

Civilizing the Love of the Sea through Learning

(Application of Environmental-Based Recreational Learning Method with Images Assist Tool (Photos) for Learning Media of "English Writing", Marine Material in Class VIII of Junior High School 1 Jatirogo, Tuban Regency, East Java, Indonesia)

Darju Prasetya, S.Pd.M.Si

English Teacher of Junior High School in Tuban, East Java, Indonesia

Abstract:- Environmental-based recreational learning emphasizes teaching methods that are fun, interesting, easily understood by students and refer to the education syllabus by utilizing real examples in the school environment as a form of government program realization to integrate environmental education materials into the subject matter of State Junior High School 1 Jatirogo whose geographical conditions are not far from the north coast of Java Island (Tuban Beach, Indonesia) with extraordinary marine resources but this marine potential is still seen with one eye. Educational programs in the future need to introduce these natural resources to students so that they have an awareness of knowledge, love, attitudes and behavior that is rational and responsible for the utilization and management of the marine environment, so as to provide increased welfare for the community and balance of the marine environment system which is maintained so as to ensure the welfare of future generations. This encourages writers to innovate by integrating marine environment material into learning writing English subjects in accordance with government programs through the Ministry of National Education. Because writing is considered by some students to be the most difficult subject among the four language skills, namely reading, listening, speaking, and writing.

The purpose of this research is to find solutions how to teach writing in a simple, interesting, fun way with real examples in school environment. So that implementation in the learning process, the material must be constructed with reference to basic competencies and abilities that reflect effective, cognitive and psychomotor abilities that are accommodated integrally and proportionally. With comparative methods, it turns out that recreational teaching methods based on the environment are very effective means to motivate students in writing lessons.

From this study, there was a significant increase in teaching results, namely an increase in students' writing products both in terms of marine vocabulary, grammar, mechanism, language style and coherence by 18.7%. It is also easier for students to express ideas and arguments about the marine world through the improvement of their written vocabulary. The success rate category also increased from very poor (E) to good enough (C) categories.

Keywords:- Sea, Recreational, Environment based.

I. INTRODUCTION

A. Background

In the midst of a multi-dimensional crisis, our educational world seems powerless to deal with it. Education has stalled and frozen in ice mounds. The learning process in our world of education provides less space to optimize freedom of thought. Consequently every educational institution must be able to free itself from certain ideological and political interests. In addition, educational curricula should be released creatively to respond to increasingly complex and rapid changes.

At this stage what is needed is to equip students in a strong methodology and language, as a tool to explore academic studies and academic communication, and are based on the formation of universal human morality and character and respect for diversity.

This has recently been responded by the government through the Ministry of National Education with what is called a competency-based curriculum that is more oriented towards students than teachers. The teacher functions as a student companion so that their knowledge does not stop at mere theoretical knowledge. Knowledge must be useful and growing and cannot be separated from everyday problems, so learning in school is very relevant for life (meaningful for life).

For this reason, in this study the writer as an English teacher at State Junior High School 1 Jatirogo Tuban sees the need for innovative learning based on the environment, especially Tuban as a fishing area by relying on the potential of the sea which is very potential to be applied to the world of learning. This is also in accordance with government programs to integrate environmental education material into certain subject matter and be implemented into the applicable curriculum. These environmental-based learning methods are generally still ignored by teachers because they are mostly only busy pursuing material with conventional teaching methods. So that the effects of this teaching system make children bored and less concerned about their environment.

The environment-based curriculum system is expected to provide encouragement and opportunities for teachers to have creativity and flexibility in teaching. This kind of open learning conditions students to see reality, discuss, be critical and explore their daily life experiences. The ability to criticize and explore from real life experiences is the

basis for making students more aware of the environment and encouraging them to empower it.

In State Junior High School 1 Jatirogo, Tuban whose geographical conditions are not far from the coast where the potential of the sea is very appropriate to become a medium of learning has not been maximally touched. And on the part of the teachers themselves in the Tuban area almost 90% have not optimally applied the environment-based teaching methods to the marine approach. Whereas in the era of regional autonomy, we need to empower local potential, at least how children love the marine environment so that the potential of the Tuban area will be more utilized in the face of increasingly global competition.

Especially if we look at the real conditions in the field, the condition of the sea coast in Tuban is very alarming. In fact, if we look at fish production according to the marine fishery sub-sector in Tuban Regency with a coastline of 65 Km it can reach 14 thousand tons per year with the number of fishermen and fish farmers around 19,089 people (Source: Department of Fisheries and Maritime Affairs of Tuban Regency / BPS). But the reality of the lives of children of fishermen on the coast is almost 80% very poor and average education they only graduated from elementary school. Coupled with the state of their environment which is full of environmental pollution and the state of drinking water that does not meet health requirements.

