

**Students' and Teachers' Perspectives on Outdoor Learning Setting of EFL Speaking: A Study of Eleventh Grade Students of SMAN 2 Jonggat, Central Lombok Academic Year 2017/2018.**



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Students' and Teachers' Perspectives on Outdoor Learning Setting of EFL Speaking : A Study of Eleventh Grade Students of SMAN 2 Jonggat, Central Lombok Academic Year 2017/2018

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**Abstract**

This study is aimed to find out students and teachers perspective on English speaking class in outdoor learning setting. The population of this study was the eleventh grade students of SMAN 2 Jonggat in academic year 2017/2018 which consist of three classes; they are XI Science 1, XI Science 2, XI Social Class. The total sample used was 70 students. The instruments employed in this research were questionnaire and observation sheet. The researcher used questionnaire and observation sheet to collect the data and descriptive quantitative to analyze the data. There are three aspects for both students and teachers investigated in this study which are psychological, personal development, pedagogical development and cognitive aspects. Based on the finding, It was found that 37 out of 70 students agree to learn speaking English outdoor, while 17 of them choose disagree, and 16 of them choose neutral to have an outdoor learning setting of EFL speaking activity. Students are not only as the main participant in this research but the teacher also as the subject of the research, the data shows that 2 out of 3 teachers agree to teach English speaking outdoor, while 1 of them disagree to teach an outdoor learning setting of EFL speaking activity. It concludes that both students and teachers mostly agree to have an outdoor learning setting of EFL speaking activity.

**Keywords:** *Perspective, outdoor setting, speaking, EFL (English as Foreign Language)*

**1. Introduction**

Speaking is the way people deliver their ideas, feelings and information by using spoken language. Brown. et al, (2005) stated that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information. In English, Speaking is one of the productive language skills which the students had to master in order to be able to communicate with other people. In this case, the speaker had to understand with the ideas what were they represented.

Nowadays, most senior high school students face some problems in learning speaking skill, those problems were from the students itself and from teacher also. Problems from students such as they were lack of vocabulary because they were lazy to read a lot, as a result they were able to master a new vocabulary. In many cases, it made them difficult to do their homework or even their assignment. The second problem was the environment that did not support the students to develop their skill because they thought that English was important only inside the classroom. The environment here meant the people outside the class. Those people might think that their students just wanted to show off when they spoke English for daily conversation.

The third problem was lack of confidence, it happened because there was no good response by the people around students who wanted to try to practice their speaking skill. It could lost them self – confidence and made the students unable to communicate outside the classroom. The next problems was students sometimes combined both language that could make them felt hesitate in developing the idea they wanted to speak about. Their hesitation to speak was mostly because they were afraid of being ridiculed, afraid of making mistakes, lack of vocabulary knowledge, lack of grammar knowledge, low motivation and unequal opportunity in speaking class they obtained (Liao, 2009).

There were a lot of strategies which were used in teaching speaking such as role play, using media like flash card, diorama, puppet, games, videos, songs, simulation, information gap, brain storming, storytelling, picture narrating and describing, reporting, etc. The goal of teaching speaking was to make students be able to communicate in and out of the classroom. In fact, those strategies did not always solve the problems and reach the goals. Teaching and learning process in Indonesia did not support speaking class properly. It could be seen from many problems which occurred in Indonesia. According to the Jakarta post (2010):

“Most Indonesians are unable to communicate in English with their limited English because of lack of support from the government for the educational system. English was just an additional subject, not a compulsory subject, that’s why most students and/or Indonesians are unable to communicate or speak fluently”.

One area remained underexplored located in Central Lombok, the Senior High School which used a method to improve students speaking ability, with setting of the learning process was out of the class. According to Vygotsky (cited in Schaffer, 1996) he stressed that children’s developmental progress came from interaction with their environment. In this case, nature and outdoors represented authentic environments which could be suitable used for this kind of communicative learning. Outdoor learning was the activities that could be done by people to loose the boredom feeling. Then, it was more interesting than in indoor activity, because these activities were conducted in outdoor. When we were outdoor, we could get more motivation to learn something (Patmonodewo, 2003: 12). However, the purpose of outdoor itself was to develop knowledge, skills and attitudes concerning the world in which we lived. When students were outdoor, they did many activities, and they were study in the real world, as a result they could understand easily the materials or information because they did both study and practicing in outdoor.

