

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research, they are: the students' engagement level in indoor class, the students' engagement level in outdoor class and the difference of students engagement level in indoor and outdoor class based on three aspects of students' engagement level (emotion, cognition and behavior).

A. Findings

Observation has been done three times by the researcher and the co observer. We do the observation in the morning to afternoon in indoor class and outdoor class to measure the level of students' engagement in the class. Then, based on the result of observation and interview in indoor class and outdoor class of MA. Bilingual Krian, the researcher analyzes the gathered data and they are presented as the detail below:

1. The result of the students engagement level in indoor class:
 - a. The result of the first observation indoor class

The first observation, twenty eight of students attended indoor class. The learning activity was listening to the teacher's explanation about elliptic sentence and doing the task to review the lesson that the students have already learnt. Here, the researcher was helped by the co

observer observed all of the students in class and interviewed some of the students after the class ended. The results of the observation are:

1) Body language

When the teacher explains the lesson, twelve of twenty eight students get high level of engagement for their body language. They sit up straight, look forward and square in the chair. Ten of twenty eight students get medium level of engagement because they look around when the teacher explains the material, the teacher has to remind them to follow the instruction once, and then they will listen to the teacher. Six of twenty eight students get low level of engagement because they did not follow the teacher explanation; their head touches the table or lean on one's elbow with the chin in the hand.

When they do a task assigned by their teacher, eight of twenty eight students get high level of engagement for their body language. They focus on doing the task; they do the task without looking around. Then, fourteen of twenty eight students get medium level of engagement because sometimes they look around when they do the task, for example: they see their friends in class. Six of twenty eight students get low level of engagement in class because they chat with their friends when they do the task until the teacher reminds them to do the task.

For those results it can be concluded that for the body language 36% of students get high level of engagement for body language, 43% of students are medium level of engagement and 21% of students get low level of engagement.

2) Consistent focus

Fifteen of twenty eight students get minimum disruption for their attention, they lean closer and look forward when the teacher explains the lesson and they take note of the material thought by the teacher so they get high level of engagement for consistent focus. Eight of twenty eight students get medium level of engagement because they do not pay attention when the teacher explains the material and some of them do not take a note of the material. Five of twenty eight students get low level of engagement because some of them often play with things or drum finger even move around. It can be concluded that 53% of students get high level of engagement for consistent focus, 28% of students get medium level of engagement and 19% of students get low level of engagement.

3) Verbal participation

Two of twenty eight students get high level of engagement for verbal participation because they are very active in asking questions or sharing their opinion for about twice until three times.

Eighteen of twenty eight get medium level of engagement because the student ever ask question or share their opinion in the class, it is for about once. Eight of twenty eight students never ask or share their opinion about the lesson in the class, so they get low level of engagement for verbal participation. It can be concluded that 8% of students get high level of engagement in verbal participation, 64% of students get medium level of engagement, and 28% of students get low level of engagement.

4) Students confidence

Seventeen of twenty eight students get high level of engagement for their confidence because based on the observation of the researcher, co observer and information from the teacher, when they do the task given by the teacher they completed the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Eight of twenty eight students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Three of twenty eight students get low level of engagement because they do not complete the task. It can be concluded that 61% of students get high level of engagement for their confidence, 28% of students get medium level of engagement, and 11% of students get low level of engagement.

5) Fun and excitement

Six of twenty eight students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Fifteen of twenty eight students get medium level of engagement because they just smile when the teacher makes a humor without response it. Seven of twenty eight students get low level of engagement because they do not respond the teacher. Sometimes they yawn or even frown that indicates a bore. So it can be concluded that 21% of students get high level of engagement for fun and excitement, 54 % of students get medium level of engagement, and 25% of students get low level of engagement.

6) Individual attention

Based on the result of interview, twelve of fourteen students get high level of engagement for individual attention because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Two of fourteen students get medium level of engagement because the students state that they like asking question to their friend when they need help. No one gets low level of engagement because no one says that they just silence when they need help. So it can be

concluded that 86% of students get high level of engagement for individual attention and 14% of students get medium level of engagement.

7) Clarity of learning

Based on the result of interview, eight of fourteen students get high level of engagement for clarity of learning because they can describe the lesson and the purpose of the lesson that they have learnt. Six of fourteen students get medium level of engagement because they just describe some points of the lesson, and no one cannot describe the lesson that they have learnt. So it can be concluded that 57% of students get high level of engagement, and 43% of students get medium level of engagement.

8) Meaningfulness of work

Based on the result of interview, four of fourteen students get high level of engagement for meaningfulness of work because the students say that they feel interesting and get involved when they work in class. Ten of fourteen students get medium level of engagement because they state that they feel not so interesting when they work in class. No one states that they feel bored or mad in class. It can be concluded that 28% of students get high level of

engagement and 72% of students get medium level of engagement.

9) Rigorous thinking

Based on the result of interview, three of fourteen students get high level of engagement for rigorous thinking because they state that the work that they do in class is challenging, Eleven of fourteen students get medium level of engagement because they state that the work that they do in class is little bit challenging. No one of them state that the work that they do in class is not challenging. It can be concluded that 21% of students get high level of engagement, 79% of students get medium level of engagement.

10) Performance orientation

Based on the result of interview, one of fourteen students gets high level for performance orientation because she state that if she has to choose two to four, she will choose four for scoring her work in class because she state that she has tried her best in class. Thirteen of fourteen students get medium level of engagement because they state that that if they have to choose two to four, they will choose three for scoring their work in class because they state that they do not try too hard in class, no one choose two to evaluate themselves. So it can be concluded that,

7% of students get high level of engagement and 93% of students get medium level of engagement.

For overall the engagement of students which taken from the body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in indoor class is 37% students get high level of engagement in class, 48% students get medium level of engagement and 15% students get low level of engagement.

b. The result of second observation in indoor class

The second observation, twenty eight of students attended indoor class. The learning activity was watching animation movie "The Smurf 2", and writing the sentences that the students heard from the movie. Here, the researcher was helped by the co observer observed all of the students in class and interviewed some students after the class ended. The results of observation are:

1) Body language

When watching movie, sixteen of twenty eight students get high level for their body language. They sit up straight, look forward and square in the chair. Eleven of twenty eight students get medium level of engagement because they look around, the teacher has to remind them to follow the explanation once, and

then they will listen to the explanation. One of twenty eight students get low level of engagement because they do not follow the explanation, they touch their head to the table on the table or lean on one's elbow with the chin in the hand.

When they do a task assigned by the teacher, twelve of twenty eight students get high level of engagement for their body language. They focus on doing the task; they do the task without looking around. Then, nine of twenty eight students get medium level of engagement because sometimes they look around when they do the task. Seven of twenty eight students get low level of engagement because they chat with their friend when they do the task until the teacher reminds them to do the task.

For those results it can be concluded that for the body language 50% of students get high level of engagement, 36% of students are medium level of engagement and 14% of students get low level of engagement.

