

The Implementation of Outdoor Learning Strategy Focusing on Outdoor Project to Enhance Students' Ability in Writing Descriptive Text

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ABSTRACT

Writing is the process of expressing and developing ideas in written form. Students face some difficulties in writing descriptive text, to solve this problem the researcher tried to enhance students writing ability in descriptive text by using Outdoor Learning Strategy. Outdoor learning strategy is a strategy that use natural or environment as a place to learn and its purpose to help students can understand the material. Therefore, this study aimed to know the students improvement after got treatment of outdoor learning strategy. This research used a descriptive quantitative method, with pre – experimental design with the type one group pre – test post – test design. Population of this study is all students of class X IPA SMA Negeri 1 Suwawa and sample of this research were the students class X IPA 3. The data were collected by doing test and scoring with rubric. This research were analyzing by using t test. The result of this research shows that the mean score of pre – test is 6.84 and post – test is 14.4. Moreover, the result of hypothesis verification, it is found that $T_{count} = 74.8$ at the level of significance ($\alpha = 0.05$) and degree of freedom ($df = 25 - 1 = 24$). Then, it is found that $T_{table} = 2.064$. It can be concluded that Outdoor Learning strategy can enhance students ability in writing descriptive text, because based on the criteria above shows that t_{count} is more than t_{table} $74.8 \geq 2.064$.

Keywords: writing, descriptive text, outdoor learning strategy

INTRODUCTION

Richard and Renandya (2002, p. 303) stated that writing is the most difficult skill for learners to master, because students must focus on advanced skills such as generating and organizing ideas and translating them into readable text as well as lower of skills, such as spelling, punctuation, word choice, and other skills. In addition, Boardman (2002, p. 11) said that writing is not only a process of thinking and organizing the idea, but also a process of rethinking and reorganizing idea.

This means that during the writing process, students should find and organize their ideas, then write them on paper and modify them to be a good written.

Based on the experience of the researcher's participating in the SMA Negeri 1 Suwawa teacher training program, some students have encountered some difficulties in writing skill. Some students cannot write well and correctly because they do not know how to organize their ideas and structure their writing appropriately. According to Husamah (2013) outdoor learning also known as outdoor study or outdoor activity. This strategy can make the learning process become more interesting and fun because it does in outside of the classroom. It supported by Blair (2009) states the outdoors provides a change of pace from the classroom, which students and teachers enjoy.

LITERATURE REVIEW CONCEPT OF WRITING

According to Harmer (2001), writing is a form of communication to present thought or to express feeling through written form. It means writing is practiced by people to communicate to one another and it shows their ideas or their thinking on paper. Writing is not simply process of thinking of something to say and selecting the words needed to express it. It is kind of technique in arranging ideas or information into condensed form of writing. The ideas and thoughts are informed into paragraphs and have a meaning of the content. Good writing is find the combination of words, wich allows a person the integrity to dominate his subject with a pattern both fresh and origin (Hyland, 2009). In conclusion, writing is a process to put some words and it used to express or explain the ideas.

DESCRIPTIVE TEXT

Descriptive text is a part of factual genre (Wardiman et al, 2008 : 122). It has social function which is to describe a particular person, place or thing. Descriptive gives sense impression like the feel, sound taste, and look of things through words. Descriptive text also has aim to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

OUTDOOR LEARNING STRATEGY

According to Torkos (2018, p. 187) outdoor learning is about learning in a different and attractive way, it more efficient way possible, using as many resources as it is possible from the natural area. This strategy is a learning strategy in nature away from civilization, out of the house or building with emphasis on the learning process based on the fact that learning materials are directly experienced. It helps students for their writing because they can see the object that they will write in descriptivet text. In the other hand, by applied this strategy hope can make students feel relax and interest to learn writing descriptive text.

ADVANTAGES AND DISADVANTAGES OF OUTDOOR LEARNING STRATEGY

The advantages of Outdoor Learning Strategy, by applying outdoor learning strategy students will better understand that learning not only in the classroom, but also outside the classroom and the

surrounding environment can be used as a place to learn. It was showed that Outdoor learning strategy could make students enjoy the learning process. It could happen because, the strategy is provide the unlimited place to learn (Husamah, 2013, p. 25).

