

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

Teaching is a process of delivering or transferring knowledge from a teacher to the students. A teacher must know how to master the class when teaching, teaching techniques, and various teaching styles. The teaching style of a teacher in the classroom is the teacher's way of making it easier for the students he teaches to accept the subject matter presented, as well as a tool to overcome boredom in students while studying, and also to increase student interest in learning. Teaching style is also a determining factor whether students are able to achieve the learning targets that have been proclaimed. Therefore, how to start teaching, teaching styles, teaching methods, and other teaching readiness must be carefully designed before learning begins.

The teacher's teaching style is a change in the behavior, attitudes, and actions of the teacher in the context of teaching and learning that aims to overcome student boredom, so that students have a high learning interest in their lessons which will be proven through their perseverance, enthusiasm, and activeness in learning and following their lessons in the classroom.

This chapter discusses the research findings and a discussion of the findings. The finding is in line with the problem statement stated in the introduction section. The results of the study present an overview of the results of the data collected through interviews. Then the researcher also uses observation and documentation techniques as a way to complete the data that

has been found. In the discussion section, the researcher explains further explanations of the findings given.

1. Research Location

This research was conducted at SMK Negeri 1 Tlanakan on July 25th, 2022 to August 2th, 2022 which is located on Jl. Raya Ambat, Tlanakan District, Pamekasan Regency. The researcher conducted the research about the student's responses on the use of outdoor learning in teaching English at the second grade student of SMK Negeri 1 Tlanakan.

2. The Profile Of School

The vocational high school is temporarily still led by Mr. Moh. Syaffak, M. Pd As Acting, which has been transferred to be the principal of another vocational school, because the head of SMK Negeri 1 Tlanakan is still not there. SMK Negeri 1 Tlanakan is one of the vocational high schools under the auspices of the Ministry of Education and Culture of the Republic of Indonesia.

a. Vision

Vision of SMK Negeri 1 Tlanakan: The realization of graduates who are civilized, qualified, local cultured and globally competitive in 2022”

b. Mision

1. Realizing graduates who believe and are devoted to God Almighty, have noble character, are independent, active, creative, innovative and able to compete according to their competencies;

2. Implementing teaching factory-based education and training in collaboration with the business world/industrial world.
3. Cooperating with IDUKA, Universities, related institutions to realize the development of educators, education staff, curriculum implementation, field work practices and marketing of graduates; Developing the potential and talents of students through extracurricular activities and discipline development;
4. Organizing quality and professional vocational training to meet the needs of IDUKA at the National and Global levels with Competency Based Training (CBT) and Production Based Training (PBT) approaches;
5. Produce graduates who are entrepreneurial and environmentally friendly.
6. Implement excellent service in school management through the ISO 9001:2015 Quality Management System.

Until now, SMK Negeri 1 Tlanakan has opened 6 Skill Competencies, including; Industrial Chemistry (salt processing), Motorcycle Engineering and Business, Computer and Network Engineering, Multimedia, Agribusiness Fishery Products Processing and the latest is visual communication design. According to researchers, SMK Negeri 1 Tlanakan is a fun school for students, besides the friendly teachers, the system at SMK Negeri 1 Tlanakan is also very young. For example,

Tuesday is a dress-free day for all citizens of SMK Negeri 1 Tlanakan so that students do not feel bored with the usual school uniform.

Before describing the results of data management and data analysis, the authors first need to reiterate about the problem to be answered, with qualitative data analysis which will be described later, as follows; "the use of outdoor learning in teaching English at the second grade student of SMK Negeri 1 Tlanakan".

The results of the research that will be described in this sub-chapter include presentations on data and findings obtained through interviews, observation and documentation. The data and sources of data obtained are limited according to the research focus. While the research findings contain the findings obtained while the researchers were in the field. And from the data from the field research, the authors can carry out data exposure according to each research focus as below.

1. Result of Observation

The researcher made the first observation on July 25th, 2022 and the second observation on August 1st, 2022. The researcher came to SMK Negeri 1 Tlanakan, Pamekasan to observe activities when the teacher taught English using an outdoor learning class. In the teaching process using outdoor learning, the researcher followed the class which at that time was in the school gazebo, the researcher sat a little away from the students and the teacher. Starting at 07.00 until 08:30.

