

**OUTDOOR LEARNING ACTIVITIES ON THE SECOND YEAR STUDENTS'
READING COMPREHENSION OF ENGLISH EDUCATION
DEPARTMENT UIN ALAUDDIN MAKASSAR**

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DOI: <https://doi.org/10.24252/elties.v1i1.7508>

ABSTRACT

This research aimed to determine the influence of Outdoor Learning activities on the second year students' reading comprehension especially in descriptive text. Quasi Experimental Design through "Nonequivalent Control Group Design" was used in this research. The study involved 40 English education department students at UIN Alauddin Makassar. The independent variable of this research was Outdoor Learning Strategy and the dependent variable was students' reading comprehension especially in descriptive text. In this research used instruments those were tests and questionnaire. Descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test) were used in analyzed this research. The research discovers that the reading comprehension of the second year students of English Education Department UIN Alauddin Makassar was not improved by using Outdoor Learning Activities. The result of the t-test also shown that the use of Outdoor Learning Activities in teaching reading especially in descriptive text was not effective in improving students' reading comprehension in descriptive text.

Keywords: Outdoor learning, reading comprehension, descriptive text.

INTRODUCTION

English is community language. It is used to communicate spokenly and writtenly all around the world, especially among people who had different nationality. Many countries speak in English as their mother language, some of them use English as their second language, and the other use English as their foreign language.

Based on researcher's preliminary observation at the second year students of English Education Department, the researcher occasionally found 5 problems. First, the students finding some difficulties to decode the word on the page. Second, the students were difficult to hold the information in working memory long enough for the information to be more extensively processed. Third, the students had no adequate vocabulary, grammar and syntactical skill to organize and interpret the written message efficiently. Fourth, the students were hard to access order thinking skill to process the written message and go beyond the surface layer of the text and infer possible meaning. Fifth, the students sometimes were getting low motivation.

Referring from the problems, the teacher might think about the methods that could be used to extend the information for the students, where the methods might be appropriated with the materials that would be given. Lecturer might have many ideas to make the teaching and learning process was not monotonous. The class could be successful if the teacher could choose the proportional method to give the information and materials for the students. The ability of lecturer in using teaching methods would influence the students' achievements.

By helping them to achieve reading comprehension, they would be able to read a text/book. While observed English subject in the class at the second year of English education department, some problems in reading were already detected. Consequently, when the lecturer gave assignment to the students, they were not focus on the text because they had no basic interest. In addition, some students thought that reading would be monotonous and bored if they did in the class because learning in the class was the conventional method that lecturer often used in teaching. The students wanted to try the innovative and creative way to learn specially in reading comprehension because most of students did not know what was the real meaning from the text if the lecturer did not show something real as example.

Smith and Dale (1980:7) states that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension was such a kind of dialogue between reader and author in which the written language became the medium that cause the dialogue happened when the two persons communicated through the medium of print reading comprehension referred to reading with comprehension. Thus reading comprehension was reading by comprehension the

meaning of a passage or what was or had been read. One who read something by understanding it could be said that he did a reading comprehension.

Therefore, the researcher concerned to choose Outdoor learning activity to solve the students' problem in reading Comprehension. Outdoor learning activity was one of the creative activities in teaching which done outside the classroom or in the area of school and centre ground. This strategy was really fun and interesting because the students would learn directly with environment. To raise the students' interest in learning reading, we could use many methods, but in this chance the researcher took Outdoor Learning activities.

Andi Arman Ardiansyah (2017) stated that using Outdoor Learning Strategy can exploit writing ability of the second grade students of SMK Negeri 1 Benteng Selayar. Outdoor Learning Strategy is effective to use. By using outdoor learning strategy, the students enjoy and are enthusiastic in learning process. In addition. Najamuddin (2017) concluded that using Outdoor Learning Method was effective to improve the students' speaking ability. Furthermore, Rahmayanti (2015) found that using Outdoor learning with Puzzle blocks could improve the students' care to the environment, and through both of the method the students also could easy to understood the lesson about ecosystem. Albihar (2013) Found that there was a significance influence for anak tunanetra, so they could understand the part of plant by using Outdoor Study method.

