

**AN ANALYSIS OF OUTDOOR LEARNING METHODS IN LEARNING  
ENGLISH AT GRADE 7 IN MADRASAH TSANAWIYAH  
SWASTA KEDAI RUNDING**

**SKRIPSI**

*Submitted in Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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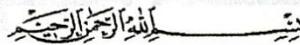
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## **ABSTRACT**

**Muslimatul Ahda. NPM. 1702050094. “An Analysis Of Outdoor Learning Methods In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding”. Skripsi: English Education Department. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2022.**

This research is motivated by a learning methods that are less varied and certainly cause student boredom in learning. In addition, not all schools are equipped with adequate facilities to support student comfort in learning. This study aims to describe the learning process using the outdoor learning method in English subjects at MTsS Kedai Runding. This study used with qualitative design, and using interview, observation and documentation data collection techniques. The participants in this study were students of class VII-A MTsS Kedai Runding. From the results of the study, it was found that (1) During the learning process, class VIIA students were more active and enthusiastic in learning. (2) The supporting and inhibiting factors for the implementation of outdoor learning are factors that occur during implementation. (3) Teachers who are competent in English subjects have carefully adjusted the material to be taught using the outdoor learning method. As attached above. Therefore learning goes well. The outdoor learning method can increase children's enthusiasm for learning and interest in learning. This is reinforced by the responses of students who said they liked the outdoor learning method in English subjects.

**Keywords: Outdoor Learning Methods, English learning.**

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Medan, Mei 2022

Researcher,



**Muslimatul Ahda**

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# CHAPTER I

## INTRODUCTION

### A. Background of study

Education is the main factor that must be improved its quality. The progress of the civilization of the community or nation will be seen from the level of education. Education is an investment of a nation, education is the provision of human life in the present and the future, and education has an influence on all aspects of life. Oemar Hamalik said that education is a process in order to influence students to be able to adapt as best they can to their environment and thus will cause changes in themselves that allow them to function in community life.

The learning process that greatly affects the motivation of students in participating in learning is included in the process of learning English. Motivation is a psychological condition that encourages someone to do something. motivation is certainly oriented to the achievement of psychological conditions that encourage a person to be enthusiastic in learning (Thoifuri, 2013: 96). Motivation is also an impulse that arises in a person consciously to take an action with a specific purpose (KBBI, 2008:930).

The preference of students in choosing or pursuing a subject intensively compared to other subjects is basically influenced by the interests of the students concerned. The process of making a decision by students to pursue this

psychologically is largely determined by their interest in the subject itself. In addition, a child's interest is also greatly contributed by their patterns and habits in nature with their peers.

A learning atmosphere that is not conducive plus less varied learning methods certainly causes student boredom in learning. So efforts that can be made to increase student motivation are to create a more pleasant learning atmosphere, for example applying different learning methods than before, such as the Outdoor Learning method. Providing a pleasant learning situation and experience is the duty of the teacher to assist students in optimally improving student learning outcomes.

Hasamah (2013) states that outdoor learning is learning that invites students to learn outside the classroom. This learning method is expected to be able to increase students' interest and motivation in learning English so as to improve student learning outcomes.

The teacher as a facilitator in learning really determines how students as learning subjects carry out activities to increase their knowledge. However, the learning activities of students greatly affect the mastery of competencies so that in the end it will determine their learning achievement. Teachers should always present learning activities that make students interested in following them because the teacher is a component that really determines the success of learning. This interest will make them more active in developing their curiosity in order to master certain competencies.

The psychological condition of students is a factor that has a major influence on the success of learning. Students who are ready and motivated will clearly be able to take part in learning enthusiastically. On the other hand, if students do not have strong motivation, they will only be forced to participate in learning activities.

Based on the description above, the authors are interested in conducting a research entitled "Analysis of outdoor learning methods in Learning English for class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding".

#### **B. The Identification of The Problem**

Based on the background of the problem, the authors can identify several problems, namely:

1. The emergence of student boredom in learning is caused by non-conducive learning atmosphere plus less varied learning methods.
2. There is an influence of the learning process on students' motivation in learning, especially English lessons.
3. There is an influence of interest on the tendency of students to choose or pursue a subject intensively compared to other subjects.

#### **C. Scope and Limitation**

From several identification problems the author focuses on "Analysis of outdoor learning methods in learning English for class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding".

**D. The Formulation of The Problem**

Based on the problems that have been said, a problem can be formulated are:

1. What are the supporting and inhibiting factors for implementing the outdoor learning method in Learning English class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding?
2. How is the implementation of the outdoor learning method in Learning English class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding?

**E. The Objective of The Study**

From the formulation of the problem above, the objectives of this study are:

1. To find out what are the supporting and inhibiting factors for implementing the outdoor learning method in Learning English class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding.
2. To find out how the implementation of the outdoor learning method in Learning English for class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding.

## **F. The Signification of The Study**

There are several benefits in this research, which are as follows:

### **1. Theoretical Benefits:**

1.1 The results of this study can be used as study material and reference for further research on learning strategies and models others who are able to increase student motivation on English subjects.

### **2. Practical Benefits:**

#### **2.1 Benefits for writers**

Increase knowledge as well as learning to solve problems in learning English.

#### **2.2 Benefits for students**

Students will be more interested in learning English if this outdoor learning method is able to increase student motivation in learning, learning will be more fun, interesting and varied.

#### **2.3 Benefits for readers**

Provide information related to how much influence outdoor learning methods have on increasing student motivation in English lessons. Then as an interesting study material for further research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. English Learning**

###### **a. Definition of English Learning**

Learning English is a contextual development of the ability to speak English which is adapted to the daily conditions of students. English has been included in the education system since the Dutch colonial era, namely in MULO schools (equivalent to junior high school) and AMS (high school equivalent). It's just that at that time, only Dutch children and certain indigenous people could enter and study at the two schools. English was officially entered into the education system in Indonesia as one of the important subjects in 1967, and became the first foreign language in the education system in Indonesia (Hunayn, 2012). Since then English has become a compulsory subject in junior and senior high schools and universities.

English education experts also introduce the terminology of ESL (English as a Second Language) and EFL (English as a Foreign Language). In the context of EFL, learners have been introduced to the original language or mother tongue which is called the mother tongue or native language or first language, namely their respective regional

languages. Regarding the case of EFL, learning English aims to make language learners able to communicate with speakers of that language. In the context of ESL, English learning is carried out by non-English speakers and as a second language in certain countries which is used as a communication bridge, such as in trade and education, it can even become the national language in a country, such as in Singapore.

In accordance with the explanation above in the context of EFL, English is not the main language of learners, they very rarely get the opportunity to use English in activities outside the classroom, while in the context of ESL, English is the main language used to communicate in various sectors of life, not only in the classroom but also outside the classroom.

#### b. Characteristics of English Learning

Because the purpose of learning English is not for understanding and applying concepts, but for getting used to taking actions in English to carry out social functions, learning should not be carried out as usual, namely in three teacher-centered steps: teacher explanations, class exercises and practice questions for homework. The learning process must run naturally, as befits any learning process in everyday life. Therefore, the 2013 curriculum applies a scientific approach, which more or less means 'natural, according to human nature'.

Broadly speaking, the natural learning process includes the following steps:

- 1) Observe and act actively by involving all the senses.
- 2) Ask and question things that are new or different from those that have been known before.
- 3) Try to do the action independently.
- 4) Build reasoning by comparing with methods, rules, and strategies used by others or obtained from other sources.
- 5) Perform the newly learned action to carry out social functions in the environment.

If follow the workflow, a natural English learning process can be obtained.

