



STUDENT PERCEPTION TOWARDS OUTDOOR LEARNING FOR DESCRIPTIVE TEXT MATERIAL: A CASE STUDY AT SMPN 1 KRIAN

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Abstract:

This research discussed a case study exploring student perception toward outdoor learning, especially in learning descriptive text at SMPN 1 Krian. Using qualitative research, this research interviewed six students at SMPN 1 Krian to gather data on their perception of experiencing outdoor learning for descriptive text. The result of this research indicates that through outdoor learning, students are able to learn and write descriptive text by direct observation of real objects that are being described. Furthermore, findings show that students engaged in motivation when learning outdoors instead of inside the classroom. This research concludes that outdoor learning not only facilitates students in learning and writing descriptive texts but also boosts student's motivation to learn.

Keywords: *Descriptive text, Outdoor learning, Student perception*

1. INTRODUCTION

Descriptive text is one of the English language texts and materials that are taught at junior high school. Descriptive text is a text that has a social function which is to describe a particular person, place, or thing (Wardiman et al., 2008). The descriptive text draws particular things that are being described by describing them in detail such as how they look, shape, and even feel. Writing Descriptive text allows the writer itself to look and feel things that are being described and then write them into words to become a descriptive text. The descriptive text also has the aim of informing the readers about how something or someone looks. Therefore, the descriptive text also allows the writer to fully describe things that are being described in detail so that the readers can imagine how the things look like.

In developing descriptive text, students often face some challenges such as struggling to describe things that they have never seen before, limited vocabulary in developing their writing, and lack of interest during the learning process. These challenges were proven in Aris M. Girang, Nitha F. V Liando, and Mister G. Maru research (Girsang et al., 2021). To overcome these challenges, teachers can apply and use realia as a media in teaching descriptive text. This method requires teachers to bring a real object to the classroom. Bringing real objects in learning descriptive text would allow students to describe things that are being described in detail by writing down simple descriptions of objects realia or real objects in written form. This would also help student in improve their ability to describe things by seeing them directly. Based on Putrinali (2016), Various Types of realia forms make students interested in exploring how to put their ideas into form writing. From that research, it is shown that by applying realia method to learning, especially in descriptive text material, it can engage students in writing descriptive text. Moreover, this statement was also proven by Girsang et al. (2021) research, based on that research it was found that using realia media proved to boost student ability to develop their descriptive text. The point that can be concluded



is that during teaching and learning descriptive text material, realia techniques are applicable and effective in enhancing students' writing of descriptive text.

Another method that can be applied in learning descriptive text is by collaborating the learning activities with outdoor learning. Outdoor learning is a learning activity that is held outside of the classroom. This activity is an alternative method in learning to overcome student boredom when learning. Instead of learning inside the classroom, teachers can apply this method to enhance student motivation in learning, this statement along with research that carried out by (Prasetya et al., 2020), Findings of this research confirm that outdoor learning provides several positive outcomes, such as learning can be fun, interactive, and engages student motivation. Therefore, it can be concluded that teachers can apply this alternative method in learning to overcome student boredom when learning. Although this activity is suggested, teachers have to ensure that this activity is implemented with appropriate material as well. This method would be applicable if it requires students to write descriptive text about particular things that are outside of the classroom.

In this case, learning descriptive text material is compatible with outdoor learning, as stated in the research by (Hadi et al., 2021), it is confirmed that outdoor learning activities are an effective method for learning descriptive text because this activity can enhance student ability in writing skills. Collaborating outdoor learning activities in writing descriptive texts, would allow students to describe real objects that are outside of the classroom. This would also help student in developing their writing to produce descriptive text. The aim of this method is considered to make it easier for students to be able to look and feel directly things that are being described and then write them into words to become descriptive text. Based on research (Piala et al., 2021), the result of this research shows that by implementing outdoor learning strategy, this strategy would help students enhance their enthusiasm for developing and writing descriptive text. Other findings from this research found that before applying an outdoor learning strategy, students tend to be low in developing descriptive text rather than after applying the strategy. This shows that applying an outdoor learning strategy would enhance student's motivation in developing descriptive text. The researcher also recommends this strategy be applied by teachers when teaching descriptive text material.

