

***THE IMPLEMENTATION OF OUTDOOR LEARNING METHOD IN TEACHING READING COMPREHENSION AT FOREIGN LANGUAGE DEVELOPMENT PROGRAM (FLDP) IAIN MADURA***

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***Abstract***

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*This research aims to find out which Foreign Language Development Program (FLDP) tutors apply outdoor learning methods in teaching reading comprehension in the IAIN Madura foreign language development program. The research method used is descriptive with a qualitative approach with the research object being the IAIN Madura Foreign Language Development Program. Data analysis before and during the field such as data reduction, data presentation and drawing conclusions/verification. The data collection techniques used in this research are observation, interviews and documentation. The research results show that in implementing the outdoor learning method in the IAIN Madura Foreign Language Development program, students received a positive response, students were very interested in the outdoor learning process, students enjoyed the learning situation. In conclusion, outdoor learning methods need to continue to be applied in order to be able to produce creative students, especially in reading comprehension.*

***Keywords: Outdoor learning methods, Reading Comprehension***

## INTRODUCTION

Nowdays, English is one of the International languages in the world that really important for communication. Many people maybe say that English is hard to difficult to be learn. The globalization of English has prompted continuing debate about the role of English as a language for international communication and how people from other linguistic communities might participate in the “world” of English . There are four skills in English language,namely speaking, writing,reading,and listening. Mostly, students say that learning English is boring, Because the learning activities is only in the classroom and also monotouns, and the students difficult to be achieved moreover in Reading. So in teaching English language especially on the Reading subject a teacher should creative, imaginative, innovative, and communicative in Learning process. In teaching reading, the teacher can use creative method. Namely is Outdoor learning.

Reading is one of the language skill and component of written communication. Reading can be seen as an “ interactive” process between a reader and the text which leads to automaticity ( Reading fuency). Reading is a process to understand the messages available in the text. In othe words, reading is a process of getting meaning intended by the author from printed or written information. During this process, the readers combine his language skills and knowledge of the real world to grasp the meaning.

Meanwhile Reading Comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. According to Olson Diller Reading comprehension is a term those skills needed to understand and aply information contained in a written material. This statement it is supported by Haris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed languages.

In teaching learning process, the method is an important aspect so that students are able to understand what has been delivered by educators. The learning process should not only be done indoors, especially in reading comprehension which must apply practice to provide reading smoothly, If they are directly involved in finding the subject matter, the knowledge they get will last longer when compared to when they get information just from listening or paying attention to the material that is provided by educators in class, thus students are expected to be able to interact in the learning process, so that independence and understanding of Reading Comprehension can be improved [1]. In the learning process, the method is an important aspect so that students are able to understand what has been delivered by the educators, In teaching Reading process should not only be done indoors or in the classroom. With learning outside the classroom, the learning process can be right on target and directly practice in the field.

Outdoor Learning is Education that takes place outside the classroom which involves experiences and improves students learning abilities (Thalib &Ahmad ,2020) Outdoor learning can provide positive learning opportunities. Not only that learning can also help reduce the level of students boredom and even teachers in ,learning) Outdorr learning is able to hone students creativity in learning and can direct students in solving various problems,fostering a scientific attitude and of course has an impact on the effectiveness of more optimal learning outcomes (Febriana et al,2019)

Outdoor Learning is a way of teaching where the teacher invites students to Learn. Outside the classroom to directly experience real phenomena from the environment and take advantage of what is available in nature as a learning resource indoor learning that is rigid and too formal is also the reason for the development of the concept of outdoor learning. The role of the teacher here is as motivator its means that the teacher is a mentor so that the

students learn to be active, creative, and familiar with the environment.

In addition, learning outside the classroom can foster the character of caring for the environment and developing the potential of students [2]. The choice of method should adjust the learning objectives, activities and initial knowledge of students, student character, material to be taught, number of students, and duration. The right method will produce results that match the learning objectives. Spatial thinking skill is a characteristic in learning Reading Comprehension. Spatial thinking ability is one of the activities in the learning process of reading so that students are able to read the text, Spatial thinking is the most important part of daily life.

The reason why the researchers conducted research at FLDP is that as far as the researcher is concerned, there has been no research conducted the method in teaching reading comprehension at FLDP. In addition, as far as the researchers know, the students who are studying at FLDP are not mastery in reading comprehension, so that they need new method to improve their ability in reading comprehension. Therefore, the researcher concerned to choose Outdoor learning activity to solve the students' problem in reading Comprehension. Outdoor learning activity was one of the creative activities in teaching which done outside the classroom or in the area of school and centre ground. This strategy was really fun and interesting because the students would learn directly with environment.

Based on the phenomenon above, the researcher is willing to conduct research about Outdoor Learning, with the title the Implementation of Outdoor Learning In Teaching Reading Comprehension at Foreign Language development Program IAIN Madura, in which contains about the way of students learn Outdoor the class by using a method interesting to eliminate the students bored and in order to students have new situation, active and enjoy in learning process.

