

Improving Writing Skills of Student Interview Results through the Outdoor Study Method

Isna Nurul Inayati¹, Tihawa², Gift Cheva³

Universitas Islam Raden Rahmat, Indonesia¹, STIT Al-Washliyah Binjai, Indonesia², University of South Africa, South Africa³

Email correspondence: isnanurulinayatiunira@gmail.com

Abstract

This research aims to improve students' ability to document interview results through the application of learning methods outside the classroom. The participants of this study were 10 students selected from an elementary school in East Banggae, Majane Regency, West Sulawesi, consisting of 6 male students and 4 female students. This study uses a classroom action research approach. The findings of the study showed an increase in students' ability to write interview results in each cycle. In the initial cycle, students achieved an average score of 11.1 with a 50% success rate, which is included in the "good" category (category B). In the second cycle, the score increased to 13 with a success rate of 60%, still in the "good" category (category B). In the third cycle there was a further improvement, with an average score of 15.7 and a success rate of 80%, which placed it in the "excellent" (SB) category. These results lead to the conclusion that the use of outdoor study techniques contributes to the improvement of students' writing skills in documenting interview results.

Keywords

Writing skills, learning outside the classroom, interview

INTRODUCTION

Education in the 21st century today is one of them that focuses on improving literacy skills. Students are considered to have literacy skills if they master the basic language skills, namely listening, speaking, reading, and writing (Ningsih, 2019). Through their literacy skills, students can communicate and pour all the information and knowledge they get through writing. This is what is called literacy in the 21st century, which is to have the ability to express and communicate information in written form for life skills. According to Saddhono & Slamet (2012), there are four basic language skills, namely listening, speaking, reading, and writing. Writing skills are one of the main focuses of the independent curriculum. Students are expected to be able to express ideas through various experiences. In writing activities, students must master a lot of vocabulary and then compose it into a cohesive and effective sentence (Estiningtyas et al., 2021). So to be able to express ideas, ideas, or opinions, writing practice is needed.

In the 21st century, writing ability is one of the elements that affect the achievement of students at the elementary school education level. Through writing activities, students are invited to explore ideas or ideas, choose the right vocabulary, compose effective sentences, choose the right punctuation, and pay attention to the use of capital letters according to EYD (Enhanced Spelling) Edition V (Saputri et. al., 2021). There are three reasons that writing skills are very important and needed. First, writing helps teachers strengthen grammatical forms, expressions, and vocabulary in the material presented in

class. Second, through writing, students can train themselves to communicate well and correctly, both in written and oral form. Third, learners' involvement in writing skills allows them to communicate with anyone effectively and appropriately (Zainab et.s al., 2021).

Advanced writing skills at the elementary school level emphasize students to be able to express their ideas and ideas in the form of an essay. These ideas or ideas can be obtained through experience and observation activities and there is a creative process in compiling a writing (Muliasa & Janawati, 2022). The basic element of writing activities is the creativity of the students themselves. Therefore, to stimulate creativity in writing, teachers can invite students to do activities such as interviews (Lestari, 2021). The results of the interview can be used as a tool to hone students' creativity in writing a report. Therefore, students are expected to understand the purpose of writing a report and master the skills of writing interview results well (Hilimi et al., 2023). Before writing the results of the interview, students must also be able to collect the information needed to become the material for their writing. Teachers can help direct students in preparing before the interview so that the interview results can be maximized and can be used as writing material.

Based on the results of interviews with class V teachers, it can be seen that the writing skills mastered by students still do not meet the expected standards. Especially the weakness in the ability to write interview reports. Apart from not being optimal in collecting information as material for writing, they also do not understand the purpose of writing a report on the results of the interview. The percentage of students who are able to write interview results well and smoothly is estimated to be only 30%. The rest of the students still experience obstacles such as not maximizing the information obtained during the interview, lack of vocabulary mastery, and difficulties in writing information in a concise and good manner. In comparison to other competencies, writing is often considered a difficult skill to master. Students need to master many aspects in order to have good writing skills, namely mastery of vocabulary, sufficient knowledge or information, and the ability to write down ideas or ideas in a sequential and systematic manner (Inggriyani & Anisa Pebrianti, 2021). The difficulty in writing is actually experienced by students. In addition, the lack of learning activities that lead to writing activities is also a factor causing increasingly difficult writing activities.

