In this study, the researcher observed English teaching to the tenth-grade students of SMA Laboratorium UPGRIS in the academic year

2020/2021. The class consisted of X MIPA and X IPS class, the researcher chose a MIPA class for the sample of the study. Mr. Arif Ichwan Udin is the teacher in this class, in the teaching learning process, he is a creative teacher and he usually gives exercise to his students to make them mastering the materials. He intended to solve the problem when the English material taught in the virtual classroom during the Covid-19.

Based on the theories above the researcher is interested in conducting a descriptive research entitled **THE USE OF ENGLISH ADVENTURE TECHNIQUE TO TEACH SPEAKING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA LABORATORIUM UPGRIS.**

B. Research Questions

This study is guided the following questions:

1. What is the English Adventure technique of the tenth grade of SMA Laboratorium UPGRIS?
2. What are the problems faced by the teacher on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?
3. What are the solutions to the problem taken by the teachers on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

C. Objectives of the Research

The objectives of this research are:

1. To describe the English Adventure technique of the tenth grade of SMA Laboratorium UPGRIS.
2. To describe the problems faced by the teacher on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS.
3. To describe the solutions of the problem faced by the teachers on teaching speaking descriptive text by using English Adventure Technique of the the tenth grade of SMA Laboratorium UPGRIS.

D. Significances of the Study

The study about the use of English adventure technique to teach speaking things around us at the tenth grade of SMA Laboratorium UPGRIS, hopefully will give contribution to English learning medium, they are:

1. Theoretical Significance

The result of this research could give some useful information about English teachers' strategies in teaching speaking English. This research is expected to be used as a reference for other researcher to conduct a research in English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the

readers. And the result of this study may help teacher to improve their strategies in teaching speaking english.

2. Practical Significance

a. For students

The finding of the research can be used as a new learning experience to the students.

b. For teacher

The result of this research is expected to be useful contribution that can be inspired other teacher to implement the technique in English class.

c. For the researcher

The result of this research will help the researcher to get some experiences and notion about the study and useful information for the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

A journal from Zainatuddar, Syiah Kuala University Banda Aceh, 2015 entitled “Teaching Speaking in English by Using the Picture Series Technique”, the purpose of Zainatuddar’s journal are to finding the significant differences in achievement between the student who are taught speaking by using the Picture Series Technique (PST) and those who are taught by using Drill Technique (DT), and to find out which speaking sub skills are better taught by using PST. The similarity between this thesis and Zainatuddar’s journal is in the purpose to make the student easier in learning speaking in different way. The difference between both research is in the zainatuddar’s journal using quantitative and qualitative methods in the senior high school, while in this research using only qualitative method in the junior high school. The other difference is in the technique they used, Zainatuddar used Picture series Technique, while this thesis use English Adventure Technique.

A journal from Ahmila Novita, journal vision vol 5 No 1, 2016 entitled “Improving Active Learning Through Student’s Powerpoint Presentations on Report Text Speaking Skill”, the similarity between this thesis and Ahmila’s journal are in the

method of analysis and the purposes are to improve student speaking skill, the difference between both research is in the technique, this thesis use English Adventure Technique while Ahmila's journal used Student's Powerpoint Presentation.

A Journal from Thanyalak Oradee, international Journal of Social Science and Humanity entitled "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem Solving, and Role Playing)", the purpose of Thanyalak's journal are to study and compare speaking skills of Grade 11 students using three communicative activities, and to study the students' attitude towards teaching English speaking skills using the three communicative activities. The similarity of this thesis and Thanyalak's journal is to improve the student speaking skill. The difference of both research are in the technique and method they used, this research use English Adventure Technique and qualitative method, while Thanyalak use Three Communicative Activities and qualitative quantitative method.

B. Literature Review

1. General Concept of Speaking

a. Definition of Speaking

Speaking involves using speech to express other meanings to others become interaction.³ Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check they understand our meaning. Examples of these interactive strategies are making eye contact, using facial expressions, asking check expressions, clarifying your meaning, and confirming understanding.

Dwi Wulansari noted that making students speak in the class is not easy because most students assume English is very difficult. She pointed that the difficulties of students to speak are caused by some reason such as students' reluctance, lack of motivation, not interested the teaching technique and etc. ⁴

³Listyaning Sumardiyani, Wiyaka, and Entika Fani Prastikawati *Teaching English as Foreign Language*. Semarang: Universitas PGRI Semarang Press. 2018. p. 9

⁴Dwi Wulansari. *A Descriptive Study on Teaching Speaking Method to the Seventh Year Student of SMP Negeri 3 Baturetno*. School of Teacher Training and Education Muhammadiyah University of Surakarta. 2013. p. 3

Speaking has gained primacy of status in language teaching and learning. It is a language productive skill which requires direct response, spontaneity and automaticity, as the urgency of immediate response is there.⁵ Teachers have long known that mastery of speaking skills is important for many second language learners; however, the teaching of this skill is problematic for many of teachers because the complexity of spoken interaction and lack of consensus about what principled approaches should be adopted to teach speaking.⁶

b. Function of Speaking

The mastery of speaking skills in English a priority for students in Senior High School. The students consequently often evaluate their achievement in language learning as well as the effectiveness of their English course on the basis of how well they have improved in their spoken language proficiency. Jack C. Richard has designed the material in workshops with teacher's three-part version of Brown and Yule's framework (after Jones 1996 and Burns 1998), that is,

⁵Listyaning Sumardiyani and Zulfa Sakhiyya. *A Handbook: Speaking for Instructional Purposes*. Semarang: IKIP PGRI Semarang Press. 2007. p. 9

⁶Bygate, M. Speaking. In R Carter & D. Nunan (Eds), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press. 2001. p. 14

talk as interaction, talk as transaction, and talk as performance.⁷

1) Talk as interaction

Talk as interaction means “conversation” and describes the interaction which serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participations and how they interact socially with each other.

3) Talk as performance

Talk as performance which can usefully be distinguished has been talk as performance. It refers to public talk, that is, talk which transmits information before an audience such morning talks, public announcements, and speeches. Talk as performance tends to in the form of monolog rather than dialog, often a recognizable format (e.g. a

⁷Jack C Richards. *Developing Classroom Speaking Activities; From Theory to Practice*. Guidelines: RELC Singapore Vol 28, 2, Dec 2006 pp. 3-9

speech of welcome) and is closer to written language than conversational language.

c. Types of Speaking Activities

Speaking is complex because speakers are involved in a rapid and dynamic process incurring a high element of doing various things at the same time.⁸ To be competent they must combine various skills, knowledge, and processes that. The teachers find difficulties in teaching skills and combine the methodologies, approach, and technique in teaching EFL.

There are several types of speaking activities that can be taught in the classroom, as following:

1) Picture Sequence Stories

Picture stories can be used in speaking activity in the classroom with all students, particularly those with limited literacy skills. Learners can interpret a story based on a picture sequence. Students work collaboratively to put the story in the correct order. Once they have done so, they stand in a circle and tell the story.

2) Information-gap games⁹

⁸Ann Burns. *Research and Teaching of Speaking in the Second Language Classroom*. Sydney: University of South Wales. 2017. p. 242

⁹Jeremy Harmer. *The Practice of English Language Teaching* Fourth Edition. United Kingdom: Pearson Longman. 2007. p. 349

Information-gap depend on an information gap: one student has to talk to a partner in order to solve puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

3) Playscripts

Students are working on plays or playscripts, they should treat it as “real” acting. We need to help them to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

4) Flow-diagram conversation ¹⁰

Flow-diagram conversation involves representing a dialogue in term of its speech acts. Learners, in pairs, perform the dialogue, following a route through the different functions, selecting from memory appropriate expression for the different speech acts.

5) Discussion

¹⁰Scott Thornbuy. *How to Teach Speaking* United Kingdom: Pearson Longman. 2005. p. 75

Discussion can separate into three activities. First, Buzz group, for example, we might want student to predict the content of reading text, or we may want them to talk their reactions to it after they have read it. Second, Instant comment involves showing them photographs or introducing topics any stage of a lesson and nominating students to say the first thing that comes into their head. Third, Formal debates that students prepare arguments in favor or against various propositions.

6) Problem Solving

Problem solving activities have all of the characteristics given for discussion activities. Learners work together to come up with solution to the problem.

7) Drama and Role-play

Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Using Drama in the classroom setting provides useful and enjoyable medium to discover language. Students can express themselves in a variety of ways and may be transported into a world of imagination. Students are

able to shed their inhibitions, taking on the role of an entirely different character and shaking the shackles of culture and social expectations.

8) Questionnaires

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussion or prepared talk.

9) Show and tell

This activity asks learners to talk and answer questions about an object or image of special significance to them works well for all age groups and at all but the most elementary level. Show and tell can be established as a regular feature of lesson with learners taking turns and knowing in advance when their turn is due,

10) Chain Story

The students work in groups, they take turn to tell a story, each one taking over from, and building on, the contribution of their classmates, at a given signal from the teacher.

2. Teaching Descriptive Text

The 2004 Curriculum in Indonesia still adopted a communicative approach, this curriculum was called a competency-based curriculum in which classroom teaching and learning practices were expected to adopt a genre-based approach.¹¹ Almost every 10-year period, we seem to have been destined to have adopt a new curriculum. Now, we implement the 2013 Curriculum, which adopts science-based and holistic approaches in nature.

The 2013 Curriculum adopts a Genre-Based Approach (GBA) which aims to develop the ability to communicate in both spoken language and written language.¹² The competencies included the ability to communicate in both spoken and written in the form of descriptive, narrative, recount, announcement, exposition, personal letter, caption, and procedure. The formulation of the basic competencies in teaching descriptive text at tenth-grade students in Senior High School as follows:

¹¹Fuad Abdul Hamied. *Curriculum Change: What does it mean to Indonesia TEFL?* Solo: UNS Press. 2014. p. 13

¹² Helena I.R. Agustien. *The 2013 English Curriculum: The Paradigm, Interpretation, and Implementation.* Solo: UNS Press. 2014. p. 40

Table 1.1

Basic Competence of teaching descriptive text

<p>3.4 Distinguishing the social functions, generic structure, and linguistic features of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings, short and simple, according to the context of their use</p>
<p>4.4 Descriptive text</p> <p>4.4.1 Capturing contextual meanings related to social functions, text structures, and descriptive, oral and written, short and simple text language elements related to tourist attractions and famous historical buildings.</p>
<p>4.4.2 Compiling oral and written descriptive texts, short and simple, related to famous tourist attractions and historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context.</p>

The above competence is to formulate the target text.

Now, we discuss the term of descriptive text, as follows:

a. Descriptive text

A descriptive text is a text which describes a place or a person. The social function of descriptive text about a

place are to describe, to promote or to introduce a place, to recognize, and to inform about the place.¹³

b. Generic structure of descriptive text

The generic structure of descriptive text as follow:

1) Identification

It identifies the place to be described about name, location, and specific information about place).

2) Description

It describes the characteristics or parts of place or building described and explain quality and characteristics of the place being described.¹⁴

The example of descriptive text, as follow:

Borobudur Temple

(Identification)

Borobudur Temple is a great Buddhist Temple built by the Syailendra Dynasty in th 9th century. It is located at Magelang, Central Java. The temple is famous all around the world. For hundreds

¹³Ariati, Ruri and Syahrial. *Improving Students' Descriptive speaking Competence by Using Cue Cards at the Grade VIII 2 of Public Junior Hugh School 03 Bengkulu City*. Journal of Applied Linguistics and Literature, Vol. 1 No. 1, June 2016, pp. 92—20. 2016.

¹⁴Hartono, Rudi. *Genre of Texts*. Semarang: English Department of Semarang State University. 2005. p. 7

of years, it had been buried under volcanic ash and vegetation, until its discovery in the 1800s.

(Description)

Influenced by Indian Gupta architecture, Borobudur Temple stands on a hill-like construction with eight stone terraces. The first five are square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the center of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur Temples' architecture is similar to that of the temples at Angkor, Cambodia. They form mountain-line structures that symbolize the structure of the universe.