## **RESEARCH METHOD**

The implementation of outdoor learning specifically for foreign language development at IAIN Madura has many special advantages and uniqueness for English language students so that researchers in this study used field research with a qualitative approach, with a descriptive type. The object aimed at by researchers is the FLDP at IAIN Madura. According to researchers, with the development of time and technology, the learning process does not always have to be formal indoors, but can be studied outdoors because this will produce new breakthroughs and new experiences for students, as has been implemented at IAIN Madura. The analysis used by researchers is analysis before and during the field, such as: data reduction, data presentation and conclusion drawing/verification. The data collection procedures that can be used are observation, interviews and documentation.

## **RESULT AND DISCUSSION**

### **The tutors of Foreign Language development program implement the outdoor learning method in teaching reading comprehension at foreign language development program of IAIN Madura**

There are some methods for implementing outdoor learning in reading comprehension Namely :

- a. Eco Reading: Havestudent repeat sentences aloud that the teacher reads in garden or open space. This activity can help students focus on expression and rhythm of phrases
- b. Create a nature Story  
Have a students create sentences or short stories based on what they see outside.

- Students can collect objects and use them to construct sentences that make sense and use correct grammar
- c. Use natural materials  
Use as many natural materials as possible to strengthen students connection to nature.
  - d. Weave into curriculum  
Integrate outdoor literacy lessons into the current curriculum
  - e. Start with simple activities  
Introduce students to nature with simple activities and projects, such as scavenger hunts.
  - f. Form groups  
Allow students to form small groups or exploration pods to increase confidence and share findings
  - g. Combine with games  
Combine outdoor learning with games like "observe and remember" To help students be more active and remember vocabulary

More specifically regarding the role of the teacher in language learning, according to Harmer, there are eight roles, namely as follows: controller, the teacher is responsible for the ongoing learning process in the classroom, including when students learn in teams (groups); organizer, the teacher regulates the implementation of learning in class such as providing information, explaining implementation procedures, placing students in groups, and ending learning; assessors, especially in language learning, teachers must be able to provide feedback, corrections and assessments, especially in language use; facilitator teacher, teacher act as a guide or facilitator when students experience difficulty speaking due to obstacles in language knowledge, especially in learning Reading Comprehension as a foreign language; participant, the teacher does not dominate the learning process; resource person, teacher as a source of knowledge for students; tutor, the teacher is not only a facilitator and resource person, but also a tutor who provides descriptions and instructions in learning; and observer, when the teacher becomes an observer, the teacher controls and provides guidance to students in carrying out their duties

Based on observation They were three steps of teaching learning process of students in reading comprehension subject in English teaching learning. They are

pre teaching :is a teaching strategy that involves introducing students to concepts or skills before a lesson on the subject

whilst teaching:is a term that refers to the process of teaching

and Post teaching: is the end of each process of teaching which actually is a door to another beautiful yet challenging journey.

#### **a) Pre teaching**

- a. The teacher give greetings

The teacher gave greetings

Teacher: Assalamu'alaikum wr.wb

Students "waalaikumussalam wr wb

Teacher: good morning,class?

Students: Morning mrs

Teacher : How are you today?

Students" I'm fine mrs, how about you?

Teacher: I'm fine too thank you"

And after that, the teacher checked the students came when the teaching learning

process to know how many students who joined in the class and to know how the students condition when teaching learning process begin.

b. The teacher explain the material

The teacher explained about the material that will be taught at class meetings. The material was about descriptive text in reading comprehension

#### **b) Whilst Teaching**

a. The teacher informed the topic in front of the class. The teacher explained the material which would be taught in the class and the time the material was about descriptive text.

After explaining the materials the teacher divided the students into some groups

b. The teacher shown the picture as a media in teaching learning to stimulate the students about what they are going to get from the pictures which is bown by the teacher.

c. The teacher asked the students what the students got from from the picture which they saw and they begun describe about everything which is in the pictures.

#### **c) post Teaching**

a. The teacher gave chances for the students to ask about the material. After the teacher explained about the material in the class and the students had finished which has been explained by the teacher. The teacher gave a time for students to ask about their difficulties when the teaching learning.

b. The teacher gave evaluation about the material that has been discussed. At the time the teacher checked the students result and gave the isntuction to the students when the teacher found difficulties

c. The teacher gave a consclusion relatedwith the material. The teacher gave final explanation about the materialwas descriptive text has been explained

d. The teacher gave some motivations to the students how important study English angd the advantages of reading for students

e. The teacher closed the lesson by saying wassalamu'alaikum wr.wb.

Based on the observation above, the researcher observed in teaching learning process in reading comprehension. The teacher gave explanation about descriptive text, and then the teacher shows pictures to stimulate the students and made them think what the students going to predict. And then the students began to describe about everything which is in the pictures and predict the pictures to get the specific information about the text.