## **2. Research Questions**

In reference to the background of the study there are three questions, they are stated as follow:

1. How do the students perceive the effectiveness of teaching English speaking class in outdoor learning setting in SMAN 2 Jonggat?
2. How do the teachers perceive the effectiveness of teaching English speaking class in outdoor learning setting in SMAN 2 Jonggat?
3. What can be done to improve the positive contribution of teaching English speaking class outdoor learning setting in SMAN 2 Jonggat?

## **3. Purposes of Study**

1. To find out how do the students’ perceive the effectiveness of teaching English speaking class in outdoor learning setting in SMAN 2 Jonggat.
2. To find out how do the teachers’ perceive the effectiveness of teaching English speaking class in outdoor learning setting in SMAN 2 Jonggat.
3. To find out what can be done to improve the positive contribution of teaching English speaking class in outdoor setting in SMAN 2 Jonggat.

## **4. Method**

The data was analyzed through quantitative data analysis which meant the data in this study was presented in number by calculating percentage of observation sheet and

questionnaire answer by using Likert scale. In data collection, there were two sources of data. The primary data was questionnaire, and the secondary data was classroom observation. The purpose of giving the questionnaire to the participants was to know their opinion based on their experiences. There were two types of the questionnaire, close – ended question and open – ended question which were given to the teachers to know their perspective about learning English speaking in outdoor setting. The last was explanation about the result of the data and elaboration in order to take it as a conclusion in the final chapter of the research.

Meanwhile, the purpose of the observations was to find out how the students responded to the teaching of English in outdoor setting. In this case the researcher examined some categories. Those were: how much English the students spoke, how they responded to instructions and how active they were.

## **5. Result (Finding)**

### **5.1 Students' Nature of Learning in Eleventh Grade Students of SMAN 2 Jonggat**

In this discussion, Reseachar would like to give general description on teaching and learning situation in Eleventh grade students of SMAN 2 Jonggat as the subject of study selected.

In general, the enthusiasm of students' learning is quite good, it can be seen from students directly do their action of what their teacher instructed to them, their respons are very active. For example: when observing outdoor learning setting class, researcher found the teacher grouping the students and divided the students into five groups consisting of five students for each group, they were given the same topics discussion about “ The importance of visiting a sick friend”. The teacher instructed them to discuss the topic and asking them to present what they have to discuss in their group. Researcher found directly and actively students respons the instruction quite good and students crushed for a presentation. But on the other situation, there were also students who have other activities while waiting their turn to present their result of their discussion such as playing football and chating with other friend out of the topic discussion. On the other side, conducting outdoor learning class it is not always easy. Researcher found the level of students understanding of language is quite different. So, it requires teacher to speak in two language both Bahasa and English in order to give instructions for the students to be understood.

### **5.2 Positive and Negative Perspectives of Outdoor Learning Setting of EFL Speaking**

Based on the observation on 13<sup>th</sup> to 25<sup>th</sup> November 2017 which had been done in XI Science I, XI Science II, and XI Social class were found both teachers and students have positive and negative perspectives about learning speaking Outdoor classroom. The data of questionnaire results from the students are explained in the table 4.1.3, 4.1.4, 4.1.5 which give indication of the positives and negatives responses of both 3 teachers and 70 students as participants of students' and teachers' perspectives outdoor learning setting. Specifically, Table 4.1.3, 4.1.4, 4.1.5 shows the three aspects: psychological, personal development, cognitive development aspects for students while table 4.1.6, 4.1.7, 4.1.8 also shows the threee aspect: psychological, pedagogical, and personal development aspects for teachers.

