OUTDOOR ENGLISH TEACHING
IN THE FIRST GRADE OF MADRASAH IBTIDAIYAH ALAM SUCCESS
SCHOOL CENTER (SSC) PARE

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Abstract: This research aims to describe the implementation of outdoor English teaching in the first grade of Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare. It is a qualitative-descriptive research and the data were obtained through observations, interview guide, and supplementary documents. The findings show that (1) the implementation of outdoor English teaching was combined with indoor class teaching, (2) the time allotment of indoor and outdoor English teaching was already set up based on the students’ need, (3) the techniques that were used for outdoor English teaching were almost similar with indoor class teaching, (4) there were five reasons why the teacher implemented outdoor English teaching, (5) there were eight advantages and two disadvantages of the implementation of outdoor English teaching in the first grade of Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare.

Keywords: English Teaching, Young Learners, Outdoor Class Teaching

Nowadays, English becomes the local content subject for the primary level in Indonesia. Nevertheless, some of the students of primary level have learnt English since they are at their kindergarten but some of them are not. It is the same with the students of the first grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare. Therefore, the teacher should have a lot of variations to have a successful English Teaching. Madrasah Ibtidaiyah Alam Success School Center Pare applies two learning systems, outdoor and indoor learning system. It follows that it should be interesting and appropriate for their ages. In addition, as the local content subject English has to be introduced as one of the important subject, it is for building the learners’ motivation while teaching and learning process.

The students in the first grade are considered as young learners. Generally their ages were six to seven years old. Scott and Yterberg (1990:1) divide young learners into two main groups. They assume that five to seven years old are all at level one, the beginner stage. That is why, teaching English as a foreign language for young learners requires teachers to have a deep understanding of young learners’ development, needs, and characteristics.

Understanding the characteristic of young learners is useful for the teacher to apply appropriate materials, method, and techniques in teaching and learning process. Young learners which are described here were consisting of the students in the elementary school level, especially for the first grade students. Although, students in the elementary school level are in the category of young learners but they have different ages that causing differences in the learners’ ability and skills.

Teaching English for Young Learners (EYL) in elementary school level is really challenging. The characteristics of young learners that have explained before demand the English teacher in elementary school level with a lot of materials and techniques in teaching and learning process.
Based on the explanation before, the researcher is interested in investigating and describing how outdoor English teaching is applied in the first grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare, what the teacher’s reasons in using that learning system, and the advantages and disadvantages of outdoor English teaching. There are some reasons why the researcher is interested to select this school as the setting of her research. The first reason is because this school is a natural school. The second reason, the school used nature as a place for teaching and learning process. The third reason, the learning systems that are used in the school are outdoor and indoor teaching. First grade students are still in the process of learning how to read and write, so it will be more meaningful by having information about how they learn English as their foreign language. In addition, this school is a new school, it was built in 2009. Till recently the school has three classes.

There are three research problems to be described in this research: the implementation of outdoor English teaching in the first grade of Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare, the teacher’s reasons in implementing outdoor English teaching, and the advantages and disadvantages of outdoor English teaching at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare.

Outdoor teaching is one of the ways to teach young learners. According to Seefeldt and Gapler (2007:8) children are naturally curious about their world and will investigate it with enthusiasm given the opportunity. Yet teachers need to provide and to assist them in gathering and analyzing information. In outdoor teaching, nature can be a tool to provide an interesting teaching and learning. Kismadi (2004:259) states that learning a second language at an early stage does not interfere with the learning of a child’s own language. It means that learning English for young learners of Indonesia is acceptable. Finnochiaro (1973:70) states that the technique teacher uses should depend on the feature or skill to be practiced, and on the length and major aims of the teacher’s program.

METHOD

This research is applied a descriptive qualitative design. The subjects of this study were the English teacher of Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare and 24 young learners of the first grade. The school is located at Jln. H.O.S. Cokroaminoto RT/RW: 7B/7B Mulyosari, Tulungrejo, Pare Kediri. The main instrument to collect data in the research was the researcher, who was supported by some instruments i.e. field notes, an interview guide, and supplementary documents. It is in line with Bogdan and Biklen (1992: 29) that in qualitative research, the data were taken from many resources which have natural setting and the researcher had a function as the instrument of collecting the data. The data were collected by the researcher from 18th of November 2011 – 23rd of February 2012. To get the valid data the researcher did the observation eight times. Then, the researcher took a field note in each observation, the researcher did an interview with the English teacher, and finally, the researcher asked some supplementary documents, such as lesson plan and school programs in a year.