1) Consistent focus

Sixteen of twenty eight students get minimum disruption for their attention, they lean closer and look forward when the teacher explains especially when they watch the video and take a note of the lesson taught by the teacher so they get high level of engagement for consistent

focus. Twelve of twenty eight students get medium level of engagement because they do not pay attention when the teacher explains the material and some of them do not take a note of the material. No one get low level of engagement because no one plays with things or drum finger even move around. It can be concluded that 57% of students get high level of engagement, 43% of students get medium level of engagement and 0% of students get low level of engagement.

2) Verbal participation

Three of twenty eight students get high level engagement for verbal participation because they are very active in asking question or sharing their opinion for about twice until three times. Fifteen of twenty eight students get medium level of engagement because they ever ask question or share their opinion in the class, it is for about once. Ten of twenty eight students get low level of engagement because they never ask or share their opinion about the lesson in the class. It can be concluded that 10% of students get high level of engagement in verbal participation, 54% of students get medium level of engagement, and 36% of students get low level of engagement.

3) Students confidence

Eighteen of twenty eight students get high level of engagement for students confidence because based on the observation of the researcher, co observer and information from the teacher, when they do the task given by teacher they complete the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Seven of twenty eight students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Three of twenty eight students get low level of engagement because they do not complete the task. It can be concluded that 64% of students get high level for their confidence, 25% of students get medium level of engagement, and 11% of students get low level of engagement.

4) Fun and excitement

Six of twenty eight students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Fifteen of twenty eight students get medium level of engagement because they just smile when the teacher makes a humor without respond it. Seven of twenty eight students get low because they do not respond the teacher

even yawn or frown. So it can be concluded that 21% of students get high level of engagement, 54 % of students get medium level of engagement, and 25% of students get low level of engagement.

5) Individual attention

Based on the result of interview, ten of fourteen students get high level of engagement for individual attention because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Three of fourteen students get medium level of engagement because the students state that they like asking question to their friend when they need help. One student get low level of engagement because he says that he prefers to silence when he needs help. So it can be concluded that 71% of students get high level of engagement, 22% of students get medium level of engagement and 7% of students get low level of engagement.

6) Clarity of learning

Based on the result of interview, eight of fourteen students get high level of engagement for clarity of learning because they can describe the lesson and the purpose of the lesson that they have learnt. Five of fourteen students get medium level of engagement because they just describe some

points of the lesson, and one student can not describe the lesson that they have learnt. So it can be concluded that 57% of students get high level of engagement, 36% of students get medium level of engagement and 7% of students get low level of engagement.

7) Meaningfulness of work

Based on the result of interview, ten of fourteen students get high level of engagement for meaningfulness of work because the students say that they feel interesting and get involved when they work in class. Two of fourteen students get medium level of engagement because they say they feel not so interesting when they work in class. Two students state that they feel bored or mad in class. But most of students feel interesting with the work because they have watched video. Then it can be concluded that 72% of students get high level of engagement and 14% of students get medium level of engagement, and 14% of students get low level of engagement.

8) Rigorous thinking

Based on the result of interview, four of fourteen students get high level of engagement for rigorous thinking because they state that the work that they do in class is challenging, ten of fourteen students get medium level of

engagement because they state that the work that they do in class is little bit challenging. No one of them state that the work that they do in class is not challenging. It can be concluded that 29% of students get high level of engagement, 71% of students get medium level of engagement.

9) Performance orientation

Based on the result of interview, four of fourteen students get high level of engagement for performance orientation because they state that if they have to choose two to four, they will choose four for scoring her work in class because they state that they has tried their best in class. Ten of fourteen students state that that if they have to choose two to four, they will choose three for scoring their work in class because they state that they do not try too hard in class. So it can be concluded that 29% of students get high level of engagement and 71% of students get medium level of engagement.

For overall the engagement level of students which are taken from the body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in indoor class is 45% students get high level of

engagement, 42% students get medium level of engagement and 13% students get low level of engagement.

c. The result of the third observation in indoor class

The third observation, twenty seven of students attended indoor class. The learning activity was group work discussion that consists of five students in each group. Here, the researcher was helped by the co observer observed all of the students in class and interviewed some students after the class ended. The results of the observation:

1) Body language

In this class, students get group work activity. Students have to listen to their friends' explanation in each group. When their friend explains the lesson, fifteen of twenty seven students get high level of engagement for their body language. They sit up straight, look forward and square in the chair. Nine of twenty seven students get medium level of engagement because they look around when their friend explains the lesson, the teacher has to remind them to follow the instruction once, and then they will listen to the teacher. Three of twenty seven students get low level of engagement because they do not following their friends' explanation; they touch their head to the table or lean on one's elbow with the chin in the hand.

When they do a task given by the teacher, sixteen of twenty seven students get high level of engagement for their body language. They focus on doing the task; they do the task without looking around. Then, six of twenty seven students get medium level of engagement because sometimes they look around when they do the task. Five of twenty seven students get low level of engagement because they chat with their friends when they do the task until the teacher reminds them to do the task.

For those result it can be concluded that for the body language 57% of students get high level of engagement, 28% of students are medium level of engagement and 15% of students are low level of engagement.

2) Consistent focus

Fifteen of twenty seven students get minimum disruption for their attention, they lean closer and look forward when their friend explains the material and they take a note of the lesson so they get high level of engagement for consistent focus. Nine of twenty seven students get medium level of engagement because they do not pay attention when their friend explains the lesson and some of them do not take a note of the lesson. Three of twenty seven students get low level of engagement because they play with things or drum finger even move around. It can be concluded that

56% of students get high level of engagement, 33% of students get medium level of engagement and 11% of students get low level of engagement.

3) Verbal participation

Eighteen of twenty seven students get high level of engagement for verbal participation because they are very active in asking question or sharing their opinion for about twice until three times. Seven of twenty seven students get medium because they ever ask question or share their opinion in the class, it is for about once. Two of twenty seven students never ask or share their opinion about the lesson in the class.

In addition, eleven of twenty seven students are active participate in discussion activity; they work hard in discussion activity in their group. Twelve of twenty seven students work in discussion activity but they are not active, they just listen to their friend opinion without sharing their opinion in the discussion. Four of twenty seven students do not participate in discussion activity, they get involved in the discussion but they do not participate, work or share opinion during discussion activity.

From those result, it can be concluded that 54% of students get high level of engagement in verbal participation, 35% of

students get medium level of engagement, and 11% of students get low level of engagement.

4) Students confidence

Sixteen of twenty seven students get high level of engagement for students' confidence because based on the observation of the researcher, co observer and information from the teacher, when they do the task given by the teacher; they complete the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Nine of twenty seven students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Two of twenty seven students get low level of engagement because they do not complete the task. It can be concluded that 60% of students get high level of engagement for their confidence, 33% of students get medium level of engagement, and 7% of students get low level of engagement.

5) Fun and excitement

Eight of twenty seven students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Sixteen of twenty seven students get medium level of engagement because they just smile when the

teacher makes a humor without response it. Three of twenty seven students get low level of engagement because they do not respond the teacher. They yawn or even frown. So it can be concluded that 30% of students get high level of engagement, 59 % of students get medium level of engagement, and 11% of students get low level of engagement.