In the whole educational process, learning activities in the form of teaching and learning processes are the most basic activities. Thus the

success of education to achieve educational goals depends on a professionally designed teaching and learning process. Learning and teaching are two activities that take place simultaneously, simultaneously, and have a shared focus. As something that is planned, learning has a permanent goal, namely changes in students.

in this meeting there are three steps of using outdoor learning in teaching learning activities there are pre-teaching, whilst teaching and post teaching each of them will be explained as follow:

a. Pre-Teaching

The activity that happens in the classroom, it means that it is the first section of teaching and learning process before the teacher teaches in the classroom, as follow:

- 1) The student follow the teacher to the school gazebo
- 2) Student answer the teacher's greeting before starting the class
- 3) Student reads a prayer before sarning the class
- 4) The teacher checks the student name list
- 5) The teacher invites students to gather in groups in each gazebo
- 6) The teacher gives a warming up the material that will be given

In this activity, the teacher give greeting to the students and the teacher asked students to pray together and checking the students name list, after that the teacher give warming up the material will given.

b. Whilst Teaching

This is the process of teaching and learning in the classroom, which is shown by the activities following:

- 1) The teacher gives an explanation of the material
- 2) The teacher explains how the group works; Students in groups carry out the tasks that have been given, that is, each group according to the task gives their opinion and thought about what is around.
- 3) The teacher gives an assignment of the material
- 4) Students answer the questions
- 5) Student discuss the assignment with the teacher

After students can better understand the material, the teacher gives assignments or several questions to students and students discuss the answers together after they have answered the assignment.

c. Post Teaching

This is the last step of teaching and learning activities in outdoor learning class.

- 1) The teacher gives the concluding of the material
- 2) The teacher gives a little discussion about the next day's material
- 3) The teacher asks the students to pray together and,
- 4) the last teacher closes the lesson by saying salam

In the post-teaching activity, before going home the teacher motivates students to study hard at school and at home, students feel enjoy and happy.

2. Result of Interview

Based on the observation data above, the researcher also took data by conducting interviews for teachers and students. There are several activities in the teaching and learning process as categorized in the following research focus:

a. Data exposure regarding the first research focus: How is the use of Outdoor Learning approach in learning English for second grade students of SMK Negeri 1 Tlanakan?

Being a good teacher is not enough just to master the learning material. Knowing how to teach well also determines the success of a teacher in teaching students. Teachers in formal educational institutions such as schools, madrasas or even tutoring centers have various teaching characteristics. Between one teacher and another, of course, they have different teaching styles and learning strategies according to their creativity.

According to the author's view, teaching characteristics are characteristics or forms of teaching style of a teacher that are attached to the person. The teaching style that needs to be applied in the teaching and learning process should be varied, innovative, and easily accepted by students. As was done by an English teacher at SMK Negeri 1 Tlanakan, Ibu Ina Zakiyah said in her interview.

1) Why are you using outdoor learning?

“*Actually, I do this outdoor learning when the students are already bored with teaching and learning activities in the classroom. When students already look tired, bored and so on, we have to find new innovations to raise their spirits again. As we all know as English teachers, not all students like learning English, seeing English which is not our native language, so as much as possible I make my students feel happy when learning English.*”¹

“*Sebenarnya pembelajaran outdoor learning ini saya lakukan Ketika anak didik sudah terlihat jenuh dengan kegiatan belajar mengajar didalam kelas. Ketika anak didik sudah kelihatan Lelah, bosan dan lain sebagainya, kita sebagi guru harus bisa menemukan inovasi baru supaya lebih membangkitkan semangat mereka Kembali. Seperti yang kita semua ketahui sebagai guru Bahasa inggris, tidak semua anak didik suka terhadap pembelajaran Bahasa inggris, melihat bahsa inggris yang merupakan bukan Bahasa asli kita.*”

Based on the results of the interview above, Mrs. Ina Zakiyah does not always use outdoor learning for her English class, but this outdoor learning class is used when the English teacher has seen that her students are starting to look bored studying in class.

1

In addition to relieving boredom, learning outside the classroom has many benefits. Students can learn by seeing the object of learning directly and also the teacher can teach that learning can be from anywhere, not only in the classroom. A teacher must be clever in choosing the right method to activate the learning process in the classroom. This can be overcome by the teacher's interactive and creative teaching style so that the class does not saturate and increase students' attention. In addition, the selection of appropriate teaching methods can facilitate teachers in implementing learning.

2) How do you apply outdoor learning?

"I still follow the lesson plans that I have made and are in accordance with the 2013 curriculum, but usually I don't have too much material when outdoors, I give more material in the form of games, puzzles and so on during outdoor learning classes."

