CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the data findings and discussion of the research. This chapter is the main point of the research. This chapter is divided into two sections: the first section presents the findings and the second section of this chapter presents the discussion.

A. Findings

Findings of this research are explained in two parts as the number of research questions: the teachers' teaching activities in outdoor class and the challenges in teaching outdoor class. To answer the first research question, the researcher uses the identification of observation checklist which is adapted from Centre for Learning Enhancement and Research, (CLEAR) and field notes, and for the second research question, the researcher uses the data from the answer of teacher's interview.

1. The Activities in an Outdoor English Class

The result of this analysis was gotten from the observation which was held during five meetings in outdoor English class, at 23rd August 2014, 30th Augustus 2014, 13th September 2014, 20th September 2014 and 27th September 2014. The researcher used a checklist of the effective activity

which is adapted from CLEAR (see appendix). The detail explanations about observations were explained as follows:

a. First Day Observation

First day observation was on Saturday, 23rd Augustus 2014. This meeting was started at 07.00-08.30 a.m. All of the students attended the class. There were 33 students in the class, 9 boys and 24 girls. In the first day observation, the teacher did many activities which focused on speaking skill. Those activities included discussion and presentation. The topic of the meeting was about asking and giving permission.

In the first minutes. The students cleaned the class from the dust, and the rubbish. This activities take 10 minutes. Then, the class begun at 07.10 am. In the opening section the teacher greeted the students and checked the students' attendance by calling their name one by one. While calling the students name, the teacher also did some conversations to make the conducive circumstance to start the learning process. Then the teacher asked the students to sing *The Lizard* song as a warming up activity to make the students feel interested to the lesson. The warming up involved the students to sing and act a simple dancing. This opening section take 15 minutes. Then, the main activity of the meeting would be explained as follows:



Figure 1: Warming up

1) Speaking skill

The speaking skill was held at 07.15 a.m-07.55 am. In the first minute, the teacher wrote the topic of today on the white board, "asking and giving permission". Then, the teacher directly gave the example of asking permission. The teacher said "Nazar, May I borrow pen?" The students, Nazar just said "Yes". The teacher gave explanation about how to answer the permission well. The teacher explained "You can say 'sure, Miss'". The teacher asked another students to mention the example of asking permission. Some of the students responded the teacher question by rise their hand. At 07.25 a.m., the teacher gave structural pattern about the common sentences in asking permission. The teacher wrote on the whiteboard and the students wrote in their book. The teacher also gave brief explanation

about how to spell the sentences. At 07.35 a.m., the teacher asked the students to work in pair and found 5 sentences of asking permission. The teacher also allowed the students to do the activity around the outdoor class. The students tried to find the partner to make the short dialogue about asking and giving permission. Some groups did the activity in their chair, but others did the activity under the bamboo tree, in the garden, or in the corner of parking area. The teacher gave 10 minutes for this activity. While the students were doing the activity, the teacher was monitoring the students. The teacher helped the students if they found some difficulties. At 07.45 am, the teacher asked the students to comeback on their seat. The teacher started to call the name of the students randomly to be presenter in front of the class. The first names were Putri and Durrotul, they performed in front of the class, and another students gave comment if there was a mistake.



Figure 2: Presentation of speaking activity

2) Writing skill

At 08.10 a.m., the teacher asked the students to write the result of their dialog of asking giving permission. The teacher asked to write in a good arrangement as like as explained before. The teacher monitored the students, she walked around the class. The students still worked in pair as they did before. So, the students only collected one paper for each group. At 08.20 am, the teacher asked the students to collect the paper of asking and giving permission.

In the last minutes, the teacher asked about the learning on that day. The teacher gave a homework to the students. The teacher asked to find 5 examples of asking and giving permission based on their activity in the boarding school. The lesson ended at 08.30 am. The teacher gave motivation to the students to study harder.

