
THE EFFECT OF OUTDOOR LEARNING ON STUDENTS' STORYTELLING ABILITY

R. Andi Ahmad Gunadi¹, Maesaroh Lubis²

¹FIP Muhammadiyah University Jakarta, ²FKIP Muhammadiyah University Tasikmalaya
¹Jl. K.H.Ahmad Dahlan, Ciputat Timur Kota Tangerang Selatan, ²Jl.Tamansari KM.2.5 Kota Tasikmalaya
Email: aagunadi@umj.ac.id¹, maesaroh.lubis@umtas.ac.id²

Abstract

Learning outside the classroom is carried out by teachers to improve students' competences in a particular subject. In this study, learning outside the classroom is conducted to complete the assignment of Indonesian subjects with the topic "Students' Storytelling Ability". This study aims to determine whether learning outside the classroom is effective in improving students' storytelling ability. The method used in this research is ex-post-facto by using an instrument for assessing students' storytelling ability. The study was conducted in Elementary School Cluster 2 Iwal in the 5th grade of 24 students. The results showed an increase in the average score of students in terms of storytelling ability after the learning outside the classroom compared to the existing learning (classroom learning) before outside learning activities were carried out.

Abstrak

Pembelajaran luar kelas dilakukan guru kelas untuk meningkatkan kompetensi siswa pada suatu mata pelajaran tertentu. Pembelajaran luar kelas pada penelitian ini untuk melengkapi tugas mata pelajaran Bahasa Indonesia dengan materi "Kemampuan Bercerita Siswa". Tujuan penelitian ini adalah untuk mengetahui apakah pembelajaran di luar kelas efektif dalam meningkatkan kemampuan bercerita siswa. Metode yang digunakan pada penelitian ini adalah ex-post-facto dengan menggunakan instrumen penilaian kemampuan bercerita siswa. Penelitian ini dilakukan di SD 2 Iwal kelas 5 yang terdiri dari 24 siswa. Hasil penelitian menunjukkan terjadi kenaikan nilai rata-rata siswa dalam hal kemampuan bercerita pada pembelajaran luar kelas dibandingkan pada pembelajaran konvensional (pembelajaran dalam kelas) sebelum kegiatan pembelajaran luar kelas dilakukan.

Keywords:

Outdoor Learning, Atorytelling Ability

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INTRODUCTION

In today's world, students are normally set to study in a classroom. Students have expressed their dissatisfaction with the fact that they are always working passively in the classroom when learning. The information was not well received by the students. They require engaging learning activities that will help them improve their abilities (Suherdianto, Mawardi, & Anggela, 2016). It was the teachers' responsibility to increase their students' motivation.

Teachers use a variety of methods to increase students' motivation to study.

Outdoor learning could be a useful tool for teachers to provide variety and richness to their lessons. There were numerous methods to define outdoor learning, and the definition could be ambiguous because outdoor study, outdoor teaching, and outdoor learning have certain similarities. According to Vera (2012), outdoor learning is a type of study that takes place outside the classroom, whether at the school or elsewhere, and involves direct engagement with the environment. Students emphasized body sensations in connecting with their minds when using outdoor learning as a method of learning (Haryati, 2016). Finally, many teachers considered physical movement as an important aspect of outdoor education, claiming that it improved student learning. In the outdoor learning process, students can learn more focused and in-depth through the objects outside the classroom rather than just learning in a classroom (Rohim & Asmana, 2018).

According to Cintami and Mukminan (2018), there are several advantages of outdoor learning: 1) the students' minds are brighter, 2) the learning process is easy to conduct, 3) the learning process can be implemented in a number of different ways, 4) the implementation of learning activities is more enjoyable, 5) the implementation of learning activities is more realistic, 6) the students get to know the real world, 7) the idea that outdoor education constitutes a class, 8) the scope of learning activities contains a wide range of experience, and 9) the brain activity is more relaxed.

Several studies have been conducted about the implementation of outdoor learning. Mirnawati (2017) conducted research on the effectiveness of outdoor learning method towards the vocabulary mastery of junior high school students, 40 students were selected as the research subjects. The findings of the research reveal that students' scores improved after being treated in an experimental class employing an outdoor learning strategy. Students' grades improved as a result of implementing the outdoor learning method. Students in the experimental class showed more improvement than the students in the control group. The majority of the students received good grades. The use of an outdoor learning method helped students improve their vocabulary mastery. Moreover, Jusnidar, Naro, and Tekeng (2021) carried out research on the effectiveness of outdoor learning technique in increasing students' expression ability. The hypothesis test revealed that the outdoor learning method was highly effective. As a result, the outdoor learning method is beneficial in improving students' ability to express themselves in English.

