

Improving students' achievement in learning English through learning outdoor method in SMA 1 Bone

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Abstract

This research aims to determine the improvement of students' English learning achievement through the outdoor learning method. The research was conducted on 16 students of class X, SMAN 1 Bone. This research applied classroom action research in which the data collection techniques were carried out using tests and student observation sheets. The results indicated that the use of learning outdoor method has increased the students' English achievement. This can be seen from the analysis result of prior observation data at the pre-action stage where students who completed the minimum completeness criteria (KKM) were 55.1%. Then cycle I was administered where students who achieved the minimum completeness criteria (KKM) were 56.25%, and cycle II of students who achieved the minimum completeness criteria (KKM) has increased to 87.5%.

Keywords: Learning Outdoor Method, Students' English Achievement

INTRODUCTION

Learning outdoor is currently a phenomenon that is considered effective in the learning process. It is one of many methods that has a lot of impact on the learning process and output. According to Harmer in Nurlaela (2020, p. 384-389) "young adolescents often demonstrate an enthusiasm for learning and interest about the world around them". Learning Outdoor is a method that includes discovery, experiment, and learning that involves environmental and adventure activities.

A teacher should be able to create a pleasant learning atmosphere in teaching and

learning activities, and appropriate to the character of students. Then, learning process becomes more conducive and students can absorb lessons more easily in order to achieve learning goals. This is supported by Pupuh and Sobry S in Mardiah Kalsum Nasution (2017, p 9-16) who stated that “the more exact approach utilized by teachers in teaching, the more successful is predicted to attain learning objectives”. A good learning method is where a teacher is able to implement the method used and can liven up a comfortable and pleasant classroom atmosphere and is able to strive for the formation of student activity in the learning process.

Based on research interviews with some students at SMA N 1 Bone, some of the problems that often occur in English learning in school are the boredom of students during teaching activities. The learning system at SMA N 1 Bone is often performed in the classroom only which is blocked by the walls of barriers that students cannot express their thoughts coupled with the method of lectures, and assignments that are given in each meeting. This makes students feel bored, sleepy, and makes lessons unattractive as it results in declining students’ achievement.

In this research, it is expected that outdoor learning in English lessons can improve student achievement because learning outdoor has two very important benefits, namely increasing students’ motivation and training students’ self-confidence. The fact that students are inattentive and lack confidence in the teaching and learning process is evidenced by many students who do not pay attention to the teacher at the time of learning because of the learning system used by the school. Considering these two aspects, the researcher is interested to improve students’ achievement in learning English through learning outdoor method.

Achievement is defined as someone’s successful in reaching score recorded. Achievement is one’s ability, skill, and attitude in getting things done (Russfendi in Lismayana, 2019). In addition, Good and Chien in Sofwan Adiputra and Mujiyati (2017, p. 150) argue that “the acquisition of knowledge or abilities developed by the subject matter, as measured by test scores or numerical scores assigned by teachers is referred to as learning achievement”.

The level of students’ achievement can be influenced by several factors, both internally and externally. Suprpti in Sivia and Prasida said internal factors include health, interests, abilities, motivations, attitudes, and IQ levels, which all play a role in individual learning. While external factors, such as family support and learning environment, exist outside of the individual's learning.

For instance, Siti Khomsatun did research on learning outdoor and its influence on students' learning achievement and enthusiasm. This research supported by Riza Faraziah who analyzed the use of learning outdoor methods toward learning motivation. Both researches showed that there is a significant influence of learning outdoor on students' achievement and motivation in learning social science and natural science at junior and elementary level. However, this current research seeks to find out the influence of outdoor learning method on students' English achievement.

METHODS

This research used a classroom action research design of spiral-shaped model by Kemmis and Mc. Taggart which aims at improving students' performance in learning outcomes. The research was conducted on students of class X in SMAN 1 Bone, Bone Bolango Regency. The procedure of this action research consisted of two cycles which went through stages of planning, action, observation, and reflection.