Whereas the water crisis predicted by the World Water Assessment Program (WWAP), an agency under the United Nations Educational, Scientific and Cultural Organization (UNESCO) predicted that there would be a water crisis in the world by 2025 (Republika: March 27, 2003) and this might be able answered by empowering the potential of sea water by processing modern technology to become drinking water that meets health requirements.

Thus this Environmental Based Teaching System (PBL), the writer tries to open the awareness of students' hearts to love the potential of the sea in the Tuban area through learning English in writing subjects, so that in addition to adding to their vocabulary they also add insight to the lives of our fishermen and care for our hidden treasure of the sea which we have been still looking at with one eye.

B. Formulation of the problem

And the background that the authors describe above, the formulation of the problem we will present is as follows:

- Are there differences in results in writing teaching between teaching based environment with conventional teaching?
- How to apply writing teaching approaches based environment?
- What facilities and infrastructure to support this activity?
- How do the results of this learning activity on the ability to improve communication of students' English writing and their level of concern for the marine environment?

C. Research purposes

The objectives of this study are:

- Answering the problem under study;
- Assist student awareness to be sensitive to the marine environment, water, along with its potential;
- Assist student awareness in order to take action to preserve the environment learning activities;
- Contribute thoughts that the learning model is environment based is one solution to increase children's motivation and learning democratically and reduce boredom in the class;
- Increase the level of vocabulary of students about the marine environment, how to express the idea of communicating English in writing models;

D. Time and Place of Research

This research in the classroom and field observations in Tuban Sea with a recreational system with taking pictures (photos) from March 8, 2019 to May 29, 2019.

E. Benefits of Research

The results of this study are expected to bring benefits to;

- Students: With an environment-based teaching system students are expected to be more creative, innovative and highly motivated to increase their potential because this teaching can be done in a varied and creative way
- Teachers: Awaken teachers' awareness to find learning methods that are democratic, easily understood by students in the framework of transferring science and technology to their students;
- Government: Helps the government explore the potential of marine nature to be empowered in order to utilize and preserve the environment;
- Society: Bringing a positive impact on the community to be more concerned about the preservation of the environment of the sea, water, and its benefits for the future progress of the nation.

II. LITERATURE REVIEW

A. Theoretical Basis of Cultivating the Love of the Sea

Civilizing according to the big Indonesian dictionary is "familiarizing a good deed so that it is considered as cultured, ingrained, and love is a feeling of awareness of belonging, loving (Balai Pustaka, 1990: 189)". While the Sea is defined as "a collection of saltwater in an amount many and areas that inundate and divide land over continents or islands (BP, 1990: 503).

Tuban as a coastal area where most of the population lives on the north coast of Java Island covers the District of Palang, Tuban city, Jenu District, Tambakboyo District, and Bancar District are on the coast. Nearly 70% of the people living around this area are fishing with traditional methods and simple life and the surrounding environment still lacks awareness of the cleanliness of the coastal environment. The stench that stings and pollutes the air of Tuban beach is very disturbing the breathing of the surrounding community. Likewise, the problem of clean

drinking water is still being questioned due to pollution of garbage thrown to the shoreline by coastal communities. Whereas in the Guidelines for State Policy 1993, CHAPTER III, E4, it is stated that "The achievement of national capabilities in the utilization, development and mastery of science and technology needed to improve people's welfare, advancement of civilization, as well as the resilience and competitiveness of the nation to spur development sustainable and environmentally friendly ...".

So the government should also help create and maintain public awareness about how to be responsible for their environment. Education must be able to help citizens to develop awareness and responsiveness to the environment and its problems.

In accordance with the 1987 UNESCO program "In order to provide information to the community and create a general awareness of the emergence of marine problems, increase respect for a healthy environment and show that protection of the sea is very important for the life of humanity" (1987: 25).

So that this work is expected to help students' awareness, knowledge, attitudes, skills and participation by learning to love the marine environment through the integration of PLH (Environmental Education) material in learning English writing to improve knowledge, achieving a dynamic balance between quality of life and environmental quality marine.

B. Theoretical Basis for Environmental-Based Recreational Teaching

Ministry of National Education began the 2004-2005 school year referring to the learning system in the competency-based curriculum (KBK).

