UNIVERSITAS KH MUKHTAR SYAFAAT

UTILIZATION OF BOBY'S G LAND ENVIRONMENT AS A CONTEXTUAL ENGLISH LEARNING MEDIUM FOR MTS AL AMIRIYYA STUDENTS

BY : KHALUT ULIL ALBAB
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING



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MOTTO AND DEDICATION

MOTTO:

"Learning is worship, seeking knowledge is modern jihad"

(Belajar Adalah ibadah, dan menuntut ilmu Adalah jihad modern)

DECICATION:

With deep gratitude and boundless love, I dedicate work to:

1. My beloved parents, whose endless love has been the light that guides me through every step of my journey, whose sincere prayers have strengthened me in moments of doubt and challenge, whose sacrifices have paved the way for my dreams to grow, whose unwavering support has given me the courage to keep moving forward, and to whom I dedicate this achievement with all my gratitude, respect, and love.
2. To my dear brother, who has always been a strong support whenever I faced challenges in life, who has guided and encouraged me during difficult times, who has motivated me to keep moving forward whenever I felt weak, and who has become an important part of my journey in completing this thesis.
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4. To my dear friends, who have always stood by my side throughout my academic journey, who have offered endless support, encouragement, and motivation during both joyful and challenging times, who have shared laughter, experiences, and valuable memories along the way, who have made this journey more meaningful and enjoyable.

DECLARATION OF AUTHENTICITY OF THESIS

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I hereby declare that this thesis entitled "Co Teaching with Ai: Lecturers' Readiness and Ai Literacy in Adopting Generative Ai in Higher Education" is my original work. To the best of my knowledge, this thesis contains no material previously published or written by another person, except where appropriate acknowledgment is made in the text. I also declare that this thesis has not been submitted for any degree or diploma at any other institution.

I take full responsibility for the content of this thesis and the accuracy of the information presented herein. Any ideas, findings, or quotations from the work of others have been properly cited and referenced in accordance with academic standards. If any violation of academic integrity is found in the future, I am willing to accept the consequences in accordance with the regulations of the university.

Banyuwangi, 09 Juni 2026

Declaration,



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ABSTRACT OF ENGLISH

Albab, Khalut Ulil. 2026. Utilization Of Boby's G Land Environment as a Contextual English Learning Medium for Mts Al Amiriyya Students. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

Keywords: Bobby's G-Land Environment, Contextual Learning, English Learning Medium.

This study aims to analyse the impact of a learning-based tourism environment on students' English speaking and listening skills and to identify the challenges and strategies in implementing learning-based tourism as an English learning approach. This research employed a descriptive qualitative design and was conducted at MTs Al Amiriyyah, Banyuwangi. The participants consisted of four students who had experienced English learning activities in the Bobby's G-Land environment. Data were collected through interviews, observations, and documentation, and were analysed using thematic analysis.

The findings revealed that Bobby's G-Land provides an authentic and contextual learning environment that enhances students' speaking and listening skills through direct interaction with foreign tourists. Students became more confident in using English, improved their communicative competence, and gained greater motivation to learn the language. The natural and relaxed atmosphere of the tourism environment also helped reduce students' anxiety and encouraged active participation in learning activities. However, several challenges were identified, including limited vocabulary mastery, difficulty remembering new words, differences between Indonesian and English language structures, and initial nervousness when communicating with foreigners. To overcome these challenges, students continuously practiced English in real situations, interacted directly with foreign visitors, and learned vocabulary contextually through authentic experiences.

In conclusion, the utilization of Bobby's G-Land as a contextual English learning medium effectively supports experiential learning, improves students' speaking and listening skills, increases motivation and confidence, and provides meaningful learning experiences. Therefore, integrating local tourism environments into English language teaching can serve as an innovative and effective strategy for enhancing students' communicative competence.

ABSTRAK INDONESIA

Albab, Khalut Ulil. 2026. Utilization Of Boby's G Land Environment as a Contextual English Learning Medium for Mts Al Amiriyya Students. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

Kata Kunci: Lingkungan Bobby's G-Land, Pembelajaran Kontekstual, Media Pembelajaran Bahasa Inggris.

Penelitian ini bertujuan untuk menganalisis dampak lingkungan wisata berbasis pembelajaran terhadap keterampilan berbicara (speaking) dan menyimak (listening) siswa dalam bahasa Inggris serta mengidentifikasi tantangan dan strategi yang diterapkan dalam implementasi wisata berbasis pembelajaran sebagai pendekatan pembelajaran bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dan dilaksanakan di MTs Al Amiriyyah Banyuwangi. Subjek penelitian terdiri atas empat siswa yang telah mengikuti kegiatan pembelajaran bahasa Inggris dengan memanfaatkan lingkungan Bobby's G-Land. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik.

Hasil penelitian menunjukkan bahwa lingkungan Bobby's G-Land menyediakan pengalaman belajar yang autentik dan kontekstual yang mampu meningkatkan keterampilan berbicara dan menyimak siswa melalui interaksi langsung dengan wisatawan mancanegara. Siswa menjadi lebih percaya diri dalam menggunakan bahasa Inggris, meningkatkan kompetensi komunikatif, serta memiliki motivasi belajar yang lebih tinggi. Selain itu, suasana lingkungan wisata yang alami dan santai membantu mengurangi kecemasan siswa sehingga mendorong partisipasi aktif dalam kegiatan pembelajaran. Namun, penelitian ini juga menemukan beberapa tantangan, seperti keterbatasan kosakata, kesulitan mengingat kata-kata baru, perbedaan struktur bahasa Indonesia dan bahasa Inggris, serta rasa gugup saat berkomunikasi dengan penutur asing. Untuk mengatasi tantangan tersebut, siswa melakukan praktik bahasa Inggris secara langsung,

berinteraksi dengan wisatawan asing, serta mempelajari kosakata secara kontekstual melalui pengalaman nyata.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa pemanfaatan lingkungan Bobby's G-Land sebagai media pembelajaran bahasa Inggris kontekstual efektif dalam mendukung pembelajaran berbasis pengalaman (experiential learning), meningkatkan keterampilan berbicara dan menyimak, menumbuhkan motivasi dan kepercayaan diri siswa, serta memberikan pengalaman belajar yang bermakna. Oleh karena itu, integrasi lingkungan wisata lokal dalam pembelajaran bahasa Inggris dapat menjadi strategi inovatif dan efektif untuk meningkatkan kompetensi komunikatif siswa.

FOREWORD

Alhamdulillah, all praise be to Allah SWT, this thesis can be completed thanks to His grace, blessings, and love.

May peace and blessings always be upon the Prophet Muhammad SAW, who is a role model for his people.

The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The

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Finally, the author submits everything to Allah ‘Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

Banyuwangi, 09 juni 2026

Khalut Ulil Albab

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CHAPTER I

INTRODUCTION

1.1 Research Background

English learning at the Islamic Junior High School level in Indonesia often remains theoretical and focuses heavily on grammar and textbook-based instruction (Maulana et al., 2025) In many cases, students are required to memorize vocabulary and complete written exercises without sufficient opportunities to use the language in real-life contexts. This traditional approach tends to limit students' communicative competence and reduces their motivation to learn. As a result, many learners struggle to apply their English skills effectively in everyday situations, particularly in speaking and listening (Tavil, 2020)

In contextual Learning emphasizes that learning will be effective when students can relate new knowledge to real experiences, environments, and situations they encounter—whether at home, school, community, or the world of work. this contextual learning approach emphasizes the connection between classroom material and students' real-world experiences (Hasnawati, 2012). This approach encourages learners to understand and use English meaningfully by relating it to authentic situations. By engaging with their environment, students can develop a deeper understanding of how the language functions in daily communication (Ribahan, 2023). Contextual learning not only enhances linguistic proficiency but also fosters critical thinking, creativity, and learner autonomy. Therefore, integrating contextual elements into English instruction can make learning more relevant, enjoyable, and effective.

