

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition of Outdoor Education

Taken from Jones (2004), the New Zealand Ministry of Education defines outdoor education in a broad term as: “Education *in* the outdoors, *for* the outdoors, and *about* the outdoors:

Education in the outdoors is the use of the natural environment in the educative process using direct experiences as the teaching medium for any curriculum domain (Hammerman et al, cited in Boyes, 2000).; *Education for the outdoors* involves developing ‘the skills, attitudes and appreciations necessary for intelligent and safe use of the outdoors (Smith et al, cited in Boyes, 2000).; *Education about the outdoors* focuses on the interrelationship of the human being and the natural resources upon which societies depend, with the goal of stewardship in mind (American Council on Outdoor Education, cited in Boyes, 2000).

Taken from Szczepanski, A., Malmer, M., Nelson, N. & Dahlgren, L. O. (2006), the Center for Environmental and Outdoor Education (2004) stated that outdoor education is an approach that aims to provide learning in interplay between experience and reflection based on concrete experience in authentic situations.

Priest (1986) on the journal “Redefining Outdoor Education: A Matter of Many Relationships” quoted the definition of outdoor education that was popular in 1980s that stated that *Outdoor Education is an experiential process of learning by doing, which takes place primarily through exposure to the out-*

of-door. In outdoor education the emphasis for the subject of learning is placed on RELATIONSHIPS, relationships concerning people and natural resources. For Priest, outdoor education is comprised of six primary points, there are: *first*, it is a method for learning.; *second*, it is experiential.; *third*, it takes place primarily outdoors.; *fourth*, it requires the use of all senses (it is holistic).; *fifth*, it is based upon interdisciplinary curricula.; *sixth*, it is about relationships involving people and natural resources (Gilbertson, Bates, McLaughlin, & Ewert, 2006: 4).

2.2 The Concept of Outdoor Education

Szczepanski (2001) explained that the concept of outdoor education conceals very concrete and hands-on methods that can be illustrated by the thematic activities for animating knowledge that was mentioned earlier. A characteristic of the distinctive nature of outdoor education is action-oriented learning, which emphasizes *development of knowledge through activity*.

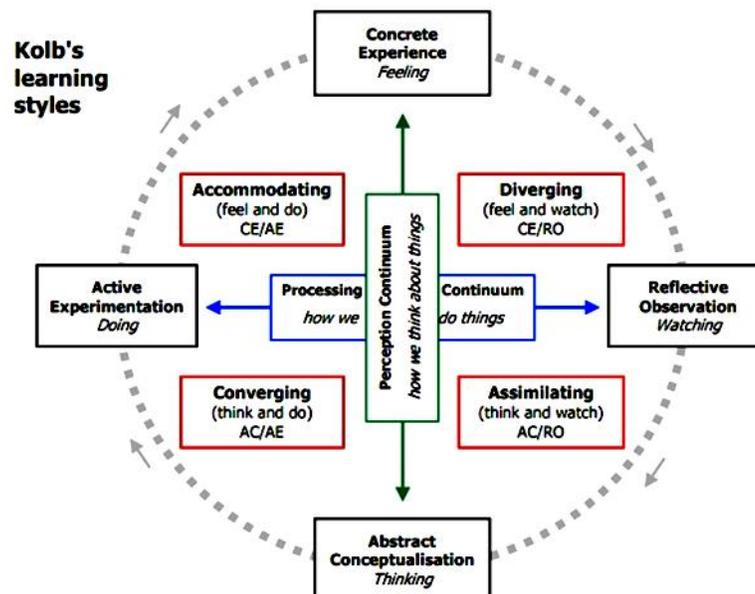
Outdoor education as a method gives us the chance to secure a sort of ‘tacit knowledge’, where words are not enough. A central goal of this pedagogy is to create, by activities and experiences in the outdoor environment, knowledge and close relationships to nature, culture, and society. Outdoor education wishes to emphasize the importance of the direct view, ‘the fingers-in-the-earth perspective’, where the intentionality (directness of action and thoughts) in its didactic context is related to the outdoor classroom as a learning environment.

2.3 Theory in Outdoor Education

2.3.1 Experiential Learning Theory

Taken from Gilbertson, Bates, McLaughlin, & Ewert (2006: 9), Dewey (1983) delineated the use of direct experience in education, or experiential education. Experiential learning is learning that occurs through an authentic experience.

Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience (Kolb, Boyatzis & Mainemelis, 1999). Taken from Nurlaila Sopamena (2010), Kolb (2006) sets out four distinct learning styles. Moreover, Kolb includes that cycle of learning as a central principle his experiential learning theory. (See figure 2.1)



[Figure 2.1: Kolb's Experiential Learning Cycle (2006)]

The Learning Cycle and Learning Styles mentioned above are illustrated as follows:

- * The four red rectangles represent the learning styles
- * The four black rectangles represent the learning cycle.
- * The green rectangle shows the two different ways of knowing.
- * The blue rectangle shows the two different ways of understanding

The learning cycle is divided into two aspects “knowing” and “Understanding” or “transforming” knowledge. On “Knowing” aspects that are consist of Concrete Experience (CE): refers to direct experience, and Abstract Conceptualization (AC): knowing about theoretical, forming a theory based on what was observed. On “Understanding” or "Transforming" knowledge aspects are consist of Reflective Observation (RO): consciously trying to put or find meaning or association to the concrete experience by watching and listening, and Active Experimentation (AE): tests the theory in a new situation, learning by doing.

The learning styles are divided into four categories: Diverging / Divergent (feeling and watching), Assimilating (watching and thinking), Converging / Convergent (doing and thinking), and Accommodating (doing and feeling).

Kolb explain that the Diverging style’s dominant learning abilities are Concrete Experience (CE) and Reflective Observation (RO). People with this learning style are best at viewing concrete situations from many different points of view. It is labeled “Diverging” because a person with it performs better in situations that

call for generation of ideas, such as a “brainstorming” session.; The Assimilating style’s dominant learning abilities are Abstract Conceptualization (AC) and Reflective Observation (RO). People with this learning style are best at understanding a wide range of information and putting into concise logical form.; The Converging style’s dominant learning abilities are Abstract Conceptualization (AC) and Active Experimentation (AE). People with this learning style are best at finding practical uses for ideas and theories. They have the ability to solve problems and make decisions based on finding solutions to questions or problems.; and the Accommodating style’s dominant learning abilities are Concrete Experience (CE) and Active Experimentation (AE). People with this learning style have the ability to learn from primarily “hand-on” experience. They enjoy carrying out plans and involving themselves in new and challenging experiences. Accommodating learning style prefer to work with others to get assignments done, to set goals, to do field work, and to test out different approaches to completing a project.

Gilbertson, Bates, McLaughlin, & Ewert (2006: 9) stated that the role of the teacher in experiential education is to ensure that the students is having an educational opportunity rather than a noneducative (having no effect on learning) or miseducative (learning incorrectly) learning experience.

Gilbertson, Bates, McLaughlin, & Ewert (2006: 36) explained the certain principles guide the use of experiential education as theoretical approach: (1) The experience must be authentic. For the activity to be experiential learning, it must be real, not contrived.; (2) A common activity must be used among students.; (3) The activity guiding the experience must be planned. Do not rely only on spontaneous events that students might learn from. Instead, plan your lesson and arrange an opportunity for students to gain the relevant experience.; (4) The teacher must guide the learning. Help the students make sense of the experience by putting it in perspective. Take the time to discuss what the students have learned from the experience. Ask question to increase their awareness of what they have learned.

2.4 The Elementary Students as the Young Learners

There is a general agreement in the literature about the definition of young learners based on the level of age. Henrichsen stated that the young learner (YL) were 7-12 years old. CELTYL (Certificate in English Language Teaching to Young Learners) stated that the young learners are either from 5–10, or 8–13 or 11–16. On this study the writer prefers to classify the young learners as the elementary students in the level of ages either from 5-11 or 6-12 or 7-13 years old, it is based on the real condition the level of ages of the elementary students in Indonesia.

2.4.1 The Characteristics of Elementary Students as the Young Learners

Henrichsen stated that the characteristics of elementary students are equivalent with the young learners' characteristics. Young learners come with a limited amount of knowledge, which depends on their age; socioeconomic status; exposure to literature, media and the world in general; along with other factors. The students are still actively constructing their world, which includes developing language skills in their native language.

(http://www.btrtesol.com/units/05knowing_your_students/5b_young_language_learners.php)

The young learners' characteristics based on the cognitive development, motivation, curiosity and imagination, and attention span. *Cognitive development*: Henrichsen stated that young learners' brains are still developing. They learn language and other skills and ideas that adults already know. Shin (2006) stated that children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Children construct knowledge through other people, through interaction with adults; *Motivation*: Henrichsen stated that children are motivated by people that care about them and activities that interest them and are fun.; *Curiosity and Imagination*: Henrichsen stated that children are naturally curious,

they want to know what things are and touch, smell, see, and even taste everything they can. They are also creative and imaginative; *Attention span* refers to the amount of time we can spend focusing on one thing. Young learners cannot focus one thing for long time.

