### **CHAPTER II**

### REVIEW RELATED LITERATURE

In this chapter, the researcher presents many theoretical frameworks of this study. It is aimed at give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: student-centered teaching, activities in teaching, outdoor activity, and previous studies.

## A. Theoretical Framework

## 1. Student-Centered in Teaching

Teaching process is guided by teacher who has a main role in the classroom. The teacher gives motivation in teaching process, explains the lessons to the students, and the gives feedback of each activities. Harmer states, there are some criteria to be a good teacher. A teacher should make the lesson becomes interesting, a teacher must love their job, a teacher should have a personality, a teacher should have a lot of knowledge and a good teacher is an entertainer in a positive sense, not in negative sense. <sup>1</sup> It means to be a teacher is not only related with the competence of knowledge, but also the kindness of behavior. In addition, Nasution lists the characteristic of good teacher:

<sup>&</sup>lt;sup>1</sup> Jeremy Harmer. "How to Teaching English." Longman (1998).

- a. The teacher respects the students.
- b. The teacher must respect the material given.
- c. The teacher adjusts the material with individual capability.
- d. The teacher gives explanation.
- e. The teacher activates the student to learn.
- f. Teacher relates the lesson needed by the students.
- g. Teacher has an objective with each material given.<sup>2</sup>

Those characteristics mean that teacher must consider about their lessons, their students, and the way of teaching.

Dealing with the role of teaching, an education paradigm shift occurs in from the teacher being the center of the classroom to a primary focus on student center. King States that the role of teacher is changed from giving materials in the class becomes facilitating the students. <sup>3</sup> It means that the teacher is not directly explains about the lesson, but the teacher lets the student understand the lessons by their selves. In student-centered teaching, the responsibility of the teacher and the student role change in accordance with the ultimate goal of the student to acquire the lesson being taught.

Student-centered teaching focuses attention directly on learning.

These focuses include what the student is learning, how the student is

<sup>&</sup>lt;sup>2</sup> S.Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 1995), 8-13

<sup>&</sup>lt;sup>3</sup> King, A. "Guided peer questioning: A cooperative learning approach to critical thinking". *Cooperative learning and college teaching*. Vol. 5 No. 2, 1995, 15-19

learning, and the conditions under which the student is learning. Some characteristics of student-centered are stated by Weimer:

# a. Teachers do learning tasks less

In teaching process the teacher should manage their talk time. In student centered teaching, teacher do minimum talk time. The aim is to stimulate student to understanding the lessons by themselves. So the teacher plays as facilitator for the student.

## b. Students do more discovering

This characteristic is related with the first characteristic.

By the teacher do minimum talk time, so the student needs to be more active in discovering the lessons. Students have more extra time to do the activity individually or by group rather than just sitting to listen to what the teacher explains

# c. Teachers do more design work<sup>4</sup>

Teacher do more design work means the teacher should reconsider about what the activity used in teaching process. The teacher should create effective activities which elaborates student to be more active. So planning of the lesson becomes an important thing for the teacher in designing a good activity for the students.

<sup>&</sup>lt;sup>4</sup> Weimer, M. Learner-Centered Teaching. (2002). San Francisco, CA: Jossey-Bass.

Those characteristics of student-centered teaching become a simple parameter for the teacher to measure their teaching models. The most important in student-centered teaching are the students are dominant in learning process and the teacher is more creative to guide the activity to the student.

# 2. Activities in Teaching

Teacher uses variety of activity to get the target of learning process. The activities are used as an implementation of teacher strategy. Speaking and writing are productive skill. Harmer states that a key factor in the success of productive skill is the way teacher organize them and how the teacher responses students work.<sup>5</sup> The way of organizing the class is related with the teacher teaching activity in a class to make teaching process becomes effective and active.

Scoot Thornbury gives some activities for speaking skill which can be applied in outdoor class.<sup>6</sup> The activities involve students to do the learning process actively. The kinds of activities are;

#### a. Presentation

Presentation activity in speaking skill will explore students' ability to talk in front of the class. The presentation activity includes reporting something, describing something, or telling

<sup>6</sup> Thornbury, S, How To Teach Speaking, Pearson education limited 2005, 89

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<sup>&</sup>lt;sup>5</sup> Harmer J, The Practice of English Language Teaching, fourth edition, 2007, 275

something. The teacher is the key person to choose the interesting topic for the students.