One potential environment that supports contextual English learning is Bobby's G Land, Bobby's G Land is a hotel and homestay located on Plengkung Tegaldlimo Beach. It was created as a place where people can stay while learning English in a relaxed, real-life environment (Nurjehan et al., 2024). Guests have the opportunity to practice their English skills through everyday communication, activities, and interactions with staff and other visitors. With its beautiful beach setting, Bobby's G Land offers both comfort and a unique cultural experience that helps learners improve their English in

a practical and enjoyable way. a well-known tourist destination that attracts both local and international visitors. This environment naturally exposes students to real communication situations involving English use, particularly through interactions with foreign tourists and exposure to English-language signage and information (Anwar & Kumaini, 2025). Learning English in such an authentic setting provides students with meaningful experiences that strengthen their language skills, confidence, and cultural awareness. One potential environment that supports contextual English learning is Bobby's G Land, a well-known tourist destination that attracts both local and international visitors (Universitas Islam Negeri Alauddin Makassar & Yusuf, 2017). This environment naturallyexposes students to real communication situations involving the use of English, particularly through interactions with foreign tourists and exposure to English-language signs and information. Learning English in such an authentic setting provides students with meaningful experiences that strengthen their language skills, confidence, and cultural awareness (Sieras, 2024).

Bobby's G-Land Surf Camp is an accommodation facility strategically located on the eastern coast of Grajagan Bay, within the conservation area of Alas Purwo National Park, Banyuwangi Regency, East Java. This location features a geomorphological coastline that curves like the letter 'G', where the oceanographic dynamics of the Indian Ocean produce consistent left-hand reef break waves that are globally recognized (Elfiondri et al., 2021). The demographic characteristics of visitors at Bobby's G-Land are dominated by international surfers from Australia, the United States, Europe, and Japan. This condition creates a unique communication ecosystem in which daily social and professional interactions at the camp—both in communal settings and during recreational activities—use English (W. A. Rozaq, n.d.).

Utilizing Bobby's G Land as a contextual learning medium can transform the traditional learning process into an interactive and experiential activity. Previous studies have shown that English learning conducted in Bobby's G-Land environment emphasizes direct practice and authentic interaction with native speakers, which significantly improves learners' speaking skills and communicative competence (Castro et al., n.d.). For instance, research conducted at Bobby's G-

Land Bobby's Surf Camp in Banyuwangi revealed that the application of direct practice techniques enabled learners to actively use English in real-life situations, resulting in higher speaking performance and learner engagement (Ihsani et al., 2025). In addition, other studies focusing on tourism-based English learning in the G-Land area highlight that contextual materials, such as vocabulary related to surfing and tourism services, effectively support meaningful learning by connecting classroom instruction with learners' real occupational needs. (R. Rozaq & Rozaq, 2023)

This location, as a popular tourist destination attracting both local and international visitors, provides an authentic environment where senior high school students can directly practice their English speaking, listening, and reading skills. Students can engage in real-world tasks, such as interviewing tourists, describing natural attractions, or creating reports based on their field experiences (Saputri et al., 2025). These activities align with the communicative goals of the English curriculum and promote active participation, as students use English in real and functional social contexts. Moreover, outdoor learning experiences at Bobby's G Land can enhance the enthusiasm and motivation of senior high school students (P. N. Rusmawan et al., 2025). By moving beyond the confines of the classroom and exploring language in a natural and dynamic environment, students gain immersive and meaningful learning experiences. Direct interaction with international visitors and exposure to English-language information and signage also help students improve their communication skills and build confidence (Andriyaningsih et al., 2025).

Given these considerations, integrating the Bobby's G Land environment into English learning at the senior high school level offers a valuable opportunity to enhance students' communicative competence, learning motivation, and cultural awareness (Laba et al., 2025). Learning outside the classroom with hands-on experience tends to increase students ' motivation, interest, and confidence in using English. Students no longer perceive English as a difficult and abstract subject, but as a useful communication tool (Ramendra et al., 2025). This approach supports the implementation of contextual learning principles and provides an innovative alternative to conventional, theory-based teaching methods. Therefore, this study aims to explore

how Bobby's G Land can be effectively utilized as a contextual English learning medium to improve students' engagement and practical language use.

1.2 Research Problem

How is Boby's G-Land environment utilized as a contextual English learning medium for MTs Al Amiriyyah students?

1.3 Research Objectives

The findings showed that Boby's G-Land environment was utilized as a contextual English learning medium by integrating real-life objects and situations into classroom activities.

1.4 Research Significances

This research has theoretical, practical, and educational significance for the development of contextual English language learning. Theoretically, this research enriches the literature on the utilization of environmental resources as learning media and provides insights into the implementation of contextual learning in English language teaching. It also contributes to understanding how authentic learning environments can support students' language acquisition and learning engagement, detailed as follows:

1.4.1 Theoretical Benefits

This research is expected to provide theoretical contributions to the development of English language teaching studies, particularly regarding the utilization of environmental resources as contextual learning media. Theoretically, this research enriches the literature on contextual learning and the use of authentic environments in English language education. The findings of this study can also serve as a conceptual basis for the development of innovative English learning strategies that integrate environmental resources into classroom instruction, as well as broaden understanding of how real-life contexts can support students' language learning and engagement.

1.4.2 Practical Benefits

This research helps schools and English teachers understand the potential of utilizing the Bobby's G Land

environment as a contextual learning medium in English language teaching. The results of this study can serve as a practical guide for teachers in designing and implementing meaningful learning activities by integrating real-life environmental contexts into the teaching and learning process. Through the use of Bobby's G Land as a learning medium, students can gain more engaging and authentic learning experiences that support the development of their English language skills and learning motivation.

1.5 Definition of Terms

1.5.1 Bobby's G Land Environment

Refers to the natural and physical environment of Bobby's G Land located in the Grajagan area, within the Alas Purwo National Park, East Java. The environment includes natural elements such as beaches, forests, flora, fauna, tourism facilities, and various real-life activities that can be utilized as authentic learning resources (Brawijaya University & Kusuma, 2019). In the context of this research, Bobby's G Land Environment is used as a contextual English learning medium that enables students to connect classroom materials with real-world experiences, thereby enhancing their understanding, engagement, and English language learning outcomes.

1.5.2 Contextual Learning

Lecturers' learning approach that helps students connect academic content with real-life situations, enabling them to construct meaning from their own experiences. Through contextual learning, students are encouraged to relate the knowledge they acquire in the classroom to its application in their daily lives, making learning more meaningful, engaging, and relevant. In this study, contextual learning refers to the use of Bobby's G Land Environment as an authentic learning medium that allows students to learn English through direct interaction with real-world contexts and experiences.

1.5.3 English Learning Medium

Generative refers to any tool, resource, material, or environment used to facilitate the teaching and learning of English. Learning media play an important role in helping students understand learning materials, increasing their motivation, and creating meaningful learning experiences. Effective learning media can support the development of language skills, including listening, speaking, reading, and writing. In this study, the Bobby's G Land Environment serves as an English learning medium that provides authentic and contextual experiences, enabling students to practice and develop their English skills through direct interaction with real-life objects and situations.

CHAPTER II

REVIEW OF RELATED LITERATUR

2.1 Theoretical Review

This chapter presents a review of related studies, covering several points including Bobby's G Land Environment, Contextual Learning, English Learning Medium.

2.1.1 Bobby's Land Environment

a. Definition of Bobby's Land Environment

Bobby's G Land Environment refers to the physical and social environment within the Bobby's G Land area that is utilized as a contextual learning resource in the English learning process. This environment includes various real-life objects, facilities, activities, and interactions that can be directly observed by students, providing authentic and meaningful learning experiences. In contextual learning, the environment functions as a medium that connects learning materials with real-life situations, enabling students to understand and apply knowledge more effectively. Therefore, in this study, Bobby's G Land Environment is defined as a real-world learning environment used to support the development of students' English language skills through direct observation, interaction, and experiential learning.

b. The Purpose of Bobby's G Land Environment in English Learning.

The utilization of Bobby's G Land Environment in English learning has several educational purposes related to improving students' language skills through contextual and experiential learning. As a real-world learning environment, Bobby's G Land provides authentic learning resources that enable students to connect classroom knowledge with real-life situations. Learning activities conducted in natural and social environments can enhance students' engagement, motivation, and understanding of English language concepts.