Although this strategy has many benefits, a teacher needs to need a number of things that might become obstacles when doing an outdoor learning strategy. Poor preparation before the activity is carried out. Learning activities that are not prepared in advance cause when students are taken to the destination not to do the expected learning activities (Husamah, 2013, p. 31). Best preparation is the important thing when teacher decided to doing Outdoor Learning Strategy in teaching and learning process. It is because a lot of things can happen out of class that can disturb students' concentration while doing their task.

METHOD

In this study, the researcher used a descriptive quantitative method because this method aims to see the improvement of an object based on research question or hypothesis that must be answered by using statistical calculations (Creswell, 2012). Therefore, quantitative method was used in this study because this study is intended to find out whether outdoor learning strategy can enhance students' ability in writing descriptive text or not statistical analysis was somehow needed to discover the research results. Considering this justification, quantitative method was the most suitable will to apply in this study.

POPULATION AND SAMPLE

The population of this study is the first grade of IPA class in SMA Negeri 1 Suwawa and it's divided into 3 classes there are X IPA¹, X IPA², X IPA³ in which every contains 75 students. Sugiyono (2009) explained that sample is a part of the number and characteristics of the population, and this research used purposive sampling. Based on the pre – observation, students in the first grade of IPA class had varied abilities in learning English. Therefore, the researcher selected one class by using purposive sampling. According to Sugiyono (2009) purposive sampling is a technique of taking sample based on the reason and particular purpose. In this situation, the researcher was conducted this study in X IPA 3 that consist of 25 students, because this class has the lowest ability in writing than another IPA class.

RESEARCH DESIGN

In this study, the researcher used pre experimental design with the type one group pre test – post test design. According to Sugiyono (2009) one group pre - test – post - test is a research design which give all of the phase of experiment, such as pre - test, treatment, and post - test to one class. The researcher give pre test, treatment, and then posttest to students. Research design can be drawn as follow.

O₁ X O₂

RESEARCH VARIABLE

There are two variable of this study: Variable X (independent variable) is outdoor learning strategy, and variable Y (dependent variable) is the students' ability in writing descriptive strategy.

RESEARCH INSTRUMENT

Test mostly used for the several research instrument and it has important role to collect data. According to Arikunto (p. 193, 2010) test is arrange the question with other tools to measure a skill, intelligent knowledge or talent that someone have. In this study, the test that was given to students are divided into two test. The first was pre-test that is used to measure the students' prior knowledge in writing descriptive text. The second was post-test that is given after the students using outdoor learning strategy in teaching and learning process. The result of the post-test become an outcome of the treatment and it showed students' progress achievement in writing descriptive text.

TECHNIQUE OF COLLECTING DATA

As this study focused on enhancing students' ability in writing, written test was used as the instrument in collecting the research data. In terms of the instruments of the written test, Brown's theory was used as a driving framework for this study. It consists of five aspects; they are content, organization, vocabulary, grammar, mechanics. Every aspects has equipped with the scores ranging from the highest (4) to the lowest (1).

After the researcher collected students' work, the researcher converted into the percentage. The researcher used formula by Arikunto (2010) to find out the average the percentage of all students: $Percentage = \frac{Total\ of\ high\ scores\ answer \times 100\%}{Total\ score}$

Then, the researcher percentage the students' writing ability in composing descriptive text into level of categorization. According to Haris (1969) if the students' ability is in the level of: (1) 80-100 % is categorized that students competence in composing descriptive text is excellent, (2) 60-79 % is categorized that student competence in composing descriptive text is good, (3) 50-59% is categorized that student competence in composing descriptive text is average, (3) 0-49% is categorized that student competence in composing descriptive text is poor.

TECHNIQUE OF ANALYZING DATA

In this study, the researcher analyzed the data from students' result in pre – test and post – test. The obtained data upon which the written test instrument is based was accumulated and analysed by using statistical analysis formulation from Arikunto (2010).

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

t = the value of correlated sample

Md = the difference means score between pre-test and post-test

Xd = the deviation of each sample (d-Md)

$\sum xd^2$ = total of square deviation

N = number of sample

Df = degree of freedom (N-1)

T-test verification principal is to distinguish the average score which was got when the research was taken, students' pre-test and post-test score.

