

**PENERAPAN METODE OUTDOOR LEARNING DALAM
PEMBELAJARAN MENULIS TEKS PUISI PADA SISWA KELAS X
SMA NU KAPLONGAN**

**(Implementation Of Outdoor Learning Method In Teaching Poetry
Writing Texts To 10th Grade Students At Nu Kaplongan High School)**

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Abstract

This research was motivated by the low ability and interest of students in learning to write poetry in class X SMA NU Kaplongan. The objectives of this study were 1) to determine the effectiveness of the outdoor learning method in learning to write poetry in class X SMA NU Kaplongan; 2) to describe the process of learning to write poetry using the outdoor learning method in learning to write poetry in class X SMA NU Kaplongan. The research method used in this study is an experimental study. The method of collecting data in this study was by collecting data from observations and tests (pretest and posttest). Based on statistical results using the normality test, homogeneity test and two independent samples t test, a tcount of 4.151 and a ttable of 1.677 is obtained. So tcount (4.151) > ttable (1.677). This shows that Ho is rejected and H1 is accepted. Thus, it can be stated that the application of the outdoor learning method is effective in learning to write poetry in class X SMA NU Kaplongan in the 2022/2023 academic years.

Keywords: Writing Poetry, Outdoor Learning Method, Learning

1. INTRODUCTION

Indonesian is an important language for the community because language is a tool for communication that can be in the form of writing or oral used in a structured manner (Chaer and Leon, 2004: 14). In addition to being a tool for communication, Indonesian is also one of the important subjects in schools from elementary, secondary, and tertiary levels.

Indonesian language learning is a lesson that must be carried out in every school, Indonesian language learning also helps students to recognize culture and recognize the character of the students themselves. Indonesian language learning is also contained in the 2013 Curriculum, because Indonesian language learning is a compulsory learning at every level of education at primary, secondary and tertiary levels. Indonesian language learning is one of the important subjects for the world of education as a whole.

In learning Indonesian language skills must be mastered by students, there are four language skills. According to Tarigan (1986) language skills are skills that must be mastered by students in accordance with the existing curriculum, language skills themselves consist of listening skills, speaking skills, reading skills, and writing skills (Wardoyo. S. M 2013). In this study what will be discussed is writing skills, especially in poetry writing material.

Poetry is a result of expressing one's inner experience, which is then poured into aesthetic writing by concentrating the physical, inner form and then compacting the words into a text or writing (Zulaeha. I 2019).

However, writing poetry is not an easy thing to learn, but also needs to be mastered and studied regularly. Even so, writing poetry is also in fact still experiencing obstacles in classroom learning (Pathiya, n.d.).

The problems in writing poetry are not only that, but also students' difficulties in developing their writing, choosing inappropriate diction, students quickly feel bored, thus making more and more problems, the methods applied are also less varied so that students become bored, students still lack interest in learning to write poetry, students still have difficulty in developing their writing, students quickly feel bored when learning in a classroom, students still have difficulty in writing poetry, they write poetry but not like writing poetry but like telling stories, choosing diction that is still inappropriate in writing poetry (Dwi Puji Lestari 2017). According to Erwin (2017:5-6) outdoor learning is one of the strategies that teachers can use in learning so that students do not feel bored with learning in the classroom. Outdoor learning is a learning strategy that utilizes nature as a learning resource and affects students' interest and learning outcomes (Zaiful, 2019: 38)

Problem formulation in this research:

1. Is the application of outdoor learning method effective in learning to write poetry in class X students of SMA NU Kaplongan?
2. How is the learning activity of writing poetry by applying the outdoor learning method to class X students of SMA NU Kaplongan?

The benefits of this research are both practical and theoretical:

1. Theoretical Benefits

The results of this study are expected to contribute new information for research, especially in research on the application of outdoor learning methods in learning to write poetry (Taqwan 2019).

2. Practical Benefit

- a. For students, with the application of outdoor learning methods, it is hoped that students will be able to improve and develop and make Indonesian language lessons, especially writing poetry better and easier to learn (Vera 2019).
- b. For teachers, they can find out an appropriate learning model to improve and improve the quality of Indonesian language learning and get an effective way of presenting Indonesian language lessons of course.
- c. For researchers, it can add insight and direct experience about learning to write poetry using the outdoor learning method.

As for previous research that is relevant to discussing learning outside the classroom (outdoor learning), including Rivan Pramono, in his research, namely using the material of constructing grade XI explanation texts using outdoor learning methods. Meanwhile, Rohim (2018) in his research discusses the effectiveness of outdoor learning methods with SPLDV material.

2. RESEARCH METHODS

This research uses quantitative descriptive methods. According to Sugiyono (2017) the research method is a scientific way to obtain data with specific purposes and uses. The research method is also a way of working to understand and explore the object being

targeted. In this study, researchers used a pseudo-experimental method because it was not possible to fully control the external variables that affect the implementation of the experiment (Sugiyono 2017). Therefore, the use of pseudo-experimental methods is intended because researchers want to see the causal relationship between variables, namely the application of outdoor learning methods in poetry writing (Marwati 2016).

In this study, the collection technique used tests and observations. According to Sugiyono (2017) data collection techniques are the most strategic step in research, because the main purpose of research is to get data (Purwanto 2019).

According to Arikunto (2010: 53) a test is a tool or procedure used to find out, measure something in a predetermined manner and rules. The test was conducted in order to obtain data to be used as research material, this test was carried out twice, namely in the initial test and also the final test to determine the students' ability to write poetry, this test was carried out before and after the treatment was applied.

