

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the findings and discussion of research that has been carried out by researchers to improve students' English nouns through the Outdoor Learning Style. They are presented under three headings: the action research process, research findings, and discussion.

A. Findings Of The Research

The findings of this study were described from the process to problem finding. The process findings were described as follows;

This research was classroom action research. The aim of this study was to improve students' English nouns through the outdoor learning style of the first-grade students of SMP Negeri Satap Pombuttu. The steps taken by the researcher in this study were to do a pre-test at the beginning before the first cycle was carried out to measure students' initial abilities, and then enter into planning, action, observation, interview, and reflection.

At the reconnaissance stage, the researcher took several steps to identify research problems in the field. The first step was to make preliminary observations in the teaching and learning process of English, especially in the learning of nouns for seventh-grade students of SMP Negeri Satap Pombuttu. The second step was to conduct interviews with Indonesian language teachers to make comparisons between knowledge of Indonesian noun vocabulary with English noun vocabulary for first-grade students of SMP Negeri Satap Pombuttu, this aims to identify problems that occur during the learning process, and conduct interviews. repeat to the teacher to confirm the data obtained from observations. The third step was to interview students to find out their attitudes towards learning English and their difficulties in learning English, especially in learning object vocabulary.

Then, the main stage in this action research was to carry out the Nouns teaching and learning process using the Learning Outdoor Style. The action research outside the classroom was carried out in two cycles with four meetings in cycle I and cycle II. At the action stage.

Identifying problems in the field was important, and needs to be observed, this was about the facts of the Nouns teaching and learning process through the application of Outdoor Learning Style in the first-grade which researchers had observed in October - September 2020 as part of problem identification in the field during the Nouns teaching and learning process with the application of the Outdoor Learning Style could be seen in the field notes. Field notes were the initial data that needed to be taken into account before carrying out the action in the first grade of SMP Negeri Satap Pombuttu, and the data was an observation of how the level of student knowledge of Nouns in English.

In the next stage, the researchers made observations by visiting each of the first-grade students of SMP Negeri Satap Pombuttu, because they were divided into several groups during the pandemic of Covid 19. Researchers immediately greeted them with the greeting "good morning everybody!", They answered with the answer "good. morning sir ", then the researcher checked the attendance of students, and the number of students who attended was 26 people consisting of 9 boys and 17 girls. The researcher asked a number of questions about nouns to the students in each group, one of which was the researcher's question, "What is in EnglishMangga'? (What's the English word for 'mango'). They just smiled and looked at each other, and then one of them answered "Andiani uissang sir" (I don't know sir). The researcher asked the question "What is in English" Pineapple "? (Is the English word 'Nanas'?) The student looks shyly smiling as he glances at his friend then asks "Did you say" Pineapple "sir?" researchers "Pineapple was Pandeng", pandeng was pineapple according to the language of the mandar region, they asked using the local language because they were still stiff using Indonesian.

The field notes above were sufficient to prove that the vocabulary of English nouns possessed by students of SMP Negeri Satap Pombuttu was still lacking so that they had difficulty expressing their ideas. Students answered questions using local languages because they were not very proficient in Indonesian, their knowledge of Indonesian language noun vocabulary was still simple, this could be seen when the researcher tries to ask the question "What was in English 'Nanas'?", Among them. asked back with the question "What was 'Pineapple' Sir?". Evidence shows that the students' mastery of Indonesian object vocabulary was also lacking. As a result, students feel bored and do not sting when they follow the English learning process. They tended to chat with their friends and do business on their own.

In addition to conducting classroom observations, researchers also obtained data by conducting interviews and discussions with collaborators to obtain information about the noun teaching and learning process. This was done to support problem identification. This was done to find out their weaknesses in learning English and to get suggestions regarding these problems. The quotation below shew the teacher's opinion.

R : “Terkait dengan perbendaharaan kata benda dalam bahasa Indonesia Bu, “Bagaimana kemampuan bahasa Indonesia siswa kelas VII?”utamanya pengetahuan mereka tentang kosakata benda Bu, ini saya mau bandingkan untuk proses pembelajaran bahasa inggris di kelas VII.

("Regarding the vocabulary of nouns in Indonesian, Ma'am," How about the Indonesian language skills of grade VII students? "Especially their knowledge of noun vocabulary, I wanted to compare this to the learning process of English in grade VII.).

CL : “Hahaha, anu Pak, masih kurang pengetahuannya, masih ada anak yang tidak bisa berbahasa indonesia, masih ada juga itu anak yang tidak tau bahasa Indonesianya kandao (**sabit**)’, kalau sabit bilang dia **Kandao**, haha. Anu juga Pak, karna orang tuanya tidak

pake bahasa indonesia kalau bicara sama anaknya, makanya begitumi. Apalagi kalau mauki ajari bahasa inggris Pak, bahasa indonesia lagi tidak nataui.

(hahaha, They were still lack of indonesian, there still students could not speak indonesian, and students could not translate 'sabit' into indonesia, the sickle was called 'kandao' haha. This was also because their parents did not speak Indonesian to their childrent sir, that' why. especially if they were going to be taught English, Indonesian didn't understand anymore)

R : “Itulah saya heran pada saat saya mengajar Bu, saya menguji mereka beberapa pertanyaan, salah satu pertanyaan saya yaitu; ‘Apa bahasa inggrinya Nanas?’ Mereka haya diam saja, namun ada satu siswa yang bertanya balik Bu, pertanyaannya ‘apa dibilang ‘Nanas’ Pak?’

("That's I was surprised when I taught Mom, I tested them several questions, one of my questions was; "What was the English of Pineapple?" They just said nothing, but there was one student who asked me back, the question was "What was" Pineapple "sir?")

R : “Jadi, bagaimana cara ibu mengajar siswa tentang kata benda?

("So, how did you teach students about nouns?")

CL : “Yah begitu, saya gunakan bahasa daerah)

("Yah like that, I teach in the local language)

The data from the interview above could be concluded that the teacher experienced problems in the teaching and learning activities of Satap Pombuttu Junior High School students because there were still students who could not speak Indonesian. Teachers had to teach using local languages so that students can understand the material being taught. The teacher has used various strategies to teach, as well as motivate students of SMP Negeri Satap Pombuttu, but it was still not attractive to students so that students feel bored, and lack the enthusiasm to learn.

Researcher had also conducted interviews with several students to find out their attitudes towards English lessons. In interviews conducted with grade VII students, it could be concluded that they had difficulty learning English because of writing and the way they read and pronounce them is not the same as Indonesian. They had difficulties because they had to memorize two words in one word, they had to memorize the writing, and the pronunciation. This situation could be seen from the following interview transcripts;

R : *Bagaimana menurutmu tentang pelajaran bahasa inggris? Khususnya pembelajaran kata benda*

(What do you think about the English lesson? Epecially learning nouns.)