#### c. English Learning Objectives

The purpose of English subjects in secondary schools is to develop the potential of students to have communicative potential in interpersonal, transactional, and functional discourse, using various spoken and written English texts, coherently using accurate and acceptable linguistic elements, about various factual and procedural knowledge as well as instilling the noble values of the nation's character, in the context of life in the home, school and community environment.

For this reason, all aspects of learning (objectives, materials, teaching and learning processes, media, sources, and assessments) are sought to approach the use of English in the real world outside the classroom.

## **2. Outdoor Learning Method**

### **a. Definition of outdoor learning method**

As we know, outdoor learning is a learning activity that is carried out outside the classroom or outside the school yard. Outdoor learning is also known by various other terms that refer to the same meaning and purpose, these terms are outdoor activities, outdoor study, field learning or learning outside the classroom.

According to Komarudin, outdoor learning is an out-of-school activity that contains activities outside the classroom/school and in the wild, such as; playing in schools, parks, farming/fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge.

Karjawati argues that the outdoor study method is a method in which teachers invite their students to study outside the classroom to see events directly in the field with the aim of familiarizing students with their environment. Through the outdoor study method, the environment outside of school can be used as a learning resource. In this activity the teacher acts as a motivator, meaning that the teacher acts as a guide for the

ongoing process so that students can learn actively, creatively and familiarly with the environment.

b. Concept of Outdoor Learning Method

According to Husamah (2013) the learning process in formal schools is experiencing a decline and saturation. Routines and learning processes that tend to be rigid and standardized where the method applied is students who learn and even survive with what is in the book, this creates a boring learning atmosphere and no longer prioritizes each student's innovation because everything must be patterned in indoor learning pedagogy. In addition, in this pandemic period where the learning process that should take place face-to-face has become completely brave. Learning which from the beginning has decreased because it no longer prioritizes the ideas and creativity of each student becomes more rigid because the learning process is hampered.

According to Yulianto, saturation in the learning process and development in the room also encourages the development of the concept of education outside the classroom. Education in the classroom is standard and formal so that it can cause boredom, students are not free to do various things because they are always silent and only listen. Education outside the classroom is used as a new alternative in increasing knowledge for human quality. Nature is an effective educational medium to increase knowledge and develop a person's positive mental mindset and attitude.

According to Vincencia, activities outside the classroom can be in the form of games, stories, sports, experiments, competitions, recognizing cases in the surrounding environment and problem solving, environmental action and environmental exploration.

There are several concepts that underlie the outdoor learning approach proposed by (Yulianto, 2010), namely:

- 1) Education so far does not place children as subjects.
- 2) Every child has advantages and disadvantages, so the process of uniformity and leveling will kill the uniqueness of children, especially children with special needs. The uniqueness of children with special needs must get a place and provide opportunities so that children can continue to develop well.
- 3) The world of children is the world of play, but many lessons are delivered without playing and only focused on what is written through textbooks.
- 4) The age of children is the most creative age in human life, but the world of education does not provide opportunities to develop their creativity.

According to Hendriani (2010) there is an environment that has certain phenomena, uniqueness and its own boundaries. Recognition of phenomena, their uniqueness and limitations and conveying a sense of security and peace for students. Broadly speaking, increasing knowledge

about various situations, places and utilizing each in its entirety in an environment will increase student motivation in terms of learning and new abilities in the real world.

c. Stages of Outdoor Learning

In the process of utilizing the environment as a learning resource, careful preparation and planning are needed. This is a basic guarantee so that outdoor learning activities run smoothly as expected. Teachers must prepare learning activities well so that during implementation nothing happens. Learning in nature requires maximum student management and control so that learning objectives can be achieved properly.

Hendriani (2010) reveals several stages that the teacher must pay attention to. These stages are as follows:

1) Preparation Stage

At this stage, the teacher must first formulate what goals to be achieved from this outdoor learning activity and determine the concepts you want to instill in students. After that, conduct a survey of the place to be addressed carefully, note the condition of the place or natural phenomena that can be used as a learning resource. Furthermore, from the results of the survey, make a worksheet that is in accordance with the purpose of the concept that has been planned previously.

## 2) Implementation Stage

At this stage, the teacher guides and directs students to carry out activities according to the worksheets or other instruments that have been made. Create an interesting atmosphere and support students to be interested and challenged to do the best possible activities.

## 3) Post-Field Activities

After the fieldwork is complete, they must make activity reports with systematic reports given directly by the teacher. Reports contain data that can be used to guide students to understand a concept. The results of the activities are presented and the concept of questions to guide them to understand a concept. After the lesson is finished, ask students to paste the results of the report as a display in their respective classes.

### d. Advantages and Pros of Outdoor Learning

Sudjana and Rivai (2010) have explained the many benefits that can be obtained from Outdoor Learning activities, including the following:

- 1) Activities are more interesting and not boring.
- 2) Learning becomes more meaningful because of situations and circumstances that are natural.
- 3) Students can learn more factual materials so that the truth is accurate.

- 4) Learning activities are more comprehensive and active because students can ask questions, observe and interview directly.
- 5) Richer learning resources.
- 6) Students can understand deeper aspects of life.

As stated by Purwanti (in Husamah, 2013) revealed that Outdoor learning has a plus value, namely as follows:

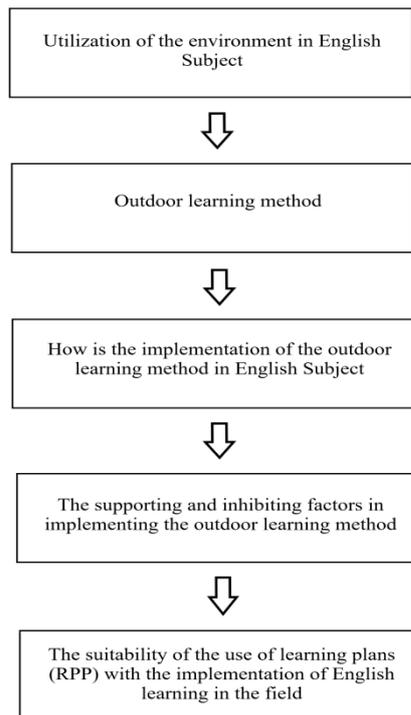
- 1) Can increase and stimulate the desire of students to follow the subject matter.
- 2) Teachers can use this activity as an alternative medium in developing learning methods.

The advantages of outdoor learning can be broadly described as follows:

- 1) Outdoor learning can increase students' motivation to learn.
- 2) In participating in learning, students become more active than usual.
- 3) The thinking power of students is more developed.
- 4) Learning can inspire students from the new experiences they get during the activity.
- 5) Learning is more fun than usual.

## **B. Conceptual Framework.**

English subjects are compulsory subjects in schools that aim to improve students' language skills. English is also a tool to develop science, technology, and culture. As a subject that requires more attention in studying it, students are expected to be able to follow the learning process well without any obstacles that can reduce interest in learning in these subjects. The conventional learning process in the classroom tends to make students bored, so there is an urge to do learning outside the classroom. The learning model outside the classroom is learning that utilizes nature as a place of learning. The atmosphere outside the classroom allows students to be more enthusiastic and motivated in learning. Learning motivation is one of the important factors that affect student learning outcomes. Learning motivation is influenced by internal factors such as needs, anxiety and attention, as well as the application of learning strategies by the teacher. In the implementation of outdoor learning, it will be known what are the inhibiting and supporting factors of the outdoor learning method and their impact on students' learning motivation. Therefore, motivation, attitudes, interests and talents have an important role in determining the stage of achieving results. With good student learning motivation, it is hoped that it will have a positive impact on understanding concepts and student learning outcomes themselves.



