

## **USING OUTDOOR LEARNING TECHNIQUE IN INCREASING STUDENTS' ENGLISH EXPRESSION SKILL**

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### **ABSTRACT**

The objective of this research was to find out the effectiveness of outdoor learning technique in increasing students' English expression skill at the second-grade students of a vocational school in Makassar. This research employed quasi-experimental namely non-equivalent control group design with pre-test and post-test. There were two variables in this research; they were independent variable (Outdoor Learning Method) and dependent variable (students' English Expression skill). The population of this research was the second of a vocational school in Makassar which composes of 179 students. The sample of the research consisted of 40 students which was taken by using purposive sampling technique, 20 students from XI MMD as the experimental class and 20 students from XI RPL as control class. The instrument used in this research was test. The test was used in the pre-test and post-test. The mean score on the post-test (73.9) in the experimental class was higher than the mean score on the post-test (68.9) in the control class. The standard deviation on the post-test (7.7) in the experimental class and the standard deviation of the post-test in the control class (7.6). From the t-test, the researcher found that the value of the t-test (5.747) was higher than the t-table (2.042) at the level of significant 0.05 with degree of freedom (df) = 38. The effectiveness of Outdoor Learning method also can be seen from the effectiveness test, where the result of the test is 0.24 ( $R < 1$ ). The data indicated that there was a significance difference between the students' post-test in the experimental class and post-test in the controlled class. The result of hypothesis test showed that Outdoor Learning Method was significantly effective. Therefore, Outdoor learning method is effective in increasing students' English expression skill.

**Keywords:** Outdoor learning technique, English expression skill

### **INTRODUCTION**

**U**sing language in social life is one of studies in sociolinguistics. Holmes stated that sociolinguistics is the study of relationship between language and society (Janet Holmes, 1992). Holmes also stated that sociolinguistics relationship between language and the

context used. Meanwhile social life possessed many variations of contexts and languages in interactions, so the fluency of communication will be influenced by social factor like what Holmes stated in his book, that some related to the user of language of the participant and others relate to its user the social setting and function of the interaction. The other factor was the setting or social context and then the purpose of communication. According to Sysoyev (1999) Expression is stage that provide students experience in applying their acquired knowledge in practice by making meaningful utterances. On the one hand, this may also serve as a motivation technique, since learners can actually see what they can do with what they have learned. English Expression refer to particular forms of externalities, in which the actions of a reference group affect an individual's preferences. The reference group depends on the context and is typically an individual's family, friends or peers.

The teacher in existing method only focused on how to teach the lesson until the end of the learning process. The researcher conducted interview with the English teacher of SMK Komputer Mutiara Ilmu Makassar and found some problems faced by the students that need a solution. Perhaps all the students demotivate in learning English. The researcher provided a solution to help the students to solve this problem by using outdoor learning Technique. In this method the students enjoyed to learn and made all of the students became active in the learning and teaching process. Since the place took in the outdoor, this method can make the students more active in learning and teaching English.

Based on the problems above the researcher decided to carry out in improving the English Expression Skill because number of problems above relate to improve students' knowledge and can make their English useful at the future. The roles of the teacher were too important to help the students to solve their problems. To make it specific, the researcher concerned to choose this outdoor learning method because this method was very effective and interesting to increase the students in English expression skill. This method was very effective to apply in learning and teaching process.

The reasons of the researcher to choose this method was the first this strategy allowing the usage of outdoor school environment as the source of teaching and learning. Then, by applying this method the students not only studied but also, they played because this method is fun. And the last, this method made the students more active because they felt it directly (learning by doing). The researcher considered that learn English was effective when the teacher using outdoor learning Technique. This learning process constructed the meaning, then the process through cognitive structures that in long memorable in the memory. Outdoor learning activity was one of the creative activities in teaching. This strategy was really fun and interested because the students' learned with environment directly. To raise the students' interest in learning English, we used several methods but in this chance the researcher took Outdoor Learning Technique.

## **METHOD**

The design of this research applied quasi experimental research. Quasi experimental research was defined as experimental design which is conducted as if it had looked like the real situation. Nunan (1991) In this case, the researcher desired to find out the significant effect of Outdoor learning activity to develop students' English expression.

In this experimental design, the researcher evaluated the experimental class before and after giving a treatment. Meanwhile, the other class was as controlled class and isolated from the treatment. In other word, controlled class was not given any treatment. Finally, the researcher compared the influence of the treatment toward an experimental class.

### **Respondents**

#### ***Population***

Arikunto (2013) stated that population is the total member of research respondents, while sample is a part or representation of population that is researched. The population of this research is all of the student in the second grade at SMK Komputer Mutiara Ilmu Makassar totally 179.

#### ***Sample***

Gay (2006) stated that sampling is the process of selecting number of participants for a study in such a way that they represent the larger group from which they will selected. The technique sampling will be used in this research is purposive sampling. The sample of this research are two classes from the students', those are XI RPL 2 as control class and XI RPL 1 as experimental class. Which is selected through purposive sampling. The researcher chose 40 students as a sample, 20 students are as an experimental group and 20 students are as a control group.

### **Instruments**

Test was a technique that the researcher used to measure the students' knowledge about their ability to use English Expression. There were two kinds of tests namely pre-test and post-test. The aim of the tests was to measure the second-grade student's English Expression ability and to find out whether this method effective in learning.