"Saya tetap berpedoman kepada RPP yg sudah saya buat dan sesuai kurikulum 2013, namun Biasanya saya tidak terlalu banyak materi saat outdoor, saya lebih banyak memberikan materi dalam bentuk game, puzzle dan lain sebagainya saat kelas outdoor learning."

Based on the results of the interview above, outdoor learning is not monotonous when delivering the material. Although Ibu Ina continues to use lesson plans as her guide in teaching, she continues to innovate in the delivery of the material so that her students get the

material they should get but in a more enjoyable form. Based on the results of the interview above, outdoor learning is not monotonous when delivering the material. Although Ibu Ina continues to use lesson plans as her guide in teaching, she continues to innovate in the delivery of the material so that her students get the material they should get but in a more enjoyable form.

- 3) What language skills are used most often when using outdoor learning?

"There is nothing special, every material, all skills must be included. If usually in class there is more discussion or lecturing, in learning outside the classroom I focus more on games than the material itself. In the first ten minutes there is literacy, and usually I give reading, and I tell them (students) to read the story then I tell them to look for the meaning and after that we play a game with those words."

"tidak ada yang khusus, setiap materi itu semua skill pasti diikutsertakan. Jika biasanya di dalam kelas lebih banyak diskusi atau lecturing, pada pembelajaran diluar kelas saya lebih banyak ke game daripada materi itu sendiri. Di sepuluh menit pertama ada literasi, dan biasanya saya kasih reading, dan mereka (peserta didik) saya suruh baca cerita kemudian saya suruh cari artinya dan setelah itu kita main game dengan beberapa kata itu."

Based on the results of the interview above, that there is no use of special language skills when using outdoor learning, because every material must have all these English skills.

4) What topics are suitable for your outdoor learning?

“For the topic, I still adjust to the theme in the textbook. It just might be packaged in a different way. If I do, I use outdoor learning.”

“Untuk topik saya tetap menyesuaikan dengan tema yang ada dibuku ajar. Cuma mungkin dikemas dengan cara berbeda. Kalau saya ya menggunakan outdoor learning itu.”

Based on the results of the interview above, In the teaching process, Mrs. Ina Zakiyah continues to use lesson plans that are in accordance with the 2013 curriculum and topics that should be from textbooks or other teaching materials. but even though it is based on the RPP, Mrs. Ina Zakiyah also innovates in applying the material.

5) What are your preparation before begin the English teaching and learning process using outdoor learning?

“Of course Before starting the teaching and learning process, I always make a Learning Implementation Plan (RPP) to make an overview of the teaching that will be carried out in the classroom or outdoor learning.”

“Tentunya Sebelum memulai proses belajar mengajar, saya selalu membuat Rencana Pelaksanaan Pembelajaran (RPP)

untuk membuat gambaran tentang pengajaran yang akan dilakukan di dalam kelas atau pembelajaran di luar kelas.”

Based on the interview above, Mrs. Ina Zakiyah still uses lesson plans in her learning process even though she uses an outdoor learning class. With the implementation plan (RPP), teachers can carry out teaching and learning activities that are organized, determine what targets and goals the students will be taught so that what the teacher wants to convey is conveyed at least to the maximum.

With RPP the teacher can also see the success of student learning to what extent students can catch what the teacher has conveyed so that the teacher can evaluate in the future, the teacher can develop learning activities according to their respective creativity so as not to be monotonous and make students bored, and in the RPP there is also a description this type of assessment for students to make it easier for teachers to recap the value of students in each subject.

“Learning outside the classroom requires careful planning, because I can't apply this to all classes. And also learning outside the classroom is more difficult than learning in the classroom, therefore it requires careful preparation from a teacher himself.”

“Pembelajaran diluar kelas membutuhkan perencanaan yang matang, karena tidak semua kelas bisa saya terapkan

hal ini. Dan juga Pembelajaran diluar kelas lebih sulit dari pada pembelajaran didalam kelas, maka dari itu membutuhkan persiapan yang matang dari seorang guru itu sendiri.”

In addition to requiring lesson plans like classes in general, Mrs. Ina also added in her interview that outdoor learning classes require careful planning for teachers who want to implement them. Planning in learning must at least have 1) goals to be achieved, 2) strategies to achieve goals, resources that can support, 4) implementation of each decision. Because according to Mrs. Ina, outdoor learning classes are more difficult to implement than classes in general.

Teachers must carefully plan learning activities outside the classroom. Do not forget to adjust to the subject matter and also the level of students. Another important thing that Ina Zakiyah's mother considers when doing outdoor learning is safety. Do not let students experience unwanted things while studying.