### C. Previous Research

1. Research Results from Iseu Laelasari (2021):

<https://e;journal.metrouniv.ac.id/index.php/elementary/article/view/2308/218>

“Analysis of the Implementation of Technology-based Outdoor Learning Model in Science Subject (Plant Diversity)”. This study aims to analyze the application of online learning strategies with technology-based outdoor learning models in science learning (plant diversity in the surrounding environment) for students of MI NU Nurul Haq Prambatan Kudus Grade 4. In this study, researchers used descriptive qualitative methods with research samples in the form of 4th grade teachers, 20 students and parents of students. The data was collected through deep interviews and the distribution of online questionnaires via google form. The results of the

study show that the application of outdoor learning based on online learning technology is seen as effective, flexible, easy to implement and provides benefits in adding new insights/knowledge, reducing boredom and increasing variety of methods in online learning in science learning. The application of technology-based outdoor learning in science learning by using plant identification applications can increase students' knowledge, especially the scientific names of plants found in the yard, in the fields, gardens or on the roadside in each student's home environment. In addition, the activeness and participation of students in completing assignments appears to be higher when compared to online learning through regular assignments. Communication is well established between teachers, students, and parents during learning with the outdoor learning strategy.

2. Research Results from Rivan Pramono (2020):

<http://jurnal.unw.ac.id/index.php/dwijaloka/article/view/397/332>

"Application of Outdoor Learning Methods in The Explanation Text Construction Learning in Class Xi Students Of SMA Negeri 1 Godong Grobongan For The 2019/2020 Academic Year". The outdoor learning method is an innovative method that can be applied in learning to construct explanatory texts. This study aims to describe the application of the method of outdoor learning in learning to construct explanatory texts in class XI students at Godong Grobongan High School in 2019/2020. The data used in this study were test and non-test techniques. The method used

in this reseach is a qualitative descriptive. The reason the researcher uses a qualitative approach method descriptive is the reseacher wants to provide a clear picture of the use of outdoor learning method in learning constructing an explanatory text on the students of class XI SMA Negeri 1 Godong Grobogan for the 2019/2020 school year. Based on the results of research data that has been carried out on students of class XI IPS SMA Negeri 1 Godong Grobongan, it can be seen that students are able to construct explanatory texts with good. Application of ouutdoor learning method in learning to construct text explanation provides benefits for students, because it does not only gain knowledge about learning materials.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

The study used in this research is a qualitative design, with the type of descriptive research. According to Sugiyono (2016: 9) qualitative descriptive method is a research method based on the philosophy of positivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is an instrument of data collection techniques carried out by triangulation, data analysis is inductive/qualitative, and the results of qualitative research are more important than generalizations. This study aims to describe the results of research that discusses the implementation of learning methods outside the classroom for class VII A students at Madrasah Tsanawiyah Swasta Kedai Runding (MTsS).

#### **B. The Research Subjects**

Moleong (2010:132) describes research subjects as informants, which means people in the research setting who are used to provide information about the situation and condition of the research setting.

In this study, the researcher determines the research subject based on the consideration of the parties who can provide the required information data and the parties who play a role in this research regarding "analysis of outdoor learning class methods to increase student motivation in learning English at grade VII-A

at Madrasah Tsanawiyah Swasta Kedai Runding (MTsS)". The key informants in this study include the following:

1. English teacher
2. Student in class VII A MTsS Kedai Runding

### **C. Source of Data**

(Moleong, 2007) the main data source in qualitative research is words and actions, the rest is data additional documents such as documents and others. However, to complete the data. In this research, two data sources are needed, namely primary data sources and secondary data sources.

#### **1. Primary Data Sources**

Primary data is data collection with instruments observations, interviews, field notes and use of documents. Primary data sources are data obtained directly with the technique of interview informants or direct sources. Primary sources are sources data that directly provides data to data collectors (Sugiyono, 2015: 187). Meanwhile, in this study, the primary data sources are : 1 English Teacher and students class VII-A MTsS Kedai Runding.

#### **2. Secondary Data Sources**

Secondary data sources are data used for support primary data, namely through library research, documentation, books, written archives related to will be investigated in this study. Secondary sources are sources that indirectly provide data to data collectors, for example through other people or documents (Sugiyono, 2015: 187). This secondary data source

will make it easier for researchers to collect data and analyze the results of this study which can later strengthen findings and produce valid research.

#### **D. The Research instruments**

Sugiyono (2013: 59) says that in qualitative research the instrument or research tool is the researcher himself. Researchers have a big role in controlling and determining the data obtained. Therefore, the main instrument of outdoor learning analysis research to increase motivation to learn English is the researcher himself.

Researchers as instruments need to validate data related to how far researchers are ready to conduct research to further plunge into the field. Validation of researchers as an instrument includes validation of understanding qualitative research methods, mastery of insight into the field under study, namely outdoor learning learning methods. In this study, researchers used data collection tools in the form of notebooks, interview guides and other observation tools during the research process.

For this reason, in this study the researcher acts as a key instrument. Full participants as well as data collection, while the other instruments as a support. In this case, the researcher participated directly in conducting research at MTsS Kedai Runding.

## **E. The Data Collection Technique**

The data collection technique that will be used in this study are interview, observation and documentation techniques

### **1. Semistructured Interview**

This type of interview is included in the in-depth interview category, which is more free in its implementation compared to structured interviews. The purpose of this interview is to find problems openly, where the parties invited to the interview are asked for their opinions and ideas. In this study the researchers used semi-structured interviews, while in this study the interviewees were:

- a. English teacher, Meilisa S.Pd., to get information about the English learning process and to find out the indicators to be achieved by using the Outdoor Learning method.
- b. Students of class VII A, to find out the implementation of the Outdoor Learning method.

<b>No.</b>	<b>Name</b>
1	A
2	AS
3	AM
4	DB
5	DH
6	FA
7	FN

8	HZ
9	JA
10	L
11	MA
12	MF
13	MSR
14	NF
15	RQA
16	SA
17	ZH
18	Z
19	FM
20	DF

**Table. 3.1 Students of class VII A**

2. Observation

Which is a way of collecting data by making direct observations of existing objects, not limited to human behavior (Sugiyono 2008: 203). In this study, observations will be made on the application of the outdoor learning method to increase motivation to learn English that has been running with the aim of seeing firsthand the actual learning conditions in English subjects at MTsS Kedai Runding.

The results of observations in this study will be recorded in field notes, because field notes are a very important tool in qualitative research. In qualitative research, the researcher relies on observations and interviews in collecting data in the field and will recompile after the researcher returns home.

### 3. Documentation

According to Sugiyono (2008:83) document study is a complement to the use of observation and interview methods in qualitative research. In fact, the credibility of the results of this qualitative research will be even higher if it involves/uses the study of this document in its qualitative research methods. This technique is used to obtain data on the history of the establishment of the institution, vision-mission, infrastructure, school organizational structure and matters relating to the implementation of the Outdoor Learning method in English subjects.

## **F. The Data Analysis Techniques**

In this study, the researcher uses a data analysis technique model of Miles and Huberman where activities in qualitative data analysis are carried out interactively and continuously until the data is saturated.

The data analysis steps to be carried out are data reduction, data presentation, and conclusion drawing.

### 1. Data Reduction

This activity is to summarize the main points and focus on the points that are considered important and then look for the pattern theme. This will provide a clear picture for the author and make it easier to collect further data. In this study, after the data was collected, namely those related to the problem of implementing the Outdoor Learning Method in increasing students' learning motivation in English subjects at MTsS Kedai Runding, then the important ones and focused on the subject matter were selected.

### 2. Data Presentation

After the data is reduced, the data is presented, the data is presented by grouping it into a descriptive form and conclusions are drawn. This is to make it easier for the author to understand and easy to plan the next plan and make it easier for researchers to understand what happened.