KBK is a curriculum that emphasizes democratization as the main pillar in learning. Democratization means the teaching and learning process that occurs in class between the teacher and students that runs without mental stress. Children no longer learn by the shadow of fear. They can learn to relax but be serious with a comfortable feeling (Jawa Pos, 19 April 2004).

Schools that have KBK are schools that place teachers no longer as a center of learning, becoming the center of all information and designers who design all the rules and learning processes. But students are involved with being given the freedom to design learning goals, procedures, and rules on the topic to be studied.

They have the right to become innovators who are responsible for the topics that have been prepared. This is a very interesting and fun learning system. Because in principle, KBK early on prepares students to learn independently in thinking to determine the topic and learn to implement ideas with full responsibility.

There are several important components in the competency-based curriculum with an environment-based approach. This component is important in order to develop a learning system, especially learning English as a foreign language so that students have the motivation to learn by having a level of sensitivity to their environment. This condition can be created with recreational learning by looking at the background of students with existing objective conditions.

The recreational learning method according to Latuheru, "is a way of learning with a learning atmosphere that is fun, interesting, and in natural situations so children can learn to relax without the burden but get more effective learning outcomes" (Latuheru, 1988).

This environment-based teaching is expected to have a vision, function and goals as well as a clear picture of the reality of student conditions, so that it is expected that the four pillars of education are learning to do, learning to know, learning to be, learning to live together to achieve its goals.

The environment-based learning is expected to provide benefits for:

- Developing the ability of students to find creative ideas in writing lessons by having a sensitivity to the environment.
- Unconsciously students can have better motivation by reducing the level of boredom in the classroom by seeing images of natural reality combined in the learning process.
- The teacher can see the difference between the environment based teaching system and the conventional one so that it can improve the teaching system.
- Provide opportunities for students to think freely in order to achieve competencies according to their abilities.

C. Environmental Based Recreational Learning Model

In this learning model students are expected to have creativity and freedom of thought in hopes of having a better level of material absorption. The form of teaching and assessment of environment-based recreational learning in teaching writing English lessons is the observation model, where students are invited to see the marine environment and study tours then record what they see, take pictures, be able to tell, describe, explain, do argumentation and develop imaginative abilities which are then integrated into English writing as a product value.

- The aspects that will be assessed in this study are:
- Vocabulary, how much skill and ability to use various vocabulary appropriately according to the context of marine environment material. Students are allowed to explore their ideas so that there will automatically be an increase in the use of their vocabulary. To do this assessment a comparison of how the increase in vocabulary scores between before and after applying this learning model is used.

- The mechanism, ability or ability of students to use the convention of the writer, for example punctuation and spelling.
- Grammar, skills or intelligence of students in writing correct sentences.
- Coherence, the ability of students to express ideas in accordance with the wrangling of ideas in a good essay.
- Language style, skill or ability to use language style.

Whereas the categories used in this assessment using the most common ratings apply using the assessment scores as follows:

- A (Very good) Score of 85 to 100
- B (Good) Score 75 to 84
- C (Fair) Score 65 to 74
- D (Less) Score 55 to 64
- E (Very less) Score of 54 and below

From this environment-based recreational learning, it is expected that the learning process will be more enjoyable by looking at the potential of each student and the ability of the teacher to integrate a variety of teaching models so that student achievement increases and the material can be absorbed by students more easily.

D. Targets to be achieved in Marine Material in Environmental-Based Recreational Teaching.

The objectives to be achieved from the results of teaching environmental-based marine material are:

- So that students have knowledge, attitudes and behavior that are rational and loving towards the marine environment through integrated learning of English writing subjects;
- As a form of teaching strategy that is creative in creating a relaxed but serious English learning atmosphere in increasing the concern of school citizens towards the marine environment;
- Increasing the role of schools as socialization institutions for values, culture and environmental disciplines;
- 4. Helping government programs to empower the potential of the sea to young people who have not been managed optimally;
- Manifesting attitudes or behaviors that are cultured in the environment ie how to see marine problems such as sea pollution, erosion, dredging of sea sand arbitrarily and so on;
- As a form of environment-based teaching methods in order to obtain teaching results that are easily understood by students.

III. RESEARCH METHODS

A. Research design

In this research, descriptive research is used, the research that seeks to describe a symptom, event, event, or wants to know the state of something about what and how, how much, to what extent of the variable under study. The steps in this study start from problem solving, namely the submission of research questions whose answers are sought by researchers in the field. Problem questions contain

variables that are studied in the study. Then determine the type of information needed, determine data collection procedures, determine data processing procedures and draw conclusions (Sudjana, 2001 165).

