

Implementation of Outdoor Learning Method in Improving Skills of Writing

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Abstract: The objective of this research was to know the implementation of learning “Outdoor Learning” in improving students’ writing skill of SD Inpres Sapiria Kecamatan Barombong Kabupaten Gowa. The data of this research consist of lecturer and student data activity. The data of lecturer activity contains the ability to apply the learning outdoor learning in improving writing skill obtained through test result. The collected data then analyzed by using qualitative descriptive analysis. The implementation of learning outdoor learning conducted into two cycles, each conducted into four stages continuously that was planning, action, observation, and reflection. Result of the research showed that the implementation of learning outdoor learning in improving students’ writing skill of SD Inpres Sapiria Kecamatan Barombong Kabupaten Gowa in first cycle was not optimally yet, that was the lecturer did not pay attention with the time, beside that the outdoor learning used looks boring so that could be influence the learning result that was in enough category. In second cycle showed that the student’s writing skill was in good category. It was described the writing skill maximally. The ability in organizing classroom by using an exact learning method conform to the characteristic of learning material taught, produce an effectiveness and efficient learning process in classroom so that the learning result of student also can optimized by using an exact learning method.

Keywords: implementation of learning outdoor learning, Classroom action research.

1. INTRODUCTION

Education Unit Level Curriculum emphasizes student involvement in the learning process. As for it can be spelled out in the four components of language skills namely; (1) Listening Skills, (2) Speech Skills, (3) Reading Skills, and (4) Writing Skills. Mastery of the four language skills can be done through continuous training which is applied through integrated learning of Indonesian language, because the four language skills are related to each other, and become one of the containers in improving the quality of education that can increase the knowledge and potential participants students (Beverly P. Lyons & Bakry Elmedni, 2015; Fibriani Endah Widayarsi, 2016).

One of the four language skills that is writing skills is the language skills that should be owned and mastered by elementary school students as a means of communicating. Learning writing skills in elementary schools has a variety of forms, among which are writing skills essay. But the writing skill is the most complex aspect of language. This is similar to Tarigan (2008) that writing is a language activity that is used to communicate indirectly and is a productive and expressive activity using graphology, language structure, and vocabulary.

Not just grammatical and rhetoric of language, but also must master the elements that are conceptual. These capabilities include: the use of language (the ability to write sentences correctly and precisely), mechanics including the use of spelling and punctuation, the determination of the content (including the ability to think and develop the mindset creatively), using language effectively, and writing skills according to purpose, conditions, and situations (Nilla Godvany, I Gede Nurjaya, Gede Gunatama, 2017; Emilia B., 2017). This is similar to Tarigan (2008) that "writing is a language

activity used to communicate indirectly and is a productive and expressive activity using graphology, language structure, and vocabulary.

Writing and composing are two of the same activities, because writing means composing using selected and composed languages; stringing words into sentences, arranging sentences into paragraphs, arranging paragraphs into more detailed, complete, organized, and complex discourses on the subject (Daeng Nurjamal, Dkk., 2013; Emilia B., 2017; Luu Trong Tuan, 2010).

Associated with learning writing, the results of research conducted by; Luu Trong Tuan (2010), Diane D'Alessio and Margaret Riley (2002), Nguyen Thanh Huy (2015), Emilia B (2017), and Nilla Godvany, I Gede Nurjaya, Gede Gunatama (2017)) methods of teaching teachers are less effective to be able to provoke student ideas in developing ideas. (2) students have difficulty in developing their ideas, (3) students are less skilled in composing sentences into an essay, and (4) students are still difficult to find an idea, how to start an essay and develop it into good form, student activity in learning is more directed to reading the text of the story in the package and answer the questions. As a result the nature of learning to write becomes unclear.