RESULTS AND DISCUSSION

RESULTS

In the first meeting the researcher conducted pre – test in order to find out students ability in writing descriptive text. The researcher gave instruction to write a descriptive text with theme “My school” to all of the students. After that, students worksheet were collected and scored. After calculating the students' worksheet, the researcher found that the lowest score is 5, the highest score is 10, the range of interval class is 5, the amount of interval class is 6, the wide of interval class is 1, the mean score is 6.84, and the standard deviation is 1.43.

Based on pre – test data, content is the highest score than the other components while grammar is the lowest score. Also, the highest score is 9 - 10 consist of 3 students or 12 %, the middle score is 7 - 8 consist of 12 students or 48 %, and the low score is 5 - 6 consist of 10 or 40 % students in data pre – test.

Based on the explanation above it is can be concluded that, the average score in percentage of pre – test 34.2 is %. If the students' ability is in the level of 0-49% is categorized that student competence in composing descriptive text is in poor.

STUDENTS PROBLEM IN PRE – TEST

The result from pre – test shows that many students were still confused on writing descriptive text. Students made many errors in their writing, dealing with content in the first component, many students are still confused about how to make the topic relate with the details of the text. In organization component, students are still confused to define the identification and the description, showed that most of students explain the description first rather than the identification. Dealing with grammatical problem many students did not understands to use simple present tense in their sentence and students also have lack of vocabulary. In order to make the statement more specific these are the following example about students' problems in pre – test.

Content Problem Related to Topic and Details. In content aspect students had poor level. Most of problem in content was related to the topic and details of descriptive text. Many students explained the details first rather than the topic, and it made the text did not have coherence. Students should explain the topic first and follows by details with grammar correctly.

Organization problem related to generic structure in descriptive text. The problem not only appeared from content, but also organization related to generic structure of descriptive text such as identification and description. Generic structure is the most important part of writing then they want to write a descriptive paragraph. In fact, students in X Ipa 3 did not pay attention in the process of writing descriptive paragraph. Most of them did not write a paragraph by using a proper generic structure.

Grammatical problem related to simple present tense. In grammar component, students had poor level and got low score. The crucial problem in grammar was related to simple present tense. Most of students still confused how to use the correct tenses in their writing, that is simple present tense is a language features in descriptive text. It is important to focus on the students answer. These are students' problem about grammar in descriptive text.

Mechanic problem related to spelling and capitalization. The last aspect of writing is mechanic. The students of X Ipa 3 class have problem in spelling and capitalization. They did not pay attention to the word that is used capital letter or on which part they have to used coma or full stop. Below are students problem on mechanic about descriptive text.

THE DESCRIPTION OF TREATMENTS

In this study the treatment divided into four meetings in the provision of material to students to get results from the study. Giving material by using Outdoor learning strategy aims to see students' abilities in writing descriptive text. The treatment of Outdoor Learning strategy was did based on Husamah (2013) theory. The results of each meeting described below.

In the first meeting the researcher gave an example and the description of descriptive text. The example was given to students in the form of hard copy to make students easier understand the explanation that given by the researcher. Then, students were asked to observe the school with their group and make a list related to their school, then make it to a descriptive text. The result of this meeting was 35.8 %, it showed that the students ability in poor.

At the second meeting, the researcher explained the generic structure and language features of the descriptive text that is simple present tense in nominal sentence. Some examples are very useful for students to understand the element of descriptive text. The students are more active ask questions to know more, especially about simple present tense. In this meeting, students were asked to make descriptive text about the lybrary in their school with correct generic structure and language features. Each group of students went to library, observed it and make a descriptive text. The result of this meeting showed that students increased their ability that is 46% even though the classification of students' ability still in poor.

At the third meeting, the researcher explained one of the language feature of descriptive of text that is simple present tense in verbal form. In this meeting, students active asked because they still confused the different of simple present tense in nominal sentence and simple present tense in verbal form. The students task in this meeting is to write about their schoolyard by paying attention to simple present tense in nominal sentence and simple present tense in verbal form. Similar with

treatment have done before, students were asked to out of class and go to schoolyard and observed anything that they can make a text. Also, in this meeting students way more enjoying to learn outside of class, it is showed by the way students work in their group and do their task. Finally the result of this meeting that achieved by the students are in average that is 59%.