**Table 4.1.3 Students table of Psychological Aspect Perspectives**

Qu. No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
1.	I think learning English outside the classroom is fun	35 50%	31 44.28%	3 4.28%	1 1.4%	0 0%
2.	I think outdoor English study makes me more motivated in learning	21 30%	34 48.57%	12 17.14%	3 4.2%	0
4.	I think it is more comfortable studying in the classroom rather than outside class	1 1.42%	10 14.28%	30 42.85%	17 2.28%	12 17.14%
6.	I think studying English outside the classroom increase students' focus and concentration	15 21.42%	19 27.14%	26 37.14%	10 14.28%	
15.	I think it is easier to get quietness when learning English outside classroom	21 30%	20 28.57%	17 24.28%	9 12.85%	3 4.28%
16.	I think English learning activities outside classroom do not interfere the other class	19 27.14%	26 37.14%	15 21.42%	7 10%	3 4.28%
17.	I think learning English outside classroom provide more comfortable interaction between students	2 2.85%	7 10%	13 18.57%	27 38.57%	21 30%
19.	Learning English outside classroom makes mind and body become healthy	28 40%	29 41.42%	12 17.14%	1 1.42%	

Table 4.1.3 displays the number of questionnaire items which are included as psychological aspect of students' perspective in learning speaking English outside the classroom. The data indicates that there are 40 students who are agree, and 14 students are disagree, the calculation achieved from finding the average of students' indicator choices strongly agree plus agree and disagree plus strongly disagree .

#### 4.1.4 Students Table of Personal Development Aspect Perspective

Qu. No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
7.	I think learning English in the class makes me less free to express myself	8 11.42%	18 25.71%	15 21.42%	19 27.14%	10 14.28%
9.	I think learning English outside the classroom encourages me to speak English	26 37.14%	22 31.48%	16 22.85%	6 8.57%	0 0%
10.	I think learning English outside classroom does not require a lot of writing	24 34.28%	31 44.28%	9 12.85%	5 7.14%	1 1.42%
11.	I learn many new things when learning English outside the classroom.	28 40%	27 38.57%	12 17.14%	3 4.28%	0 0%
13.	I think working in team is easier when learning outside the classroom	34 48.57%	28 40%	3 4.28%	4 5.71%	1 1.42%

18.	I think learning English inside the classroom provide more opportunity for action and movement compared to outside classroom learning	8 11.42%	24 34.28%	20 28.57%	17 24.28%	1 1.42%
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Table 4.1.4 displays the number of questionnaire items which are included as personal development aspect of students' perspective in learning speaking English outside the classroom. The data indicates that there are 46 students who are agree, and 11 students are disagree, the calculation achieved from finding the average of students' indicator choices strongly agree plus agree and disagree plus strongly disagree .

#### 4.1.5 Students Table of Cognitive Development Aspect Perspective

Qu. No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
3.	I think it easier to understand the learning material when studying in the classroom.	1 1.42%	2 2.85%	28 40%	20 28.57%	19 27.14%
5.	I think learning English outside the classroom makes it easier for students to remember the material	29 41.42%	21 30%	15 21.42%	5 7.14%	0 0%
8.	I think I get more subject matter while studying English in the classroom	2 2.85%	7 10%	14 20%	25 35.71%	22 31.42%
12.	I don't get idea for speaking practice when learning outside classroom	9 12.85%	15 21.42%	20 28.57%	19 27.14%	7 10%
14.	I think it is harder to understand the learning material when learning English outside the classroom	9 12.85%	12 17,14%	25 35.71%	21 30%	3 4.28%

Table 4.1.5 displays the number of questionnaire items which are included as cognitive aspect of students' perspective in learning speaking English outside the classroom. The data indicates that there are 22 students who are agree, and 28 students are disagree, the calculation achieved from finding the average of students' indicator choices strongly agree plus agree and disagree plus strongly disagree .