S : *Masussa sannai Paa' nandian dipauwwangan, masussa nasanii.*

(It's very difficult sir. Everything related to English is difficult)

R : *Kanapa kamu mengatakan bahasa inggris sulit? Di mana letak kesulitannya? (Why do you say English is difficult? Where is the difficulty?)*

S : *Anu Paaa' andiani dissang mambaca bahasa inggris, apa' laini tulisanna laitto bacana Paaaa', jadi malussuri tau me'guru. Biasa to Paa' kalau menghapali tau di te'ee, marondong diluppei bomi.*

(Like this Sir, we can't read English, because English is different in writing, and how to read it sir, so we are lazy to study, and if we memorize vocabularies now, we forget them again tomorrow)

To identify the problems faced by the students above, the researcher carried out two activities, namely observing the teaching and learning process of English outside the classroom and interviewing students, in this case, the researcher found several identified problems, namely problems arising from students and the learning media itself.

Problems arising from the students themselves. This was a phenomenon that researchers encountered during the teaching and learning process in first-grade students of

SMP Negeri Satap Pombuttu, this phenomenon was that students feel afraid or reluctant to ask the teacher when they experienced difficulties in learning. They were ashamed or inferior to their friends when they asked things their friends already understand. In addition, the lack of interest in learning was also one of the causes. As we know that student interested in learning is the main supporting factor for improving student English learning achievement because students who had good learning interests would have good learning ability as well.

The second problem was teaching methods and techniques. The teaching methods and techniques used by the teacher still depend on textbooks in school, the techniques used by the teacher in teaching using textbooks only provided the task of translating readings, conversing using conversations in textbooks, and working on questions that were in the package book. The teacher always asked students to work on assignments individually and in groups in class and then leaves the students.

Based on preliminary observations and interviews, and several problems related to the teaching and learning process of nouns in class VII SMP Negeri Satap Pombuttu. So the problems of students in the field were, students did not recognize nouns in the natural environment in English. Students did not have the motivation, and good interest in learning because of the difficulty of English. Students were shy and afraid to ask questions when they had difficulty learning English. Students moved from place to place during the teaching and learning process. Students did not pay attention to the teacher's explanation, and the teacher's teaching technique was not pariative.

In connection with the problems in the field above, in this study, the researcher is determined to solve these problems by using the Outdoor Learning Style as a teaching technique. with the aim of developing students' noun vocabulary so that at the end of the lesson it will be seen whether the use of Outdoor Learning Styles in the teaching and learning process is effective or not, and the field problems that are resolved are, Students are very

lacking in English nouns and do not recognize nouns in their natural surroundings in English. Students lack motivation and good interest in learning because of English language difficulties. Students are shy and afraid to ask questions when they have difficulty learning English, and the teacher's teaching techniques are not pariative

Based on the problems selected to be addressed, researchers take the following actions to develop student nouns.

Table 4.2 Action Development Nouns

No	Problems	Action	Expected Result
1	Students did not recognize natural nouns in English.	Researchers invited students to learn nouns in the open	Students got to know the natural nouns in English
2	Students did not have the motivation, and a good interest in learning because of the difficulty of English	Researchers motivated students and provided learning nouns that were easier to understand and learn so they didn't feel difficult.	Students had good motivation and interest in learning English.
3	Students were shy and afraid to ask questions when they had difficulty learning English.	Researchers took a personal approach, and convey learning nouns in the form of games.	Students were not shy, and afraid to ask questions when they had difficulty learning English nouns.
4	Teachers' teaching techniques were not pariative	Researchers used various techniques in the teaching and learning process	Students did not feel bored and bored in learning nouns

1. Description Of Research location

This research was conducted at SMP Negeri Satap Pombuttu which is located on Jl. Poros Pombuttu, Pombuttu Hamlet, Sumarrang Village, Campalagian District, Polewali Mandar Regency. SMP Negeri Satap Pombuttu is an educational institution under the auspices of the Ministry of Education and Culture that provides educational services for children living in Polewali Mandar Regency, especially in Pombuttu Hamlet. The Vision of SMP.N Satap Pombuttu, namely. Realizing that students, teachers, and employees of SMPN Satap Pombuttu excel in mastering science and technology based on IMTAQ, noble character, and environmental insight.

2. Description Of Implementation

Outdoor Action Research (OAR) was conducted by researchers as observers. Before implementing OAR, researchers prepared OAR. This research was conducted in two cycles.

This research was conducted in the first grade of students of SMP Negeri Satap Pombuttu in the academic year 2020/2021 odd semester (I). There were 27 students in class VII of SMP Negeri Satap Pombuttu. Consisting of 10 men and 17 women. The implementation of this PTLK was formed in two groups through 2 cycles, the first cycle was held on Wednesday, 28 October to 9 November 2020 with a time allocation for each two-hour meeting of 2 x 40 minutes of lessons. Cycle II begins on November 11 and ends on November 30, 2020, with an allocation of 2 lesson hours of 2 x 40 minutes. The competence under study was the students' noun knowledge.

3. Research Action Report

a. Pre-Test Result

Before conducting the research, the researcher gave the students a Pre-Test to determine the students' English nouns abilities. The researcher prepares two numbered questions with 50 nouns as material for the Pre-Test, these questions are as follows;

1. Translate the following English nouns into Indonesian!

Nouns/Arti	Nouns/Arti
Avocado =	Dragon Fruit =
Apple =	Kiwi =
Banana =	Lemon =
Blueberry =	Lime =
Coconut =	Longan =
Custard Apple =	Lyche =
Duren=	Mango =
Grapes=	Orange =
Honeydew=	Papaya =
Jackfruit=	Passion Fruit =

2. Change the following singular nouns into plural nouns!

Singular Nouns	Plural Nouns
Mango=
Apple
Pumpkin
Purple
Mangosteen
Rambutan
Pen
Star fruit
Strawberry
Watermelon

The researcher took the test above to SMPN Satap Pombuttu on Monday, October 26, 2020, at 07:30, and went straight to class one to meet the students of SMPN Satap Pombuttu. The researcher asked the class leader to prepare the class, and then checked for absences, the number of students who attended was 25 people. Some students did not arrive at that time, so the researcher had to wait for the other students until 08:00. While waiting,

the researcher tells the students that a test will be conducted on the students' ability in English nouns, and the results are as follows;

R : Assalamu alaikum wr.wb, and good morning every body!

S : Waalaikumussalam wr.wb, and Good mornig sir!

R : Hari ini ada tes buat kalian!

(Today there is a test for you!)

S : Aiii tes apatodri Paaaa'?

(what kind of test is it sir?)

R : Tes untuk menguji kemampuan kalian dalam menguasai kata benda bahasa inggris.

(A test to test your ability to master English nouns.)

S : Auhh.. Tapi tidak apa-apaji toh Paa' mua' salai tau?

(But it's okay sir if it's wrong?)