6) Individual attention

Based on the result of interview, seven of fourteen students get high level of engagement for individual attention because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Seven of fourteen students get medium level of engagement because the students say that they like asking question to their friend when they need help. And no one get low level of engagement because no one says that he/she prefers to silence when needs help. So it can be concluded that 50% of students get high level of engagement for individual attention, 50% of students get medium level of engagement and no one gets low level of engagement.

7) Clarity of learning

Based on the result of interview, eight of fourteen students get high level of engagement for clarity of learning because they can describe the lesson and the purpose of the lesson that they

have learnt. Six of fourteen students get medium level of engagement because they just describe some points of the lesson, and one student can not describe the lesson that they have learnt. So it can be concluded that 57% of students get high level of engagement for clarity of learning, 43% of students get medium level of engagement and no one get low level of engagement.

8) Meaningfulness of work

Based on the result of interview, nine of fourteen students get high level of students' engagement for meaningfulness of work because the students state that they feel interesting and get involved when they work in class. Five of fourteen students get medium level of engagement because they state that they feel not so interesting when they work in class. No one states that they feel bored or mad in class. It can be concluded that 64% of students get high level of engagement for meaningfulness of work and 36% of students get medium level of engagement, and no one gets low level of engagement.

9) Rigorous thinking

Based on the result of interview, five of fourteen students get high level of engagement for rigorous thinking because they state that the work that they do in class is challenging, nine of fourteen students get medium because they state that the work that

they do in class is little bit challenging. No one of them states that the work that they do in class is not challenging. It can be concluded that 36% of students get high level of engagement for rigorous thinking, and 64% of students get medium level of engagement.

10) Performance orientation

Based on the result of interview, one of fourteen students get high level of engagement for performance orientation because he state that if he has to choose two to four, he will choose four for scoring her work in class because he state that he has tried his best in class. Ten of fourteen students state that that if they have to choose two to four, they will choose three for scoring their work in class because they stated that they do not try too hard in class so they get medium level of students engagement. And three of fourteen students neither state that if they have to choose two to four, they will choose two for scoring their work in class because they do not tried their best, they just join the class. So it can be concluded that 7% of students get high level of engagement, 71% of students get medium level of engagement and 22% of students get low level of engagement.

For overall the level engagement of students which are taken from the body language, consistent focus, verbal participation,

students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in indoor class is 49% students get high level of engagement, 41% students get medium level of engagement and 10% students get low level of engagement.

- d. The average of the result of the first, second and third observation in indoor class

From the result of the first, second and third observation, it can be concluded the percentage of the students' engagement as follows:

Table 4.1 *The percentage of students' engagement level in indoor class.*

No	Items	The percentage of students' score		
		High	Medium	Low
1.	Body language	48%	35%	17%
2.	Consistent focus	55%	35%	10%
3.	Verbal participation	31%	47%	22%
4.	Students' confidence	61%	29%	10%
5.	Fun and excitement	24%	55%	21%
6.	Individual attention	69%	29%	2%
7.	Clarity of learning.	57%	41%	2%

8.	Meaningfulness work	55%	40%	5%
9.	Rigorous thinking	38%	62%	-
10.	Performance orientation	14%	79%	7%
Overall level of students' engagement		44%	43%	13%

2. The result of students' engagement level in outdoor class
 - a. The result of the first observation in outdoor class

The first observation, twenty nine of students attended outdoor class. The learning activity was listening to the teacher's explanation about elliptic sentence and doing the task to review the lesson that the students have already learnt. Here, the researcher was helped by the co observer observed all of the students in class and interviewed some students after the class ended. The results of the observation:

- 1) Body language

When the teacher explains the lesson, ten of twenty nine students get high level of engagement for their body language. They sit up straight, look forward and square in the chair. Eleven of twenty nine students get medium level of engagement because they look around when the teacher explains the lesson. The

teacher has to remind them to follow the explanation once, and then they will listen to the teacher. Eight of twenty nine students get low level of engagement because they do not follow the teacher explanation; they touch their head to the table or lean on one's elbow with the chin in the hand.

When they do a task given by teacher, seven of twenty nine students get high level of engagement for their body language. They focus on doing the task; they do the task without looking around. Then, eighteen of twenty nine students get medium level of engagement because sometimes they look around when they do the task for example: they see other students who pass the outdoor class; they see a bird or butterfly flying. Four of twenty nine students get low level of engagement because they chat with their friend when they do the task until the teacher reminds them to do the task.

For those results it can be concluded that for the body language 29% of students get high level of engagement, 50% of students are medium level of engagement and 21% of students are low level of engagement.

2) Consistent focus

Eleven of twenty nine students get minimum disruption for their attention, they lean closer and look forward when the teacher

explains the lesson and they take a note of the lesson taught by the teacher so they get high level of engagement for consistent focus. Ten of twenty nine students get medium level of engagement because they do not pay attention when the teacher explains the lesson and some of them do not take a note of the lesson. Eight of twenty nine students get low level of engagement because some of them often play with things or drum finger even move around. It can be concluded that 38% of students get high level of engagement, 34% of students get medium level of engagement and 28% of students get low level of engagement.

3) Verbal participation

Three of twenty nine students get high level of engagement for verbal participation because they are very active in asking questions or sharing their opinion for about twice until three times. Eighteen of twenty nine students get medium level of engagement because they ever ask question or share their opinion in the class, it is for about once. Eight of twenty nine students get low level of engagement because they never ask or share their opinion about the lesson in the class. It can be concluded that 10% of students get high level of engagement in verbal participation, 62% of students get medium level of engagement, and 28% of students get low level of engagement.

4) Students confidence

Six of twenty nine students get high level of engagement for students' confidence because based on the observation of the researcher, co observer and information from the teacher, when they do the task given by the teacher; they complete the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Twenty one of twenty nine students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Two of twenty nine students get low level of engagement because they do not complete the task. It can be concluded that 21% of students get high level of engagement for their confidence, 72% of students get medium level of engagement, and 7% of students get low level of engagement.

5) Fun and excitement

Thirteen of twenty nine students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Twelve of twenty nine of students get medium level of engagement because they just smile when the teacher make a humor without response it. Four of twenty nine students get low level of engagement because they do not respond

the teacher. They yawn or even frown. So it can be concluded that 45% of students get high level of engagement for fun and excitement, 41 % of students get medium level of engagement, and 14% of students get low level of engagement.

6) Individual attention

Based on the result of interview, seven of fourteen students get high level of engagement for individual attention because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Six of fourteen students get medium level of engagement because the students state that they like asking question to their friend when they need help. One student is low because he says that he prefers to silence when he needs help. So it can be concluded that 50% of students get high level of engagement for individual attention, 43% of students get medium level of engagement and 7% of students get low level of engagement.