#### b. Drama

Speaking activities involves drama element to make the students take an imaginative leap out of the confines of the classroom and provides a useful real-life language. Drama activity can involve role play, and simulation. Taking the class outside while did drama activities is a good idea. The students will find many materials to be used in drama activity. The view of outdoor for drama activity represents their real-life place.

## c. Discussion

Discussion activity arise spontaneously based on students' opinion. Discussion is a group work activity. It will important to choose a good topic to be discussed.

## d. Conversation

Conversation is an oral drill for the students. Conversation can involves between student and student or students and teacher.

Teacher is the key person to give the topic.

Writing skill in outdoor class helps the students to be imaginative in writing. Sara Cushing Weigle states that writing activity divided into some parts.

## a. Making a text

Making a text means the writing activity aims to make a text. For example descriptive text, report text, or narrative text

## b. Revising a text

Revising text means the writing activity aims to add or reduce or revise the text. For example; completing the ending, or finding the mistakes.

Here Centre for Learning Enhancement and Research (CLEAR) give many characteristics of a good activities<sup>7</sup>:

# a. The activities appropriate with learning outcomes

Each of activity in teaching have learning outcomes. This learning outcome can include affective outcome, psychological, and motoric outcome. It means that the activities should be appropriate with the target of the teaching. The teacher should consider the lesson plan to measure that the activities have achieved teacher's target.

### b. Active activities

The activities must be active. Students are expected to ask many questions to the teacher and answer teacher's question.<sup>8</sup> It

<sup>7</sup> CLEAR, *Effective teaching- Fulfilling characteristics of a good learning activity*, 2012. http://www.cuhk.edu.hk/ means that asking and answering the question are the simple activities which is considered as active activities. This activity will contrast with passive activity which students always memorize the lesson, focus on their handbook, and find the information. The main point of active activity is the students get the significant of the teaching process in the practice of productive outcomes.

## c. The activity is student-oriented

The main role of teaching process in student-oriented activity is all of activities are did by the student optimally. The activities in student-oriented focus on how students work their task rather than the result of the task. The activities take into consideration about students' level and students' need.

### d. Authentic

The activities must be authentic. It provides many resources from real world sources for the students to understand the lessons. This activity also provides a question which has many different interpretations of the students

### e. Collaborative

<sup>8</sup> Module 3, Active Learning and Teaching,

http://www.league.org/gettingresults/web/p/module3.pdf, downloaded at May, 10 2014

Collaborative activity means that the activity involves students' team work in teaching process. This activity needs students' critical thinking to make a discussion in the group.

#### f. Reflective

Reflective activities mean that the activities allow the student to think about what they have done in the teaching process. The teacher as facilitator should help the student to make a correction of each activity.

Those six characteristics are needed as the indicator of good activities in the class. It means that an activity can be classified as a good activity if it completes the characteristics at all. The teacher as the key person in designing activity in a class should consider in choosing and designing an appropriate activity for the class.

Related activities in teaching outdoor in the context of language teaching, Gerald gives kind of activities in outdoor

## 3. The concept of outdoor teaching

Eaton cited in Emilia defines that outdoor education is all schools related academic education which takes place outdoor.<sup>9</sup> This definition means that an outdoor class is academic education which takes place out

<sup>&</sup>lt;sup>9</sup> Emilia Fägerstam, *Perspectives on outdoor teaching and learning*, Linköping University educational science, 2012

of room. Further, Scott, Rickinson, Reid, Donnel, Moris, and Dillon define outdoor class as those spaces where students can experience familiar and unfamiliar phenomena beyond the normal confines of the classroom. This definition means that the students learn outside classroom and do experiences which are related with the environment. It can be in the schoolyard, forest, or in other places which has a source of teaching. In the same case, Alun Oliver states that outdoor class is related to environmental problem solving to connect the student with the nature. 10 It means that outdoor teaching is how the student explores their knowledge through outdoor adventure. In addition Danny describes that an outdoor class is a variety of subjective learning which focuses on students' experience which involves personal and social development programs for the student. 11 So, outdoor class needs the social aspect of the learning process. It can be the relation between one student and other student or the student and the environment. Finally, the researcher takes the concept of outdoor class this research is as the classroom associated with environment.