### 3. Conclusions

Preliminary conclusions that are provisional can change if not supported by strong evidence. If the conclusion that the author finds has been supported by valid evidence, then the conclusion is credible.

The conclusions in this study reveal findings in the form of a description or description of an object that was previously still unclear and what it is. Then the research becomes clearer and conclusions are drawn. This conclusion is to answer the formulation of the problem formulated at the beginning.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The research data obtained from interview techniques with semi-structured interviews. Interview conducted on two informants who are considered representative of the object of the problem in research. The following is data from two informants in this research:

1. Mrs. Meilisa S.Pd. as an English teacher.
2. All students of class VII-A

Data obtained from interviews in the form of the informants' answers to questions posed by the research through an interview guide that carried out face to face directly with the informant, who then the answers are presented in the form interviews. The result of the interview explained the various respondents' answers regarding the supporting and inhibiting factors in implementation of the outdoor learning method in learning English in order to answer the formulation of the problem. Excerpts from interviews from research informants are described in more detail as well as: described in the following sub chapters of research results.

## **B. Data Analysis**

### **1. Supporting and inhibiting factors in implementation of the outdoor learning method in English class VII-A at Madrasah Tsanawiyah Swasta Kedai Runding**

a. Based on interview with an english teacher, Mrs Meilisa S.Pd. the researcher found out what the supporting and inhibiting factors in implementation of outdoor learning method. The analysis below:

#### **1) Supporting factors**

The supporting factor for implementing the outdoor learning method in learning English is the support from the principal of MTsS Kedai Runding who has approved the implementation of outdoor learning in this school. Also support from MTsS Kedai Runding workers who participate in bringing order and guiding students, as conveyed by Mrs. Meilisa S.Pd. :

"Um, the Principal always appreciates new things that are created, before this outdoor learning activity has been implemented so that teachers are involved, and always help students in outdoor learning activities".

The school has tried to properly manage and support the learning process outside the classroom in learning English, starting from the availability of facilities and infrastructure as well as the workforce

involved. With the help of the school, it has really helped the outdoor learning process take place.

## 2) Inhibiting factor

As for the implementation of this learning there are unexpected obstacles even though it has been well planned and mature. In order to maximize the activity, the existing obstacles must be overcome so as not to become a barrier to the implementation of this activity. An obstacle or obstacle is a common thing in every activity, therefore in English language learning activities outside this class there are obstacles and it has become an obligation for related parties to overcome the obstacles that arise.

In general, the obstacle in the process of learning English outside this class is that there are some students who are difficult to manage, thus making the teacher have to be extra in order to discipline students so that learning remains conducive and orderly, besides that the time used for learning is not wasted so that it affects the effectiveness of learning. ,

"Um... the outdoor learning is fun, so children can see whatever is outside, objects outside. so, in outdoor learning activities of this the teachers must be extra more, Moreover, our school is near the highway, so the children's focus is diverted by, um... the focus is on the road".

In accordance with the narrative of Mrs. Meilisa S. Pd. that the teacher plays an important role in student order, besides that there are other obstacles, namely the factor where learning is carried out outside this class which is close to the highway so that student focus is easily distracted or divided, according to the researcher's observations this causes some students not to focus on learning, but if compared to learning in the classroom, students are much more active and enthusiastic when studying outside the classroom.

**2. Implementation of the outdoor learning method in English subjects for class VII-A at the Madrasah Tsanawiyah Swasta Kedai Runding.**

a. Based on interview with an english teacher, Mrs Meilisa S.Pd. the researcher found out how the implementation of outdoor learning method. The analysis below:

1) Planning of outdoor learning.

Each lesson begins with planning, planning is made to facilitate all efforts that will be made in activities in order to achieve good results. So that in this planning stage, the thing that must be determined first is the competence to be achieved. In learning English, the theme is vocabulary and conversation in English. Then a careful and appropriate plan will be made. This was revealed by Mrs. Meilisa, S.Pd. as an English teacher at MTsS Kedai Runding.

"For better learning, here we have to adjust the material first, um... according to this outdoor learning method. then, um... we make the plan through the RPP, as it was made".

Every teacher learning activity is required to make a Learning Implementation Plan (RPP) as a guide that will facilitate teachers in the teaching and learning process. Based on the results of the researcher's analysis of the plan for implementing learning in English subjects, where the learning process is carried out using learning methods outside the classroom, it is appropriate, this is arranged at the preparation stage for the implementation of outdoor learning. In addition to setting the activity plan at the planning stage of the implementation of activities, the lesson plan (RPP) must also be adjusted to the learning method that the teacher will use, such as the outdoor learning method.

"Um, the planning here is adjusted first, because planning for outdoor learning is different from learning in class, so it is adjusted to the lesson plan. so it's definitely appropriate, because it has been adjusted at the planning stage".

At the planning stage of outdoor learning activities, Mrs. Meilisa S. Pd. as an English teacher, it has been explained previously that the learning material is chosen by adjusting it to the method to be taught, then making it into a learning implementation plan. This is done so that there are no mistakes when teaching. Learning outside the classroom is certainly

very different from the conventional learning process, where conventional learning teachers can freely write on the blackboard and then explain easily. In contrast to learning using the outdoor learning method that has been planned for class VII MTsS Kedai Runding, the teacher does not use the blackboard as a medium but makes the surrounding environment an object of learning. So that if you do not adjust the lesson plan with the method described above, then learning will not be effective because students will have difficulty understanding the material being taught.

The English Language Learning Implementation Plan in the learning process outside the classroom is as follows:

2) Implementation of the outdoor learning method in the English learning process.

The success of a learning process is supported by the ability of teachers to master and apply learning methods. The teacher is the holder of control over all learning methods in every material given to students. So that teachers must be able to recognize the individual differences of their students so that student activity must always be sought to create success.

Students must always be led to increase their courage and utilize their creative reasoning. Students are invited to discuss openly and casually, exchange and express opinions both between students and students as well as between students and teachers. In seeking success for various obstacles faced in the classroom such as sleepiness, boredom, lazy, less conducive

class conditions, uncomfortable class atmosphere, shy of opinion and others, teachers must be skilled in providing motivation and take advantage of this outdoor learning method with good so that students no longer feel the various problems above, this was expressed by Mrs. Meilisa, S.Pd. :

"Um... the average child really likes to play outside of learning, it's wide. the child becomes active, the quiet one is also actively encouraged by the presence of an active child. according to the plan we made, in accordance with the RPPH so children will learn actively and comfortably".

From the interview above, in the implementation of outdoor learning, researchers have observed the facilities and infrastructure that support and utilize the environment around the school such as the school hall and garden, besides that in achieving the same goal students must complete the tasks given by the teacher. There are several techniques that students can do in the implementation of outdoor learning, namely:

a) Observation

In teaching and learning activities outdoor learning, observation is done by observing the subject matter directly. Students get the knowledge and information requested by the teacher from the object under study. In learning English outside the classroom that has been done by students, the teacher explains a little of the material to be studied then gives direction to students, students are asked to

observe objects in the schoolyard. In the form of objects and write them into English vocabulary. Then the vocabulary that has been made, then the teacher gives assignments to students to make it into a conversation in English.

b) Discussion

During the implementation of outdoor learning students are given the opportunity to communicate well with friends and with the teacher regarding something they have observed in order to clarify something that has not been understood. During the discussion process, the teacher invites students to answer and find out the extent to which students understand the material given by the teacher. In addition, this can also encourage students to think more creatively, with this discussion students are active during the learning process, a fun and friendly learning atmosphere automatically makes students more enthusiastic in learning, even students who usually study in class are easily encouraged to participate. ask. This has a good impact on students in developing their potential.

c) Evaluation

At this stage when the outdoor learning process takes place, after the discussion in the previous stage, the teacher asks students to present their work in front, read the vocabulary and conversations they have made, here the teacher provides direct input about pronunciation,

grammar in English, improving vocabulary. and correct sentence structure. It also aims to measure the extent to which students understand the material given by the teacher. Through learning outdoor learning, students are expected to be able to make good use of the surrounding environment in order to create a comfortable and different learning atmosphere from before. Not only in the classroom or outside the classroom but also outside of school hours, they can take advantage of many opportunities to learn anytime and anywhere

Based on the above analysis, it can be concluded that in the implementation of outdoor learning on the theme of vocabulary and English conversation, the VII A grade students of MTsS Kedai Runding, include:

- (a) Observation of the object visited or the yard where the learning takes place.
- (b) Record all objects that exist in the form of vocabulary and then be creative with friends and teachers. and make conversations with objects in the yard.
- (c) Evaluation to find out the extent of students' understanding of the material given by the teacher.