1. Cycle I

In planning stage, there are steps of planning a learning model that applied in outdoor situation, developing learning model scenario in lesson plan, making a test, and compiling LOS (Student Observation Sheet). While in action stage, learning is adjusted to the designed plan namely the outdoor learning method by inviting students to study outdoors and adding media through books that have been prepared by the teacher according to the subject matter. Furthermore, the activities at this stage are students had a task of reading text before the material was explained by the teacher in order to inform the students about the purpose of the learning. Then, the teacher explained the material, divided the students into several pairs, asked each pair to make a conversation related to the material being studied, appointed several students to come forward to practice the conversations, and finally the teacher and students made conclusions or corrected assignments together.

In the observation stage, observations are made on the implementation of the action using prepared observation sheet to determine the students' activities and attitudes when learning English outdoor. From the results of this observation, solutions were then sought for the problems that existed during the learning process.

Finally, in the reflection stage the teacher assessed the results of actions using the LOS

format. evaluated the actions that have been taken, and improved the implementation of action according to the evaluation result to be used in the next cycle.

2. *Cycle II*

In this cycle, the focus is on improving the implementation of the use of outdoor learning method from cycle I so as to increase students' achievement in learning English for class X SMAN 1 Bone. In the planning stage, the researcher planned and developed learning model to be applied to outdoor learning by making lesson plan. Further, the action stage was carried out in accordance with the preparations that have been made previously. The implementation of this research consisted of a process of teaching and learning activities, evaluation and reflection which was conducted at the end of the cycle. In cycle II, the researcher carried out teaching and learning activities by continuing the offered and suggested material with a focus on improving the reflection results of cycle I.

Observations in cycle II were carried out the same as in cycle I. The results of the observations were used as consideration for planning in the next cycle. Evaluation in cycle II was carried out by giving tests to students to do individually. Finally, the reflection in cycle II was carried out immediately after the action and observation stages were completed. The researcher examined, analyzed, and considered the results that have been implemented in the action in cycle II. The results of the reflection were used as the basis for improvement in the next cycle.

3. *Instrument and Technique of Collecting Data*

This research used test and observation sheet to collect data. The researcher used test to find out data about students' English achievement. The test was in the form of multiple choice totaling 21 numbers. Test was given before the treatment (pre-test) and after the treatment (posttest). Pre-test which was carried out by researcher to find out students' initial abilities in the learning process. Meanwhile, post-test was conducted to find out to what extent students' learning outcomes in lessons that have been delivered through the learning outdoor method.

Another instrument used in this research was observation sheet which aimed for direct observation of objects and activities in the process of implementing the learning outdoor method in English subject. The researcher here acted as a teacher and the teacher in the field of study as an observer.

4. *Criteria for Successful Action*

Minimum Completeness Criteria (KKM) for English subjects in Class X SMAN 1 Bone is 70, as a measure of individual completeness. Thus a subject is considered complete individually if students get a score of ≥ 70 . While the class can be said to have completed learning on the subject if it reaches $\geq 85\%$ of students who have completed their studies.

5. *Technique Analysis of the Data*

This classroom action research used quantitative data analysis, such as learning outcomes analyzed using descriptive analysis techniques by determining the presentation of learning completeness and the class mean (average). The criteria for the success rate of students' learning can be seen in the following table.

6. *Criteria for Student Success Rates*

Table 1. Student's Success Rate

Level of success %	Category
90%-100%	Very high
80%-89%	High
65%-79%	Enough
55%-64%	Low
0%-54%	Very low

This analysis was carried out during the reflection phase. The results of this analysis are used as reflection material for further planning in the next cycle. The results of the analysis can also be used as reflection material in improving learning design, and even serve as a consideration in determining the appropriate learning method.

RESULTS AND DISCUSSION

Results

1. *The Students' Score of Learning English before Action*

Students' learning in English subject before the outdoor learning method was applied to class X SMAN 1 Bone was tested at the first meeting through 21 questions of pre-test. This pre-test was conducted to determine the level of students' understanding in learning English before the implementation of cycle I and cycle II. Students are given a test in the form of a written test. To see the value obtained by students during the Pre Test, it can be seen from the following table.

