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The Effectiveness of Out-of-Class Learning Methods and Problem Solving Methods in Learning to Write Descriptive Texts for Grade VII Students of Junior High Schools/Islamic Junior High Schools

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A B S T R A C T

The purpose of this study is to determine the effectiveness of extracurricular learning methods and problem solving methods in learning to write explanatory essays of seventh grade students of SMP/MTS. This quasi-experimental study used a randomized pretest posttest control group research design. The population of this study consisted of only seventh grade students of MTsN 8 Blitar. The study sample consisted of students of seventh grade B as experimental group 1 and students of seventh grade E as experimental group 2. The results of the study showed that the significance value obtained for experimental group 1 was less than 0.05 (0.000 0.05). Ho was accepted and Ha was rejected. The mean post-test results of both methods showed that the use of extracurricular learning methods and problem solving methods had an impact on the results of students' explanatory essay writing.

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INTRODUCTION

Writing descriptive text is one of the important learning for students. Descriptive text is a composition that describes something according to the actual situation, so that readers can imagine (see, hear, and smell) what is described according to the actual situation as described according to the author's image. Descriptive text writing skills are the ability to create writing related to an object according to the facts or the original as if the reader feels what the author feels (Wijayanti & Siroj, 2020:2). Writing descriptive text aims to invite readers to enjoy, feel, and understand as well as possible several objects, scenes, activities, people, or even moods that have been experienced by someone who is writing, Tarigan (in Jamal 2018:4).

Learning to write descriptive texts in schools is currently still done conventionally. Djamarah and Zain (2010:97) stated that conventional learning methods are traditional methods because they have been practiced for years as a form of oral communication from teachers to students during the learning process. The characteristics of using conventional methods are lectures which are then continued with explanations, then assignments and exercises. This is in accordance with the statement put forward by Sanjaya (2011:147) who stated that conventional learning methods or lectures are a way of presenting learning by providing oral narratives or through direct explanations to students.

The conventional learning method referred to in this study is the method usually used by teachers in schools. Based on the results of observations and interviews with teachers, learning to write descriptive texts in schools uses a scientific approach with conventional methods, namely lectures followed by giving assignments to write descriptive texts. This happens because teachers have not known the effective methods used in learning to write descriptive texts. Based on this, it shows the need for research to test the effectiveness of learning methods to be used in learning to write descriptive texts. In this study, the methods that will be tested for effectiveness are the out-of-class learning method and the problem-solving method.

The outdoor learning method is a method that implements a process where teachers invite students to learn outside the classroom to carry out the learning process outside the classroom and make direct observations in the field where this aims to bring students closer to their environment. Outdoor learning practices can take place better if they start from the closest environment. This teaching and learning activity is indeed not carried out in the classroom or room, but is carried out outside the classroom or in the open air, as a student learning process that also involves nature directly to then be used as a source of learning (Arianti, 2013: 129). Furthermore, one effective method to improve students' descriptive text writing skills to be better than before is to use the problem-solving method. The problem-solving method is a teaching approach method that utilizes the existence of real-world problems to be used as a context by students so that they can learn to apply critical principles in thinking and are able to solve these problems and also gain new basic knowledge and concepts (Sakila, 2019: 6).

Outdoor learning methods and problem solving methods can be used as innovations in the learning process where students can actively participate in learning so that they can change the process and results of student learning to be better than before.

THEORETICAL REVIEW

In the outdoor learning method, teachers encourage students to learn outside the classroom and see events in the field directly, aiming to familiarize students with the surrounding environment. Outdoor learning practice should start from the most familiar environment. Teaching and learning activities are not carried out in the classroom or indoors, but outside the classroom and outdoors, as learning activities of students who directly engage with nature and use nature as a source of learning (Arianti, 2013:129).

The outdoor learning method is based on Karjawati's 1995 theory (Ayu, 2023:8), which states that the out-of-class method is a method of learning in which teachers invite students to learn outside the classroom, by engaging them in events that can be seen directly in the field. It aims to familiarize students with the environment. Using the out-of-class learning method can help students who write descriptive writing to be more creative and independent in putting their ideas into descriptive writing. This is evidenced by the results of observations of students who are mostly enthusiastic and passionate about learning with the presentation of learning carried out outside the classroom by observing the school environment.

