CHAPTER II

REVIEW OF RELATED LITERATURE

To conduct the research, it is necessary to provide some underlying theoretical insight. The issues are focused on the important of English language, English learning and teaching, nature-based school, nature school learning theory, curriculum of nature-based school, classroom management and previous study.

A. The Important of English Language

A language is a tool used to talk with each other that can be understood between the parties involved. We can get ideas, thoughts, information, feelings and the other things easier with the help of language. In this world, people used many languages to communicate with others, even there some countries have two or more languages as their mother language. In this modern era language that used most of people from different countries is known as English language.

In previous study conducted by Education First (EF) on the English proficiency index, Indonesia's ranking in 2017 has decreased from the previous year, which was 32 (Intermediate Proficiency level) to 39 (Low Proficiency level). Related to the data from the study, the average English proficiency score of Asian countries is 53.60. Currently, as a comparison, the average English proficiency score in Indonesia is 52.15, still below the average number of English proficiency in the Asian region. From this data, it

can be concluded that the understanding of English in Indonesia is still relatively low.

Although English is currently used for many things, starting from education, business, politics, technology and etc. The importance of learning English in this global era cannot be ignored or underestimated, because it is considered that English as the language spoken in most parts of the world. English does not only have a role as a communication tool, but also makes it easier for us to adapt with the environment and work in the present and the future. From this explanation, we can think about how important it is to learn English for daily life.

English is a Common International Language. English is the most famous unknown dialect. This implies that two citizens from different countries (for example, a Mexican and a Sri Lankan) generally use English as their ordinary language to communicate. That is the reason why people need to familiarize themselves with the universe language to connect on an international level. Talking will help you communicate to people from different countries in the world. Not only in English, The British Council extends that by 2020 two individual bills on the planet will consider English. Learning English is very important because it empowers you to communicate effectively with your relatives around the world (Nishanti, 2018).

The existence of English as a world language is now undeniable. Crystal (2000) and Nunan (2001), as well as the British Council (2013), argued that the spread of English provides unrestricted access to the modern

world of science, information and communication technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many other fields. English has been stated to have official status in 60 countries as a second language and has a major place in 20 other countries as a primary foreign language (Yang, 2001). It is widely recognized that English is the native language of five countries: United States, United Kingdom, Australia, New Zealand and Canada (Ratna Rintaningrum, 2015).

Besides that, English also increases intelligence because we learn a language that is not our native language, which is the growth of our brain intelligence, especially for children. For children, this is an excellent stimulus for them to learn English as a foreign language in its golden age (Hakim & Chiani, 2019) In addition to educating the brain, learning English also makes it easier for us to have relationships because we can easily communicate with strangers. And also English makes it easier for us to understand technology so that we can continue our education to a higher level easily.

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understand technology, in order that we can continue our education to a higher level easily.

B. English Learning and Teaching

English is a universal language used in many countries in the world. According to Brown, EFL always purpose to specifically to English which is taught in countries where English is not the main language of trade and education (Douglas Brown, 2000).

Broughton et al., (2003) report English as an internationalism of the 4.000 to 5.000 used. English is the most universal language uses in the world. Meanwhile, 300 million English native speaker in every continent are found, and totals over 250 million people are huge dispense using English for their daily language equally with their mother tongue.

In addition Lin and Chien (2003) define TEFL is more emphasis on English in term of education, because English is taught at the place where students do not speak English, but they learn English as a foreign language. TEFL is accurately explained for people who use English as a communication tool in various countries in the world, rather than using English as their mother language, or main language for educational language used. For many times, TEFL is emphasized to strengthen that English is not the crucial factor language in a country. Meanwhile, English is free to used anywhere in 3 applies to pressure the government administration behaviors, school education, communication in special

events, or interaction in profitable institutions for business and marketing activities.

Similarly, Gilby (2005) urges that Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), necessitate the instructional English language to people that non-native English.

Next, Maxom (2009) argues that the purpose of TEFL is to teach appropriate English to the learners, however the learners will able to speak English as well as the teachers. Dakowska (2005) holds English as a foreign language must be stressed from English as a second language because the second language is learned in the group of people who apply it. Its difference in the case of foreign languages study is not limited to class processes, but it is significantly enhanced by environmental input and interaction.

Thus, TEFL is a crucial factor to facilitate English teachers in countries where English is not the mother tongue. TEFL provides strategies and ideas for teaching English material to students who do not live in an English environment. Therefore, TEFL helps the teachers to carry out teaching easily by using one of the strategies and teaching method to make students interested in learning English materials.