- b. Based on the interview with student of class VII-A Madrasah Tsanawiyah Swasta Kedai Runding. The analysis below:

There are two aspects that become the basic questions in the interview of class VII-A students of MTsS Kedai Runding, namely about learning inside and outside the classroom. It aims to find out students' opinions about the differences in learning carried out inside and outside the classroom according to their opinions, as well as to become a benchmark for researchers to conclude the results of the implementation of outdoor learning at MTsS Kedai Runding.

#### 1) Outdoor Learning

Based on the results of interviews, students considered English lessons to be difficult lessons and too many assignments were given by the teacher, this they explained when the researchers asked their impressions during learning in the classroom, the learning process they followed also required them to memorize vocabulary in English. England. This is in accordance with what they revealed during the interview, namely:

"Many assignments, Miss, English lessons are difficult, other things are written, read, keep memorizing a lot of vocabulary"

In learning English, not a few students are found who are often lazy and bored when attending lessons, especially in class, this makes researchers interested in giving this question to students, so that it becomes a reference for comparison with learning outside the classroom, is this also

true during the learning process? learning outside the classroom. From the results of the interviews, it can be concluded that almost all students answered that they often felt bored while studying, some of whom answered sometimes, they argued that during the learning process they did not focus on learning, because of the noisy learning conditions and atmosphere, especially before noon. Here there are two opposing answers between male and female students. Where, girls judged that men often walked around during learning and some even excused themselves from going out. Meanwhile, male students thought that girls often chatted in class during the learning process. In accordance with the results of interviews that researchers have summarized, below:

"Often, sometimes Miss, when it's hot in the afternoon. Don't focus on studying, keep making noise. Boys like to go out and sometimes excuse me. If a girl tells a story, it's noisy too."

In addition to feeling lazy and bored, class conditions that are not supported by adequate facilities and infrastructure such as fans, make students complain about hot class conditions, especially at certain hours before noon, in addition some students with certain seating positions complain about writing on the blackboard which is dazzled by the reflection of light, as stated by one of the children, namely:

"It's hot, Miss, there's no fan, you don't see any writing on the blackboard."

Furthermore, in the learning process in the classroom the teacher rarely uses media, the media that is often used is only a laptop which only displays music and videos related to the material being taught. As one student put it:

"Media what, Miss? Em, usually just bring the laptop, Miss, listen to music and videos."

## 2) Outdoor Learning.

English learning is learning that requires more understanding, therefore teachers must be able to utilize various methods to support students' abilities in learning, during the outdoor learning learning process students look enthusiastic and enthusiastic, become much more active than before, this is due to the use of outdoor learning method that requires students to study outside. From the results of the interviews, students gave different answers, but from the answers given, it can be concluded that they are very interested in learning outside the classroom, because they can see sights and objects directly, fresh air and a location close to the canteen. As they stated below when researchers asked about their impressions of learning outside the classroom:

"It's fun Miss, you can see the scenery, it's close to the canteen, it's bright too, there's a breeze, it's more fun, Miss"

As for their opinion about whether or not they are lazy to study outside, they simultaneously answered no, meaning that learning outside

the classroom is more favored by these VII-A graders than in the classroom which is considered boring. The reason is because of the more relaxed learning conditions where students interact with each other freely, thereby increasing intimacy between students and teachers, plus sitting cross-legged without a bench to make one another face to face. This is according to what they said during the interview:

"No, Miss, It's fun. If it's hot in class, it's better outside to be able to sit cross-legged on the floor, yes Miss, it's more relaxed"

In addition, there are some students who complain about obstacles during the outdoor learning learning process, namely, some male students who cheat, not even a few are noisy and difficult to manage, in addition to internal factors in the form of students' circumstances there are also obstacles in the form of external factors such as the sound of vehicles on the road. the road, this is because the location of the school is close to the highway, so when learning outside this class takes place the sound of the vehicle becomes very clearly audible. This is in accordance with what some students expressed:

"Noisy boy Miss, cheat a lot. Yes Miss, the sound of vehicles on the road are noisy"

Some of the obstacles that occurred during the implementation of outdoor learning did not reduce students' understanding while studying,

this was proven when the researcher asked whether studying outside the classroom made it easier for you to understand the material?

"It's easier, because it can be discussed, because there is an object, there's no memorizing, and can ask friends"

From some of the answers above, it is very clear that it is easier for students to understand the lesson regardless of the obstacles they face.

### **C. Finding**

#### **2) Factors supporting and inhibiting the implementation of the outdoor learning method in English class VII-A at the Kedai Runding Private Madrasah Tsanawiyah.**

##### **a. Supporting factors:**

- 1) Support from the school in helping discipline students during the learning process.
- 2) Availability of adequate facilities and infrastructure for the implementation of outdoor learning.

##### **c. Inhibiting factors:**

- 1) There are students who do not follow the teacher's instructions, skip the canteen, eat during lessons.
- 2) Takes up a lot of time.
- 3) Requires extra power.

**3) Implementation of the outdoor learning method in English subjects for class VII-A at the Kedai Runding Private Madrasah Tsanawiyah, including:**

- a. Selection of appropriate themes with learning methods and models.
- b. Determining the time to be implemented
- c. Develop a Learning Implementation Plan
- d. Implementation of outdoor learning.

**D. Discussion**

**E. Factors supporting and inhibiting the implementation of the outdoor learning method in English class VII-A at the Kedai Runding Private Madrasah Tsanawiyah.**

a. Supporting factors

Supporting factors are factors that will help run a business or activity, in other words, these supporting factors will help in everything that is done and will provide convenience in carrying out activities.

With the supporting factors, good results will be obtained, where these factors indicate that there is support and follow-up from the school in helping the successful implementation of this outdoor learning method. In addition, supporting factors are also obtained from adequate facilities and infrastructure such as a strategic and comfortable yard, so that the

implementation of learning runs without any obstacles such as overheating and others.

b. Inhibiting factor

Inhibiting factors are factors that are felt to interfere with the running of a business or activity or may be able to stop an activity, this inhibiting factor must be stopped immediately because it can become an unsuccessful business carried out by individuals or groups and can cause losses.

The inhibiting factor is something that is not expected to happen. In the process of implementing outdoor learning learning, the inhibiting factors that are often found are that there are always students who do not follow the teacher's instructions, students skip the canteen, eat during lessons and others. Efforts made by the school are to punish these students in order to provide a deterrent effect and discipline students from violating these acts. The punishment is given by the BK teacher where every student who is caught will be immediately called and given a direct punishment such as cleaning toilets, school grounds or other punishments that are deemed commensurate with the offense committed.