On general, the characteristics of young learners are: They have short attention span. So teachers should vary their techniques and give them varied activities to break their boredom; They are very active, try to ask them to play games, role play and involve them in competitions; They are imaginative; They enjoy learning through playing; They enjoy imitating and skill-full in listening accurately and mimicking what they have heard; They respond well to rewards from the teacher; They are imaginative but may have some difficulties distinguishing between imagination and real world

Basically, young learner love to play. Learning in natural place/environment (outdoor) hopefully will be able to increase the students' motivation, because they can learn and in the same time they play. Inviting the young learner to learn by playing game or doing role play, hopefully the young learner will be more fun on learning English. Alberta (2009) stated that for young children learning a new language, play provides a safe space to try out new words. Even if they do not know the exact word for something, children do not feel embarrassed by using a different name for it since, as in play, everything can become anything

2.5 Teaching English as Foreign Language to the Elementary Students

Çakir (2004) stated that young learners need motivation to learn a foreign language. If the teacher motivated the students, they would learn faster. They learn foreign language depends on the teacher's style, they also learn foreign language by imitating the teacher, by listening and repeating. They feel embarrassed when they make mistakes. Children's foreign language learning depends on what they experience (Cameron, 2001). Alberta (2009) stated that for young children who are learning a new language, play provides a safe space to try out new words. Even if they do not know the exact word for something, children do not feel embarrassed by using a different name for it since they are playing. Alberta (2009) also suggested that teacher should be supplementing verbal communication with gestures like pointing, touching an object, making motions with your hand like the verb you are describing; use objects and pictures to support explanations and event descriptions; repeat the same idea or instruction more than once, the second time using shorter sentences, easier vocabulary and speaking more slowly.

Inviting the young students for learning English as foreign language in the enjoyable situation hopefully will be able to build the students' motivation in learning English as foreign language.

2.6 Teaching English to the Elementary Students through Outdoor Activity

On designing the English outdoor activity, the English teacher should offer the concrete experience as the base concept in outdoor education.

Concrete experience that will be gotten by the students (especially the young students) hopefully will help them to get long term memorization. Bridget (2011) stated that outdoor learning should offer an educational experience that is designed to help the students identify and solve real life problems.

Nicol, Higgins, Ross & Mannion (2007) explained that young people value experiences that are fun or enjoyable, often involving for doing something new and for doing activities that engaged the senses, leave them feeling uninhibited, being 'free', outdoors being close to nature, feel authentic and contingent (i.e. relating to the hands-on nature of practical activity). The Curriculum for excellence through outdoor learning (2010) stated that learning outdoors can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience and grow as confident and responsible citizens who value and appreciate the spectacular landscapes, natural heritage.

Foran (2006) explained the specific strategies for teaching in the outdoor classroom, there are: (1) teach in outside places that are authentic to the lesson; (2) participants have expectations for the activity; do not lose sight of the doing as a means for authentic learning; (3) the outdoors is a natural classroom where teaching and learning can be different than in the indoor

classroom. Take steps to preserve your instructional space for future lessons; (4) participant interests can be sparked through firsthand experience, a necessary aspect of the experiential process; be sure to match the activity challenge to the age of the participants; (5) participants require outdoor leaders who are knowledgeable, informed, interested, and attentive; (6) develop a sense of community, a safe, fun, friendly environment for learning and practicing new skills; (7) move the focus from competitive aspects to skill performance; focus on progression with positive support by providing constructive feedback; (8) know the outcomes for each activity. This will allow detection (what is not quite right) and correction (skill adjustments to improve performance); (9) be prepared for each lesson: Have safety checks in place, reminders for updating participants, equipment inspected, and the instructional site confirmed and inspected; (10) participant engagement is essential; keep it fun but in a structured format to maximize learning time in the field; (11) use visuals and a hands-on approach for demonstrations—promote a sense of doing; (12) participants pay less attention to long speeches. Use simple words and phrases in discussions.

Gilbertson, Bates, McLaughlin, & Ewert (2006: 12) stated that not surprisingly, compared to the traditional classroom approach there are a number of unique considerations associated with teaching in an outdoor setting. Some of these factors include the following: outdoor education often requires specialized equipment and materials; and outdoor teaching typically involves longer periods of time than is normally afforded in the typical

classroom setting as well as externalities such as transportation expenses.

Hence, there is often a need for extra time, effort, and expense.