The technique in this research is comparison. According to Amin Silalahi "Comparative research is research that aims to find similarities and differences in a phenomenon which further seeks the meaning or benefit of a comparable variable. (Amin, 2003: 24).

B. Research methods

The research method according to Amin Silalahi is "Ways to conduct research activities ranging from research design to the selection of tools! Analysis (Amin, 2003: 98). In this study the authors use the comparative method of two methods of learning in the classroom with learning methods which is environmentally based recreational then collects data that will be examined, because what is studied is a system of teaching models of students' language competence in writing, this research will describe the results of evaluations of student work based on the principles or rules of correct language integrated with environmental material marine.

IV. ANALYSIS RESULTS

A. Objective Reality

Jatirogo Public Middle School in 1958 is the second oldest public junior high school in Tuban Regency after State Junior High School 1 Tuban. This junior high school is a favorite school for junior secondary education in Tuban in the western region and is about 50 kilometers to the southwest of Tuban city. This school is right in the heart of Jatirogo, whose territory is also surrounded by forests, but demography is approximately 6 km to eastward can meet the vast sea that is still virgin.

Although the sea is a source of livelihood for residents on the edge of the Tuban coast with a life as a fisherman, there is an impression that the younger generation does not care about their environment even the sea is minimally managed. Coastal pollution is also quite alarming and the condition of air pollution greatly disturbs the breathing of coastal communities.

This shows that the Tuban coastal community still does not have a good care of the marine environment. Why don't we try early on to accrue marine environmental education to students as a form of environmental-based and at the same time creative learning? Moreover, the writer as a teacher sees the degradation of students' motivation to learn which is quite alarming. They also seem not to have a high commitment to improve academic achievement because of very low motivation to learn. Of course this is the challenge for teachers to try a variety of interesting teaching methods but can facilitate the understanding of subject matter for students.

Actually, Jatirogo State Junior High School includes the highest national exam score in the West Tuban region with the highest national exam score of 45.23 and the lowest national examination score of 34.09, however the reality faced by teachers in the learning field is not as easy as imagined. The writer as an English teacher sees their learning motivation on average very low. So this makes it difficult for writers, how to make this teaching system can motivate their learning and make them not bored.

State Junior High School 1 Jatirogo implements a superior class. But according to the authors this fact has a negative effect with the existence of this policy. For classes that are not superior, students generally feel inferior and superior classes feel superior. And what is more difficult for teachers when they are in a non-superior class seems to be that the students have no high learning interest, the classroom atmosphere is often noisy, the competition is low so that teachers also find it difficult to apply the most appropriate learning system? In State Junior High School 1 Jatirogo alone, there are an average of 32 children in each class, so teaching English also requires specific strategies so that the material can be received and their motivation can be raised.

Seeing the difficulties of this learning system, the author tries to apply environmental-based recreational learning methods for teaching English, which according to the writer is a form of competency-based curriculum development that is being programmed by the government through the Ministry of National Education starting in 2004. And this also synchronizes with the purpose of Environmental Education (PLH) in order to provide students with knowledge and insights on the impact of a human activity on the environment. Students are also endeavored to be directed towards the formation of attitudes that care about the environment, both in the school environment, home and community.

Besides that, PLH will educate students to use science and technology that is environmentally friendly, efficient in the use of natural resources and responsible for the sustainability of life on earth.

In the junior high school curriculum, the environmental education is presented with an integrative approach to environmental education content integrated into relevant topics in all subjects. With that basis, and see the extraordinary potential of the marine area of Tuban but impressed still in the eyes of one eye. Through this paper the author tries to apply environmental-based recreational teaching methods with system expectations this teaching has a better productivity value as well as a concern for the environment.

B. The approach used

Writing in English is considered by some students as the most difficult subject among the four language skills, namely, speaking, reading, listening and writing. At State Junior High School 1 Jatirogo Tuban as well as in other schools they generally find it difficult to study writing in English. Because these lessons are not only required to express ideas, are able to arrange sentences correctly, students must also have sufficient vocabulary, and good grammar. Because in the components of a good essay there needs to be relevance, organization, grammar and vocabulary that is good and right.

For the application of marine material writing lessons in this environment-based recreational teaching method, the writer takes several steps as a comparison with teaching in class.

➤ *Method of explaining in class (conventional method)*

First: Students are given a theme about marine and the teacher gives a glimpse of the marine environment at a glance.