By focusing on the main problem, this study aims to improve the ability to write interview reports for students. It is hoped that through this activity, students can carry out interviews and present the results competently, express ideas appropriately in written form, and expand their vocabulary. In addition, the designed learning activities are expected to make students more enthusiastic in writing activities. Increasing the mastery of writing skills can be achieved through the application of learning techniques that allow students to develop their writing skills. In this study, we apply the outdoor study learning method as a step to improve the writing skills of the students. The outdoor study learning method can contribute to the development of good social attitudes towards the student's surrounding environment. The outdoor study approach is also able to advance students' ability to think critically when they conduct information-gathering activities, such as interviews, to collect the data needed for their writing. In addition, learning outside the

classroom also seeks to bring students closer to the surrounding environment (Susilawati & Sochiba, 2022).

METHOD

This study applies the Classroom Action Research Method (PTK) developed by Kemmis & Mc Taggart. PTK is implemented in a cyclical manner, which consists of four stages: (1) planning, (2) implementation or action, (3) observation, and (4) reflection. This approach is carried out iteratively and continuously (spiral cycle), where the achievement of learning outcomes tends to increase over time (Kusumah & Dwitagama, 2012). The object of this study was ten students from class V in an elementary school, consisting of six boys and four girls. The research was conducted in one of the elementary schools in East Banggae, Majane Regency, West Sulawesi. In the process of collecting data, this study utilizes observation methods, records documentation from the field, and conducts tests for students' work. The performance test is a method of assessment that is carried out by monitoring the activities carried out by students in carrying out a task (Nugroho et.s al., 2021).

This Class Action Research goes through a series of steps, starting from the planning phase, action implementation, and observation, to the reflection stage. In the planning phase, the researcher developed the Learning Objectives Flow (ATP), an Indonesian Teaching Module that focuses on interview results and developed data collection instruments, including observation sheets and evaluation sheets. At the implementation stage, the learning process is carried out through the application of the outdoor study method, by utilizing resources around the school. Students are actively involved in interview activities and collecting information from individuals around the school. During the implementation of the Classroom Action Research, the researcher carefully observed the dynamics of learning. After applying the outdoor study learning method, the researcher conducted an initial evaluation of the successes and obstacles faced. From the results of the initial cycle data, it can be seen that further efforts are needed to improve students' writing skills.

RESULT AND DISCUSSION

Result

In accordance with the determination of success indicators, the researcher has carried out class action research in as many as three cohorts. The following are the results of observations about writing skills and interviews with class V students.

Table 2. Writing Skills for Student Interview Results Cycle I, Cycle II, & Cycle III

Indicators	Cycle I		Cycle II		Cycle III	
	Sum (f x score)	Average	Sum (f x score)	Average	Sum (f x score)	Average
Suitability of content or idea	24	2,4	27	27	33	3,3
Ability to organize content	24	2,4	27	27	33	3,3
Use of grammar	20	2	25	2,5	30	3,0
Use of the right structure and vocabulary	20	2	25	2,5	30	3,0
Use of good and correct spelling and writing	23	2,3	26	2,6	31	3,1
Total average score	11,1		13		15	

Success presentations	55,5 %	65 %	78,5 %
Completeness criteria	Good	Good	Excellent

Information:

A score range of $15 \leq$ a score of ≤ 20 indicates excellent achievement, a score of $10 \leq$ ≤ 15 indicates good achievement, a score of $5 \leq$ ≤ 10 indicates sufficient achievement, and a score of less than 5 indicates insufficient achievement.