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<sup>&</sup>lt;sup>10</sup> Alun Oliver, *Benefits of outdoor education*: The Benefits of Outdoor Education and its Effects on Reluctant Learners vol 3 no 2, 2011

<sup>&</sup>lt;sup>11</sup> Danny Parkin, *Environmental Education and Information*, Is Outdoor Education Environmental Education? vol. 17, no.3, pp275 – 286. 1998. 275

Darst and Armstrong state in Tracey that the outdoor class benefits in personal benefit.<sup>12</sup> It means that outdoor class has a positive impact on each student. The benefits of outdoor education will be gotten by the student as long as the teacher and the students do an effective activity and face the risks of taking place the outdoor class.

Healey and Jenkins cited in Maria Chrysostomou, conclude a framework of thinking about the phases of activities based on experiential outdoor learning.<sup>13</sup> The activities are concluded in some phases of activities. The explanation of each phase will be explained as follows:

# a. Experience something

This activity categorized as the first phase of activities.

Experience is related to the direct learning, where the learner comes in contact with the learning material, and let the student find and learn something.

## b. Interpreting the experience

Interpreting the experience is dealing with reflecting or implementing experience where the learner needs to explain what they had experienced.

### c. Generalizing the experience

<sup>&</sup>lt;sup>12</sup> Tracey J. Dickson, Tonia Gray and Kathy Mann, *Australian Outdoor Adventure Activity Benefits Catalogue*, university of Canberra: Canberra, 2008, 3

<sup>&</sup>lt;sup>13</sup> Maria Chrysostomou. Primary teachers' perceptions and attitudes on the status of experiential learning in outdoor language teaching in Cyprus. Linkoping University 2013, 6.

The third phase is related to the transformation of the knowledge in a conceptualized shape of the experienced ideas, integrating ideas into logical theories.

So, the students do activities in each phase of outdoor activity to make the outdoor education totally implemented. The arrangement of classroom instruments as aimed at support the activities is very important to make the class works well.

Dealing the challenges in teaching outdoor, some challenges faced by the teacher in teaching an outdoor class. Mark Rickinson states in Review Research of Outdoor Learning states that these are some factors influencing students' outdoor learning; Program factors and Place factors.<sup>14</sup>

### a. Program factors

Program factors are including the structure, duration and the teacher of outdoor education program. These factors are the most important factor in conducting the outdoor class. The quality of the way teacher organizing the class also included in program factors of teaching in outdoor class. It can be

<sup>&</sup>lt;sup>14</sup> Mark Rickinson, *A review of Research on Outdoor Learning*, National Foundation for Educational Research and King's College; London, 2004. 51

concluded that program factors related to internal factor of challenges at outdoor class.

#### b. Place factors

Place factors relating to the outdoor learning setting. Outdoor setting has many risks and barriers for the students and the teachers. Further, outdoor setting also gives an important challenges for the teaching learning process. In can be conclude that place factors related to external factors of challenge at outdoor class.

### 4. Previous study

Some studies about outdoor education and activities in learning have been done by some researchers. One of the research is dealing with the teacher in outdoor class. Fägerstam analyzes the teacher's perceptions of outdoor teaching including increased motivation, communication and participation among students. So, it means the outdoor education increases students' participation during the class. In the effect of outdoor learning, Beth Christie, Peter Higgins and Pat McLaughlin state that outdoor environmental benefit in student's enjoyment. So, by outdoor the students are more enjoy in learning the materials. Student learning

Emilia Fägerstam, "High school teachers' experience of the educational potential of outdoor teaching and learning", *Journal of Adventure Education & Outdoor Learning*, Vol. 14 No. 1, 2014. 57
 Beth Christie, Peter Higgins & Pat McLaughlin" 'Did you enjoy your holiday? 'Can residential outdoor learning benefit mainstream schooling?", *Journal of Adventure Education & Outdoor Learning*, Vol. 14 No.01, 2014, 02

can also be affected more directly by outdoor education, which can be seen in the comparative study conducted by Fägerstam and Blom. This studies show that students who are taught more outdoors in Biology experienced becomes more active participants than the students who had less education outdoors.<sup>17</sup> It means that experience in outdoor increase student's activeness.

