
STUDENTS' PERCEPTION IN LEARNING ENGLISH BY USING OUTING CLASS ACTIVITY AT MIS ASSUUDIYAH

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Abstrak

Latar belakang penelitian ini menekankan pentingnya menciptakan lingkungan pembelajaran bahasa Inggris yang menyenangkan, bermakna, dan kontekstual. Kegiatan outing class diyakini dapat meningkatkan kepercayaan diri, motivasi, serta memberikan pengalaman nyata yang membuat pembelajaran lebih relevan dengan kehidupan sehari-hari. Penelitian ini bertujuan untuk mengeksplorasi persepsi positif dan negatif siswa terhadap pembelajaran bahasa Inggris melalui kegiatan outing class di MIS Assuudiyah. Pendekatan kualitatif dengan teknik purposive sampling digunakan dalam penelitian ini. Partisipan penelitian adalah 28 siswa kelas lima yang telah mengikuti kegiatan outing class. Data dikumpulkan melalui observasi langsung dan wawancara tatap muka terstruktur yang disusun berdasarkan teori persepsi. Analisis data dilakukan melalui proses pengkodean, kategorisasi, dan identifikasi tema untuk memperoleh gambaran komprehensif mengenai persepsi siswa. Hasil penelitian menunjukkan bahwa outing class menghasilkan persepsi positif dan negatif. Persepsi positif meliputi rasa senang, pembelajaran yang bermakna, meningkatnya motivasi, bertambahnya kepercayaan diri menggunakan bahasa Inggris di luar kelas, dan kesadaran bahwa belajar dapat dilakukan di mana saja. Persepsi negatif mencakup kebingungan, lupa, dan rasa gugup akibat lingkungan luar yang kurang terkendali. Secara keseluruhan, outing class memberikan pengalaman belajar yang berharga, namun memerlukan perencanaan yang matang untuk meminimalkan hambatan dan memaksimalkan manfaatnya.

Kata Kunci : Persepsi Siswa, Kegiatan Outing Class, Pembelajaran Bahasa Inggris

Abstract

The background of this study emphasizes the importance of creating an enjoyable, meaningful, and contextual English learning environment. Outing class is believed to enhance students' confidence, motivation, and provide real-life experiences that make learning more relevant. This study aims to explore students' positive and negative perceptions of learning English through outing class activities at MIS Assuudiyah. A qualitative approach with purposive sampling was employed. The participants were 28 fifth-grade students who had previously participated in outing class activities. Data were collected through direct observation and structured face-to-face interviews guided by perception theory. The analysis involved coding, categorizing, and identifying themes to obtain a comprehensive picture of students' perceptions. The

findings revealed that outing class generated both positive and negative perceptions. Positive perceptions included enjoyment, meaningful learning, increased motivation, improved confidence in using English outside the classroom, and awareness that learning can occur anywhere. Negative perceptions involved confusion, forgetfulness, and nervousness due to the less-controlled outdoor environment that sometimes distracted students' focus. Overall, outing class offers valuable and engaging learning opportunities, but careful planning is necessary to reduce distractions and maximize its educational benefits.

Keywords: *Students' perception, outing class activity, english learning*

INTRODUCTION

Learning English in the twenty-first century is no longer limited to memorizing grammar rules or translating texts but requires the creation of engaging, meaningful, and authentic learning experiences. Contextual teaching and learning (CTL) frameworks encourage learners to construct meaning through active participation in real-life situations (Berns & Erickson, 2001). This principle aligns with current educational paradigms that promote student-centered learning environments and experiential learning opportunities (Crawford, 2001). Within this context, outing class activities defined as instructional practices conducted outside the conventional classroom have gained prominence as a method to foster meaningful learning. By bringing students into authentic settings, outing class activities provide a platform for language use in real contexts, thus bridging the gap between theory and practice (Djamarah & Zain, 2014).

The relevance of creating an enjoyable and meaningful atmosphere in English learning is particularly significant for young learners, who may otherwise perceive language learning as intimidating or monotonous. Previous research demonstrates that altering the physical learning environment can have a positive effect on students' motivation and engagement (Biggs & Tang, 2011). In the case of MIS Assuudiyah, the adoption of outing class activities was motivated by the need to make English lessons more interactive and relatable. The outdoor setting offers learners opportunities to observe, interact, and communicate beyond the four walls of the classroom, thus allowing them to experience the language as a living tool of communication rather than a mere academic subject (Naim, 2025).

