

**OUTDOOR TEACHING AND LEARNING AT KAMPUNG  
INGGRIS KEBUMEN (KIK) JATIJAJAR VILLAGE, AYAH  
DISTRICT, KEBUMEN**



**IAIN PURWOKERTO**

**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training  
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for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English  
Education**

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In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 11<sup>th</sup> October 2019

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## APPROVAL SHEET

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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease. (Q.S Al Insyirah : 5)



**IAIN PURWOKERTO**

## **DEDICATION**

This thesis greatly dedicated to :

- ✚ My beloved parents and all of my family
- ✚ Ibu Nyai Hj. Nadhiroh Noeris as head of PonPes AI Hidayah Karangsucu Purwokerto
- ✚ My Teachers and my friends English Education (TBI) 2015, State Institute of Islamic Studies
- ✚ All of my Roomate AI Ghozali, LPBA and AI Faizah 2 who always give me spirit to finish this thesis
- ✚ The Leader and tutors of Kampung Inggris Kebumen (KIK), who have been help me to conduct the research



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This thesis presented as a partial fulfilment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto.

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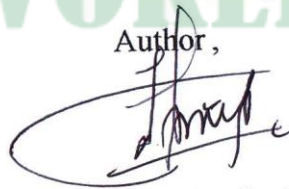
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May Allah SWT give a reply to all of them with a better reward. Thus hopefully this thesis can provide benefits to author and readers in general. *Aamiin yaa rabbal'alamiin.*

IAIN PURWOKERTO

Purwokerto, October 11<sup>th</sup> 2019

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**OUTDOOR TEACHING AND LEARNING AT KAMPUNG  
INGGRIS KEBUMEN (KIK)  
JATIJAJAR VILLAGE, AYAH DISTRICT, KEBUMEN**

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**ABSTRACT**

Kampung Inggris Kebumen (KIK) was an English course program located in Jatijajar Village, Ayah district, Kebumen. Kampung Inggris Kebumen (KIK) had established in 2016 which until now there had been around 5,000 students who had studied there. The teaching and learning process did not only taken place in the indoor class, Kampung Inggris Kebumen (KIK ) also often holds outdoor learning. In connection with this, the aim of this research was to describe the implementation of outdoor teaching and learning in Kampung Inggris Kebumen (KIK).

This study used a qualitative approach. The data were gained through direct interview, observation, documentation and triangulation. The main subject of the data were tutors and students who directly involve in outdoor teaching and learning processes. The data analysis used Miles and Huberman's interactive model which undergoes four stages : Data Collection, Data reduction, Data Presentation, and Conclusion.

The research findings were obtained that : (1) outdoor teaching and learning at Kampung Inggris Kebumen (KIK) began with a thorough preparation of both the tutors and students, (2) in the implementation of outdoor teaching and learning at Kampung Inggris Kebumen (KIK), the tutors had few strategies of teaching which motivated students, the tutors also used drilling method and speak loudly and repeatedly method when deliver the material, (3) the evaluation of outdoor teaching and learning at Kampung Inggris Kebumen (KIK) were taken place at the time of learning (spot evaluation) and at the end of the learning period namely Specta Students Show. (4) outdoor teaching and learning could increase student motivation because learning process made students fun and could speak English naturally.

**Keywords:** *Outdoor teaching and learning, Preparation, Implementation and Evaluation.*

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## CHAPTER I INTRODUCTION

### A. BACKGROUND OF THE PROBLEM

According to Husamah in Widiaworo, E (2017:77) learning process that worked in formal education was working monotonously, whether the methods, strategies, teaching models, teaching approaches, teaching media, even learning resources. It happened because learning activities only took a place in the classroom. Students spent much time to finish their worksheet, and only had limited space to improve their emotional and psychomotoric. Learning activities in classroom often made students feel bored and motivationless to study. Then, some of them tried to take English lesson outside of their school, oftentimes they joined English course to support their English ability.

Nowadays, there are many English courses available in our regions. Students could gather and learn English based on their interest, whether they wanted to improve their speaking ability, grammar and even only to take an excellent TOEFL score. Sometimes, students said that they feel learning English in the classroom are always working passively. Students could not receive the material well. They need a good learning activities that improve their ability. It was to be teachers responsibility to build students motivation.