Borobudur Temple, rededicated as a national monument in 1983, is a treasure for the nation.¹⁵

c. Linguistic feature of descriptive text

Linguistic features of a descriptive text as follows:

1) Use specific participant

¹⁵Th. M. Sudarwati and Eudia Grace. *Pathway to English for SMA/MA Grade X*. Jakarta: Penerbit Erlangga. 2016. p. 106

For example: B.J. Habibie, Ir. Soekarno, Borobudur Temple.

2) Use adjectives

For example: long, great, huge, bright, beautiful, etc.

3) Use simple present tense

We use the present simple for things that we do regularly and for facts, habits, truths, and permanent situations.

4) Use action verbs

For example: run, write, listen, dance, walk, and etc.

5) The use of “to be” and “to have”

For example: The hotel has 235 bedrooms.

The hotel rate is too expensive.

6) The use of relating verbs

For example: The temple consists of five terraces.

The museum houses hundreds of Greek statues.

7) The use of opinion and fact adjectives

For example: The temple is magnificent. (Opinion)

The temple has a rectangular shape. (Fact)

8) The use of degree of comparison

For example: Bogor has the same weather as Ungaran.

The weather in Jakarta is hotter than that in Bandung.

9) The use of participle phrases

For example: Situated between East London and West London, the river flows into the sea.

The house standing at the foot of the hill belongs to the royal family.

10) The use of compound adjective

For example: The five-bedroom bungalow has been rented since last year.

Passengers are not allowed to smoke in the non-smoking compartment.

11) The use of adverbial phrases of time and place

For example: The city has changed a lot since the 17th Century. (adverbial phrases of time)

London is situated in the southeastern England. (adverbial phrases of place)

d. Improving Speaking skill in teaching descriptive

There are many ways to improve speaking skill by the teacher. The students sometimes find the difficulties when speaking skill is taught by the teacher such how to correct pronounce, how to speak fluently, how to speak confident without thinking about grammar, and etc. In addition, the teachers develop the method, approaches, and technique in English language teaching in the classroom especially to improve speaking skill.

Several study that discusses about how to improve speaking skills in teaching descriptive in different methods, approaches, and technique. First, Dina SyarifahNasution, Zainil, and Kusni in Journal English language Teaching (ELT) explored how to improve speaking skill of descriptive text through *mind mapping* at Vocational High School. They found that mind mapping can be improved speaking skill in teaching descriptive text at the students of vocational high school. They also investigated that influenced the improvement of students' speaking skill such as interesting teaching media, interesting material, enjoyable classroom management, attractive teacher's approach, and teacher strategy.¹⁶

Second, HenySulistiyoRini discussed using "Most Names" to improve students' speaking skill in teaching descriptive text. She used "Most Names" that related a kind of guessing game. She pointed out that game is one of technique that can be applied in teaching speaking because it gives students pleasure to practice to express the English in class. Her paper applied Classroom Action

¹⁶Dina Syarifah Nasution and et al. *Improving Students' Speaking Skill of Descriptive Texts through Mind Mapping at Grade X-1 Computer and Network Technic Program (TKJ) of SMK N 1 Panyabungan*. Journal English Language Teaching Volume 1 Nomor 2. 2013. p. 90

Research inferred two important point, that is, “Most names” can improve students’ speaking skills include saying in a good accent, using correct grammatical sentence, and selecting appropriate words and expressions. In other word, “Most Names” stimulated students to be more active, interactive, and creative to speak English.¹⁷

Third, Indah Muslichatun reported her study about improving the students’ speaking practice in describing people by using contextualized card game in LANGUAGE CIRCLE Journal of Language and Literature. She assumed that the lack of practice and the poor practice are the crucial problems which made some of the students poor in speaking English. So, she used contextualized card game as media in teaching spoken descriptive. She inferred that contextualized card game improve the students’ speaking practice.¹⁸

¹⁷Sulistyo Rini, Heny. *Using “Most Names” to Improve Students’ Speaking Skill in Descriptive Text (The Action Research Was Done to The Eight/A Grade Students of SMPN 1 Geger Madiun in the Academic Year 2012/2013.* p. 10

¹⁸Indah Muslichatun. *Improving the Students’ Speaking Practice in Describing People by Using Contextualized Card Game.* Language Circle Journal of Language and Literature Vol. VIII/1 October 2013. 23- 34. 2013. p. 27

Last research, Ruri Ariati and Syahrial wrote on Journal of Applied Linguistic and Literature about using Cue Cards as media to improve students' descriptive speaking competence at Junior High School in Bengkulu. The result of their study indicated the progress of students' descriptive speaking by using cue cards. They found several factor that influenced in improving students' descriptive speaking competence such as students' English proficiency, integrated skills and language element (pronunciation, grammatical comprehension, vocabulary mastery, and fluency), thinking ability, and attitude along treatment.¹⁹

3. Adventure Learning

The Ministry Education of Indonesia, Mr. Nadiem Makarim, mandates the change of learning in the school with the independent of learning program. His speech in National Teacher Day 2019 emphasized to learn not only in the classroom but also, he expected the learning can be conducted at outdoor class. The teachers adopted this mandate into teaching and learning process. Several studies reported the

¹⁹Ruri Ariati and Syahrial. *Improving Students' Descriptive speaking Competence by Using Cue Cards at the Grade VIII 2 of Public Junior Hugh School 03 Bengkulu City*. Journal of Applied Linguistics and Literature, Vol. 1 No. 1, June 2016, pp. 92—20. 2016. p. 9

discussing about teaching outdoor activities in English Foreign Language (EFL) class, as following:

a. The Principle of Adventure Learning

Adventure Learning is closest with outdoor learning activities that is a learning activity outside the classroom and combines the elements of play while learning.²⁰ The Opinion of Komaruddin (Husamah, 2013) defines outdoor learning is an activity outside the classroom containing activities outside the classroom or school and in the outdoors, such as camping and adventure activities as well as developing relevant knowledge aspects.

Adventure learning is a great way to engage and challenge physical education students. In this lesson, you'll learn about adventure learning and find out how to integrate these activities into students' physical education curriculum.²¹

Imagine climbing a rock wall, walking across an elevated log like a tightrope walker, and careening down a zip line. When you finally make it back to solid ground,

²⁰Salam, Rosdiah. *Implementation of Outdoor learning Method in Improving Skills of Writing*. International Journal of Social Science and Humanities Research ISSN 2348-3164 Vol. 5, Issue 3, pp: (504-512), Month: July-September 2017. p. 508

²¹ Chia Suan Chong. *Adventure Learning in Australasian Context the Teaching and Learning Toolkit*. Melbourne: Summary of Australia Research. 2018

you feel successful, empowered, and triumphant. Now, imagine you are a twelve-year-old child taking part in these activities during your regularly scheduled physical education class.

There are many benefits to structured, healthy risk-taking experiences. In this lesson, we'll explore adventure learning and describe how you can use it to safely transform your physical education curriculum. **Adventure learning** is an approach to instructional design that actively engages students in authentic, mentally and physically challenging tasks.

During adventure learning, students work both independently and collaboratively to complete tasks, solve problems, and support one another as they are challenged to go outside of their comfort zones. Students may be asked to participate in rock climbing, zip lining, ropes courses, or other activities that require some degree of developmentally appropriate risk-taking.

Several studies also discussed the activities in adventure learning such as playing games, competitions, adventure, reading comprehension.²²

²²Candra Hadi Asmara, Khoirul Anwar, dan Ribeh Najib Muhammad. *EFL Learners' Perception toward an Outdoor Learning Program*. International Journal of Education and Literacy Studies ISSN 2202-9478 Vol. 4 No. 2; April 2016. Australia: Australia Academic Centre . 2016. p. 79

b. The benefits of adventure learning

There are a number of benefits of integrating adventure learning into students' physical education curriculum. These benefits include:

- 1) Strengthening students' cooperation skills
- 2) Strengthening students' problem-solving skills
- 3) Increasing students' self-esteem and confidence
- 4) Fostering trust between students
- 5) Strengthening students' communication skills
- 6) Stretching students' understanding of their personal limitations²³

Outdoor learning is very rewarding because students come face-to-face with the core of the problem so students are quicker to grasp and understand the meaning of the learning objectives outside the classroom.²⁴Suyadi (Husamah, 2013) added the benefits of learning outside the classroom were: The mind is clearer, learning will fun, learning is more varied, and learning is more recreated.²⁵

²³Chia Suan Chong. *Adventure Learning in Australasian Context the Teaching and Learning Toolkit*. Melbourne: Summary of Australia Research. 2018

²⁴Liu, T.,-Y., Tan, T.-H., & Chu, Y.-L. 2009. Outdoor Natural Science Learning with an RFID-Supported Immersive Ubiquitous Learning Environment. *Educational technology & Society*, 12 (4), p. 161-175

²⁵Husamah. 2013. *Pmbelajaran Luar Kelas (Outdoor Learning)* Jakarta: Prestasi Pustaka

CHAPTER III

RESEARCH METHOD

This chapter discussed about research design, time and place of the research, source of data, research focus, and technique of data analysis.

A. Research Design

Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is descriptive qualitative. Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants definitions of the situation, nothing patterns, themes, categories and regularities.²⁶

B. Time and Place

This research conducted at SMA Laboratorium UPGRIS on 16 November until 16 December 2020. SMA Laboratorium UPGRIS is a Laboratory school in Semarang city that is developed by University of PGRI Semarang for teacher candidate to practice teaching and learning at internship program. In addition, it has a vocational program such as life skill for students

²⁶Louis Cohen, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. London: Routledge. 2007. p. 461

(computer, English for specific purposes, cooking, and hospitality.

SMA Laboratorium UPGRIS has been chosen because the teaching and learning process held in indoor and outdoor classroom. The teacher said that the students have an experience at outdoor classroom such learning in garden, tourist destination, and visiting industry program. So, the adventure learning can apply to this school.

During the pandemic Covid-19, SMA Laboratorium UPGRIS implemented the blended learning. It means that the teaching and learning process combined structured face to face activities and virtual learning. The time allocation of lesson usually spends at 45 minutes, but it reduced on 30 minutes for each lesson during the pandemic Covid-19. Meanwhile, the research conducted in pandemic Covid-19 so the teaching and learning process happened in the classroom and online learning.

C. Source of Data

The object of research is the students and the English teacher of SMA Laboratorium UPGRIS. The students consisted of 22 students at tenth grade from X MIPA class. The English teacher was Arif Ichwan Udin, S.Pd. He graduated from University of PGRI Semarang. He has taught English subject for 3 years ago. He implemented blended learning during the

pandemic Covid-19. He taught English lesson through online media such as zoom, google meet, and ruang guru.

D. Research Focus

The research focused on how the teacher implemented English Adventure Technique to the students in teaching speaking descriptive text. It found the stages, the problem faced, and the solutions to overcome the adventure technique. The students have experience when they visited tourist destination in Semarang, Sam Po Kong, to gather information and created spoken descriptive text.

E. Data Collection Technique

This study used direct observation, interview, and documentation as follow:

1. Direct Observation

Observation is a complex process through which you refine and elaborate the issues to be studied while participating and collecting information in the field ²⁷. Observation in this research used to monitor the teacher and students' activities during teaching learning process. It was the list of some point that the researchers want to observe when observation taking place. The focused of the observation was the students and the teacher.

²⁷Danny L. Jorgensen. *Participant Observation: A Methodology for Human Studies*, (SAGE, 1989) Pp.34

Observation of the research conducted two stages. First, observation was held in the classroom. It was focused on how the teacher taught the descriptive text. Second, observation was held in outdoor. It was focused in how the teacher implemented English Adventure Technique. It was on Sam Po Kong as tourist destination in central Java as object that could be described by the students.

2. Interview

An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interview, who responds to those questions.²⁸ The interview of students and the teacher were recorded on December 16, 2020. The eleventh students who joined recording the video in interview. The other eleventh students were interviewed by using Google Form. The students answered the questions in Bahasa so it was translated in English.

3. Documentation

Documentation is the combining collection of the data. Documentation that is the researchers get from process of observation, interviews, field notes and file from institution.