To create a fun learning process, of course teachers must have various learning innovations, one of which is related to the implementation of the learning method that will be used. The learning method used by teachers in the ongoing activities learning will certainly affect the achievement of the results obtained by students. One of the learning methods that can be used to train students' abilities in solving problems in learning is the problem solving method or commonly called the problem solving method.

Majid defines problem-solving in (atika 2020:33) as problem-based learning, that is, learning that is "learner-centered" and focuses on students solving problems. Problem-based solving aims to develop problem-solving skills and learning outcomes and master concepts by having students find and develop concepts themselves in the process of problem-solving. The concepts developed by students can be applied to solving various related problems. Because when learning how to write an expository text, students must not only understand the concept of expository writing, but also be able to apply the understood concept to solve problems and express it. while writing (Indah, 2019:14).

The problem-solving method implemented by Atika (2020) has proven to be effective in learning Indonesian by using this learning method, and it has been shown that there is a significant difference in students' problem-solving skills between students who use the problem-solving method. method and traditional method. According to a study by Ariyanto et al. (2018), the problem-solving method is effective in improving students' critical thinking skills. Furthermore,

applying learning content through problem solving improves students' learning outcomes.

METHODOLOGY

Type Study

This study uses an experimental research type with a research design that is Quasi Experiment (pseudo experiment) with the Nonequivalent Control Group Design method.

Location and Time of Research

This research was conducted at MTsN 8 Blitar. The research time was carried out during the Indonesian language learning process according to the school academic calendar for five meetings in August 2024.

Population and Sample

The population of this study were students of class VII MTsN 8 Blitar consisting of VII A (33 students), VII B (33 students), VII C (34 students), VII D (32 students), VII E (33 students), VIIF (34 students), VIIG (34 students), VII H (33 students) in the 2024/2025 academic year. The sample of this study were students of class VII B and students of class VII E. Class VII B as experimental group 1 was subjected to using the outdoor learning method, while class VII E was subjected to using the problem-solving method.

Vriables

The variables in this study are classified into two, namely independent variables (X) and dependent variables (Y). The independent variables in this study are out-of-class learning methods, problem-solving methods, and conventional methods. The dependent variable in this study is students' ability to write descriptive texts.

Techniques and Instruments Data Collection

In this study, the results of descriptive writing were used to collect data. The data collection technique was conducted using pre-test and post-test. This test was administered to learn Indonesian language. The researchers observed and evaluated using two treatments: pre-test and post-treatment test (post-test). These two tests were administered to the experimental and control groups to determine the difference in descriptive writing ability between students who used external learning method, problem solving method, and traditional method.

Validity and Reliability

This study uses internal validity and external validity. Internal validity in this study is in the form of content validity which refers to the feasibility of the test as a sample of the item domain to be measured. Content validity is in the form of the suitability of the test instrument with the content standards and basic competencies. This is done by consulting the instrument with experts (expert

judgment). Meanwhile, external validity in this study is obtained from field data from the results of trials in the form of quantitative data.

RESEARCH RESULTS

The research results are presented in three sub-chapters according to the formulation of the problem in this study. Before conducting the hypothesis test in the form of a t-test, the data was first subjected to prerequisite tests in the form of normality and homogeneity tests.

Tests of Normality

Table 1. Results of the Pretest Normality Test for Descriptive Text Writing Skills

Group		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Pretest	experimental group 1	,096	33	,200*
	experimental group 2	,149	33	,061
	control group	,143	33	,086

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it states that the pretest data of experimental group 1, experimental group 2 and control group are normally distributed, namely p> 0.05. Experimental group 1 with the out-of-class learning method shows a sig. p value of 0.200, p> 0.005, so it is stated to be normally distributed. Experimental group 2 with the problem-based solving learning method shows a sig. p value of 0.061, p> 0.005, so it is stated to be normally distributed. The control group with the conventional learning method shows a sig. p value of 0.086, p> 0.005, so it is stated to be normally distributed.