R ; Kerjakan saja sesuai dengan kemampuan kalian. Tidak boleh menyontet!

(Just do according to your ability. No cheating!)

S : Okay Paa'!

(Okay Sir!)

The researcher then shared the questions about the English nouns that had been prepared. Students work on the questions calmly at first, and a few minutes later one by one the students begin to glance at their friends. Seeing such a situation, the researcher immediately took action by saying "How is it done?" S: Not yet '!. If you are no longer able to do the questions, please collect the results of your work! Students then collect their work.

And the result of the data obtained as follows:

Table 4.3 Calculation of Student Pre-Test Result

No	Aspect Completeness	Students	Total Value	Percentage (%)	Information
1	Completed	4	310	15%	Score > 70
2	Not finished yet	23	115	85%	Score < 70
Total		27	146	100%	

The students' mean scores were;

$$X = \frac{\sum x}{N}$$

$$X = \frac{146}{27} = 54,0$$

The results of the data analysis of students who scored 7 above on the Pre-Test were 4 students with a completeness percentage of 15%. This had not achieved classical completeness, so the researcher would test learning using the Outdoor Learning Style to improve the students' English nouns at SMP Negeri Satap Pombuttu.

b. Cycle I Report

1. Action Planning

This stage began with preliminary observation activities to identify problems so that problems were obtained. The plans that had been prepared in this activity include:

- a. Determine the timing of the action
- b. Develop a Learning Implementation Plan (RPP)
- c. Make student activity observation sheets
- d. Create student worksheets

2. Implementation of Cycle I Actions

The first cycle of action was carried out twice a week. The first meeting was held on Wednesday 28 October 2020 and the second meeting on Thursday 29 October 2020.

3. First Meeting Of Cycle 1

This first meeting started at 08.00-10.00. There were 25 students who attended, consisting of 8 boys and 17 girls. The researcher acts as the leader of the Nouns learning activities through Outdoor Style, and at the same time as an observer during the activity. The learning implementation was carried out in three stages, namely preliminary activities, core

activities, and closing activities. Each activity consisted of the processes and sequences listed in the Learning Implementation Plan (RPP).

a. Preliminary activities

This preliminary activity began with the researcher saying hello, conditioning the class to prepare learning tools. After everything was ready, the researcher filled out the student attendance list. The researcher then explained the steps to be taken in learning outside the classroom.

Furthermore, the teacher delivered the learning objectives and learning procedures. Students worked on assignments given by researchers on worksheets in groups.

b. Core activities

The core learning begins by inviting students to learn English nouns in the school environment, to be precise under an orange tree, the distance from the school is about 50 m. Learning begins with explaining material about learning nouns, the characteristics of nouns, and how to change nouns from the singular to the plural form. When the teaching and learning process was ongoing, it was seen that there were still students who were busy telling stories and did not pay attention to the explanation of the subject matter. Seeing the condition of the students who did not pay attention to the explanation of the material about English nouns, the researcher immediately rebuked the student by saying "Hello, try all of your attention to me, don't tell anyone, we will change stories". Students then paused and paid attention to the explanation from the teacher / researcher. The researcher continues to explain the teaching material about the characteristics of nouns, and how to change the noun from the singular to the plural form, and points to the nouns around them as examples in English to students. When the lesson is carried out under an orange tree, the learning atmosphere is so calm, but there are still some students who are still shy, and feel insecure when told to mention objects around them in English. Seeing the condition of the students who were still

tense and unsure of themselves, the researcher immediately joked with other students in English to provoke students who were still less confident to be confident. After the researcher joked with the students, the researcher continued the learning material.

After explaining the material about nouns, the researcher divided the students into five groups and then gave the task of finding five words of nouns and translated into English. The nouns they noted were expressed to their group mates by pointing directly to the objects they found while competing with other groups. In this activity students use English. These activities are shown in the following figure;



Figure 4.4: Students practiced Nouns.

In the picture above, students practice nouns by speaking in English directly pointing to objects that are nearby, and the results of their conversations in this activity are as follows;

- S1 : Fruit what this? Hehe...
- S2 : Hehe.. That orange. Eeee' What that orange? Huhuu'
- S1 : Yes' this orange. Hehe...

In this activity, it was seen that the students spoke accompanied by shy laughter, but they were very enthusiastic about speaking English even though their English sentences did not match English grammar. Researchers do not correct the grammar they use because what researchers want to develop are student nouns. Some of the other students paid attention to their friends who were practicing nouns in English, but some of the other students were cool about their stories and acted alone outside of the learning material.

To find out the attitudes of students at the learning stage of the first cycle, the researcher conducted interviews with several students. The results of the interview are as follows;

R : Bagaiman menurut kamu tentang pembelajaran nouns hari ini? Apakah kalian merasa senang?

(What do you think about learning nouns today? Are you feeling good?)

S : Bagus sannali Paaa', apa' mangino-nginoi tau, macoa mua' bassa tarrusi tau die Pa'ee.

(very good sir', because we were playing around', it's great if this goes on,)

R : Apakah kalian sudah paham pelajaran kita hari ini?

(Have you understood our lesson today?)

S : Iye' Paaa', tapi masih sedikit.

(Yes Sir, but still a little)

R : Okay, saya akan jelaskan kembali secara singkat

(Okay, I'll explain back briefly)

c. Re-explain the material

At this stage, the researcher briefly explained the material that has been taught about nouns that had not been understood by students.

4. Second Meeting Cycle 1

At the second meeting, cycle 1 was the same as the first meeting, which starts at 08.00-10.00. There were 27 students who attended, consisting of 10 boys and 17 girls. The researcher acted as the leader of the Nouns learning activities through Outdoor Style, and at the same time as an observer during the activity. The learning implementation was carried out in three stages, namely preliminary activities, core activities, and closing activities. Each

activity consists of the processes and sequences listed in the Learning Implementation Plan (LIP)

a. Preliminary activities

This preliminary activity began with the researcher saying hello, conditioning the class to prepare learning tools. After everything was ready, the researcher filled out the student attendance list. The researcher then explained about the activities to be carried out in learning outside the classroom.

Furthermore, the researcher conveyed the learning objectives and learning procedures. Students work on assignments given by researchers on worksheets in groups.

b. Core activities

In the second meeting in cycle 1, the researcher invited students to study around the river. In this lesson, the researcher explains the material about nouns around the river, and how to change them in the plural form. After that, the researcher provides the opportunity for students to ask questions about things that have not been understood about the material that has been explained. When the learning material was carried out around the river the learning atmosphere was not so calm, the students did not focus on following the learning process, it was seen that some students occasionally looked around the river and laughed. However, students who used to lack confidence in expressing English nouns began to be confident.

As was done in cycle 1 after explaining the material about nouns, the researcher divided the students into five groups then asked each group member to look for nouns around the river and write them on HVS paper in large writing. The HVS paper is attached with a rope and then used as a necklace so that each student can interact with each other using the nouns that the students write on the HVS. It aims to improve students' English nouns.