Each school BK teacher has the authority to discipline students, this is done so that students do not act arbitrarily that can harm themselves and the good name of the school where they study. Moreover, nowadays it

is often found that students are naughty, not only breaking the rules but also against the teachers at school.

**F. Implementation of the outdoor learning method in English subjects for class VII-A at the Kedai Runding Private Madrasah Tsanawiyah.**

a. Planning of learning activities

Each lesson must have careful planning, so that the material delivered is appropriate and the learning process runs smoothly as expected. Therefore, teachers are required to prepare for learning, starting with making lesson plans, implementing and assessing student learning outcomes, choosing appropriate teaching and learning strategies, using interesting media and methods as well as managing classes and guiding student development during the learning process.

According to Adelia Vera, there are several outdoor learning plans, namely:

- 1) Setting outdoor learning goals.
- 2) Determine the object to be carried out outdoor learning.
- 3) Determine the required custom.
- 4) Making learning implementation plan instruments to hold outdoor learning.
- 5) Estimating the risks that can arise when doing outdoor learning.
- 6) Have a permit to do outdoor learning.

From all the points of planning for outdoor learning, the researcher found that MTsS Kedai Runding only uses 4 points, namely points A to D. Because at points E and F, the implementation of outdoor learning is carried out without any risk estimates because when the implementation of outdoor learning learning is carried out properly so that when there are risks that arise then together the teacher and the school will find a solution and try their best to solve it right away. While in point F, teachers do not need to have a permit to do outdoor learning because the principal has supported and gave permission and gave freedom to teachers in carrying out various methods in each lesson.

After setting goals and determining the object of the implementation of the outdoor learning method, the most important part is to prepare a learning implementation plan, and it must be carried out according to what is planned, namely the adjustment of the theme to the curriculum used by the teacher must choose a suitable theme for the outdoor learning method. The concept of outdoor learning itself is a learning method that utilizes the school environment and the school yard, besides that outdoor learning can also be done outside the school yard depending on the instructions and willingness of the teacher. In this method students can get a variety of interesting things and a fun new atmosphere so that learning takes place dynamically and learning objectives are achieved properly.

Learning methods that use nature as a medium are very effective because everyone can feel, see directly the objects around them that are related to the subject matter, students are easier to develop their own knowledge and abilities and increase vocabulary in English subjects.

Based on Adelia Vera's opinion, that schools must pay attention to several considerations when teachers choose objects outside the environment, namely places that are easily accessible, do not require expensive costs, have the potential to be used in various materials, and are familiar to teachers. It is important to note that the process of implementing outdoor learning runs smoothly and in accordance with the objectives to be achieved.

Learning activities are one of the main things of the whole educational process. One component that plays an important role in the learning process is the teacher. Therefore, teachers are expected to be able as managers who can create good relationships between teachers and students, students and students, teachers and teachers and the surrounding community which ultimately creates a harmonious interaction for the achievement of educational goals. (Sudirman & Maru, 2016). In addition, Dewey (1966) suggests that students must be actively involved in learning, not just passively receiving information. A teaching will not succeed without the activeness of students.

RPP is a tool used by teachers to guide student learning activities to achieve basic abilities (KD). Lessons used by teachers in the learning process can strengthen the formation of ideas about teaching and practice in the classroom. A good teaching plan should incorporate and reflect the knowledge and skills of the teacher regarding the implementation of lesson plans. Learning activities designed in the lesson plan must be able to develop the potential of students in order to achieve a balance in attitudes, knowledge, and skills in accordance with the characteristics of the 2013 curriculum.

In the application of the outdoor learning method, the learning implementation plan is set at the outdoor learning planning stage, where the teacher prepares and determines the appropriate theme for outdoor learning so that the objectives to be achieved are carried out properly. At the time of implementing the outdoor learning method in English subjects, the researchers found that the Learning Implementation Plan that had been made by the English teacher was in accordance with the outdoor learning method implemented. The suitability of the learning implementation plan with the outdoor learning method is very important because the outdoor learning method is very different from conventional learning so that the learning implementation plan is adjusted to the circumstances.

- b. Implementation of the outdoor learning method in the learning process.

After going through the planning process for the outdoor learning method, then proceed with the process of implementing all the plans that have been made. This method was applied to class VIIA MTsS Kedai Runding students in English subjects with the theme of finding vocabulary from objects around them and continued by making sentences using the vocabulary they had been looking for. At the next stage the teacher asks to present it in the future to be corrected together regarding the correct sentence structure. This is done to measure students' vocabulary and the extent to which students' ability to make correct sentences in English. The teacher acts as a facilitator where the teacher provides services to provide convenience in learning activities for students.

Therefore, teachers who use this method must understand the role of a facilitator. Because it really determines the success of learning activities outside the classroom, it encourages students to understand the lesson even better than when studying in class. Factors in a pleasant learning atmosphere, students are more active in fostering courage. Students explore their own knowledge by observing and asking friends and teachers.

The final stage of implementation is completion where the teacher evaluates by correcting one by one the results of student work by

presenting their work. This is done so that students know the sentence structure errors they make.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

From the results of research that has been carried out in the field and the theories that researchers have obtained, the following conclusions can be drawn:

1. The supporting and inhibiting factors for the implementation of outdoor learning are factors that occur during the implementation so that the follow-up taken by all schools is to help provide solutions and resolve together to achieve the success of the outdoor learning method so that no other obstacles are found. The supporting and inhibiting factors are as follows. Supporting factors consist of: (a) Support from the school in helping discipline students during the learning process. (b) Availability of adequate facilities and infrastructure for the implementation of outdoor learning. Inhibiting factors: (a) There are students who do not follow the teacher's instructions, skip the canteen, eat during lessons. (b) Takes up a lot of time. (c) Requires extra power.
2. Implementation of the outdoor learning method at MTsS Kedai Runding through several planning stages, namely: (a) Selection of appropriate themes with learning methods and models; (b) determine the time to be implemented; (c) develop a Learning Implementation Plan; (d) implementation of outdoor learning. From the results of the study, during the learning process, class VIIA students were more active

and enthusiastic in learning, and were able to grow courage. Students find out and develop their own knowledge by observing and asking questions and discussing with friends and teachers. at this stage students are able to develop their potential well supported by an open and relaxed learning atmosphere so that learning takes place fun. The follow-up to the implementation of outdoor learning is in the form of an evaluation where students are asked to make sentences from the English vocabulary they have been looking for and then read them forward to be corrected by the teacher directly so that students can know the correct arrangement and structure of sentences.

## **B. Suggestions**

Based on the exposure of the findings and conclusions of the research, the researchers have summarized several suggestions to the parties concerned, namely as follows:

### **1. For the school**

The results of this study are expected to be used as input for other teachers so that in thematic learning not only use learning methods that have been applied previously, but also developed such as outdoor learning methods or even methods that are more attractive to students in learning. Overall, the management of the school is very good, but there are still several work programs that need to be implemented again so that students can feel the impact of the entire school work program.

2. For students

Students should be able to increase their enthusiasm when learning, because when interest in learning is high it will result in better learning achievement as well.

3. For researchers

For researchers, the results of this study are expected to be able to expand their understanding and responsibilities as prospective teachers, where the teacher is in control of the running of a learning process. And an understanding of the outdoor learning method is further developed so that it can be applied properly.