This research was a study case in SMPN 1 Krian where outdoor class learning was conducted for descriptive text material. Particularly students from the 7E class at SMPN Krian who were involved in outdoor learning activities and developed descriptive text. This research is conducted to answer the research question which is "What are the student perceptions at SMPN 1 Krian toward outdoor learning activity, especially in learning and developing descriptive text?" The significance of this study was to know and understand student perception toward outdoor learning activities among 7E class students at SMPN 1 Krian, especially in learning descriptive text. Therefore, this research was a study case that aimed to investigate and explore students' perception of outdoor learning in writing descriptive text among students at SMPN 1 Krian. Furthermore, the researcher's focus is to know what are students' experiences and feelings toward outdoor learning class activities in writing descriptive text.



Referring to the aim of this research, student perception was used for this research to explore student experiences and feelings toward outdoor learning class activities especially in writing descriptive text. According to Wijayanti (2019), student's perceptions are used to know student interpretations based on their experiences toward the learning process. Student perception allows teachers to know and understand how well the learning activity has already been held. Therefore, the aim of using student perception in this study case would help teachers understand student points of view. Understanding students' points of view would help teachers to know how students experience, feel, and even progress when conducting the learning activity itself. By exploring student experience, it is also hoped that this research would draw in details about how students' perception towards outdoor learning activity, especially in descriptive text material. Furthermore, student perception used to know well and explore student point of view towards outdoor learning in writing descriptive text, especially among 7E grade students at SMPN 1 Krian.

2. METHOD

The research method that is applied to this study is qualitative research. This research method was chosen to collect and discover information from interviews (Creswell, 2008). Furthermore, this method was chosen aimed to explore and analyze the student's perception towards outdoor class learning in learning descriptive text. This research is a study case in SMPN 1 Krian where outdoor class learning was conducted for descriptive text material. The researcher chose some students from the 7E class in SMPN 1 Krian as a participant who was already involved in outdoor learning activities and developing descriptive text.

In this research, the researcher collected the data through interviews with 6 students from the 7E class in SMPN 1 Krian who are involved in outdoor learning activities and willing to write a descriptive text. Interviews were conducted due to answer conducted to answer the research question which is "What are the student perceptions at SMPN 1 Krian toward outdoor learning activity, especially in learning and developing descriptive text?". In order to answer the research question, the researcher conducted interviews with 6 students from the 7E class in SMPN 1 Krian who are involved in outdoor learning activities and willing to write a descriptive text. The results from the interviews that were conducted were later analyzed by the researcher to provide the result towards students' perception of outdoor learning in writing descriptive texts at SMPN 1 Krian.

In analyzing the collected data, the researcher used the steps of qualitative data analysis by (Miles & Huberman, 2014). These steps of analysis were chosen regarding clear and systematic analysis from the interview by dividing the result of the interview into main key themes, making it easier to identify and analyze. In this analysis by Miles and Huberman, there are four steps, namely data collection, data reduction, data display, and the last is drawing conclusions steps.

Data collection steps require the researcher to collect data. In this research, the researcher collected the data through interviews with 6 students from the 7E class in SMPN 1 Krian who are involved in outdoor learning activities and willing to write a descriptive text. The interview begins with the researcher asking multiple questions to



the students one by one based on the interview instruments. The interviews were focused on collecting students' perceptions and experiences towards outdoor learning activities, specifically in writing descriptive texts.

Data reduction steps require the researcher to reduce data collection. After the interview was held, the researchers collected the data and reduced the data by focusing on the main key themes, such as Increased Motivation and Engagement, Improved Descriptive Writing, Hands-on Experience, and Challenges. For example, several students mentioned that outdoor learning was "enjoyable" and "more engaging," which were grouped under the theme of "Increased Motivation and Engagement."

The data Display step requires the researcher to display the result of data that have been collected and reduced by the researcher. In this step, the researcher combines data and information on student perception towards outdoor learning activities for descriptive text. On top of that the result of this research will be explained and shown in the findings and discussion section. Lastly, the conclusion steps give the result and conclusion of student perception towards outdoor learning activities, especially in learning descriptive text material. In this step, the conclusion will be explained in the conclusion and suggestion section.

3. FINDING AND DISCUSSION

In this research, the researcher collected the data through interviews. The researcher conducted the interview with 6 students from the 7E class in SMPN 1 Krian Sidoarjo who are involved in outdoor learning activities and willing to write a descriptive text. After conducting the interviews and collecting the data, the researcher begins to reduce the data by dividing it into four main key themes to make it effective to analyze. The main key themes are Increased student Motivation and Engagement, Improved Descriptive Writing, Hands-on Experience, and Challenges.