This activity is shown in the following figure;



Figure 4.5: Students practiced Nouns.

1. Observation

In this activity, it was seen that two students were not active in looking for nouns, they only recorded nouns in their place, while the other friends were actively looking for nouns by walking while enjoying the nature around them, however, the learning process carried out in the river was still ineffective due to the students often playing with river water and the sound of the river water that slightly disturbs the concentration of students in learning English. After learning English in the river was completed, the researcher then invited the students to go home wearing an HVS necklace that had a noun written on it. On the way home, they called each other nouns hanging from their necks. Student activities during the learning process were observed by researchers by paying attention to positive attitudes which consist of 4 aspects and negative attitudes which consist of 4 aspects. The following would explain the results of observations of students' positive attitudes:

Table 4.5: Results of Observation of Student's Positive Attitude in Cycle 1

No	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Student pay attention to the teacher's explanation seriously	8	29,62 %	15	55,55 %
2	Students are enthusiastic about asking about learning materials	2	7,40 %	5	18,51 %

3	Students are active, and passionate about learning	4	14,81 %	7	25,92 %
4	Students do assignments in earnest	10	37,03 %	16	59,25 %

Based on the observation table above, it can be seen that the first attitude of students paying serious attention to the researcher's explanation at the first meeting was 8 students or 30%, this is because other students have not been motivated to the importance of learning English, other students are just cool stories, moving -moving places, and disturbing his friends who often want to pay attention to material about English. However, at the second meeting of cycle 1 there was an increase, students paid more attention to the researcher's explanation, namely being 15 students or 56.% because researchers paid more attention to students.

In the second aspect, students who asked about learning materials were 2 students or 7.40%. In learning English nouns, students did not confidently in asking questions, students were still ashamed to ask questions if they were being laughed at, and were afraid, they were afraid of the researcher/teacher. Whereas at the second meeting there were 5 students or 18.51% at the second meeting there was an increase of 3 students 11.11%, the three students were influenced by their friends who often asked questions, and the attitude of the researchers was also friendly with students so that students felt together with their friends at the time. dealing with researchers. The results of the interviews with the three students after learning were as follows;

R : Saya amati di pertemuan kedua ini kamu sudah mulai berani bertanya! Apa yang menyebabkan sehingga kamu mulai berani bertanya?

(I observe that in this second meeting you are starting to dare to ask! What caused you to start asking questions?)

S : Anu paa', selalui ku perhatikan mua' bertanya'i solauu. Anu juga Paa', apa' tidak malumaki sama kita Paa'.

(Like this Sir, I always observe my friends when they ask. Like this also Sir, I'm not ashamed of you anymore, sir.

R : Kenapa kamu tidak malu lagi sama saya?

(why are you not ashamed of me anymore)

S : Apa' selaluki main-main Paa'.

(Because you often joke)

In the third aspect, students are active, and enthusiastic about participating in the learning process regarding learning topics given during group work as many as 7 students or 26%. It can be seen that at the time of group work, only 7 students from 6 groups were active in the learning process, the other students were enjoying playing with cellphones, and stories. while at the second meeting it increased to 12 students or 44.4%. At the meeting of the two students who previously played cellphones no longer played cellphones during group work, they were influenced by their friends who actively said nouns in English.

The fourth aspect is that 10 students work on English nouns questions seriously or 3.73%, it can be seen that other students only see the work results of their friends' assignments, and there are also students who don't spell the questions at all, while at the second meeting there is an increase in 16 students or 59, 25% of students who cheat have started to decrease, it can be seen that when they work on the questions, they no longer turn to their friends who are serious about working on English questions. This means that students have shown a serious attitude. in doing the assigned task.

Table 4.6 : Observation Results of Negative Attitudes in Cycle 1

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B No	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students chat when learning	4	15%	-	0%
2	Students moved themselves outside the material	11	41%	9	33,3%
3	Students annoyed other students	4	15%	-	0%
4	Students took a walk or move around	3	11,11	2	7,40%

first aspect, the students chatting at the first meeting were 4 students or 15%, while at the second meeting there were 0 students or 0% students who were busy talking with their friends.

In the second aspect, students did their own activities outside the material at the first meeting as many as 11 students or 41%, while at the second meeting there were 9 students or 33% of students who believed in cellphones.

In the third aspect, students who disturbed other students at the first meeting were 4 students or 15%, while at the second meeting it decreased by 0 students or 0% this was because students had started to focus on the assignment given.

In the fourth aspect, students walked around or moved around as many as 3 students or 11%, while at the second meeting it decreased by 2 students or 7.40%, this was because at the first meeting many students saw the work of other friends. , and borrowing things from friends.

c. Cycle I Post-Test Results

From the tests conducted by researchers on the students' abilities in cycle I, the following results were obtained:

Table 4.7 : Calculation of Student Post-Test Result Value Cycle I

No	Aspect Completeness	Students	Total Value	Percentage (%)	Information
1	Completed	12	970,7	44%	Score > 70
2	Not finished yet	15	805,25	56%	Score < 70
Total		27	1776	100%	

Average Student Value

the average formula is:

$$X = \frac{\sum x}{N}$$

Information :

x = average value

N = number of students (assessment aspect)

$\sum x$ = the sum of the average formula values is:

$$X = \frac{1776}{27} = 65,7$$

d. Reflection cycle I

The results of the reflection of the data analysis of students who got a grade of 7 and above increased the number to 12 students with a 44% completeness percentage. This had not achieved completeness, so the researcher had to improve learning in the next cycle.

At the end of the cycle I meeting, the researcher conducted interviews with students to find out the obstacles experienced by students so that there were still students who did not fully have full attention to learning English, especially the discussion of nouns. The results of the researcher interviews with students in cycle I are as follows;

R : Saya telah mengamati perkembangan materi pelajaran yang saya ajarkan kepada kalian, dan saya amati sikap kalian dalam mengikuti pelajaran bahasa Inggris masih belum bisa fokus belajar pada saat proses belajar mengajar. Apa kendalanya sehingga kalian tidak bisa fokus pada saat kalian belajar bahasa Inggris?

(I have observed the development of the subject matter that I teach you, and I observe that your attitude in taking English lessons is still unable to focus on learning during the teaching and learning process. What were the obstacles that made you unable to focus on studying English?)

S : Anu Paa' andiappai tau mala mengerti.

(Like this Sir, we haven't been able to understand)

R : Ooh begitu! Tapi justru kalian harus fokus, dan bertanya kalau belum mengerti. (Dalam hatiku mengatakan "siswa belum sepenuhnya tertarik terhadap teori pembelajaran yang saya bawakan").

(Ooh big that! But instead you have to focus, and ask questions if you don't understand.

(In my heart it says "students are not fully interested in the learning theory that I present")

S : Biasaka mau bertanya Paa', tapi masirika Paa', apa' naketawaiki temanta, anna' nabilangiki juga temanta' iyye, iyye, iyye.