Table 2. Students' Scores in Pre-Cycle (Pre-Test)

No.	Name of Sudents	Score	Detail
1	Z L	86	Achieve
2	S P H	48	Not Achieve
3	A H	29	Not Achieve
4	S A H	86	Achieve
5	P R	67	Not Achieve
6	D P	62	Not Achieve
7	S T	33	Not Achieve
8	N L	38	Not Achieve
9	W H	48	Not Achieve
10	S A	43	Not Achieve
11	Z L	24	Not Achieve
12	N B	43	Not Achieve
13	F I	67	Not Achieve
14	D A	86	Achieve
15	F U	76	Achieve
16	I A	48	Not Achieve
Total		881	
Rate		55,1	

From the table above, it can be interpreted that the students have not achieved the minimum score. There are 12 students who have low scores and there are 4 students who have high scores. Based on this result, the researcher then carried out the action stage using cycle I to be able to improve student learning outcomes using the outdoor learning method. This learning method is expected to improve student learning outcomes in English subjects.

a. Cycle I

Based on the observation table in cycle 1 above, it can be interpreted that the learning process is not optimal. There are still some indicators whose results are less than optimal, and need to be improved in the next cycle. This is evidenced by the assessment of student activity with a classical percentage of 41.5%. The data on the results of the assessment in cycle I are as follows

Table 3. Students' Scores in Post Test Cycle I

No.	Name of Students	Score	Detail
1	Z L	95	Achieve
2	S P H	62	Not Achieve
3	A H	52	Not Achieve
4	S A H	90	Achieve
5	P R	81	Achieve
6	D P	71	Achieve
7	S T	57	Not Achieve
8	N L	48	Not Achieve
9	W H	71	Achieve
10	S A	76	Achieve
11	Z L	67	Not Achieve
12	N B	52	Not Achieve
13	F I	71	Achieve
14	D A	90	Achieve
15	F U	90	Achieve
16	I A	52	Not Achieve
Total		1129	
Rate		70,54	

From the table above, it can be interpreted that in the cycle I of the learning process using the learning outdoor method in English subject in class X SMAN 1 Bone, that students who have not achieved the minimum score there are 7 students who have low scores or 43.75% and there are 9 students who have highscores or 56.25%. This has increased from the results of pre-cycle and cycle I.

Table 4. Percentage of Post-Test Learning Outcomes Cycle I

No.	Completeness Percentage	Level of Completeness	Many of students	Percentage of total students
1	90%-100%	Very high	4	25%
2	80%-89%	High	1	6,25%
3	70%-79%	Enough	4	25%
4	55%-64%	Low	2	12,5%
5	0%-54%	Very low	5	31,25%

Total	16	100%
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Based on the table above, it can be interpreted that there are students who have high or very low assessment criteria. Students who have very high criteria are only 4 students (25%), students who have high criteria is 1 student (6,25%), students who have enough criteria are 4 students (25%), students who have low criteria are 2 students (12,5%), who have very low criteria are 5 students (31,25%).

After the entire learning process in cycle I was completed, the researcher and collaborator discussed the result of observation to find weaknesses and shortcomings in cycle I. In the implementation of cycle I, this English subject is obtained from the learning outcomes that are still not good, namely those related to the researcher and students. In regards to researcher, the researcher paid less attention to student readiness in learning and was still unclear in terms of explaining learning materials. While regarding the students, they were less active in paying attention to the teacher explaining the lesson, there were students who did not answer the questions given by the teacher and were afraid to ask what they did not know when the researcher explained the subject matter. From the results of the reflection above, the researcher took further action in cycle II.

b. Cycle II

As the results of cycle 1, there were still some students who scored below the Minimum Completeness Criteria (KKM), responding to the facts, corrective steps were taken in cycle II.