- 6) What is media that used when teaching and learning process on your outdoor learning class?

“If in outdoor leaning, I only use textbooks if needed, and students' stationery only. Because when we are outdoors we learn freely and we usually study in the garden and gazebo area.”

“Kalau di kelas outdoor learning ya saya hanya menggunakan media buku paket kalau diperlukan, dan alat tulis siswa saja. Karena saat di outdoor memang belajar dengan bebas dan kita biasanya belajar di area taman dan gazebo.”

Based on the results of the interview above, the media needed when learning outdoor learning is not much. Usually, Ina only uses textbooks when needed, because Ina makes the outdoor learning class simpler and more fun for her students. Therefore, apart from being too difficult to bring a blackboard or even a projector, the outdoor learning class is not made too rigid with the media commonly used in the classroom in general.

7) Is outdoor learning effective for teaching and learning process?

“Learning outside the classroom is very effective, because when I give an assessment to students, I compare the assessment with indoor and outdoor, it turns out that the score is much better when outdoors. Because maybe they find a new atmosphere, fresher and more relaxed. It becomes a mood booster for the children.”

“Bembelajaran diluar kelas sangat efektif, karena Ketika saya memberikan assessment kepada siswa saya bandingkan assessment itu dengan indoor dan outdoor ternyata nilainya itu jauh lebih baik Ketika outdoor. Karena mungkin mereka

menemukan suasana baru, lebih fresh dan lebih santai. Hal itu menjadi mood booster bagi anak anak.”

Based on the results of the interview above, the use of outdoor learning strategies is effective in learning English. Using outdoor learning classes in teaching can improve students' skills, especially in English. the results of student assignments before outdoor learning was applied were still low. It was different from the students' results after implementing the Outdoor Learning Strategy.

“But even when I teach outside the classroom, they are more focused, compared to indoors, they talk to themselves in class. Outside of class they are really focused on me. They are better able to follow my instructions when they are outdoors.”

“Tapi malah siswa saya ketika saya mengajar diluar kelas itu malah mereka lebih focus, dibandingkan dengan di indoor, mereka malah ngomong sendiri kalo didalam kelas. Kalau diluar kelas mereka malah benar benar terfokus terhadap saya. Mereka lebih bisa mengikuti intruksi saya kalau berada di outdoor.”

In her interview, Mrs. Ina Zakiyah added that her students were more focused when they studied outside the classroom than inside the classroom. If in the class most of the students talk to themselves more than listen to the teacher. Students who are less

focused on learning can interfere with the teaching and learning process. This is because students will have difficulty understanding the subject matter, so the teacher must repeat the subject matter many times. Because it is likely that students will ask a lot of questions about the subject matter.

b. Data exposure regarding the second research focus: How do the students respond to the application of outdoor learning towards their English skill?

The learning method is a pattern that can be used to guide learning in the classroom. The way the teacher conveys learning is very important to determine the success of the learning process in the classroom, because it cannot be denied that every teacher is able to teach in the classroom, but not necessarily able to apply learning methods that are in accordance with the concepts being studied.

Learning that prioritizes the enrichment of the material is considered less able to provide great benefits for students. Because this method does not take advantage of students' reasoning power. The method also impressed the implementation of learning materials for students. So that the learning process is rigid, static, monotonous, not dialogical and even boring. Thus, to achieve the learning objectives, it is necessary to choose the right learning method.

The success of learning is influenced by aspects of learning itself, student curriculum infrastructure facilities, learning methods and so on are part of the learning aspect in which each aspect has a role as a

supporter for other aspects. The teacher is the first aspect of learning and has an important role in influencing the success of students in terms of skills, knowledge and attitudes. Because the teacher is an example for students, mentors as well as protectors in the activities of the teaching and learning process. To find out the success of the outdoor learning that Mrs. Ina Zakiyah applied, the researchers conducted interviews with several second grade students of SMK Negeri 1 Tlanakan.

1) Ifa Nur Jannah²

a) What do you think about outdoor learning?

“It's fun to study outside the classroom, the atmosphere is cooler because it's outside. If it's stuffy in class, it's hot, if it's nice, fun, not monotonous outside, what we see is just that in class.”

“Asik kalau belajar diluar kelas, suasananya lebih sejuk soalnya di outdoor. Kalau didalam kelas kan sumpek, gerah, kalau diluar enak, menyenangkan, tidak monoton yang dilihat kita cuma itu itu tok dikelas.”