The first key theme is increased student motivation and engagement. This key theme is related to students' perceptions and feelings toward outdoor learning activities when writing descriptive text. Based on this key theme, it is found that some of the students feel more enjoyable, excited, interactive, and motivated during outdoor learning activities, especially in writing descriptive text. These findings are supported by students' statements as follows.

"Learning outdoors was very fun and I also enjoyed the activities". (Student 1)

"I felt motivated to write because learning outside was more interesting rather than learning only inside the classroom". (Student 2)

"In my opinion, learning outdoors was very interactive". (Student 4)

"It is exciting to learn outside the classroom, like refreshing". (Student 6)

Based on the statements, it can be concluded that four out of six students stated that they do feel more enjoyable, excited, interactive, and motivated during outdoor learning activities, especially in writing descriptive text.



The second main key theme is Improved Descriptive Writing. This key theme is related to students' perceptions toward their improved descriptive writing during outdoor learning activities. Based on this key theme, it is found that some of the students through outdoor learning activities and seeing things that are being described directly encourage them to develop their descriptive text. These findings were supported by students' statements as follows.

"It is easier for me when directly seeing the object and writing it into the descriptive text". (Student 2)

"By directly seeing things that are being described helped me in developing my descriptive text". (Student 3)

"I liked to explore when learning outdoors the class and it helped me a lot in describing things by seeing it directly". (Student 4)

"I can write more description of things that are being described by seeing it directly". (Student 5)

"I developed more in my writing by seeing the object directly instead of just imagining it". (Student 6)

Based on the statements, it can be concluded that five out of six students stated that through outdoor learning activities and seeing things that are being described directly encourage them to develop their descriptive text. Furthermore, they also stated that through outdoor learning activities and realia media helped them feel easier to develop their writing by seeing the object directly instead of just imagining it.

The third main key theme is Hands-on Experience. This key theme is related to students' experience toward outdoor learning activities when writing descriptive text. Based on this key theme, it is found that some of the students they felt helped and easier to describe things by seeing the object directly. These findings are supported by students' statements as follows.

"In my opinion, seeing the object directly when writing descriptive text really helped me in describing the object instead of imagining it". (Student 1)

"It is easier for me when directly seeing the object and writing it into the descriptive text". (Student 2)

"In my opinion, learning activity that is held outside the classroom felt more enjoyable rather than learning like the usual that is learning inside the classroom". (Student 3)

"I liked to explore when learning outdoors the class and it helped me a lot in describing things by seeing it directly". (Student 4)

"I can write more description of things that are being described by seeing it directly". (Student 5)

Based on the statements, it can be concluded that five out of six students stated that after they experienced outdoor learning activities, they felt helped and that it was easier



to describe things by seeing the object directly. Furthermore, students felt more enjoyable and less monotonous compared to learning inside the classroom or traditional classroom learning.

The last main key theme is Challenges. This key theme is related to students' challenges during outdoor learning activities and writing descriptive text. In this key theme, it is found that some of the students faced challenges during the outdoor learning activities. These findings are supported by students' statements as follows.

“When we do the observation, the time feels like ticking so fast and suddenly the school bell was ringing”. (Student 1)

“I think it will be better if the time is much longer”. (Student 3)

“Same as my friends, I do feel the time given was too short and it made me just write some details of things that I was described in my notes”. (Student 4)

Based on the statements, it can be concluded that three out of six students stated that they faced some challenges towards outdoor learning activities when writing descriptive text, such as limited time due to school schedule which made it harder for most of the students to concentrate and take notes effectively during the outdoor learning activities.

After conducting the interview and analyzing the data, the researcher found that conducting outdoor learning, meaning by using direct observations of Realia objects was considered effective to use when in the process of teaching and learning descriptive texts. Realia media helped the student find it easier to develop their writing by seeing the object directly instead of just imagining it. On top of that, students described it as more enjoyable and less monotonous compared to learning inside the classroom or traditional classroom learning. This was proven by overall data from the interview, such as a student who said *“Menurut saya aktivitas pembelajaran yang dilakukan diluar kelas terasa lebih menyenangkan daripada belajar seperti biasanya yang hanya belajar di dalam kelas”*. According to the explanations above from the students through the interview, it can be concluded that when learning descriptive text with a real object students tend to be motivated when learning in the outdoor classroom instead of inside the classroom, and this activity helped students develop their writing more accurately descriptions in developing their writing in descriptive texts by seeing the object directly.