#### **The students respond the implementation of outdoor learning method in learning reading comprehension at foreign language development program of IAIN Madura**

Based on observation The students like and felt during the learning process, most of them are excited in outdoor learning process. The student looked enjoy in the situation of outdoor learning and they are very enthusiastic in the outdoor learning process and also can be brave to read the text loudly in front of their friends in reading comprehension subject, From the observation the teacher also used discussion and practice associate material "Reading descriptive text" As following the researcher interview with some of students at B class of Foreign Language development program IAIN Madura namely A. Syahidi Thoha " I feel fun when my teacher invited me to learn outside the classroom, I enjoy in the learning situation,because my teacher made the learning activities such as practice reading the text, discussion. It makes me dare to perform in front of my friend and also answer my teacher's question"

Based on the result of interview above, the students have positive responds, the student was interested in the outdoor learning process.

#### **The advantage of implementation of Outdoor Learning in teaching Reading Comprehension at foreign language development program IAIN Madura**

Outdoor learning can improve reading comprehension in a number of ways, including

a. Enhance mental stimulation

Reading Outdoors not only engages the mind but also enhances mental stimulation. When children read in natural environments, they are exposed to a variety of sights, sounds, and smells that contribute to sensory stimulation. This sensory experience can enrich their reading experience and foster a deeper understanding of the story.

Reading outdoors can expose children to a variety of sights, sounds, and smells, which can enrich their reading experience and help them understand the story more deeply

b. Emotional well-being

Spending time outdoors can help calm the mind, reduce stress, and alleviate anxiety. Spending time outdoors has a profound impact on our emotional well-being, and the same applies to reading outdoors. Nature has the ability to calm the mind, reduce stress, and alleviate anxiety, when children read in a peaceful outdoor setting, they can experience a sense of tranquility and escape from the pressure of everyday life. Reading in nature also provides an opportunity for solitude and self-reflection. It allows children to disconnect from technology and immerse themselves in the present moment. This introspective time can aid in emotional regulation and provide a sense of inner peace and contentment

c. Connection with nature

Outdoor learning can help students develop a meaningful connection with nature, which can help them gain environmental awareness and learn the importance of sustainability. This connection to nature can instill a sense of environmental responsibility and a desire to protect the planet. By fostering a love for nature through reading outdoors, children are more likely to develop sustainable habits and actively contribute to preserving our earth. Reading outdoors offers a multitude of benefits that can enhance children's physical activity, stimulate their minds, and foster a love for nature. Children can reap the reward of reading in a natural environment. So, the next time you have the opportunity, grab a book, find a cozy spot outdoors, and let the magic of reading unfold in the great outdoors.

d. Self-reliance

Comprehension strategies teach students how to approach a text, ask the right question, and derive meaning on their own. This self-reliance is a critical skill that benefits students throughout their lives.

Learning in the field according to the Directorate of Educational Personnel is a learning process designed so that students learn the material directly through lessons on actual objects, so learning becomes more real. Outdoor Learning process is a learning method that utilizes nature and the environment around students as the main learning source. Hariyanti stated, the learning process in an external class is a learning process that can build meaning (input), then the process goes through cognitive structure so that it stays in memory for a long time or memory (reconstruction occurs). Activity learning that takes place in real life makes students build concepts and knowledge with their own style of thinking, so that what they learn is deeply embedded in their memories. Based on this description, it can be concluded that outdoor learning is an activity learning carried out outside the classroom/school that utilizes the environment as a learning resource. The main thing is that students get the opportunity to learn more actively with direct objects and also real so that learning activities become more fun and more meaningful.

Learning activities carried out directly through nature and the surrounding environment will stimulate students to actively explore their own experience, they learn not only just a theory and also an abstract picture, but they experience and interact directly with what they learn, so that learning activities become more enjoyable.

Based on observation There are some advantages of outdoor learning in teaching reading comprehension namely: This method helps the teacher to teach more effectively to achieve learning objectives and increase students' motivation to learn. And made the learning process become active learning

This method is also made the teacher and the students breathe fresh air. The outdoor learning method gives rise freedom to interacting between teacher and students, and students with the student. From the observation students in the learning process not only become passive participants or just listen, they brave to read and explain the text by their opinion. This method made the learning activity more interesting and eliminate the students bored during the learning process because are not monotonous. This method is a new method for them to learn English lesson.

## CONCLUSION

They were three steps of teaching learning process of students in reading comprehension subject in English teaching learning. They are pre teaching ,whilst teaching,and post teaching.

The outdoor learning method helps the teacher to teach more effectively to achieve learning objectives and increase students' motivation to learn, and made the learning process become active learning. The outdoor learning method made students more active and the learning activity more interesting for them, and also made students not bored during the learning process. Learn by using outdoor learning made teacher and students give rise freedom to interacting and breathe the fresh air, because staying in a stuffy room does not help anyone to function, to think or to stay well.

All student like felt and felt fun learn by using outdoor learning method. But sometimes students looks less focused, because many object that interest them in outdoor learning process even so The students enjoy in the situation of outdoor learning and students brave to explain their opinion and reading the text fluently.

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