#### 4.1.6 Teachers Table of Psychological Aspect Perspective

Qu. No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
1.	I think teaching English outside classroom is fun	2 66.66%	1 33.33%			
2.	I think teaching English outside the classroom is more motivating students to learn	1 33.33%	2 66.66%			
4.	I think teaching outside the classroom is more comfortable than inside the classroom			1 33.33%		2 66.66%
5.	I think teaching English outside the classroom makes mind and	1 33.33%	2 66.66%			

	body become healthy					
6.	I think teaching English outside the classroom increase focus and concentration		3 100%			
14.	I feel closer to students when teaching English outside the classroom which create a good learning atmosphere.		3 100%			

Table 4.1.6 displays the number of questionnaire items which are included as psychological aspect of teachers' perspective in learning speaking English outside the classroom. The data indicates that there are 2 teachers who are agree, and 1 teachers are disagree, the calculation achieved from finding the average of teachers' indicator choices strongly agree plus agree and disagree plus strongly disagree .

#### 4.1.7 Teachers Table Result of Pedagogical Aspect Perspective

Qu. No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
3.	I think it is easier to present English material outside the classroom					3 100%
8.	I think the presentation of learning material is more effective inside the classroom.		1 33.33%			2 66.66%
9.	I think teaching English outside the classroom encourage student to speak using English	2 66.66%	1 33.33%			
10.	I think teaching English outside the classroom does not require a lot of writing	1 33.33%	1 33.33%		1 33.33%	
11.	I can teach many new things during the English learning outside the classroom	2 66.66%	1 33.33%			

Table 4.1.7 displays the number of questionnaire items which are included as pedagogical aspect of teachers' perspective in learning speaking English outside the classroom. The data indicates that there are 1 teachers who are agree, and 2 teachers are disagree, the calculation achieved from finding the average of teachers' indicator choices strongly agree plus agree and disagree plus strongly disagree .

#### 4.1.8 Teachers Table of Cognitive Development Aspect Perspective

No.	Questionnaire Items	Answer				
		SA	A	N	D	SD
7.	I think it is harder for students to understand the material when learning English outside the classroom		1 33.33%		2 66.66%	
12.	I do not get many ideas for practicing when teaching outdoor class				3 100%	
13.	I think teaching English outside the classroom ease students to remember the material		2 66.66%		1 33.33%	

Table 4.1.8 displays the number of questionnaire items which are included as cognitive development aspect of teachers' perspective in learning speaking English outside the classroom. The data indicates that there are some teachers who are strongly agree, agree, neutral, disagree and strongly disagree.

## **6. Discussion**

### **The Percentage of Students and Teachers Perspectives of Outdoor Learning of EFL Speaking**

Talking about perspective, we can not deny that it will also influenced by way of people thinking of something they assume it, whether it is positive or negative. It means that perspective can be categorized into two categories those are: positive and negative perspective. In order to create comfort English learning atmosphere as teachers, we need to know students, even teachers' perspective it self in teaching and learning activity in order to create suitable approach or method to teach and learn English as Foreign Language. In this research, researcher deluminated the discussion on the reasons from subject of study to indicate how far students and teachers agree on perspective of outdoor learning setting of EFL speaking.

Some research had been conducted that have same concerns in conducting research about outdoor learning setting while this research students' and teachers' perspectives on outdoor learning setting of EFL speaking aimed to find out students' and teachers' perspectives on Learning Speaking outside the classroom and how outdoor learning setting improved students and teachers performativity measured by Psychological, personal development, cognitive development and pedagogical development aspects.

According to Vygotsky (cited in Schaffer, 1996) he stressed that children's developmental progress came from interaction with their environment. On the other words, the researcher can say cognitive function comes from the social interaction of each individual in the concept of culture. Vygotsky outlines the main implications of his theory of learning. First, it requires classroom settings so that students can interact with each other and develop effective problem-solving strategies. In this case the theory of Vygotsky relates to my research on the learning setting outside the classroom. So Vygotsky's theory of learning is one of social learning theories so it is very suitable with cooperative learning model where the suitability of this theory is proven by its application in the field when I conducted my research. The researcher see in her research that determining the setting of learning outside the classroom interactive social interaction between students and students and between students and teachers in an attempt to find concepts and problem solving. The researcher saw when teacher was able to give appropriate class setting, and controllably managed it also gives students a large amount of assistance during the early stages of the lesson and then reducing the aid and giving the child an opportunity to take on a greater responsibility after the students are able to do their own, the teacher's assistance can be a guide, warning, encouragement, and describes the problem into another form that allows students to be independent.