²⁸M. Easwaramoorthy & Fataneh Zarinpoush. *Interviewing For Research*, (Canada: Imagine Canada University, 2006)

In this study, the researcher know of consisting of teaching and learning speaking things around us activities. The next step, the researcher processes the data.

F. Technique of Data Analysis

This study used descriptive qualitative method, that is, it was based on the characteristics of phenomenon and the data analysed using the description not numbers. Qualitative data analysis involve organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants definition of the situation, nothing patterns, themes, categories, and regularities. In this study, the steps of analysing the data are as follow:

1. Data reduction

The data of the data in this research, that is, the process to select, abstract, and simplify the data gained from the note of observation and the interview. After that, the result will be summarized and analysed to find the important information, group of the data, and select the data which are required and arrange the data to the proper format so that they provide meaningful result and conclusion.

2. Data display

Data display, as the next stage, was to display the data from the result of the data reduction. The information was gained from the observation, the interview, and the documentation

will be gathered and organized according to the research focus.

3. Conclusion and verification

The last stage of analysing the data was determined the conclusion and verification. Conclusion involves stepping back to consider what the analysed data mean and to assess their implication for the questions at hand.

In line with explanation above, this research used three stages of analysing the data. First, data reduction to find the important information, classify the data, and select the data which are required. Second, data display to find what is happening, and justified conclusion. It involved the summary. Third, it was considered conclusion and verification that a result of data as collected based on observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV describes about the research findings and discussion in teaching speaking descriptive text using English Adventure Technique. This chapter discussed the description of the research, analysing of data, and limitation of the research.

A. Description of the Research

The description of the research discussed the result of the activities during the research. The headmaster of SMA Laboratorium UPGRIS permitted five meeting to do the research because the situation in pandemic Covid-19. This school implemented blended learning in teaching and learning process. The students were still healthy which can enter the classroom with the health protocol. They must use the mask, wash their hands, and keep social distancing. In addition, the students also were taught in virtual class.

1. First activities

The research started on November 16, 2020. The teacher taught English which descriptive material. First, he taught via zoom. He opened the presentation material and taught the descriptive text. He started with opening the lesson, praying together and gave the motivation to the students. And also, he remembered to the students to use

mask, washing hands, and keep social distancing. It prevented to attack of Covid-19.

He discussed descriptive material to the students with beginning guessing picture. He presented four picture Sam Po Kong, Lawang Sewu, Borobudur Temple, and Prambanan Temple. He asked to the students that Have you ever visited this place. The students answered the question. They also provided the description of Borobudur Temple as example.

2. Second activities

The second activities were held on November 23, 2020. The English Teacher taught in the classroom. He began with praying together and giving the motivation. He also reviewed the previous material about the descriptive text. The students discussed again about the social function, the generic structure, and linguistic features.

The English Teacher, Mr. Arif Ichwan Udin, presented the example of descriptive text. After that, the students asked to analyse the generic structure and linguistic feature by underlined the sentence. They also were provided quizzes by answering the question. They were interested to participate the classroom in question and answer.

3. Third activities

The students and the English teacher visited in Sam Po Kong as object to describe in teaching spoken descriptive

text. The English teacher chose the Sam Po Kong because it was tourist destination in Semarang that can describe as descriptive text appropriate with basic competence.

The English teacher began with dividing the students into five groups and explaining the instruction to the students. He provided three challenges in teaching descriptive in the Sam Po Kong. First challenge, the students asked to look around the tourist destination and observed the history, the building, the people, and the important thing there. Then, they discussed with their group and wrote on the sheet that was given by the teacher about the result of observation and group discussion.

Second challenge, the students asked to collect the data to prove your observation through take a picture, booklet, book guidance, or any information and wrote the information on the sheet. Third challenge, after the groups found the information, started to write the description about the tourist destination that they have visited. The students discussed with their group and wrote the description on the sheet.

4. Fourth activities

The English teacher taught in the classroom. The students presented the result of descriptive text that they

have written in Sam Po Kong. The group presented the result in front of the classroom.

B. Analysing Data

After the research was done, the writer collected and analysed the data. The observation sheet, the interview guide, and the documentation collected to analyse the research data.

1. The Observation

The observation conducted during the research such as teaching and learning in the classroom, virtual class, and application of the English Adventure technique. The result of observation was divided in observation for teacher and observation for student. The results as follow:

Table 4.1
The Result of Observation for English Teacher

No.	Teaching and Learning Process	Categories
A	Preparation	
1	The teacher was well-prepared and well-organized in class.	Excellent
2	The goals/objectives were apparent.	Excellent
B	Presentation	
3	The class material was explained in an understandable way.	Above Average
4	The lesson was smooth, sequenced, and logical.	Above Average
5	Directions were clear and concise and students were able to carry them out.	Above Average
C	Execution/Methods	
6	There were balance and variety inactivities during the lesson.	Excellent
7	The teacher positively reinforced the students.	Excellent
8	Examples and illustrations were used effectively.	Above Average

D	Teacher and Students Interaction	
9	Teacher encouraged and assured full student participation in class.	Excellent
10	The students were attentive and involved.	Above Average

The table 4.1 explained the results of observation of English Teacher. There were four elements, that is, preparation from the teacher, presentation, execution/methods of English Adventure Technique, and interaction both of teacher and students. The observation sheet can be categorized in not applicable, excellent, above average, average, and unsatisfactory. The comments also were given in each parts of this observation.

The first point was about the preparation before the English Teacher entered to the classroom. The teacher was excellent to prepare the learning material appropriate with the lesson plan. The teacher was well-prepared and well-organized not only in the classroom but also in virtual class. He prepared the learning material in power point and well-presented in class. The students studied grammar of descriptive text inductively, that is, the teacher was given the descriptive text and then they analyzed the linguistic feature in the text through underlined the sentence. The second element was the objectives of learning. It can be categorized with excellent because the students able to

speak the descriptive text appropriately. It was accomplished by the students using English Adventure Technique.

The part of presentation was cleared by the teacher. He The teacher explained the material in an understandable way in the classroom and virtual learning. The teacher also explained the lesson smooth and sequenced appropriate with lesson plan but some students did not concern in the learning process. The directions were clear and concise yet and students were able to carry them out during the observing. The students sometimes asked to the teacher to repeat the directions.

The teacher taught in variety activities such as observing, discussing, and exploring. He provided to the students with challenges in teaching and learning process when it happened in visiting the tourist destination. The teacher also fostered the students in learning process although online learning and teaching outdoor class. The English teacher explained the material with examples and illustrations effectively. They taught with the picture in virtual class and direct object when the students asked to describe the object.

The teacher and student's interaction were so excellent, the teacher asked the students one by one to

participate in the class. He asked to the students answered the questions in online class and outdoor learning. The students also were attentive and involved. They participated in all the activities in the classroom as well as virtual class.

The observation also has done for students in teaching and learning process during the research. The writer observed the students in the teaching in the classroom, virtual class, and when the students provided the English Adventure Technique by the English teacher. The Result of observation for students explained in table as follow:

Table 4.2
The Result of Observation for Students

No.	Teaching and Learning Process	Categories
1	The students were attentive and involved.	Above Average
2	The class felt free to ask questions, to disagree, or to express their own ideas.	Above Average
3	The students were comfortable and relaxed, even during intense intellectual activity.	Excellent
4	The students were treated fairly, impartially, and with respect.	Above Average
5	The students were encouraged to do their best.	Above Average
6	The students understand the steps of English Adventure Technique.	Above Average
7	The students understand the material of descriptive spoken appropriately.	Above Average
8	The students enjoy the activity of English	Excellent

	Adventure learning.	
9	The students get new method how describe the thing.	Excellent
10	The students felt easily to describe something such as building, historical place, or person.	Above Average

There were ten elements in the observation for students. The students were attentive and involved in the classroom but only several students involved in group discussion. They also were involved in learning process until the descriptive spoken text which presented by them. So, the teacher encouraged them to finish the learning activities

The students are able to ask the teacher directions and express their idea. They followed the stages in teaching descriptive spoken text at outdoor class. The English teacher provide the three challenges and the students participate the activities. The students could express their idea to explore the descriptive text in groups. They can share their idea and discussed to gather the information in descriptive text.

The students also felt comfortable, enjoyed, and relaxed outdoor learning activities. They observed the buildings, gathered the information, and presented the descriptive text. The teacher did not discriminate to the students. The students were treated fairly, impartially, and with respect. They could ask to the English teacher about the directions in virtual class and outdoor

learning. He provided the chance to the students to answered the question in teaching and learning process.

The students could explore their idea in groups for writing descriptive text. The students were encouraged to do their best for the presentation in the result of the descriptive text. The students also did the stages appropriately. The students understand the steps of English Adventure Technique.

The students understand the material of descriptive spoken appropriately. The students could arrange the descriptive text appropriate with the instructions by the teacher. The students enjoyed the activities using English Adventure Technique. They learnt the descriptive text by learning outdoor class and observed the object to describe directly. The students felt easily to describe the Sam Po Kong by gathered the information and took a photo.

2. The Interview

The interview divided into two parts, that is, the interview for English Teacher and the interview for the students. There were five question in the interview.

a. The result of students' interview

There were 11 students answering the question by direct interview in the classroom and 11 students other answering the question by writing in google form with

using link <http://bit.ly/InterviewSMALAB>. The result of interview the students explained on the table.

1) The students answer of question number one

The students were given question, that is, how did your teacher implement the English Adventure Technique in the teaching speaking descriptive text? The answer of students explained in the table as follow:

Table 4.3
The Students Answer Question Number 1

Code	Answer
S-1	<i>Mr. Arif applies three challenges in the use of English adventure techniques, the first challenge we are told to report Sam Po Kong, second we are asked to take photos of buildings to gather information, and the third we are asked to write a descriptive text about Sam Po Kong</i>
S-2	<i>we got three challenges, first we looked around the building there, then asked to take the objects photo, and third wrote descriptive text</i>
S-3	<i>I am with my group was asked by Mr. Arif to observe the building in Sam Po Kong. After that we gathered the information there. Then, we discussed the information in group to write the description text</i>
S-4	<i>Mr. Arif gave three challenges. First, we asked to walk around and look the building in Sam Po Kong. Second, we asked to gather information about description in Sam Po Kong. We can look the information board. Third, we wrote the descriptive text.</i>

S-5	<i>Mr. Arif implemented three challenges using English Adventure Technique, the first challenge we asked to look around Sam Po Kong, second we asked to capture the building to collect information, and third we asked to write the descriptive text about Sam Po Kong.</i>
S-6	<i>Mr. Arif said that we discussed with our group yesterday. He asked to observe Sam Po Kong. Then, he asked to collect about description Sam Po Kong. Last, we wrote the descriptive text in group.</i>
S-7	<i>Mr. Arif gave three challenges yesterday. Ehmmm ... we asked to look around Sam Po Kong, and then captured the building and we asked to write descriptive text from visiting Sam Po Kong.</i>
S-8	<i>Mr. Arif implemented three challenges using English Adventure Technique. The first challenge, we asked to look around SAM PO KONG. Second, we asked to take photo the building for gathered the information and the third we asked to wrote the descriptive about SAM PO KONG.</i>
S-9	<i>we asked to look around Sam Po Kong yesterday, such as capturing the building for making descriptive material.</i>
S-10	<i>in the beginning, we observed the history of building Sam Po Kong. After that we took photo the information in the building and then we made the description text.</i>
S-11	<i>Mr. Arif provided three challenges yesterday, Miss. First, we asked to look around the building in Sam Po Kong, then secondly, we asked to gather the data through photo. After that, we asked to write based the information that we got before.</i>
S-12	<i>We looked around the Sam Po Kong. Then take building capture and whatever the information. Our group wrote the description about Sam Po Kong in paper.</i>

S-13	<i>There was three challenge yesterday. First, we looked around the building in Sam Po Kong. Second, we asked to take a photo the building in Sam Po Kong. Third, we wrote the description.</i>
S-14	<i>Mr. Arif asked to write the description about Sam Po Kong yesterday. We asked to observe, capture the building, and wrote the text.</i>
S-15	<i>Firstly, challenge we are invited to observe the parts and contents of Sam Po Kong then in the second challenge we take photos for the material for descriptions text. Hemmmmm (berpikir) three challenge miss, and we make descriptions text.</i>
S-16	<i>When I was in Sam Po Kong, Mr. Arif taught with asked we to find the information in buildings there. Take the important thing about the information. Then, wrote the description about Sam Po Kong in groups.</i>
S-17	<i>There was three challenge, Miss. Asked to observe, then take a photo a tourism information board and wrote a descriptive text</i>
S-18	<i>There were three challenges, Miss, first asked to observe Sam Po Kong, second asked to take photo the objects, third asked to description.</i>
S-19	<i>Mr. Arif implemented with three challenges yesterday, Miss. First, looked around the building, second capture, take a photo, third wrote a description text</i>
S-20	<i>Mr. Arif made groups. We asked to look around the Sam Po Kong. Capturing about the description the building. Then, write the descriptive text that given by Mr. Arif.</i>
S-21	<i>Mr. Arif applies three challenges in the use of the English adventure technique, the first challenge we observe Sam Po Kong, the second we take photos of buildings to gather</i>

	<i>information, and the third we are invited to a description of Sam Po Kong by writing on paper.</i>
S-22	<i>firstly, we asked to look around Sam Po Kong. Second, hemmm (thinking) took photos in building and asked wrote the text</i>

Based on the students answered in the table 4.3 above, the students are given three challenges in the teaching speaking descriptive text using English Adventure Technique. They are provided the directions in groups. First, they looked around the tourist destination and observed the history, the building, the people, and the important thing in Sam Po Kong. Second, the students collected the data to prove their observation through take a picture, booklet, book guidance, and board information. Third, after they found the information, the students write the description about Sam Po Kong.