Observation is used when research is related to human behavior, work processes, natural symptoms and when the observed respondents are not too large (Sugiyono 2017). To get optimal learning outcomes, it is necessary to observe the learning process, especially in the experimental group. The observation sheet to assess student activeness was prepared based on the effectiveness of asking questions, discussing, student involvement in learning to write poetry (Yaqien 2018).

In this study, the data analysis technique that researchers used in this study used quantitative analysis. Data analysis techniques in quantitative research use descriptive statistics (Sugiyono 2017). The test in this study was carried out twice, this test aims to find out the data which was then analyzed using statistics, because in this test was carried out twice, the initial test in this study aims to find out whether before the application of the outdoor learning method in learning to write poetry got good results (Priansa 2017). While the final test aims to determine whether or not there is a change in learning to write poetry after the application of the outdoor learning method (ROSYID 2021). Then the data obtained from the class will then be processed using statistics. Observations were made by the teacher to obtain data on student learning outcomes, these observations were made by the teacher to assess student activeness, both active in asking questions then discussing and student involvement in learning to write poetry. Data analysis of observation results was carried out to assess teacher and student activities during the learning process. Observations in this study were carried out by describing through teacher and student activities, this aims to determine the activities of teachers and students during the teaching and learning process (Yulisa, Johan, and Hartono 2016).

3. RESULTS AND DISCUSSION

3.1. Test Results

The results of the initial test (pre-test) between the control class and the experimental class. This data shows that the initial ability of experimental class students gets an average value of 65.6 and the average initial value of the control class is 70, these results are obtained before any treatment or treatment, showing no significant difference between the experimental class and the control class.

The final test results of the experimental class obtained an average value (post-test) of 78 and for the control class that used conventional methods received an average value

of 68.2. These results show that after the treatment in the experimental class made a significant difference between the experimental and control classes during the second test.

Based on the results of statistical calculations at the time of the initial test (pre-test) using the t test of two independent samples (independent samples t test), obtained tcount of -2.013 and ttable of 1.677. The conclusion on the initial test before this treatment shows that there is no significant difference between the experimental class and the control class. After calculating the statistics at the time of the final test (post-test) using the t test of two independent samples (independent samples t test), obtained a tcount of 4.151 and a ttable of 1.677 this indicates that H_1 is accepted. Therefore, the null hypothesis H_0 that the use of outdoor learning method is not effective in learning to write poetry in class X SMA NU Kaplongan is rejected. Thus, the researcher concluded that the application of outdoor learning method in learning to write poetry in class X SMA NU Kaplongan is effective.

3.2. Observation Result

a. Teacher Activity Observation Results

Of the six aspects of teacher activity assessment, four aspects received an A (very good), and two aspects received a B (good). These results show that the observation value of teacher activities received very good scores during the teaching and learning process using the outdoor learning method.

b. Results of Observation of Student Activity

The results of observations of student activity during the treatment of outdoor learning methods in learning to write poetry texts (Kosasih and Kurniawan 2014), from the five aspects assessed during the teaching and learning process, four aspects received an A (very good) and one aspect received a B (good) this result shows that the value of student activity gets a very good score. While the activity of students in the control class from five aspects of the assessment, three aspects got a grade B (good) and two aspects got a grade A (very good), from this data, the activity of students in the control class got a good grade.

4. CONCLUSION

Based on the test and observation data, it can be concluded as follows:

1. Learning to write poetry using the outdoor learning method for class X students of SMA NU Kaplongan was declared effective. This is evident from the increase in students' ability to write poetry. The results of writing poetry before the treatment had an average value of 65.6 experimental class and the control class had an average value of 70, in the experimental class experienced an increase in the average value of 78 after treatment while the control class had an average final test value of 68.2. The increase occurred when writing poetry outside the classroom. This increase is the impact of the application of the outdoor learning method applied in the experimental class. The results of statistical calculations at the time of the initial test (pre-test) using the independent samples t test, obtained a tcount of -2.013 and a ttable of 1.677. Meanwhile, the results of statistical calculations during the final test (post-test) using the t test of two independent samples (independent samples t test), obtained a tcount of 4.151 and a t table of 1.677. So $t_{hitung} (4.151) > t_{tabel} (1.677)$.

Indicating that H_0 is rejected, and H_1 is accepted. This shows the effect of using the outdoor learning method in the experimental class can produce a more effective impact than the conventional method applied in the control class.

2. Of the six aspects of teacher activity assessment, four aspects received an A (very good), and two aspects received a B (good). This result shows that the observation value of teacher activity gets a very good score when the teaching and learning process takes place using the outdoor learning method (Widiasworo 2017). The results of the observation of students' activities when there was a treatment of outdoor learning methods in learning to write poetry texts, from the five aspects assessed during the teaching and learning process, four aspects received an A (very good) and one aspect received a B (good) This result shows that the value of student activity gets a very good score. While the activity of students in the control class of the five aspects of the assessment, three aspects got a grade B (good) and two aspects got a grade A (very good), from this data, the activity of students in the control class got a good grade. Suggestions that are expected to be useful for readers and teachers, especially Indonesian language subject teachers.
 - a. The outdoor learning method can be used as an alternative to improve the ability to learn poetry writing.
 - b. Student activeness in the learning process needs to be continuously improved, because by learning actively students can gain extensive knowledge, abilities, and experiences so that students are more creative and innovative.

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