7) Clarity of learning

Based on the result of interview, five of fourteen students get high level of engagement for clarity of learning because they can describe the lesson and the purpose of the lesson that they have learnt. Eight of fourteen students get medium level of engagement because they just describe some points of the lesson,

and one student cannot describe the lesson that they have learnt. So it can be concluded that 36% of students get high level of engagement for clarity of learning, 57% of students get medium level of engagement and 7% of students get low level of engagement.

8) Meaningfulness of work

Based on the result of interview, thirteen of fourteen students get high level of engagement for meaningfulness of work because the students state that they feel interesting and get involved when they work in class. No one get medium because no one states that they are not too interesting when they work in class. And one student states that he feels bored or mad in class. It can be concluded that 93% of students get high level of engagement for meaningfulness of work and 7% of students get low level of engagement.

9) Rigorous thinking

Based on the result of interview, three of fourteen students get high level of engagement for rigorous thinking because they state that the work that they did in class is challenging, eleven of fourteen students get medium level of engagement because they state that the work that they do in class is little bit challenging. No one of them state that the work that they do in class is not

challenging. It can be concluded that 21% of students get high level of engagement, 79% of students get medium level of engagement.

10) Performance orientation

Based on the result of interview, two of fourteen students get high level of engagement for performance orientation because they state that if they have to choose two to four, they will choose four for scoring her work in class because they state that they has tried their best in class. Twelve of fourteen students stated that that if they have to choose two to four, they will choose three for scoring their work in class because they state that they do not try too hard in class. So it can be concluded that 14% of students get high level of engagement for performance orientation and 86% of students get medium level of engagement.

For overall the engagement of students which are taken from the body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in outdoor class, 33% students get high level of engagement, 52% students get medium level of engagement and 15% students get low level of engagement.

b. The result of second observation in outdoor class

The second observation, twenty eight of students attended outdoor class. The learning activity was students' individual work, the teacher just explains the previous lesson a little and it is continued by giving the students work. Here, the researcher was helped by the co observer observed all of the students in class and interviewed some students after the class ended. The results of students' engagement level are:

1) Body language

When the teacher explains the previous lesson, twelve of twenty eight students get high level of engagement for their body language. They sit up straight, look forward and square in the chair. Ten of twenty eight students get medium level of engagement because they look around when the teacher explains the lesson, the teacher has to remind them to follow the explanation once, and then they will listen to the teacher. Six of twenty eight students get low level of engagement because they do not follow the teacher's explanation; they touch their head to the table or lean on one's elbow with the chin in the hand.

When they do a task given by their teacher, eight of twenty eight students get high level of engagement for their body language. They focus on doing the task; they do the task without

looking around. Then, fourteen of twenty eight students get medium level of engagement because sometimes they look around when they do the task. Six of twenty eight students get low level of engagement because they chat with their friend when they do the task until the teacher reminds them to do the task.

For those result it can be concluded that for the body language 36% of students get high level of engagement for their body language, 43% of students get medium level of engagement and 21% of students get low level of engagement.

2) Consistent focus

Fifteen of twenty eight students get minimum disruption for their attention; they lean closer and look forward when the teacher explains the lesson, they take a note of the lesson taught by the teacher so they get high level of engagement for consistent focus. Eight of twenty eight students get medium level of engagement because they do not pay attention when the teacher explains the lesson and some of them do not take a note of the material. Five of twenty nine students get low level of engagement because they play with things or drum finger even move around. It can be concluded that 53% of students get high level of engagement for consistent focus, 28% of students get medium

level of engagement and 19% of students get low level of engagement.

3) Verbal participation

Two of twenty eight students get high level of engagement because they are very active in asking questions or sharing their opinion for about twice until three times. Eighteen of twenty eight students get medium level of engagement because they ever ask question or share their opinion in the class, it is for about once. Eight of twenty eight students are low because they never ask or share their opinion about the lesson in the class. It can be concluded that 8% of students get high level of engagement in verbal participation, 64% of students get medium level of engagement, and 28% of students get low level of engagement.

4) Students confidence

Eight of twenty eight students get high level of engagement for students' confidence. Based on the observation of the researcher, co observer and information from the teacher when they do the task given by the teacher they complete the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Seventeen of twenty eight students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Three of

twenty eight students get low level of engagement because they do not complete the task. It can be concluded that 28% of students get high level of engagement for their confidence, 61% of students get medium level of engagement, and 11% of students get low level of engagement.

5) Fun and excitement

Fifteen of twenty eight students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Eight of twenty eight students get medium level of engagement because they just smile when the teacher make a humor without response it. Five of twenty eight students get low level of engagement because they do not respond the teacher. They yawn or even frown in class. So it can be concluded that 54% of students get high level of engagement for fun and excitement, 28 % of students get medium level of engagement, and 18% of students get low level of engagement.

6) Individual attention

Based on the result of interview, eight of fourteen students get high level of engagement because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Six of fourteen students get medium level

of engagement because the students state that they like ask question to their friend when they need help. No one is low because no one says that he/she prefers to silence when needs help. So it can be concluded that 57% of students get high level of engagement for individual attention, 43% of students get medium level of engagement and no one gets low level of engagement.

7) Clarity of learning

Based on the result of interview, five of fourteen students get high level of engagement because they can describe the lesson and the purpose of the lesson that they have learnt. Nine of fourteen students get medium level of engagement because they just describe some points of the lesson. One student cannot describe the lesson that they have learnt. So it can be concluded that 36% of students get high level of engagement for clarity of learning, 64% of students get medium level of engagement and no one get low level of engagement.

8) Meaningfulness of work

Based on the result of interview, eleven of fourteen students get high level of engagement because the students state that they feel interesting and get involved when they work in class. Three of fourteen students get medium level of engagement because they state that they feel not so interesting when they work

in class. No one states that they feel bored or mad in class. It can be concluded that 79% of students get high level of engagement for meaningfulness of work and 21% of students get medium level of engagement, and no one gets low level of engagement.

9) Rigorous thinking

Based on the result of interview, eleven of fourteen students get high level because they state that the work that they do in class is challenging, three of fourteen students get medium level of engagement because they state that the work that they do in class is little bit challenging. No one of them state that the work that they do in class is not challenging. It can be concluded that 79% of students get high level of engagement for rigorous thinking, 21% of students get medium level of engagement.

10) Performance orientation

Based on the result of interview, eleven of fourteen students get high level of engagement because they state that if they have to choose two to four, they will choose four for scoring her work in class because they state that they has tried their best in class. Three of fourteen students get medium level of engagement because they state that if they have to choose two to four, they will choose three for scoring their work in class and they stated that they do not try too hard in class. So it can be concluded that 79%

of students get high level of engagement for performance orientation and 21% of students get medium level of engagement.

For overall the engagement of students which taken from the body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in outdoor class is 45% students get high level of engagement, 41% students get medium level of engagement and 14% students get low level of engagement.

c. The result of the third observation in outdoor class.