After the data were collected, they were analyzed using some steps. The first step was giving the meaning and interpreting the data. In this step, the researcher gave the meaning and interpretation to the data which were obtained
from the field note of the observation and the result of the interview. The next step was classifying the data, which data was going to be taken. The last step was synchronizing the result with the literature. All of the obtained data were classified to answer the research questions.

**FINDINGS**

The findings of the study are based on the collected data from observation’s field notes, interview, and supplementary documents. The data are explained based on the research problems on how the outdoor English teaching in the first grade at Madrasah Ibtidaiyah Alam Success school center pare is, the reason for applying outdoor English teaching, and the advantages and disadvantages of outdoor English teaching.

**The Implementation of Outdoor English Teaching in the first grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare**

The implementation of outdoor English teaching was combined with indoor class teaching. The school applied two learning systems. The first system was indoor teaching and the second was outdoor teaching. The teacher applied outdoor English teaching based on the four English skill components. They were speaking, reading writing and listening. The time allotment was already set up by the teacher. It was based on the students’ need. The percentage of time allotment of indoor and outdoor English teaching will be classified in the Table 1.

**Table 1. The Percentage of Time Allotment of Indoor and Outdoor English Teaching**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills</th>
<th>Indoor</th>
<th>Outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>Speaking</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The researcher did the observation eight times. The researcher started the observation on November 18th 2011 to February 23rd 2012. The researcher observed each meeting of English subject. The researcher finished her observation on February 23rd because in that day the researcher the complete data of the observations. The data were four meetings of English subject were conducted for indoor teaching and four meetings were conducted for outdoor teaching. the implementation of outdoor English teaching since the researcher started her observation is classified in Table 2.

**Table 2. The Implementation of Outdoor English Teaching since the Researcher Started the Observation at Madrasah Ibtidaiyah Alam Success School Center Pare**

<table>
<thead>
<tr>
<th>No.</th>
<th>Month</th>
<th>Skill</th>
<th>The teaching system that used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>November 18th 2011</td>
<td>Speaking</td>
<td>Indoor: -</td>
</tr>
<tr>
<td></td>
<td>November 25th 2011</td>
<td>Listening</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>December 2011</td>
<td>Speaking</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>January 19th 2012</td>
<td>Listening</td>
<td></td>
</tr>
</tbody>
</table>
In December 2011 the researcher did not do the observation because the learners were prepared for first semester examination.

The techniques that were used for indoor and outdoor English teaching were similar. The techniques that were used by the teacher for outdoor class teaching were question and answer, listen and repeat, read aloud, sing a song, play games, and do a task (quiz) the techniques that were used for outdoor English teaching did not utilize the objects that were available in the nature and students environment.

**The Reasons for Applying Outdoor English Teaching at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare**

The researcher found five reasons why the teacher implemented outdoor English Teaching. The reasons were (1) outdoor English teaching was relax, (2) it was one of the ways to minimize the learners’ boredom, (3) one of the ways to present English for young learners, (4) it was appropriate with the learners’ character, and (5) it was one of the ways to build the learner’s awareness in loving nature.

**The Advantages and Disadvantages of Outdoor English Teaching at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare**

There are eight advantages and two disadvantages of the implementation of outdoor English teaching in the first grade of Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare. The findings were based on the result of the interview with the English teacher. The eight advantages were:

1. Increasing the learners’ motivation in learning English.
2. Giving a comfortable atmosphere to the learners.
3. Minimizing the learners’ boredom while teaching and learning process.
4. Giving a chance for the learners to recognize with nature.
5. Engaging the learners’ activeness while teaching and learning process.
6. Releasing the learners to express their expression as boundless as possible.
7. Increasing the learners’ enthusiasm.
8. Omitting a perception that English is difficult.