Table 4.1: First Observation (Asking and giving permission)

	G1 111		
Time	Skill	Activity	Note
07.00-07.10	-	• Cleaned the	-
		class	
		• prepare the	
		1 1	
		lesson	
07.10-07.15	_	 Warming up 	_
		activity, sing a	
		song	
07.15-08.10	Speaking	• Explained the	
		materials (07.25)	
		 Grouping the 	
		students (07.35)	The activity takes
		Students (07.55)	The activity takes

			A 1 1	.1	1	•	11
		•	Asked	the	place	in	school
			students	to	area.		
			presents	the			
			result (07.45))			
		•	Reviewed	the			
			materials (08	.05)			
08.10-08.30	Writing	•	Asked	the			
			students to v	vrite			
			the dialo	ogue	The a	ctivi	ty takes
			(08.10)		place	in	outdoor
	_ / _ / _	•	Asked	the	class.		
			students	to			
			collect the re	port			
			of writing	•			
			dialogue. (08				
			Reviewed				
- A	4 1	•		the			
			materials.				
			(08.27)	11			

b. Second day observation.

Second day observation was on Saturday, 30th Augustus 2014. This meeting was started at 06.55-08.30 a.m. All of the students attended the class. There were 33 students in the class, 9 boys and 24 girls. In the second day observation, the teacher did many activities which focused on speaking skill. The topic of the meeting was about asking and giving direction.

The teacher came to the class at 06.55 am. The teacher asked the students to clean the class. After the class was cleaned, the teacher asked the students to recite holly Quran together as the opening of each morning.

At 07.00 am, the teacher started the lesson, in that morning, the teacher asked the students's condition, the teacher also asked one of the students, "Munir, how are you today?" and Munir responded "yes miss, I'm fine". The teacher asked Munir to check the students' attendance. Then, teacher gave a warming up to sing a song "coconut". The students sang together and acted a simple dancing.

1) Speaking skill

The teacher explained the students about asking and giving direction. The teacher explained the meaning of giving direction. The teacher and the students listed the vocabularies which commonly used in giving direction. The teacher wrote on a white board about the way to ask and give direction. Then, the teacher called Nur as the volunteer to give the example of asking and giving direction. Nur asked to the teacher "Miss, Can u tell where is the canteen?" and the teacher answered "Ok Dear, just go straight till the mosque, turn left, and turn right. The canteen is beside the language laboratory". At 7.30 am, the teacher gave a task for the students, the teacher divided the class in to 7 groups which consisted of 4-5 students in each group. The teacher asked the students to make a little drama which consisted of asking and giving permission and asking and giving direction. The teacher gave 30 minutes for the students to discuss with their group and make a little drama. The teacher suggested the students to find their favorite place around the school in making the drama. Drama should be 5 minutes in length. Some groups chose the garden for the location, other chose the place beside the mosque for the location. While the students were making the drama the teacher monitored the students. She came to each group to help the group. After 15 minutes, the teacher remind the students about the time. At 08.00 the teacher announced that the time was up. So all of the students came back to their seat. The teacher asked the students to perform their drama. First group was Munir group, they used some materials for their drama, and they used a board, a stick, and a paper to support their performance.



Figure 3: Preparing the drama

At 08.20 am, after all of students performed, the teacher gave a conclusion of the lesson to use a good way in asking, giving direction and

permission in their live in the boarding school. At the end of the meeting, the teacher remind the students to bring a paper and color pen for the next meeting. The meeting closed at 08.30 am.

Table 4.2: Second Observation (Asking and giving direction)

Time	Skill	Activity	Note
07.00-07.10		Read Holly Quranprepare the lesson	-
07.10-07.20		• Warming up activity, sing a song	-
07.20-08.30	Speaking	 Explained the materials (07.20) Grouped the students and asked the students to make a drama about asking and giving direction (07.30) Asked the student to perform the drama (08.00) Reviewed the materials. (08.27) 	The activity takes place in school area.

c. Third day observation

Third day observation was on Saturday, 13th September 2014. This meeting was started at 07.00-08.30 am. One of the students was sick, so there were 32 students in the class, 9 boys and 23 girls. The teacher did many activities which focused on writing skill. The topic of the lesson was same with the meeting before, about asking and giving direction. The class started at 07.00 am, the teacher greeted the students and checked their students' attendance. At 07.10 am, the teacher asked the students to collect their HVS paper. In the opening, the teacher gave a warming up activity to make the students interested in the lesson. The teacher gave *Up and Down* song and the simple dance.

1. Writing skill

The teacher divided the class into three groups. There were mosque group, library group, and office room group. The teacher remind the students about the key signal to give and asking the direction. Then, at 07.45 am, the teacher asked each of group to draw a map based on their group name. They must draw a map from the gate to the place based on their group. The teacher gave 30 minutes to draw the map as well as possible. The map should be clear. The teacher also suggested the students to draw with color pen to make it better. The teacher allowed the students to draw the map in the school area, so the first group draw the map near the parking area, the second group

in the class area, and the third group drew under the bamboo tree. They drew their school environment to give the direction. At 08.15 am each of group collected the paper to the teacher.