The third observation, twenty eight of students attended outdoor class. The learning activity was group work discussion that consists of five students in each group. Here, the researcher was helped by the co observer observed all of the students in class and interviewed some students after the class ended. And the results of the observation are:

1) Body language

In this class, students get group work activity. Students have to listen to their friends' explanation in each group. When their friend explains the lesson, eleven of twenty eight students get high level of engagement for their body language. They sit up straight, look forward and square in the chair. Eight of twenty

eight students get medium level of engagement because they look around when their friend explains the lesson, the teacher has to remind them to follow the explanation once, and then they will listen to the explanation. Nine of twenty eight students get low level of engagement because they do not following the explanation; they touch their head to the table le or leaning on one's elbow with the chin in the hand.

When they do a task given by their teacher, seven of twenty eight students get high level of engagement for their body language. They focus on doing the task; they do the task without looking around. Then, fourteen of twenty eight students get medium level of engagement because sometimes they look around when they do the task. Seven of twenty eight students get low level of engagement because they chat with their friend when they do the task until the teacher reminds them to do the task.

For those result it can be concluded that for the body language 32% of students get high level of engagement for body language, 39% of students get medium level of engagement and 29% of students get low level of engagement.

2) Consistent focus

Thirteen of twenty eight students get minimum disruption for their attention; they lean closer and look forward when their

friend explains the lesson and they take a note of the lesson so they get high level of engagement for consistent focus. Ten of twenty eight students get medium level of engagement because they do not pay attention when their friend explains the lesson and some of them do not take a note of the lesson. Five of twenty eight students get low level of engagement because they play with things or drum finger even move around. It can be concluded that 46% of students get high level of engagement for consistent focus, 36% of students get medium level of engagement and 18% of students get low level of engagement.

3) Verbal participation

Eighteen of twenty eight students get high level of engagement for verbal participation because they are very active in asking questions or sharing their opinion for about twice until three times. Eight of twenty eight students get medium level of engagement because they often ask question or share their opinion in the class, it is for about once. Two of twenty eight students get low level of engagement because they never ask or share their opinion about the lesson in the class.

In addition, ten of twenty eight students get high level because they are active participate in discussion activity; they work hard in discussion activity in their group. Nine of twenty

eight students get medium level because they work in discussion activity but they are not active, they just listen to their friend opinion without sharing their opinion in the discussion. Nine of twenty eight students get low level of engagement because they do not participate in discussion activity, they get involved in the discussion but they do not participate, work or share opinion during discussion activity.

From those result, it can be concluded that 50% of students get high level of engagement in verbal participation, 30% of students get medium level of engagement, and 20% of students get low level of engagement.

4) Students confidence

Thirteen of twenty eight students get high level of engagement for students' confidence based on the observation of the researcher, co observer and information from the teacher; because when they do the task given by the teacher they complete the task with limited coaching or approval seeking. They get very good score, it is 80 up to 90. Eleven of twenty eight students get medium level of engagement because sometimes they cheat when they do the task or they get a medium score, it is 70 up to 80. Four of twenty eight students get low level of engagement because they do not complete the task.

From those result, it can be concluded that 47% of students get high level of engagement for their confidence, 39% of students get medium level of engagement, and 14% of students get low level of engagement.

5) Fun and excitement

Sixteen of twenty eight students get high level of engagement for fun and excitement because when the teacher makes a humor in class they smile and even add or respond the humor so they feel fun in class. Nine of twenty eight students get medium level of engagement because they just smile when the teacher makes a humor without response it. Three of twenty eight students get low level of engagement because they do not respond the teacher. They yawn or even frown. So it can be concluded that 57% of students get high level of engagement, 32 % of students get medium level of engagement, and 11% of students get low level of engagement.

6) Individual attention

Based on the result of interview, five of fourteen students get high level of engagement for individual attention because the students say that they like asking question to the teacher when they need help related with the difficult lesson. Nine of fourteen students get medium level of engagement because the students

state that they like asking question to their friend when they need help. No one get low level of engagement because no one says that he/she prefers to silence when needs help. So it can be concluded that 36% of students get high level of engagement for individual attention, 64% of students get medium level of engagement and no one gets low level of engagement.

7) Clarity of learning

Based on the result of interview, two of fourteen students get high level of engagement for clarity of learning because they can describe the lesson and the purpose of the lesson that they have learnt. Twelve of fourteen students get medium level of engagement because they just describe some points of the lesson, and one student cannot describe the lesson that they have learnt. So it can be concluded that 14% of students get high level of engagement for clarity of learning, 86% of students get medium level of engagement and no one get low level of engagement.

8) Meaningfulness of work

Based on the result of interview, twelve of fourteen students get high level of engagement for meaningfulness of work because the students state that they feel interesting and get involved when they work in class. Two of fourteen students get medium level of engagement because they state that they feel not

so interesting when they work in class. No one states that they feel bored or mad in class. Most of students state that they feel interesting with the work because they do a group work in outdoor, each group do it in different places. Some of them are in gazebo, in front of library, in outdoor classroom, etc. That makes the work more interesting. Then it can be concluded that 86% of students get high level of engagement for meaningfulness of work and 14% of students get medium level of engagement, and no one gets low level of engagement.

9) Rigorous thinking

Based on the result of interview, eleven of fourteen students get high level of engagement for rigorous thinking because they state that the work that they do in class is challenging, three of fourteen students get medium level of engagement because they state that the work that they do in class is little bit challenging. No one of them states that the work that they do in class is not challenging. It can be concluded that 79% of students get high level of engagement for rigorous thinking, 21% of students get medium level of engagement.

10) Performance orientation

Based on the result of interview, three of fourteen students get high level of students' engagement for performance orientation

because he state that if he has to choose two to four, he will choose four for scoring her work in class because he state that he has tried his best in class. Eight of fourteen students get medium level of engagement because they state that if they have to choose two to four, they will choose three for scoring their work in class because they state that they do not try too hard in class. And three of fourteen students get low level of engagement because they state that if they have to choose two to four, they will choose two for scoring their work in class because they do not tried their best, they just join the class. So it can be concluded that 21% of students get high level of engagement for performance orientation and 58% of students get medium level of engagement and 21% of students get low level of engagement.

For overall the engagement of students which are taken from the body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness work, rigorous thinking, performance orientation in outdoor class is 45% students get high level of engagement, 39% students get medium level of engagement and 16% students get low level of engagement.

- d. The average of the result of the first, second and third observation in outdoor class

From the result of the first, second and third observation, it can be concluded the percentage of the students' engagement as follows:

Table 4.2 *The percentage of students' engagement level in outdoor class*

No	Items	The percentage of students' score		
		High	Medium	Low
1.	Body language	32%	44%	24%
2.	Consistent focus	46%	33%	21%
3.	Verbal participation	29%	47%	24%
4.	Students' confidence	32%	58%	10%
5.	Fun and excitement	52%	34%	14%
6.	Individual attention	48%	50%	2%
7.	Clarity of learning.	29%	69%	2%
8.	Meaningfulness work	86%	12%	2%
9.	Rigorous thinking	60%	40%	-
10.	Performance orientation	38%	55%	7%
Overall level of students' engagement		41%	44%	15%

3. The difference between students' engagement level in indoor class and students' engagement level in outdoor class.

Based on the result of the three observations above, there are some differences of students' engagement level in indoor and outdoor class.