There were many ways that teachers did to improve students motivation in learning English. Outdoor learning could be good tool for teachers to vary their teaching and gave it another dimensions. There were several ways to define outdoor learning, and it define could be unclear because there are some resemblance between outdoor study, outdoor teaching and outdoor learning. According to Vera, A (2012:17) Outdoor learning was an activities of study out of the class, whether around the school or another places which create interaction with environment directly. When outdoor learning as a way to learn, the students emphasized bodily experiences in combination with their mind. Finally, many teachers saw physical activity as a part of



education outdoor and they claimed that it had positive effects on student learning.

Outdoor learning can be a good choice for learning process when students feel bored. It is might involved students directly interact with environment around them. Outdoor learning was a kind of learning by doing, which took a place primarily through exposure to the out-of-doors. It emphasizes for the subject of learning which placed on relationship concerning human and natural resources. Outdoor learning was often held at the English courses place are usually used to deliver material that does not require writting.

Kampung Inggris Kebumen (KIK) was English course place that took intensive learning to improve student's English skill. Kampung Inggris Kebumen (KIK) whose foundation was initiated by the regent of Kebumen namely Ir. Muhammad Yahya Fuad S.E on 2016. The learning system in KIK adopst from the Kampung Inggris Pare Kediri. Kampung Inggris Kebumen (KIK) is located in Jatijajar village, Ayah district, which is a village that rich of tourist destination. Precisely locaetd about 34 km west of the city of Kebumen. Kampung Inggris Kebumen (KIK) is the center of English language learning for people in and outside the Kebumen district as well as English conversation laboratories for schools. The establishment of the Kampung Inggris Kebumen (KIK) greatly helped the welfare of surrounding community especially in economy, education and human resources in the local community. Until now, Kamung Inggris Kebumen (KIK) has succeeded in graduating around 5000 students from Kebumen istelf or outside the city.

Kampung Inggris Kebumen (KIK) provides many programs to improve student English skill, but the focus of learning targets are good speaking and grammar, the learning programs could be selected according to students need. Besides that the time which taken for learning also efficient, it is around five days until two weeks. Because of the limited time, Kampung Inggris Kebumen (KIK) greatly maximized the learning process, starting from selection of materials and what the methods used.

Based on the researcher observations and interviews with tutors and students of Kampung Inggris Kebumen (KIK), The researcher considered that Kampung Inggris Kebumen (KIK) was the right place to improve English ability for students. As an English Course place, Kampung Inggris Kebumen (KIK) has many variation of learning methods that can be implemented by formal education, especially in English learning process. Some of the lesson were took place in the classroom and outside the classroom. Some material that did not require a lot of writting is often delivered outside the classroom, the goal was that students could practice directly and enjoy the learning process. This outdoor teaching and learning had a lot of possitive impact on the development of students learning because students and tutors are carry out the learning process outside the room, intergrating with nature and practicing theory freely without being restriced to the walls of the room.

In addition to observing the location of the study, the researcher also conducted an interview with one of the KIK students, she said that the learning process that took place was delivered in a fun method, especially when it was held outside the classroom, students were very enthusiastic. Students could think naturally and freely around their environment. Outdoor learning that is often held in the morning and evening makes students feel refresh in the learning process, because in addition to being on the yard of homestay is also often held in a wide area such as outbound areas, fields, and Goa Jatijajar.

No less important in implementing outdoor teaching and learning is adapting to the maetrial to be delivered, some materials that delivered using outdoor teaching and learning were the materials which are need students practice more like conversation, vocabularies, tenses and others. These contents are explained further in chaper IV. Based on the background of the study , the reasercher interest to conduct a research about the implementation of outdoor teaching and learning at Kampung Inggris Kebumen (KIK) that may useful for the researcher, specially as a student of English Study Program.

## B. OPERATIONAL DEFINITION

The operational definition is aimed to avoid misunderstanding of the concepts which are used in this study. The definition is needed to be showed are as follows :

### 1. Outdoor Teaching and Learning

According to Adelia Vera (2012:17), definition of outdoor learning was a learning activities outside the classroom that made students felt fun and interesting in learning process. Outdoor learning was good for students to develop their skill. It helps them gain practical understanding of the world around them, build self-convidence, test their abilities, took managed risk and developed a sense of responsibility and tolerance towards place and people.

Outdoor learning was regarded as an approach or a methodology where challanging activities, and the natural environment were used to develop an individual's personal and social, and education development were used to develop an individual's involvement in outdoor activities can have long-term benefits on their personal, physical, and sosial growth, and provide enjoyable recreational outlets. (James Nelison Park. A Case Study of Outdoor Education : Implication for New Zealand Schools).