2) The students answer of question number two

The students are given the question about did they like the teaching and learning process by using English Adventure Technique? The answer of question number two as follow:

Table 4.4
The Students Answer Question Number 2

Code	Answer
S-1	<i>Yes, I like it, because it is different from learning in class. this is more fun</i>
S-2	<i>I was very happy</i>
S-3	<i>Yes, I was happy</i>
S-4	<i>Yes, I was so happy learning in Sam Po Kong.</i>
S-5	<i>Yes, I liked, because it was different with learning in the classroom because we enjoyed the leaning more relax so it can do easily.</i>
S-6	<i>Yes, I did.</i>
S-7	<i>I was so happy Miss but I felt so tired because we walked around Sam Po Kong.</i>
S-8	<i>Yes, I was happy, because it was so different with learning in the class make, we knew the historical value in it, add our knowledge.</i>
S-9	<i>Yes, of course I liked to learn new thing directly looking the object in learning descriptive material</i>
S-10	<i>I was so happy because I felt the challenges in learning the text</i>
S-11	<i>Yes, Miss.because it was first time, we got new experience then we were happy with studied like that, learning new thing</i>
S-12	<i>Yes, I was happy</i>
S-13	<i>yes, of course because I get a new experience learning new</i>

	<i>thing</i>
S-14	<i>Yes, I was happy</i>
S-15	Yes, of course
S-16	<i>Yes, I was happy</i>
S-17	<i>Yes, miss (yes, like learning in outdoor class, I can walking</i>
S-18	<i>Yes, I like it</i> (yes, because I can study and enjoy the vacation.
S-19	<i>yes, nodding</i>
S-20	<i>Yes, I was happy</i>
S-21	<i>yes, I like it. Learning patterns that are very suitable and understandable are understood by direct observation.</i>
S-22	<i>I liked it because got the new experience</i>

From the table 4.4 above, we can conclude that the students felt so happy, comfortable and relax in teaching and learning process using English Adventure Technique. Some students explained the reason such as the teaching and learning process was so different with learning in the class, they knew the historical value in it, add our knowledge. They also got a new experience learning new thing and liked to learn new thing directly looking the object in learning descriptive material.

3) The students answer of question number three

The question number three, that is, asking the students feeling enjoyed when your teacher teaching speaking descriptive text by using English Adventure Technique. The students answer explained in the table 4.5 below:

Table 4.5
The Students Answer Question Number 3

Code	Answer
S-1	<i>YES, I enjoy English Adventure Technique because we can learn outside the classroom, can learn what we want to learn by looking at it and observing it directly</i>
S-2	<i>yes, that's 'right I enjoy learning outdoor</i>
S-3	<i>Yes, I enjoyed learning from Mr. Arif used English Adventure Technique</i>
S-4	<i>I felt enjoy learning activities using English Adventure Technique.</i>
S-5	<i>Yes, I enjoyed English Adventure Technique because we can learn in outdoor class, happy and add knowledge and so learning with relax.</i>
S-6	<i>Yes, I did</i>
S-7	<i>I enjoyed because I can study in outdoor schooo)</i>
S-8	<i>Yes. I enjoyed English Adventure Technique because we can learn in outdoor class, can explore the building there and exchange the idea with my friends.</i>
S-9	<i>yes, of course. I can take a photo, walking aroud, and</i>

	<i>making tiktok hehehe...</i>
S-10	<i>(yes) (nodding)</i>
S-11	<i>okay miss</i>
S-12	<i>Yes, I enjoyed learning there with Mr. Arif.</i>
S-13	<i>(yes nodding)</i>
S-14	<i>Yes, I enjoyed when Mr. Arif taught the English Adventure Technique</i>
S-15	<i>enjoyed, because I can go directly to historical sites</i>
S-16	<i>Yes, I enjoyed the learning there.</i>
S-17	<i>Yes Miss...hehehe laughing</i>
S-18	<i>Yes, Miss</i>
S-19	<i>(yes, I like it) because we could observe directly in that place.</i>
S-20	<i>Yes I enjoyed</i>
S-21	<i>Yes, very enjoyed:) by studying outside the classroom we can refresh and add a lot of insight about our surroundings.</i>
S-22	<i>(yes, nodding her head)</i> <i>(because never visit to Sam Po Kong so I am happy)</i>

From the explanation above, the students enjoyed the teaching speaking descriptive text using English Adventure Technique. The students also assured with the reason. They felt enjoyed because they can learn in outdoor class, can explore the building there and exchange the idea with my friends.

4) The students answer of question number four

The interview of question number four about asking the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS. The students answer of question number four described as follow:

Table 4.6
The Students Answer Question Number 4

Code	Answer
S-1	<i>confused about the recovery of the words, not quite understanding grammar yet, it is difficult if you want to speak English directly</i>
S-2	<i>it was difficult to say the words and grammatical</i>
S-3	<i>My problem was the word difficult to understand, must translate</i>
S-4	<i>No, because it is fun learning.</i>
S-5	<i>The problem faced such as word limitation, not yet understand grammatical, difficult if want to speak English, different to understand English because not understanding yet.</i>
S-6	<i>My problem is arranging the description by the information.</i>
S-7	<i>It was like want to tell something. It was difficult to communicate.</i>
S-8	<i>The problem faced such as limited to words, understanding grammatical yet, difficult if speak English because maybe we always speak Bahasa so mastered yet and understand the</i>

	<i>grammar.</i>
S-9	<i>(No)</i>
S-10	<i>The problem, it was like, want to speak but how we understand but cannot speak English.</i>
S-11	<i>sometimes I don't know how to speak in English, grammatical, lack of vocabulary</i>
S-12	<i>I found the difficulties to speak English. I do not know the terms in English</i>
S-13	<i>grammar sometimes still confuse how to speak</i>
S-14	<i>I was still confused about the word to say</i>
S-15	<i>yes, there was difficulties in grammatical when write the text, grammar, vocabulary then about the information</i>
S-16	<i>Sometimes Mr. Arif was not clear about the instructions.</i>
S-17	<i>I don't know English, it is so difficult to understand the word</i>
S-18	<i>the problems about word limitation</i>
S-19	<i>Yes, find the problems with grammatical and vocabulary, find difficult to say the word</i>
S-20	<i>The difficulties to translate the words</i>
S-21	<i>limited sentences and words that are understood as well as word equations and language arrangement</i>
S-22	<i>I don't understand if Mr. Arif used English</i>

Table 4.6 explained the student's problem faced that happened in teaching speaking descriptive text using English Adventure Technique. From students answer above, the results can be generalized the student's

problem, that is, unclear directions by the teacher, lack of vocabulary, lack of pronunciation, and grammatical problem.

5) The students answer of question number five

The last question in interview for students was asking about the experience which has been gotten by the students in teaching speaking descriptive text using the English Adventure Technique. The students answer explained as follow:

Table 4.7
The Students Answer Question Number 5

Code	Answer
S-1	<i>I get experience how to observe a place and then write about interesting things there. It is very different if I learn through books / in class by observing it directly. English Adventure is really fun</i>
S-2	<i>yes, I we can learn, happy learning with holiday</i>
S-3	<i>I can learn with my friends again. I learned outdoor classroom yesterday because I got bored if learning in the classroom</i>
S-4	<i>I can learn in outdoor class and meet with my friends. It was so excited.</i>
S-5	<i>I got the knowledge, can learn outdoor class, because felt bored learning in the classroom, I can learn with new experience that I have gotten</i>

S-6	<i>I have an experience to learn outdoor class. Mr. Arif makes the learning so fun.</i>
S-7	<i>we can learn the descriptive text directly in the history building so we felt so different from learning in the classroom as usual</i>
S-8	<i>I got the knowledge can learn out door class because we felt so bored, moreover in pandemic situation, we must learn at home, we must see the smartphone from morning to afternoon, and make our eyestrain and sometimes disturbing the concentration.</i>
S-9	<i>Yes, we knew the object as learning material.</i>
S-10	<i>my experience, it could be known the truth of history of Sam Po Kong, if the social media sometimes fake, but we visited, we knew the description about Sam Po Kong)</i>
S-11	<i>it was so fun to learn there and got the material, Miss.</i>
S-12	<i>My experience was getting learning and walking around Sam Po Kong. Mr. Arif also cleared in teaching.</i>
S-13	<i>we could make the description with looking around the building directly</i>
S-14	<i>I was happy because I can learn out door class because I felt so bored with learning online.</i>
S-15	<i>We can describe the destination miss, then knowing the history and gathered together after all this time this pandemic.</i>
S-16	<i>I got fun experience can learn in Sam Po Kong because it was my first time to come Sam Po Kong.</i>
S-17	<i>Yes, I can gather with my friends and study in outdoor classroom.</i>
S-18	<i>we can learn and enjoy fun the holiday</i>
S-19	<i>yes, I got the new experience studying directly in the</i>

	<i>location, Miss. Hahaha (laughing), I was so happy because not yet in Junior High School</i>
S-20	<i>I felt so happy gathered with my friends learning together in outdoor class. Threatened Steak by Mr. Arif</i>
S-21	<i>add a lot of insight, gather with friends, joke with each other, get to know the surrounding environment and historical places</i>
S-22	<i>Got a new experience, can learn in Sam Po Kong, feels so happy</i>

From the table above, the students found a new experience in teaching and learning. They provided opinions that they have gotten experience learning at outdoor class because the students felt so bored teaching in the classroom especially during the pandemic Covid-19. They admit that they also felt so bored learn in the virtual classroom.

b. The result of English teacher interview

After the interview for students have done, the writer also interviewed to the English Teacher. The result of interview for English Teacher as follow:

Researcher : *Assalamu'alaikumwwarahmatullahiwabarakatuh.*
My name is Dianni Firstyananda from Walinsongo Islam State University. This occasion I would like to interview Mr. Arif about English Adventure

Technique that implemented in teaching spoken descriptive text with your student. There are five questions. First question, how did you implement the English Adventure Technique in the teaching speaking descriptive?