To overcome this, it is necessary a method of learning that is believed to improve the skill of writing a description. One method that can improve the writing skill is the method of Outdoor Learning because the presentation of learning materials directly so it will be memorable in memory or memory of the students. By experiencing learning materials directly, students are expected to further build meaning or impressions in memory or memory. As Hosamah (2013) states that "Indonesian language learning outside the class emphasizes that children are able to optimize the ability to process words according to what is seen and felt"

Outdoor Learning provides an inspiration to students to find a real picture of the objects that will be poured in the essay as well as motivate students to be more productive, by looking at student objects easier to find inspiration in making an essay (Justin Dillon, et al., 2006; Noel Gough, 2016 ; Andrew Brookes and Alistair Stewart, 2016; Tonia Gray, 2016; John Quay, 2016; Noel Gough, 2016).

The objective of this research is to improve the writing skill of students in grade V SD Inpres Sapirria District Barombong gowa District. The problem-solving plan is to apply Outdoor Learning Method in learning writing skills essay.

2. LITERATURE REVIEW

Outdoor Learning method is a learning activity outside the classroom (outdoor learning) that combines the elements of play while learning. As has been stated Yulianto (Husamah, 2013) namely: Education has not been subject to children as subject.

The opinion of Komaruddin (Husamah, 2013) defines Outdoor Learning as an activity outside the classroom containing activities outside the classroom / school and in the outdoors such as camping and adventure activities as well as developing relevant knowledge aspects.

According to Vera, (2012) Outing Class is "an activity that involves nature directly to serve as a learning resource". Similarly, according to Piaget (Trianto, 2007: 16) that "cognitive development largely depends on how far the child actively manipulates and actively interacts with his environment".

Based on that opinion can be said that effective teaching is a teaching that provides opportunities for self-study or conduct their own activities. Outdoor learning is very rewarding because students come face-to-face with the core of the problem so students are quicker to grasp and understand the meaning of the learning objectives outside the classroom (Liu, T.-Y., Tan, T.-H., & Chu, Y.-L. 2009, Andri Estining Sejati, Sumarmi, I Nyoman Ruja, 2016; Nila Dwi Susanti, 2013). According Suyadi (Husamah, 2013) the benefits of learning outside the classroom are: The mind is more clear. Learning will feel fun. Learning is more varied. Learn more recreated. Learn more. Will get to know the real world.

The steps of Outdoor Learning Method that is 1) While still in the classroom, the teacher explains the ways and conditions that will be done outside the classroom. 2) The teacher sends the students out of the class for about thirty minutes. 3) The teacher directs students to observe, feel, and tell one of the things outside the classroom. 4) The teacher directs the student to record on the paper provided. 5) After completion with a predetermined time period, the teacher asks the students to make a description story. 6) The teacher concludes (Sarah J. Carrier, 2009; Jakiatin Nisa, 2015; Jakiatin Nisa, 2015).

Writing skills as one of the language skills and skills necessary for elementary school students to be able to communicate in writing. Based on the opinion that writing in primary school should be directed by the teacher well. Briefing actions in this case can be done with the selection of media and appropriate learning methods for students. From the description it can be concluded that the writing is a writing activity arranged regularly from words, sentences, until the paragraphs are interconnected and a unified whole, with the intention of telling events or events, used something, and other purposes.

3. RESEARCH METHODS

This study uses a qualitative approach because it aims to obtain a picture of verbal and nonverbal data that can potentially provide meaning and information in accordance with research objectives. This type of research is classroom action research (Classroom Active Research). Arikunto (2012) explains that "classroom action research is a study done by someone who works on what he is doing without changing the system of implementation". The focus of this research there are two aspects, namely: 1) Application of outdoor learning methods on learning writing essay. 2) Students' writing skill.

This research will be conducted at SD Inpres Sapiria District Barombong Gowa Regency. The subjects of this study are teachers and students of grade V SD Inpres Sapiria District Barombong Gowa regency, amounting to 42 people with details of 23 men and 19 women. Data collection techniques used in this study are: Documentation is the data or archives in the school used as a source of data, which is able to describe the ideal conditions of students who become subjects in research such as teacher data, number of students, and student score book. Observation technique is an activity to observe directly what is the target of observation. Daryanto (2011) formulates that "observation is the observation and recording of an object focused on a particular behavior". Techniques Tests written form of limited performance in the form of essay by paying attention to the 6 assessment indicators written essay.