Teaching in elementary school is a difficult task for teachers since they must pique the students' interest in order to motivate them to talk. Furthermore, the teacher should engage their students in engaging activities such as storytelling. Telling stories is delivering messages and impressions that are expressed orally to friends, family, or other people about an event that has been carried out or about an action that has been done to share experiences, impressions, and knowledge. Storytelling can be conducted both verbally and nonverbally. Therefore, storytelling is an activity that can be carried out at any time and by any person to deliver various messages such as ideas, opinions, desires, and emotional feelings, or exchange thoughts about various experiences (Andriani, Suharno, Yulianti, & Rukayah, 2016).

Besides, storytelling also involves various other psychological elements such as mental readiness and the courage to use other emotional intelligence, such as using language in accordance with the rules. Each vocabulary word must be pronounced clearly and correctly so that it is easily understood by the speakers involved in the storytelling activity. The students can develop their imagination and extend their interests in something. In addition, they can learn to know each other and they can socialize to understand the meaning of life to increase and improve their experiences and life discourse (Amelia & Syamsi, 2014).

Hutagalung and Halimatussakdiah (2013) suggest that in the practice of storytelling, the activity must be adapted to the cognitive, affective, and psychomotor development of students to get positive value based on several factors, such as: 1) it must be able to master and suit the subject matter, as well as deliver well straight and organized material; 2) pronunciation and word choice; 3) having the right intonation and volume of voice; 4) vaving a good attitude, manner, and outlook when the students speak in front of the class; and 5) having a good body language and gestures when speaking according to the material.

Based on the explanation above, the researchers decided to conduct a study to measure whether or not the outdoor learning is effective in improving students' storytelling ability.

RESEARCH METHOD

This study employs a quantitative approach with an expost-facto research method that was conducted in Elementary School Cluster 2 Iwul, Iwul Village, Parung, Bogor. The respondents are the 5th grade students with a total of 24 students. In this research, the researchers evaluated the students' performance before and after the outdoor learning was implemented. The subject matter of students' storytelling practices is based on the students' choices. It can be seen in the following table:

Table 1. Selection of Discussion Topics

No	Topic of Discussion	Total
1	Jurassic Park rides	14
2	Environment rides	6
3	Robot rides	4
	Total	24

Based on the table above, it can be seen that most of the students selected the topic "*Jurassic Park Rides*" to retell. Six other students chose "*Environment Rides*" and four others picked "*Robot Rides*".

The research instrument was made in the form of an assessment of "students' storytelling ability," with a score of "1" for a *true statement* and a score of "0" for a *false statement*. The validation of the research instrument was carried out by the expert in the form of logical validation and empirical validation (Nikmatinafiah, Maizora, & Yensy, 2019).

The assessment instrument includes linguistic and non-linguistic aspects (Meirizka, 2017). The assessment aspect of "students' storytelling ability" is in the following table:

Table 2. Aspects of Students' Storytelling Ability Assessment

No.	Assessment Aspects	Indicators	Intruments Number	Score 1 = T . 0 = F
1	Language	Accuracy of speech	1	1
		Choice of vocabulary	2	1
		Pronunciation	3	1
		Structure	4	1
2	Non-Linguistic	Passion and Spirit	5	1
		Enthusiasm	6	1
		Loudness of voice	7	1
		Eye Contact	8	1
		Gestures and mimics	9	1
		Mastery of topics	10	1

According to Hamalik (2013), the instrument is divided into two major parts: test and non-test. Furthermore, it conveys the idea that learning outcomes may be judged by students' success after putting in a lot of effort. Students' behavior changes as a result of their learning, which may be witnessed and assessed through changes in attitudes and skills. In comparison to before, these modifications can be seen as an increase and an improvement through direct learning activities, in the hopes that students will be able to construct more meaning or have a stronger impact on their memory.