The disadvantages of outdoor English teaching at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare were:

1. The outdoor English teaching needs a lot of time in preparing the lesson and process of teaching and learning.
2. The learners’ attention sometimes is not focus to the lesson.

**DISCUSSIONS**

This part presents the discussion of the research findings in light of relevant theories and previous studies. It is presented in accordance with the research questions.

**The Implementation of Outdoor English Teaching in the First Grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare**
According to Scott and Yterberg (1990:2) children have very short attention and concentration. In this case, the teacher applied two learning systems because the learners have full activities in each day of the school days. The school is a full day school and the teacher assumed that it would be boring if the teaching and learning process only used indoor or outdoor teaching. Usman (2011) states the purpose of natural school is a place for learning which is available to motivate young learners to interact knowledge that they want to learn. Besides learning from the available book, outdoor class teaching will construct fun atmosphere for learners. In short, the researcher found that the implementation of English outdoor class teaching for the first grade at Madrasah Ibtidaiyah Alam Pare which was combined with indoor class teaching is appropriate with the learners’ level and characteristic.

The researcher found the difference between the implementation of outdoor and indoor teaching. The difference was in the atmosphere while teaching and learning process. The outdoor class teaching atmosphere was not covered by the wall of the classroom. The learners can run, have a game, and sing a song freely in outdoor teaching. It is accordance with Seefeldt and Gapler (2007: 28) that children need the challenge and freedom inherent outdoor play. Outdoor English teaching is an opportunity for the learners that give them a challenge and freedom.

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The time allotment of indoor and outdoor teaching was based on the teacher’s perception about the learners’ needs in English subject. It was in line with Finocchiaro’s statement (1973: 70) that the techniques teacher used should depend on the age of his/her learners, on their interests, on the feature or skill to practiced, and on the length and major aims of the teacher program. In other word, the design of the teaching and learning process in that school is well designed.

The Reasons for Applying Outdoor English Teaching for the First Grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare

There are five reasons for applying outdoor English teaching for the first grade at Madrasah Ibtidaiyah Alam Success School Center Pare. Based on the interview with the teacher, the first reason for outdoor English teaching was relax. The learners felt unsuppressed and free in joining the teaching and learning process. There were many trees and the song of the bird can be heard there. It was still in fresh and natural situation. The second reason was outdoor English teaching was one of the ways to present English for young learners. The third reason, it is appropriate with the learners’ character as young learners. Outdoor English teaching offered the teacher and the learners a place that would be a good place for the learners’ learning, as long as the teacher can utilize it as good as possible. The fourth reason was outdoor English teaching as one of the ways to minimize the learners’ boredom. As Setyorini’s (2009:13) statement that outdoor class teaching activity is one of the learning activities in order to avoid the learners’ boredom. Actually, it could minimize the learners’ boredom, but the techniques that were used were not varied then it was not optimally minimizing the learners’ boredom. The fifth reason, it was one of the ways to build the learners’ awareness in loving the nature. The way to build the learners’ awareness should be improved, because the nature and learners’ environment have not involved yet while teaching and learning process. In addition, from those five
reasons, bringing English into outdoor class teaching is acceptable. However, the
consideration of outdoor class atmosphere should be considered by the teacher.

Outdoor English teaching was a good program which was taken by
Madrasah Ibtidaiyah Alam Success School Center Pare. Even though the school
was belonging to a new school, but this school has braveness in implementing a
different concept in their teaching and learning process. The teacher should
prepare the needs while teaching and learning process. Nevertheless, a good
program should be followed by a good preparation for reaching a good process
and product.

The advantages and disadvantages of English Outdoor Class Teaching for
First Grade at Madrasah Ibtidaiyah Alam Success School Center (SSC) Pare

