

The Use of the Outdoor Study Method in Poetry Writing Skills

Nevyanti Jeqlyn Rahallus^{1*}

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

*nrahallus1@gmail.com

Article Info

Submitted: 24 May 2023

Accepted: 29 July 2023

Available Online: 08 August 2023

Published: 18 August 2023

Abstract

This research focuses the use of poetry writing skills on class X students of SMA Negeri 7 Ambon. The purpose of the research conducted was to describe the outdoor study method at SMA Negeri 7 Ambon. This research is a qualitative research that produces descriptive data. The data collection technique uses the listening technique along with the follow-up techniques, note-taking techniques and interviews. Based on the results of the writing, the advantages and disadvantages of the outdoor study method were found. In using the method outdoor study on the use of poetry writing skills, it can be concluded that the influence of the method outdoor study in the use of poetry writing skills, not everyone has accepted or understood it. This is evidenced by the fact that some people have no interest in writing poetry and their vocabulary is limited. In addition, the use of the method outdoor study it was also successfully used by students of SMA Negeri 7 Ambon, in that they began to like or be interested in getting to know and creating poetry, and their insights began to open up to be able to produce beautiful words when creating poetry outside the classroom.

Keywords: *Outdoor Study Method; Poetry; Writing Skills*



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Humans play a crucial role in the educational process. Therefore, education is inseparable from everyday life. Proper education is one that prepares and equips students with a variety of skills, enabling them to pursue and fulfill their future goals efficiently and effectively. Both formal education within the family and the instilling of life values help individuals become more mature intellectually, morally, and socially.

In education, Indonesian plays a crucial role. It is the national language and the language of the Republic of Indonesia. As a national language, it serves as a symbol of national pride and a unifying force for the nation. Learning Indonesian is an integral part of education. It is a compulsory subject at every level of education, from elementary school, junior high school, high school, and even university. In Indonesian language lessons, students must master four language skills. These four skills are not only important but also interconnected, as Nisren Saleh argues. Writing has the top place in the pyramid of learning skills and language abilities preceded by the acquisition of comprehension, speaking, and reading skills". Which means that writing has the top place in the pyramid of learning skills and language abilities, preceded by mastery of speaking and reading skills.

Writing is the expression of one's thoughts and feelings in written form. Writing is an expressive and productive activity because it can produce useful texts, especially for students. Writing skills are language skills that are used indirectly, but in written form. Writing skills are essential in today's modern world. According to Gie (2002), "writing skills are a skillful process of making letters, numbers, names, any language signs with a writing tool on a particular page". Meanwhile, Tarigan (2008) explains, "writing skills are a language skill, productive and expressive used to build communication face to face or even indirectly with other parties". One of the writing skills that must be mastered is writing literary works, namely poetry. Writing poetry is a form of indirect communication (written) that emphasizes self-expression, emotions, ideas, and ideas. In addition, poetry writing skills are human thinking activities that are productive and expressive and supported by the process of knowledge, language, and writing techniques.

In writing poetry, students are expected to be able to express ideas, thoughts and feelings. In addition, learning to write poetry is very important and beneficial for students because it can stimulate the brain so that students are able to think creatively and sympathetically towards the environment around them. Learning material about poetry is included in the Indonesian language subject syllabus for class X of high school, with Basic Competence/Kompetensi Dasar (BC/KD) 4.8 Presenting ideas, feelings, opinions, in the form of written/oral poetry texts by paying attention to the elements that build poetry.

Vera (2012) argues that the method outdoor study is a process of teaching and learning interactions that are not carried out in a classroom or room, but a learning process that is carried out outside the classroom or in the open nature of student learning. Learning activities outside the classroom will be more interesting, so that they motivate students to learn higher, students can also understand aspects of life that exist in the environment, so that they can form a personality that is familiar with the life around them and can direct an attitude of respect for nature and its sustainability. Until now, teachers have only taught poetry writing based on textbooks, and then simply instructed students to write poems using examples from the textbooks. Furthermore, teachers have been unable to arouse students' interest in learning, resulting in a boring learning environment, and students feeling stressed, making them unable to write poetry effectively. Based on this background, the researcher is interested in conducting research with the title "Use of the Method Outdoor Study in Learning to Write Poetry.