In the implementation of Cycle II, the researcher still used the method of Cycle I by making modifications, namely by adding warming up before the learning process. This is done so that the application of the learning outdoor method can improve students' English achievement based on predetermined aspects, considering that after the cycle I, it turns out that the results achieved by some students have not been maximized.

The results of observation made by observer on students during the learning process using student observation sheet, at the second meeting after researcher and observer corrected deficiencies in the cycle I there was an increase in 3 aspects, namely student activity, cooperation, and ability to use language. This is indicated by the results of student activity, which is 75.1% of the classical average. The data on the results of the assessment in cycle II are as follows:

Table 5. Student Scores in Post-Test Cycle II

No.	Name of Students	Score	Detail
1	Z L	95	Achieve
2	S P H	81	Not Achieve
3	A H	90	Not Achieve
4	S A H	90	Achieve
5	P R	86	Achieve
6	D P	81	Achieve
7	S T	76	Not Achieve
8	N L	57	Not Achieve
9	W H	71	Achieve
10	S A	76	Achieve
11	Z L	71	Not Achieve
12	N B	86	Not Achieve
13	F I	90	Achieve
14	D A	95	Achieve
15	F U	67	Achieve
16	I A	76	Not Achieve
Total		1290	
Rate		81	

Based on the table data above, it can be interpreted that in the cycle II it can be concluded that achieved the minimum score were 87.5% or 14 students, and there were 2 other students have in low score or 12,5%.

Table 6. Percentage of Post-Test Learning Outcomes Cycle I

No.	Completeness Percentage	Level of Completeness	Many of students	Percentage of total students
1	90%-100%	Very high	5	31,25%
2	80%-89%	High	4	25%
3	70%-79%	Enough	5	31,25%
4	55%-64%	Low	2	12,5%
5	0%-54%	Very low	0	0%
Total			16	100%

Based on the table above, it can be interpreted that there are students who have high or very low assessment criteria. Students who have very high criteria are only 5 students (31,25%), students who have high criteria are 4 students (25%), students who have enough

criteria are 5 students (31,25%), students who have low criteria are 2 students (12,5%).

At this stage it was be studied what has been implemented well and whatis still not good in teaching and learning with the application of learning outdoor method. From the data obtained can be described that during the teaching and learning process the researcher has carried out all learning well, and based on observational data, it is known that students were happy, active and enthusiastic during the learning process. Weaknesses in the previous cycles have been improved so that they become better and that students' learning outcomes in cycle II achieved the completeness category.

Discussion

Learning outdoor method was effective to improve the students' English achievement, the students' score indicated that they were enjoyed learning outdoor. The score were 55, 1% after the action in cycle I 70, 54% and cycle II 81% which means there are improvements of students' achievement in English learning. Some students found the advantages of learning outdoor and concluded that : (1) teaching and learning activities are more interesting and not boring so the motivation to learn students will be higher, (2) the nature of learning will be more meaningful because students are faced with actual situationsand circumstances (concrete), (3) materials are studied richer, factual so accurate truthfulness, (4) learning activities are more comprehensive and active because it can be done in various ways such as asking, working groups, observing, proving, and testing facts (5) learning r resources become richer, students can understand and internalize the life aspects that exist in the environment so that it can form a familiar person with life around it and its sustainability. In other words, learning outdoor method is effective to improve students' learning achievements.

CONCLUSIONS

Based on the results of the learning activities that have been carried out fortwo cycles, the data in the field shows that the use of learning outdoor method in improving students' English achievement in class X of SMAN 1 Bone has improved from the beginning of the pre-cycle to the cycle II. The researcher suggests that all teachers use the right method in teachingand can develop the use of learning outdoor method in other subjects. The learning process should be designed by the teacher in such a way thatstudents can actively

participate both physically and psychologically and experience teaching and learning activities directly, so that the knowledge gained is not only theoretical by listening to information. The use of learning outdoor method needs to be developed further and more varied to correct deficiencies so as to obtain maximum results.

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