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**I. APPENDIX** Photo of activity at MTsS Kedai Runding

- School yard





- Teacher's room



- Class VII-A



- MTsS Kedai Runding organizational structure



- Vision and Mission



- Principal of MTsS Kedai Runding



- English Teacher



- Implementation of Outdoor Learning







- Interview with English Teacher



- Interview with Students



## II. APPENDIX Pedoman Wawancara

### PEDOMAN WAWANCARA GURU

Narasumber : Meilisa, S.Pd  
Jabatan : Guru Bahasa Inggris Kelas VII-A MTsS Kedai Runding  
Aspek : Outdoor learning, Perencanaan, Pelaksanaan, Faktor Pendukung, Penghambat dan Penyesuaian RPP.  
Waktu Wawancara : Pukul 08.00  
Tempat Wawancara : Ruang Guru

<b>1. Faktor pendukung dan penghambat pelaksanaan metode outdoor learning dalam mata pelajaran bahasa Inggris kelas VII-A di Madrasah Kedai Runding.</b>
Pertanyaan
a. Apa faktor pendukung dalam pelaksanaan metode outdoor learning di MTsS Kedai Runding?
b. Apa faktor penghambat dalam pelaksanaan metode outdoor learning di MTsS Kedai Runding?
<b>2. Pelaksanaan metode outdoor learning dalam pembelajaran bahasa Inggris kelas VII-A di Madrasah Stanawiyah Swasta Kedai Runding.</b>
Pertanyaan
a. Pada tahap perencanaan apa yang dilakukan agar pembelajaran berjalan dengan baik?
b. Pada tahap pelaksanaan apa yang harus guru lakukan agar proses pembelajaran berjalan sesuai perencanaan yang dibuat?
c. Apakah rencana pelaksanaan pembelajaran (RPP) sesuai dengan pembelajaran bahasa Inggris di lapangan.

### PEDOMAN WAWANCARA SISWA

- Narasumber : Siswa kelas VII - A
- Aspek : Pembelajaran di dalam kelas dan luar kelas, Kekurangan Pembelajaran di luar kelas
- Waktu Wawancara : Pukul 09.00
- Tempat Wawancara : Ruang kelas

<b>1. Pembelajaran di dalam kelas</b>
Pertanyaan
a. Bagaimana kesan kalian terhadap proses pembelajaran Bahasa Inggris selama ini di kelas?
b. Sering malas atau bosan tidak saat mengikuti pelajaran Bahasa Inggris? Kalau malas saat mengikuti pelajaran Bahasa Inggris biasanya di dalam kelas melakukan apa?
c. Ada tidak kendala atau kekurangan belajar di dalam kelas?
d. Dalam mengajar guru biasanya bagaimana? Media apa yang pernah dipakai guru?
<b>2. Pembelajaran di luar kelas.</b>
Pertanyaan
a. Bagaimana kesan kalian terhadap proses pembelajaran Bahasa Inggris di luar kelas? Menyenangkan atau tidak? Alasannya apa?
b. Merasa malas atau tidak saat belajar di luar kelas? Atau lebih menyenangkan?
c. Ada tidak kendala selama belajar di luar kelas?
d. Apakah belajar di luar kelas membuat kalian lebih mudah memahami materi atau tidak? Alasannya apa?

**HASIL WAWANCARA GURU**

Narasumber : Meilisa, S.Pd.

Jabatan : Guru Bahasa Inggris Kelas VII-A MTsS Kedai Runding

Aspek : Outdoor Learning, Perencanaan, Pelaksanaan, Faktor Pendukung, Penghambat dan Penyesuaian RPP.

Waktu Wawancara : Pukul 08.00.

Tempat Wawancara : Ruang Guru

<p><b>1.</b></p>	<p><b>Faktor pendukung dan penghambat pelaksanaan metode outdoor learning dalam mata pelajaran bahasa Inggris kelas VII-A di Madrasah Kedai Runding</b></p>	
	<p>Pertanyaan</p>	<p>Jawaban</p>
	<p>a. Apa faktor pendukung dalam pelaksanaan metode outdoor learning di MTsS Kedai Runding?</p>	<p>“Em, Kepala Sekolah selalu mengapresiasi hal-hal yang baru yang diciptakan, sebelum ini sudah pernah diterapkan kegiatan outdoor learning ini sehingga guru-guru ikut terlibat, dan selalu membantu siswa-siswa dalam kegiatan di luar kelas”.</p>
	<p>b. Apa faktor penghambat dalam pelaksanaan metode outdoor learning di MTsS Kedai Runding?</p>	<p>“Ee.. jadi pembelajaran di luar kelas kan memang menyenangkan, jadi anak bisa melihat apa-apa saja yang diluar, objek yang di luar. Jadi, dalam kegiatan di luar ini guru-guru harus ekstra lebih, apalagi sekolah kita ini di dekat jalan raya, jadi fokus anak teralihkan dengan, ee... fokusnya ke jalan raya”</p>

2.	<b>Pelaksanaan metode outdoor learning dalam pembelajaran bahasa Inggris kelas VII-A di Madrasah Stanawiyah Swasta Kedai Runding.</b>	
	Pertanyaan	Jawaban
	c. Pada tahap perencanaan apa yang dilakukan agar pembelajaran berjalan dengan baik?	“ Agar pembelajaran lebih baik disini, kita harus menyesuaikan dulu materinya, ee... sesuai dengan metode outdoor learning ini. Lalu ee..perencanaannya kita buat melalui RPP, sesuai yang telah ibuk buat”.
	d. Pada tahap pelaksanaan apa yang harus guru lakukan agar proses pembelajaran berjalan sesuai perencanaan yang dibuat?	“Ee.. rata-rata anak memang suka bermain apalagi kalau anak-anak bermain di luar, dengan kondisi di luar belajarnya yang luas, anak pun akan menjadi aktif, yang pendiam pun akan menjadi aktif dengan terdorong dengan anak yang aktif. Sesuai dengan perencanaan yang kita buat sesuai RPPH jadi anak akan belajar dengan aktif dan nyaman”.
	e. Apakah rencana pelaksanaan pembelajaran (RPP) sesuai dengan pembelajaran bahasa inggris di lapangan.	“Ee pada perencanaan disini kan disesuaikan dulu...karena perencanaan diluar kelas kan beda dengan di dalam kelas jadi disesuaikan dengan RPP nya. Jadi sudah pasti sesuai, karena sudah di sesuaikan pada tahap perencanaan”.

## HASIL WAWANCARA SISWA

Narasumber : Siswa Kelas VII-A

Aspek : Pembelajaran di dalam kelas dan luar kelas, kekurangan pembelajaran diluar kelas.

Waktu Wawancara : Pukul 09.00

Tempat Wawancara : Ruang Kelas

1.	<b>Pembelajaran di dalam kelas</b>	
	Pertanyaan	Jawaban
	a. Bagaimana kesan kalian terhadap proses pembelajaran Bahasa Inggris selama ini di kelas?	“Banyak tugasnya buk, pelajaran bahasa inggris susah, lain di tulis lain dibaca, terus banyak menghafal kosa-kata”
	b. Sering malas atau bosan tidak saat mengikuti pelajaran Bahasa Inggris? Kalau malas saat mengikuti pelajaran Bahasa Inggris biasanya di dalam kelas melakukan apa?	“sering, kadang-kadang buk, kalau siang panas. Enggak fokus belajar, terus ribut. Anak cowok suka jalan-jalan kadang permisi keluar. Kalau anak cewek cerita buk, ribut jugak”.
	c. Ada tidak kendala atau kekurangan belajar di dalam kelas?	“Panas buk, enggak ada kipas, silau buk gak nampak tulisan di papan tulis”.
	d. Dalam mengajar guru biasanya bagaimana? Media apa yang pernah dipakai guru?	“Media apa buk? Em, biasanya bawa laptop aja buk, dengar musik sama video”.
2.	<b>Pembelajaran di luar kelas.</b>	