RESULTS AND DISCUSSION

To measure whether or not outdoor learning is effective in improving students' storytelling ability, the researchers conducted a pre-activity of the students' storytelling ability by asking the students to retell the story of "Environment Rides" in a classroom setting. After that, the researchers also conducted a post-activity that assessed the students' storytelling ability in retelling the story of "Jurassic Park Rides" in outdoor learning. The assessment of both pre- and post-test can be seen in the following table:

Table 3. The Comparison Score of Students' Storytelling Ability (Pre and Post Activity)

No	Classroom learning		Score	Score Category			Outdoor Learning		Score	Score Category		
	Respondent s' Answers			High	Med	Low	Respondent s' Answer			High	Med	Low
	True	False	True				False					
1	7	3	70	-	v	-	8	2	80	v	-	-
2	6	4	60	-	v	-	9	1	90	v	-	-
3	6	4	60	-	v	-	9	1	90	v	-	-
4	6	4	60	-	v	-	9	1	90	v	-	-
5	6	4	60	-	v	-	9	1	90	v	-	-

6	6	4	60	-	v	-	9	1	90	v	-	-
7	6	4	60	-	v	-	8	2	80	v	-	-
8	6	4	60	,	v	-	8	2	80	v	-	-
9	6	4	60	-	v	-	7	3	70	.	v	-
10	6	4	60	-	v	-	7	3	70	-	v	-
11	6	4	60		v	-	9	1	90	v		-
12	6	4	60	-	v	-	9	1	90	v	-	-
13	6	4	60		v	-	9	1	90	v	-	-
14	6	4	60	-	v	-	7	3	70	-	v	-
15	6	4	60		v	-	7	3	70	-	v	-
16	5	5	50	-	-	v	5	3	70	-	v	-
17	5	5	50		-	v	8	2	80	v	-	-
18	5	5	50		-	v	8	2	80	v	-	-
19	5	5	50		-	v	9	1	90	v	-	-
20	6	4	60		v	-	9	1	90	v	-	-
21	6	4	60	-	v	-	7	3	70	-	v	-
22	5	5	50		v	-	9	1	90	v	-	-
23	5	5	50		-	v	9	1	90	v	-	-
24	5	5	50		-	v	8	2	80	v	-	-
Total	-	-	1380	-	17	7	-	-	1980	18	6	-
Rata-rata	-	-	57.5	-	-	-	-	-	82.5	-	-	-

Based on the table above, it can be seen that the "students' storytelling ability" in outdoor learning activities is better than that in a classroom or existing learning. In classroom learning, most of the students got only medium scores. There are 17 students who achieved medium scores and 7 students who got low scores. The mean score is 57.5. On the other hand, in outdoor learning, there are 18 students who achieved high scores and 6 students who got medium scores, compared to the scores that they got in the classroom learning. The mean score obtained by the students is 82.5.

The results of this study indicate that there is a significant difference between the students' storytelling ability in outdoor learning and classroom or existing learning. The result is in accordance with Cahyono and Mutohhar's research (2017), which found that outdoor activities offered students authentic content, which was extremely beneficial because it provided a valuable insight into a culture and language. Furthermore, the use of an outdoor environment has the ability to foster meaningful learning by shifting between the abstract and concrete, as well as changing experience into knowledge through reflection and English conversation.

Furthermore, the outcomes of this study are consistent with several similar research findings, such as Mirnawati's research (2017) on the effectiveness of outdoor learning method in improving vocabulary mastery in junior high school students. Students' scores improved after being treated in an experimental class that used an outdoor learning technique, according to the findings of the study. As a result of using the outdoor learning method, students' grades increased. Students in the experimental group improved more than students in the control group. The majority of students obtained

good grades. Students improved their vocabulary mastery by using an outdoor learning method. In addition, Jusnidar, Naro, and Tekeng (2021) investigated the effectiveness of outdoor learning technique in increasing students' ability to express themselves. The hypothesis test demonstrated that the method of outdoor learning was highly effective. As a result, students' capacity to express themselves in English improves as a result of the outdoor learning method. Therefore, it is recommended to use outdoor learning more often in learning and teaching activities.

CONCLUSION

Outdoor learning is effective in improving the storytelling ability of the 5th grade students of Elementary School Cluster 2 Iwul, Iwul Village, Parung, Bogor. The students' ability before applying outdoor learning technique was still low. It was different from the students' ability after applying the outdoor learning technique. It was found that the students' post-performance was higher than their pre-performance, which proved that the implementation of the outdoor learning technique in the learning activity effectively contributed to the students' storytelling ability.

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