Based on the results of the interview with Ifa Nur Jannah, a second grade student majoring in Computer and Network Engineering (TKJ) at SMK Negeri 1 Tlanakan above, she told how fun it was during the teaching and learning process outside the classroom by Mrs. Ina Zakiyah. In addition to the pleasant nature of the teacher when teaching, the atmosphere and pleasant classroom

conditions also affect the smooth teaching and learning process of students.

b) Would you like it if the teacher used an outdoor learning class for your English class?

“We prefer outside the classroom, we seem to be able to express ourselves better when we study outside the classroom.”

“Lebih suka diluar kelas, kita kayak yang lebih bisa mengekspresikan diri gitu kalau belajar diluar kelas.”

Based on the results of the interviews above, most students prefer outdoor learning because according to Ifa Nur Jannah's narrative, not all like English, instead, even though students don't like the subject, at least students don't feel bored when learning English using outdoor learning.

c) Do you like English?

"Yes, I quite like English. I often listen to English songs."

“Iya, saya lumayan suka Bahasa inggris. Saya sering mendengarkan lagu-lagu Bahasa inggris.”

Based on the results of the interview above, that teaching English has become a familiar thing for anyone, it is certain that everyone has learned English. From a long time ago, they were introduced to English both in informal and non-formal environments, especially formal ones. What's more, in this technological era, learning English can be from anywhere.

d) Why do you like/dislike English?

“I like learning English, because I think being able to speak foreign languages is cool. I like learning new languages, and I hope that I can go to Korea and that my English can be used there.”

“Kalau saya suka belajar bahasa inggris, karena menurut saya bisa Bahasa asing itu keren. Saya suka belajar Bahasa baru, dan saya berharap semoga bisa ke korea dan Bahasa inggris saya bisa digunakan disana.”

Based on the results of the interview above, that in the current era of globalization, it is obligatory to know English because every aspect of life has spoken English, smartphones, for example, goods that are always carried by humans wherever and whenever, most of the devices use English terms, so when don't know english be prepared to lag far behind the others.

e) What topics do you like most in learning English?

"I like when the topic is reading and speaking, I like to tell my experiences using English, even though I don't have a lot of vocabulary, I still like it when I speak in English"

“Saya suka saat topiknya reading dan speaking, saya suka menceritakan pengalaman pengalaman saya menggunakan bahasa inggris, meskipun kosa kata saya tidak banyak saya tetap suka Ketika bicara menggunakan Bahasa inggris”

f) Is outdoor learning effective for teaching and learning English?

“It is effective for English, if other subjects may not be too much, for example mathematics. Because outdoor learning makes learning more fun, and it's really suitable for friends who mostly don't like English.”

“Efektif untuk Bahasa Inggris, kalau pelajaran yang lain mungkin tidak terlalu misalkan pelajaran matematika. Karena kalau outdoor learning belajarnya lebih menyenangkan, dan cocok banget buat teman-teman yang kebanyakan tidak suka Bahasa Inggris”

Based on the results of an interview with Ifa Nur Jannah, that outdoor learning is very suitable for learning English because learning English does require an atmosphere that is not too tense and serious in the process.

g) What is the difference between learning English indoors and outdoors?

“I think the difference is that friends are more controlled by the teacher when studying outdoors. Because in class, friends like to talk on their own, don't listen to the teacher talk, I see.”

“Menurut saya perbedaannya teman-teman lebih bisa dikendalikan sama guru saat belajar di outdoor. Karena kalau di dalam kelas teman-teman suka berbicara semauanya sendiri, tidak mendengarkan guru berbicara, begitu.”

2) Rosatun³

a) What do you think about outdoor learning?

"It's more fun there, the atmosphere is more peaceful outside. In class, I already have a headache when I first listen to English."

“disana lebih menyenangkan, suasananya lebih tenang gitu kalau diluar. Kalau didalam kelas saya sudah sakit kepala duluan dengar Bahasa Inggris.”

Based on the results of interviews with Rosatun, a second grade student majoring in Computer and Network Engineering (TKJ) at SMK Negeri 1 Tlanakan above, that outdoor learning classes make students more relaxed in learning English.

b) Would you like it if the teacher used an outdoor learning class for your English class?

"I really prefer it when the teacher invites us to the park and study there, especially English"

“kalau saya memang lebih suka kalau guru sudah mengajak kami ke taman dan belajar disana, apalagi Bahasa Inggris”

Based on the results of the interviews above, they prefer to use outdoor learning rather than learning in class if they study English.

c) Do you like English?