Pertanyaan	Jawaban
<p>a. Bagaimana kesan kalian terhadap proses pembelajaran Bahasa Inggris di luar kelas? Menyenangkan atau tidak? Alasannya apa?</p>	<p>“Menyenangkan buk, bisa lihat pemandangan, dekat sama kantin buk, terang juga, terus kena angin sepoi-sepoi, lebih seru buk”.</p>
<p>b. Merasa malas atau tidak saat belajar di luar kelas? Atau lebih menyenangkan?</p>	<p>“Enggak buk seru, kalau di kelas panas, lebih enak di luar bisa duduk di lantai selonjoran, iya buk terus lebih santai”.</p>
<p>c. Ada tidak kendala selama belajar di luar kelas?</p>	<p>“Anak laki-laki ribut buk suka nyontek, iya buk, berisik buk suara kendaraan di jalan”.</p>
<p>d. Apakah belajar di luar kelas membuat kalian lebih mudah memahami materi atau tidak? Alasannya apa?</p>	<p>“Lebih mudah, karena bisa diskusi, karena ada objeknya buk gak ada menghafal, terus bisa tanya kawan”.</p>

IV. APPENDIX Form K-1



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-1

Kepada Yth: Bapak, Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal: PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertandatangan di bawah ini:

Nama Mahasiswa : Muslimatul Ahda  
 NPM : 1702050094  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 136 SKS

IPK = 3,46

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
<i>07/04/2021</i> <i>[Signature]</i>	An analysis of Outdoor Classroom Learning Methods to Increase Student's Motivation in Learning English at Grade 7 in MTs Swasta Kedai Runding.	<i>[Signature]</i> <i>[Stamp]</i>
	An Analysis of Teacher Strategies in Teaching English Through Online Learning System during Covid-19 Pandemic.	<i>[Stamp]</i>
	Students' problems in mastering the reading task of short stories in junior high school grade 7.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terimakasih.

Medan, 7 April 2021  
 Hormat Pemohon,

*[Signature]*

(Muslimatul Ahda)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan

V. APPENDIX Form K-2



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr. Wb*

Dengan hormat yang bertandatangan di bawah ini:

Nama Mahasiswa : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

"An analysis of Outdoor Classroom Learning Methods to Increase Student's Motivation in Learning English at Grade 7 in MTs Swasta Kedai Runding".

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. Dewi Kesuma Nst., M.Hum. *Acc 19/04-2021* *RF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terimakasih.

Medan, 7 April 2021  
Hormat Pemohon,

(Muslimatul Ahda)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

VI. APPENDIX Form K-3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 946 /II.3/UMSU-02/F/2021  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Muslimatul Ahda  
N P M : 1702050094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Outdoor Classroom Learning Method to Increase Students' Motivation in Learning English at Grade 7 in MTs Swasta Kedai Runding

Pembimbing : Dr. Hj. Dewi Kesuma Nst, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dikeluarkan pada Tanggal :  
Medan, 26 Sya'ban 1442 H  
09 April 2021 M

Dekan  
  
Prof. Dr. H. Eljianto Nst, S.Pd, M.Pd.  
NIP. 19570507302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**

## VII. APPENDIX Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 19 Februari Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis Of Outdoor Learning Methods To Increase Student's Motivation In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding

NO	MASUKAN/SARAN
BAB I	Revise the title, Background and Formulation of Problem
BAB II	-
BAB III	Revise Research Method
LAINNYA	Revise the way in write references
KESIMPULAN	(√) Disetujui ( ) Ditolak (√) Disetujui dengan adanya perbaikan

Medan, 19 Februari 2022

Dosen Pembahas

Yusriati, SS, M.Hum

Dosen Pembimbing

Dr. Dewi Kesuma Nst., M.Hum

### PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd., M.Hum

Sekretaris

Rita Harisma, S.Pd., M.Hum

## VIII. APPENDIX Lembar Pengesahan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mochtar Basri No.3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis Of Outdoor Learning Methods In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh  
Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Dewi Kesuma Nst., M.Hum

IX. APPENDIX Surat Keterangan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

NamaMahasiswa : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Sabtu  
Tanggal : 19 Februari 2022  
DenganJudul Proposal : An Analysis Of Outdoor Learning Methods In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkandi : Medan  
PadaTanggal : 19 Februari 2022

Wassalam  
Ketua Program Studi  
PendidikanBahasaInggris

Pirman Ginting, S.Pd.,M.Hum.

X. APPENDIX Surat Permohonan Perubahan Judul

FORM K 1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim  
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**Judul Pertama : An Analysis Of Outdoor Classroom Learning Methods To Increase Student's Motivation In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding.**

**Menjadi : An Analysis Of Outdoor Learning Methods In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

Medan, Februari 2022  
Hormat Pemohon

Muslimatul Ahda

Dosen Pembahas

Yusriati, S.S, M.Hum

Dosen Pembimbing

Dr. Dewi Kesjma Nst., M.Hum

XI. APPENDIX Surat Pernyataan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMuchtarsBasri No .3 Telp. (061) 6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertandatangan di bawah ini :

Nama Mahasiswa : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis Of Outdoor Learning Methods In Learning English At Grade 7 In Madrasah Tsanawiyah Swasta Kedai Runding

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini sayaperbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 19 Februari 2022  
Hormatsaya  
Yang membuat Pernyataan



(Muslimatul Ahda)

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.

XII. APPENDIX Surat Permohonan Riset



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 547/II.3-AU/UMSU-02/F/2022 Medan, 29 Rajab 1443 H  
Lamp : --- 02 Maret 2022 M  
Hal : Permohonan Riset

Kepada Yth, Bapak/Ibu Kepala  
Madrasah Tsanawiyah Swasta Kedai Runding  
di  
Tempat

*Bismillahirrahmanirrahim  
Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Muslimatul Ahda  
NPM : 1702050094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Outdoor Learning Methods In Learning English  
At Grade 7 in Madrasa Tsanawiyah Swasta Kedai Runding

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



an. Dekan  
Wakil Dekan  


**Dr. Hj. Dewi Kesuma Nst, M.Hum**  
NIDN : 0105087503

\*\*Pertinggal\*\*

### XIII. APPENDIX Surat Balasan Riset



**KEMENTERIAN AGAMA**  
**MADRASAH TSANAWIYAH SWASTA KEDAI RUNDING**  
**KECAMATAN KLUET SELATAN KABUPATEN ACEH SELATAN**  
Jln. Tapaktuan Medan Km.35 Kedai Runding. Kode Pos 23772

#### SURAT KETERANGAN

Nomor: B-220/MTsS .01.01/19/PP.00.2/03/2022

Sehubungan dengan surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, Nomor: 547 /II.3-AU/UMSU-02/F/2022, hal izin Mengadakan Penelitian pada tanggal 02 Maret 2022 , maka Kepala MTSS Kedai Runding dengan ini menerangkan nama mahasiswa dibawah ini:

Nama : Muslimatul Ahda  
NPM : 1702050094  
Prodi : Pendidikan Bahasa Inggris  
Jenjang : S1

Benar telah mengadakan penelitian di MTsS Kedai Runding pada tanggal 02 Maret 2022 s/d 02 April 2022 guna melengkapi data pada penyusunan Skripsi yang berjudul "*An Analysis of Outdoor Learning Methods In Learning English At Grade 7 in Madrasah Tsanawiyah Swasta Kedai Runding Tahun Pembelajaran 2021/2022*".

Demikian Surat Keterangan diperbuat untuk dapat digunakan seperlunya.

Ditetapkan di MTsS Kedai Runding  
Pada tanggal : 30 Maret 2022  
Kepala Madrasah (PLH)



**MUSHAUWAMAHS.Pd.I**  
**NIP:197010051999052002**