According to the principles of contextual learning, the environment serves as a medium that helps students construct knowledge through direct experience, observation, and interaction with their surroundings. By utilizing Bobby's G Land Environment, students can practice English in meaningful contexts rather than learning language elements in isolation. This approach encourages active participation and helps learners develop communication skills more effectively.

The use of Bobby's G Land Environment in English learning aims to support students' language development, provide authentic learning experiences, increase learning motivation, and promote contextual understanding of English. These purposes can be described as follows:

a) To support students' English language development
   The environment provides opportunities for students to practice listening, speaking, reading, and writing skills through direct interaction with real objects, places, and activities.
b) To provide authentic learning experiences
   Students can observe and describe real situations, objects, and events in English, making the learning process more meaningful and connected to everyday life.
c) To increase students' learning motivation and engagement
   Learning outside the traditional classroom environment creates a more enjoyable and interactive atmosphere, encouraging students to participate actively in learning activities.
d) To promote contextual understanding of English
   The utilization of Bobby's G Land Environment helps students understand vocabulary, expressions, and language functions within real

contexts, enabling them to apply English more appropriately in daily communication.

The use of Bobby's G Land Environment demonstrates that the learning environment can become an important component of the educational process. Through direct observation, interaction, and experience-based learning, students can develop English language skills more effectively while connecting academic knowledge with real-world situations. Therefore, Bobby's G Land Environment can serve as both a learning resource and a strategic medium for enhancing the quality, relevance, and effectiveness of English language learning.

2.1.2 Contextual Learning

a. Definition of Contextual Learning

Contextual Learning is a learning approach that emphasizes the connection between academic content and real-life situations, enabling students to construct meaning from the knowledge they acquire through direct experience and interaction with their environment. This approach encourages learners to relate new information to their prior knowledge and everyday experiences, making learning more meaningful and relevant.

According to Berns and Erickson (2001), contextual learning is a teaching and learning process that helps students understand the relevance of academic material by connecting it to personal, social, and professional contexts. Through this approach, students are encouraged to actively participate in the learning process, solve problems, and apply knowledge in authentic situations rather than merely memorizing information.

Contextual learning also emphasizes student-cantered instruction in which learners develop understanding through exploration, inquiry, collaboration, and reflection. Teachers function as facilitators who create meaningful learning experiences and provide opportunities for students to connect theoretical concepts with practical applications. The effectiveness of contextual learning is

supported by constructivist learning theory, which views knowledge as something that learners actively construct through interaction with their environment. Therefore, learning becomes more meaningful when students can directly observe, experience, and apply concepts in real-world situations.

Contextual learning can be defined as an educational approach that links learning materials to real-life contexts, enabling students to construct knowledge actively through experience, interaction, and reflection. This approach promotes meaningful learning, improves student engagement, and enhances the ability to apply knowledge and skills in everyday situations.

b. The Purpose of Contextual Learning

Contextual learning refers to a learning approach that connects academic content with real-life situations, enabling students to understand, construct, and apply knowledge meaningfully in their daily lives. The primary purpose of contextual learning is to make learning more relevant, meaningful, and applicable by relating classroom instruction to authentic experiences and real-world contexts.

Contextual learning aims to help students actively construct knowledge through direct experience, observation, inquiry, problem-solving, and interaction with their environment. Rather than focusing solely on memorization, this approach encourages learners to understand concepts deeply and apply them in practical situations. As a result, students become more engaged in the learning process and are better able to retain and transfer knowledge to new contexts.

Another important purpose of contextual learning is to promote student-cantered learning by encouraging learners to take an active role in building their understanding. Through contextual activities, students develop critical thinking, communication, collaboration, and problem-solving skills that are essential for academic success and everyday life. The teacher acts as a facilitator who guides students in connecting theoretical concepts with authentic

experiences and situations. In general, according to Johnson (2002), the objectives of contextual learning are to enhance meaningful learning experiences, improve students' ability to apply knowledge in real-life situations, and foster active participation in the learning process.

a) Enhancing meaningful learning experiences
   Contextual learning aims to provide meaningful learning experiences by connecting educational content with students' personal experiences and real-life situations. When students understand the relevance of what they learn, they are more likely to be motivated, engaged, and successful in achieving learning objectives.
b) Improving students' ability to apply knowledge in real-life situations
   Contextual learning encourages students to transfer and apply their knowledge and skills beyond the classroom. Through authentic tasks, real-world examples, and practical activities, students learn how academic concepts can be used to solve problems and make decisions in everyday life.
c) Fostering active participation in the learning process
   Contextual learning promotes active student involvement through exploration, inquiry, discussion, collaboration, and reflection. Students are encouraged to become active participants rather than passive recipients of information, allowing them to develop deeper understanding and greater responsibility for their own learning.
d) Developing critical thinking and problem-solving skills
   Contextual learning helps students develop higher-order thinking skills by engaging them in authentic problems and real-life challenges. Through analysis, evaluation, and decision-making activities, students learn to think critically and solve problems effectively in various contexts.

The implementation of contextual learning demonstrates that meaningful education occurs when students can connect academic knowledge with real-world experiences. By linking learning materials to authentic situations, contextual learning enhances student engagement, understanding, and knowledge retention while preparing learners to apply their competencies in academic, social, and professional settings.

2.1.3 English Learning Medium

a. Definition of English Learning Medium

An English learning medium refers to any tool, resource, environment, or channel used to facilitate the teaching and learning of English language skills, including listening, speaking, reading, and writing. In educational contexts, learning media serve as intermediaries that help deliver instructional content, promote interaction, and support students in understanding and practicing language concepts. Effective English learning media can enhance students' motivation, engagement, and language acquisition by providing meaningful learning experiences that connect language use with authentic contexts.

Furthermore, English learning media are not limited to textbooks and digital technologies but also include real-world environments and contextual resources that support language learning. The use of authentic materials, visual aids, multimedia resources, and learning environments enables students to experience language in practical situations, thereby improving their communicative competence and comprehension. Such media provide opportunities for learners to observe, interact, and apply English in meaningful contexts, making the learning process more relevant and effective.

Additionally, English learning media facilitate student-cantered learning by encouraging active participation, collaboration, and experiential learning. Through appropriate learning media, students can engage with language input and output in ways that accommodate diverse learning styles and needs. The integration of suitable media into English instruction helps teachers

create interactive and contextualized learning experiences while supporting the achievement of language learning objectives.

English learning media can be defined as any instructional tool, resource, or environment that supports the teaching and learning of English by facilitating communication, interaction, and meaningful language experiences. These media play an essential role in enhancing language acquisition, promoting learner engagement, and enabling students to develop English proficiency in authentic and contextualized settings.

b. The Purpose of English Learning Medium

English learning media have become essential components in modern language education because they facilitate the delivery of instructional content and provide meaningful learning experiences for students. The use of appropriate learning media enables teachers to present language materials more effectively while creating interactive and engaging learning environments. Through various forms of media, students can access authentic language input, practice language skills, and develop communicative competence in ways that support their learning needs and preferences.

Furthermore, the integration of English learning media aims to improve the effectiveness of language instruction by connecting theoretical knowledge with practical language use. Learning media help teachers simplify complex concepts, increase students' motivation, and provide opportunities for active participation in the learning process. As educational practices continue to evolve, the utilization of suitable learning media has become an important strategy for enhancing students' English proficiency and supporting meaningful language learning experiences.

According to language learning theories and educational practices, the primary purposes of English learning media are to facilitate language acquisition, increase students' engagement and motivation, and provide

authentic and contextualized learning experiences that support the achievement of language learning objectives.

a) To facilitate language acquisition and skill development

   English learning media are used to support the development of students' listening, speaking, reading, and writing skills. Through various instructional resources, students can receive language input and practice language use in meaningful ways. Effective learning media help learners understand vocabulary, grammar, pronunciation, and language functions more efficiently.

b) To increase students' engagement and motivation

   The use of attractive and interactive learning media can enhance students' interest in learning English. Visual materials, real-life objects, multimedia resources, and contextual learning environments create enjoyable learning experiences that encourage students to participate actively in classroom activities and language practice.

c) To provide authentic and contextualized learning experiences

   English learning media enable students to encounter language in realistic contexts rather than solely through textbook-based instruction. Authentic materials and real-world environments help learners understand how English is used in everyday communication, making learning more meaningful and relevant to their lives.

d) To support diverse learning needs and teaching effectiveness

e) Different students possess different learning styles, abilities, and preferences. English learning media provide various ways of presenting information and learning activities that accommodate these differences. At the same time, learning media assist teachers in delivering instructional content more

effectively and achieving learning objectives more efficiently.