"No, I don't really like English. I'm always confused when I speak English vocabulary, let alone being told to read, how do I know how? I am a bit excited because the teacher is fun"

“tidak, saya tidak terlalu suka Bahasa Inggris. saya selalu belibet kalau bicara kosa kata Bahasa Inggris, apalagi disuruh baca, mana saya tau caranya bagaimana. Saya agak semangat soalnya gurunya menyenangkan”

Based on the results of the interviews above, not all students like English lessons, besides it is not our main language everyday, learning English is indeed a little difficult because pronunciation and writing are not the same, one of them.

d) What topics do you like most in learning English in outdoor learning classes?

"Although I don't really like English, when I study English I prefer reading, because I don't know much English vocabulary, so I prefer reading only, usually the teacher makes games for outdoor learning"

“Meskipun saya tidak terlalu suka Bahasa Inggris, saat pelajaran Bahasa Inggris saya lebih suka kalau reading, karena saya tidak banyak tau kosa kata Bahasa Inggris, jadi saya lebih suka reading saja, biasanya ibu guru membuat game kalau di outdoor learning”

Based on the results of the interview above, although Rosatun doesn't really like English, he is more enthusiastic when the topic brought by the teacher is reading, because in outdoor learning classes, usually the teacher, Ibu Ina makes games for English lessons, especially reading.

e) Is outdoor learning effective for teaching and learning English?

"Very effective in my opinion, I'm the only one who doesn't really like English when it's time for English lessons and my outdoor classes become enthusiastic to learn."

"Sangat Efektif menurut saya, saya saja yang tidak terlalu suka Bahasa Inggris kalau sudah jamnya pelajaran Bahasa Inggris dan kelas outdoor saya menjadi semangat untuk belajar."

Based on the results of the interviews above, outdoor learning classes increase students' enthusiasm for learning. Even though they don't really like their subjects, if the teacher provides new innovations to their teaching methods, the students will definitely be more enthusiastic, as is the case with using this outdoor learning class.

f) What is the difference between learning English indoors and outdoors?

"I think the difference is very clear, just from my perspective, as I said before, when I use outdoor learning, I get excited to learn even though it's English, when I speak English and the class inside I usually talk to my friends and don't pay attention to the teacher."

"Menurut saya sangat jelas perbedaannya, dilihat dari saya saja seperti yang saya katakan sebelumnya kalau menggunakan outdoor learning saya jadi semangat belajar"

meskipun Bahasa Inggris, kalau Bahasa Inggris dan kelasnya didalam saya biasanya banyak ngobrol sama teman saya dan tidak memperhatikan guru.”

Based on the results of the interviews above, the use of outdoor learning classes is very effective for students in learning English, by adding to the pleasure and enthusiasm of students in learning, of course it will also increase the value of students in learning English.

3. Documentation

A teacher in learning must be oriented towards learning objectives. To achieve these goals automatically teachers must have careful planning while designing learning strategies and methods so that learning objectives can be achieved. The researcher tried to examine one of the Learning Preparation Plan (RPP)⁴ documents compiled by Mrs. Ina Zakiyah as an English teacher at SMK Negeri 1 Tlanakan. In the RPP document that the researcher reviewed contains the Core Competencies (KI) which consist of; KI-1: Living and practicing the teachings of their religion, KI-2: Living and practicing honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, state, regional area, and international area.

KI-3 : Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about

science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events , as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems, KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creative, and able to use methods according to scientific rules. In addition to the core competencies at the beginning, the lesson plans compiled by Mrs. Ina Zakiyah also contain basic competencies and objectives according to the syllabus that was made previously which is in accordance with the 2013 curriculum.

With the learning implementation plan (RPP), teachers can easily carry out organized teaching and learning activities, determine what targets and goals the students will teach so that what the teacher wants to convey is conveyed at least to the maximum, with RPP the teacher can also see the success students learn to what extent students can capture what the teacher has said so that teachers can evaluate in the future, teachers can develop learning activities according to their respective creativity so that they are not monotonous and make students bored, and in the RPP there is also a description of the type of assessment for students to make it more interesting. it is easy for teachers to recap the value of students in each subject.

However, in the findings of this study, the researchers found that the lesson plan (RPP) used by Mrs. Ina Zakiyah showed a discrepancy between

the contents of the lesson plan and its application in terms of the learning strategies used, namely outdoor learning. Which lesson plan should be used to make it easier for teachers to teach because almost everything needed in the teaching and learning process is already stated in the lesson plan.⁵

B. Discussion

The learning process can be said to be optimal if there is active teacher and student activity in the learning process. The benchmark of the success of teachers in teaching is the achievement of the learning objectives that have been formulated.

