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NATURE-BASED SCHOOL: CREATIVITY AND INNOVATION IN ENGLISH LANGUAGE EDUCATION

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Abstract: Nature-based School is outdoor learning activities used nature as the concrete media. The concept of nature-based school is active, creative, innovative and recreative learning. It was urgent to conduct outdoor learning activities to maintain the spirit and the motivation of students in learning English. In response to this urgency, this research analyzed the needs of the English course in the Society Library at Semberan Kanor Bojonegoro. This was qualitative research with the case study type. The data were gained through interviews, observations, and documentation. The research participants were the chairman of Semesta Kecil foundation, the English tutor and the students. The findings reveal that most students have less motivation for learning English. It is also discovered that there are some problems faced by this society library such as the lack of English course management, supporting facilities and book references; the difficulty in coordinating the boards; Having no curriculum; less of students' interest and parents' support. This research recommends that it is necessary to conduct the innovative teaching and learning process such as conducting nature-based school; giving management training; motivating students; creating the English material book and the directive book for nature-based school. The implication of this research gives the direction and stimulus to the boards in conducting nature-based school program. In future, it provides the advantages in developing the quality of English course tutors' professional development.

Keywords: English Language Education, Management, Nature-based School, Need Analysis

INTRODUCTION

In this 4.0 industrial era, the English language becomes important for Indonesia students and another reason is that English is a global or international language. The global status of English is due to the number of people who speak it (Lauder, 2008:10). English is spoken in almost every country in the world and there are seventy-five territories in which it is either a first language (L1) or it is used in some official or institutional capacity as a second language (L2) (Jenkins, 2003: 2). In the education field, English is taught as a foreign language for students intending either further study in an English speaking country or as a requirement for employment (Lauder, 2008:12). To face this globalization era, the English language becomes one of the foreign languages which is taught in schools of Indonesia, it becomes a subject or lesson at each level of education from elementary school or primary school up to senior high school.

In managing foreign language programs, need analysis is a vital aspect of material development (Ahmad Madkur, 2018: 221). According to Seels and Glasgow in Frimadhona Syafri et al. (2018: 107), needs analysis is a plan to gather information about gaps and use that information to determine priorities for existing gaps to find a solution. The purpose of needs analysis is to enable the teacher to translate the learners' needs to linguistic and pedagogical terms to teach an effective course (Mackey in Maria D. Tzotzou, 2014: 59). Evaluating and adapting or supplementing existing materials to suit the needs of the learners in a particular teaching situation is of paramount importance to help learners maximize their learning potential (McDonough and Shavin Maria D. Tzotzou, 2014: 59).

Hutchinson and Waters in the Nation and Macalister (2010: 5) make a useful division of learners' needs into necessities (what the learner has to know to function effectively), lacks (what the learner knows and does not know already) and wants (what the learners think they need). Therefore, the needs of learners are divided into three kinds: Necessities (what do the students need in learning a language?); lacks (what are the students, the teacher, the school, the facilities and the course management lacks?); wants (what do the students want to learn?)

Frimadhona Syafri et al. (2018) have stated that need analysis is necessary for designing the instructional model, due to it is a process to determine the learners' needs based on their wants, lacks, and necessities. They conducted a study about the implementation of electronic learning aids (ELENA) for learners'

comprehension in linguistics. Ahmad Madkur (2018) conducted another study about a need analysis on the English course in the Islamic banking department. He found that the aspect of communicative skill, speaking skill is most needed by the students of Islamic Banking and the vocabulary is also needed by the majority of the students, the teaching of English in Islamic Banking department needs to be done in an integrative approach or the incorporation of all language skills, some of the obstacles faced by both students and lecturers are limited references to banking English, unavailability of facilities to practice English contextually and lack of learning duration of banking English.

Giving English course is one of the society library programs at Samberan Village, Kanor District, Bojonegoro Regency, but it has problems such as having no curriculum, lack of English course management, and less of students' motivation. Because of the important role of the English language for students, it is urgent to conduct a need analysis for English language teaching. This research analyzed the needs of the English course at TBM. This society library was established by Semesta Kecil foundation and the village chief of Samberan. This research is supposed to know the students' needs in the English course by doing need analysis so that it can attract the students' interest in learning English and deliver good material for them.

METHOD

This is qualitative research with the case study type. This research analyzes the problems and the needs of the learners and the English course of the Society Library at Samberan Kanor Bojonegoro. The chairman of Semesta Kecil foundation, the English tutor and the students of the English course are involved in this research by interviewing and observing their teaching and learning activities.

The data were gained through interviews, observations, and documentation. The researchers interviewed the chairman of Semesta Kecil foundation and the English tutor. To know the situation and condition of class activities; the obstacles appeared during the teaching-learning process; and the students involved, difficulties, problems, and understanding about material that is given, an observation also be conducted in this research. Documentation is done by analyzing all of the documents such as student attendance lists, students' scores, and references.

In analyzing the data, the researchers use Miles and Huberman model that is consisting of some steps namely: data collection, data reduction, data display, and data verification (Alhojailan, 2012). The researchers analyzed, described, identified, classified, interpreted and transcribed the data as an analyzing step. The descriptive analysis is done by describing and analyzing the problems and the students' needs in the teaching and learning process.