The use of English learning media demonstrates that effective language learning occurs when students are provided with meaningful opportunities to interact with language in authentic and engaging contexts. Therefore, English learning media serve not only as instructional tools but also as strategic resources that enhance language acquisition, student participation, and the overall quality of English language education.

2.2 Previous Study

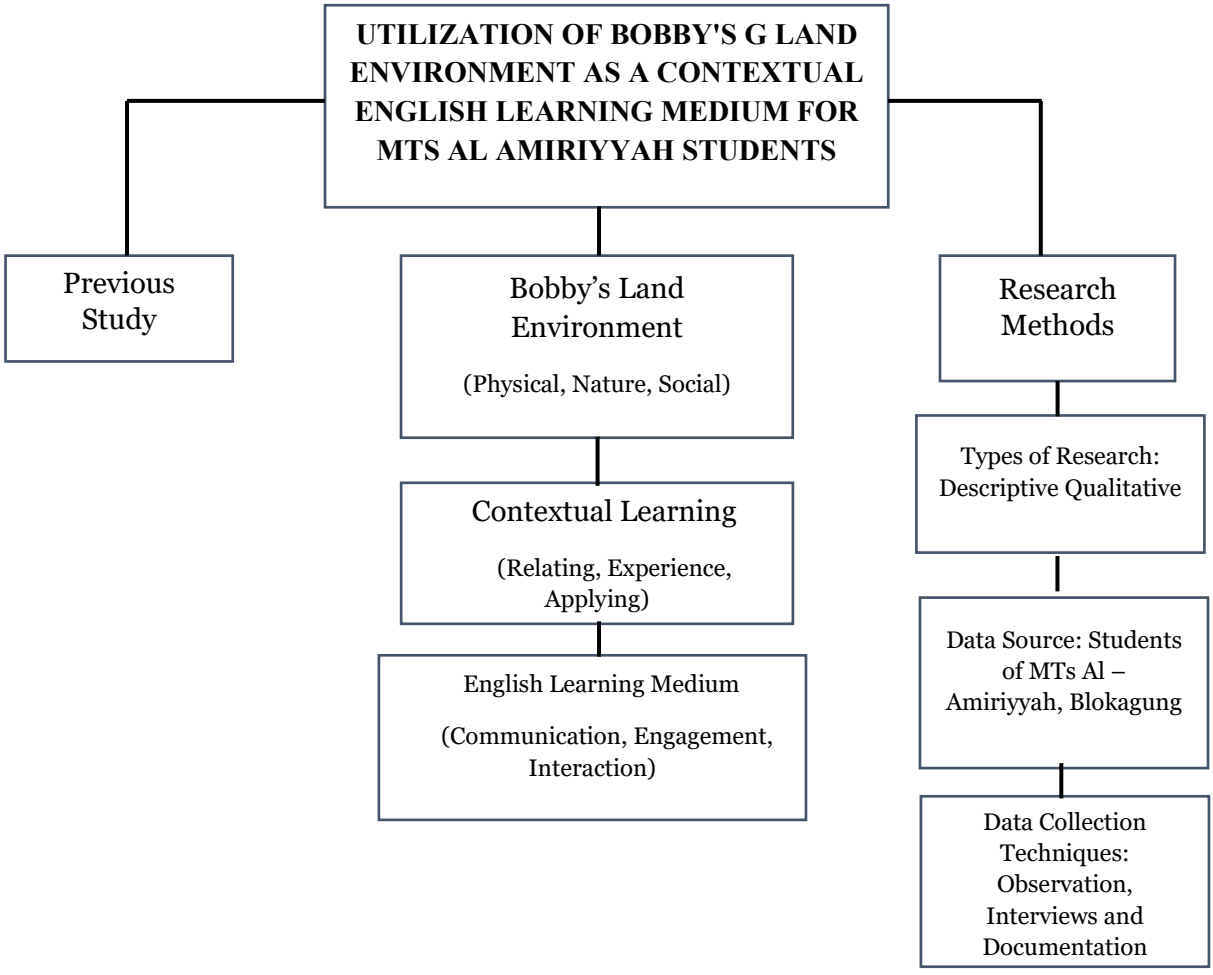
Recent research has consistently shown that contextual teaching and learning (CTL) has a positive impact on English language acquisition, particularly in the development of speaking and communicative competence. For instance, (Ramli et al., 2025) found that implementing a CTL approach significantly improved tourism students' speaking skills in transactional and interpersonal contexts. Their classroom action research showed increased student participation and improved speaking ability through contextualized tasks and activities aligned with real communicative functions.

Tourism-related English education, contextual approaches have also been shown to support learners in authentic communicative environments. (Fithriyani & Anggraeni, 2025) investigated the use of CTL to improve hospitality students' speaking skills. Their findings emphasized that contextualized learning, involving real or simulated interactions relevant to the tourism and hospitality sectors, can foster more practical speaking competence than traditional methods.

Furthermore, studies examining English teaching outside formal classroom walls highlight the importance of authentic language use. (N. Rusmawan & Setianingsih, 2025) conducted a phenomenological study with tourism industry professionals and students in Banyuwangi, showing that real communicative

experiences with tourists expose learners to diverse cultural contexts and practical language demands. Their findings stress the need for learning frameworks that align educational outcomes with real-world communicative expectations.

2.3 Research Thought Flow



This research is entitled Analysis of "Utilization of Bobby's G Land Environment as a Contextual English Learning Medium for Mts Al Amiriyyah Students".

The landscape of English language education in secondary schooling has been significantly transformed by the integration of

contextual teaching and learning (CTL), which emphasizes the connection between instructional content and real-world environments. Utilizing local, authentic surroundings—such as Bobby's G-Land environment—offers a profound paradigm shift from traditional, rote-memorization methods to immersive, place-based language acquisition. In this approach, the unique ecological, cultural, and surf-tourism characteristics of G-Land serve as a rich pedagogical partner, allowing teachers to design highly engaging, localized, and meaningful English tasks that bridge classroom theory with practical, real-life communication.

The efficacy of this contextual learning medium heavily relies on teachers' environmental and pedagogical literacy. This includes their capacity to critically translate the geographical and social features of G-Land into structured language materials (such as descriptive, recount, or report texts) while remaining mindful of the students' cultural background at MTs Al-Amiriyyah. Adequate teacher readiness—encompassing pedagogical creativity, technological integration, and socio-cultural awareness—strengthens the implementation of this localized curriculum. When educators are fully prepared to navigate this outdoor-to-indoor learning transition, they can foster a more sustainable and impactful learning environment, ultimately elevating students' communicative competence, vocabulary retention, and engagement.

To gain comprehensive insights into the implementation and impact of utilizing Bobby's G-Land environment as a contextual learning medium, data for this study was gathered through a rigorous triangulation approach involving observation, interviews, and documentation. Field observations were conducted to capture real-time student interactions, engagement levels, and instructional behaviours during the contextual English lessons. Semi-structured interviews were employed to explore the perspectives, experiential challenges, and readiness of both English teachers and MTs Al-Amiriyyah students regarding this localized approach. Finally, documentation—including lesson plans (RPP), student worksheets, descriptive tasks, and relevant institutional curricula—was systematically analysed to corroborate and validate the findings obtained from the field observations and interviews.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study's research design is based on a qualitative descriptive approach, which attempts to characterize and explain the phenomenon of utilizing Bobby's G-Land environment as a contextual English learning medium for MTs Al-Amiriyyah students without manipulating the relevant educational variables. In order to ensure that the evidence acquired can offer significant solutions to the research problems, a research design acts as the general framework or strategy utilized to address the research questions and direct all phases of the project, from data collecting to data analysis.