Educational research supports the notion that experiential learning has the potential to deepen is a risk that the activity may deviate from intended learning comprehension and increase retention. Real-life, emotionally engaging experiences are more likely to be stored in long-

term memory, allowing students to recall and apply the lessons learned with greater ease (Sari, 2019). Outing class activities stimulate multiple domains of learning cognitive, affective, and psychomotor resulting in a more holistic development of learners (Depdiknas, 2003). When students actively observe, inquire, and interact with their surroundings, they engage in higher-order thinking processes, including analysis, evaluation, and synthesis, which are essential for communicative competence and critical thinking skills.

Moreover, outing class activities are consistent with constructivist theories of learning, which argue that knowledge is actively constructed by learners through social interaction and engagement with their environment (Richardson, 2003). Through direct experience, learners are encouraged to form their own interpretations, build conceptual connections, and integrate prior knowledge with new information. This process nurtures autonomy and promotes lifelong learning attitudes (Campbell et al., 2001). In English language learning, this is particularly advantageous, as it allows students to practice speaking, listening, reading, and writing in contexts that resemble authentic communication scenarios, thereby improving fluency and confidence (Putri, 2020).

However, despite its many advantages, outing class is not without challenges. Previous studies have highlighted potential drawbacks, including logistical constraints, time limitations, and difficulty maintaining focus in an uncontrolled environment (Ismayuni,

2024). Weather conditions, transportation issues, and the need for additional supervision can also complicate implementation (Depdiknas, 2003). From a pedagogical perspective, there objectives and become recreational rather than instructional if not carefully planned (Rendhi & Rozikin, 2024). These challenges underline the importance of meticulous preparation, risk management, and the integration of outing class activities with curriculum goals.

Research on students' perceptions is particularly critical, as their attitudes and emotional responses significantly influence learning outcomes. Students' perceptions of their learning experience shape their approaches to learning, which in turn affect academic achievement (Biggs & Tang, 2011). Positive perceptions such as enjoyment, curiosity, and a sense of relevance can enhance motivation and active participation. Conversely, negative perceptions, including confusion, anxiety, or boredom, can inhibit engagement and diminish the overall effectiveness of the learning experience (Burn, 2018). Understanding these perceptions helps educators design interventions that maximize benefits while minimizing obstacles.

Several recent studies have investigated the effectiveness of outing class activities in English learning. For example, Rendhi and Rozikin (2024) found that contextual teaching through outing class significantly improved vocabulary comprehension among junior high school students, with participants reporting higher enthusiasm and

finding the learning more meaningful. Similarly, Putri (2020) observed that students demonstrated a positive response to outdoor learning activities, citing increased motivation and enjoyment as major benefits. Sari (2019) further reported that students became more confident in speaking English in outdoor settings due to the relaxed and interactive atmosphere, with 93% of respondents expressing approval for the activity.

These previous studies findings provide a strong empirical basis for implementing outing class as a complementary approach to traditional classroom learning. Nevertheless, they also highlight the necessity of balancing novelty with structure. Without proper alignment to curricular objectives, outing class risks becoming an isolated experience with limited pedagogical impact. Therefore, teacher preparation and post- activity reflection are critical components in ensuring that students can transfer and apply the knowledge gained during outing class sessions to future learning contexts (Crawford, 2001).

The present study is situated within this growing body of research and seeks to explore how students at MIS Assuudiyah perceive the use of outing class in learning English. MIS Assuudiyah, a Madrasah Ibtidaiyah (Islamic elementary school), has integrated outing class as an innovative strategy to enrich students' English learning experiences. By involving students in direct observation, interviews, and real life practice, the school aims to improve motivation, enhance language comprehension, and foster confidence in speaking English outside the classroom environment.

This study expected to answer two research questions such as; what are students' positive perceptions of learning English through outing class activities? and What are their negative perceptions?. By addressing these questions, the study aims to provide evidence- based suggestions for optimizing the design and execution of outing class activities. The findings are expected to enrich the literature on contextual language learning, support the development of more engaging instructional strategies, and ultimately contribute to improved student outcomes in English language education.