(I used to want to ask sir ', but I'm ashamed sir', because my friends laughed at me, and we were teased with the words iyye, iyye, iyye.)

R : Jangan dihiraukan kalau ada temanmu begitu, kamu harus tetap bertanya, dan tunjukkan kepada temanmu bahwa kamu bisa! Jadi apa sebenarnya yang kalian mau tanyakan?

(Don't bother if your friends are like that, you have to keep asking questions and show your friends that you can! So what exactly do you want to ask?)

S : Anu Paaa', itu mua' ditambahi s, es, ies andippa mengerti Paa'

(about how to add s, es, and ies sir, that's what I don't understand)

R : Ooh yang itu! Baiklah nanti saya jelaskan pada pertemuan berikutnya.

(Ooh that one! I will explain later at the next meeting).

e. **Cycle II Report**

The treatment in cycle II was a follow-up to the learning activities from cycle I. The sequence of activities is as follows:

1. Planning

The planning in cycle II (two) was the same in cycle 1 (one) the researcher prepares a learning plan by compiling a learning scenario by giving general directions to all students to be more active in implementing learning activities.

2. Implementation

This stage was also still preparing learning implementation plans, namely compiling learning scenarios, making improvement implementation plans, making observation sheets, making evaluation tools, preparing the media and tools needed in learning. The steps are prepared :

- a. The teacher invitee students to study in the open
- b. Gave assignments to students about the material (noun)
- c. Students practiced the assignments the researcher has given them
- d. The tasks that the researcher had given are presented to other groups
- e. Re-explain the material / (review and reflect)
- f. Observation

3. End activities

With the supervision of the researcher, each student revealed the nouns to their friends that they noted while pointing at the objects they meant.

4. Observation

In the implementation stage of cycle II, observations of ongoing student activities and activities were carried out using the prepared observation sheets.

5. First Meeting Cycle II

This first meeting starts from 08.00-10.00. The students who attended were 27 students, consisting of 10 boys and 17 girls. The researcher acted as the leader of the Noun learning activity through the Outdoor Learning Style, as well as an observer during the activity. The learning implementation was carried out in three stages, namely preliminary activities, core activities, and closing activities. Each activity consists of a process and sequence listed in the Learning Implementation Plan (LIP).

a. **Preliminary activities**

This preliminary activity began with the researcher greeting students in English, preparing learning tools. After everything was ready, the researcher filled out the student attendance list. The researcher then explains the steps that had to be taken in learning outside the classroom.

Furthermore, the researcher conveyed the learning objectives and procedures for implementing learning in cycle II, that in cycle II students had to be more enthusiastic in learning so that student achievements that had not been achieved in cycle I could be achieved in cycle II.

b. **Core activities**

The core learning at the first meeting of cycle II still begins by inviting students to study outside the room, and re-explaining the material about learning nouns, about how to

add S, Es, and Ies to nouns. After that, the researcher showed and mentioned the nouns around English to the students, and gave examples of how to add S, Es, Ies to nouns.

After explaining the material about how to add S, Es, and Ies to nouns, the researcher divided the students into pairs and then gave assignments to each student regarding the material that had been explained. In their assignment, each student looks for a noun, then the noun is formed into a plural noun, and translated into English, and then the noun is introduced to its partner. After that, the researcher called a representative from each pair of groups to introduce the other groups to the nouns they had collected. In this activity, students use English.



Figure 4.7: Students practiced Nouns.

- c. Re-explain the material / (review and reflect)

All the learning materials that had been explained, at the end of the lesson the researchers explained back briefly to remind them of things they might not understand.

6. Second Meeting of Cycle II

At the second meeting, cycle II was the same as the first meeting, which starts at 08.00-10.00. There were 27 students who attended, consisting of 10 boys and 17 girls. Researchers continued to act as leaders of Noun learning activities through Outdoor Learning Style, as well as observers during the activity. The learning implementation was carried out in

three stages, namely preliminary activities, core activities, and closing activities. Each activity consisted of a process and sequence listed in the Learning Implementation Plan (LIP).

a. Preliminary activities

This preliminary activity began with the researcher greeting students in English, preparing learning tools. After everything was ready, the researcher filled out the student attendance list. Furthermore, the researcher conveyed the learning objectives and learning activities that would be carried out at the second meeting of cycle II, and in cycle II students had to be even more enthusiastic in learning so that student achievements that had not been achieved in cycle I could be achieved in cycle II

b. Core activities

At the beginning of the lesson at this second meeting the researcher reviewed learning about nouns at the previous meeting and motivated students to be more enthusiastic and serious in learning. The core learning at the second meeting of cycle II still begins by inviting students to study outside the room, and re-explaining the material about learning nouns, about how to add S, Es, and Ies to nouns. After that, the researcher showed and mentioned the nouns around English to the students, and gave examples of how to add S, Es, Ies to nouns.

After explaining the material on how to add S, Es, and Ies to nouns, the researcher divided the students into five groups then asked the students to write five English nouns randomly on one sheet of paper, for example, Apple (p-a-l-e-p), after the students finished writing English nouns, the researcher exchanges the results of their writing with other students, and then asks them to arrange the random English nouns into correct nouns, after

finishing, the researcher asks each group member to list the nouns they have compiled. in front of the other groups. in this activity, students use English.

c. Closing Activities.

The last activity was the closing, in this stage, the teacher provides the opportunity for students to conclude the learning results that had been obtained, some students convey their conclusions on learning nouns using Outdoor Learning Style. Students admitted that they are happy, and had fun with learning using the Outdoor Learning Style model. Researchers provided reinforcement of the conclusions submitted by students. The final step was that students and researchers reflected. Then the researcher closed the lesson by saying greetings.

d. Observation (Observation) cycle II.

Observations in cycle II were the same as in cycle I. During the activity, the observer made observations to see students' activities during the noun learning process through Outdoor Learning Style. Based on the results of observations, it was found that the teaching and learning process that took place was much better than the implementation of learning activities in cycle I. Students looked more comfortable and more enthusiastic. The following is a description of the observations:

1. The results of observations of student activities in cycle II

Student activities during the learning process were observed by researchers by paying attention to positive attitudes which consist of 4 aspects and negative attitudes which consist of 4 aspects. The following would explain the results of observations of students' positive attitudes.

Table 4.8: Observation Results of Student's Positive Attitude in Cycle II

Nu	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students paid attention to the	15	55,5 %	17	62,9%

	teacher's explanation seriously				
2	Students were enthusiastic about asking about learning materials	5	18,51%	5	18,51 %
3	Students were active, and passionate about learning	15	55,5 %	17	62,9 %
4	Students did assignments in earnest	15	55,5 %	17	62,9 %

Based on the table above, it could be seen that the first attitude, students paid attention to the researcher's explanation seriously at the first meeting as many as 15 students or 55.5%. While the second meeting of students paid more attention to the researcher's explanation, namely 17 students or 62.9% because the researchers paid more attention to students.