In solving student learning problems we can not escape the function of language as a tool to solve problems. According to Vygotsky the language evolved from social interaction with others. Initially, the only language function is communication. So, in conclusion, language and thinking develop themselves, but then the child deepens the language and learns to use it as a tool to help solve problems.

Based on Table 4.1.3 above which continued of psychological aspect indicators, are found 40 students or 56.78% choose agree and state that learning English speaking outdoor make them feel more enjoyable and decrease their lack of hesitation to speak in English. The calculation achieved from finding of the students' indicator choices strongly agree plus agree, 25.35% strongly agree + 31.42% agree = 56.78% indicates that in psychological aspect, students are agree to learn speaking English outdoor, because it helps students gaining their motivation and concentration. Meanwhile, there are 14 students with 20.35% percentage choose disagree and state that learning English speaking outdoor can not make them feel more enjoyable and decrease their lack of hesitation to speak in English

Based on Table 4.1.4 above which continued of personal development aspect indicators, are found 46 students or 66.19% choose agree and state that learning English speaking outdoor help them able to express, encourage, and increase their ability to speak and even learning English in team. The calculation achieved from finding of students' indicator choices strongly agree plus agree, 30.47% strongly agree + 35.71% agree = 66.19% indicates that in personal development aspect, students are agree to learn speaking English outdoor, because it provides them opportunity to get more action and movement in learning process. Meanwhile, there are 11 students with 15.95% percentage choose disagree and state that learning English speaking outdoor can not help them able to express, encourage, and increase their ability to speak and even learning English in team.

Based on Table 4.1.5 above which continued of cognitive development aspect indicators, are found 22 students or 30,57% choose agree and state that learning English speaking outdoor help them to understand and ease them to memorize learning materials. The calculation achieved from finding of the students' indicator choices strongly agree plus agree, 14.28% strongly agree + 16.28% agree = 30.57% indicates that in cognitive development aspect, students are agree to learn speaking English outdoor, because it helps students to get more topic ideas for speaking activity. Meanwhile, there are 28 students with 40.28% percentage choose disagree and state that learning English speaking outdoor can not help them to understand and ease them to memorize learning materials. The students' negative perspective because they think that it easier to understand the learning material and get more subject matter when studying in the classroom.

Based on Table 4.1.6 above which continued of psychological aspect indicators, are found 2 teachers or 83.33% choose agree and state that teaching English speaking outdoor is more fun, motivating, increase students focus and concentration, and makes teachers feel closer to their students. The calculation achieved from finding of teachers' indicator choices strongly agree plus agree, 22.22% strongly agree + 61.11% agree = 83.33% indicates that in psychological aspect, teachers are agree to teaching speaking English outdoor, because it helps teacher to create a good learning atmosphere. Meanwhile, there is 1 teacher with 16.66% percentage choose disagree and state that teaching English speaking outdoor is not fun, motivating, increase students focus and concentration, and makes teachers feel closer to their students.

Based on Table 4.1.7 above which continued of pedagogical aspect indicators, are found 2 teachers or 60% choose agree and state that teaching English speaking outdoor it helps teacher to give encouragement to students to speak English. The calculation achieved from finding of teachers indicator choices strongly agree plus agree, 33.33% strongly agree + 26.66% agree = 60% indicates that in pedagogical aspect, teachers are agree to teaching speaking English outdoor, because it helps teacher to teach new things. Meanwhile, there is 1

teacher with 40% percentage choose disagree and state that teaching English speaking outdoor is not easier to present learning materials while teaching outdoor.