RESEARCH METHOD

This study employed a qualitative descriptive research design to explore students' perceptions of learning English through outing class activities. A qualitative approach was chosen because it allows for a rich and in-depth understanding of students' thoughts, feelings, and experiences (Creswell, 2012). The descriptive nature of this research provided a detailed portrayal of both positive and negative perceptions, revealing patterns and themes that emerged from participants' responses. This approach was deemed appropriate because the focus of the study was not to measure variables statistically but to capture the lived experiences of students in a natural setting.

The research was conducted at MIS Assuudiyah, located in Batang Bungo, Kecamatan Pasar Atas, Muaro Bungo. This school was chosen because it regularly integrates outing class activities into its English learning curriculum, thus providing a suitable context for the study. Data collection took

place during the second semester of the 2024/2025 academic year, aligning with the period when outing class activities were actively implemented. Conducting the study during this time ensured that students' perceptions were based on recent and relevant experiences.

The population of this study consisted of all fifth-grade students at MIS Assuudiyah. The researcher used a purposive sampling technique to select participants, focusing on students who had previously participated in outing class activities. A total of 28 students were selected as the sample, representing a balance of gender and levels of participation to ensure diverse perspectives. Purposive sampling was considered appropriate because it allowed the researcher to intentionally select respondents who could provide rich and meaningful information regarding the phenomenon being studied (Creswell, 2012) Data Collection Technique

Data were collected through direct observation and semi-structured interviews. The observation stage allowed the researcher to gather contextual information about students' behavior and interactions during outing class activities. Semi-structured interviews were conducted face-to-face with participants, guided by an interview protocol based on perception theory (Robbins, 2018). The interview guide consisted of open-ended questions addressing cognitive, affective, and conative aspects of perception, as well as selective attention, interpretation, attitudes, expectations, and behavioral

responses. Interviews were recorded with students' consent, and clarifications were provided in Indonesian when necessary to ensure accurate understanding of the questions

The data were analyzed using thematic analysis, following the steps suggested by Creswell (2012). First, all interview recordings were transcribed verbatim and read several times to gain familiarity with the data. The researcher then conducted coding, where meaningful units of information were identified and labeled. These codes were subsequently grouped into categories that represented emerging ideas. The categories were further refined into overarching themes that reflected students' positive and negative perceptions.

Thematic interpretation was then carried out to connect these findings with the research questions and relevant theories, producing a comprehensive understanding of students' experiences. To enhance the credibility of the findings, member checking was employed by sharing summarized results with participants to confirm the accuracy of interpretations.

FINDINGS AND DISCUSSION

A. Findings Description of the Data

Data were obtained from direct observations of outing class activities and semi-structured interviews with 28 fifth-grade students at MIS Assuudiyah. The interview transcripts were carefully transcribed, coded, categorized, and analyzed to identify recurring themes. Observational notes were used to validate and enrich students' verbal responses. The

results below are presented in two sections: students' positive perceptions and students' negative perceptions, describing the data in a logical sequence without interpretation.

Students' Positive Perception

The findings show that students expressed a wide range of positive perceptions toward outing class activities. From a cognitive perspective, many students reported that learning outside the classroom helped them understand the material more clearly. They stated that seeing real objects and connecting them to vocabulary tasks made learning easier and more concrete. The outdoor setting allowed them to directly relate the lesson to their daily lives, which strengthened comprehension. Affective responses were also very prominent in the data. Students repeatedly expressed enjoyment, excitement, and happiness during the outing class. Several participants explicitly stated that learning outside the classroom was "fun" and "exciting," and they appreciated opportunities to draw, sing, and interact with friends. These positive emotions created a lively learning atmosphere and appeared to make students more engaged during activities.

From a conative standpoint, students indicated a strong willingness to participate in future outing class activities. Many reported that they would like to experience similar learning sessions again and felt encouraged to be more active in such activities. This willingness was accompanied by selective attention to positive stimuli, as students recalled specific activities— such as drawing,

group games, and singing—that captured their curiosity and kept them engaged.

Students also interpreted outing class experiences as meaningful, reporting that the activities allowed them to see that learning can take place anywhere, not just in the classroom. They connected what they learned during the outing with knowledge gained in class, suggesting that they perceived the activity as a useful reinforcement of lessons. Positive attitudes were evident as students participated enthusiastically, worked cooperatively with peers, and reacted positively to teachers' instructions.