According to Yuliarto (2010) the method outdoor study is defined as learning outside the classroom. Outdoor education is an out-of-school activity that includes activities outside the classroom/school and in other outdoor settings, such as: playing in the school environment, parks, farming/fishing villages, camping, and other adventurous activities, as well as developing relevant knowledge aspects. The outdoor study method is a method in which teachers invite students to learn outside the classroom to observe events directly in the field with the aim of familiarizing students with the environment (Gobel, Ahmad & Sudirman, 2019). Through this method, outdoor study, the environment outside the school, the open nature can be used as a learning resource or can be used as a learning object. The concept of learning from nature is observing real phenomena from the environment and utilizing what is available in nature as a learning resource. According to Vera (2012) the definition of outdoor study Specifically, it is a teaching and learning activity between

teachers and students, not conducted in the classroom but outside the classroom or in the open air as a learning activity. Learning outside the classroom is one way to create learning, avoiding boredom, fatigue, and the perception that learning is only done in the classroom.

In principle the method outdoor study inviting students to engage directly with the research object. Therefore, the application of the outdoor study method in writing poetry will be more effective if conducted outdoors. Outdoor study is a learning method that utilizes the school environment, or others so that students can see in real terms through observation in concrete situations. Learning outside the classroom is learning that is carried out outside the classroom or outside the school building, or in the wild, such as: playing in the environment around the school, in the park or in the surrounding community village so that knowledge and values related to the learning activities of the material presented outside the classroom are obtained. Thus, students can describe an object more clearly and in detail.

Learning outdoor study have goals to be achieved. According to Farida (2013), by learning outside the classroom, students' experience and knowledge will expand. Students have more varied opportunities to participate in various learning adventures that contain philosophical, theoretical, and practical values. Learning will be more fun, challenging, and exciting. Meanwhile, according to Adelia Vera (2012), the educational goals to be achieved through learning activities outside the classroom or outside the school environment are as follows: directing students to be able to develop their talents and creativity by providing a setting in the open air that is very meaningful for the formation of students' attitudes and mentality to increase awareness, appreciation and understanding of students' surroundings, how they can build good relationships with nature, and live side by side amidst differences in ethnicity, religion, politics, race, language, and so on. Providing context in the process of introducing social life at the practical (real) level so that various activities outside the classroom can be introduced that can make lessons more creative, and provide an important contribution to changing students' behavior towards the environment. Vera (2016) is the same as other learning methods, the learning method outdoor study has advantages.

METHODS

This research is a qualitative research that produces descriptive data (Moleong, 2017). The data collection technique uses the listening technique along with the follow-up techniques, note-taking techniques and interviews. The data collection techniques used in this study are: (1) observation; (2) interviews; (3) documentation; (4) field notes; (5) recording. The data collection instruments in this study are: (1) field notes; (2) a mobile phone or recording device; (3) observation sheets; (4) an interview guide. Data analysis is the process of systematically tracking and organizing interview transcripts, field notes, and other materials collected to improve understanding of the materials so that they can be presented to others. The collected data was then analyzed.

RESULTS AND DISCUSSION

Advantages of the Method Outdoor Study. Learning methods Outdoor Study can encourage students' learning motivation. In learning Outdoor Study it is easier to create a fun learning atmosphere for students. Learning methods Outdoor Study is able to hone students' physical activity and creativity. In learning methods Outdoor Study Students use concrete learning media and understand the environment around them. And learning methods Outdoor Study Students do not easily forget everything they learn outside the classroom.

Disadvantages of the Method Outdoor Study. Besides having advantages, this learning method Outdoor Study also has disadvantages, including: students can wander around everywhere because they are outside the classroom, disturbance of student concentration, because outside the classroom students can get carried away playing and noise can be heard, not being punctual, because students may underestimate the time to go to study locations outside the classroom and classroom management is more difficult when learning outside the classroom, they focus more on practice and less on theory and they can be exposed to heat and cold, due to sun exposure or wind, which can make them feel cold during the rainy season and strengthening

the emotional relationship between teachers and students, this relationship is like a close friendship between parents and children, which runs harmoniously.