This research uses qualitative descriptive analysis technique, which is a method that describes reality or facts in accordance with the data obtained with the aim to know the learning outcomes achieved by students. To determine the level of success or percentage of student success after the learning process, then each cycle is evaluated in the form of performance tests performed at each end of the cycle. Indicators of success in this action research include process and outcome indicators with the application of Outdoor Learning method in improving writing skill in grade V students of SD Inpres Sapiria District Barombong Gowa Regency. Improved student learning process and teacher teaching refers to the following standards adopted from Safari (Lestari, 2013)

4. RESEARCH RESULT

The results of research conducted in class V SD Inpres Sapiria District Barombong Gowa through the application of learning outside the classroom (outdoor learning) in improving the results of learning skills writing skills on students, amounting to 55 people, including teacher activities and students on the learning process and student learning outcomes . This study was conducted in three cycles starting from August 15 to November 15, 2016. The implementation of each cycle follows the PTK flow consisting of the stage of planning, implementation, observation and reflection.

Research data in the form of student learning outcomes obtained by performing test results at the end of the cycle I, II, and III. Observational data in the form of student learning activities and teacher teaching activities during the learning took place, each obtained by using observation checklist model sheet. The data obtained then calculated the value of frequency and percentage as a reference source for interpretation in descriptive analysis. The implementation of each cycle in this study is described as follows.

a. Cycle Observation I:

At the 1st observation stage of the cycle which is held with two meetings, it is done by observing how the teacher presents the learning material about writing essay by using the application of outdoor learning whether it is in accordance with the learning implementation plan or not yet at all, and beside it also sees how the activities undertaken by students during the learning process take place. Observation activities aims to see everything that happens during the learning process takes place so that in the next step can be done reflection for the next cycle to be better. Researchers as observers observed the activities of teachers and students during the learning process took place. Observation sheet teaching teacher activity aims to know the quality of the implementation of each indicator of the application of learning outside the classroom (outdoor learning). While the observation sheet of student learning activities using the check list model with the aim to know the

extent to which students understand how to write essays by using the application of learning outside the classroom (outdoor learning).

Observation Results of Student Learning Activities:

The result of observation of student learning activity at cycle I of meeting 2 shows an increase in student learning activity at meeting I. Student learning activity that experience improvement at meeting 2 that all indicator have improvement at meeting 2. Student indicator pay attention to teacher explanation about how and condition which will is done outside the classroom, the indicator of the students takes approximately 30 minutes each done by 48 students (87.27%) are in very good category or increased 10% of the meeting 1. Indicators students observe, feel and tell one of the things is outside the classroom and students take note on the paper that has been provided increased from meeting 1, is in very good category or 10% increase. Indicator of making essay and developing essay become essay description done by 36 student (65,45%) is in enough category (C) and increase at meeting 2 done 39 student (70,90%) is in good category or increase 6% of the meeting 1. Recapitulation of the results of student learning activities on the first cycle shows that student learning activities have reached 83.5% or in descriptive scale is in either category (B).

Results of Student Ability Test in Writing Authors Description in Cycle I:

Data on students' ability to write descriptions of the descriptions obtained by giving the final test of the cycle held at the 2nd meeting of cycle I. The description aspect of the description focused on 5 aspects, namely spelling, diction (word choice), sentence structure, paragraph structure, theme development. The description of the students' ability test results in writing the description essay is described in Table 4.1 as follows.

Ability of student to write essay description in cycle I reaches grade average of 68,18 with classical learning completeness reach 49,09% or 27 students who have fulfilled $KKM \geq 70$, while 28 students (50,90%) have not reached KKM set. From the results of the data analysis, it can be concluded that the application of learning outside the class (outdoor learning) in the learning of writing the essay description in the first cycle has not been successful because students who get $KKM \geq 70$ score has not reached 70%.