Husamah (2013:22) points out that outdoor learning is a learning process that is designed to allow students to learn direct learning materials on the actual object, so the learning will be more obvious. The advantages of outdoor learning strategy were the students could encourage their motivation in learning with a fun learning environment, use of instructional media that concrete, using natural materials that already exist around, could foster the ability to explore and could give pleasure to the students when the study without feeling bored and tired because of lack of interest in the learning in teaching. Outdoor learning strategy could also foster the strengthening of the concept to be given to children.

Based on the previous explanations above the researcher interested to conduct an experimental research titled "*Outdoor Learning Activities on the Second Year Students' Reading Comprehension of English Education Department, UIN Alauddin Makassar*".

RESEARCH METHOD

The design of this research used quasi experimental research exactly Non-equivalent group design. Nunan (1991) states that Quasi experimental research is defined as experimental design which is conducted as if it is look like the real situation. In this case, the researcher wanted to know the significant effect of Outdoor learning activity to develop students' reading comprehension. In this experimental design, the researcher evaluated the experimental class before and after being given a treatment. Meanwhile, the other class stands as controlled class without the treatment. Finally, the researcher looked the influence of the treatment toward the experimental class.

FINDINGS AND DISCUSSION

1. Findings

The Classification of Students' Pre-Test and Post-Test Scores in Experimental Class

Table 1

The distribution of frequency and percentage score of
experiment class score in pre-test

<i>No</i>	<i>Score</i>	<i>Classification</i>	<i>Frequency</i>	<i>Percentage</i>
1	80-100	Excellent	8	40%
2	60-79	Good	7	35%
3	40-59	Fair	4	20%
4	20-39	Poor	1	5%
5	0-29	Very Poor	-	-
	Total		20	100 %

Table 1 above showed that, the rate percentage of experimental class in pre-test from 20 students, there were 8 (40%) students obtained excellent score and other students were under of it.

Table2
The distribution of frequency and percentage of
Experiment class score in post-test

<i>No</i>	<i>Score</i>	<i>Classification</i>	<i>Frequency</i>	<i>Percentage</i>
1	80-100	Excellent	10	50%
2	60-79	Good	6	30%
3	40-59	Fair	4	20%
4	20-39	Poor	-	-
5	0-29	Very Poor	-	-
Total			20	100%

Table 2 shows the rate percentage score in experimental class in the post-test from 20 students. The students' score were increase, there were 10 (50%) students obtained an excellent score.

2. The Classification of Students' Pre-Test and Post-Test Scores in Controlled Class.

Table 3
The distribution of frequency and percentage score of
Control class score in pre-test

<i>No</i>	<i>Score</i>	<i>Classification</i>	<i>Frequency</i>	<i>Percentage</i>
1	80-100	Excellent	6	30%
2	60-79	Good	7	35%
3	40-59	Fair	6	30%
4	20-39	Poor	1	5%
5	0-19	Very Poor	-	-
Total			20	100%

Table 3 above showed that, the rate percentage of experimental class in pre-test from 20 students, there were 6 (30%) students obtained excellent score and other students were under of it.

Table 4
The distribution of frequency and percentage score of
Control class score in Post-test

<i>No</i>	<i>Score</i>	<i>Classification</i>	<i>Frequency</i>	<i>Percentage</i>
1	80-100	Excellent	9	45%
2	60-79	Good	10	50%
3	40-59	Fair	1	5%
4	20-39	Poor	-	-
5	0-19	Very Poor	-	-
	Total		20	100%

Table 4 shows the rate percentage score in experimental class in the post-test from 20 students. The students' score were increase, there were 9 (45%) students obtained an excellent score.

3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class.