In the second aspect, students asked about the learning material as many as 5 students or 18.51% while at the second meeting there were 5 students or 18.51% at the second meeting did not experience an increase in the number of students who asked questions still by 18.51%. because other students were still embarrassed to ask if their friends laugh at them, and some students preferred to ask their friends who already understood.

In the third aspect, students were active and enthusiastic in participating in the learning process regarding the teaching topics given during group work as many as 15 students, or 55.5%, while at the second meeting it increased to 17 students or 62.9%.

In the fourth aspect, 15 students or 55.5% of the students did the assignment seriously, while at the second meeting there was an increase to 17 students or 62.9% of students who

did the assignment seriously because the students had shown an attitude. serious in doing the assigned task.

Table 4.9 : Observation Results of Cycle II Negative Attitudes

No	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students chated when learning	4	14,8%	4	14,8%
2	Students moved themselves outside the material	5	18,5%	4	14,8%
3	Students annoyed other students	-	0%	-	0%
4	Students took a walk or move around	2	7,4%	2	7,4%

Based on the table, it could be seen that in the first aspect, the students chatting at the first meeting were 4 students or 14.8%, and at the second meeting, there was no change in the number of students who were still chatting with 4 students or 14.8% of the students who were busy talking with their friends.

In the second aspect, students did their own activities outside the material at the first meeting as many as 5 students or 18.5%, while at the second meeting there were 4 students or 14.8% of students who believed in cellphones outside the teaching material.

In the third aspect, students who disturbed other students at the first meeting were 2 students or 7.4%, while at the second meeting it decreased by 0 students or 0% this was because students had begun to focus on the assignment given.

In the fourth aspect, students took a walk or moved around when learning took place as much as 2 students or 7.4%, and at the second meeting there was no decrease, the number of students walking around, and moving around while learning was taking place remained as much as 2 students or 7.4%, this is because at the second meeting there were still students who saw other friends' work, and borrowed things from their friends.

d. Cycle II Post-Test Results

Table 4.10: Calculation of Nouns Post-Test Results for Students in Cycle II

Nu	Aspect Completeness	Students	Total Value	Percentage (%)	Information
	Completed	22	1797,5`	81%	score > 70
	Not finished yet	5	247,5	19%	score < 70
	Total	27	2045	100%	

Average Student Value

the average formula is:

$$X = \frac{\sum x}{N}$$

Information :

x = average value

N = number of students (assessment aspect)

$\sum x$ = the sum of the average formula values is

$$X = \frac{2045}{27} = 75,7$$

e. Reflection cycle II

The implementation of this second cycle when viewed from a perspective, the results of the reflection of the data analysis of students who scored 7 and above increased the number to 22 people with a percentage of 81%. This can be said to be complete if it was seen that students who score 7 and above reach 81%

f. Discussion Cycle II

The results of the score in cycle II obtained an average value of 75.7 and completeness of learning of 75. Based on these results, it can be said to be complete because the grade VII grade students of SMP Negeri Satap Pombuttu have reached the LIP of 75. Based on the data from the results of the assessment in cycle II, of the 27 students who took part in the learning, there were 22 students who achieved complete scores (75-100), and 5 students had not reached the complete score (scores less than 75). The results of cycle II had reached a percentage of learning completeness of 70%.

Table 4.11: Qualification Value cycle II

No.	Value qualification	Cycle	Percentage	Assessment
1	85-100	7	26%	Very good
2	70-84	15	55 %	Good
3	65-69	1	4%	Enough
4	40-60	4	15 %	Less
5	0-39	-	-	Very less

In the table above students who had very good abilities with scores (85-100) in Noun Learning through Outdoor Learning Style total 7 students (26%), who had good abilities with scores (75-84) totaling 15 students (55%), those who had sufficient ability with a value (60-74) were 1 student (4%), those who had less ability with a score (40-59) were 4 students (15%), and there were no students who have very less ability (0-39). Students who had fewer grades because they could not work at all in accordance with the learning material discussed.

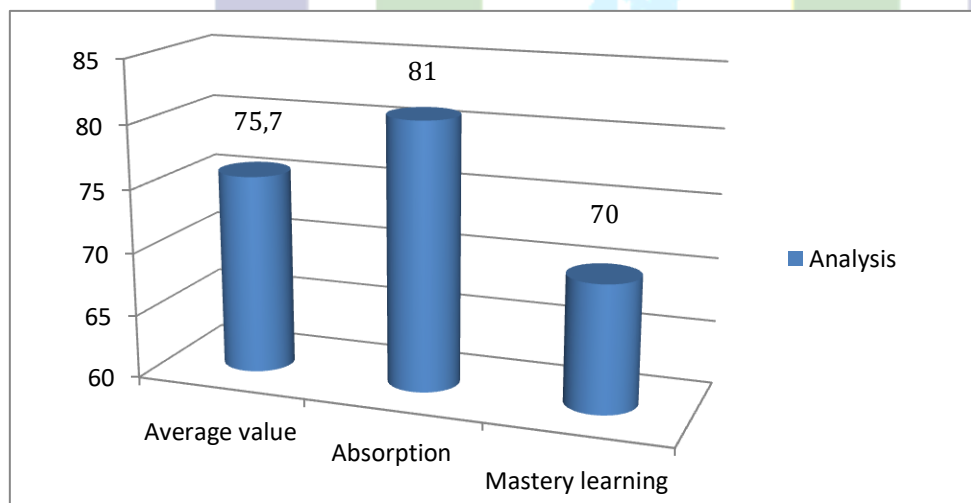
The ability of individual student nouns was said to increase if it had reached the value above enough. Learning objectives could be categorized as being achieved if classically students who achieved the value above reach a score of 70%. The following was the percentage of the student's average value, absorption, and learning completeness.

Table 4.12: Average Value, Absorption, and Comprehension of Outdoor Learning Style

No.	Cycle	Average	Absorption	Completeness
1	II	75,7	81%	70%

This means that the learning objectives had been achieved and fulfilled. The following was a graph of the percentage, average value, absorption, and completeness of learning nouns through outdoor learning Style for students of SMP Negeri Satap Pombuttu.

Chart 4.1. Average, Absorption, and Completeness of Learning



This data could explain that Nouns learning through Outdoor Learning Style had increased, and had reached the LIP competency standards set in schools. In this second cycle of research, students had succeeded in achieving better scores when compared to the results obtained in the pre-test.

B. Discussion

The objective of this research is to improve students' English nouns in the first grade of SMPN Satap Pomnuttu. Hence, an increase in the English nouns was studied. In addition, the second objective is to describe the learning process applied in outdoor learning in improving the English nouns of the first-grade students of SMPN Satap Pombuttu. The results of this study are discussed as follows.