2.7 The Concepts of Outdoor Activity

Outdoor Activity in this study refers to the teaching learning process that is done in the natural place/environment to deliver the knowledge by giving an opportunity to the students to interact with the environment and real objects. The activity that is created must be able to achieve the goals of study that is already designed by the teachers. Gilbertson, Bates, McLaughlin, & Ewert (2006:111) stated that an activity involves action rather than sitting and listening. Activities are the basis for all hands-on education, and experiential learning requires activity in the learning exercise. Szczepanski (2006) stated that the identity of the phenomenon outdoor education is characterized by actual physical presence also by its holistic nature, which emphasizes development of knowledge through activity.

Teaching English in the classroom, generally the English teacher uses text book as the source of knowledge. The worksheet that is used by the English teacher takes from the text book also. Teaching English through outdoor activity, the English teacher can move away from text book to do concrete experience. The worksheet that is used in EFL outdoor activity should be designed by the English teacher her/himself that should be based on the real objects that are used in EFL outdoor teaching.

In the implementation of EFL outdoor activity, it involves three-stage procedures, there are: pre-outdoor activity, while-outdoor activity, and post-outdoor activity.

2.7.1 Pre-outdoor activity

Pre-outdoor activity is the activity that is done before doing the main outdoor activity in the natural place/environment whether in the school area or outside the school area.

Gilbertson, Bates, McLaughlin, & Ewert (2006: 118) explained that in outdoor education, lecture is typically used for short durations, such as periods of 5 to 15 minutes. It is effective for introductions, conclusions, and when technical information must be shared to prepare students for practice. Some lecture examples include the following: presenting equipment types and construction.; explaining a technique-defining it, describing it, and explaining when it is best used.; describing taxonomy or life history of plant or animal.; explaining a purpose, philosophy, or theory that support why or how a topic is being presented,; reviewing background information to reinforce understanding of a topic.

In pre-outdoor activity, the English teacher activates the students' prior-knowledge before entering to the main topic, and prepares the students before doing EFL outdoor activity.

1. Activating the students' prior knowledge
 - a) Activating the students' prior knowledge by using clues.

The English teacher uses verbal account on giving the clues without using other media. In this context, the students should be able to identify the English sentences that are spoken by the English teacher. In the schemata theory, it is closely to the 'bottom-up' model.

Bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading (Li, Wu & Wang : 2007). Gebhard (1996: 144) explained that bottom-up processing refers to a process of decoding a message that the listener hears through the analysis of sounds, words, and grammar. The successful of 'bottom-up' relies on recognition of sounds, words, and grammar.

b) Activating the students' prior knowledge by using picture.

The English teacher uses picture to activate the students' prior knowledge. The English teacher shows the picture to the students and gives short answer questions. Gebhard (1996: 175) explained that the EFL teachers usually limit the scope of conversations so that these conversations are manageable and the students are successful. One way teachers do this is to control the kinds of questions they ask, using yes-no, either-or, and identity questions. As these question-types only require students to give

short answers, they can focus attention on comprehending the meaning in the questions.

In the schemata theory, it is closely to the ‘top-down’ model. Li, Wu & Wang (2007) stated that top-down model emphasizes the use of readers’ real world knowledge in memory. Top-down processing occurs as the system makes general predictions based on higher level and general schemata. Gebhard (1996: 144) explained that top-down processing refers to using background knowledge to comprehend a message. The successful of ‘top-down’ processing hinges having the kind of background knowledge needed to comprehend the meaning of message.

c) Activating students’ prior knowledge by playing game.

Teacher invites the students for playing game and asks identity questions to activate the students’ prior knowledge.

2. Delivering the English material.
3. Explaining the activity and/or challenge that will be done by the students in English outdoor learning.
4. Explaining the rules that must be obeyed by the students during the implementation of EFL outdoor activity.
5. Explaining the procedure of doing the activity that will be done by the students.

2.7.2 While-outdoor activity

While-outdoor activity is the main activity that is done by the English teacher and students in the natural place/environment whether in the school area or outside the school area.

The implementation of outdoor activity can be done both in school area and outside the school area. The curriculum for excellence through outdoor learning, Learning and Teaching Scotland (2010) stated that the school grounds are often the first step in taking pupils outdoors. Nicol, Higgins, Ross, & Mannion (2007) stated that school grounds are the significant location for schools' provision of outdoor learning. Actually on implementing the outdoor activity can be done at the outside the school such as at the public places, at the zoo, at the beach, at the forest, etc. The natural place/environment that will be used to implement an outdoor activity can be set by the teachers to support the successful of outdoor activity. Wagner (2000) stated that thoughtful and imaginative teamwork by designers, teachers, students, facilities personnel, and parents can develop a new or existing school site's full potential in ways that create more flexible learning environment with greater educational options. Çakir (2004) stated that providing young learners with bodily-kinesthetic activities such as making things, singing action songs, playing games, doing project works, doing hands-on activities is a great help for them to understand the target language due to the fact that they

eagerly explore the language to understand through the physical activities.