According to the four main theme keys, it can be seen that all six students who have already been interviewed reported that outdoor learning increased their motivation and engagement. They described it as more enjoyable and less monotonous compared to learning inside the classroom or traditional classroom learning. Students felt that by seeing directly into the real objects helped them write more accurate descriptions in developing their writing in descriptive texts. On top of that, student's experience in outdoor learning activities made the learning process more engaging and effective in developing their writing. Five of the six students who were also specifically mentioned that being able to develop their writing by observing the object directly through outdoor



learning activities and made them feel easier to develop their writing by seeing the object directly instead of just imagining it.

However, three students noted some challenges towards outdoor learning activities. They all were mentioning the challenges that they faced during the activities were distractions. Distractions were an issue that made it harder for most of the students to concentrate and take notes effectively during the activities which is limited time caused by school schedules. Three of the students stated that they had limited time due to school schedule which made it harder for most of the students to concentrate and take notes effectively during the outdoor learning activities. Despite these challenges, the overall response was overwhelmingly positive, with students expressing that outdoor learning significantly motivated them to learn and develop their writing for descriptive text material.

4. CONCLUSION

Based on the data that have been collected, this research which student perception towards outdoor learning activities for writing descriptive text is classified into four main key themes. Main key themes were added to make it effective to analyze, four main key themes are Increased student Motivation and Engagement, Improved Descriptive Writing, Hands-on Experience, and Challenges. The first main key theme is related to students' perceptions and feelings toward outdoor learning activities when writing descriptive text. The Second main key theme is related to students' perceptions toward their improved descriptive writing during outdoor learning activities. The third main key theme is related to students' experience toward outdoor learning activities when writing descriptive text. The last main key theme is related to students' challenges during outdoor learning activities and writing descriptive text.

According to the four main theme keys of the data that have been analyzed, it shows that outdoor learning activities can motivate to develop their writing and also feel more enjoyable and less monotonous compared to learning inside the classroom or traditional classroom learning, this was proven based on the findings in the first main key theme. Moreover, this activity can engage students in writing descriptive text by direct observation of the real object. Students stated that they felt that by seeing directly into the real objects helped them write more accurate descriptions in developing their writing in descriptive texts, this was proven based on the finding in the second main key theme. In the third main key theme, the student tells about their experience towards outdoor learning activities especially for descriptive text which felt more enjoyable and less monotonous compared to learning inside the classroom or traditional classroom learning.

However, according to the findings of this study, it can be seen that all six students who have already been interviewed reported, that some students revealed that they faced some challenges when conducting outdoor learning activities. The challenges that they faced such as distractions caused by limited time due to school schedules. Despite these challenges, the overall response was overwhelmingly positive, with students expressing that outdoor learning significantly enhanced their ability to write descriptive texts.



These challenges can be overcome by teachers who may consider adding up more time for the lesson. Therefore, limited time that has been the challenges faced by the student can be solved.

Towards outdoor learning activity especially for descriptive text material, it can be concluded that outdoor learning offers wide advantages for students in developing their descriptive text, such as engaging students in writing descriptive text and motivating them to develop their writing by direct observation of the real object. Using realia as a media is considered effective to apply for teaching and learning descriptive texts. Realia media helped the students find it easier to develop their writing by seeing the object directly instead of just imagining it. Furthermore, it is also can be seen that outdoor learning not only facilitates students in learning and writing descriptive texts but also boosts students' motivation to learn in overcome their boredom which is less monotonous compared to learning inside the classroom or traditional classroom learning.

From the conclusion above, teachers can apply this alternative method which is outdoor learning activities in learning. Given advantages such as overcoming student boredom when learning, engaging, and motivating students in learning. Although this activity is suggested, teachers have to ensure that this activity is implemented with appropriate material as well. This research further be significant for teachers to apply and collaborate outdoor learning with descriptive text material. Collaborating outdoor learning activities with descriptive text material gives advantages such as engaging and motivating students in writing descriptive text by direct observation of the real object. Moreover, applying this activity in learning descriptive text material helped students develop their writing more accurate descriptions in developing their writing in descriptive texts by seeing the object directly. On top of that, this research would also be significant for the school to consider outdoor learning activities as an alternative method in improving teaching as well as the learning process.

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