CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English has varied models since it has many techniques developed by teachers in the teaching process todays. Moreover, the differences of main function of teacher himself give different impact to the student and teaching process. A teacher functions as a facilitator as it is advised in modern teaching and learning should be able to help and support teaching to make activities work well. This statement means that a teacher must be creative in designing an activity to interact and communicate with the students. An English teacher is expected not only to teach English itself but also to make the teaching-learning activity as interesting as possible to engage the students in the teaching process. It means that teaching is not just transferring lessons, but teaching is how to make a good condition in teaching process. It becomes a challenge for teacher in managing the class.

In teaching process, the aims of teaching are expected to make the student to be good individual as it is taught explicitly in many activities

¹ Sequeira, Introduction The Concept of Teaching, National Institute of Technology Karnataka, (Surathkal:India.) 3

² Jeremy Harmer, *The Practice of English Language Teaching*, 4th edition, (England: Pearson 2007), 102

process by teachers. Teacher's teaching activity plays an important role in maintaining students' attention.³ So, if the teachers are able to maintain students' attention well, the teacher can observe individual students, assess students' needs, and provide appropriate resources optimally to encourage a positive classroom atmosphere in teaching.

Nowadays, teaching technique has many activities to be explored in designing an effective classroom. Scrivener mentions that classroom environment is a part of classroom management.⁴ It means that the difference of classroom environment affects the learning process. Traditionally, an English Language Teaching (ELT) class takes place in the classroom which all of activities held inside of a room. The students and the teacher only use the teaching tools in the classroom. This technique is not the only environment suggested in designing a class. Other technique is outdoor class in which the students and the teacher take place outside the classroom and enjoy the teaching process by making use the nature as a teaching instruments.⁵ It means that outdoor classroom is in line with the

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³ Robert J. Marzano, A handbook for classroom management that works, (Alexandria: ASCD, 2005), 31

⁴ Jim Scrivener, *Classroom Management Techniques*, (United kingdom, Cambridge University Press, 2012),4

⁵ Karen Paisley, Nathan Furman, Jim Sibthorp, and John Gookin, "Student Learning in Outdoor Education" *A Case Study From the National Outdoor Leadership School*. Vol. 30, No. 3, 2008, 203

environments around it. The purpose of this class is to stimulate the enthusiasm of the students in the teaching process.

Concerning the outdoor class in English as Foreign Language (EFL) context, teaching activity becomes the important thing to be discussed. This activity will describe about how English is taught in an outdoor class. Student will feel easy to interact with the nature while learning English which makes it different with an academic indoor class. However, some challenges and barriers are faced by the teacher. Teaching outdoor class needs an innovation of activity in English language teaching. Therefore a study of teacher's teaching activities in outdoor class is needed.

Some researchs explore about an outdoor teaching for young student at kindergarten and in the subject of Biology.⁶ It means that outdoor class in the context of biology is probably a familiar research because outdoor education is a natural part of Biology teaching. The research which is carried out on English language classroom often focuses on motivation towards outdoor education. In Indonesia, a study is conducted by Hanny entitle *An Analysis of EFL Teaching at SD Sekolah Alam Insa Mulia Surabaya (SAIMS)*. This research shows the way how to teach the students in outdoor in the pre beginner level context. This research makes the researcher is interested in doing a deeper analysis in teaching activity in the

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⁶ Fägerstam, E. & Blom, J. "Effects and Attitudes in a Swedish High School Context" *Learning biology and mathematics outdoors*. Vol. 13 No. 2, 2013. 57

intermediate level of English in senior high school because in these level, students are expected to improve their ability in productive skill fluently.

Thus, the researcher will analyze the teacher's teaching activities in outdoor English class. It will describes all of the teacher's activities during teaching process. Additionally, the researcher also focuses on the challenges faced by the teacher in teaching outdoor English class at MA Bilingual Krian.

MA Bilingual Krian is an Islamic private school. This school has unique characteristics in the teaching proses. First, this school has implemented outdoor academic classes. The outdoor itself is not just temporary activity but during the semester, all of activity will be in an outdoor permanently. Second is the background of the school which has applied bilingual system (Arabic and English). Those unique characteristics make the researcher is interested in analyze the process of teaching in an outdoor English class. The analysis itself will be limited only on the proses of teaching English in regular outdoor class to analyze what activities used and the challenges faced by the teacher.

B. Research Questions

The researcher focuses on some questions for exploring the teacher's teaching activities in outdoor English class at MA Bilingual Krian, the following questions are used to guide the study:

- 1. What are the activities used by the teacher in teaching an outdoor classroom?
- 2. What are the challenges in teaching an outdoor classroom?

Those research questions will be the main focus of analyzing this research.

C. Objectives of the Study

According to the research questions, the objectives of this study are:

- 1. To analyze the activities of an outdoor English class that the teacher used in teaching process.
- 2. To identify the challenges faced by the teacher in teaching an outdoor English classroom

D. Significance of the Study

The result of this research is expected to benefit for:

1. For English Teacher

The result of this research can be used as reference in teaching an outdoor English class. The teacher can identify and design a good activity in an outdoor class.

2. For Further Research

This research gives a benefit in giving academic information for the future research in ELT research especially in outdoor language teaching context.

E. Scope and Limitation of the Study

Based on the background above, the scopes of this research are on the analysis of teacher's teaching activities and challenges at an outdoor English class at MA. Bilingual Krian. Those activities include the productive skills activities in outdoor English class. It will analyzes about what the activities used and how the activity conducted in teaching process at outdoor English class. As the process to make the outdoor teaching process better, the researcher also identify the challenges faced by the teacher.

Actually there are two kinds of English class in MA. Bilingual, regular class and intensive English class. The researcher limits the study to only focus on intensive English class as the object of the research because intensive class is an extracurricular class which supports the students to understanding English whether the regular English class is the main class of English. Furthermore, the researcher chooses the first grade to be observed because the school only implements the outdoor environment at the first grade.

F. Definition of Key Term

To avoid misunderstanding, the researcher will determine specific key terms as follows.

1. Outdoor classroom

Outdoor classroom is an educational activities that takes place outside the classroom⁷. The class is placed in the school area but it is in the out of the room. It can be in the school's garden, or in the schoolyard. The outdoor class of MA. Bilingual is the same as the common class, it is like classroom but there is no wall, so they can see environment around them, they can see the other class activity. In this class they get a good atmosphere because it involves with the environment.

2. Teaching activity

Teaching activity is the work of a group or organization to achieve the aims of teaching. The activities are implementation or an act of technique that used by the teacher in teaching. In MA Bilingual, Teaching activity related to what

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⁷ Herbert W. Broda, Schoolyard-Enhanced Learning: *Using the Outdoors as an Instructional Tool*, K–8 (Portland: Stenhouse publisher, 2007), 5

the students and the teacher do during the meeting to achieve the target of the meeting.