Cycle Reflection I:

Based on the results of observations on the implementation of cycle I then held a reflection with the teacher as the implementer of learning. Information obtained based on observations revealed some of the weaknesses encountered in the application of learning outside the class (outdoor learning) in learning to write essay description as follows:

- 1) Teachers lack guidance in the management of students and less on time when outside the classroom, it is because the number of students interfere with friends.
- 2) Teachers give less explanation to the students about how to develop become essay description. This is due to the limited allocation of study time.
- 3) Teachers do not give guidance to students in developing written essay description by looking at spelling, diction (choice of words), sentence structure, paragraph structure and elements of the essay because of the number of students who need to be guided while the allocation of learning time is limited.
- 4) Many of the results of the students with the same theme or title because the teacher less emphasize to students for discipline, and honestly independently make essays
- 5) There are many errors of diction use (word choice) and spelling on student results. This is due to a lack of teacher's explanation of the proper use of diction and spelling in the description essay.

b. Cycle Observation II:

The findings data on observation cycle II summarizes teacher teaching activities and student learning activities in applying the application of out-of-school learning (outdoor learning) as well as student learning outcomes summarized in the final test results of cycle II. Here are the results of observations on the implementation of cycle II.

1) Master Observation Results:

Teacher observation sheets in cycle II are designed similarly in cycle I which aims to measure the quality of teacher activity in applying the application of learning outside the class (outdoor learning) in learning to write essay description in class V.

The result of teacher observation at the first meeting there are 3 indicators that have been implemented by teachers with good category achievement (B) i.e. teacher indicator explains how and what will be done outside the class comprehensively (mastering the material), teacher indicator firmly against time given to students at the time outside the classroom, and teacher indicators conclude the whole, as well as at the second meeting of the three indicators are in the good category. The teacher indicator directs and guides the students to observe, feel and tell one of the things that are outside the class in the sufficient category (C) as well as with the meeting 2. The teacher indicator directs the note on the paper that has been provided in accordance with what is observed to be in enough category (C) and increased in meeting 2 with good category (B)., Make the essay made by teacher with enough category (K) at meeting I then increase to good category (C) at meeting II. While the indicators of developing essay description implemented teachers with less category achievement (K) increased at the meeting II with enough category (C).

Based on the recapitulation of teaching activities of teachers meeting 1 and 2, indicating that the success of teaching teachers reached 83.32% or on a descriptive scale is in either category (B).

Student Observation Results:

The result of student observation is a summary of student learning activities during the application of learning outside the classroom (outdoor learning). The result of observation of student learning activity in cycle II of meeting 2 shows an increase of meeting 1. At meeting 1 indicator teacher explain how and condition which will be done outside class and indicator of teacher telling student out of class about thirty minutes expressly against time in give good category (B) done by 45 students (81,81%) and increase at meeting 2 because executed by 48 students (87,27%) or in category (SB). Active teacher indicator directs students to observe, feel and tell something that is outside the classroom. 44 students (80%) are in good category (B) at meeting 1 and increase at meeting 2 is done by 45 students (81,81%) and the indicator of the teacher asked the students to record on the paper that has been provided. 45 students (81,81%) are in good category (B), either at meeting 1 or meeting 2. While the indicator make essay and develop become essay description at meeting 1 done 39 students (70.90%) are in good category (B) increased at meeting 2, implemented by 42 students (76,39%) in good category (B). And indicator of teacher conclude the material at meeting 1 is done 45 student (81,81) is in good category (B) increase at meeting 2 with executed 48 student (87,27) with very good category (SB). Recapitulation of student learning activity in cycle II reach 87,27% is in very good category (SB).

Student Ability Test Results in Writing Authors Description in Cycle II:

Data on the students' ability to write descriptions of descriptions is done through the tests at the end of the second cycle action. The test is performed after application of the application of learning outside the class (outdoor learning) at meetings 1 and 2.