C. Nature-Based School

Schools must adapt to students, not students adapt to schools. Schools like this are hard to find nowadays, but now there are schools that are suitable for students, namely alternative schools. Alternative schools are not defined as a substitute for formal schools, but rather looking for new didactic materials and models to a new curriculum. One form of alternative school is nature-based school.

Nature-based school is one form of alternative education in the face of conventional schools. Alternative education aims as a vehicle to change the mentality of children and adolescents to become dynamic children who are open, creative, productive, and have a high attitude of social solidarity towards each other. In order that they do not depend on others, can be independent, cultured, enough, love the nation and love the homeland.

According to Rohinah (2014) the existence of a nature-based school which is currently starting to develop in the community is like a new alternative in education which is experiencing boredom and stagnation. Those who are critical of education realize how important it is to present a school with a humanistic face that has not been accommodated in formal schools in general. The nature-based school was established as a reaction of the disadvantage and dissatisfaction with the education system in Indonesia.

Nature-based schools are very different from formal schools, especially in their learning model. The learning model greatly determines the success of the learning process, the better model that is chosen, it will be easier for

students to improve their learning outcomes. There are four learning models applied in nature schools, they are exemplary models, nature models, outbound models and apprenticeship models with people who are experts in their fields. Those Learning methods will not be found in any school except in nature schools.

The natural shared learning model allows students to interact and explore with nature directly. Wulan (2016) one of the alternative learning models that can be applied to return students' learning nature is by implementing a nature-based learning model (the environment around the students can be used as an alternative to the learning process).

The nature-based school produces graduate who have a young entrepreneurial spirit, and also good final semester exam scores for alumni. In addition, the nature-based schools do not apply uniforms in the learning process, because students must be trained to live in diversity since they are still childhood. In the learning process, students wear free clothes and do not wear uniforms like the learning process in conventional schools.

According to Martono (2016: 80) "school uniforms function means as a promotion". A good and attractive uniform will indirectly attract people's interest to send their children to school. Whether we realize it or not, uniforms are often a special power for certain schools to attract public interest. On the other hand, uniforms can be a problem. First, the existence of uniforms often results in expensive education costs. Second, uniforms are used by schools to assess the level of student discipline.

D. Nature-Based School Learning Theory

1. Humanistic: Carl Rongers

   Carl Rongers (in Wahab, 2015: 57), one of the figures of humanistic psychology has definition that students who learn should not be forced but allowed to learn freely. Not only that, students are expected to be able to free themselves, in order that they can make their own decisions and dare to be responsible for the decisions they make or choose. In learning, students are not made into other people, but are left and nurtured to be themselves.

   The humanistic learning theory explains that human behavior is determined by internal factors themselves and not by environmental conditions or knowledge Iswadi (2017: 89). Based on Hatimah (2012:4) "related to humanistic theory, the learning process must be initiated and shown for the benefit of mankind itself, humanistic theory prioritizes the content being studied rather than the learning process itself".

2. Ki Hajar Dewantara

   Hatimah (2012:35) the definition of national education based on Ki Hajar Dewantaro is education with the nation's livelihood in the harmony. If education for students is not related to nationality, certainly students will not know what they need, both physically and mentally; in addition, students may not have felling of love for the nation and state.

   One of Ki Hajar Dewantoro's thoughts in the field of education was realized in the form of Taman Siswa. Taman Siswa education does not

use a coercive approach. But the basic education implemented is Momong, Among, and Ngembong. In this case there is no coercion on students but it is rather to guide and lead, although in certain cases their role also does not need to be treated.

3. Rabindranath Tagore

Rabindranath Tagore is one of an Indian writer. Tagore's perception of education is as follows:

➢ Education is the process of taking someone out of herself/himself to get an identity, especially humanity, because the essence of education is an effort to humanize others (humanization)

➢ The education needed is education that let people to always be aware of themselves and not be alienated from society and the world. An educational process cannot be separated from social reality and cannot distracts people or students from the reality of life.

➢ Education with problems is an alternative, in order that students are able to understand the actual social reality. Students will always be confronted with concrete and actual problems that exist, then they try to analyze using an analytical or an appropriate perspective to solve the problems and find a comprehensive solution.