Application of Method Outdoor Study in Writing Poetry. According to Tarigan (1986), writing is a language skill used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity, in this writing activity the writer must be skilled at utilizing graphology, language structure, and vocabulary. Another opinion put forward by Akhaidah, et al., (1996: 8), several definitions of writing, namely: (1) writing is a form of communication; (2) writing is a thought process that begins with thinking about the idea to be conveyed; (3) writing is a form of communication that is different from speaking (in writing there is no intonation of facial expressions, physical movements, and situations that resemble conversation); (4) writing is a type of communication that needs to be equipped with explanatory "tools" as well as spelling and punctuation rules; (5) writing is a form of communication to convey the writer's ideas to an audience of readers who are limited by distance, place and time. Based on the opinions described above, it can be concluded that writing is a thought process that produces a good and correct form of written language and is an indirect communication activity. In developing poetry writing skills, it can be done through the use of suitable and easy-to-imitate models. Although in the lesson students may have studied complex poems, both rhyme, rhythm and linguistic elements, for writing practice, usually poems are free-form and simple, containing the results of observations in the form of appeals or statements (Rahmanto 198: 118). According to William Miller (through Komaidi, 2011: 5), based on various experiences of famous writers, a writer's creative process goes through several stages. There are four stages of the creative writing process, namely.

Stage of Preparation. At this stage, a writer has realized what he is writing and how he will write it, and ideas and content will emerge. How he will express these ideas is a matter of form. The writing. The format of the writing determines the technical requirements. Ideas aren't written in the form of articles, essays, short stories, or other formats. The first thing that emerges is the writer's knowledge of what they will write and how to write it. The emergence of ideas encourages the writer to begin immediately and also allows them to linger.

Incubation Stage. At this stage, the idea that has emerged is stored and thought through thoroughly, and the writer waits for the right time to write it down. During this sedimentation period, the writer's concentration is usually solely on that idea. Wherever they are, they think about and refine their idea. In between work, while showering, while going to the toilet, while waiting for the city bus, the idea is always on their mind. New ideas emerge, some good and some not so good, some enriching the original idea or adding depth to it. At this stage, some people ponder it for days or even months, and the writer doesn't feel quite ready to put it into writing. And the average writer's attitude is to let the idea or thoughts form in the subconscious, until the time comes when the idea is "full-fledged" and ready to be written down. And when that time comes, everything usually flows very quickly and smoothly. Miller advises: don't force yourself to give birth before the time is right. Don't set a deadline! Just let this incubation period take its course. This is why commissioned works are often half-baked, as the author is forced to give birth before the "gestation of the idea" is mature enough.

Moment of Inspiration. This is the moment when the baby idea in the subconscious is already kicking its legs, wanting to come out, wanting to be born. This moment comes suddenly. This is the "Eureka" moment, the moment when all ideas suddenly find their ideal form. The idea and its form of expression are clear and coherent. There is a strong urge to write immediately, and it can no longer wait. If this moment of inspiration is allowed to pass, the baby idea will usually die before it is born. The passion for writing it will eventually die. The idea itself is no longer an obsession. The incubation stage is indeed a disturbing one.

Level of Writing. When inspiration strikes, immediately run to the typewriter or computer, or grab a pen, and write. Release all the incubations that have been brewing. Pour out all your ideas, good or bad, and let them all out without a trace in a planned written form. People become obsessed with writing and writing.

They forget to eat and sleep. Everything rushes in, wanting to be written down immediately. Open the floodgates of your soul as wide as possible. Don't think about controlling yourself yet. Don't judge the quality of your writing yet. That will come at a later stage. Your rational mind shouldn't be working yet. The subconscious and conscious mind shouldn't be working yet. Written with great passion, the result is still a rough draft. Spontaneity is crucial here.