Based on the results of data analysis in table 4.4 obtained data about the ability of students in writing essay description in cycle II with grade average grade 72.5. The percentage of completion of classical learning reached 63.63% or 35 students who have fulfilled the $KKM \geq 70$, while 20 students (36.36%) have not reached the established KKM. Despite an increase in the percentage of students who meet the KKM and increase the average classical value of 4.32 in the final test of cycle II, but based on the success indicators established in this study, the application of outdoor learning in learning writing essay description in cycle II is declared not yet successful because percentage of mastery learn student who get value of $KKM \geq 70$ not reach 70%. Thus the research continued on cycle III.

Cycle Reflection II:

After observation of teacher and student activity and student learning outcomes, the teacher together with the researcher reflect all the activities in applying the application of learning outside the classroom (outdoor learning). Some of the weaknesses encountered based on the results of observations in cycle II are described as follows.

- 1) At the time of explaining how to make essay, the teacher is still difficulties. this is seen from the number of students who ask for an explanation by asking the same question.
- 2) The teacher's explanation on how to develop the written essay is not yet maximal, as seen by the many students asking for an explanation by asking the same question.
- 3) Some of the student's essays still show many errors in the use of punctuation and capital letters.

c. Cycle Observation III:

Cycle III observations still use the same observation format in the execution of cycles I and II. Each observation sheet contains 6 indicators of assessment ie indicators when in the classroom, the teacher explains the ways and conditions that will be done outside the classroom. The teacher indicator tells the students to leave the class for about thirty minutes. The teacher indicator directs students to observe, feel and tell one of the things outside the classroom. The teacher indicator directs the student to record on the paper provided. Indicator after completion with a defined time period, the student returns to the classroom then the teacher asks the students to make a written description and the teacher indicator concludes.

Observation Results Teacher Activity:

Observation of teacher teaching activities in cycle III is done during the implementation of action by applying the application of learning outside the classroom (outdoor learning) in learning writing essay description.

At the 1st meeting there were 5 indicators performed by teachers with good category (B), each is an indicator when in the class room, the teacher explains the ways and conditions that will be done outside the classroom. The teacher indicator tells the students to leave the class for about thirty minutes. The teacher indicator directs students to observe, feel and tell one of the things outside the classroom. The teacher indicator directs the student to the paper provided and the teacher indicator concludes. While the implementation of indicators that are in the category of enough (C) i.e. indicators after completion with a time that has given, students back into the class then the teacher told the students to make essays description. At meeting 2, all observation indicators have been done by teachers with good implementation category (B). Recapitulation result of teaching activity teaching activity at cycle III reach 97,22% or is in very good category (SB).

1) Observation Result of Student Learning Activity:

The result of observation of student learning activity at meeting 1 and meeting 2 shows the existence of improvement of observation indicator which reach the implementation with very good category except on the indicator after finished with the specified time period, the student returns to the class then the teacher asks students to make the essay by developing it became a description of the works done with good category (B) and increased at the 2nd meeting into a very good category (SB).

Student Ability Test Results in Writing Authors Description in Cycle III:

The third cycle test is done at the second meeting in order to know the students' learning outcomes in writing the description essay. The test questions are done individually and students are not allowed to work together or cheat with other students.

shows that students' ability to write description after applying of learning outside of class (outdoor learning) in cycle III there are 12 students (21,81%) which reached very good category, 33 students (60%) reach good category, 10 students (18,18%) reach enough category and nothing else in the category of less or very less.

Cycle Reflection III:

Referring to the result of the observation in the learning of writing the description text through the application of learning outside the classroom (outdoor learning), it can be concluded that the action cycle III has been successful and has achieved the success indicators specified in this study. The result of observation of teacher teaching activity indicates that the teacher has implemented the learning with very good category (SB). Similarly, on the observation of student learning activities that indicate the achievement of a very well planned indicator (SB).