Figure 4: Discussion about direction

At 08.20 am, the teacher gave a reflection activity by asking the students randomly about asking and giving direction. The teacher asked the students to bring the color paper, color pen, and their photo. Finally, the class ended at 08.30 am.

Table 4.3: Third Observation (Asking and giving direction)

Time	Skill	Activity	Note
07.00-07.10	-	Read Holly Quranprepare the	-
		lesson	
07.10-07.25	.1	• Warming up activity, sing a song	-
07.25-08.30	Writing	• Divided the students in to	

three groups (07.20) Asked the students to draw the map in thirty minutes (07.50) Asked the student to collect the task (08.00)	The activity takes place in school area.
materials. (08.25)	

d. Fourth day observation

Fourth day observation was on Saturday, 20th September 2014. This meeting was started at 07.00-08.30 a.m. All of the students attended the class. There were 33 students in the class, 9 boys and 24 girls. In the fourth day observation, the teacher did many activities which focused on writing skill. In the beginning of the meeting, the teacher greeted the students by asking their condition. Then the teacher asked one of the students to check students' attendance list.

1) Writing skill

At 07.10 am, the teacher reminded the students about their task in the meeting before, the teacher asked the students to show their color paper, photo, and color pen. Almost all of the boys did not bring the paper, the teacher gave them time to buy the paper in stationary in the school. At 07.25 am, the teacher gave the assignment to the

students. The teacher asked the students to make an identity map. The map should be completed by the description of hobby, family, favorite, address, name, and the students must put their photo in the center of the paper. In these activities, the teacher gave 30 minutes to do it. The teacher suggested the students to make the identity poster as interesting as possible. The students designed the identity poster by color pen, pencil and some glitter. They also put the photo in the middle of the poster. The teacher monitored the students to help if they found some difficulties. At 08.00 am, the teacher asked the students to collect the paper identity, the teacher took all of students' paper and gave it randomly to the class. So, each student got their friends identity. The teacher asked the students to read the paper that had been gotten and asked to memorize the information of their friend's paper. In the next meeting, the students should present their friend's information.



Figure 5: Make an identity description

At 08.23 am, the teacher gave a reflection activity by asking the students randomly about what they have gotten for that day. The teacher asked the students to keep their friends paper to be presented in next meeting. Finally, the class ended at 08.30 am.

Table 4.4: Fourth observation (descriptive text)

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Time	Skill	Activity	Note
07.00-07.10	-	Read Holly Quranprepare the lesson	-
07.10-07.25	-	• Discussed the pervious topic	-
07.25-08.30	Writing	 Asked the student to make identity map (08.25) Asked the student to collect the map (08.00) 	The activity takes place in outdoor class.

• Reviewed the materials. (08.25)	
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e. Fifth day observation

Fifth day observation was on Saturday, 27th September 2014. This meeting was started at 07.00-08.30 a.m. All of the students attended the class. There were 33 students in the class, 9 boys and 24 girls. In the fifth day observation, the teacher did many activities which focused on speaking skill. In the beginning of the meeting, the teacher greeted the students by asking their condition. Then the teacher asked one of the students to check students' attendance list.

1) Speaking skill

At 07.20 am, the teacher asked about the last assignment of memorizing friends' biography map. The teacher also checked the paper which was brought by the students. The teacher gave ten minutes for the students to practice the presentation in pairs. The teacher allowed the students to practice the speaking in outdoor area. Dawil and Dewi practiced their speaking in the corner of the field, other students practiced under the bamboo tree, in the garden, and some students still stayed on their chair. At 07.30 am, the teacher called all of the students to come back in their seat, the teacher

started the presentation. The first time was Nazarudin. Nazarudin explained Afta's biography. Nazar started to tell about Afta's full name, Afta's family, Afta's favorites, and Afta's hobby. All of the students listened Nazar's presentation. After spending eight minutes presented, Nur raised her hand to give question. She asked, "Who is Afta's sister". Nazar has not mentioned yet about the Afta's sister. Nazar directly answered "she is Nadia", then Nazar closed his presentation. At the end, the teacher gave a comment for Nazar to make him better in the next presentation. The presentation continued to other students until the end of the lesson. The teacher always gave a feed back to the each presenter and other students asked their question and gave opinions for the presenter.