At the fourth meeting, the researcher explained the use of adjective. In order to make students understand, the researcher give students list of adjective in describing appearances. In this meeting, students more enthusiast to ask about the material and exited to do their task. The reason students were excited because they were asked to go to their teachers and write about their favorite teacher. The result of this meeting showed that students did good in write their text, that is 65.4%.

Based on the data, the significant changes occurred in the third meeting. It is found that it students have lowest score in grammar aspect, were in the first meeting their score was 29 and in the fourth meeting their score was 48. While the highest score is mechanic aspect, where in the first meeting their score was 34 and in the fourth meeting their score was 81.

THE DESCRIPTION OF POST TEST DATA

After calculating students' worksheet in Post – Test, the researcher found that the students score of post – test data is the lowest score is 12, the highest score is 17, the range of interval class is 5, the amount of interval class is 6, the wide of interval class is 1, the means score is 14.4 and the standard deviation is 1.75.

Based post – test data, the highest score class is 16 – 17, consist of 8 students or 32%, the middle score is 14 - 15 consist of 9 students or 36 %, and the lowest score is 12 - 13 consist of 8 students or 32%, it can be concluded that most of the students were understood how to write good descriptive text.

Based on the explanation above it is can be concluded that, the average score in percentage of post – test 68.8 %. If the students' ability is in the level of 60 - 79% is categorized that students' competence in composing descriptive text is good level.

THE EFFECT OF OUTDOOR LEARNING STRATEGY

The effect of outdoor learning strategy towards students writing descriptive text could be seen from the result of post – test. The result of post – test there was good improving especially in content and mechanic. If compare among pre – test and post – test it clearly different where in pre – test the students have low level in write descriptive text. For example, in pre – test, students confused to define about the identification or the description first in generic structure and the language features.

Then, when students got treatment to write by using outdoor learning strategy students can solve the problem. In the learning process, the students felt interesting and fun to learn by using outdoor learning strategy, because they can see the real object and write them, rather than imagine something that they did not see visually. From the explanation above, it can be concluded that, the implication of outdoor learning strategy in order to increase students writing descriptive text was accepted.

Based on the explanation above it can be concluded that through Outdoor learning strategy students are predicted to be motivated to learn writing, especially in writing descriptive text. After

applying Outdoor learning strategy, the researcher has become satisfied and being convinced of the result because the strategy of Outdoor learning which they proved that it succeeded to become an instrumental strategy that could provide good contribution at the students achievement in writing skill especially in descriptive text.

In pre – test students only gets 41 score in content, 31 scores in organization, 29 score in grammar, 33 score in vocabulary and 37 score in mechanic. After students receive treatment by using outdoor learning strategy, students increase their ability. It can be seen on their score, 84 score in content, 63 score in organization, 55 score in grammar, 59 score in vocabulary and 83 score in mechanic. Based on students' results in pre – test and post - test, it can be concluded that, the result of pre – test to post – test are significance improve.

DISCUSSION

In this section, it consists of discussion of the data that have been collected to answer the research question. Based on the explanation in chapter two, descriptive text is the text which is intended to describe a particular person, place or thing. The generic structure of the text is divided into two identification and description. Besides the generic structure, descriptive test also has its own language features that the writer should be master. Language features of descriptive text are, use specific participants, written in present tense, use linking verb, use adjectives, and use relational and material process.

Based on the pre-test data analysis, the researcher found that the students' ability in writing an appropriate descriptive text in X Ipa 3 was still low. It showed by the result of pre – test, the students who got the highest score is only 12% or 3 students. Therefore, in order to solve students' problems the researcher gave the treatment to the students by using Outdoor Learning Strategy.

In the pre – test, the researcher found that students faced the difficulties with correct grammar and to organizing their idea in writing descriptive text. They also have lack of vocabulary and still confused about the generic structure in writing descriptive text. After students received some treatment by using Outdoor Learning as strategy, students have showed the good improvement on their work.

The strength of Outdoor Learning strategy, this strategy is designed to allow students learn direct materials on the actual object and to make students feel enjoy in teaching and learning process. From that definition, the researcher concluded that Outdoor Learning Strategy was a strategy that helpful in teaching and learning process, especially in writing descriptive text. Outdoor Learning Strategy could help students to organize their ideas about the object they would be describe, moreover the students also more enjoy the learning process and not bored as long as learning process.

