

CHAPTER II

REVIEW OF LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings. This chapter discusses the definition of the perception, person's perception, definition of outdoor teaching, definition of outdoor learning activity, the advantages of outdoor teaching and outdoor Learning, and previous study.

2.1 Definition of Perception

One's perception of things will affect behavior of the objects or events that happened (Walgito, 2002: 73). Thoha (2008: 141) Perception is a cognitive process that is experienced by everyone in understanding the information about the environment, both through sight, hearing, appreciation, feeling, and smell. While, Jalaludin (2012: 50) stated that "perception is the experience of objects, events, or relationships obtained by concluding information and interpret the message". In this case, perception is focused on English teachers' perceptions of outdoor teaching learning activity.

Learning need not only be done in the classroom, but also it can be done outside the classroom, such as in open places where people can interact each other. This is realized by elementary school teachers' Islam Diponegoro Surakarta. That the teachers' perception outdoor class is to make the students creative, innovative, not bored, and to know the real object.

Supporting those statement, Mr. West (2012) said that the outdoor classroom allows students to get outside. He also said that the students get intrinsic reward when they see their work successfully in producing something. Similarly, Ms. Molly thinks the outdoor classroom is a “great spot” and has used it a couple times for her classes but not often.

Based on teacher’s perception, outdoor classroom makes enjoy teaching and learning activity, especially English to cover their learning needs. It is useful for the students to see the real object and natural place.

2.2 Person Perception

Person perception is the people outputs (evaluations, memories, impressions) that are gotten and shaped by their knowledge and experience in social phenomenon (Marcrae and Bedenhausen, 2001). Based on Robbins theory in person perception (2001), person perception is interpretation of an object, this is important because people make conclusion regarding what they see and what they feel in form of judgment about an object. Perception and judgment regarding person’s action are significantly influenced by the assumption we make about the person’s internal. In this study, the researcher takes person perception as people outputs (evaluation, memories, impression) which are gotten and built by their experience and their knowledge in social environment.

Evaluation is the process of judgment or giving value to the result which have been achieved in program (Tyler in Idowu, 2015). While, Rombach in Idowu (2015) stated that evaluation is collecting information then use that information to make conclusion about an education program. There are two types evaluation, they are formative and summative (Blooms in Idowu 2015). Formative evaluation is monitoring progress in each step during the teaching learning process, whether the process is effective or not, and if not, what changes

must be made to improve its effectiveness. Summative evaluation is measurement of impact or change at the end of entire teaching process.

Memory can be defined as saving information related to personal experience (Hoven and Eggen, 2007). While, James in Tulving (1989) stated that memory is saving good or bad experience that is through in the past and it can be showed in the future. Memory is set of cognitive capacities by which retain information and saving past experience, usually for present purposes. Memory is one of the important ways by which our histories, our current action and experiences. Memory is able to be a source of knowladge. We remember experiences events which are not happening now, so memory differs from perception. In this study, memory is teacher's past experience about outdoor teaching and learning activity.

Impression is the overall effect of something that has already occurs (Mazarin, 2015). Impression refers to the process in which individuals attempt to influence the opinions or perceptions others hold of them. Impression management also reffered to as self-presentation, it is goal-directed activity that helps to establish the boundaries of what is considered acceptable behavior. Impression management has been used to define interpersonal communication phenomena, including environment. In impression management, individual or organization must establish and maintain impressions that are congruent with the perception they want to convey to their public. In this research, impression refers to the teacher's opinion about outdoor teaching and learning activity.

In this research, the teachers give opinion based on their experience and knowledge. So, the researcher wants to know the difference between perception and interpretation about the process, environment, effectiveness, and the result of that subject based on the respondent's evaluation, memory, and impression.

2.3 Definition Outdoor Teaching

Jhon Dewey in Ord & Leather, (2011) was one of experts 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 statements, 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.

2.4 Definition Outdoor Learning Activity

Outdoor learning with details of the available guidance, self-evaluation materials and support for inclusion and equality. Learning is frequently most effective when learners have the opportunity to think and talk together, to discuss ideas, analyse and solve problems, without constant teacher mediation. Learning active is learning which engages and challenges children's thinking using real-life and imaginary situations.

Outdoor learning experiences are often remembered for a lifetime. Integrating learning and outdoor experiences, whether through adventures further a field or play in the immediate grounds, provides relevance and depth to the curriculum in ways that are difficult to achieve indoors. (Curriculum for Excellence through Outdoor Learning, Learning and Teaching Scotland, 2010).

Outdoor learning involves other activities, they are cultural visits, geography fieldwork and science, countryside and environmental, education, outdoor and adventurous group activities, visits to museums, and learning through outdoor play. With outdoor learning is able to offer challenge, coherence and relevance, enjoyment. It is important for children and young people's health development and well-being. Learning outdoors provides children and young people with rich and varied opportunities for resourcefulness, inventiveness and imagination. It is therefore vital that establishments maximise children's opportunities to learn outdoors.

Supporting these statement, (Curriculum for Excellence through Outdoor Learning, Learning and Teaching Scotland, 2010) the development of outdoor learning can be the educational context which encourages children and young people to make connections experientially for understanding within and between curriculum areas and meeting learner needs.

2.5 The Advantages of Outdoor Teaching and Outdoor Learning

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 the students to improve their comprehension as well as increases intrinsic motivation by making valuable connections to the outside world. Through these outdoor classes, the students' motivation will be increased.

Now a days, there is a substantial base of national and international evidence about the advantages of taking learning outdoors. There are the impacts of outdoor learning on children and young people's wider achievements, health and wellbeing, attainment and personal development.

There are the advantages of outdoor teaching and outdoor learning:

- a. Connections are made experientially with the real world outside the classroom for helping to develop skills, knowledge and understanding in a meaningful context.
- b. Outdoor environments as a stimulus for creative thinking and learning. These produce opportunities for challenge, enquiry, critical thinking and reflection.
- c. Children find that not everything outside matches the models or the textbooks. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills.
- d. Children are able to understand the relevance of a subject taught in school to everyday life and more focused when outside, especially in a natural space.
- e. The multi-sensory experience outdoors helps children to retain knowledge more effectively and make the children healthy.
- f. Being outdoors can be a more relaxing learning experience for many learners and with outdoor classroom give motivation for students and teacher to teach and learning activity especially English lesson.

2.6 Previous Study

The outdoor facility can provide a great opportunity for the students to keep a journal on the developmental progress of the outdoor classroom (Education Scotland Foglam Alba). The students may also want to sit in the natural area and write poems or essays about their surroundings. Writing news articles on the outdoor classroom's success would be an excellent opportunity to practice journalism. A monthly news letter might also be developed.

There are many studies which talk about outdoor teaching and learning. In the research of Rickinson et al (2004), the researcher found that there are many advantages which can be gained by teachers and students who implement outdoor teaching and learning.

The previous research by Sofya Hanny (2008) under title *An Analysis of EFL Outdoor Activity at SD Sekolah Alam Insan Mulia Surabaya (SAIMS)* focused on the basic principle of the implementation EFL outdoor activity by the English teacher is to make the teaching process to be more contextual and applicable. That is why, the English teachers can give kinds of activities for teaching English through outdoor activities.