The lesson ended at 08.20 am. Not all of the students have performed, the presentation would be continued next meeting. In the end of the meeting the teacher asked the students to leave the comment behind of their friend's paper.

Table 4.5: Fifth observation (Descriptive text)

Time	Skill	Activity	Note
07.00-07.10	-	Read Holly Quranprepare the lesson	-
07.10-07.25	-	• greeted the students and	-

		discussed the difficulties of memorizing the description	
07.25-08.30	Speaking	 checked the assignments and asked the students to practice in pairs (07.20) asked the students to perform (07.30) Reviewed the materials. (08.25) 	The activity takes place in school area.

2. The explanation of activities

- a. First day observation
 - 1) Speaking Skill
 - a) Ideas and content

The ideas and the content of activity is related with the purpose activity. The purposes activity are to make students understand about how to practice asking and giving permission, further the activity aims to make the students apply the way to asking and giving permission in their daily life with their roommates. The teacher also uses varied model in teaching. First, the students are asked to discuss in pairs.

Second, the students find the example of sentences. And third, the students are asked to present the result in front of the class.

b) Active activity

The speaking activity involves the students to work in group, discuss about what the topic that is chosen. In the first minute the teacher also stimulates the students to ask some question and respond teacher's question during the activities, in this activity Nazar, and Nur are the most active students who respond the teacher question. The students also focus on the activity, they try to discuss in pairs about asking and giving instruction, but some students who shit behind seem do not discuss about the lesson.

c) Students-oriented activity

The teacher minimizes teacher's talk time. In this activities, the teacher's talk time only 10 minutes during 60 minutes of the meeting. The teacher indicates as facilitator because she let the students to find the sentence by themselves. The teacher monitors the students while they are discussing.

d) Authentic activity

The teacher uses speaking materials from the real life dialogue of asking and giving permission. The students practice the dialogue in outdoor school area as their needs. This speaking activity involves students' creativity. So, there is not one correct answer. Each group has different title for their speaking.

e) Collaborative activity

The speaking activity provides group work activity. All of the members participate to discuss about the drama. For example Putri and Durrotul, both of them try to perform the result of their group.

f) Reflective activity

At the end of the activity, the teacher and the students give correction the lesson by giving the correct pronunciation. The teacher also suggests the students to use the way of asking and giving permission correctly.

2) Writing skill

a) Ideas and content

The ideas and the content of activity is related with the purpose activity. The purposes activity are to make students understand about how to practice asking and giving permission, further the activity aims to make the students write the result from the speaking activity before. The teacher does not use varied model in teaching. The students

only write the result of the activity before in the piece of paper.

b) Active activity

The Writing skill involves the students to work in pairs as the speaking activity before. The teacher does not stimulates the students to ask some question and respond teacher's question during the activities because the main material of the activity has been gotten from the activity before. Some of the students do not interest to the activity, they are talk with their friends about other topic.

c) Students-oriented activity

The teacher minimizes teacher's talk time. The teacher take 5 minutes talk time during 30 minutes of the meeting. The teacher indicates as facilitator because she let the students discuss in pairs to write the result of list asking and giving permission.

d) Authentic activity

The Writing skill is supported by authentic materials. The teacher uses the writing material from the previous activity, it will improve student's ability in writing. Same as like the activity before, this activity involves students' creativity. So, there is not one correct answer. Each group has different title

for their dialogue based on the dialogue that has been presented.

e) Collaborative activity

The Writing skill provides group work activity. But not all of the members participate because each pairs only collects one paper. Therefore only one student which is dominant in doing the Writing skill.

f) Reflective activity

At the end of the activity, the teacher does not give correction and objectives of the lesson. The teacher also does not suggest anything for the students. When the time finished, the teacher only asks the paper.

b. Second day observation

1) Speaking skill

a) Ideas and content

The idea of teacher to ask the students to perform a drama will improve their understanding about asking and giving direction. The students will apply the way of asking and giving direction in a short drama. They choose the topic in group and practice it. This activity uses discussion and presentation.

b) Active activity

This activity involves the students to work in group, discusses about the title of the drama and chooses the school area for present the drama. All of the student focus to the activity to perform a good drama.