The findings of this research indicate that the low level of English nouns from the first-grade students of SMPN Satap Pombuttu is because students are not proficient in Indonesian so they find it difficult to learn English nouns, and students feel bored with the strategies used by the teacher who only explains and assigns rote assignments. To solve this problem, the researcher in this case used the Outdoor Learning Style strategy in the learning process to improve the English nouns of the first-grade students of SMPN Satap Pombuttu, the learning materials were given to fulfill the students' English nouns. In practice, the learning process is carried out outside the classroom, to observe nouns in the natural environment around students. In each meeting, students are divided into several groups, students observe nouns around them, and translate them into English then the nouns are mentioned to their groupmate.

The application of outdoor learning as a problem-solving strategy has had a very positive impact on students of SMPN Satap Pombuttu in learning English nouns, this application can be seen in the process of activities in cycle I at the second meeting which turned out to be a little better, students who used to be reflective in class, and have no interest in learning English nouns, their interest began to appear, students began to ask questions even though they were still accompanied by shy laughter. In the first cycle stage, students are still shy in learning, students still have little courage to express English nouns. Therefore, the

teaching and learning process was continued in cycle II because it was considered unsuccessful.

The first objective of this research is to improve English nouns and to see the effectiveness of using the Outdoor Learning Style in the teaching and learning process to improve the students' Noun ability in teaching English. The use of the Outdoor Learning Style strategy provided challenges so that students are increasingly motivated to carry out the learning process to achieve the competencies that students must achieve.¹ After conducting classroom action research using this Outdoor Learning Style, student motivation and learning outcomes can increase, as observed from cycle I to cycle II. Do not forget, in each cycle the author reflects so that learning using the Outdoor Learning Style type of learning model is better. The increase in student motivation by using this learning method from cycle I to cycle II can be described as follows.

The application of Outdoor Learning Style would make it easier for teachers to motivate their students². Motivation is an important element in the learning process which is seen as a mental driver to direct and direct human behavior, including learning behavior. Motivation contains wants, hopes, needs, goals, objectives and incentives. This kind of psychological condition activates, moves, channels and directs individual learning attitudes and behaviors.

Outdoor Learning Style is one of the strategies that can be used to overcome the learning phenomenon of first-grade students of SMPN Satap Pombuttu to make it better, as expressed by Sakdiah Wati in his research entitled, *The Learning Model Of Outdoor*

¹Alien Kurniangsih, Darsiharjo, and Enok Maryani, "*The Use of Outdoor Learning Methods Study Through Understanding the Concept of Environmental Conservation of Students at Mtsn Singaparna*" *Journal of Geography Education*, Volume 15, Number 1, April 2015, P. 9-16.

²Risma Dwi Arisona, and Ahmad Farid Utsman, "*The Effect of Outdoor Study on Learning Outcomes of Mi Student Ips*". *Journal of Educational Communication*, vol. 1 (1) 2017, p. 69-77

Learning to the Ability to Write Literature to Collage Students in Palembang.³ that outdoor learning is one of the strategies that can be an alternative for teachers in the classroom because it is considered to improve the quality of the teaching and learning process. It was emphasized again in the International Journal of Education by Candra Hadi Asmara, Khoirul Anwar, and Ribeh Najib Muhammad that, outdoor learning activities have a beneficial impact not only on children but also on adults.⁴ From some of these opinions, it has been proven that outdoor learning is one of the interesting strategies used in the learning process so that researchers have concluded that outdoor learning is a learning strategy that can be used as a tool to improve the English learning nouns process and improve students English nouns of the first-grade students of SMPN Satap Pombuttu.

Outdoor Learning has been carried out by several previous researchers, namely, Indah Miftah Awaliah conducted research “The Effect Of Outdoor Learning Activities On Students' Reading Comprehension”. This study aims to determine the effect of outdoor learning on reading comprehension of second-year students, especially in descriptive texts⁵ and also Sakdiah Wati conducted research “Learning Model Of Outdoor Learning To The Ability To Write Literature To College Students In Palembang”. This research aims to create an outdoor learning model in writing creative and innovative literary works.⁶ In these studies, no one has researched the improvement of English nouns through outdoor learning so that the researchers took the initiative to conduct research based on the findings regarding the lack of

³Sakdiah wati. The learning model of outdoor learning to the ability to write literature to college students in Palembang. proceedings of the 28th international conference on literature: Universitas syiah kuala, banda aceh, indonesia “literature as a source of wisdom”, july 11-13, 2019

⁴Candra Hadi Asmara, Khoirul Anwar, and Ribeh Najib Muhammad EFL Learners' Perception toward an Outdoor Learning Program. International Journal of Education & Literacy Studies ISSN 2202-9478 Vol. 4 No. 2; April 2016 Australian International Academic Centre, Australia

⁵Indah Miftah Awaliah. The Effect Of Outdoor Learning Activites On Students' Reading Comprehension. Elties English Language Teaching For EFL Leaners Jurnal. VOL.1 NO.1.2019

⁶sakdiah wati. The learning model of outdoor learning to the ability to write literature to college students in Palembang. proceedings of the 28th international conference on literature: Universitas syiah kuala, banda aceh, indonesia “literature as a source of wisdom”, july 11-13, 2019

nouns of the first-grade students of SMPN Satap Pombuttu, Polman through Outdoor Learning Style.

The improvement of nouns learning process for the first-grade students of SMP Negeri Satap Pombuttu was carried out through the application of the Outdoor Learning Style. The use of Outdoor Learning Style in the teaching and learning process has a positive impact on students, namely student learning outcomes are more pervasive and durable, can stimulate students to learn more actively, foster learning habits of seeking and finding, and can make students excited to learn. Regarding the opinions of Andri Estining Sejati, Sumarmi, and Nyoman Ruja in their research, Outdoor Study explains that students are more active in learning so that their understanding is better⁷. This is because students are not depressed in learning situations, students feel happy because they are learning while playing. Rupina Holidazia said that learning outside the classroom has important support for students in developing vocabulary.⁸. Students learn to recognize nouns that they often encounter in everyday life. That way learning outcomes in the form of student noun mastery will be more meaningful to students.

During the learning process, the researcher used nature in the school environment as teaching materials for English nouns with the aim that students could witness these nouns directly at any time. Nouns in the school environment are used as learning materials for English, this is intended to make it easier for students to absorb and understand the nouns they are learning. Siti Asiah in her research, the application of the outdoor activities method said that teaching and learning activities outside the classroom can be used in all subjects. In practice the teacher must be able to arouse or build student motivation towards things to be

⁷Andri Estining Sejati, Sumarmi, and Nyoman Ruja *The Influence of Outdoor Learning Methods on Writing Ability of Senior High School Geography*. Journal of Education. Vol. 1, No. 2. February, 2016. P. 80-86

⁸Rupina Holidazia, Students' Strategies in English Vocabulary Learning. Jurnal Penelitian Pendidikan, Volume 20, Nomor 1, 111 - 120 April 2020, p.112

learned outside the classroom, as well as how to drive behavior, direct, and strengthen student behavior outside the classroom.⁹

Through the Outdoor Learning Style strategy, students are interested and feel comfortable participating in learning English nouns¹⁰. This can be seen from the attention, interest, and response of students during learning activities. Students actively ask questions and are directly involved in learning activities. One of the students who previously lacked confidence when asked began to show confidence when asked by the researcher. Overall, the application of Outdoor Learning Style only needs to be more creative in delivering learning materials through Outdoor Learning Style, so that students are more interested, easily accepted, and feel happy learning English.