➢ The education concept of Tagore wants to provide students with the knowledge that can make students understand about life, and

it not just education that is oriented to fulfill the provision of "livelihood"

4. Liberation of Education: Ivan Illich

   Illich (in Yusnadi, 2018:131) argues that improvements to formal education will never be able to produce or create a reform of society as desired. The reasons are: 1) excessive appreciation for certificates or passing grades from school level; 2) acknowledment of the sole right of education by schools; and 3) the tendency to equalize teaching with learning.

   Same as Illich (1984:15) explains that schools do not develop learning activities or teach justice, because teachers emphasize teaching that has been made into packages with certificates. Learning is often the result of teaching, but the choice to get a role or position in the job market increasingly depends on the length of school time.

5. Educational Revolution: Lendonovo

   In life, humans have to care and have potential in the form of the ability to recognize and understand the natural environment. In addition, Lendonovo stated that "using nature as a learning laboratory and educating students to care for God's creatures called the earth and the universe" (Lendonovo, 2018: 48).

   The learning process designed and implemented in behavioristic theory explains that knowledge is as objective, definite, fixed, unchanging. Knowledge has been structured neatly, in order that

learning is the acquisition of knowledge, while teaching is transferring knowledge to people who are learning or students. Students are expected to have the same understanding of the knowledge taught by the teachers.

Based on Iswadi (2017: 28) behavioristic theory with a stimulus-response relationship model is occupying people who learn as passive individuals. Responses or behaviors certainly only use training or habituation methods.

Thorndike (in Surya 2014:135) said there are three types of theory learning laws, such as: (a) the law of consequence, (b) the law of practice, and (c) the law of readiness. This school emphasizes the formation of behaviors that appear as result of learning. In its implementation, the teacher is as a role model for students, the teacher in the learning process protects nature, and preserves the environment. In order that students can take actions that is done by the teacher in the learning process.

Lendonovo's goal to build a nature school is students can become caliphs on earth by inculcating intensive religious values and equipping an environmentally friendly entrepreneurial spirit, with good logic of thinking and great leadership (Sepriana, 2009:83).

E. **Curriculum of Nature-Based School**

In Indonesia, the nature-based school was pioneered by Lendonovo who not only wanted to form an intellectual generation, but also pious generation. The purpose of education based on nature-based schools in

Indonesia is as stated by Septriana is "Create *khalifatullah*. The school curriculum has one major 'outcome' of creating *khalifatullah fil ardi*" (Septriana, 2009). The word *alam* (nature) in the phrase *Sekolah Alam* has two meanings. As stated by Suhendi and Septriana is *alam* (nature) means experience and *alam* (nature) means the universe, the creatures, everything that Allah created (Suhendi and Septriana, 2012).

Nature-based schools started with a desire to provide a comfortable learning outdoors while taking students closer to their natural surroundings. As stated by Damarest, the benefit of outdoor learning is that it can make students more familiar with their lives. "Place-based learning takes students out of black and white books into a colorful world" (Damarest, 2015) Even based on Damarest, when the students learn outdoors the class, they will experience more, not limited to just one or two things.

Lendo Novo (2018: 75) states that the nature school curriculum also has six components that are applied in curriculum development, which are developed in the 4 pillars of the nature school curriculum including

1. Curriculum Morals

    The moral curriculum means learning that refers to ethics that learn about what is good and bad, the rights and obligations of human as social beings. The goal of the moral curriculum is to bring students getting closer to what they know is a good and behave well in every form of action that reflects the value of real and concrete understanding. Through this curriculum, students are expected to think critically by

exploring the moral messages contained in each process activities they do at school.

2. Leadership Curriculum

The aim of this curriculum is to compile attitude learning. It is expected that students are able to have strong characters, in order that they can be prepared to become leaders in the future. This curriculum also intends to find the competencies of each student.

3. Logic Curriculum

This curriculum is designed to view the growth of students' logical and analytical abilities. This curriculum has standards that must be achieved and also has an analytical design. In order that they do not just complete the task, but know the relationship between the knowledge learned and how to use it in their real life.

4. Business Curriculum

This curriculum aims to build students' entrepreneurial abilities. As the nation's generation who are competent to face the problems of country. Building students' ability in entrepreneurship as early as possible, providing role models and learning opportunities with successful entrepreneurs.

F. Classroom Management

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When

classroom management strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning.

1. Behaviourism

In the context of classroom management, the behaviourism is firmly established in practice. Teachers use operant conditioning to produce desired behavioural outcomes. B.F. Skinner's behaviourist theory provides the theoretical support behind such practices as Behavioural Intervention Plans-contracting with students for desired behaviours in exchange for rewards and the earning of points or stars. Any teachers who use rules with consequences is also engaging in the behaviourist practice negative reinforcement.