Tests of Normality

Table 2. Results of the Posttest Normality Test for Descriptive Text Writing Skills

Group		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Posttest	experimental group 1	,128	33	,185
	experimental group 2	,132	33	,158
	control group	,123	33	,200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it states that the post-test data of experimental group 1, experimental group 2 and control group are normally distributed,

namely p> 0.05. Experimental group 1 with the out-of-class learning method shows a sig. p value of 0.185, p> 0.005, so it is stated to be normally distributed. Experimental group 2 with the problem-based solving learning method shows a sig. p value of 0.158, p> 0.005, so it is stated to be normally distributed. The control group with the conventional learning method shows a sig. p value of 0.200, p> 0.005, so it is stated to be normally distributed.

Test of Homogeneity of Variances

Table 3. Results of the Pretest Homogeneity Test for Descriptive Text Writing Skills

Pretest

Levene Statistic	df1	df2	Sig.
,700	2	96	,499

Based on the table above, it is known that the results of the Levene statistical test show a sig. value of 0.499, which means the sig. value > 0.05, it can be concluded that the pretest data of the three groups are homogeneous, so that it can be continued to the stage of providing treatment to experimental group 1 with the out-of-class learning method, experimental group 2 with the problem-based solving learning method, and the control group with the conventional method.

Test of Homogeneity of Variances

Table 4. Results of the Post-test Homogeneity Test for Descriptive Text Writing Skills

Posttest

Levene Statistic	df1	df2	Sig.
,601	2	96	,550

Based on the table above, it can be seen that the sig value is 0.55, which means the sig value. > 0.05, it can be concluded that the posttest data of the three groups are homogeneous. So that the parametric test prerequisites are met and can be continued for two-way ANOVA analysis.

After conducting prerequisite tests, namely normality tests and homogeneity tests, the next test conducted is a hypothesis test using the t-test. The following are the results of the hypothesis test using the t-test on learning to write descriptive texts using the out-of-class learning method and the problem-solving method.

The Effectiveness of Out-of-Class Learning Methods in Learning to Write Descriptive Texts

Table 5. Pretest and posttest of experimental class 1

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretes_1 - Posttes_1	-20,86364	6,80708	1,18496	-23,27732	-18,44995	-17,607	32	,000

Based on table 5, it shows that df = 32 with a calculated t value> t table = 17.607> 1.69389 and the significance of the results of the pretest and posttest values of experimental class 1 is 0.000. It can be said that Ho is rejected and Ha is accepted, indicating that the ability to write descriptive texts using the out-of-class learning method that has been carried out can be said to be effective. This is stated by the significance results of less than 0.05 (0.000 <0.05) indicating that there is a significant difference between the pretest and posttest values, so learning the skills of writing descriptive texts with out-of-class learning methods is effective to be applied in learning.

The conclusion of the analysis is that learning to write descriptive texts after receiving treatment using out-of-class learning methods has increased from pretest to posttest.

The Effectiveness of Problem Solving Methods in Learning to Write Descriptive Texts

Table 6. Pretest and posttest of experimental class 2

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretes_2 - Posttes_2	-18,21970	9,55571	1,66344	-21,60800	-14,83139	-10,953	32	,000

Based on table 6, it shows that df = 32 with a calculated t value> t table = 10.953> 1.69389 and the significance of the results of the pretest and posttest values of experimental class 2 is 0.000. It can be said that Ho is rejected and Ha is accepted, indicating that the ability to write descriptive texts using the problem-based solving method that has been carried out can be said to be effective. This is stated by the significance results of less than 0.05 (0.000 <0.05) indicating that there is a significant difference between the pretest and posttest values, so learning descriptive text writing skills with the problem-based solving method is effective to be applied in learning.

The conclusion of the analysis is that learning to write descriptive text after receiving treatment using the problem-based solving method experienced an increase from the pretest to the posttest.

The Effectiveness of Writing Descriptive Text Ability Between Out-of-Class Learning Methods and Problem Solving Methods

Table 7. Posttest T-Test of Experimental Class 1 and Experimental Class 2

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean	df	Sig. (2-tailed)
Posttes	experimental group 1	33	76,3636	6,55776	1,14156	64	,445
	experimental group 2	33	77,6515	7,04171	1,22580		

Based on table 7. the calculation results show that the sig. (2-tailed) value is 0.445 > 0.05, so Ho is accepted and Ha is rejected. The average posttest value of the out-of-class learning method is 76.3636 and the average posttest of the problem-based solving method is 77.6515. The average posttest results show that there is a difference or increase in value between the out-of-class learning method and the problem-based solving method. It can be concluded that the problem-solving method is more effective in learning to write descriptive texts compared to the out-of-class learning method.