The result of t_{count} from the pre – test and post – test also have showed the differences that t_{count} is more than t_{table} . Based on the statement above it can be concluded that outdoor learning strategy can improved students ability in writing descriptive text. This statement also has been supported by Waite (2009, p. 9) who said that outdoor learning strategy can enhance students' ability to explore and can provide pleasure to students without feeling bored and tired, because students do the activities outside with their friends and teacher.

There are some findings that make this study show good result achieved by students. The following was the explanation:

The first finding is through Outdoor Learning Strategy in writing descriptive text, the teacher could make students interest and enjoy in learning process. It is supported by Sudjana and Rival in Husamah (2013) who explain the advantages of Outdoor Learning Strategy that this strategy not make students be bored to sit for hours, so that the students' motivation would be higher.

The second, the result of this study found that by using Outdoor Learning Strategy, it could help students for their writing because they can see the object directly. This supported by Torkos (2018) theory who said that Outdoor learning is about learning in different and attractive way, it more efficient way possible, using as many resources as it is possible from the natural area. It is showed by student's enthusiasm to learn out of class.

The third, the familiar topic. The topics were very well-known in the students' environment. Because of the topics they already know and close to their environment, they are easy to describe in text form. The words needed to compose descriptive text are easy for them to find, and it is help them a lot cause the things they often met.

The researcher also found a fact that happened in learning during treatment process that the researcher should pay attention that is students' concentration. The students looked happy to go to outside the classroom to observe their school, but some of the students especially the boys was lost their concentration. It happened because students were gave attention for another students not to the teacher. The result of this situation made the researcher should check them one by one. As the solution, in the next meeting the researcher changed the member of the group with students who can maintain the concentration in the group to make all of the students can pay attention to the researcher and their task.

During conducting this research, there are limitation of the study. The first one is sample. The sample in this class consist of 25 students and this sample taken based on purposive sampling. Since the number of participant is not sufficient (less than 30), it can reduce the reliability become it lack of representativeness. Due to the availability of the students represent the classes can not be added. However, refers to Sudjana (2002) said that "if the subject is large, it can be taken 10 – 15 % or 20 %". It is obvious to accept the real classes which only consists of participants that are less than 30.

The second limitation is giving material at each meeting. The discussion of topics about descriptive text is divided for each meeting, which should be discussed it entirely at the first meeting. Therefore, students' ability only occurred in the aspects that were discussed at the meeting. Meanwhile, students' ability are assessed in all aspects of each meeting. However, at the third meeting, when all the topics had been explained, the students' ability began to improve in all components of writing. Also, it is showed from the students' post – test result that students could write descriptive text.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that the implementation of outdoor learning strategy can help students understand the material and they become enthusiasm to follow the learning process. The advantages from this strategy is to make students feel relax and enjoy in learning process. Also, this strategy help students to organizing and develop their ideas by seeing the object directly.

Furthermore, the students writing skill before applied outdoor learning strategy was still low and it was different from the students writing skill after applied outdoor learning strategy. It was found in students post – test result was higher than the pre – test result, which proved that applied of outdoor learning strategy in learning English contributed to the students more effective in teaching writing descriptive text. It can be seen the mean of students score pre – test is 6.84 and mean of students’ post – test is 14.4. It was totally proved the good increase from pre – test to post - test. Therefore, based on the explanation above, it can be concluded that the students’ ability in writing enhanced because of the implementation of Outdoor Learning strategy in teaching and learning process.

Based on the result study, the researcher would like to recommend this study for students, teachers, and further researcher. For the students, it is important for the students to improve their ability to memorize and learn how to use the pattern when wrote. By improving their ability in writing, they can be more active in learning process and it help them to write easily. Based on the result of analysis data, Outdoor learning strategy is effective to be used in learning process because it can make students become more interest and easily understand in English learning. For teachers, this study suggests that teachers could used Outdoor Learning as strategy to teach students, so that students can be more active and enjoy in teaching and learning process. For the further researcher, this research can be a reference for them who attempts to analyze students ability in writing descriptive text.

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