This study explicitly uses qualitative descriptive research because it allows for an in-depth exploration of how English teachers and MTs Al-Amiriyyah students perceive the pragmatics, benefits, and hurdles of incorporating the local surf-tourism and ecological environment of G-Land into English lessons. Through this design, the researcher can gather nuanced, unfiltered information about how participants understand, engage with, and make sense of contextual language learning, capturing the complexity of human experience and localized education without imposing numerical or experimental constraints. By describing these instructional phenomena as they naturally unfold in the school and local environment, the study offers insights that are deeply grounded in real, place-based educational practice.

3.2 Location and Time of Research

This Study Takes place at School of MTs Al - Amiriyyah. Which is location In the Blokagung Village, Tegalsari District, Banyuwangi Regency, East Java Province.

3.3 Research Subjects

The study's participants were secondary school students who were directly involved in the utilization of local environmental contexts in English language education, particularly in the framework of contextual learning using Bobby's G-Land environment. Students play a central role as the primary active subjects in the learning process, where their direct engagement, cultural connection, and reception of localized instructional media

determine the ultimate success of place-based education. Therefore, it is important to assess the extent to which students are responsive to these methods, particularly in integrating their real-world knowledge of the local surf-tourism and ecological environment into their receptive and productive English language skills.

The selection of four students from MTs Al-Amiriyyah as research subjects was based on the consideration that these students have been actively exposed to English learning models that utilize the G-Land environment and possess diverse levels of English proficiency and familiarity with the location. Additionally, the specific number of four students was chosen to allow for a highly intensive, personalized study using a qualitative approach, thereby enabling a more comprehensive and deep exploration of the students' individual perspectives, psychological engagement, and communicative experiences.

The participants represent varied backgrounds in terms of their daily interaction with the local environment, interest in English, and initial linguistic readiness. Because students serve as the ultimate indicators of pedagogical effectiveness, their first-hand perspectives, field experiences, and localized literacy are the primary sources of data used to analyse the adoption of environmental contexts as media for English language learning in secondary education. For this reason, selecting these specific students was considered highly relevant and vital to uncovering the authentic impact of the curriculum.

3.4 Informant

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3.5 Data and Source Data

The method used by the researcher was deep interviews and documentation. Purposively chosen researchers and educators provided the primary data sources to understand the utilization of Bobby's G-Land environment as a contextual English learning medium for MTs Al Amiriyyah students. Furthermore, these methods aimed to capture a nuanced picture of how ecological and local tourism contexts can be integrated into the English curriculum. By engaging both experienced instructors and curriculum developers, the study ensures a comprehensive analysis of the practical challenges and benefits of this pedagogical approach.

3.6 Data Collection Procedure

In conducting research, researchers follow a series of steps to collect data. These steps are outlined below:

a. Interview

Interviews were conducted to gather comprehensive information about teachers' perceptions, challenges, and structural approaches in adopting Bobby's G-Land as a contextual learning medium. These interactive sessions allowed the informants to openly share their first-hand experiences, specifically highlighting how they translate raw environmental assets—like the local surfing culture and marine biodiversity—into structured English vocabulary and speaking exercises. By focusing on their pedagogical beliefs, the researcher could assess whether the instructors viewed this localized approach as an effective tool to boost student engagement or merely as a secondary supplementary resource.

Furthermore, the dialogues were designed to uncover the systemic and practical hurdles faced by the

educators during the implementation phase, such as time constraints, transportation limits, or the lack of pre-existing tailored textbooks. Understanding these operational challenges is crucial, as it provides the groundwork for developing a more resilient and scalable instructional design. Ultimately, these structural insights ensure that the finalized conceptual framework for utilizing Bobby's G-Land is not only theoretically sound but also practically viable for the daily academic realities at MTs Al Amiriyyah.

b. Data Transcription

To cross-validate the interview results, the researcher compiled secondary documentation. This included student worksheets, photographs of learning activities at the location, and evaluation records to ensure a comprehensive viewpoint of the medium's effectiveness. Through a rigorous process of data triangulation, these physical artifacts were carefully compared with the verbal testimonials gathered during the interviews. Analysing the actual student outcomes on the worksheets and observing their engagement levels in the photographs allowed the researcher to verify whether the pedagogical benefits reported by the teachers aligned with the students' real-world academic performance and classroom dynamics.

3.7 Data Validity

In this qualitative research, data validity was maintained through the criteria of trustworthiness, specifically focusing on credibility and confirmability, to ensure that the findings regarding the utilization of Bobby's G-Land environment as a contextual English learning medium truly reflected real conditions in the field. Credibility was achieved by conducting direct interviews with the teachers of MTs Al Amiriyyah and capturing their voices with a recording device alongside photographic evidence of the field activities, thereby reinforcing data accuracy. Concurrently, confirmability was established by strictly aligning all conclusions with the raw empirical evidence—including interview transcripts, student worksheets, and field documentation—rather than the

researcher's personal bias, ensuring that the final outcomes are thoroughly verified, reliable, and scientifically accountable.

3.8 Data Analysis

The data were analysed using qualitative thematic analysis from the unstructured interviews and documentation. This analysis aims to identify, analyse, and interpret patterns of meaning (themes) that emerge from the field data in a systematic and in-depth manner. The analysis process was conducted through the following structured stages:

1. Open Coding

   To fully comprehend the data content, the researcher read the interview transcripts multiple times and cross-referenced them with the gathered documentation. The goal of this approach is to find essential words, phrases, and statements that reflect the experiences, opinions, and pedagogical interpretations of the teachers regarding the utilization of Bobby's G-Land environment. The identification process focused on several key areas, including:

   a. Teachers' perceptions of the structural advantages and instructional difficulties of utilizing a coastal/tourism environment for language learning.

   b. Instructors' direct experiences in designing contextual English teaching materials.

   c. Students' engagement levels as captured through photographs and worksheets.

   d. The teachers' capacity to adapt local environmental elements into concrete vocabulary, descriptive texts, or speaking practices.

2. Selective Coding and Interpretation

   In this final stage, the main themes are integrated to answer the Research Questions (RQ) and construct a cohesive narrative of the research findings.

To address the objectives of this study, the primary themes that emerged from the data analysis process—such as Experiential Learning Integration, Logistical and Field Challenges, and Student Learning Engagement.

The findings demonstrated that the success of implementing Bobby's G-Land as a learning medium was significantly influenced by the teachers' capacity for environmental-pedagogical literacy. Rather than viewing G-Land merely as a recreational site, competent educators successfully treated the environment as a living textbook that dynamically bridged the gap between abstract English grammar and the students' real-world surroundings.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 Students' Experiential Learning Integration.

To explore the aspect of Experiential Learning Integration, the researcher conducted interviews with several students from MTs Al Amiriyyah about their direct learning experiences. When asked about what it felt like to practice their English-speaking skills directly with foreign tourists in the Plengkung Beach area, one of the students expressed immense enthusiasm. This activity allowed them to step outside the boundaries of a traditional classroom and face real-life communication.

The student shared that the opportunity to interact directly at G-Land provided a completely different learning experience because they were no longer just memorizing dialogues from textbooks. With bright eyes, they described their first time gathering the courage to greet foreign tourists. *"When we were first asked to practice speaking directly with foreign guests in the Plengkung area, I was so nervous. But because we practiced directly and the environment was so supportive, it actually became really exciting, and I got so interested in trying it again and again while at G-Land,"* (Student 1, interview, 2026) they said enthusiastically.

For the students, G-Land's status as a world-class surfing destination makes it an ideal language laboratory. The presence of many native speakers in one location provides a positive mental boost to practice their speaking courage. Since the area is heavily dominated by international tourists, students felt challenged yet lucky to be in an environment that naturally pushed them to use English. When the researcher asked further whether they ever felt discouraged or instead wanted more of this experience-based learning, the student emphasized that it was one of the best moments in their learning process. *"I've done it, and I want to do it again! Because the place is mostly filled with foreigners, the experience was so exciting because the foreigners in Plengkung were very friendly when we talked to them in English,"* (Student 2, interview, 2026) they recalled with a smile.

Through this experiential learning approach, students did not just learn linguistic aspects like grammar or pronunciation, but also cultural awareness. They learned how to read body language, understand different accents, and respond to conversations spontaneously. Integrating direct experience in the G-Land environment successfully broke down the language anxiety that usually haunts students inside the classroom.