The results of the student performance test in cycle I can be seen in Table 2 above. It can be seen from the table of writing skills indicators of the interview results of class V students that the writing skills at that time can be classified as good, with a success rate of 55.5% based on the results of observations during cycle I. The results of the students' performance test in cycle II can be seen in the table above as well. Despite the increase, the completeness criteria are still in the good category because the average score only reaches 13. The writing skills of student interviews in the second cycle experienced an increase in the percentage of success by 9.5%, from 55.5% to 65%.

The results of observations during the implementation of cycle II, as seen in the table of writing skills indicators of the results of interviews of class V students, showed an improvement. During the third cycle of learning activities, the results of observation of the writing skills indicators of the interview results of class V students showed a significant improvement. In cycle III, the writing skills of students' interview results increased by 13.5%, from 65% to 78.5%. This indicates that the success rate is in the very good category with an average score of 15.7. Meanwhile, the test results for student work in cycle I, cycle II, and cycle III are as follows.

Table 3. Frequency Distribution of Writing Skills Scores of Student Interview Results Cycle I, Cycle II, Cycle III

Value Interval	Cycle I			Cycle II			Cycle III		
	F	%	Qualification	F	%	Qualification	F	%	Qualification
80 – and above	1	10 %	Complete	3	30 %	Complete	5	50 %	Complete
75 – 79	4	40 %	Complete	3	30 %	Complete	3	30 %	Complete
70 – 74	2	20 %	Not yet	2	20 %	Not yet			
65 – 69	2	20 %	Not yet	1	10 %	Not yet	1	10 %	Not yet
60 – 64	1	10 %	Not yet	1	10 %	Not yet	1	10 %	Not yet
55 - 59									
50 - 54									
Sum	10	100 %		10	100 %		10	100 %	
Percentage of Classical Completeness			50 %			60 %			80 %

In cycle I, based on the frequency distribution of writing skills scores from student interviews, it can be seen that the percentage of classical completeness is 50%. There were 5 students who had not reached the passing level in the student writing skills test in cycle I. Based on the frequency distribution data of the writing skills assessment results of interviews in cycle II, it can be seen that only 60% of students reached the graduation standard. This means that there are still 4 students who need to develop interview writing skills in class V. Despite the improvement, the observation results in cycle II show that

there is still room for further improvement in students' interview writing skills. Researchers believe that learners have the potential to achieve a more optimal level. Therefore, the researcher decided to continue this Class Action Research until cycle III.

Based on the data on the frequency distribution of writing skills from student interviews in cycle III, it can be seen that 80% of students achieve the set standards. This indicates that there is an increase of 20% of students who have passed and there are only 2 students who have not reached the passing level in the interview writing skills test for class V. This finding strengthens the evidence that the direct learning method through outdoor study has been proven to be effective. This approach guides students to be more involved with the environment and learning resources directly, namely the surrounding environment and the surrounding community.

Discussion

Classroom Action Research using outdoor study aims to make the writing ability of class V students better. After three times of this study, the results showed that the outdoor study learning method could improve the writing ability of class V students.

Cycle I is carried out by applying the outdoor study method and students conduct interview activities and then write down the results of the interview. The observation results showed that there were still 5 students who had not completed the interview writing ability test. The students still had difficulty writing down the results of the interview due to a lack of vocabulary mastery. The impact of this is that students have difficulty expressing the ideas and ideas that are in their minds clearly. Mastery and selection of the right vocabulary are very important in writing activities ([Iskandar, 2018](#)). Expressing an idea or idea due to lack of vocabulary is an obstacle for students. On the other hand, even though mastering a lot of vocabulary but not being able to use it correctly is also a problem that causes students to have difficulties in writing.

In cycle II, the researcher again invited students to conduct interviews using the outdoor study method. It is hoped that in this second cycle, students will be better prepared and able to overcome the difficulties experienced previously in writing interview results. The observation results showed that the increase in students who completed the writing skills test as a result of the interview only increased by one student, namely only 6 students. The obstacles faced by students are still the same, namely the lack of vocabulary mastery. In addition, students lack mastery of the use of good and correct spelling and writing ([Aswan et. al., 2018](#)).

