

## CHAPTER V

### IMPLICATIONS AND SUGGESTIONS

#### A. Implications

Based on the research results from cycles I and II, it can be implicated that learning Nouns through Learning Outdoor Style is very effective in the teaching and learning process, especially in learning Nouns students of SMP Negeri Satap Pombuttu.

The data from the interview could be concluded that the teacher experienced problems in the teaching and learning activities of the first-grade students of SMPN Satap Pombuttu 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.

The 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.

The results of observing student attitudes in the learning process indicated 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 one, 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. students who asked about learning materials were 2 students or 7.40%. In learning English nouns, students did not confidently ask, 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 researcher was also friendly with students so that students felt together with their friends at the time. dealing with researchers.

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 that exist in the field above so that in this study, researchers and calculators discuss choosing problems, and overcoming problems, and the results of the discussion between researchers and calculators were agreeing to solve problems by using Outdoor Learning Style as a teaching technique

with the aim of to develop student noun vocabulary so that at the end of the study it would be seen whether using the Outdoor Learning Style in the teaching and learning process was effective or not, and the field problems that are resolved were, Students were very lacking in object vocabulary, and did not recognize nouns in the natural surroundings 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 have difficulty learning English, and the teacher's teaching technique was not pariative

Outdoor Learning has been carried out by several previous researchers, Indah Miftah Awaliah conducted a study "The Effect of Outdoor Learning Activities on Students' Reading Comprehension". This study aims to determine the effect of outdoor learning on the reading comprehension of second-grade students, especially in descriptive texts. , and Sakdiah Wati conducted a research "Learning Model of Outdoor Learning Against the Ability of Writing Literature in Palembang Students". This study aims to create an outdoor learning model in writing creative and innovative literary works. In this study, no one has researched the improvement of English nouns through outdoor learning, so the researcher took the initiative to conduct research with an effort to improve the nouns of the first-grade students of SMPN Satap Pombuttu Polman.

This research aims to improve the English nouns of the first-grade students of SMPN Satap pombuttu, Polman. The design of this research is action research. The outdoor action research design is used because the problem to be solved is a classroom practice as an effort to improve learning and improve students' English nouns ability. This research consists of two variables, namely, independent variables, and dependent variables. The independent variable of this research is Outdoor

Learning Style, and the dependent variable is Improving nouns. The instruments used in this study were tests and field notes. Data analysis used descriptive statistics (frequency, mean score, and standard deviation) and inferential statistics (independent sample t-test). The results of the study found that the Outdoor Learning Style can improve students' English nouns.

Learning nouns through the Outdoor Learning Style is affective, and able to improve students' English nouns of the first-grade students of SMPN Satap Pombuttu. This can be seen in the results of the analysis of the pre-test average value of 54.0, and the learning outcome data for each cycle has increased. In cycle 1 the average value is 65.5, absorption 30%, learning completeness 70%. In the second cycle, the average value was 72.5 absorption of 81%. The completeness rate has met the minimum learning completeness limit at SMP Negeri Satap Pombuttu. This increase has met the LIP standards at SMP Negeri Satap Pombuttu. Obtaining data from the results of this study is very useful to improve teacher competence in developing student nouns.

## **B. Suggestion**

Based on the results of the research that has been done and the conclusions above, there are several suggestions, namely:

- a. For Teachers. Recommended that the English Language Education Subject teachers be able to try to apply Learning Outdoor Style learning in the learning process to improve student learning outcomes, especially in Noun Learning material.
- b. For students. Advisable to always use the nouns that have been obtained during the teaching and learning process, and to try to find new nouns so that the understanding of nouns can develop. It is also suggested to remain enthusiastic in following the next

English learning process so that knowledge of vocabulary in English is also increasing.

- c. For researchers. Recommended that further research be carried out on learning by applying Outdoor Learning Style. The researcher realizes that there are still many shortcomings in this research, so it is hoped that for future researchers, these deficiencies can be used as reference material for further research.