Steps of the Learning Method Outdoor Study. Learning outside the classroom (outdoor study) is one of the efforts to create learning, avoiding boredom, fatigue and the perception of learning only in the classroom. Learning approach outdoor study is an approach taken as an effort to utilize the atmosphere outside the classroom as a learning situation. This aims to maximize the atmosphere outside the classroom. Various games serve as media for transforming concepts presented in learning and can stimulate students' imaginations. The out-of-class learning approach uses several methods, such as assignments, questions and answers and learning directly by practicing in playing situations. According to Abdurrahman (1995) the steps and roles that teachers need to perform in the implementation of learning outside the classroom (outdoor study) consists of preparation, implementation and evaluation stages. (1) Preparation or Planning, formulate the objectives and materials and competencies that must be achieved by each student, the teacher prepares the place and media outside the environment, shape when needed, contacting the relevant parties if necessary to prepare the necessary administration and if necessary. (2) Implementation, the teacher instructed the students to walk neatly and orderly to study outside the classroom, the teacher gives worksheets to be worked on in groups, each group reports the results of their work in front of the other groups, while the teacher listens and observes the other groups who are waiting for their turn to report, the teacher leads discussion activities outside the classroom, the teacher gives students the opportunity to ask questions related to the learning material being studied together outside the classroom. (3) Evaluation, at this stage, students work individually on the questions distributed by the teacher. The teacher conducts evaluations to determine the success of the learning process. In the next stage, this will form the basis for revisions or improvements to future learning.

Definition and Elements of Poetry. Poetry is a form of literary work. Etymologically, the word poetry in Greek comes from *poesis*, which means creation. In Indonesian (Malay), the term *Poezie* (poetry) is known, namely a type of literature (genre) that is paired with the term prose. Meanwhile, in English there is the term poetry which means poetry (Pradopo, 2002). Pradopo also states that poetry is expressing thoughts that arouse feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. All of that is something important, which is recorded and expressed, stated in an interesting and impressive way. Poetry is a recording and interpretation of important human experiences then transformed into the most memorable form. Another opinion is put forward by Wirjosoedarmo (in Pradopo, 2002), namely poetry is a composition bound by many lines in each stanza, many words in each line, many syllables in each line, rhyme, and rhythm. (1) Epic Poetry, epic poetry is also known as narrative poetry. This form of poetry is usually quite long and contains stories of heroism, national figures, issues of heaven, hell, and death. Epic poetry is also objective, between the poet telling things beyond himself. Epic poetry in Indonesian literature includes *syair* and ballads. *Syair* is a type of ancient poetry that rhymes a-a-a-a, each stanza consists of four lines, each line consisting of eight to twelve syllables, the four lines of sentences are related in meaning and content. *Syair* contains advice and stories. Ballads usually contain depictions of social life, adventure, war, love, death, and supernatural things. Historically, ballads are divided into two: ballads that are sung and those that are literary (modern). (2) Lyric Poetry, lyric poetry is subjective and personal. This means the poet describes problems that originate within him or herself. These poems are relatively short and usually use the first person. They address love, death, and the problems of youth and old age. Lyric poetry includes sonnets, elegies, odes, and hymns. (3) Dramatic Poetry, dramatic poetry can be objective and subjective. In this case, it is as if the poet came out of himself and spoke through other figures. In other words, in this poem does not convey directly experience that is to be expressed but conveyed through another character so that it appears like a dialogue. Above we have discussed the division of poetry based on content, now we will discuss the division of poetry based on the language used, namely seen from the clarity or ease and difficulty of the poem to be understood. In this case, poetry is divided into two types, namely transparent poetry and prismatic poetry. a) Transparent

Poetry Literally transparent means 'transparent, clear', so transparent poetry is poetry that is easy to understand, there are no words or symbols that are difficult to understand. b) Prismatic Poetry In contrast to transparent poetry, prismatic poetry is more difficult to understand. This is because many words have double meanings and such words require interpretation.