Ultimately, these interview results confirm that Experiential Learning Integration using Bobby's G-Land creates a long-lasting learning memory for MTs Al Amiriyyah students. Practicing directly among the foreign surfing community changed the students' perception of English; it transformed from a scary subject based on memorization into a fun, functional tool to connect with the world around them.

Furthermore, this outdoor practice significantly boosted the students' self-confidence in a way that regular classroom activities never could. Before visiting G-Land, many students admitted they were terrified of making grammatical mistakes when speaking English. However, after trying it firsthand, they realized that communication is more about connection than perfection. *"At school, I was always afraid of being wrong, but at G-Land, the tourists still understood me even when my English wasn't perfect, and that made me feel so brave,"* (Student 3, interview, 2026) another student added during the discussion.

This real-world integration also helped students see the practical value of what they study in school. Instead of just looking at pictures of beaches or reading tourist brochures in a textbook, they were physically standing in the tourism hub of their own region. This hands-on experience bridged the gap between abstract English vocabulary and tangible reality. They could immediately connect words like "wave," "surfboard," and "foreigner" to the actual objects and people right in front of them.

From a pedagogical standpoint, the active learning environment at Bobby's G-Land naturally sparked the students' intrinsic motivation to learn more. When they returned to school after the field activity, teachers noticed a clear shift in their attitude; students became more curious, asked more questions, and were eager to expand their vocabulary. The memorable interactions they

shared with the international visitors served as a strong personal incentive to keep improving their language skills.

In conclusion, these findings highlight that utilizing the local environment of Bobby's G-Land is a highly effective strategy for language acquisition. By immersing students in an authentic, English-speaking context, the school successfully turned a challenging subject into an enjoyable adventure. The positive feedback from the informants proves that experiential learning not only sharpens communicative competence but also leaves a profound, inspiring impact on the students' academic journey.

4.1.2 Students' Logistical and Field Challenges.

To explore the aspect of Students' Logistical and Field Challenges, the researcher observed how the physical conditions and atmosphere at Bobby's G-Land affected the students' mental readiness during their practice. Outdoor logistical challenges often involve extreme weather or uncomfortable locations that can cause stress for students. However, during the fieldwork at G-Land, the school's choice of location and timing successfully reduced the risk of physical exhaustion.

When the researcher interviewed the students about how they managed their nervousness and adapted to the field, they highlighted the importance of choosing the right gathering spots around the beach. The casual layout of the area made it very easy for them to adapt to the new environment. Students felt that the setting gave them spatial freedom, so they did not feel like they were taking a stressful test. The students explained that the physical comfort of the seating areas and the surroundings was a key factor in calming their nerves before approaching foreign tourists. *"The hangout spots, the relaxing areas, they were perfectly located right by the beach. So, we could just sit around for a while and check out the situation before actually approaching the foreigners,"* (Student 3, interview, 2026) one student explained when describing how the field conditions helped them prepare.

Furthermore, managing the field logistics by choosing an open area with natural fresh air proved to have a great psychological benefit for the students. Instead of feeling trapped like they do inside a classroom with a whiteboard, the open sand and the sound of the waves created a relaxing effect. This significantly reduced the mental burden that usually comes with learning a foreign language.

The refreshing environment was acknowledged by the students as a major factor that turned their fear into confidence. *"The environment was so fresh; we really enjoyed it, and there was no pressure at all when we wanted to talk to the foreigners,"* (Student 4, interview, 2026) the student added with a wide smile. This relaxed, pressure-free psychological state (a low affective filter) is exactly what is needed for effective language learning in the field.

In addition to the location and atmosphere, the most common logistical challenge in outdoor learning is the weather. Weather that is too hot or rainy can ruin the students' focus and disrupt research documentation. However, when the data collection took place, the natural conditions in the Plengkung area were absolutely ideal. The students admitted that the local climate that day really helped them move smoothly from one spot to another along the beach. *"The weather was very supportive at that time. It wasn't cloudy, and it wasn't too hot either, so we were comfortable walking along the shore to find foreigners to talk to,"* (Student 1, interview, 2026) they explained to the researcher.

From a field management perspective, synchronizing student readiness with natural support is a logistical element that cannot be ignored. The success of the MTs Al Amiriyyah students in communicating was not just because of their language skills, but because outdoor field variables—such as the cool breeze, shady trees, and ocean views—managed to create a perfect comfort zone for them. Ultimately, these interview results show that the logistical challenges at Bobby's G-Land can be managed very well by choosing strategic "hangout" spots right by the beach. When the physical environment feels welcoming, fresh, and the weather is supportive, students will automatically feel at ease. This proves that the natural environment of G-Land is not just a background setting, but a crucial supporting tool in making contextual English learning a success.

4.1.3 Students' Learning Engagement.

Based on the interview with Student 1, it was found that the student faced several challenges in learning English. One of the main difficulties was remembering vocabulary. The student explained that although some words were understood during the lesson, they were often forgotten after a few days. As a result, the student needed to review the same vocabulary repeatedly in order

to remember it. Limited vocabulary knowledge also made it difficult for the student to express ideas and communicate effectively in English. Student 1 stated, *"One of the difficulties I often experience is forgetting English vocabulary that I have learned. Sometimes I understand the meaning of a word during the lesson, but after a few days I have trouble remembering it again."*

Another challenge mentioned by Student 2 was the difference between Indonesian and English. The student explained that differences in grammar, sentence structure, and pronunciation sometimes caused confusion when trying to use English correctly. Student 2 said, *"Grammar, sentence structure, and pronunciation are different, so I sometimes get confused when trying to form sentences correctly in English."*

Despite these challenges, Student 3 shared positive experiences from learning English through activities in the Bobby's G Land environment. The student felt more motivated and excited to learn English because the learning activities were different from regular classroom lessons. Learning in a real environment made the lessons more interesting and enjoyable. Student 3 explained, *"After participating in these activities, I felt more motivated to learn and use English. Learning outside the classroom made the atmosphere more enjoyable."* The student also felt more confident in using English during the activities. The supportive and relaxed learning environment encouraged the student to speak without being too worried about making mistakes. According to Student 3, *"I was less afraid of making mistakes because the learning atmosphere felt more relaxed and supportive."*

In addition, the activities provided many new experiences for the student. Student A explained that learning English in a real-life setting helped make the lessons more meaningful. The student was able to see how English could be used in everyday situations, not only in textbooks or classroom exercises. The interview also showed that the student gained new skills through the learning activities. Student A felt that speaking skills improved because there were more opportunities to practice English directly. The student stated, *"I feel that my speaking ability improved because I had more opportunities to practice."* (Students 4, interview, 2026)

Besides speaking, Student A also reported improvements in listening and understanding English instructions. Through regular

interaction and participation in activities, the student became more familiar with hearing and using English in different situations. These experiences helped the student develop language skills in a more natural way.

Overall, the interview findings indicate that the use of the Bobby's G Land environment as a contextual English learning medium provided positive learning experiences for the student. Although challenges such as limited vocabulary and language differences still existed, the student felt more motivated, gained valuable experiences, and developed new English skills through the learning activities.

4.2 Discussion

The findings of this study show that the integration of experiential learning through the use of Bobby's G-Land environment provides authentic learning experiences for MTs Al Amiriyyah students. The students not only learned English theoretically but also used it directly when interacting with foreign tourists in the Plengkung area (Agustina et al., 2025). These findings are consistent with previous studies that emphasize the importance of authentic learning contexts in language education. Research has shown that contextual and experience-based learning helps students connect classroom knowledge with real-life situations, making the learning process more meaningful and effective. Through direct interaction with international visitors, the students were able to practice English in natural communication settings rather than relying solely on textbook exercises (Dwi Astuti et al., 2026).

Another important finding of this study is the improvement of students' confidence in speaking English. Before participating in the activities at G-Land, many students felt nervous and afraid of making mistakes when speaking English (Pratiwi & Acfira, 2023). However, after interacting directly with foreign tourists, they became more confident and willing to communicate. This finding supports previous research which found that experiential learning activities can increase students' confidence and speaking fluency because they provide opportunities for real communication. Similar studies have also reported that immersive learning environments

help reduce speaking anxiety and encourage students to use English more actively (Aditama, 2025).