In terms of expectations, most students stated that the outing class met or even exceeded what they had hoped for. They expressed satisfaction that the activities were enjoyable, interactive, and helpful in improving their English skills. Observational data supported these claims, showing consistent student behavior in the form of active participation, teamwork, and a willingness to speak English outside the classroom environment. Overall, the data clearly indicate that outing class was perceived as a beneficial and enjoyable approach to learning.

Students' Negative Perception

Despite the many positive responses, some students also reported negative perceptions of outing class. Cognitively, a number of participants admitted feeling nervous or confused during certain parts of the activities. This was particularly evident when they were asked to speak English in public or interact with people outside the school.

Some students hesitated and reported temporary confusion, especially when instructions were unclear.

Affective difficulties were also noted. Several students reported boredom when they had to wait for their turn or when activities took too long. Others mentioned being disturbed by noise from the surroundings or feeling physically tired due to hot weather and prolonged activity. These feelings sometimes reduced their focus on the lesson.

Behaviorally, some students were reluctant to participate fully, displaying shyness or hesitation during tasks that required direct interaction. Observational notes confirmed instances of students withdrawing from certain activities or participating only after encouragement. Students also reported being distracted by external factors such as passing vehicles, other people, or environmental noise, which diverted their attention from the learning objectives.

In terms of interpretation, some students felt that certain activities were confusing or that they did not fully understand the purpose of the tasks. This led to pessimistic views about the usefulness of those activities. A few students expressed disappointment when the outing did not align with their expectations, such as when there was too much waiting time or when they did not receive enough guidance.

Finally, inconsistent behavior was observed among a small number of participants who either avoided participation altogether or relied heavily on teachers and peers to

complete tasks. This dependency limited their opportunity to learn independently. These negative perceptions highlight the presence of challenges in conducting outing class activities and provide valuable data for improving the planning and implementation of future programs.

A. Discussion

The aim of this research was to investigate students' perceptions of learning English through outing class activities and to interpret the significance of these perceptions for the improvement of language education. The findings revealed that students generally viewed outing class as an enjoyable and meaningful way to learn, but also reported challenges related to distractions, nervousness, and loss of focus. These results offer valuable insights into how contextual and constructivist approaches to language learning can be optimized for primary school learners.

The positive perceptions reported by students provide strong evidence that outing class is consistent with the principles of constructivist learning theory. Constructivism emphasizes that learning occurs through active engagement and personal experience, where students construct meaning by linking new information to prior knowledge (Richardson, 2003). The students' descriptions of learning plant names, animal names, and other vocabulary items by observing them directly show that they were not merely memorizing words but constructing a personal understanding of them within a real-world context.

In addition to cognitive benefits, students' emotional engagement was heightened during outing class activities. They expressed enjoyment, curiosity, and excitement, suggesting that their affective filter was lowered, enabling them to participate more freely. This finding aligns with Krashen's Affective Filter Hypothesis, which posits that students acquire language more effectively when anxiety is reduced and motivation is high (Krashen, 1985). By moving learning into an authentic and less formal environment, outing class created conditions conducive to risk-taking and spontaneous language use.

Another important aspect was the conative response, as students reported being more willing to participate in future outing class sessions. This behavioral intention is critical because it indicates a shift in students' long-term motivation and learning habits. As Deci and Ryan's Self-Determination Theory suggests, when students experience autonomy, competence, and relatedness, their intrinsic motivation for learning increases (Deci & Ryan, 2000). Outing class appears to satisfy these psychological needs by giving students freedom to explore, chances to succeed in real situations, and opportunities to collaborate with peers.

The findings also show that outing class sharpened students' selective attention to positive stimuli, which is crucial for deep learning. When students mentioned paying special attention to unique objects, situations, and interactions outside the classroom, they were essentially engaging in what Bruner (1996)

describes as "discovery learning," in which curiosity drives the learner to seek and organize knowledge actively. This process helps learners internalize concepts more effectively and improves memory retention.

Equally important is the role of interpretation and meaning-making in students' experiences. Many students reported that outing class helped them connect what they learned in school with the real world. This resonates with the core idea of contextual learning, which stresses that knowledge becomes more valuable when learners understand its relevance to their lives (Berns & Erickson, 2001). The connection between classroom content and its real-world application is critical for making learning meaningful and sustainable.