Based on Table 4.1.8 above which contined of cognitive aspect indicators, are found 1 teacher or 33.33% choose agree and state that teaching English speaking outdoor helps teacher to make students easier to memorize learning material. Meanwhile, there are 2 teachers with 66.66% percentage choose disagree and state that teaching English speaking outdoor helps teachers to make students easier to understand and the teachers can get many ideas for practicing when teaching English outdoor, because in cognitive development consist of negative statement of outdoor, the disagree choice means agree. In conclusion, 3 teachers or 100% choose agree and state that teaching English speaking outdoor helps teacher to make students easier to memorize learning material.

### **Observation Sheet Result**

In this part researcher tend to explain the result of observation that had been done on 13<sup>th</sup> to 25<sup>th</sup> November 2017 in XI Science I, XI Science II, and XI Social class as supporting answer of the analysis of primary data which is used in order to know the condition of teaching and learning process. The result shows students understand the teachers' instruction but there are some students who are also still do not understand of what their teacher instructed, so some students are instinctively asked their teacher for more clearly instruction. Therefore, the teacher helps students to understand the instructions given by using both Indonesian and English. Moreover, it is so helpful when the teacher give instruction by using bilingual language. For instance, after teacher give the isntruction some students do precisely what the teacher instructed, and the rest of some students do not do the instruction as well instructed. The result is few students play football and do not following teachers instruction because teaching and learning activity is located outside the classroom. Futhermore, mostly students are using both Bahasa and English in order to make them easier following teaching and learning process.

In order to improve outdoor learning setting, the first thing that teacher needs to understand are the nature of the school and students nature, and needs to think creatively, in how to deal with learning materials, learning atmosphere, and really needs to know how to manage and control the class, so teacher will able to decide what methods, approaches also what medias can be used and applied in teaching and learning process.

### **7. Conclusion**

Determining the setting of teaching and learning process helps both students and teacher to create a fun teaching and learning environment with wide range of activities for the sake of continuity of a varied teaching and learning process. Different setting of learning not only give fun and enjoyable learning process but aslo gives positive effects on vocational skills that cannot be practised in a classroom environment, such as: group activities that build self-confidence and social skills and the use of the environment as a tool to enrich the curriculum across subject areas for both students and teachers.

In general, based on the reseach that had been done on 13<sup>th</sup> – 25<sup>th</sup> November 2017 both teachers and students have both positive and negative perspectives on outdoor learning setting of EFL speaking in SMAN 2 Jonggat in XI Science I, XI science II and XI Social class. After analyzing the data that researcher got from participants by using questionnaire and observation sheet. There are three aspects for both students and teachers investigated in this study which are psychological, personal development, pedagogical development and cognitive aspects. Researcher finds that 37 Out of 70 students agree to learn speaking

English outdoor, while 17 of them choose disagree, and 16 of them choose neutral to have an outdoor learning setting of EFL speaking activity. Students are not only as the main participant in this research but the teacher also as the subject of the research, the data shows that 2 out of 3 teachers agree to teach English speaking outdoor, while 1 of them disagree to teach an outdoor learning setting of EFL speaking activity. It concludes that both students and teachers mostly agree to have an outdoor learning setting of EFL speaking activity.

### **Suggestions**

According to the conclusion of the research, researcher recommends some suggestion to the next researcher as follows:

1. For next researchers, who are interested conducting same topic of the research, it is needed to comprehend the understanding about subject and teaching and learning atmosphere being studied. In necessarily needed to understand the problem of teaching and learning process in specific way.
2. For the teacher, understanding students' perspectives and students' personality objectively are needed to know how to better deal with students condition in order to find proper strategies that should fit the students. A key to make the students respond better to the instructions when using outdoor education could be to let the student prepare and be instructed indoors, and thereby integrate both in classroom and outside the classroom.
3. For the students, learning in the classroom or even outside the classroom should be a serious thing, obeying school and classroom rules, and behaving well are parts of a good manner. Students also need to follow the teachers' instruction as well.

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