The findings of this study indicate that the logistical and field challenges experienced by students during English learning activities at Bobby's G-Land were relatively manageable. Rather than creating additional stress, the physical environment helped students feel more comfortable and prepared to communicate with foreign tourists (Putra et al., 2023). The students reported that the availability of relaxing gathering spots near the beach allowed them to observe the situation, reduce their nervousness, and mentally prepare before initiating conversations. This finding is consistent with previous studies on outdoor and contextual learning, which suggest that a comfortable learning environment can reduce students' anxiety and create more positive learning experiences (Myhre et al., 2023a).

Another important finding is that the natural environment of G-Land provided psychological support that encouraged students to participate more actively in communication activities. The open space, fresh air, and relaxing atmosphere made students feel less pressured than they usually do in traditional classroom settings. This result supports Krashen's Affective Filter Hypothesis, which argues that learners acquire language more effectively when they experience low levels of stress and anxiety (Kelly et al., 2022). When students feel relaxed and confident, they are more willing to take risks and communicate in the target language. Therefore, the natural setting of G-Land played an important role in creating favourable conditions for language learning.

The findings of this study reveal that students experienced several challenges while learning English, particularly in remembering vocabulary and understanding the differences between Indonesian and English (Putra et al., 2023). Student 1 explained that limited vocabulary and difficulty retaining newly learned words often became obstacles to communication. Similarly, Student 2 reported confusion caused by differences in grammar, sentence structure, and pronunciation. These findings are similar to those of previous studies, which have shown that limited vocabulary mastery and language structure differences are common challenges

faced by English language learners. Such difficulties often affect students' confidence and ability to communicate effectively in English (Myhre et al., 2023b).

Despite these challenges, the students reported positive learning experiences through the use of Bobby's G-Land as a contextual English learning medium. Student 3 stated that learning outside the classroom increased motivation and made the learning process more enjoyable. This finding is consistent with previous research indicating that outdoor and contextual learning activities create a more engaging learning atmosphere and encourage students to participate actively in the learning process (Hadziq et al., 2026). Authentic learning environments help students connect classroom knowledge with real-life situations, making learning more meaningful and interesting.

CHAPTER V

CONCLUSION AND SUGESSTION

5.1 Conclusion

This study concludes that the utilization of Bobby's G-Land environment as a contextual English learning medium provides valuable learning experiences for MTs Al Amiriyyah students. Learning English outside the classroom allows students to use the language in real situations and interact directly with foreign tourists. This authentic learning experience helps students understand that English is not only a school subject but also a useful communication tool in everyday life.

The findings show that experiential learning activities at Bobby's G-Land increase students' motivation and interest in learning English. Students felt excited when they had the opportunity to practice speaking with foreign tourists. Direct interaction made learning more enjoyable and meaningful compared to traditional classroom activities that mainly focus on textbooks and memorization. The study also found that the contextual learning environment helped students build their confidence in speaking English. At the beginning, many students felt nervous and afraid of making mistakes. However, after communicating with foreign visitors, they became more confident and realized that successful communication is more important than perfect grammar. As a result, students were more willing to use English in real conversations.

Another important finding is that students gained new experiences and language skills through direct practice. Besides improving their speaking ability, students also developed their listening skills and became more familiar with different accents and communication styles. Furthermore, they learned cultural awareness by interacting with people from different countries and backgrounds.

The findings also indicate that the physical environment of Bobby's G-Land played an important role in supporting the learning process. The fresh air, open spaces, beautiful scenery, and comfortable gathering areas helped students feel relaxed and

reduced their anxiety. These conditions created a positive atmosphere that encouraged students to participate actively in learning activities. Although students still faced some challenges, such as limited vocabulary and difficulties understanding grammar and pronunciation, these obstacles did not prevent them from enjoying the learning experience. Instead, the activities motivated them to continue learning English and improve their language skills. The real-life learning context helped students see the practical value of English and encouraged them to practice more frequently.

In conclusion, Bobby's G-Land is an effective contextual English learning medium that supports experiential learning, increases students' motivation and confidence, and improves their communicative competence. The findings suggest that integrating local environmental resources into English language teaching can create meaningful, enjoyable, and memorable learning experiences for students. Therefore, contextual learning through local tourism environments can be considered an innovative strategy for improving English learning outcomes.

5.2 Limited Research

This study has several limitations that should be considered when interpreting the findings. The study was conducted only at MTs Al Amiriyyah and involved a limited number of students who participated in English learning activities at Bobby's G-Land. Therefore, the findings reflect the experiences and perceptions of students within this particular context and cannot be generalized to all students or educational institutions. this study focused primarily on the utilization of Bobby's G-Land as a contextual English learning medium and explored students' learning experiences, challenges, and perceptions during the activities. It did not include the perspectives of English teachers, school administrators, parents, or foreign tourists who may also contribute to the success of contextual learning activities. As a result, the findings represent only the students' viewpoints.

The data were collected through interviews and observations, which relied on the participants' personal experiences and perceptions. Consequently, some responses may have been influenced by subjective opinions or individual interpretations of the learning activities. Different participants may have experienced

and interpreted the same activities in different ways. Finally, the study was conducted within a specific period and under favourable environmental conditions, including supportive weather and the presence of foreign tourists at Bobby's G-Land. Changes in environmental conditions, tourist availability, or learning settings may affect students' experiences and learning outcomes. Therefore, the findings of this study represent the situation during the time when the research was conducted and may differ in other contexts or periods.

5.3 Suggestion

Based on the findings and limitations of this study, English teachers are encouraged to utilize local environmental resources, such as Bobby's G-Land, as contextual learning media to create more meaningful and engaging English learning experiences. Teachers are also encouraged to provide students with more opportunities to practice English in authentic situations so that they can improve their communication skills, confidence, and motivation to learn the language.

In addition, schools are expected to support the implementation of contextual and experiential learning activities by providing adequate facilities, learning programs, and collaboration opportunities with local communities or tourism areas. Such support can help students connect classroom learning with real-life experiences and make English learning more relevant to their daily lives. Future researchers are encouraged to conduct similar studies with a larger number of participants from different schools and educational levels. Expanding the research setting and participant pool may provide more comprehensive and representative findings regarding the effectiveness of contextual English learning through local environmental resources.

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APPENDICES

APPENDIX 1: Guidance Card



NIM	2111221027
NAMA	KHALUT ULIL ALBAB
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	U\\0T\\0I\\0L\\0I\\0Z\\0A\\0T\\0I\\0C\\0N\\0 \\0O\\0F\\0 \\0B\\0O\\0B\\0B\\0Y\\0 S\\0 \\0G\\0 \\0L\\0A\\0N\\0D\\0 \\0E\\0N\\0V\\0I\\0R\\0O\\0N\\0M\\0E\\0N\\0T\\0 \\0A\\0S\\0 \\0A\\0 \\0C\\0O\\0N\\0T\\0E\\0X\\0T\\0U\\0A\\0L\\0 \\0E\\0N\\0G\\0L\\0I\\0S\\0H\\0 \\0L\\0E\\0A\\0R\\0N\\0I\\0N\\0G\\0 \\0M\\0E\\0D\\0I\\0U\\0M\\0 \\0F\\0O\\0R\\0 \\0M\\0T\\0S\\0 \\0A\\0L\\0 \\0A\\0M\\0I\\0R\\0I\\0Y\\0A\\0H\\0 \\0S\\0T\\0U\\0D\\0E\\0N\\0T\\0S\\0

