

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher going to present the introduction consist of research context, research focus, research objective, significant of the study, scope and limitation and the definition of keys term.

#### A. Research Reasons

Learning is the result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change. learning is not bound by place and time because theoretically the learning process can be carried out in closed and open spaces or the outdoors.

Outdoor Learning is an engaging, effective and enjoyable form of learning, whether the emphasis is personal, social or environmental, or is about learning itself. Outdoor Learning provides first hand experience for learning about our natural world. It is also a powerful medium for personal, organisational and cultural change.<sup>1</sup>

Outdoor learning will give students the opportunity to have direct contact with the real world and provide a unique experience that is not found in the classroom or books.

Outdoor learning makes it easy for teachers and students to use various media in the environment as an effective and efficient.

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<sup>1</sup> Husamah, *Outdoor Learning*, (Jakarta: Prestasi Pustaka Raya Publisher, 2013), 18

This learning material is concerned with the media for teaching English. It is important to improve teachers' knowledge about the instructional media in presenting materials. On the other hand, teaching aids are used by teachers to impart and emphasize on information, stimulate interest, and facilitate the learning process. They range from simple to sophisticated ones and they can be aural, visual, or computerized.

The major problems of teaching English in class seem that learners are not interested in studying. In order to make them interested in learning, and make them motivate in learning, it is suggested that English teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.<sup>2</sup>

Gagne defines that media are various components in learners' environment which support the learners learn.<sup>3</sup> Briggs defines media are physical means which are used to send messages to the students and stimulate them to learn. A little bit differences from the opinions of the two experts.<sup>4</sup>The National Education Association defines that media are the forms of communication either printed or audiovisual.<sup>5</sup>

Whatever the definitions of media are, there is a guideline which can be stated about media. Media is anything used to send message from the sender to the receiver, so it can be aroused the learners' thought, feeling, and interest to gear the students' learn. The use of learning media in activities outside the

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<sup>2</sup> Nuhung Ruis dkk, *Instructional Media*, Ministry of National Education, 2009, 02

<sup>3</sup> Muhammad hasan, *Media Pembelajaran*, (Jakarta: Tahta Media group), 2019. 27

<sup>4</sup> Nuhung Ruis dkk, *Instructional Media*, 03

<sup>5</sup> Muhammad hasan, *Media Pembelajaran*,. 28

classroom is very helpful for teachers in implementing environment-based learning. Learning outside the classroom is an out-of-school activity that contains activities outside the classroom or school and in the wild, such as: playing in schools, parks, farming or fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge.

In the previous researcher by Siti Afidah in his thesis, his said as the result of his thesis that there are many problems which are faced by the students during teaching English in the classroom. because the learning process carried out by the teacher has been very less creative. explained that the use of outdoor learning media can help students be motivated in learning Speaking Skills In Procedure Text For The Ninth Grade Students.

The phenomen at eleven grade of SMA Al-Arifin Camplong Sampang, Researcher found that students experienced boredom in learning English because the learning process carried out by the teacher has been very less creative.<sup>6</sup> The use of conventional media and the continuous implementation of lessons in the classroom are the main causes. to overcome these problems, teachers carry out learning outside the classroom with the use of natural media.

Implemented English lessons outside the classroom through the use of objects around that were not prepared in advance. As long as the use of objects as media works efficiently and effectively, it is felt by the teacher and makes students feel happy and motivated.<sup>7</sup>

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<sup>6</sup> Mahrufatin, Interviewe, English teacher of SMA Al-Arifin Camplong, 11 December 2020.

<sup>7</sup> Fathur Rosy, Interviewe, English teacher of SMA Al-Arifin Camplong, 11 December 2020.

The teacher in applying this media prioritizes objects around students that are easy to find so that with this convenience it has helped the teacher in explaining learning materials to students such as strengthening vocabulary. then with the use of these media in the learning process, the majority of eleventh graders are able to master varied vocabulary and good arrangement of sentences.

The use of that media so far has fostered student enthusiasm in learning so that it has an impact on improving student learning outcomes in English lessons. changing the notion of boring and difficult English lessons into fun and creative lessons.

The Strategy of The Use Things Around Us As An Outdoor Activity positive impact on the implementation of learning in the school. So that, Well, after the researcher found the phenomen above, the researcher is strongly interested to this phenomen. Because it really needs a big intention for their education quality as next generation in the future.

## **B. Research focus**

- 1) How does the teacher use the media of The Use Things Around Us As Media in English Teaching at eleventh grade Students of SMA Al-Arifin Camplong Sampang?
- 2) How are the students' responses of The Use Things Around Us As Media in English Teaching at eleventh grade Students of SMA Al-Arifin Camplong Sampang?

### **C. Research Objective**

- 1) To know The Teachers' use the media of The Use Things Around Us As Media in English Teaching at eleventh grade Students of SMA Al-Arifin Camplong Sampang.
- 2) To know the students' responses of The Use Things Around Us As Media in English Teaching at eleventh grade Students of SMA Al-Arifin Camplong Sampang.

### **D. Significances of the Study**

#### 1. For Students

In the result of this study, the researcher hopes this research can give benefits for students At SMA Al-Arifin Camplong Sampang in order that they can develop and understand more about Outdoor Activity In English Learning. Especially for eleventh graders who carry out English language learning by utilizing surrounding media.

#### 2. For Teachers

It can be evaluation for teachers in order that they can add their comprehension and become anew reference especially in teaching Learning For Student At SMA Al-Arifin Camplong Sampang. especially to teachers teaching English lessons in grade eleventh who in their implementation utilize the surrounding media.

### **E. Definition of Key Term**

By having the definition of key terms, the researcher tries to avoid the readers' misunderstanding of this research. Creswell suggests that we are

better to begin our research by narrowing our topics to a few key terms using one or two words or short phrases<sup>8</sup>. The researcher provides some definitions of terms used as keyword.

- 1) Teachers' Strategy : The teacher's efforts to vary the method of teaching and create a pleasant teaching atmosphere outside classroom
- 2) Things Around Us As : a form of strategy used by teachers in carrying out English learning outside the classroom
- 3) Media : Is anything that use by the teacher in teaching learning process to stimulate the student to learn and learning.

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<sup>8</sup>John W. Creswell, *educational research (planning, conducting and evaluating quantitative and qualitative research*, 2012), Bostonpress, 82.