Teacher : *aaa... We have learnt about the descriptive text last week with the students we have three stages with the descriptive text with using English Adventure Technique. First of all, aaa.. we discussed the material yak... in the classroom and then the second meeting we have the learning material by via zoom and via WhatsApp messenger and third meeting we were going to Sam Po Kong to applicate the Adventure Technique in Sam Po Kong hemmm... I decided to aaa... to choose going to Sam Po Kong because it is the tourist destination in Semarang this is famous tourist destination in Semarang I think and we have to applicate with three challenges. First, we are going to look around the Sam Po Kong and they observed the building and observe the people and also the important thing about Sam Po Kong and they are before Before ... aaaa implicate this learning adventure we are going to aaa... divided the students into five groups we learnt*

with the first challenge with we are looking around the Sam Po Kong and observed the destination, and the second I remembered that we have the students to gather the data by capture photo, video, and then booklet there is table information here and the third challenge after get the information by the observation and they are ... aaa they gather the information and then they write the final descriptive text in observation sheet and the last is the students in group presentation in the classroom to report what the result of the descriptive text exactly, and then?

Researcher : *The second questions how about did they participate enough this activity?*

Teacher : *I think that all of the students feel really enjoyed aaa... enjoyed the activity by English Adventure Technique they were happy when they capture the building and the information and then aaa... (thinking) they are not only sit in the classroom they are looking around the Sam Po Kong find the new experience what is that to ... find the new knowledge that is it.*

- Researcher : *Did the students feel enjoy when you teaching speaking descriptive text by using English Adventure Technique?*
- Teacher : *I think they really enjoy the technique Adventure technique aaa... because the kaka kelasnya (the eleventh-grade students) I learnt the descriptive text in the classroom but this year the descriptive text teaches in outdoor classroom it is new for the students but I think really enjoyed this situation, this activity, and this learning.*
- Researcher : *and then what were the problems faced?*
- Teacher : *Hemmm Okay some of the problems that faced into the students first is grammar, grammatical how they find the difficulties and then find difficulties in vocabulary*
beberapasiswatidakmengetahuiapasihpak Bahasa inggrisnya? Vocabnyaapa? Sepertiitu (some students did not understand what is the word in English? What is the word in English, such as like that) the third is how to express the descriptive text in speaking spoken English the conversation the pronunciation I think it is sudahbiasaya (It is ordinary) that the students faced the problems in the speaking activities.

- Researcher : *So ... what is the solution*
- Teacher : *Yaaa, I think that the students must learn in the part learning in the vocabulary, intonation, grammatical, pronunciation aaa... and then they have to learn about English material in this skill by speaking, by writing, by listening, and also by reading that is it.*
- Researcher : *Aaaa I think enough*
- Teacher : *Thank you*
- Reseracher : *Thank you for come Mr. ArifWassalamu'alaikum*
- Teacher : *Wa'alaikumsalamwarahmatullahiwabarakatuh*

C. Limitation of the Research

The research limited in teaching spoken English Descriptive appropriate with basic competence at tenth grade of Senior High School in Curriculum 2013. The research also conducted in pandemic Covid-19, so the time of the research was so limited. The students also taught in the classroom and virtual learning. They have to obey the health protocol such as wear mask, washing their hands, and keep social distancing when the students entered the classroom. The students also taught in virtual class but the students have the problems in internet data, signal, and supporting mobile phone. So, only some students cannot participate in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

In line with the research finding by collecting and analyzing of the data, the writer generalized conclusion and suggestion in teaching speaking descriptive text using English Adventure Text.

A. Conclusion

In line with the research findings by analyzing of the data observation, interview, and documentation, the writer generalized the conclusion. English Adventure Technique is a technique in teaching outdoor class with teacher direction and fun learning activities. The students are given three challenges in the teaching speaking descriptive text using English Adventure Technique. The students are provided the directions in groups. First, they looked around the tourist destination and observed the history, the building, the people, and the important thing in Sam Po Kong. Second, the students collected the data to prove their observation through take a picture, booklet, book guidance, and board information. Third, after they found the information, the students write the description about Sam Po Kong.

The problems that faced by the students, that is, unclear directions by the teacher, lack of vocabulary, lack of pronunciation, and grammatical problem. The students admitted that they found the difficulties saying the words in English, sometimes asking about the word in English to their English Teacher. The teacher provided some suggestions to solve the problems such as the teacher provide the direction concise clearly, the students must practice pronunciation, reading text to enrich vocabulary, and learning the grammar.

B. Suggestion

From the conclusion above, there are suggestion for English Teacher and Students

1. For English Teacher

The English teacher should implement English Adventure Technique in the teaching and learning process. So, the teaching not only in the classroom but also outdoor learning because the students sometimes feel so bored learning in the classroom.

2. For Students

The students should learn and practice speaking, grammatical, pronunciation. The students also should learn to enrich the vocabulary.

C. Closing

Praise is to Allah SWT, who has given guidance to finish this thesis. The writer realized that the thesis cannot be perfect, so it can be continued to develop in the teaching and learning process. So, the writer hopes to give critics or suggestions for this thesis. Thank you for the people who supported to finish this thesis. Hopefully, this thesis will be useful for the reader and the next researcher.

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APPENDIXES

TRANSCRIPT VIDEO FROM INTERVIEW OF THE TEACHER

Name : Arif Ichwan Udin, S.Pd.

Time : 00.00 - 06.56

Researcher : *Assalamu'alaikumwwarahmatullahiwabarakatuh.*

My name is Dianni Firstyananda from Walinsongo Islam State University. This occasion I would like to interview Mr. Arif about English Adventure Technique that implemented in teaching spoken descriptive text with your student. There are five questions. First question, how did you implement the English Adventure Technique in the teaching speaking descriptive?

Teacher : *aaa... We have learnt about the descriptive text last week with the students we have three stages with the descriptive text with using English Adventure Technique. First of all, aaa.. we discussed the material yak... in the classroom and then the second meeting we have the learning material by via zoom and viaWhatsApp messenger and third meeting we were going to Sam Po Kong to applicate the Adventure Technique in Sam Po Kong hemmm... I decided to aaa... to choose going to Sam Po Kong*

because it is the tourist destination in Semarang this is famous tourist destination in Semarang I think and we have to applicate with three challenges. First, we are going to look around the Sam Po Kong and they observed the building and observe the people and also the important thing about Sam Po Kong and they are before Before ... aaaa implicate this learning adventure we are going to aaa... divided the students into five groups we learnt with the first challenge with we are looking around the Sam Po Kong and observed the destination, and the second I remembered that we have the students to gather the data by capture photo, video, and then booklet there is table information here and the third challenge after get the information by the observation and they are ... aaa they gather the information and then they write the final descriptive text in observation sheet and the last is the students in group presentation in the classroom to report what the result of the descriptive text exactly, and then?

Researcher : *The second questions how about did they participate enough this activity?*

- Teacher : *I think that all of the students feel really enjoyed aaa... enjoyed the activity by English Adventure Technique they were happy when they capture the building and the information and then aaa... (thinking) they are not only sit in the classroom they are looking around the Sam Po Kong find the new experience what is that to ... find the new knowledge that is it.*
- Researcher : *Did the students feel enjoy when you teaching speaking descriptive text by using English Adventure Technique?*
- Teacher : *I think they really enjoy the technique Adventure technique aaa... because the kaka kelasnya (the eleventh-grade students) I learnt the descriptive text in the classroom but this year the descriptive text teaches in outdoor classroom it is new for the students but I think really enjoyed this situation, this activity, and this learning.*
- Researcher : *and then what were the problems faced?*
- Teacher : *Hemmm Okay some of the problems that faced into the students first is grammar, grammatical how they find the difficulties and then find difficulties in vocabulary beberapa siswa tidak mengetahui apasih pak Bahasa inggrisnya? Vocabnya apa? Seperti itu*

(some students did not understand what is the word in English? What is the word in English, such as like that) the third is how to express the descriptive text in speaking spoken English the conversation the pronunciation I think it is sudah biasa ya (It is ordinary) that the students faced the problems in the speaking activities.

Researcher : *So ... what is the solution*

Teacher : *Yaaa, I think that the students must learn in the part learning in the vocabulary, intonation, grammatical, pronunciation aaa... and then they have to learn about English material in this skill by speaking, by writing, by listening, and also by reading that is it.*

Researcher : *Aaaa I think enough*

Teacher : *Thank you*

Reseracher : *Thank you for come Mr. Arif Wassalamu'alaikum*

Teacher : *Wa'alaikumsalamwarahmatullahiwabarakatuh*

TRANSCRIPT VIDEO FROM STUDENTS

Name : Anisa Anzyari Muzalifa

Time : 00.00 - 02.05

Researcher : Namanya siapa dek? (*what is your name?*)

Student : Anisa Azyari (*Anisa Azyari*)

Researcher : Sesuai dengan yang dikatakan. Mbak Nanda
Pertanyaan pertama gimana sih Pak Arif kemarin
menerapkan English Adventure Technique?
(*based on I said before, first questions, how did Mr.
Arif implement English Adventure Technique
yesterday?*)

Student : Kemarin Pak Arif itu memberikan tiga tahapan yang
pertama itu kayak hmmm kita disuruh muter Sam Po
Kong terus memfoto bangunannya terus kita disuruh
nulis deskripsi dari Sam Po Kong itu.
(*Mr. Arif gave three challenges yesterday. Ehmmm
... we asked to look around Sam Po Kong, and
then captured the building and we asked to write
descriptive text from visiting Sam Po Kong.*)

Researcher : Mbak Anisa suka nggak sama Teknik yang
dipraktikkan Pak Arif?

(Anisa, did you like with techniques that applied from Mr. Arif?)

Student : Senang sekali mbak tapi capek karena muterin Sam Po Kong.

(I was so happy Miss but I felt so tired because we walked around Sam Po Kong.)

Researcher : Mbak Anisa merasa enjoy nggak dengan tekniknya?
(Anisa, did you enjoy or not with technique?)

Students : Enjoy sekali karena bisa belajar di luar sekolah
(I enjoyed because I can study in outdoor school)

Researcher : terus masalah masalah Ketika pak arif menggunakan Teknik ini apa anisa?
(then, what were the problems when Mr. Arif used the technique, Anisa?)

Student : ehmmmmmm... *(silent and thinking)*

Researcher : *grammar atau vocabulary*

Student : kayak mau ngomongnya yang susah komunikasi
(It was like want to tell something. It was difficult to communicate.)

Researcher : kayak pronunciationnya berarti di sana gak bisa ditanya-tanya ya
(It is like pronunciation such as cannot ask the questions?)

Student : ya (ketawa) *(yes... laughing)*

Researcher : terus yang terakhir yang terakhir ini apa pengalaman yang didapatkan dalam English adventure technique ini?

(then the last questions what did the experience that you got in English adventure technique?)

Student : kita itu dapat belajar langsung teks deskripsi langsung di tempat bangunan sejarahnya gitu jadi kerasa beda dari belajar di kelas kayak biasanya.

(we can learn the descriptive text directly in the history building so we felt so different from learning in the classroom as usual)

Researcher : makasih mbak anisa (*thank you Anisa*)

Student : okay (*okay*)

Name : Zahra Amalia Putri

Time : 02.07 - 04.41

Researcher : selanjutnya mbak Zahra, baik miss Nanda mau wawancara ada lima pertanyaan terkait English adventure technique yang dipakai Pak Arif. Pertanyaan yang pertama. Gimana sih Pak arif mengaplikasikan atau menrapkan tekniknya?