The results of the first cycle of action observations indicate that students have an interest in the learning process activities through the Outdoor Learning Style. This can be seen from student learning activities during learning activities, namely students are starting to dare to ask questions when they do not understand, and are calm in learning. The results of reflection from the implementation of cycle I actions can be concluded that the application of the Outdoor Learning Style is effective, and has an effect on the improvement of the learning process and the improvement of students' English nouns even though they have not reached the predetermined target. Based on the reflection carried out by the researcher at the end of the cycle I activity, it was found that several causes had not been achieved, namely that students were still shy about asking the researcher about things that had not been understood to the researcher about the learning material. In addition, students also do not understand the nouns being taught. Based on the findings of this reflection, in cycle II there was an increase

⁹Siti Asiah, Application of Outdoor Activity Methods in Ipa Learning to Improve Learning Outcomes of Elementary School Students JPGSD. Volume 02 Number 03 Year 2014, page 1-11

¹⁰ Husamah. 2013. "*Outdoor Learning*". Jakarta: Achievements of the Library

in action, namely explaining the learning material again and simulating each stage of the implementation of learning through the Outdoor Learning Style.

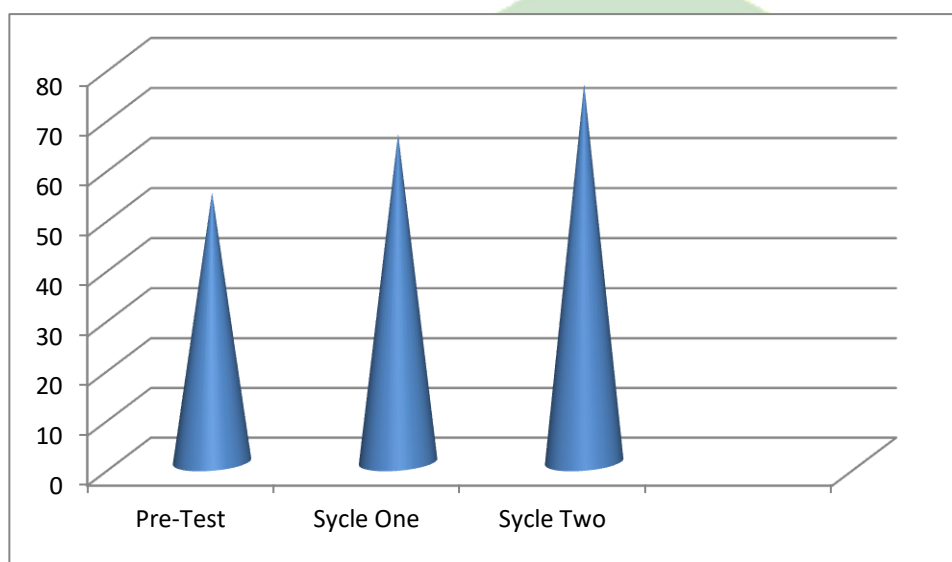
Observations made in cycle II showed an increase in the quality of the learning process of English nouns through the Outdoor Learning Style. Students appear to be more enthusiastic in learning, students become more frequent when they don't understand, and no more students move from one place to another. This shows that the outdoor learning styles, learning styles, and researchers' creativity are also very influential in improving the students' learning process of English nouns. This is in accordance with the opinion of Anita Tri Rahayu who said that learning styles greatly affect the ability of students to absorb the information provided by the teacher.¹¹ Based on this description, it can be seen that there is an increase in the quality of the learning process which is marked by the increase in students' English nouns. Student learning outcomes in the form of mastery of English nouns have reached the specified LIP, so this outdoor action research was stopped in cycle II. The results of the data that have been achieved per cycle have increased learning where the average value obtained in the Pre-Test before learning is 54.0, in cycle I become 65.7, and in cycle II becomes 75.7 and this can be said to be complete, because it has reached the Minimum Completeness Criteria (LIP) at SMP Negeri Satap Pombuttu.

Observations made in cycle II indicated an increase in the quality of the learning process using the Outdoor Learning Style strategy. Students appear to be more enthusiastic in learning, students become more often asked when they do not understand and are responsible for the assignment given and no more students move from one place to another. This shows that the Outdoor Learning Style is very influential in improving English nouns. Based on this description, it can be seen that there is an increase in the quality of the English noun learning process which is marked by an increase in student learning activities that are getting better

¹¹ Anita Tri Rahayu. "Fun English Learning Through Understanding Student Learning Styles" Journal of Education Vol. 4 No. July 2, 2017, p. 195

and student learning outcomes increase so that this classroom action research is stopped in cycle II. The results of the data that have been achieved per cycle have increased learning where the average value obtained in the Pre-Test before learning is 54.0, in cycle I become 65.7, and in cycle II becomes 75.7. The level of student grade acquisition can be seen in the following graph.

Chart 4.2. The level of student acquisition scores



Based on the research conducted by Indah Miftah Awaliah, she conducted a study "The Effect of Outdoor Learning Activities on Students' Reading Comprehension".¹² This study aims to determine the effect of outdoor learning on reading comprehension in second-year students in particular. in descriptive text, and Sakdiah Wati conducted a research "Learning Model of Outdoor Learning Against the Ability of Writing Literature in Students in Palembang".¹³ This study aims to create an outdoor learning model in writing creative and innovative literary works. The researcher then conducted research entitled Improving

¹²Indah Miftah Awaliah. The Effect Of Outdoor Learning Activites On Students' Reading Comprehension.Elties English Language Teaching For EFL Leaners Jurnal. VOL.1 NO.1.2019

¹³sakdiah wati. The learning model of outdoor learning to the ability to write literature to college students in palembang. proceedings of the 28th international conference on literature: Universitas syiah kuala, banda aceh, indonesia "literature as a source of wisdom", july 11-13, 2019

Students' English Nouns Trought Outdoor Learning Style A Calassroom Action Research Of The First-Grade Students Of SMP Negeri Satap Pombuttu, Polman with the aim of improving students' English nouns for first grade students of SMPN Satap Pombuttu. And based on the findings In this study, Outdoor Learning Style can improve the English learning process, and it is very epective to be used to improve English nouns for the first grade students of SMPN Satap Pombuttu, Polman.