DISCUSSION

The Effectiveness of Out-of-Class Learning Methods in Learning to Write Descriptive Texts

Based on the results of the pretest and posttest data effectiveness test, it shows that df = 32 with a calculated t value> t table = 17.607> 1.69389 and the significance of the pretest and posttest results of experimental class 1 is 0.000. It can be said that Ho is rejected and Ha is accepted, indicating that the ability to write descriptive texts using learning methods outside the classroom that have been carried out can be said to be effective.

This method is particularly effective for written learning activities where students must be able to express in writing their ideas about the objects they have seen or experienced. The application of the learning method outside the classroom gives students the opportunity to directly observe objects and events in the school environment and use them as material for writing descriptions. In the opinion of Husamah (2013:19), the outside classroom learning method is effective in improving students' learning outcomes. This method is a learning method that takes place outside the classroom, using the school environment as a medium and source of learning.

The Effectiveness of Problem Solving Methods in Learning to Write Descriptive Texts

Based on the results of the pretest for writing descriptive texts, the experimental group 2 obtained an average score of 59.43 and the average posttest

for writing descriptive texts after being treated with the problem-solving method increased to 77.65. The data shows that there is an increase in the average score for writing descriptive texts from the pretest to the posttest. This method is effective for use in learning to write descriptive texts because it can improve students' abilities. Students become more critical and innovative in solving a problem they are facing.

This is in accordance with the opinion of Carkes et al., (2012:115) who stated that learning with problem-based solving methods can force students to think critically in solving real problems, their understanding of concepts and learning materials becomes deeper and more meaningful.

The Effectiveness of Writing Descriptive Text Ability Between Out-of-Class Learning Methods and Problem Solving Methods

There is a difference in the level of effectiveness between the out-of-class learning method and the problem-solving method. The problem-solving method is the most effective method to use in learning to write descriptive texts compared to the out-of-class learning method. The level of effectiveness of the two methods can be seen by looking at the results of the Scheffe test and the difference in the increase in the average value of the two research groups which shows the order of effectiveness starting from the problem-solving method, the out-of-class learning method, and conventional.

Problem solving methods can encourage students to analyze problems in depth, consider various solutions, and make decisions based on their analysis. This helps to improve critical and analytical thinking skills. In line with Rahayu (2016: 31) who revealed the problem-solving method in the form of an explanation of a particular problem, incident, event or situation, then students are tasked with finding alternative solutions. This will be quite helpful for students in expressing ideas and applying their knowledge in written form.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and discussion, it can be concluded that in experimental group 1, the significance value obtained is less than 0.05 (0.000 <0.05), so Ho is rejected and Ha is accepted, meaning that the out-of-class learning method is effective to be applied in learning to write descriptive texts. Meanwhile, the results of data analysis in experimental group 2 obtained a significance value of less than 0.05 (0.000 <0.05) indicating that there is a significant difference between the pretest and posttest values, so the problem-solving method is effective to be applied in learning to write descriptive texts. Analysis of the effectiveness of the out-of-class learning method and the problem-solving method produced a sig. (2-tailed) value of 0.445> 0.05, so Ho is accepted and Ha is rejected. The average posttest value of the out-of-class learning method is 76.3636 and the average posttest of the problem-solving method is 77.6515. It can be concluded that the average posttest score of both methods shows that there is an influence on the results of writing descriptive texts of students after the application of out-of-class learning methods and problem-solving methods. The results of the Scheffe test and the difference in the increase in the average scores of the two research groups show the order of

effectiveness starting from the problem-solving method, out-of-class learning methods, and conventional.

FURTHER STUDY

This research has been attempted and implemented optimally to obtain maximum results. This research has limitations, namely the variables used in this study are only limited to the aspect of using learning methods. Several aspects that influence such as motivation, learning style, learning environment, and socio-cultural and economic background, as well as community conditions that cannot be controlled. The results of the study could be influenced by other variables outside the variables set in the study.

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