Despite these positive outcomes, the study also uncovered negative perceptions that highlight the limitations of outing class. Some students experienced confusion, nervousness, and forgetfulness during the activities. These challenges can be explained through cognitive load theory, which argues that excessive environmental stimuli can overwhelm working memory and hinder learning (Sweller, 2011). Teachers therefore need to carefully plan outing class sessions to manage cognitive demands and provide sufficient scaffolding to help students focus on essential learning objectives.

The nervousness some students reported may be related to language anxiety, a well-documented barrier in second language acquisition. Horwitz (2017) notes that learners who experience anxiety are less likely to take risks and may avoid

speaking altogether. Teachers should address this by incorporating pre-activity preparation, such as role plays or guided practice, to build students' confidence before engaging them in real-world communication.

The issue of distractions in an outdoor setting also needs to be addressed. Noise, weather conditions, and the novelty of the environment can divert attention away from learning tasks. This finding supports the work of Ismayuni (2024), who observed that outdoor learning can be less effective without clear structure and teacher guidance. To overcome this, teachers must establish clear rules, assign structured tasks, and provide follow-up reflections that reinforce key learning points.

Another key implication of the findings is the importance of differentiated instruction during outing class. Not all students responded equally positively—some required more prompting and support. Vygotsky's concept of the Zone of Proximal Development (ZPD) provides a useful framework here, suggesting that with appropriate scaffolding, students can achieve higher levels of performance than they could independently (Vygotsky, 1978). Teachers can support hesitant students by pairing them with peers, giving them sentence starters, or assigning manageable tasks.

Importantly, this study also highlights the social dimension of outing class. Students' interactions with peers and teachers in a less formal setting encouraged collaboration and collective problem-solving. This finding is in line with

social constructivism, which holds that knowledge is co-constructed through social interaction (Palincsar, 1998). Outing class thus not only supports linguistic development but also nurtures essential 21st-century skills such as teamwork and communication.

One of the most significant contributions of this study is its demonstration that outing class can function as a bridge between theoretical knowledge and practical application. By experiencing language in context, students deepen their conceptual understanding and gain confidence in using English beyond the classroom. This supports the call by Crawford (2001) for pedagogical strategies that connect learning content with real-life situations to make education more relevant.

The present research also underscores the importance of listening to students' voices in designing learning interventions. By analyzing students' perceptions, educators gain valuable insights into what motivates them and what challenges they face. This information can guide curriculum development and ensure that outing class is not only engaging but also pedagogically effective.

Finally, these findings have broader implications for language education policy. If implemented thoughtfully, outing class could become a regular feature of the curriculum, promoting experiential and student-centered learning. However, its success will depend on careful planning, adequate resources, and teacher training. Future research could explore longitudinal impacts of

outing class on students' language proficiency and motivation to determine whether the benefits observed here are sustained over time.

CONCLUSION

This study set out to explore students' perceptions of learning English through outing class activities at MIS Assuudiyah, with the aim of capturing both the positive and negative aspects of their experiences. The results demonstrate that outing class is largely perceived as an enjoyable, meaningful, and motivating learning strategy. Students reported that the outdoor environment helped them understand the lesson content more concretely, increased their enthusiasm for learning, and strengthened their confidence in using English beyond the classroom. The findings confirm that outing class provides an effective bridge between theoretical knowledge and real-life practice, which is essential for developing communicative competence and meaningful language learning experiences.

At the same time, this research highlights several challenges that need to be considered in implementing outing class. Some students experienced nervousness, distraction, and confusion, particularly in less-structured situations or when required to interact with unfamiliar people. These responses indicate the need for careful preparation, clear instructions, and supportive scaffolding to ensure that every student benefits from the activity. Teachers play a crucial role in designing tasks that are engaging yet manageable, providing guidance that reduces anxiety and

maintaining a balance between freedom and focus during outdoor sessions.

Overall, this study concludes that outing class can significantly enrich the process of learning English when it is well planned and thoughtfully integrated into the curriculum. It offers not only cognitive benefits but also affective and social advantages by making learning more relevant, enjoyable, and collaborative. By understanding students' perceptions, educators and school administrators can refine the design of outing class activities, minimize potential barriers, and maximize their educational value. This research therefore supports the continued use and further development of outing class as an innovative approach to promote meaningful and motivating English language learning experiences.

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