c) Students-oriented activity

The teacher minimizes teacher's talk time. The teacher take 5 minutes talk time during 25 minutes of the meeting. The teacher indicates as facilitator because she let the students discuss in group about asking and giving direction. The teacher walks around the class to monitor the students.

d) Authentic activity

The Writing skill is supported by authentic materials. The teacher uses asking and giving direction as the topic. The teacher uses drama as the main activity to help students understand the implementation of asking and giving direction. This activity involves students' creativity. So, there is not one correct answer. Each group has different title for their drama.

e) Collaborative activity

The speaking activity provides group work activity. All of the members participate to discuss about the drama. For example in Aldi's group, he is helped by their friends to choose the drama title "unpredictable".

f) Reflective activity

At the end of the activity, the teacher give correction and objectives of the lesson. The teacher also suggests the students to uses asking and giving permission in their real-life conversation.

c. Third day activity

1) Writing skill

a) Ideas and content

The ideas and the content of activity is related with the purpose activity. The purposes activity are to make students understand about how to practice asking and giving direction, further the activity aims to describe the map. The teacher uses discussion model for this activity.

b) Active activity

In the first minute, Chandra asks the teacher about the way to draw the map and Nur responses the teacher question about the key signal of asking and giving direction. For the whole activity, the teacher groups students' seat based on the number of the group. All of the students focus on making a map for this activity.

c) Students-oriented activity

The teacher minimizes teacher's talk time. In this activities, the teacher's talk time only 15 minutes during the meeting..

The teacher only checks each group if they find some difficulties in drawing the map.

d) Authentic activity

The Writing skill is supported by authentic materials. The teacher uses the writing material from their real life about the direction in their environment.

e) Collaborative activity

The activity is good activity because this activity involves students to do the activity in group. The students of each group discuss in pairs to give the answer about giving direction. But not all of the group are active in the group, only some students are active and give a suggestion for their group.

f) Reflective activity

At the end of the activity, the teacher and the students give correction and objectives of the lesson. But the teacher does not give a suggestion to the activity.

d. Fourth day activity

1) Writing skill

a) Ideas and content

The idea of teacher to ask the students to make the description is appropriate with the target of the lesson. The aim of the meeting is to make the student able in describing people. The content of the activity is to make an identity map by sticking students' photo and write the description about hobby, family, name, favorites, and address.

b) Active activity

The Writing skill does not involve the students to work in group. The teacher stimulates the students to ask some question and respond teacher's question during the activity. All of the students interest to the activity. The students draw the colorful map use color pen, and for example, Bella decorates her identity map by some flowers and a unique design.

c) Students-oriented activity

The teacher minimizes teacher's talk time. In this activities, the teacher's talk time only 10 minutes during the lesson. The teacher only monitor the students and help them if they find some problems.

d) Authentic activity

The teacher uses material from their real life. The teacher asks the students to write and draw a map about their identity in a mind map model. The Writing skill does not provide one correct answer. It involves students' creativity to write descriptive text.

e) Collaborative activity

The activity does not provide group work activity. All of the activity is individual. So each students do the activity by their own creativity.

f) Reflective activity

At the end of the activity, the teacher gives correction about the way to write descriptive text and the teacher explains the purpose of this activity. But the teacher does not suggest the strategy to make the lesson and the students' understanding better.

e. Fifth day activity

1) Speaking skill

a) Ideas and content

The idea of teacher to choose the activity is begun with individual work which involves students to present the result of descriptive text in previous activity. This activity helps the students to understand about descriptive texts. In learning process, this activity only uses presentation model of activity.

b) Active activity

This activity involves the students to present their friends' identity and discuss the answer of their friend's questions. Some of the students respond the presenter.

c) Students-oriented activity

The teacher minimizes teacher's talk time. In this activity, the teacher take 10 minutes of talk time during the whole lesson of that day. In the speaking activity, the teacher always walks around the class to monitor and assesses the students. The most dominant in the class are the students.

d) Authentic activity

The teacher uses the speaking material from the previous activity. The students will describe their friends. For the students' creativity, the activity does not involve students to be creative because the students presents the description of their friends.

e) Collaborative activity

The activity is not supported group work activity. The students work individually. The students explain their friend's description.

f) Reflective activity

At the end of the activity, the teacher gives correction and objectives of the lesson. The teacher also suggests the strategy

to make the descriptive text better. In this activity, the teacher suggests the students to practice this activity with their roommate to improve speaking ability.