- a. The students who study in indoor class have higher level of engagement than students who study in outdoor class for their behavioral engagement including body language, consistent focus, verbal participation and individual attention of the students.

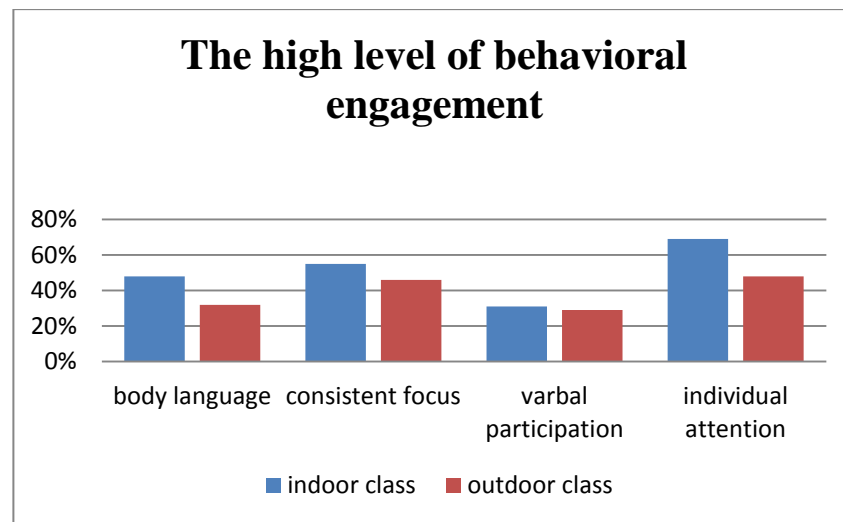


Figure 4.1 *The Chart of Behavioral Engagement level*

For the body language of the students, it shows that the level of students' engagement in indoor class is higher than the level of students' engagement in outdoor class. From the first, second and third observation indicates that students who are studying in indoor

class have better positive behavior than students who are studying in outdoor class.

For consistent focus, it shows that the level of students' engagement in indoor is higher than the level of students' engagement in outdoor. From the first, second and third observation indicates that the attention of students in indoor class is better than in outdoor class. Some of students in outdoor class get some distraction. For example: they see a bird on a tree when the teacher explains the lesson.

For verbal participation, it shows that the level of students engagement in indoor is higher than the level of students' engagement in outdoor. Students in indoor class are more active in asking question or sharing opinion than students in outdoor class. Moreover when discussion activity, the participation of the students in indoor class is better than the students in outdoor class.

For individual attention, it shows that the level of students engagement in indoor class is higher than the level of students' engagement in outdoor class. Based on the result of interview, it indicates that the students in indoor class often ask question to the teacher better than students in outdoor class. In the other hand, a half of the students in outdoor class prefer to ask their friend when they need help relate with the lesson.

- b. The students who study in outdoor class have higher level of engagement than students who study in indoor class for their emotional engagement including the fun and excitement, and meaningfulness of work of the students.

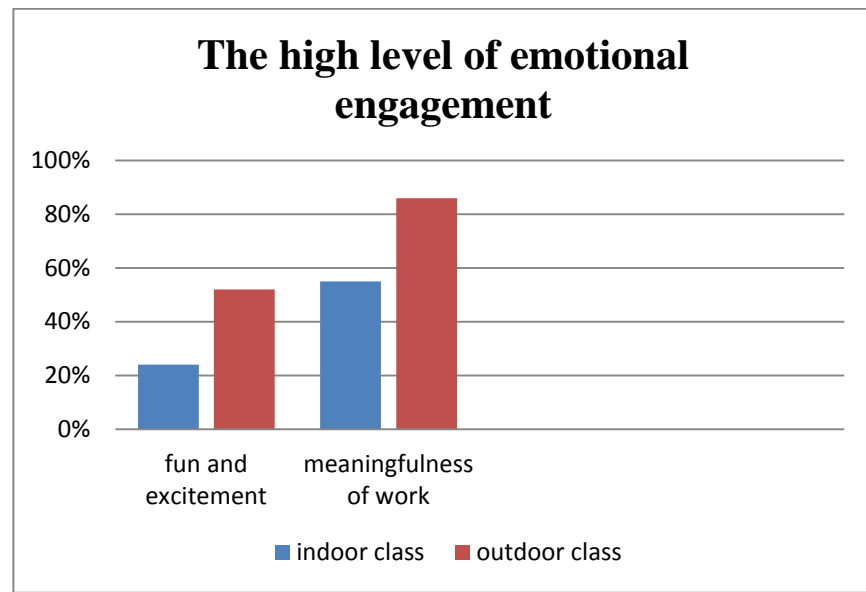


Figure 4.2 *The Chart of Emotional Engagement level*

For fun and excitement, it shows that the level of students' engagement in outdoor class is higher than the students' engagement level in indoor class. Students in outdoor class are more excitable than students in indoor class.

For Meaningfulness of work, it shows that the level of students' engagement in outdoor class is higher than the students' engagement level in indoor class. Students in outdoor class are more interested in class than students in indoor class. Most of students in outdoor class

state that they feel the work that they do in class is interesting, while in indoor class, it is just a half of the student state that the work that they do in class is interesting.

- c. The students who study in outdoor class have higher level of engagement than students who study in indoor class for their cognition related with their psychology including rigorous thinking and performance orientation of the students. Then, for their cognition related with their thought in studying including students' confidence and clarity of learning of the students, the students who study in indoor class have higher level of engagement than the students who study in outdoor class.

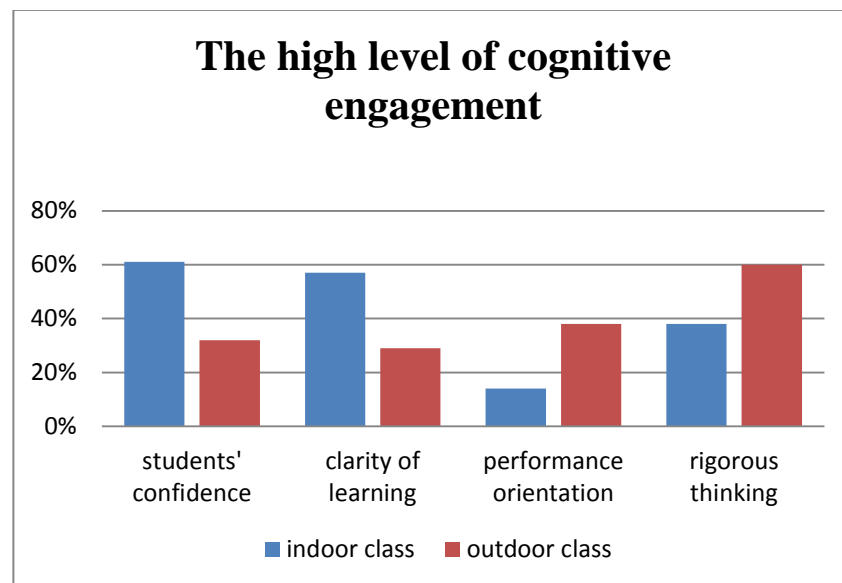


Figure 4.3 *The Chart of Cognitive Engagement level*

For Student confidence, it shows that the level of students' engagement in indoor class is higher than the level of students' engagement in outdoor class. When the teacher gives task to the students, most of students in indoor class do it by themselves and get better mark than students in outdoor class.