Furthermore, in cycle III which is the last cycle in this study. The researcher again carried out learning with the outdoor study method. The students again conducted an interview and wrote down the results of the interview in the form of a report. Based on the observation results, it show an increase in the number of students who complete the performance test. As a result, there are 8 students who have completed and there are still 2 students who have not completed. The two students experienced problems in writing the results of their interviews. The problems faced by the 2 students who have not been completed are due to a lack of vocabulary mastery, weak skills in choosing the right vocabulary, confusion in writing down ideas and ideas in their minds, and also not understanding the use of spelling and good and correct writing. In fact, in writing, it is

necessary to pay attention to the use of spelling and understand the good and correct writing system according to the rules in EYD Edition V (Srihastuty et. al., 2023).

Although there are still two students who have not reached the third cycle stage, there are already eight students who have succeeded in the performance test of writing interview results. Through interviews with the community, students can increase the vocabulary they master. The outdoor study method makes learning optimal, meaningful, and fun for students. This is evident from the increase in the number of students who have succeeded in achieving the learning objectives of the third cycle process.

Outdoor study learning is a way of learning in which students are invited to carry out activities that can change and shape their behavior toward the surrounding environment (Sulasih et. al., 2017). One of them is through communicating with the community through interviews or questions and answers with the surrounding community. Through these interview or question-and-answer activities, students can add to the treasure of vocabulary mastery, get ideas or ideas for writing, increase knowledge and information, and well creative materials in writing interview report results (Harefa, 2019). Students can also improve their understanding of spelling, grammar, and word meanings by asking teachers or using various printed or online learning resources such as the Enhanced Spelling Guidelines (EYD) Edition V, the Great Dictionary of Indonesian (KBBI), and other sources (Khairani, 2018). This step has a positive impact on students in developing their writing skills.

CONCLUSION

This study showed the results that the writing ability of class V students improved significantly in each assessment cycle. In the first cycle, being in the good category (B) swimming had an average score of 11.1 and a graduation percentage of 50%. In the second cycle, the average score increased by 13 points, with a fixed pass percentage of 60%, and was still included in the good category (B). For the third cycle, the average score increased again by 15.7 with a pass percentage of 80%, so it is in the very good category (SB). The use of the outdoor study method was seen to have a positive influence on improving writing skills, as shown by the results of the interviews conducted by the students.

The outdoor study approach encourages students to engage in activities that affect the way they interact and adjust to their surroundings. One of them is through interviews or interactions with the surrounding community. Through this process, students can expand their vocabulary, obtain ideas or ideas for writing, increase knowledge and information, and enrich their creativity in writing interview reports. Students can also improve their understanding of spelling, grammar, and word meanings by consulting with teachers or using reference sources such as KBBI and EYD Edition V. This results in a positive effect on students' writing skills.

BIBLIOGRAPHY

- Aswan, N., Nurhayati, N., & Pammu, A. (2018). Analisis Kemampuan Menulis Karangan Deskripsi Dalam Bahasa Indonesia Melalui Media Gambar Seri Pada Peserta Didik Kelas Vii Smp N 18 Lau Kabupaten Maros. *JURNAL ILMU BUDAYA*, 6 (268).
- Estiningtyas, A., Slamet, S. Y., Budiharto, D. T., Studi, P., Guru, P., Dasar, S., Maret, S., Slamet, J., No, R., & 449 Surakarta, I. (2021). Studi Hubungan antara Penguasaan Diksi dan