Steps for Writing Poetry. Writing poetry is one way to express thoughts or feelings about something. A series of words arranged in rhyme, meter, and rhythm. These words also have interconnected meanings. In essence, poetry is a literary work written concisely, concisely, and meaningfully. Despite this, many people still don't know the steps to writing compelling poetry. There are five steps to writing poetry: (1) Determine the Theme and Title, The first step is to determine a theme, which will serve as a guide for creating an engaging poem. There are a variety of themes to choose from. However, if you're a beginner, it's best to choose a topic that aligns with your interests, such as romance. After selecting a theme, you also need to choose an appropriate title. Make sure the title you choose aligns with the theme. For example, for a romance theme, you could choose "Memories of Love from the Past." (2) Determine Keywords, Keywords are an important aspect to consider when writing poetry. Make sure you choose keywords that relate to the theme. After that, you can develop these keywords into sentences or lines of poetry. You're free to use the keywords for a single line or develop them into a full stanza. (3) Determining Diction, The next step is to determine the right diction. This is crucial because diction plays a role in determining the tone of your poem. If you're still unsure how to do this, you can find references by reading more poetry books. Or, you can also consult dictionaries and terminology books to find interesting synonyms for your poem. (4) Choosing A Language Style, you also need to determine the correct language style. You can customize it with the theme and title that has been selected before. After that, align the content and meaning of your poem. You can also use majas to make the poem look more interesting, for example comparative majas or metaphorical majas. (5) Develop Poetry as Beautifully as Possible, The final step is to develop all the previous steps into a beautiful poem. Arrange the words or lines you created earlier into stanzas. Then, develop them into a complete poem. Ensure the poem is concise, concise, and meaningful. (6) Initial Method Study Outdoor Study, Learning outside the classroom (outdoor study) is one of the efforts to create learning, avoiding boredom, fatigue and the perception of learning only in the classroom. This study discusses students' interest in learning. Outdoor study, where this study aims to determine students' learning interests and the implementation of outdoor study learning in class V of SDN Pamotan 06 Dampit. This study has several relevant studies from previous studies, namely from Silvi Ayu Utami's (2014) research entitled "Application of the Outdoor Study Method outdoor study by utilizing the environment as a learning resource to improve learning activities and Indonesian language learning outcomes for students in class V B SDN 20 Kota Bengkulu". The results of the application of the outdoor study method can improve learning activities.

Indonesian language learning and learning outcomes. The research conducted by Silvi Ayu Utami has similarities with this research, namely discussing the methods Outdoor study. In addition to the similarities, this research also has differences, namely that the research conducted by Silvi Ayu Utami used the type of research, classroom action research, while the research used by the researcher was conceptual research which only used the concept of learning methods outdoor.

CONCLUSION

Learning methods Outdoor Study can encourage students' learning motivation. In learning Outdoor Study it is easier to create a fun learning atmosphere for students. Learning methods Outdoor Study is able to hone students' physical activity and creativity. In learning methods Outdoor Study Students use concrete learning media and understand the environment around them. And learning methods Outdoor Study Students do not easily forget everything they learn outside the classroom. Based on what the researcher got from the teachers at SMA Negeri 7 Ambon, in using the method outdoor study on the use of poetry writing skills, it can be concluded that the influence of the method outdoor study In the use of poetry writing skills, not everyone has accepted or understood it. This is evidenced by the fact that some people have no interest in writing poetry and their vocabulary is limited. In addition, the use of the method outdoor study It was also successfully used by students of SMA Negeri 7 Ambon, in that they began to like or be interested in

getting to know and creating poetry, and their insights began to open up to be able to produce beautiful words when creating poetry outside the classroom.

REFERENCES

- Abdurrahman, A. (1995). *Prinsip-prinsip Metode Pendidikan Islam dalam Keluarga di Sekolah dan Masyarakat*. Bandung: Diponegoro.
- Farida, A. (2013). *Pilar-pilar Pengembangan Karakter Remaja, Metode Pembelajaran Aplikatif untuk Guru Sekolah Menengah*. Bandung: Nuansa Cendekia.
- Gie, T. L. (2002). *Terampil Mengarang*. Yogyakarta: Balai Pustaka.
- Gobel, I., Ahmad, M., & Sudirman. (2019). Meningkatkan Hasil belajar Siswa Melalui Metode Pembelajaran Outdoor Study. *JAMBURA: Economic Education Journal*, 1(2), 1-70. <https://doi.org/10.37479/jeej.v1i2.2526>.
- Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Pradopo, D. R. (2002). *Kritik Sastra Indonesia*. Yogyakarta: Pustaka Pelajar.
- Tarigan, H. G. (1986). *Menyimak sebagai Keterampilan Berbahasa*. Bandung: Angkasa.
- Tarigan, H. G. (2008). *Menulis sebagai Keterampilan Berbahasa*. Bandung: Angkasa.
- Vera, A. (2012). *Metode Mengajar Anak di Luar kelas (Outdoor Study)*. Yogyakarta: DIVA Press.
- Yulianto, H. (2010). *Pendidikan Anak Usia Dini*. Yogyakarta: DIVA Press.