For the clarity of learning, it shows that the level of students' engagement in indoor class is higher than the level of students' engagement in outdoor class. The students who study in indoor class can describe the lesson and the purpose of the lesson better than students who study in outdoor class.

For performance orientation, it shows that the level of students' engagement in outdoor class is higher than the students' engagement level in indoor class. The students who study in outdoor class evaluate their work in the class higher than the students in indoor class. Most of students who study in outdoor class state that they have tried their best in class, while some of students who study in indoor class state that they do not try too hard in class

For rigorous thinking, it shows that the level of students' engagement in outdoor class is higher than the students' engagement level in indoor class. Many students who study in outdoor class state that the work that they do in class is challenging, while in indoor

class just little students state that the work that they do in class is challenging.

B. Discussion

The result of the level of students' engagement in indoor class and outdoor class has been mentioned above. It shows that there is different result of the students' engagement level in each activity in indoor or outdoor class. In addition, the result of the observations show there is different result of students' engagement level in outdoor and indoor class. So, this discussion talks about the difference result of students' engagement level in each activity in indoor class, the difference result of students' engagement level in each activity in outdoor class, different result of students' engagement level in outdoor and indoor class, and the teacher's opinion about the finding. It will be described clearly as follows:

1. The different result of the students' engagement level in each activity in indoor.

There are some differences of the first, the second and the third result for the level of students' engagement. They have different result of the level students' engagement because they have different activities in learning. Shernoff, et al. indicate that different classroom activities

provide different level of students' engagement.⁵³ So the level of students' engagement also depends on the teachers' activity in class.

The result of the first observation indicates that 37% of students get high level of engagement, 48% of students get medium level of engagement and 15% of students get low level of engagement. At the time, the activity was lecturing. The teacher explained about elliptic sentence. Then, the students did a task about elliptic sentence.

Then, the result of the second observation indicates that 45% of students get high level of engagement, 42% of students get medium level of engagement and 13% of students get low level of engagement. At the time, the activity was watching movie. The students watched "The Smurf 2". Then, they wrote sentences that they heard from the movie.

While, the result of the third observation indicates that 49% of students get high level of engagement, 41% of students get medium level of engagement and 10% of students get low level of engagement. At the time, the activity was group work discussion. The students were divided into six groups that consist of five or four students. They discussed about the lessons that had been explained by the teacher before. Then, a student in each group explained to the other.

⁵³David J. Shernoff, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, "Student Engagement in High School Classrooms from the Perspective of Flow Theory". *School Psychology Quarterly*. Vol. 18, No. 2, 2003, pp 168.

Those explanations above show that the level of students' engagement in lecturing activity is lower than watching movie activity, and watching movie activity is lower than group work discussion activity. Then, the lowest engagement level of the students can be found in lecturing activity. It happens because the students are more enjoyable in watching movie and group work discussion than they just listen to the teacher's explanation. They like a group work discussion because they can interact with their friends to solve their problem about the lesson, and they like watching movie because they stay in Islamic boarding school so they seldom watch movie.⁵⁴ Shernoff, et al also show that the level of students' engagement in group work activity is higher than watching movie and the level of students' engagement in watching movie activity is higher than listening to the lecture.⁵⁵ This shows that different activity causes different level of students' engagement in indoor class.

2. The different result of the students' engagement level in each activity in outdoor class

There are some different results of the first, the second and the third observation for the level of students' engagement in outdoor class.

⁵⁴ *The result of interview*

⁵⁵ David J. Shernoff, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, "Student Engagement in High School Classrooms from the Perspective of Flow Theory". *School Psychology Quarterly*. Vol. 18, No. 2, 2003. Pp 169

The result of first observation indicates that 33% of students get high level of engagement, 52% of students get medium level of engagement and 15% of students get low level of engagement. At the time, the activity was lecturing. The teacher explained about elliptic sentence. Then, the students did a task about elliptic sentence.

Then, the result of the second observation indicates that 45% of students get high level of engagement, 41% of students get medium level of engagement and 14% of students get low level of engagement. At the time, the activity was individual work. The teacher reminded and explained a little to the students about some lessons that they have learnt. Then, the students did a task about those lessons.

While, the result of the third observation indicates that 45% of students get high level of engagement, 39% of students get medium level of engagement and 16% of students get low level of engagement. At the time, the activity was group work discussion. The students were divided into six groups that consist of five or four students. The students discussed about the lessons that they have learnt before. They discussed in different places at outdoor. Three groups discussed in outdoor class, two groups discussed in front of library and a group discussed in gazebo. After discussed the lesson, a student in each group explained about the topic that they got to the other students.

Those explanations above show that the level of students' engagement in group work discussion activity and individual work activity has similar level, and they have higher level than lecturing activity. It happens because they feel very enjoyable when they do group work activity in outdoor class. Each of groups discuss in different places in outdoor that makes them do not feel boring. While, in individual work activity they have to do a task by themselves and the teacher will give them mark for the process of doing the task. So they engage more in this activity because they get big motivation to get a good mark.⁵⁶ Shernoff, et al also show that students in group work activity and individual work have higher level of engagement than students in lecture activity.⁵⁷ This shows that different activity causes different level of students' engagement in indoor class.

3. The difference of students' engagement level in indoor and in outdoor class.

The differences of students' engagement level in outdoor and indoor class can be seen clearly from three aspects of students' engagement:

⁵⁶ *The result of interview*

⁵⁷ David J. Shernoff, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, Mihaly Csikszentmihalyi, "Student Engagement in High School Classrooms from the Perspective of Flow Theory". *School Psychology Quarterly*. Vol. 18, No. 2, 2003. Pp 169

a. Behavioral engagement

Trowler stated that students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior.⁵⁸ It means behavioral engagement of the students can be seen from the behavioral norms of the students including body language, consistent focus, verbal participation and individual attention of the students. Based on the result of observation, it shows that the level of students' engagement in indoor class is higher than students' engagement level in outdoor class for behavioral engagement.

Based on the result of observation, in outdoor class, some students show negative behavior. They do not focus, participate or pay attention to the teacher because the physical environment around them can take their attention away from the activities in class. For example, they see the other students in different class or even talk to them. Then, sometimes they see environment around them, for example, they see a bird on the tree or a cat passes. They can see them because it is outdoor class; there is no wall in their classroom. It can influence their behavior including their body language, focus,

⁵⁸ Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010).

attention and participation in class. Conway cited in Sullivan, Johnson, et al state that the classroom (or any teaching space), including interactions among the physical environment, teacher characteristics, curriculum, and a number of student, all of which influence student' behavior.⁵⁹ It means that classroom physical environment is one of the factors that can influence the students' behavioral engagement.

b. Emotional engagement

Trowler stated that students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.⁶⁰ So, emotional engagement can be seen from the affective reactions of the students. It includes fun and excitement, and meaningfulness of work of the students.