B. Discussion

In this session, the researcher presents discussion based on all the data on finding of this study. This discussion is dealing with the research questions of this study, these are; the activities used by the teacher in teaching an outdoor classroom, and the challenges faced by in teaching an outdoor classroom.

1. The Process of Teaching English in An Outdoor Class

As stated in background, that teaching English in outdoor is challenging, based on the observation, the researcher finds the result about the process of teaching English outdoor.

a. Speaking skill

From the first observation to the fifth observation, the researcher finds that speaking skill is taught in first meeting, second meeting, and fifth meeting. The *first observation*, the activity focuses on asking and giving permission. The teacher uses varied model in teaching to activate the student to learn. *Second observation*, the teacher focuses on asking and giving direction by asked students to perform the drama. This activity make the student interested to the lesson. On the *fifth*

observation, the activity is individual activity. The students present one by one about their friends description.

b. Writing skill

Writing is held on the first observation, third, and fourth observation. The researcher finds that the *first observation*, some of the students do not focused on the activity. It indicates that the activity is not interesting for the student. The students just rewrite the dialog that has been presented. On the *third observation*, the students write the map. This activity dealing with asking and giving direction. And the *fourth* observation the Writing skill is about describing people. This activity focus on individual activity

The result shows that the teacher feels difficult in applying authentic material in an outdoor class. As stated by Danny that an outdoor education is a variety of subjective learning which focuses on students' experience involves personal and social development programs for the student¹. It means that to teach outdoor, the teacher should uses a material which represents real world resource. The teacher can use the material from the garden in the MA bilingual school for description topic as a simple example of using authentic materials. Here, the teacher only uses the materials from the text book.

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¹ Danny Parkin, *Environmental Education and Information*, Is Outdoor Education Environmental Education? vol. 17, no.3, pp275 – 286. 1998. 275

The result also shows that at the end of the activity, the teacher always does a good reflective activity, the teacher allows the student to think about what they have done in the teaching process, gives the correction of the activity, and gives suggestions for the better activity². It means that in the reflective activity the teacher has used a good activity.

2. Challenges in Teaching Outdoor Class

The result of this analysis is gotten from the key informer, Mrs. Laili Abidah, S.Pd as the English teacher of outdoor class. The researcher uses semi structural questions, so the questions will be flexible based on teacher's response.

Related to the challenges in teaching outdoor class, Mrs. Laili said that there were many factors that become difficulties in teaching process at outdoor class. Those factors can be concluded into two aspects.

a. Program Factor

Rickinson gave the conclusion that program factor related to the teacher, the students, and the lesson. Here, Challenges which are categorized as program factor in MA. Bilingual Krian are teacher's voice and planning the lesson. Further, the teacher concludes that program factor is related to internal factor of challenges in teaching outdoor class.

1) Teacher's voice

²CLEAR, Effective teaching- Fulfilling characteristics of a good learning activity, 2012.

Teacher's voice is close with the way of teacher in giving instruction in the class. Teaching outdoor needs a clear and loud voice because the class does not has wall, so the class is very wide.

2) Planning the lesson

Planning the lesson becomes more difficult because in outdoor class, the way teacher teaches should be more flexible. There are many aspects that affect the lesson plan doesn't work optimally. So, the teacher must think the preventing strategies in doing a good activity based on the lesson plan.

b. Place Factor

Place factor is related to the environment effect in outdoor class. Here, Challenges which are categorized as place factor in MA. Bilingual Krian are the weather and the facilities. Further, the teacher concludes that place factor is external factor of challenges in teaching outdoor class.

1) The weather

The weather becomes a challenge in teaching outdoor for example if the weather is rainy, all of activities will be difficult to do. The weather has a big impact to the students' enjoyment in teaching learning process.

2) The facilities

The facilities in outdoor classroom are related with the nature. In MA Bilingual Krian, the facilities in outdoor class are chairs, tables, and whiteboards. Here, the difficulties rise when the teacher needs additional facilities to improve teaching learning process, for example the electricity. The electricity will be important to access the tape recorder for listening class.

3) Unpredictable disruption

Unpredictable disruption is a disruption which comes at the teaching process in a sudden, for example from the animals. In outdoor, teaching process is close to nature and nature is habitat for the animals. The most common animal is mosquito. Here, the disruption from animals will disturb the students.