This research is not only to see the results of learning English, but also to find out the activities of students in learning and to find out the activities of teachers in managing learning using Outdoor Learning. The success or failure of learning depends on various factors. One of them is the teaching factor which includes knowledge of subject matter, teaching skills, interests, motivation, attitudes, attention, health and physical condition in general.

And from the data from the field research, the authors can discuss the data exposure according to each research focus as below.

1. The use of Outdoor Learning approach in learning English for second grade students of SMK Negeri 1 Tlanakan

The teacher's strategy is the steps taken in implementing a comprehensive and long-term plan, in order to educate, guide and direct students towards a better direction. Each strategy chosen by the teacher

⁵ The lesson plan is in the appendix

has benefits that can be used in achieving the expected goals. Based on this view, it can be presented a discussion of the findings related to the English learning strategies applied at SMK Negeri 1 Tlanakan as follows:

According to the data found, in the documentation there is a discrepancy between the RPP and its application. Mrs. Ina, the teacher who uses the outdoor learning method, uses the lesson plan that she usually uses when implementing indoor classes, which should be a short description of all the things that will be done in the teaching and learning meeting at that time. However, in the data generated from interviews and observations, in the learning process the teacher has conveyed the learning objectives achieved and provided perceptions before starting learning.

The lesson plan (RPP) is a short-term plan for estimating the actions to be carried out in learning activities. In preparing RPP curriculum educators pay attention to the rules, systematics or components of a good and correct RPP in accordance with the provisions adjusted to the number of discussions on each learning material.⁶

In the teaching and learning process using outdoor learning is quite important because it can help teachers to create ways of teaching so that students can enjoy the learning atmosphere and understand the material. It can also make the classroom atmosphere more lively, fun and all

⁶ Weruin, Anastasia Agustina Weteng, Component Analysis Of The 2013 Curriculum Lesson Plan Students Of German Department Universitas Negeri Malang, *Journal Deutsch Als Fremdsprache In Indonesien*, Universitas Negeri Malang, Vol. 4, No. 1, 2020, p. 02.

students focus on the teacher's instructions and students get the goals of the teaching and learning process.

In accordance with the data generated from interviews, observations and documentation, at the time of learning using the outdoor learning learning model the teacher has made a lesson plan that is in accordance with the current curriculum. In the learning process the teacher has conveyed the learning objectives achieved and provided apperception before starting the lesson.

Observations of teachers are carried out from the beginning to the end of the learning process in the classroom. The results of observations (observations) on the activities of the English teacher show that it can be said that the teacher carries out learning activities in accordance with the lesson plans that have been made. When learning by using the outdoor learning model, the English teacher can manage the class well so that the class atmosphere becomes fun, but the teaching and learning process is still in accordance with the existing lesson plans.

According to Mulyadi and colleagues described by Husamah in his book, in its implementation emphasizing fun learning in question is exclusively expressed, which is an entertaining and fun teaching and learning process involving elements of science or science, the process of discovery of knowledge (inquiry), skills work, cooperation, educational games, competition, challenges and sportsmanship.⁷

⁷ Husamah, *Pembelajaran Luar Kelas Outdoor Learning*, (Jakarta:Prestasi Pustakaraya, 2013) p. 36

Before the learning process using the outdoor learning model begins, the teacher first explains the outdoor learning steps that will be used so that students understand and understand what activities students will do during the learning process. The teacher gives a warm-up, then they can learn and practice what they learn when the teacher guides them by giving the material.

Then students take lessons as usual at 07.00 until 08.30. The teacher provides material that will be studied by students. formal invitations. In subjects they can learn to practice what they learn there. There are several steps in the teaching and learning process using outdoor learning. The teacher gives instructions after that, the teacher asks the students to pay attention. The teacher gives an explanation of what they should do.

At the first meeting after the teacher took the students to the park and finished the opening, the teacher informed the students about the material to be studied “opinions & thoughts”, the teacher guided the students to read the dialogue, then explained the material about opinions & thoughts, after that the teacher guided the students to identify and understand the content of the material. Key phrases, lastly, students are assigned by the teacher to give opinions about things that are around them, such as opinions about the environment at school, about the trees around them and so on. The task is discussed with their group mates so that they can practice speaking by expressing their ideas while expressing their thoughts. Second meeting. The teacher explains the same material about opinions & thoughts, then the teacher explains that the material that

the students learned last week is clear from the previous one. In this case, the method is the same as from the first meeting but with different texts of opinions & thoughts given by the teacher in the teaching and learning process. Based on the explanation of the observations above, the steps used by the teacher are the same as the steps commonly used, only the difference is the way of teaching that uses outdoor learning which makes students more enthusiastic in learning English.

