

CHAPTER I

INTRODUCTION

This chapter sets out the background of the study, statement of the problem, the purpose of the study, the significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Irawan (2005) stated that outdoor class is a learning approach that uses the atmosphere outside the classroom as a learning situation a variety of games as a media for the transformation of the concepts presented in the learning.

In line with this statement, Sholeh (2012) referred that the learning process for the students to be really fun, in order to the that students like learning. Learning environment is created so that there is no psychological pressure for both parties, teachers and students. Learning outside the classroom (outdoor study) is an effort to create learning, to avoid saturation, boredom, and only perceptual learning in the classroom.

In short, outdoor class is a study which is conducted teaching learning process outside the classroom in order to the students can see the real object or natural place. But, there are only few of schools which implement outdoor teaching and learning. The schools which are applying the 'nature-school' concept are focus on implementing the outdoor teaching. Actually, every school can apply outdoor teaching because outdoor teaching can be implemented whether outside the school or around school area.

Moreover, Wagner (2000) explained that outdoor learning consists of pathways, aquatic areas, play structure areas, sandy spaces, seating areas of various sizes, gardens, ball fields, wooded area, dramatic play areas, covered pavilions or porches, canteen, or other places in

the school. He also referred that thought and imagination from teamwork which are designed by designers, teacher, students, facilities personnel, and parents can create new or develop existing school site's full potential in ways that to create more flexible learning environment with greater educational options.

Jhon Dewey in Ord & Leather, (2011) was one of expert who gave contribution about the importance of outdoor teaching development. He believed that the idea of experiential learning, which means learner needs to try and undergo something in order to learn it. This idea of active and explorative learning can easily be connected to teaching outdoors, by letting students interact with nature and use it in the learning process. Moreover, Ord and Leather (2011) claim that to get a full understanding of outdoor teaching is important to return to Dewey's ideas.

Supporting these statement, Vygotsky in Schaffer (1996) the development of outdoor teaching is very important. Since, he stressed that children's developmental progress came from interaction with their environment. He also believed a person's social skills are developed through social interaction with someone else in a social context.

Furthermore, Patmonodeo (2003:2012) also stated that in teaching learning process, outdoor activities are essential for student's health and well-being. The sense of peace and warmth of the sun on their backs and butterfly lendgently on a flower are immeasurable. Just like that the beautiful scenery and fresh air can make their mind relax and healthier. Outdoor class provides many advantages for students as well as the motivation. According to Oliver (2009), taking the classroom outside provides an ideal opportunity for students can improve their comprehension, as well as increases intrinsic motivation by making valuable connections to the outside world. Through these outdoor class, students' motivation will be increased.

Based on Lotta Carlegard (2010) many language teachers are interested in using the outdoor room as a classroom. Learning English outdoors provides inspiration for how can

organize language teaching outdoors and gives tips for exercises that can be used by all the schools forms. Dillon et al. (2006) said that outdoor learning activities should be planned, practiced, and evaluated carefully to be affective.

Learning outdoor class is one of efforts which aimed to realize innovative learning. It can also prevent saturation, bored, and perceptual learning in classroom. Learning needs not only can be done in the classroom, but it also can be done outside the classroom, such as in open places where people can interact each other. This case was realized by elementary school teachers Islam Diponegoro Surakarta. This school found that teachers' perceptions related to outdoor class was to make the students more creative, innovative, not bored, and know the real objects.

Besides, learning outdoor class by the presence of teaching outdoor class method, the teacher can engage learners learner more closely with the actual learning resources in the nature and society. Besides that, it also can be attempted to direct the students to conduct activities that could bring them on behavior change towards the environment.

This learning activity as well perceived benefits, because in addition to change the perception of learning which makes students bored, learning by getting students to learn outside the classroom can provide a positive influence in the process of delivering learning materials, especially in English. It makes the students to be more active and be able to communicate in English directly.

There are many advantages that will be gotten by the teachers who implement learning outdoor class in their schools. But, there are so many elementary schools have never been implementing outdoor class. Based on the problems which are stated above, the researcher is interested in conducting a study about "Perception of English Teachers for Learning Outdoor Class in Elementary School at Gresik".

The researcher selects Elementary Schools at Gresik because the researcher wants to develop the existing outdoor class in Gresi. Besides, the outdoor learning in Gresik only covers certain topics and unprogrammed well. Because of those, it needs teacher perceptions to optimize the implementation of outdoor learning. Whereas, learning outdoor class places the students into joyful learning, contextual teaching and learning, cooperative learning, and to know the natural places or real objects.

1.2 Problem Statement

According to the illustration of the background of the study above, the researcher intended to start the problems:

What are the English teachers' perception of outdoor teaching and learning activity at Elementary schools in Gresik?

1.3 Purpose of the Research

Based on the problem statement above, the purpose of the study is:

To know the English Teachers' Perception of outdoor teaching and learning activity at Elementary school in Gresik?

1.4 Significance of the Study

The general objective of this research is to give contribution like theory about how to implement outdoor teaching and learning well based on the result of teachers' perceptions.

1.4.1 Theoretical Significance

The theoretical significance of this study is to give contribution to the teacher in the form of reference and additional information based on teacher's perceptions of outdoor

teaching and learning activity. From this study, the researcher hopes that the teachers are able to implement outdoor teaching and learning activity to teach the students in different way.

1.4.2 Practical Significance

In this practical significant is expected to give contribution to:

a. School

Hopefully, this study will provide information which can be used in teaching and learning activities at school. This research can be used as a reference of outdoor teaching and learning class. In order to the teachers can deliver the materials to the students easily by implementing communicative and interactive activities which make them to enjoy learning English.

b. Teachers

This study will help the teachers to give clear explanation and understanding easily related to the best illustration of outdoor teaching and learning in order to they can implement it in teaching and learning process at their school.

1.5 Scope and Limitation of Study

In this study, the researcher focus on “English teachers’ perception of outdoor teaching and learning activity at Elementary School in Gresik”, whether they have been implemented outdoor teaching and learning activity or not. She scopes this study in the teachers’ opinion about outdoor teaching and learning which talks about time, place and how outdoor is implemented.

The limitation of this study is focus on outdoor teaching and outdoor learning activity. The researcher limits outdoor teaching in which the teachers deliver the materials to learner outside classroom by using interactive activities. She also limits outdoor learning in which

learning process is conducted outside classroom so that learners are able to know the things which never known by them in the classroom.

1.6 Definition of Key Terms

The definition of key terms in this study are :

- 1. Outdoor teaching and learning** is an outdoor process of teacher interaction to the students in teaching English at Elementary School by letting them to interact with nature, to see the real objects and apply it in learning English.
- 2. Teacher's Perceptions** is thought or opinion of the English teachers toward implementation of outdoor teaching and learning regard to the activity, topic selection, and place at elementary school in Gresik. In this study, the researcher conducts questionnaires to the teachers to know their perceptions. The selection of the teachers are come from elementary schools in Gresik and the data collection takes place at elementary school where the teacher teaches.