Bridget (2011) stated that outdoor learning should offer an educational experience that is designed to help the students identify and solve real –life problems. The English teacher can invite the students for doing role play activity. By doing role play activity, the teacher can introduce to the students about the pattern and system of real life.

Harmer (1983:123) stated that the idea of simulation and role play is to create the pretence of a real-life situation in the classroom: students simulate the real world. In this case is not in the classroom, but in outside the classroom. During the role play activity, the teacher may act as a participant, that is to say as one of the people involved. Teacher can help to organize the direction of the simulation and help the students who find a difficulty. Alberta (2009) explained that the relationship between language development and play is two-way: Language makes it possible for children to adopt roles, and to negotiate the rules and goals of play. Dramatic or pretend play stimulates the development of language.

Ideally, the implementation of EFL outdoor activity is not only able to develop the students' language skill, but it also able to develop the students' motor/physical skill, social skill, and intellectual skill. Early Childhood/Family Education Program, Oklahoma State Department of Education stated that the outdoor environment offers

experience to facilitate growth and enhance skills in all areas of development. *Physical Skills*: enhance large motor and eye-hand coordination, balance, strength, endurance and manipulation. *Social/Emotional Skills*: nurture cooperation, negotiation, turn taking and role playing. *Language Skills*: facilitate vocabulary development, positional words and conversational skills. *Intellectual Skills*: reinforce sorting, classifying, creativity, imagination, problem solving, exploration, discovery, etc. (<http://www.Oklahoma+State+Department+of+Education+stated+on+Early+Childhood%2FFamily+Education+Program>)

2.7.3 Post-outdoor activity

Post-outdoor activity is the activity that is done by the English teacher and students after doing the main outdoor activity in the natural place/environment whether in the school area or outside the school area.

In post-outdoor activity, the English teacher checks the students' understanding by using the real objects or pictures.

1. Reviewing the students' challenge.

Teacher reviews the challenge that is already done by the students in while-outdoor activity. Teacher corrects the students' job on doing the challenge by checking the students' reason.

2. Checking the students' understanding.

a) Checking the students' understanding individually.

Teacher checks the students' understanding one by one to make sure that the students fully understand about the English material that is already delivered in outdoor teaching.

b) Checking the students' understanding in group.

Teacher checks the students' understanding in group to make sure that the students in group understand about the English material that is already learned by the students in the previous activity.

2.8 Previous Study

The previous research that is closely with this study is the research under title *Effects of Outdoor Education Programs for Children in California* by the American Institutes for research (2005). This research focused to observe impact of outdoor education program. Specifically, this research observed the participation of outdoor education programs on giving an impact for students' personal and social skill (e.g., self-esteem, cooperation, teamwork) and foster students' stewardship of the environment and their appreciation of the importance of the wise use of natural resources; and the outdoor education program on receiving the science instruction that can increase the students' knowledge and understanding of science concepts. Data collections that were used in this research were surveys and site visits. The data were analyzed by using qualitative and quantitative analysis. The

participants were four elementary schools in California and total of 255 students from those four elementary schools. The similarity of American institutes for research with this study is observing about the outdoor teaching in elementary students, but actually the focus is totally different. The focus of this study is to observe about the implementation of EFL outdoor activity.

The previous research by Nurlaila Sopamena (2010) under title *Teaching Speaking through Outdoor Experiential Learning (A Case Study in One Private Junior High School in Bandung)* focused to find out how outdoor experiential learning is implemented in teaching speaking in one private Junior High School in Bandung, to find out the benefits and challenges in outdoor experiential learning are as perceived by students and teachers in one private Junior High School in Bandung, and to find out how the teachers cope with the challenges of the speaking of outdoor experiential learning. The research design was a qualitative study. This study explored clearly of practical ways in which teacher's conduct outdoor experiential learning toward students' speaking and to identify whether this method have benefits and challenges as perceived by students and teachers in process of teaching and learning in one private Junior High School in Bandung. The data collection techniques were observation, document analysis, and interview. The similarity with this study is to observe the teaching outdoor process in the field of English language, but the focus is totally different, the students' level that is observed and the research design are also different with this study. The focus of the study by Nurlaila Sopamena was on the teaching speaking

through outdoor experiential learning, but this study is focused on the implementation of teaching EFL students through outdoor activity on general.