Based on the results of observations, learning English using outdoor learning is not the same as learning biology using outdoor learning. If the teacher's English lesson is limited in utilizing the natural surroundings because it may not be in accordance with the topic being presented. It is different from the case in biology lessons which clearly learn about nature and the environment, therefore learning biology using outdoor learning can be more natural than learning English.

According to Ridlo and Rudiyatmi, the environmental exploration approach (JAS) is a learning approach that utilizes the natural environment around students' lives, both the physical, social, technological environment and as objects of biology learning whose phenomena are studied through scientific work. However, learning English using outdoor learning still makes students more enthusiastic about learning English as explained earlier.

Based on the results of the study, students also benefit from the outdoor learning method as described by Suyadi, stating that the benefits of learning outside the classroom include:

- a. Clearer mind;
- b. Learning will be fun;
- c. Learning is more varied;
- d. Learning is more recreational;
- e. Learn more real;
- f. Children are more familiar with the real and wide world;
- g. Embedded the image that the world as a class;
- h. A wider learning vehicle;
- i. Brain work is more relaxed.⁸

Based on the above, it has been proven that learning English by using the application of the outdoor learning method can generate learning motivation in students and make learning English interesting and fun. It is proven by the feeling of pleasure and always trying to concentrate when learning English by using the application of the outdoor learning method.

2. The students respond to the application of outdoor learning towards their English skill

According to the data collected through interviews, observation and documentation of the second grade students of SMK Negeri 1 Tlanakan, most of the second grade students of SMK Negeri 1 Tlanakan chose outdoor learning for their English class. Many students do not like English

⁸ Husamah, *Pembelajaran Luar Kelas Outdoor Learning*, (Jakarta:Prestasi Pustakaraya, 2013) p. 25

in the second grade at SMK Negeri 1 Tlanakan, but the results of the study say that outdoor learning is a teaching style that is suitable especially for English, following the responses from second grade students of SMK Negeri 1 Tlanakan.

- a. Fun, most students like outdoor learning because outdoor learning has a fun teaching and learning style and is more free to express themselves. Like when students in groups carry out the given task, that is, each group must finish compiling sentences related to the current topic freely using all the objects that are around them.

According to Mulyani and her colleagues described by Husamah in her book, in its implementation emphasizing fun learning in question is exclusively expressed, which is an entertaining and fun teaching and learning process involving elements of science or science, the process of discovery of knowledge (inquiry), skills work, cooperation, educational games, competition, challenges and sportsmanship.⁹

- b. Not boring, because besides students being assigned to complete tasks with all the objects around them, outdoor learning makes students focus on their activities and their groups, leaving them no time to be busy alone because they are bored listening to teacher explanations.

⁹ Husamah, *Pembelajaran Luar Kelas Outdoor Learning*, (Jakarta:Prestasi Pustakaraya, 2013) p. 36

According to Widayanti, the outdoor learning method makes students more enthusiastic in learning, concentrates more on the material, makes students' thinking power more developed, the learning atmosphere is more comfortable, students are more daring to express opinions and make students more active.¹⁰

- c. Not monotonous. Unlike when in the classroom, learning using outdoor learning makes students totally involved and play an active role during the learning process.

According to Husamah, the environment contains almost unlimited types of learning resources and media. We can use the environment as a learning resource for various subjects. The teacher just chooses it based on the principles or criteria for selecting the media and adapting it to the objectives, characteristics of students and the topic of the lesson that we will teach.¹¹ Therefore, with unlimited learning resources available outside, outdoor learning is not monotonous.

Learning outside the classroom places students in a very dominant position in the learning process and collaboration occurs in groups. So that all students try to understand and know every answer to the questions asked by the teacher and are responsible for the tasks given in the learning process.

¹⁰ Ibid, p. 27

¹¹ Ibid, p. 12

The interest of second graders at SMK Negeri 1 Tlanakan in English subjects is very low, but the creativity of the English teacher using outdoor learning makes students more enthusiastic in learning English. This was found in students during observations, interviews and when distributing questionnaires, which proved that the application of the Outdoor Learning Strategy in learning contributed to students being more effective in teaching, especially English. Most of the students stated that the outdoor learning method makes students have the desire and desire to succeed, have the drive and need in learning, have hopes and aspirations for the future, want rewards in learning, do interesting activities in learning and have a conducive learning environment.