TIDAK	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	09 Juni 2026	09 Juni 2026	menyerahkan jurnal konversi dari skripsi	menyerahkan jurnal konversi dari skripsi
2	20252	16 Mei 2026	23 Mei 2026	kesimpulan bab	kesimpulan bab
3	20252	1 Mei 2026	08 Mei 2026	temuan draf	temuan disesuaikan dengan RQ
4	20252	25 April 2026	29 April 2026	persiapan ambil data	persiapan ambil data
5	20252	20 April 2026	23 April 2026	revisi metpen	revisi metpen
6	20252	14 Maret 2026	21 Februari 2026	merevisi tinjauan literatur	merevisi tinjauan literatur
7	20252	1 Februari 2026	05 Februari 2026	revisi sempro	revisi sempro
8	20252	20 Januari 2026	23 Januari 2026	draf proposal akhir	draf proposal akhir
9	20252	12 Januari 2026	16 Januari 2026	Pengajuan metodologi penelitian	Pengajuan metodologi penelitian
10	20252	1 Januari 2026	09 Januari 2026	Pengajuan draf tinjauan pustaka	Pengajuan draf tinjauan pustaka
11	20252	22 Desember 2025	26 Desember 2025	Pengajuan rancangan proposal penelitian	Pengajuan rancangan proposal penelitian
12	20252	06 Desember 2025	13 Desember 2025	membahas metodologi penelitian	metode penelitian kualitatif
13	20252	15 November 2025	18 November 2025	mengajukan pertanyaan penelitian	mengajukan pertanyaan penelitian
14	20252	1 November 2025	09 Juni 2026	mengusulkan konsep tugas akhir	mengusulkan konsep tugas akhir
15	20252	18 Oktober 2025	25 Oktober 2025	judul tugas akhir	judul tugas akhir
16	20252	04 Oktober 2025	11 Oktober 2025	membahas tema penelitian	arahan pada data PPL

APPENDIX 2: Certificate of Having Conducted Research



YAYASAN PONDOK PESANTREN DARUSSALAM

المدرسة الثانوية الأميرية

MTs AL AMIRIYYAH

STATUS : TERAKREDITASI-A | NSM : 121235100017 | NPSN : 20581701

Blokagung Karangdoro Tegalsari Banyuwangi

Program Kelas Unggulan Tahfidz | Program Kelas Unggulan Mipa | Program Kelas Unggulan Bahasa | Program Kelas Unggulan Mirat Dakat | Program Kelas Terpada | Program Kelas Reguler

Alamat : Jl. Pd. Darussalam Blokagung Karangdoro Tegalsari Banyuwangi | Pos. 68469 Tegalsari | mtsalamiriyyah.sch.id | MTs Al Amiriyyah Blokagung | 0812[illegible]

SURAT KETERANGAN PENELITIAN

Nomor : 51.2.05/044/MTsA/E 05/VI/2026

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Amiriyyah kecamatan Tegalsari, Kabupaten Banyuwangi, dengan ini menerangkan dengan sebenarnya, bahwa mahasiswa yang beridemitas di bawah ini :

Nama	: **KHALUT ULIL ALBAB**
Tempat, Tgl Lahir	: Banyuwangi, 18 Desember 2002
NIM	: 2111221027
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Angkatan	: 2022

Benar-benar sudah menyelesaikan Penelitian dilembaga kami di MTs Al Amiriyyah Blokagung dalam rangka penyelesaian program tugas akhir *Skripsi* dengan judul **"Utilization Of Bobby's G Land Environment As A Contextual English Learning Medium For MTs Al Amiriyyah Students."**

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 11 Juni 2026

Kepala Madrasah

AHMADIK M.Pd.I

NIP. 31204980080030

APPENDIX 3: Certificate of Plagiarism

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ORIGINALITY REPORT

6%	5%	1%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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5	Miller, Newton; Miller, Sarah; Allar, Ishonté. "How does educator look on me?", UAGC, 2023 Publication	<1%
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7	Submitted to LL Dikti IX Turnitin Consortium Student Paper	<1%
8	g-land.asia Internet Source	<1%

APPENDIX 4: Research Documentation



Picture 1. Interview with Students' of MTs Al - Amiriyyah



Picture 2. Interview with Students' of MTs Al - Amiriyyah

APPENDIX 5: Interview Guidelines

Research Title: Utilization Of Bobby's G Land Environment as a Contextual English Learning Medium for Mts Al Amiriyyah Students.

Purpose of Interview: This study aims to analyse the impact of a learning-based tourism environment on students' English speaking and listening skills. It seeks to explore how tourism-based learning activities contribute to students' language development through authentic and contextual experiences. The study also investigates students' experiences and participation in English learning within the tourism environment.

Type of Interview: Unstructured Interview

Place: MTs Al – Amiriyyah School

Interviewer: Khalut Ulil Albab

A. Interview Guidelines for Students'

1. What English learning activities have you done in Bobby's G Land?
2. In your opinion, what is the difference between learning English in Bobby's G Land and learning English in the classroom?
3. What objects, places, or facilities in Bobby's G Land help you learn English?
4. How does the environment of Bobby's G Land help you understand English vocabulary or expressions?
5. Have you ever used English directly during activities in Bobby's G Land? Please explain your experience.
6. How does learning in Bobby's G Land help you connect English lessons to your daily life?
7. Which English skill has improved the most through learning activities in Bobby's G Land (speaking, listening, reading, or writing)? Why?
8. How do you feel when learning English using Bobby's G Land as a learning medium?
9. What difficulties or challenges do you face when learning English outside the classroom through activities in Bobby's G Land?
10. In your opinion, what benefits do you get from using Bobby's G Land as an English learning medium?

APPENDIX 6: Interview Transcript

A. Interview Transcript with Students'

Participant: Students' of MTs Al - Amiriyyah

Researcher: "What English learning activities have you done in Bobby's G Land?

Student 1: " I often practice speaking English by talking directly with foreign visitors in the Plengkung area, such as giving information, greeting them, and answering simple questions in English."

Researcher: "In your opinion, what is the difference between learning English in Bobby's G Land and learning English in the classroom?"

Student 2: " I can practice English directly, and learning in G Land makes me more interested and motivated to use English."

Researcher: "What objects, places, or facilities in Bobby's G Land help you learn English?"

Student 3: " The places where people hang out and relax by the beach help me learn English in a comfortable and enjoyable environment."

Researcher: "How does the environment of Bobby's G Land help you understand English vocabulary or expressions?"

Student 4: " The environment is fresh and enjoyable, and there is no pressure. It becomes even more interesting because I can interact with foreign tourists."

Researcher: "Have you ever used English directly during activities in Bobby's G Land? Please explain your experience?"

Student 1: " Yes, I have. Since most visitors are foreigners, I often use English when interacting with them. It was a very fun and exciting experience."

Researcher: "How does learning in Bobby's G Land help you connect English lessons to your daily life?"

Student 2: "I learned many new vocabulary words that I had never learned before through my interactions and experiences in G Land."

Researcher: “Which English skill has improved the most through learning activities in Bobby’s G Land (speaking, listening, reading, or writing)? Why?”

Student 3: " My speaking and listening skills have improved the most, and I have become more confident when using English in real situations."

Researcher: “How do you feel when learning English using Bobby’s G Land as a learning medium?”

Student 4: " At first, I felt nervous and a little pressured when speaking English, but over time I got used to it because the activities were relaxed and enjoyable."

Researcher: “What difficulties or challenges do you face when learning English outside the classroom through activities in Bobby’s G Land?”

Student 1: " Sometimes I forgot vocabulary, had a limited number of English words, and found it difficult to understand language differences when communicating."

Researcher: “In your opinion, what benefits do you get from using Bobby’s G Land as an English learning medium?”

Student 2: " It made me more motivated to speak English, gave me many valuable experiences, and helped me develop new skills."

HISTORY LIST LIFE



Nama	: Khalut Ulil Albab
NIM	: 2111221027
TTL	: Banyuwangi, 18 Desember 2002
Jenis Kelamin	: Laki - Laki
Agama	: Islam
Prodi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Kandangan, pesanggaran, Banyuwangi

Riwayat Pendidikan:

1. SDN 5 Kandangan (2009 – 2015)
2. SMP Plus Darussalam (2015 – 2018)
3. SMK Darussalam (2018 – 2021)

Pengalaman Organisasi:

Anggota Kopri PMII Uimsya Rayon Abdurrahman Wahid (2022-2023)

MOTTO

"LEARNING IS WORSHIP, SEEKING KNOWLEDGE IS MODERN JIHAD"
(BELAJAR ADALAH IBADAH, DAN MENUNTUT ILMU ADALAH JIHAD MODERN)