### **Procedures**

#### **Pre-test**

To collect the data, the researcher administered a pre-test in the experimental class and controlled class. The pre-test was given before the treatment was applied. The pre-test contained essay test to find out students' ability before giving a treatment.

#### **Treatments**

After giving the pre-test, the researcher conducted the treatment to the experiment class. The treatment of this research was represented as follows:

- a. Presentation, the researcher presented explanation about what is English Expression.

- b. The researcher asked the students to work in group.
- c. In their learning group, the researcher asked the students to make a dialogue based on the situation that the researcher gave and guessed what the answer was according to the situation.
- d. The researcher asked each group to come in front of the class to practice dialog based on their answer.

After treatment, evaluation using outdoor learning method was shown by the teacher to remind and test the students' skill by using English Expression. After that, the researcher provided Outdoor Learning activity was presented in outside of the class. After giving the test and ask the students to do and understanding about the test the researcher asked the students about the material to refresh the mood of the students to keep focus and evaluating students' English Expression skill once at all.

### **Post-test**

After giving the treatments including evaluation, post-test was given to the students. It aimed to know whether the implementation of Outdoor Learning Method effective or not.

### **Data Analysis**

The researcher shows the chronological steps in analyzing the data. The data in this research is analyzing through quantitative analysis. The researcher needed to criteria as indicators of the score. The indicators focused on student's achievement, proficiency, and improvement. This research only talked and analyzed methods of the scoring and level of achievement.

## **FINDINGS AND DISCUSSION**

### **Findings**

This chapter deals with the findings of the research and the discussion of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of the data collected through a test. In the discussion section, the researcher describes further explanation of the findings given.

Moreover, in this chapter, the researcher analyzed the data obtained from the students' pre-test and post-test. The data consisted of the result of the pre-test and post-test. The pre-test was intended to know the ability of the students' English expression skill before giving treatment, while the post-test was intended to find out whether there was any improvement or not of the students' English expression skill after having several treatments through using Outdoor Learning Technique.

### **Discussion**

The result of this research showed that the students' score was higher after the treatment in experimental class using outdoor learning method. The researcher found that applied Outdoor Learning Method was effective. Not many are aware that the environment in school is actually a rich place learning resources for students, which offer learning opportunities formally and informally. In addition, various activities are one accord the day that occurs in school can be a very

source of learning good for students. Students can easily move while studying in a school environment with direction and monitoring teacher.

According to Amin (2008), Outdoor Learning is a process (OLP) is learning science by doing adventures in the surrounding environment with the results carefully recorded to in the Observation Worksheet (LKP). While according to Husamah, education outside the classroom is defined as education takes place outside the classroom which involves experiences requires student participation to follow challenges adventure that is the basis of outdoor activities like hiking, mountain climbing, camping, etc. Conclusion Outdoor Learning is an activity outside classroom or outside school that makes learning more interesting and fun, can be done anywhere with emphasizes the learning process based on real facts, that is learning material can be directly experienced through direct learning activities in the hope that students can more construct meaning or impression in his memory.

In the learning process, the teacher needs to pose student activities in thinking and doing. Reception lessons if with students' own activities, that impression will not pass away, but thought, processed and then removed again in a different form.

Students will ask, submit opinions, give rise to discussions with the teacher. In doing students can execute commands, carry out tasks, create graphics, diagram, the essence of the lesson presented by the teacher. If students be active participation, then he has knowledge that well.

To find out someone's learning outcomes can be done by conducting tests and measurements. Test and measurement need a tool as a data collector called with learning outcomes assessment instruments. According to Oemar Hamalik (2013), instrument divided into two major parts, namely the test and non-test. Furthermore, it gives an idea that learning outcomes are obtained can be measured through the progress obtained by students after studying hard. Learning outcomes appear changes in behavior in students who can observed and measured through changes in attitudes and skills. These changes can be interpreted as an increase and better development compared to before.

Before the students were treated by applying Outdoor Learning Method, the result of the students in experimental class of the research showed that the students' English Expression skill was still low. It was approved by the result of the pre-test that there were none got excellent classified in English Expression. Moreover, analysis of the mean score gap in the post-test between Experimental and Controlled class ensured if the technique used was effective. The explanation of the gap between the two classes indicated that the Experimental class shows high increasing than the Controlled class.

Based on the findings above, the researcher concluded that using Outdoor Learning Method could be useful in teaching English Expression. The goals had been achieved because the students' achievement and performance increased from the pre-test to the post-test. Then, it gave much

contribution in learning and teaching English subject. The data showed a very significant different between t-test and t-table, where t-test was higher than t-table.

## CONCLUSION

Based on the result of the data analysis, research findings and discussions of the research, the researcher concluded that using Outdoor Learning Technique could be useful in teaching English Expression at the second grade of SMK Komputer Mutiara Ilmu. The students' skill before applied Outdoor Learning Technique was still low. It was different from the students' skill after applied Outdoor Learning Technique. It was found in students post-test was higher than the pre-test, which proved that applied of Outdoor Learning Technique in learning activity contributed to the students' more effective in teaching English Expression.

The improvement could be seen through the statistical analysis that the mean score of the students in pre-test was improved in post-test of experimental class. It meant that using Outdoor Learning Method increasing students English. Although the result of this research referred to a significant difference between controlled class and experimental class, but the students' score both of controlled class and experimental class in the post test almost same. Where the students' score running in the same level (very good, good and fair). It indicates the limits during the treatment process.

Therefore, considering the lack of this research, the researcher needed to be well prepared in applying the treatment.

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