(and next Zahra, I want to interview there is five questions about English Adventure Technique that

- implemented Mr. Arif. The first question, how did Mr. Arif apply or implement the technique?)*
- Student : pertama kita itu disuruh muterin sampo kong yang kedua itu hemmmmmmm ambil gambar-gambar di bangunan disuruh nulis teksnya.
(firstly, we asked to look around Sam Po Kong. Second, hemmm (thinking) took photos in building and asked wrote the text)
- Researcher : terus yang kedua mbak Zahra suka nggak dengan English Adventure Technique nya? *(Then, the second question did you like or not with English Adventure Technique?)*
- Students : suka *(I liked it)*
- Researcher : kenapa kok suka? *(why do you like it?)*
- Student : karena dapat pengalaman baru *(because got the new experience)*
- Researcher : dengan adventure tekniknya suka juga nggak? *(did you feel enjoy the English Adventure Technique?)*
- Students : iya mengangguk *(yes, nodding her head)*
- Researcher : kenapa? *(why?)*
- Student : karena belum pernah (tertawa) ke Sam Po Kong jadinya seneng banget
(because never visit to Sam Po Kong so I am happy)

- Researcher : berarti senang ya belajar di Sam Po Kong study outdoor classroom pakai adventure technique. terus ada masalah nggak kemarin saat sama Teknik adventurennya?
(it means you feel happy learning in Sam Po Kong study outdoor classroom using Adventure Technique. Then, there was a problem or not when the adventure technique yesterday?)
- Student : nggak mudeng bu (tertawa) ***(I don't understand ... laughing)***
- Researcher : nggak mudengnya gimana *(which one you don't understand)*
- Student : nggak mudeng kalo Pak Arif pakai bahasa Inggris?
(I don't understand if Mr. Arif used English)
- Researcher : berarti instruksinya gitu ya...? *(the instructions, right?)*
- Student : Ya (mengangguk). *(yes, nodding)*
- Researcher : terus yang terakhir kemarin dapat pengalaman apa?
(then the last question what did the experience that you get?)
- Student : dapat pengalaman baru bisa belajar di Sam Po Kong itu asyik.
(Got a new experience, can learn in Sam Po Kong, feels so happy)

Name : Nadita Salma Larasati

Time : 04.39 - 06.43

Researcher : Selanjutnya siapa ini ... Nadita Salma. Baik Miss Nanda akan mewawancarai Nadita mengenai English Adventure Technique yang dilaksanakan Pak Arif kemarin. Bagaimana Pak arif kemarin menerapkan English adventure technique? Kemarin apa sih yang kamu lakukan di sana?

(and next what is your name ... Nadita Salma. Okay I want to interview Nadita about English Adventure Technique that was hold on by Mr. Arif yesterday. How did Mr. Arif apply English Adventure Technique yesterday? What did you do there?)

Student : **Firstly, challenge we are invited to observe the parts and contents of Sam Po Kong then in the second challenge we take photos for the material for descriptions text. Hemmmmm (berpikir) three challenge miss, and we make descriptions text.**

Researcher : okay yang kedua mbak nadita suka nggak dengan teknik yang dilakukan oleh Pak Arif?

(okay second question did you like or not the technique that was done by Mr. Arif)

Students : **Yes, of course**

Researcher : menikmati tidak dengan tekniknya pengajaran pak arif kemarin?
(Did you feel enjoy or not about the technique that applied by Mr. Arif?)

Student : menikmati, because I can go directly to historical sites.
(enjoyed, because I can go directly to historical sites)

Researcher : ada masalah nggak Ketika disuruh pak arif menggunakan Teknik adventure itu?
(was there the problem or not when you asked Mr. Arif used the technique)

Students : ada miss, itu kesulitan grammar saat membuat teks, grammar, vocabulary terus information. *(yes, there was difficulties in grammatical when write the text, grammar, vocabulary then about the information)*

Researcher : Terus pengalaman apa yang kamu dapat di sana?
(then, what did the experience get there?)

Student : *We can describe the destination miss, then knowing the history and gathered together after all this time this pandemic.*

Researcher : okay thank nadita

Student : okay miss nanda

Name : Fitri Novita Wardani

Time : 06.48 - 08.41

Researcher : selanjutnya Namanya siapa dek? (*and next, what is your name?*)

Student : Fitri novita.

Researcher : baik. Miss Nanda akan mewancarai fitri berkaitan dengan kegiatan adventure technique yang dilaksanakan oleh Pak Arif waktu mengajar Bahasa Inggris. Nanti ada lima pertanyaan. Yang pertama gimana sih Pak Arif kemarin menerapkan English Adventure technique dalam pengajaran teks deskripsi?

(well, I will interview about the activities adventure technique that being held by Mr. Arif when he taught English yesterday. There are five questions. First, how did Mr. Arif implement English Adventure Technique in teaching descriptive text?)

Students : kemarin itu pak arif memberikan tiga tantangan ya miss... yang pertama itu kita disuruh melihat bangunan di dalam Sam Po Kong, kemudian yang kedua itu kita disuruh mengumpulkan data melalui

foto miss.. terus yang ketiga itu kita disuruh nulis berdasarkan informasi tadi yang kita dapat.

(Mr. Arif provided three challenges yesterday, Miss. First, we asked to look around the building in Sam Po Kong, then secondly, we asked to gather the data through photo. After that, we asked to write based the information that we got before.)

Researcher : pertanyaan kedua, kamu menikmati tidak pembelajaran di sana dengan menggunakan adventure Technique?

(Second question, did you enjoy the English Adventure Technique?)

Student : iya miss suka miss karena yang pertama kita itu dapat pengalaman baru terus kita happy dengan studi yang seperti itu tu belajar hal baru.

(Yes, Miss.because it was first time, we got new experience then we were happy with studied like that, learning new thing)

Researcher : oh maaf ya tadi pertanyaan ketiga sekaligus menjawab nomor dua ya

(Oh I am sorry. It is third question but it also answers the second question)

Students : oh iya ya miss (*okay miss*)

Researcher : terus kemarin ada masalah nggak yang ditemui di sana? (*did you find the difficulties yesterday?*)

Student : kadang nggak tahu mau ngomong tapi Bahasa inggrisnya apa, grammarnya vocabulary nya juga kurang banyak. (*sometimes I don't know how to speak in English, grammatical, lack of vocabulary*)

Researcher : terus pengalaman apa yang didapat? (*then, what did the experience get?*)

Student : seru miss belajar di sana dapat materinya juga (*it was so fun to learn there and got the material, Miss.*)

Researcher : ok jadi seru ya makasih mbak fitri (*okay, it was so fun, Fitri.*)

Student : ya miss (*yes, miss*)

Name : Melan Amilia Putri

Time : 08.39 - 10.10

Researcher : selanjutnya ada mbak Melan? (*and the next, there are Melan*)

Student : iya miss (*Yes, Miss*)

Researcher : Mbak Melan miss Nanda mau memberikan lima pertanyaan tentang pengajaran yang dilakukan oleh pak arif menggunakan English adventure technique.

Pertanyaan pertama bagaimana pak arif mengajarkan tekniknya?

(Melan, I will give you five questions about Mr. Arif teaching used English adventure technique. First question, how did Mr. Arif teach the technique)

Students : kemarin itu ada three challenge, yang pertama itu kita look around Sam Po Kong, terus second challenge itu disuruh memfoto-foto gitu bangunan di dalamnya gitu, terus yang ketiga write the description.

(there was three challenge yesterday. First, we looked around the building in Sam Po Kong. Second, we asked to take a photo the building in Sam Po Kong. Third, we wrote the description.)

Researcher : terus mbak melan suka nggak dengan Teknik pengajaran itu.

(then, did you like the teaching technique?)

Student : suka *(Yes, I like.)*

Researcher : kenapa Sukanya? *(why did you like it?)*

Students : yes of course because I get a new experience belajar hal-hal baru.

(yes, of course because I get a new experience learning new thing)

Researcher : bearti menikmati? *(It means that you enjoyed?)*

Student : iya (**yes**)

Researcher : menikmati dengan adventure Tekniknya? (*Did you enjoy the adventure technique?*)

Student : iya mengangguk (**yes nodding**)

Researcher : terus masalah yang dihadapi apa kemarin? Ada kesulitan nggak?
(*Did you find the problems yesterday? Any difficulties?*)

Student : grammar kadang masih bingung ngomongnya
(**grammar sometimes still confuse how to speak**)

Researcher : tapi instruksi dari pak arif clear atau nggak? (**Is it clear the instructions from Mr. Arif?**)

Student : clear miss (*clear, Miss*)

Researcher : Terus yang terakhir pengalaman apa sih yang didapat?
(*and the last, what did the experience that you got?*)

Student : kita itu tu dapat membuat deskripsi dengan melihat bangunan tersebut langsung gitu. (**we could make the description with looking around the building directly**)

Interviwer : makasih mbak melan (*thank you, Melan*)

Student : ya sama-sama miss (*you are welcome*)

Name : Diffa Filzah Zaffirah

Time : 10.17 - 11.44

Researcher : Selanjutnya mbak Diffa, mbak Diffa Miss Nanda mau wawancara Teknik yang dipakai Pak Arif dalam mengajar Bahasa Inggris yaitu descriptive spoken text in English second language. Gimana sih menurut Mbak Diffa Pak Arif dalam mengajar menggunakan English Adventure Technique? Penerapannya seperti apa?

(and the next is Diffa, I wanted to interview the technique that applied by Mr. Arif in teaching English spoken descriptive text in English Second Language. Based on your opinion, how did Mr. Arif teach by using English Adventure Technique? How did he implement?)

Student : kemarin itu kami yang pertama mengamati bangunan sejarah Sam Po Kong kemudian kami memfoto informasi yang ada di dalam bangunan itu kemudian kita membuat teks deskripsi.

(in the beginning, we observed the history of building Sam Po Kong. After that we took photo the information in the building and then we made the description text.)

- Researcher : mbak diffa suka nggak dengan Teknik yang diterapkan Pak Arif kemarin?
(Did you like or not with the technique that implement by Mr. Arif yesterday?)
- Students : iya suka, Sukanya itu rasanya itu kita ada tantangan-tantangan dalam belajar teks
(I was so happy because I felt the challenges in learning the text)
- Researcher : bearti menikmati? Enjoy?
(it means, you enjoyed?)
- Student : Iya (mengangguk) **(yes) (nodding)**
- Researcher : ada masalah nggak Ketika kemarin Pak Arif menerapkan tekniknya?
(Was there the problem when Mr. Arif applied the technique yesterday?)
- Students : masalahnya itu kayak mau ngomong tapi gimana ya kita paham tapi nggak bisa ngomong Bahasa Inggrisnya.
(The problem, it was like, want to speak but how we understand but cannot speak English.)
- Researcher : baik itu saja. Pengalaman apa yang kamu dapatkan dari pengajaran adventure technique?
(well, only that. What did the experience get in teaching adventure technique?)

Student : pengalamannya itu kita bisa mengetahui kebenaran dari kisah Sam Po Kong, kalau di sosial media itu kan kadang ceritanya tidak benar, tapi saat mengunjungi kita tahu deskripsi Sam Po Kong.

(my experience, it could be known the truth of history of Sam Po Kong, if the social media sometimes fake, but we visited, we knew the description about Sam Po Kong.)

Researcher : Itu saja makasih ya mbak diffa (*only that, thank you Diffa*)

Student : okay Miss.

Name : Belinda Fitria Alia Casta

Time : 11.46 - 13.20

Researcher : Namanya siapa? (*what is your name?*)

Student : Belinda, Miss. (*Belinda, Miss*)

Researcher : Baik Miss Nanda akan bertanya tentang Teknik yang dipakai Pak Arif kemarin, Bagaimana penerapan dari Pak Arif dengan English Adventure Technique? Gimana sih Pak Arif cara mempraktikkannya?

(well, I will ask about the technique that applied Mr. Arif yesterday. How did Mr. Arif implement with English Adventure Technique? How did he apply?)

- Student : kemarin disuruh mengelilingi Sam Po Kong gitu terus kayak gini foto-foto gitu untuk membuat materi deskriptif
(we asked to look around Sam Po Kong yesterday, such as capturing the building for making descriptive material.)
- Researcher : tapi instruksinya paham nggak nyampe nggak?
(but the instruction did you understand the instruction?)
- Student : ya paham *(Yes, I understand)*
- Researcher : suka nggak dengan Teknik yang dipraktikkan Pak Arif?
(Did you like with technique that implemented by Mr. Arif?)
- Student : ya suka *(Yes, of course)*
- Researcher : Sukanya kenapa? *(why do you like?)*
- Student : ya Sukanya senang mempelajari hal baru langsung melihat objek dalam belajar materi deskriptif.
(I liked to learn new thing directly looking the object in learning descriptive material)
- Researcher : enjoy nggak? Kenapa? *(Did you enjoy? Why)*
- Student : iya ya bisa ngefoto bisa jalan-jalan buat tiktok hehehe ...