The researcher found eight advantages and two disadvantages of outdoor
English teaching for the first grade at Madrasah Ibtidaiyah Alam Success School
Center Pare. The advantages of outdoor English teaching based on the teacher’s
experiences as follows: (1) Outdoor English teaching increases the learners’
motivation in learning English. Based on the findings in fifth observation, the
researcher found that there were two learners did not fully pay attention to the
teacher. They drew on the soil, it means the learners’ motivation was not always
completely achieved while outdoor class teaching. (2) Giving a comfortable
atmosphere to the learners. It is suitable with the school’s condition that the
situation of the school yard is protecting the learners from the sun beam. (3)
Minimizing the learners’ boredom while teaching and learning process. It is
proven by the learners’ respond to the teacher’s greeting, they always respond it
enthusiastically. (4) Giving a chance for the learners to recognize nature. The
chance for the learners to recognize nature is not achieved yet. Based on the
observations in each meeting of outdoor class teaching, the teacher did not utilize
the nature and the learners’ environment while teaching process. (5) Engaging the
learners’ activeness while teaching and learning process. (6) Releasing the
learners to express their expression as boundless as possible. (7) Increasing the
learners’ enthusiasm. (8) Omitting a perception that English is difficult. Those
four advantages are proven by the learners’ enthusiasm in answering the teacher’s
questions orally.

Those advantages are entirely suitable for the learners’ characteristics in
the first grade. It is in line with Skinner’s statement (1984:20) that each effective
teacher is an artist, working with different human materials and experiences, and
each is attempting to express his own educational beliefs and purposes through his
selection of learning experiences to be made available to his pupils. Therefore, the
teacher’s choice for implementing outdoor English teaching at Madrasah
Ibtidaiyah Alam Success School Center Pare based on those mentioned reasons
was a well decision.

The researcher found two disadvantages of the implementation of outdoor
English teaching at Madrasah Ibtidaiyah Alam Success School Center Pare. The
downside of outdoor English teaching as follows:

1. Need a lot of time in preparing the lesson and process of teaching and
   learning.
2. The learners’ attention sometimes is not focus to the lesson.

Actually, those disadvantages can be survived by having good preparation.
The teacher’s management in manage the situation while the teaching and
learning process is should be considered also. Consequently, a teacher is the main instructor while teaching and learning process. The strategies in managing a teaching and learning process should be well mastered by the teacher.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In accordance with the findings and the discussions of the study presented in the previous section, the conclusions of the research could be drawn as follows:

1. The implementation of outdoor English teaching in the first grade of Madrasah Ibtidaiyah Alam Success School Center Pare was combined with indoor class teaching. It was appropriate with the learners’ level and characteristic.

2. The time allotment of indoor and outdoor English teaching was based on the teacher’s perception about the learners’ need in English subject. Actually, the school was well designed, even though some improvisations should be needed.

3. In term of technique, the techniques that were used for outdoor English teaching were the same with the techniques were used for English indoor class teaching.

4. The English teacher at Madrasah Ibtidaiyah Alam Success School Center Pare was implemented outdoor English teaching based on five reasons. The researcher found that the reasons were appropriate with the learners’ characteristic and level. Those five reasons were: the outdoor English teaching was relax, it was a way to present English for young learners, it is appropriate with the learners’ character as young learners, outdoor English teaching as one of the ways to minimize the learners’ boredom and it was one of the ways to build the learners’ awareness in loving the nature.

5. there are eight advantages and two disadvantages on the implementation of outdoor English teaching. The advantages are should be followed by the appropriate teacher’s techniques while teaching and learning process. The disadvantages actually can be solved by having good preparation before the teaching and learning process.

Suggestions

In accordance to the findings of the study, the researcher proposes some suggestions to the English teacher of Madrasah Ibtidaiyah Alam SSC Pare. The other schools which want to conduct or have plan to conduct the same program, and other researcher who are interested in conducting similar research on outdoor English teaching.

First, for the teacher, the researcher suggests that the techniques in outdoor English teaching should utilize the objects that were available in nature or the environment surrounding the learners as the objects for teaching and learning process. Second, the teacher has to manage the time and the class as well as possible while teaching and learning process. Third, for the other schools which want to conduct or have plan to conduct the same program, the researcher suggests them to provide sufficient facilities and techniques to the program in order to conduct the program successfully. Finally, the researcher suggests other researchers who are interested in conducting the similar research on the implementation of outdoor English teaching program to observe and analyze.
deeper on other aspects that have not been explored or revealed yet in this research such as the learners motivation in joining outdoor English teaching, the effectiveness of the implementation of outdoor English teaching, and the like.

REFERENCES