### 2. Kampung Inggris Kebumen (KIK)

Kampung Inggris Kebumen (KIK) was an innovative program from the elected district head of the regency in 2016. Kampung Inggris Kebumen (KIK) was inagurated on August 9<sup>th</sup>, 2016 along with English language training for 100 jatijajar villagers to welcome the training participants in the KIK. Currently KIK has 29 homestays as residence for students and 13 tutors who are still actively teaching. There are 7 classrooms equipped with large courtyard as a place for conducting outdoor learning. Beside that, in the village of Jatijajar there is "Desa Wisata" where include outbound area, it also often used for outdoor learning.

As a non –formal education institution, KIK has teaching and learning that are different from formal school in general. With a limited time KIK is required to be able to develop the potential of students in English language skills. Learning activities applied are very varied, designed with the students need and not only focus on knowledge but also character education. This is evidenced by the times chedule KIK that has implemented now strongly support the learning process. Based on operational definition above, the researcher had an interest to write a thesis by entittle “*Outdoor Teaching and Learning at Kampung Inggris Kebumen (KIK) Jatijajar Village, Ayah district, Kebumen*”, a study case to describe the implementation of outdoor teaching and learning at Kampung Inggris Kebumen (KIK).

### **C. PROBLEM STATEMENT**

Related to the background of the problem, the researcher formulate the problem as *how the implementation of Outdoor Teaching and Learning at Kampung Inggris Kebumen (KIK) Jatijajar Village, Ayah district, Kebumen is.*

### **D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH**

#### **1. Research Objectives**

Research objectives are correspond with formulated question in the problem statement/ research focus, it reveals clearly what will be achieved in the research. The objectives of the study are formulated as follows :

- a. To analyze the preparation, implementation and evaluation of outdoor teaching and learning at Kampung Inggris Kebumen (KIK).
- b. To describe the materials, methods and strategies of outdoor teaching and learning at Kampung Inggris Kebumen (KIK) are implemented.

#### **2. Research Significance**

Research significant explain the importance of conducting the research. Research significance are both theoretical and practical.

a. Theoretical

This research was useful for adding information to readers about outdoor teaching and learning. This research also gave challenge to the researcher to improve her English skill, specially in writing. Thus, the results of the research may give benefit reference for the next researchers in conducting a similar research topic and field.

b. Practical

Practically, the researcher was expecting this study would give contribution to formal education as school, English study program, and next researcher, these are describe :

1) The school

This research will consist about outdoor learning which can be implemented at the school as an interesting method. School that provide vary learning method will have an existency, mainly for the student interest.

2) English study program

This study will also encourage the researcher as students of English study program to learn more about how to be a good teacher in the future by looking the phenomenon happened while a research going on.

3) Next researcher

The result of the study may give benefit reference and empirical data to the next researcher in conducting similar subject and object with this research.

## **E. REVIEW OF RELEVANT STUDIES**

A review of relevant study is a systematic description of the information that has been collected from the literature relating to the object of research. This is also to ensure that the same research has never been done before to prevent plagiarism. Therefore it is necessary to have references or literature that are relevant to the research object that has been determined by

the researcher. Some studies that are the main reference in writing this thesis are:

1. A thesis written by Febrianti Eka Susanti with entitle “Implementasi Strategi Outdoor Learning Kelas VA Sekolah Dasar Negeri Penanggungan Malang”

This thesis was done in SDN Penanggungan Malang by focusing on ; (1) How outdoor learning strategy of “Education” theme, subtheme 1, on the students of 5<sup>th</sup> A Class of SDN Penanggungan Malang’s first learning is planned. (2) How outdoor learning strategy of “Education” theme, subtheme 1, on the students of 5<sup>th</sup> A Class of SDN Penanggungan Malang’s first learning is implemented. (3) How outdoor learning strategy of “Education” theme, subtheme 1, on the students of 5<sup>th</sup> A Class of SDN Penanggungan Malang’s first learning effect the implementation. The researcch was done by using qualitative descriptive approach. The procedures of data collection are observation, interview, and documentation technique, The data analysis uses Miles and Huberman’s interactive model which undergoes three stages : Data reduction, Data Presentation, and Conclusion. The data validity are tested using data triangulation source, technique, and time. The result of the research achieved are : (1) The planning of outdoor learning strategy implementation of “Ecosystem” theme, subtheme 1, on students of 5<sup>th</sup> A class of SDN Penanggungan Malang’s first learning consist of : (a) theme selection, (b) place selection, (c) theme selection, (d) RPP arrangement, and (e) outdoor learning implementatation. (2) Outdoor learning strategy implementation of “Ecosystem” theme, subtheme 1, on students of 5<sup>th</sup> A class of SDN Penanggungan Malang’s first learning consist of : (a) outside classroom teaching and (b) evaluation. (3) The effects of outdoor learning stratify of “Ecosystem” theme, subtheme 1, on the students of 5<sup>th</sup> A class of SDN Penanggungan Malang’s first learning are (a) negative effects and (b) positive effects.