(yes, of course. I can take a photo, walking around, and making tiktok hehehe...)

Researcher : Ada masalah nggak kemarin itu? *(any problems there?)*

Student : Nggak *(No)*

Researcher : terus pengalaman apa yang kamu dapat?
(Then, what did the experience that you get?)

Student : ya bisa tahu objek sebagai belajar materi
(Yes, we knew the object as learning material.)

Researcher : okay terima kasih ya mbak Belinda. *(okay thank you, Belinda)*

Student : Ya miss *(Yes, Miss)*

Name : Shilviatri Anasari

Time : 13.22 - 14.57

Researcher : selanjutnya ada ... *(and who is the next)*

Student : Shilviatri *(Shilviatri)*

Researcher : okay mbak shilvi. Miss Nanda akan mewawancari berkaitan kemarin dengan penerapan English Adventure Technique. Itu Pak Arif menerapkan tekniknya gimana?

(Okay, Shilvi. I want to interview about the implementation English Adventure Technique. How did Mr. Arif apply the technique?)

Student : ya kemarin itu Pak Arif menerapkan dengan tiga tahapan Miss. Yang pertama itu mengamati bangunan sekitar, terus yang kedua capture, take a photo, yang ketiga menulis teks deskriptif.

(Mr. Arif implemented with three challenges yesterday, Miss. First, looked around the building, second capture, take a photo, third wrote a description text)

Researcher : senang tidak dengan Teknik itu? *(did you like with technique?)*

Student : iya (mengangguk) *(yes, nodding)*

Researcher : terus mbak shilvi menikmati tidak kegiatan tersebut?
(then Did you enjoy the activities?)

Student : iya suka *(yes, I like it)*

Researcher : karena apa? *(Why?)*

Student : karena kita bisa mengamati langsung pada tempatnya
(because we could observe directly in that place.)

Researcher : mengamati tempat wisata ya? *(observe the tourist destination, right?)*

Student : ya (mengangguk) *(yes, nodding)*

Researcher : berarti mbak shilvi enjoy? (*so, did you enjoy?*)

Student : ya (mengangguk) (**yes, nodding**)

Researcher : kemarin ada masalah nggak waktu di sana? (*did you find the problems yesterday?*)

Student : ada, masalahnya itu terhambat sama grammar dan vocabulary sulit mau berkata-kata gitu. (**Yes, find the problems with grammatical and vocabulary, find difficult to say the word**)

Researcher : pengertiannya juga gitu ya? (*the meaning, right*)

Student : iya (*yes*)

Researcher : terus dapat pengalaman apa kemarin (*then what did you get the experience there?*)

Student : ya dapat pengalaman baru belajar langsung di tempatnya gitu mbak. Ha a Senang sekali karena waktu SMP belum pernah.
(**yes, I got the new experience studying directly in the location, Miss. Hahaha (laughing), I was so happy because not yet in Junior High School**)

Name : Rimasya Farry Ardafitra

Time : 14.58 - 16.41

Researcher : namanya siapa? (*what is your name?*)

Student : Rimasya

- Researcher : oke mbak Rima. Kemarin kan Pak arif menerapkan English Adventure Technique. Penerapannya gimana?
(*okay, Rima. Mr. Arif implemented English Adventure Technique yesterday.*)
- Student : ada tiga tantangan Miss. Disuruh mengamati gambar, terus foto papan informasi, dan nulis teks deskripsi.
(*there was three challenge, Miss. Asked to observe, then take a photo a tourism information board and wrote a descriptive text*)
- Researcher : suka nggak dengan English Adventure Technique
(*Did you like with English Adventure Technique?*)
- Student : suka miss, (*Yes, miss*)
- Researcher : kenapa sukanya? (*why did you like?*)
- Student : senang belajar di luar kelas, bisa jalan-jalan (*yes, like learning in outdoor class, I can walking*)
- Researcher : kamu enjoy nggak? (*Did you enjoy or not?*)
- Student : Ya mbak eh hehehe eh miss (*Yes Miss...hehehe laughing*)
- Researcher : terus kemarin ada kendala nggak? Masalah apa yang kamu temui saat Pak Arif pakai Teknik itu? (*did you find the obstacles or not? What was the problem that you faced using this technique?*)

Student : nggak tahu Bahasa Inggrisnya itu susah kata-katanya
hehehe

(I don't know English, it is so difficult to understand the word)

Researcher : oke. Pengalaman yang kamu dapat apa? (*what did you get from the experience?*)

Student : ya itu bisa kumpul temen lagi sambil belajar di luar
(Yes, I can gather with my friends and study in outdoor classroom.)

Researcher : okay terima kasih mbak rimasya (*okay thank you Rimasya*)

Name : Rizky Dermawan

Time : 16.41 - 18.20

Researcher : namanya siap ini? (*what is your name?*)

Student : Rizky Dermawan mbak (*Rizky Dermawan, Miss*)

Researcher : Maz Rizky, Miss Nanda akan wawancara tentang English Adventure Technique yang dilaksanakan Pak Arif kemarin di Sam Po Kong ya. Menurut Mas Rizki kemarin Pak Arif menerapkannya gimana?
(Rizky, I want to interview about English Adventure Technique that being held by Mr. Arif yesterday in

Sam Po Kong. Based on your opinion, how did Mr. Arif implement?)

Student : ada tiga tantangan challenge gitu, yang pertama disuruh mengamati Sam Po Kong, yang kedua disuruh memfoto objek-objeknya, yang ketiga suruh deskripsi.

(there were three challenges, Miss, first asked to observe Sam Po Kong, second asked to take photo the objects, third asked to description.)

Researcher : terus Mas Rizky, suka nggak dengan Teknik yang dipraktikkan Pak Arif?

(and then Rizky, did you like with technique that implemented by Mr. Arif?)

Student : suka (**Yes, I like it**)

Researcher : Sukanya kenapa to? *(why did you like?)*

Student : ya Sukanya bisa belajar sambil liburan. (**yes, because I can study and enjoy the vacation.**)

Researcher : berarti menjawab pertanyaan nomor tiga ya senang ya merasa enjoy

(It answers the third question, you feel happy and enjoy)

Student : iya mbak (**Yes, Miss**)

Researcher : kemarin ada masalah nggak? *(Did you find the problems?)*

Student : masalahnya itu terbatas kata-katanya (*the problems about word limitation*)

Researcher : bearti masalah vocabulary ya? (*so, it is about vocabulary?*)

Student : ya (*yes*)

Researcher : berarti masih kurang kata-kata (*so, still about lack of words*)

Student : iya mengangguk (*yes, nodding*)

Researcher : pengalaman yang kamu dapat apa? (*what did you get the experience?*)

Student : kita itu bisa belajar sambil liburan seneng-seneng gitu. (*we can learn and enjoy fun the holliday*)

Researcher : makasih ya mas rizki (*thank you, Rizky*)

Student : ya (*Yes*)

Name : Affredo Surfian

Time : 18.29 – 20.08

Researcher : Selanjutnya ada mas? (*and next is...*)

Student : Afredo

Researcher : Baik mas afredo, Miss Nanda akan bertanya tentang kemarin pas di Sam Po Kong Pak Arif menggunakan English Adventure Technique dalam mengajar teks deskriptif, gimana Pak Arif menerapkannya? (*well,*

Affredo, I will ask about visiting Sam Po Kong using English Adventure Technique in teaching descriptive text yesterday, how did Mr. Arif implement?)

Student : kemarin kita itu ada tiga tantangan yang pertama itu kita mengelilingi bangunan di sana, terus disuruh foto objeknya dan ketiga nulis teks deskripsi
(we got three challenges, first we looked around the building there, then asked to take the objects photo, and third wrote descriptive text)

Researcher : Mas Alfredo suka nggak dengan Teknik yang diterapkan oleh Pak Arif?
(did you like the technique implementation by Mr. Arif?)

Student : Suka sekali **(I was very happy)**

Researcher : enjoy juga ya? *(did you enjoy?)*

Student : iya **(yes)**

Researcher : kenapa tuh kok enjoy? *(why did you enjoy?)*

Student : ya enak bisa belajar di luar **(yes, that's right I enjoy learning outdoor)**

Researcher : kemarin ada masalah nggak? *(did you find the problems yesterday?)*

Student : itu susah mau berkata-kata sama grammar **(it was difficult to say the words and grammatical)**

- Researcher : berarti masih sedikit kosa-katanya terus grammarnya juga masih belum jelas
(so, lack of vocabulary then grammatical not clear)
- Student : iya (*yes*)
- Researcher : terus pengalaman yang di dapat apa? (*then what did you get the experience?*)
- Student : ya bisa belajar di luar, senang gitu sambil liburan
(yes, I we can learn, happy learning with holliday)
- Researcher : okay makasih mas afredo (*okay, thank you Afredo*)

INTERVIEW GUIDE FOR STUDENTS

ANSWERING IN GOOGLE FORM

Name : Adelia Rahmawati

School : SMA Laboratorium UPGRIS

Answer the question based on the real situation during the teaching learning process that happen when the adventure learning is implemented to the students!

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Mr. Arif applies three challenges in the use of English adventure techniques, the first challenge we are told to report Sam Po Kong, second we are asked to take photos of buildings to gather information, and the third we are asked to write a descriptive text about Sam Po Kong

2. Did you like the teaching and learning process by using English Adventure Technique?

Yes, I like it, because it is different from learning in class. this is more fun

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

YES, I enjoy English Adventure Technique because we can learn outside the classroom, can learn what we want to learn by looking at it and observing it directly

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

confused about the recovery of the words, not quite understanding grammar yet, it is difficult if you want to speak English directly

5. What did the experience that you get it in the English Adventure Technique?

I get experience how to observe a place and then write about interesting things there. It is very different if I learn through books / in class by observing it directly. English Adventure is really fun

Name : Allawy Umar Maula

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Saya bersama satu kelompok disuruh Pak Arif mengamati bangunan Sam Po Kong. Kemudian mengumpulkan informasi

yang ada di sana. Lalu kita saling tukar informasi dalam kelompok dalam menulis teks deskripsi.

I am with my group was asked by Mr. Arif to observe the building in Sam Po Kong. Afterthat we gathered the information there. Then, we discussed the information in group to write the description text

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya saya suka. ***Yes, I was happy***

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Ya saya menikmati pelajaran dari Pak Arif menggunakan Teknik English Adventure

Yes, I enjoyed learning from Mr. Arif used English Adventure Technique

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Masalah saya ketika kata kata yang sulit dipahami, harus menerjemahkan

My problem was the word difficult to understand, must translate

5. What did the experience that you get it in the English Adventure Technique?

Saya dapat belajar dengan teman lagi. Biasanya di kelas kemarin di luar sekolah. Karena bosan kalau belajar di kelas.

I can learn with my friends again. I learned outdoor classroom yesterday because I got bored if learning in the classroom

Name : Alsahastya Fatima Sukarno

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Mr. Arif gave three challenges. First, we asked to walk around and look the building in Sam Po Kong. Second, we asked to gather information about description in Sam Po Kong. We can look the information board. Third, we wrote the descriptive text.

2. Did you like the teaching and learning process by using English Adventure Technique?

Yes, I was so happy learning in Sam Po Kong.

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

I felt enjoy learning activities using English Adventure Technique.

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

No, because it is fun learning.

5. What did the experience that you get it in the English Adventure Technique?

I can learn in outdoor class and meet with my friends. It was so excited.

Name : Amalia Putri Handayani

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Pak Arif menerapkan tiga tantangan dalam penggunaan english adventure technique, tantangan pertama kita disuruh mengelilingi Sam Po Kong, kedua kita disuruh foto bangunan untuk mengumpulkan informasi, dan ketiga kita disuruh menulis teks deskripsi tentang Sam Po Kong.

Mr. Arif implemented three challenges using English Adventure Technique, the first challenge we asked to look around Sam Po Kong, second we asked to capture the building to collect information, and third we asked to write the descriptive text about Sam Po Kong.

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya, saya suka, karena berbeda dengan pembelajaran di kelas karena dengan berpergian dapat lebih santai dan rileks sehingga mudah dilakukan.