- Kemampuan Berpikir Logis dengan Keterampilan Menulis Hasil Wawancara Peserta Didik Kelas IV SD. *Didaktika Dwija Indria*, 9 (6).
- Harefa, T. (2019). Penerapan Model Group Investigation Terhadap Kemampuan Menulis Hal-Hal Penting Dalam Wawancara Oleh Siswa Sekolah Menengah Pertama. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 2 (1), 192-202.
- Hilimi, H., Malabar, S., & Pulukadang, W. T. (2023). Pengaruh Model Pembelajaran Project Based Learning Dan Kemampuan Awal Terhadap Hasil Belajar Menulis Laporan Hasil Wawancara Peserta didik Kelas IV SDN. *Innovative: Journal Of Social*, 3, 7121-7133.
- Inggriyani, F., & Anisa Pebrianti, N. (2021). Analisis Kesulitan Keterampilan Menulis Karangan Deskripsi Peserta Didik di Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 7 (01), 1-22.
- Iskandar, Z. (2018). Pengaruh Strategi Pembelajaran Dan Kemampuan Berpikir Logis Terhadap Keterampilan Menulis Argumentasi. *Estetik: Jurnal Bahasa Indonesia*, 1 (1), 56-57.
- Kusumah, W., & Dwitagama, D. (2012). *Mengenal Penelitian Tindakan Kelas*. PT Indeks.
- Lestari, D. I. (2021). *Analisis Keterampilan Menulis Karangan Peserta Didik Menggunakan Media Flash Card Pada Mata Pelajaran Bahasa Indonesia Kelas I V SD*. Universitas Islam Negeri Raden Intan Lampung.
- Muliasa, I. W., & Janawati, D. (2022). Analisis Keterampilan Menulis Lanjutan Kelas V Sd N 2 Kawan. *Jurnal Pendidikan Dasar Rare Pustaka*, 4 (2), 46-53.
- Ningsih, I. H. (2019). Peran Guru Dalam Pembelajaran Menulis Permulaan Menghadi Abad 21. *BASINDO: Jurnal kajian bahasa, Sastra Indonesia, dan Pembelajarannya*, 3 (1), 38-43.
- Nugroho, W. A., Yudha, R. P., Sundari, S., & Praja, H. N. (2021). Analisis Instrumen Asesmen Untuk Kerja pada Pembelajaran PJOK di Sekolah Dasar Kota Cirebon. *Gelombang Olahraga: Jurnal Pendidikan Jasmani dan Olahraga (JPJO)*, 4 (2), 126-141.
- Saddhono, K., & Slamet, S. Y. (2012). *Meningkatkan Keterampilan Berbahasa Indonesia Teori dan Aplikasi*. Karya Putra Darwati.
- Saputri, N., Ratnaningsih, A., & Widiyono, Y. (2021). Peningkatan Keterampilan Menulis Hasil Wawancara Dengan Model Role Playing Pada Peserta didik Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 7 (4 SE-Articles), 1505-1510.
- Srihastuty, W., Piliang, H., Nofitri, S., Rahayu, S., & Riau, U. I. (2023). Pelatihan Menulis Paragraf Narasi dengan Menggunakan EYD Edisi V dalam Rangka Optimalisasi Gerakan Literasi Sekolah di SMA Negeri 2 Dumai. *SAJAK: Jurnal Penelitian dan Pengabdian Sastra, Bahasa, dan Pendidikan*, 2 (2), 268-274.
- Sulasih, B., Syamwil, R., & Wilonoyudho, S. (2017). Pengembangan Model Pembelajaran Outdoor Study Berbasis Keunggulan Lokal Pada Siswa Sekolah Menengah Kejuruan. *Journal of Vocational and Career Education*, 2 (1).
- Susilawati, S. A., & Sohiba, S. L. (2022). Pembelajaran Outdoor Study dalam Mata Pelajaran Geografi: Systematic review. *Jurnal Pendidikan Geografi*, 27 (1), 51-62.
- Zainab, I., Jaya, G. B., & Artini, L. P. (2021). Meningkatkan Keterampilan Menulis Peserta didik Melalui Whatsapp Diary Writing. *Indonesian Gender and Society Journal*, 1 (2), 60-68.