Based on the result of observation, it shows that the level of students' engagement in outdoor class is higher than the level of students' engagement in indoor class for emotional engagement. The students in outdoor class feel more exciting and interesting than the students in indoor class. This is because they feel happy and fun studying in outdoor class; they feel that the situation of outdoor class

⁵⁹ Anna Sullivan, Bruce Johnson, Robert Conway, Larry Owens, Carmel Taddeo: "*Punish Them or Engage Them?*". (Australia: University of Australia, 2012)

⁶⁰ Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010).

is comfortable. Based on the result of interview, it also shows that they like the atmosphere of outdoor class. Frenzel, Pekrun and Goetz indicate that perceived classroom environment has a relation with students' emotion including enjoyment, anxiety, anger, etc.⁶¹ Based on the result of observation and the theory, it can be indicated that classroom environment in outdoor class can improve the students emotion better than indoor class.

c. Cognitive engagement

The cognitive component involves self-regulated learning, metacognition, application of learning strategies in thinking and studying.⁶² It includes the students' confidence and clarity of learning of the students. Then, psychological component includes students' investment in learning and motivation to learn.⁶³ This psychological component includes rigorous thinking and performance orientation.

For the cognitive engagement that relates with the cognitive of students indicate that the students' engagement level in indoor class is higher than students' engagement level in outdoor class for

⁶¹ Anne C. Frenzel, Reinhard Pekrun, Thomas Goetz: "Perceived learning environment and students' emotional experiences" (Germany: University of Munich).

⁶² Fredricks, J, McColskey, et al. *Measuring student engagement in upper elementary through high school: a description of 21 instruments*. (Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast, 2011)..

⁶³ Fredricks, J, McColskey, et al. *Measuring student engagement in upper elementary through high school: a description of 21 instruments*. (Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast, 2011).

students' confidence and clarity of learning. Based on the result of observation and interview, it is shown that the students who study in indoor class can do the task and describe the lesson that has been taught by the teacher better than students in outdoor class, one of the reason is they can focus to the lesson in indoor class better than in outdoor class. Moreover some of them state that they cannot focus in outdoor class because sometimes they feel noisy when listening to the teachers' explanation. Lyons states that environmental condition can be troublesome and negative impact to the students in learning, the environmental condition includes the noise, glare, and mildew, hot or cold temperature.⁶⁴ This means the condition of the environment in class gives an effect to the students in learning.

In addition, for the cognitive engagement that relates with the students' psychology, the description above shows that students' engagement level in outdoor class is higher than in indoor class for rigorous thinking and performance orientation. Based on the result of observation and interview, the students feel enjoyable in outdoor class, The students who study in outdoor class evaluate themselves higher than the students who study in indoor class, and they think that the activity that they do in outdoor class is more challenging than

⁶⁴ John B. Lyons. "Do School Facilities Really Impact A Child's Education?" *An introduction to the issues* (dpl.coe.uga.edu/articlesandpapers/lyons.html, accessed on May 29, 2014)

the activity that they do in indoor class. In this case, based on the result of the observation, outdoor class has a good impact to the students' psychology better than indoor class. Oblinger indicates that the areas of psychology (thought and feeling) of students relate most directly to classroom design and learning environments, such as the light, temperature, and noise on learning.⁶⁵ This means the classroom environment has an impact to the students' psychology that relates with their mind and feeling. In addition, Azad and Dorothy state that the areas of psychology that relate most directly to classroom design and learning environments are environmental, educational, human factors (engineering), and social psychology.⁶⁶ This means one of the learning environment and classroom designs which relate directly to the students psychology is the environmental itself.

Those differences show that the level of students' engagement in indoor class is higher than outdoor class for the behavioral and cognitive engagement that relate with their comprehension. Then, the level of students' engagement in outdoor class is higher than indoor class for the emotional engagement and cognitive engagement that relate with their psychology. Graetz states that the physical characteristics of learning environments can affect learners emotionally, with important cognitive

⁶⁵ Diana G. Oblinger, *Learning Spaces* (Washington, DC: Educause, 2006). 62-63.

⁶⁶ Ali Azad and Gracey Dorothy: "*Student Disruptive Behavior in the Classroom*". (Indiana, PA, USA: Indiana University of Pennsylvania, 2013).

and behavioral consequences, and learning environment in this context means learning takes place in a physical environment, one of the example is learning while sitting underneath a tree.⁶⁷ It is the same as the outdoor class. Students who study in outdoor class have a good emotion and feeling, but there is consequence to the behavioral engagement. It happens because the disruption outside can disengage the students' behavior and also influence the students' comprehension in class that has been mentioned above. Azad and Dorothy state that student comprehension of the course is impacted by what is going around them in the classroom.⁶⁸ It means that environment of the class can influence the students' comprehension. Therefore, the conclusion of the results is the level of students' engagement indoor class is higher than outdoor class.

4. Teacher's opinion about the result

Based on the teacher's opinion about the result of this research, the level of students' engagement in indoor class is higher than the students' engagement level in outdoor class because the student's behavior in indoor class is better than the students' behavior in outdoor class. For example: in outdoor class, when the teacher explains the material, the teacher finds some of students do not focus to the class. Sometimes they see a gardener clean the garden and they can interact

⁶⁷ Graetz. A ken, *The Psychology of Learning Environment* (Winona: Winona State University, 2006)

⁶⁸ Ali Azad and Gracey Dorothy: "*Student Disruptive Behavior in the Classroom*". (Indiana, PA, USA: Indiana University of Pennsylvania, 2013).

with the other students who pass the outdoor class, they see a field in front of the outdoor class, even they seem to be in a daydream or sleepy. Then, in indoor class they cannot do that behavior. A few of them also experience in a daydream and sleepy but it is just occasionally. So, the attention of the students in indoor class are better than the students in outdoor class and the comprehension of the students in indoor class are better than in outdoor class. In addition, about the students feeling, they enjoy studying in outdoor class better than studying in indoor class because they may like the situation and atmosphere in outdoor where they can breathe in a fresh air. They like the atmosphere of outdoor or they may like looking the other activity in outdoor class so it motivates them to study in outdoor class. They like studying in outdoor class but there are some disruptions in outdoor that has been mentioned above which can disengage their attention in class, cause negative behavior and influence to their comprehension. So the students' engagement level in indoor class is higher than the students' engagement in outdoor class.

From this discussion, it can be concluded that different activity and classroom environment can cause different students' engagement level. In addition, students who study in outdoor class have higher level of engagement than students who study in indoor class for their feeling and emotion. It happens because they like the atmosphere and situation in outdoor class more than in indoor class. In the other hand, students who study in indoor class have

a higher engagement level than students who study in outdoor class for their behavior and cognition. It happens because there are some disruptions in outdoor class that can disengage the students' behavior and cognition in learning. For overall the students who study in indoor class have higher level than students who study in outdoor class.