Equation of the researcher thesis with the above thesis is the same as qualitative research that explains the implementation of outdoor learning starting from the plan, implementation and the effect. While the difference is in the thesis written by Febrianti Eka Susanti is implemented in formal schools at the elementary school level, while the researcher thesis was held at a non-formal educational institution namely Kampung Inggris Kebumen (KIK) Jatijajar. In addition there are differences in the focus of subjects, where in the writings of course the researcher focuses on outdoor learning methods in learning “English”, while the thesis written by Febrianti Susanti focuses on outdoor learning methods by taking the chapter on “Ecosystems” as the focus of her research.

2. A thesis written by Putri Rahmayanti with entitle “The Implementation of Outdoor Learning in ELY for 3<sup>rd</sup> Grade at SDN Tulungrejo 4, Batu.

This research was conducted to investigate the implementation of outdoor learning in EYL program for 3rd grade in SDN Tulungrejo 4, Batu, along with the problems encountered by teacher and its solutions. This research used a qualitative research design. Furthermore, the data collection was conducted through observation (non-participant observation), interview (semi-structured interview), and document analysis. The research subject of this study was teacher in 3rd grade at SDN Tulungrejo 4, Batu. The result of the study showed that: (1) there were five ways in implementing outdoor learning such as: plan, inclusion and equality, learning outdoor, working partners, and assessments. (2) Teacher encountered seven problems during the teaching and learning process such as time allocation, chaotic condition, the use of mother tongue and etc. (3) Teacher provided seven strategies to solve those problems. In conclusion, the research showed that teacher implemented outdoor learning well. In the result, the implementation of outdoor learning could give benefits for students. Furthermore, teacher had more varied activities in order to support teaching and learning process.



The equation of the researcher's thesis with the thesis above is the same as qualitative research that explains the implementation of outdoor learning, it's just that the difference in Putri Rahmayanti's research is more focused on the teacher as the subject of his research, in that study explained several problems during the teaching and learning, then how to solve it, one of them is by applying outdoor learning method, and the results show that the teacher implemented outdoor learning well. In the result, the implementation of outdoor learning could provide benefits for students. In the thesis the researcher also explained the advantages of using outdoor learning methods for students.

3. A thesis written by Fajri Rahmawati with entitle "Penerapan Pembelajaran outdoor dalam Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP Budi Mulia Dua Yogyakarta"

This study aimed to describe and analyzed the application of outdoor learning in the VII grade PAI subjects at Budi Mulia Dua Junior High School in Yogyakarta and the supporting and inhibiting factors encountered. This research is a qualitative research, taking the background of Budi Mulia Dua Junior High School in Yogyakarta. Data collection is done by conducting interviews, observations and documentation. The approach used is a qualitative approach. Data analysis is carried out by giving meaning to the data that has been collected, and from that meaning drawn conclusions. Checking the validity of the data is done by triangulation. The results showed that the application of outdoor learning in VII grade PAI subjects at Budi Mulia Dua Junior High School in Yogyakarta, namely the PAI teacher utilizes outdoor-based school activities as a learning method namely field trip and assignment method. The application of outdoor learning provides many experiences for students. Learning becomes fun and varied so students don't get bored. Also in this learning there are supporting factors such as creative teachers, student enthusiasm, and school support. While the inhibiting factors are



the long preparation, lack of time in implementation, and lack of teacher supervision.

Equations of researchers' thesis with thesis written by Fajri Rahmawati are the same as discussing the application of outdoor learning and is a qualitative type of research. The difference in Fajri Rahmawati research, outdoor learning in Islamic religious subjects, is clearly different from the thesis of researchers who focus on learning English. Then Fajri Rahmawati's research was also carried out in junior high schools, not in non-formal schools. The results show learning activities that use outdoor learning methods, namely field trips and assessment. These two learning activities can increase the creativity of teachers and students and prevent boredom in the teaching and learning process

## **F. SISTEMATIC OF WRITING**

Systematics of writing is a framework or main pattern of thesis presentation. Besides that, systematics is the main set that shows every part and the relationship between the parts of the thesis. This thesis is divided into five chapters with the following details :

Chapter I is Introduction, which includes background of the problem, operational definition, problem statement, objectives and significance of the research, review of relevant study and systematics of writing.