2. Choice Theory

Glasser's choice theory (formerly known as control theory) posits that students must learn to control their own behaviour. The teacher's role is to guide the students in reflecting on his behaviours and exploring the reasons behind it. Choice Theory encourages discussion, reflection and even making amends in the place of simple rewards and punishment. It designed to help students understand the motivations behind their behaviours so they can learn to make better choices on their own.

3. Student-Directed Learning

One of the newer and more popular classroom management theories is Alfie Kohn's democratic classroom. A harsh critic of behaviourism in his book "Beyond Discipline", Khon takes a stand for student-directed learning that puts management in the hands of the classroom community. Such democratic classrooms fall in line with the social learning theories of Piaget and Vygotsky, empowering students by giving them both control of and responsibility for their own learning with the teacher acting as facilitator.

4. Assertive Discipline

Most of student behaviour is appropriate. Lee Canter's theory of assertive discipline reminds us to recognize positive behaviour as a way of encouraging more of it. Teachers need to communicate their expectations and expect compliance, noticing redirecting those who don't. In assertive discipline, teachers have the fight to teacher without interference and students the right to learn without disruption.

5. Considerations

Classroom management theories provide the anchor for best practice in the classroom. Creating a positive learning environment takes work, and keeping it even more, staying current on researched-based methods can help. Whether using one or combining practices from each students will reap the rewards of a classroom free of distractions and conducive to learning.

G. Previous Study

To start the research, the researcher reviewed other researchers which are relevant. First is a thesis conducted by Olivier Gautheron entitled "Teachers' Perceptions of the Effect of Nature-Based Learning on Junior Level Students" in 2014. This research shows that teachers see a positive effect on their students including increased engagement, risk-taking, a better enjoyment of school and a heightened stewardship towards their environment. The findings also suggest that teachers feel that they also change in terms of their attitude and behavior in relation to the students while in the natural environment.

Second is a thesis conducted by Devi Setianingsih entitled "English Learning Activities In Natural-Based Approach At Mts Pp Darul Qurro Kawunganten" In 2020. In this research, the researcher met and interviewed Mr. Tulus Hidayat as head master of MTs PP Darul Qurro Kawunganten on 19th October 2019. In this school, students get an English learning activities that should be allowed by all of them. There are three activities, namely vocabulary mastery, English habitual practice and public speaking. In addition, researcher has observed that all of students should be allowed all of the English learning activities. Students also used a language in daily activities. By all the data, natural-based approach is suitable for English learning activities because this approach prioritizes language practice or communication practice.

In addition, the other relevant researchers were taken from the previous journal. First journal by Yuniarta Ita Purnama, et al., (2019), "Nature-Based School: Creativity and Innovation in English Language Education". There are four findings in this research. 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 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.

Second is journal by Nanda Ayu Setiawati, et al., (2019), "Nature School Learning Model (Case Study At The School Of Universe, Lebak Wangi Village". The learning model used at SD School of Universe was a spider web learning model. The Spider web model started with determining the theme. The theme was determined by discussions between the teacher and the curriculum team. After the theme was agreed upon, the sub-themes were developed by taking into account the existing fields of study. Achieving good behavior of each student at SD School of Universe was done by exemplary method. The use of the exemplary method was to make

students have noble character. Some activities that supported exemplary methods were: Mabit, Tafakur alam and Mentoring.

The last is journal by Fatmawati, (2019), "Curriculum Implementation of Sou (School of Universe) in Bogor", and Vedia and Emzir, (2017), "Creative Writing Learning in Nature School 2017". The implementation of the curriculum in Sou Bogor was carried out in accordance with the curriculum standards. The curriculum standard can be seen from the curriculum structure used, the structure or component of the curriculum used in natural schools consists of objectives, material, media, strategies, processes and evaluations or evaluations. From all the components listed in 4 concepts / 4 pillars of natural school curriculum, namely moral curriculum, leadership curriculum, logic curriculum, and apprenticeship curriculum.

From the explanation of previous studies, some of schools implement nature-based school in teaching English. It shows that nature-based school can improve students' skill and attract students' attention in English learning process, because the process learning in nature-based school is more fun and enjoyable. Students can explore everything around them, and can get closer with nature. Besides that, the learning process is not only focus in the classroom, but it can be carried out outside the class. This the reason why the researcher conducts this research, because the researcher want to know and describe the English learning model in Ramadhani school Kediri that implements nature-based school as its curriculum of learning.