Based on the test of writing skill description that has been implemented, the result of learning achievement of students that obtained in cycle I is 49,09% increase in cycle II with learning completeness reach 63,63%, and at cycle III the percentage of learning mastery reach 75%. The achievement of these learning outcomes has exceeded the minimum standard of established income indicator that is 70% of students obtain $KKM \geq 70$.

Based on these reflections can Increase teacher teaching activity and student learning activities followed by increasing student learning outcomes. In the first cycle, students who meet the $KKM \geq 70$ reached 49.09% with a classical average score of 68.18, on a descriptive scale being in the sufficient category (C). In the second cycle, students who meet the

KKM ≥ 70 reached 63.63% with a classical average of 72.5, and in the category of enough (C). Furthermore, in the third cycle students who meet the KKM ≥ 70 reached 75% with a classical average value of 78.18 and has been in either category (B).

5. DISCUSSION

The results of research on the ability to write a description by applying the learning outside the classroom (outdoor learning) on the students of grade V SD Inpres Sapiria District Barombong Gowa district focused on student learning activities and teaching teachers in the learning process and student learning outcomes after the application of learning outside the classroom (outdoor learning). This study was conducted in three cycles according to the classroom action research flow. Discussion of the results of the study are described as follows.

The indicator of success in terms of classical learning outcomes in this study is when 70% of the total students meet the KKM ≥ 70 , while the results obtained in the test cycle I showed that of 55 students, only 27 students (49.09%) who meet the criteria of minimal mastery (KKM) that has been established is 70 and the average grade value obtained for 68.18 or in descriptive scale is categorized enough (C). So the classical result of student learning in writing essay description is still low because students who meet KKM has not reached 70%.

Some of the things that cause the failure are due; (1) the teacher does not give explanation and guidance to the students about how to make essay, it is because the teacher has not mastered how to make the essay; (2) the teacher gives less explanation to the students about how to develop the written essay into the description. This is due to the limited allocation of study time; (3) teachers do not give guidance to students in developing become essay description by considering the elements of essay, the use of diction (choice of word), and proper spelling use because of the number of students who need to be guided while the allocation of learning time is limited; (4) the teacher is less affirmed to the students for discipline, and honestly independently creates the description, so that many students are found with the same theme or title; (5) there are many errors of diction use (word choice) and spelling on student results. This is due to a lack of teacher's explanation of the proper use of diction and spelling in the narrative of humor.

After analyzing the causes of the non-success of cycle I, the teacher and the researcher again plan to continue the research in cycle II and try to overcome the cause of the failure based on the recommendation of reflection in cycle I.

In the second cycle, the result of the students' ability to write the essay description reaches the average grade of 72.5 with the students' learning completeness of 63.63% which fulfills the KKM ≥ 70 , which means that success in cycle II is in enough category (C). Basically an increase in student learning outcomes of 4.32 with the percentage of learning completeness increased by 14.54% of cycle I, but has not achieved the indicator of classical learning success established in this study.

Furthermore, the teacher and the researcher re-plan the follow-up action for the implementation of cycle III based on the recommendation of corrective action at cycle II reflection stage.

Classically the result of student learning in cycle III after the application of learning outside the class (outdoor learning) in writing essay description reaches an average value of 78.18 with the percentage of learning mastery reaches 75%. In a descriptive scale the value is in either category (B). Referring to the success indicator set in this research, this research is declared successful because 72,5% student have fulfilled KKM ≥ 70 . Success in the third cycle is supported by the ability of teachers and students who better in carrying out all the stages of learning.

The improvement of students' learning outcomes in writing descriptions in cycle I, cycle II, and cycle III shows that the application of learning outside the classroom (outdoor learning) can help students to easily get ideas and thoughts of students will be more widely open because students can directly create essays by seeing, feeling what is being observed. Students more easily pour his imagination in learning writing essay with what is observed.

6. CONCLUSION

Based on the results of research and discussion that has been described, it is concluded that the application of learning outside the classroom (outdoor learning) can improve the learning achievement of writing skills on grade V students Inpres Sapiria District Barombong District Gowa from the category enough to be good category.

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