Yes, I liked, because it was different with learning in the classroom because we enjoyed the leaning more relax so it can do easily.

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

YA, saya menikmati English Adventure Technique karena kita bias belajar di luar kelas, senang, dan menambah wawasan dan juga belajar dengan santai.

Yes, I enjoyed English Adventure Technique because we can learn in outdoor class, happy and add knowledge and so learning with relax.

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Permasalahan yang saya hadapi seperti terbatas kata-kata, belum paham grammar, sulit kalau mau ngomong bahasa Inggris, sulit memahami bahasa inggris karena belum begitu paham.

The problem faced such as word limitation, not yet understand grammatical, difficult if want to speak English, different to understand English because not understanding yet.

5. What did the experience that you get it in the English Adventure Technique?

Saya mendapati lmu pengetahuan, bias belajar di luar kelas, karena bosan belajar di kelas, saya bias belajar dengan merasakan pengalaman baru yang bias saya dapatkan.

I got the knowledge, can learn outdoor class, because felt bored learning in the classroom, I can learn with new experience that I have gotten

Name : Ananda Rizqi Aldiansyah

School : SMA Laboratorium UPGRIS

Answer the question based on the real situation during the teaching learning process that happen when the adventure learning is implemented to the students!

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Mr. Arif said that we discussed with our group yesterday. He asked to observe Sam Po Kong. Then, he asked to collect about description Sam Po Kong. Last, we wrote the descriptive text in group.

2. Did you like the teaching and learning process by using English Adventure Technique?

Yes, I did.

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Yes, I did

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

My problem is arranging the description by the information.

5. What did the experience that you get it in the English Adventure Technique?

I have an experience to learn outdoor class. Mr. Arif makes the learning so fun.

Name : Aprilia Tri Wulandari
School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Pak Arif menerapkan tiga tantangan dalam penggunaan english adventure technique, tantangan pertama kita disuruh mengelilingi SAM PO KONG. Kedua kita disuruh foto bangunan untuk mengumpulkan informasi dan ketiga kita disuruh menulis teks deskripsi tentang SAM PO KONG.

Mr. Arif implemented three challenges using English Adventure Technique. The first challenge, we asked to look around SAM PO KONG. Second, we asked to take photo the building for gathered the information and the third we asked to wrote the descriptive about SAM PO KONG.

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya Saya, Suka karena berbeda dengan pembelajaran di kelas membuat kita lebih banyak mengenal nilai-nilai sejarah di dalamnya, menambah pengetahuan kita.

Yes, I was happy, because it was so different with learning in the class make we knew the historical value in it, add our knowledge.

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Ya, Saya menikmati English Adventure Technique karena kita bias belajar di luar kelas Mengekspor tempat-tempat disana bertukar pemikiran dengan Teman dsb.

Yes. I enjoyed English Adevbture Technique because we can learn in outdoor class, can explore the building there and exchange the idea with my friends.

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

permasalahan yang saya hadapi seperti terbatas kata-kata belum paham grammar, sulit kalau ngomong bahasa inggris mungkin karena kita terbiasa ngomong dengan bahasa Indonesia jadi belum menguasai dan mengerti grammar.

The problem faced such as limited to words, understanding grammatical yet, difficult if speak English because maybe we always speak Bahasa so mastered yet and understand the grammar.

5. What did the experience that you get it in the English Adventure Technique?

Saya dapat ilmu pengetahuan bias belajar di luar kelas karena bosan belajar di kelas apalagi di saat pandemic seperti ini mengharuskan kita belajar di rumah yang harus melihat gadget

dari Pagi sampai Siang itu membuat mata lelah dan Terkadang konsentrasi terganggu

I got the knowledge can learn out door class because we felt so bored, moreover in pandemic situation, we must learn at home, we must see the smartphone from morning to afternoon, and make our eyestrain and sometimes disturbing the concentration.

Name : Inaya Magfironi

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Waktu di Sam Po Kong, kita mengelilingi area wisata di sana. Kemudian mengambil foto bangunan dan informasinya apa saja. Kelompok saya menulis deskripsi tentang Sam Po Kong di kertas.

We looked around the Sam Po Kong. Then take building capture and whatever the information. Our group wrote the description about Sam Po Kong in paper.

2. Did you like the teaching and learning process by using English Adventure Technique? Yasayasenang(Yes, I was happy)
3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Yasayamenikmatibelajar di sanadengan Pak Arif

Yes, I enjoyed learning there with Mr. Arif.

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Saya kesulitan berbicara bahasa Inggris. Tidak tahu istilah dalam bahasa Inggris

I found the difficulties to speak English. I do not know the terms in English

5. What did the experience that you get it in the English Adventure Technique?

Pengalaman yang saya dapat yaitu belajar sambil bisa jalan-jalan di Sam Po Kong. Pak Arif juga jelas mengajarnya.

My experience was getting learning and walking around Sam Po Kong. Mr. Arif also cleared in teaching.

Name : Muhammad Rafli Amanullah

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Kemarin Pak Arif menyuruh membuat teks deskripsi tentang Sam Po Kong. Kita disuruh mengamati objek, foto-foto bangunan dan menulis teks

Mr. Arif asked to write the description about Sam Po Kong yesterday. We asked to observe, capture the building, and wrote the text.

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya senang ***Yes, I was happy***

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique? Ya menikmati waktu pak Arif mengajar teknik english adventure

Yes, I enjoyed when Mr. Arif taught the English Adventure Technique

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Masih bingung kata katanya yang mau diucapin.

I was still confused about the word to say

5. What did the experience that you get it in the English Adventure Technique?

Senang bias belajar di luar kelas. Karena bosan belajar online terus

I was happy because I can learn out door class because I felt so bored with learning online.

Name : Nazwa Anindhita Nanfang

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Saat di Sam Po Kong, Pak Arif mengajar dengan menyuruh kita mencari informasi di bangunan yang ada di sana. Foto bagian penting yang ada informasinya. Kemudian menulis teks deskripsi tentang Sam Po Kong dalam kelompok

When I was in Sam Po Kong, Mr. Arif taught with asked we to find the information in buildings there. Take the important thing about the information. Then, wrote the description about Sam Po Kong in groups.

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya saya suka *Yes I was happy*

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Ya saya menikmati pembelajaran di sana.

Yes, I enjoyed the learning there.

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Kadang Pak Arif kurang jelas perintahnya.

Sometimes Mr. Arif was not clear about the instructions.

5. What did the experience that you get it in the English Adventure Technique?

Pengalaman menyenangkan bias belajar di Sam Po Kong karena baru pertama kali kesana.

I got fun experience can learn in Sam Po Kong because it was my first time to come Sam Po Kong.

Name : Vera Dwiningrum

School : SMA Laboratorium UPGRIS

1. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Pak Arif membuat kelompok. Kita disuruh mengelilingi Sam Po Kong. Foto-foto tentang deskripsi bangunan. Terus menulis teks deskripsi yang dikasih Pak Arif.

Mr. Arif made groups. We asked to look around the Sam Po Kong. Capturing about the description the building. Then, write the descriptive text that given by Mr. Arif.

2. Did you like the teaching and learning process by using English Adventure Technique?

Ya senang ***Yes, I was happy***

3. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Ya menikati ***Yes I enjoyed***

4. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

Susah mau nerjemahin kata kataya

The difficulties to translate the words

5. What did the experience that you get it in the English Adventure Technique?

Senang bias kumpul sama teman lagi belajar di luar kelas.

Ditraktir makan Steak pak arif

I felt so happy gathered with my friends learning together in outdoor class. Threatened Steak by Mr. Arif

Name : Vina Anggraeny

School : SMA Laboratorium UPGRIS

5. How did your teacher implement the English Adventure Technique in the teaching speaking descriptive text?

Mr. Arif applies three challenges in the use of the English adventure technique, the first challenge we observe Sam Po Kong, the second we take photos of buildings to gather information, and the third we are invited to a description of Sam Po Kong by writing on paper.

6. Did you like the teaching and learning process by using English Adventure Technique?

yes I like it. Learning patterns that are very suitable and understandable are understood by direct observation.

7. Did you feel enjoy when your teacher teaching speaking descriptive text by using English Adventure Technique?

Yes, very enjoyed:) by studying outside the classroom we can refresh and add a lot of insight about our surroundings.

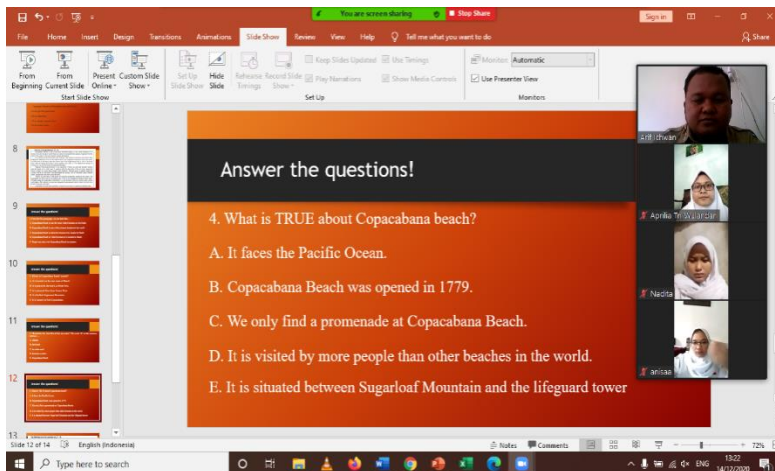
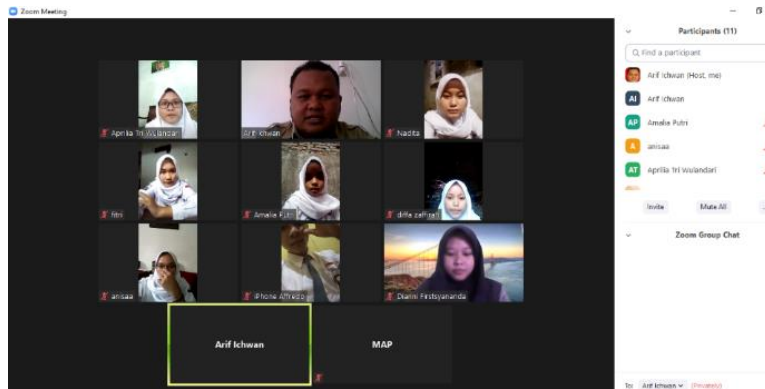
8. What were the problems faced on teaching speaking descriptive text by using English Adventure Technique of the tenth grade of SMA Laboratorium UPGRIS?

limited sentences and words that are understood as well as word equations and language arrangement

9. What did the experience that you get it in the English Adventure Technique?

add a lot of insight, gather with friends, joke with each other, get to know the surrounding environment and historical places

PICTURES OF TEACHING AND LEARNING PROCESS









LETTER OF PERMISSION



BADAN PENGELOLA LAB SCHOOL UNIVERSITAS PGRI SEMARANG **SMA LABORATORIUM UPGRIS**

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SURAT KETERANGAN

Nomor: 079/SMALAB/UPGRIS/XII/2020

Yang bertanda tangan di bawah ini:

Nama : Nor Khoiriyah, S.Pd., M.Pd.

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Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

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NPM : 1403046073

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Pendidikan Ilmu Tarbiyah dan Keguruan

Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan penelitian di SMA Laboratorium UPGRIS pada tanggal 16 November 2020 dalam rangka penyelesaian penulisan skripsi dengan judul "*The Use of English Adventure Technique to Teach Speaking Descriptive Text at the Tenth Grade of SMA Laboratorium UPGRIS*".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.



Semarang, 23 Desember 2020

Nor Khoiriyah, S.Pd., M.Pd.
NIY 012015A

CURRICULUM VITAE

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2. Elementary School : MI Nurul Ulum Sokokidul
3. Junior High School : MTs Nurul Huda Dempet
4. Senior High School : MA Sholahuddin Kerangkulon Demak
5. University : UIN Walisongo Semarang

Sernarang, 23 Juni 2021

Dianni Firstsyandanda

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