Moreover, some research focus in activity in teaching is conducted in Indonesia which teaching English as the foreign language. First is Muttaminnah states in the thesis entitles *The Study on English Teaching and Learning Activities Based on Bilingual at SMPN 2 Ponorogo in the Academic year 2009/2010.* The result is the teachers use two languages: English and Indonesian language with ratio around 75:25%. <sup>18</sup> In addition, the teachers use appropriate method and media to support this teaching and learning activity.

The second thesis is conducted by Harsuciningsing untitles a study on teaching-learning activities at a designated international standard school (a descriptive qualitative study at a designated international standard school, SMP negeri I Sukoharjo in the 2008/2009 academic year). The result of the research shows some facts dealing with the

<sup>&</sup>lt;sup>17</sup> Fägerstam, E. & Blom, J. Effects and attitudes in a Swedish high school context t. *Learning biology and mathematics outdoors*, Vol. 13 No. 01, 2013,61

<sup>&</sup>lt;sup>18</sup> Muttaminnah. Undergraduate thesis. *The Study on English Teaching and Learning Activities Based on Bilingual at SMPN 2 Ponorogo in the Academic year 2009/2010.* (Ponorogo: STAIN, 2011)

objectives of this study. The first, the use of English in Standard International School is not optimal. The second, teachers and student find it difficult in conducting communication through English. The third, the strength of delivered teaching by using English are interesting and could motivate students to improve learning and the weaknesses are the teachers does not use English optimally in the lesson and does not give much attention in error of the language used. <sup>19</sup> These study means that the teacher in facilitating activities at a designated international standard school is not optimal.

The third thesis is focused on reading activities conducted by Yusriyah 2007, untitled *The Teaching-learning Activities in Reading Class as an Implementation of Competency Based Curriculum*. This thesis is a comparative study which finds that the teaching and learning process consist of pre-reading activities (questions and answers, using picture, drill), whilst-reading activities (reading aloud, silent reading, comprehending practice, grouping) and post-reading activities (discussion, reading aloud). From the data founded that SLTP'N 1 Sidoarjo has achieved seven indicators of identifying main ideas, supporting details, factual information, reading loudly descriptive text; identifying the text of narrative, procedure, and report. SLTPN 4 Sidoarjo has achieved three indicators of identifying supporting details and factual

<sup>&</sup>lt;sup>19</sup> Harsuciningsing. Undergraduate Thesis. A study on teaching-learning activities at a designated international standard school (a descriptive qualitative study at a designated international standard school, SMP negeri I Sukoharjo in the 2008/2009 academic year). Surakarta: UNS, 2009

information; reading aloud the narrative text meaningfully, and SLTP Muhammadiyah 1 Sidoarjo has achieved four indicators of identifying the main idea, words meaning, phrases, and sentences in the texts.<sup>20</sup> It means that each school has different achievement in the indicator of reading activities achievement.

Those research focus on the motivational impact of outdoor school, and the learning activities used by teacher. The concept of outdoor and the grade of the school are different. The concept of outdoor research that have been conducted are ecological outdoor, adventure outdoor, and natural outdoor. Whereas the grade of schools that used activity are in elementary school, and junior high school.

In this thesis, the researcher analyzes the activities used by the teacher in an outdoor English class in senior high school at MA. Bilingual Krian.

<sup>&</sup>lt;sup>20</sup> Yusriyah, Undergraduate Thesis. *The Teaching-learning Activities in Reading Class as an Implementation of Competency Based Curriculum.* Surabaya:UNESA, 2007