FINDINGS AND DISCUSSION

After observing the teaching-learning activities and analyzing all of the documents, it shows that there are many problems. In this case, problems are the lack of English course management that must be solved by the boards of English Course at Society Library such as there is no students' attendance list, students' names, students' score archives, and difficulty in coordinating the boards. The second problem is having no curriculum and teachers always apply conventional teaching methods. The third problem is less of students' interest, low reading habits, and parents' support. The next one is less of supporting facilities such as having no classroom or office. All of the activities are conducted in the chairman of Semesta Kecil foundation and the English tutor's home. The last one is the limit of book references especially English books and materials. All of these problems deal with the lack of English Course at Society Library Samberan Kanor Bojonegoro.

To find out what kind of this English course is needed and wanted, the researchers interview the chairman of Semesta Kecil foundation and the English tutor. It shows that a good English course management and applying the creative method and innovative teaching media to avoid students' boredom is the most urgent need. They want to know the implementation of effective teaching methods, innovative teaching material, and media to attract and maintain students' motivation. It is needed for students to master four English skills including speaking, reading, writing and listening. In line with Ahmad Madkur (2018: 222), motivation is one of the factors that influence learning achievement. The students who consider that learning English is important, it will be different from those who consider that English is not necessary.

To overcome the problems above, it is necessary to conduct a nature-based school. It is a teaching-learning activity utilizing nature as a media and place of learning. Nature-based school is teaching activities conducted outside the classroom or getting students out of classrooms to learn, play, engage and explore with nature. The nature-based school gives the implementation of the active, creative, innovative and recreative model, strategy, technique, and method that will be enhancing student's spirit and interest in learning English. The nature-based school can improve the students' psychomotor ability because the students use their five senses and learn through playing. In accordance with Aulia Annisa & Panggung Sutapa (2019: 181), nature-based learning models were more effective in improving children's motor skills than conventional learning models. The activities on nature-based learning models provide new experiences for students.

The nature-based school makes students active in learning. They can explore their talent through communication, construction, inquiry and abstract thinking. It is in line with John Dewey's Middle in Michael J. Camasso & Radha Jagannathan (2017: 13) Nurture through Nature (NTN) recognizes that children are never passive in learning but rather are actively engaged. It is known that young students have a talent that can be directed into communication, construction, inquiry and abstract thinking if the teaching-learning process takes a personal approach, understanding how students' interests and habits derive from their homes and neighborhoods.

The nature-based school conducted outside the classroom such as in the field, schoolyard, village hall, garden, cage, rice mill, mosque, church and other real place of learning. The learning process divided into three stages; opening activity, main activity, and closing activity. On the opening-activity stage, the Learning process can be preceded by ice-breaking activities like gymnastic, clapping hands, guessing, singing and the other activities to gain the students' concentration, spirit, and fun. Ice-breaking can be conducted at the beginning of the learning process or during the learning process.

The main activity is the core activity of the teaching-learning process. While transferring information or knowledge to students, we use innovative and creative strategies. Teaching by nature-based school concept used the variety of media from nature such as flowers, leaves, air, soil, and others. Besides, we can also use our handmade media such as planting the time, adventure card, wheel of tenses, mathematics baskets, mathematics leaves, uno stacko, and others. While closing activity, the teachers applied games such as right-wrong jumping, guessing the word, who am I and other games.

The second solution is conducting the management training about the nature-based school to the boards including POAC (Planning, Organizing, Actuating, and Controlling). Planning is managing the board, system, and administration. Managing the board is creating the board organization/structure such as chairman, secretary, treasurer, and tutors. Managing the system is the learning system developed and applied including use active, creative, innovative and recreative learning methods and media. Management of English nature-based school administration including student lists book, visitor book, students' attendance list, and report book of students' development including cognitive, affective and psychomotor aspect.

Organizing includes the programs of nature-based school for English material. The programs are divided into four language skills; reading, writing, speaking and listening. Semesta kecil society library should implement these programs to gain effective English teaching and learning activity. Furthermore, actuating is the implementation of those English nature-based school programs. The boards of semesta kecil foundation and researcher should have collaboration in implementing the programs based on the system designed. Controlling is creating a framework for evaluation programs such as giving assessment format to know the students' development including cognitive, affective and psychomotor aspects. Due to nature-based school aimed to improve the English ability, the assessment includes skills of English such as reading, speaking, listening and speaking should be implemented.

The last solution is to create "the nature-based school book for English language material" and "the book of nature-based school teaching method". These books can be used in conducting nature-based school activities. "The nature-based school book for English language material" is containing vocabularies, song, reading the text, test, and its scoring rubric which makes students a fun and enjoy in learning. Meanwhile, "the book of nature-based school teaching method" is the supplementary book and the directive book for "the nature-based school book for English language material". This book containing methods, strategy, media, ice breaking, and game which is can be implemented in teaching English.



CONCLUSIONS AND SUGGESTIONS

Based on the finding, there are four conclusions. The first is it is necessary to conduct the innovative teaching and learning process such as conducting the nature-based school. The creative and innovative model of learning is most needed by the students to maintain their spirit in learning English and to release the boredom. The second is giving management training. The third is creating the English material book which will be the teachers' handbook in conducting nature-based school learning. The last conclusion is giving the direction of the implementation of the English book above, is necessary to create the supplementary book which is containing the strategy and method of teaching English nature-based school. As suggestions, it is needed to conduct RnD research before creating an English book and its supplementary then analyze those books. It is also necessary to conduct the nature-based school program to measure the students' improvement and effectiveness in learning.

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