Table 5
The mean score and standard deviation of experimental class
and controlled class in post-test

<i>Class</i>	<i>Pre-test</i>		<i>Post-test</i>	
	<i>Mean Score</i>	<i>Standard Deviation</i>	<i>Mean Score</i>	<i>Standard Deviation</i>
Experimental	68.95	15.55	74.25	13.60
Controll	65.90	18.60	75.40	12.80

The table above showed that, the mean score of experiment class in pre-test was (68.95) and the standard deviation of experiment class was (15.55), and the mean score of control class in pre-test was (65.90) and the standard deviation of control was (18.60). While the mean score of experiment class in post-test was (74.25) and the standard deviation of experimental

class was (13.60), and the mean score of controlled class in post-test was (75.40) and its standard deviation was (12.80). It can be concluded from both of the tests; the experiment class gained lower mean score in the post test than the control group.

Table 6
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Posttest	-0.39	2.042

Table 4.6 above indicated that the value of the t-test was lower than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre-test and post-test.

Based on the table of distribution the value of t-test and t-table in post-test previously, the researcher concluded that t-test value was lower than t-table ($-0.39 < 2.042$), beside that, after giving treatments by using Outdoor Learning activities proved by showing the mean score of the students in post-test (74.25) was higher than mean score of the students (68.95) in pre-test in experiment class. But the mean score of control class (75.4) is higher than the mean score of experimental class (74.25). It could be concluded that the students' reading comprehension had not improved by using outdoor learning activity. it meant that (H_1) was rejected and (H_0) was accepted.

From the result above, we can show the difference between t-test and t-table was enough high. It can be concluded that teaching reading by using Outdoor Learning activities was not giving influence on the second year student reading comprehension especially in descriptive text.

2. Discussion

As it was stated in previous chapter, this research was aimed to find out the factors contributed to the second year students' Reading Comprehension of English Education Department, UIN Alauddin Makassar. Therefore, based on the result of this study, which shows the students' scores were much higher after the treatment in control class using *the conventional method* in teaching reading. Hence, the researcher put the effects when the researcher applied this activities in experimental class. The effects were:

1. The use of Outdoor Learning activity was inappropriate strategy for learning because the students need much concentration to answer the question in test.
2. The common subject was not the main priority
2. If the weather does not good, such as there are heavy rain or storm, so the teaching activity will get into trouble especially if the college does not have proper class.
3. Students would be less concentration
4. It was difficult to manage the students condition in outdoor
5. A lot of time, cost, and energy will be taken because the teacher is more intensive in guiding.
6. The study concept was sometimes contaminated by other students or other groups because of their curiosity.

From the comparison of the result of post-test score between experimental and controlled group, the skill of experimental group was getting lower than control group. It meant that the treatment of using Outdoor Learning Activities to the experimental group was not successful.

It is also contradicted with husamah's opinion, husamah (2013) explained that many advantages are gained from studying the environmental activities in the learning process, among other things:

- a. The learning activities more interesting and not makes the students feel bored to sit for hours, so that the students' motivation will be higher.
- b. The nature of learning will be more meaningful because the students are faced with the situation and the real situation or natural.
- c. The materials that can be studied richer and more accurate factual.
- d. The activities of student learning is more comprehensive and more active because it can be done in various ways such as observing, asking questions or interviews, to prove or demonstrate, examine the facts, and others.

- e. Source sailed richer because the environment that could be studied such diverse social environment, natural environment, built environment, and others. Students can understand and appreciate the aspects of life that is available in the environment, so as to form a personal familiar with the life of the surrounding form, and can cultivate love it.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

The use of Outdoor Learning activities was not effective to be used in teaching reading to the second year students' reading comprehension of English Education Department, UIN Alauddin Makassar. Using Outdoor Learning activities in teaching could not improve the students' reading comprehension especially in descriptive text. The students' reading comprehension before applied Outdoor Learning Activity was high. It was found in students post-test was higher than the pre-test, which proved that applying of Outdoor Learning activity in learning activity did not give contribution to the students' reading comprehension. It was proved by the result of the mean score of control class in post test is higher than the experimental class.

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