Chapter II is focused on theoretical basic which include two sub chapter contains : English learning as foreign language which divided into material, media, method and evaluation, then sub chapter which focus on outdoor teaching learning divided into learning models, benefits, and obstacles.

Chapter III is focused on research method, explain the procedure used in the process of the research in getting and analyzing data to answer problem statement. This chapter consist sub chapter of type the research, sources of data, data collection techniques, and data analysis techniques.

Chapter IV is the implementation of outdoor teaching and learning at Kampung Inggris Kebumen, this chapter consist of two subchapter, namely

General profil of Kampung Inggris Kebumen (KIK), and Presentation of the research data and analysis.

Chapter V is closing chapter, this chapter consist of conclusion and suggestion. This part present research outcome precisely and directly related to research problems.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on research that had been done at Kampung Inggris Kebumen (KIK) Jaijajar Village, Ayah District, Kebumen, related to the implementation of outdoor teaching learning , conclusions could be drawn as follow:

1. The implementation of outdoor learning and teaching in Kampung Inggris Kebumen (KIK) began with the preparation of both the tutor and the students, both of whom had a mature learning.
2. The Implementation of English teaching and learning material in Kampung Inggris Kebumen (KIK) divided into three grade levels in KIK namely Beginner, Intermediate and Advance. Beginner had a class for elementalry school students who were new to English where the learning time in Kampung Inggris Kebumen (KIK) itself was from five days to a week, while Intermediete was a middle class which was usually attended by junior and senior high school students where the learning time lasts for two weeks, while the class advance was a class that is usually attended by someone who wanted to learn English intensively for a specific purpose. All three of these grade had learning material in accordance with their respective needed and of course adapted to the formal school curriculum.
3. The implementation of outdoor teaching and learning strategies were adjusted to the needs of students, where tutors had their own teaching strategies such as :
  - a. Use a loudly voice
  - b. Adjusting the situation and conditions of students when studying
  - c. Choose a strategic place for learning
  - d. Determine learning time efficiently
  - e. Use clear and interesting command sentences
  - f. Focus on each student
  - g. Does not make students feel underestimate

- h. Make learning as interesting as possible
4. The implementation of the English teaching and learning method at KIK uses the Drilling and Speak Loudly and repeatedly methods because in Kamung Inggris Kebumen (KIK) students more focus on learning grammar and speaking ability.
5. The evaluation process that takes place in outdoor teaching learning at Kampung Inggris Kebumen (KIK) is included in the evaluation of the product assessment, there are two kinds of direct evaluations that take place when learning and spectra student shows are a means for students to report their performance and witnessed directly by the tutor.

## **B. Suggestions**

Based on the conclusions obtained, then the next author would like to submit some suggestions related to the implementation of outdoor teaching learning at Kampung Inggris Kebumen (KIK) Jatijajrr Village, Ayah District, Kebumen. According to author opinion, it is expected that the results of this study can be a suggestion, especially for the KIK, that in fact there are many learning methods that can be implemented in the learning process, the goal is that students are increasingly interested and enjoy learning English, then the researchers conclude that the process of outdoor teaching and learning in Kampung Inggris Kebumen (KIK) is already running well, starting from the preparation, implementation until the evaluation.

In addition, the authors suggest that for the future KIK has more programs that support the process of learning English, if until now the materials in Kampung Inggris Kebumen are more focused on speaking and grammar, maybe in the future it can increase the interesting learning program that focuses on all aspects of English language competence, namely reading, writing, listening and speaking.

### C. Closing Words

Alhamdulillahirabbil'alamin, thanks to the grace of Allah SWT that gives ability, physical and mental strength and health, finally the author can finish this thesis smoothly. The author hopes this thesis can give advantages for author especially and for readers generally.

The author aware that in writing this thesis there is lacks and errors that are not because of the author's intentional but due to the author's weakness. For that there are no words and expectations that deserve the author convey except criticisms and suggestions that come from readers for the perfection of this thesis.

Finally, the author can only say thank you to all those who have helped in completing this thesis. May their deeds receive reward from Allah SWT. Amin.



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