Second: Students are told to write about marine, then the teacher evaluates or evaluates student work.

➤ *Method of observing the sea (recreational way)*

Third: Students are invited to visit the sea, observe the surrounding objects, take pictures.

Fourth: Students are told to describe what they see with the help of the results of the photo shoot in the form of English essays.

Fifth: The teacher evaluates the students' essays.

C. Comparative Study Results

To get a description of the results of research from marine English language material with two methods of class teaching and recreation for eighth grade junior high school students semester 2 of the 2019/2020 academic year the authors conducted two activities or meetings. The first meeting the author assigns students to make an essay with the theme "The sea" (marine) in 2 x 40 minutes, according to the language skills they have. At the second meeting, the authors assign students to make essays based on observations to the sea with the help of the results of the photos (pictures / images) they do. The time given is also 2 x 40 minutes.

First meeting (method of explaining in class)

The Results of Writing Test

English Subjects

Class VIII of State Junior High School 1 Jatirogo Tuban

Marine Material

Semester 2 of 2019/2020 Academic Year

No	Aspect assessed	1	2	3	4	5	Total Score	Achievement	Completeness
	Maximum score	25	15	25	20	15			
	Student's names	Obtained a score							
1	Achmad F	9	10	6	7	8	40	40%	No
2	Adi S.	15	10	15	16	10	66	66%	Pass
3	Andrian D	9	12	9	9	9	48	48%	No
4	Aryadutha	8	9	8	9	8	42	42%	No
5	Aula Nur	15	13	12	10	9	59	59%	No
6	Aulian N.F	10	10	9	8	7	44	44%	No
7	Ayoga I.	9	9	9	9	8	44	44%	No
8	Ayu N.	8	10	10	9	9	46	46%	No
9	Cicik L	10	7	9	8	8	42	42%	No
10	Desiana W	8	9	11	9	9	46	46%	No
11	Devi B.P.	8	9	9	9	8	43	43%	No
12	Dwi A.	7	7	8	8	9	39	39%	No
13	Emmi K.	8	8	8	9	9	42	42%	No
14	Fetra D.	10	9	9	10	8	46	46%	No
15	Ike Y.P.	8	8	10	9	9	44	44%	No
16	Intikah	13	9	10	8	9	49	49%	No
17	Jemy A.	8	8	8	7	7	38	38%	No
18	Kasri	9	10	10	10	9	48	48%	No
19	Laely	8	10	11	8	9	46	46%	No
20	M.Hendra	6	9	10	8	8	41	41%	No
21	Maharani	7	9	9	9	8	42	42%	No
22	Meilana	8	9	8	9	9	43	43%	No
23	Mike L	16	12	17	8	11	64	64%	No
24	Novi N.J.	10	10	10	9	8	47	47%	No
25	Noviana A	10	10	9	9	9	47	47%	No
26	Noviana B	9	9	8	8	8	42	42%	No
27	Nur M.	10	8	8	8	9	43	43%	No
28	Peni N	7	8	9	9	8	41	41%	No
29	Purnanita	14	8	12	10	10	54	54%	No
30	Purwati	8	8	9	9	9	43	43%	No
31	Rustini	10	11	11	10	9	51	51%	No
32	Siswoyowati	11	10	12	9	9	51	51%	No

Table 1

Information:

Rated aspect:

1 = vocabulary

2 = Mechanism

3 = Grammar (grammar)

4 = Coherence

5 = Language style

Based on the data above, the results of the analysis of the implementation of the writing of marine material tests are as follows:

- 38.3% of students can master vocabulary about the marine environment,
- 62.0% of students can use the convention of the writer well,
- 40.3% of students can use structure (grammar) correctly,
- 44.8% of students can put one sentence together in an essay of marine environmental material in a logical and coherent sequence,
- 57.7% of students can use language style well.

Second meeting (recreational method / observation to the sea)
The Results of Writing Test
English Subjects
Class VIII of State Junior High School 1 Jatirogo Tuban
Marine Material
Semester 2 of 2019/2020 Academic Year

No	Aspect assessed	1	2	3	4	5	Total Score	Achievement	Completeness
	Maximum score	25	15	25	20	15			
	Student's names	Obtained a score							
1	Achmad F	15	11	14	15	10	65	65%	Pass
2	Adi S.	17	13	14	13	12	69	69%	Pass
3	Andrian D	12	12	16	14	12	66	66%	Pass
4	Aryadutha	13	10	12	18	12	65	65%	Pass
5	Aula Nur	16	13	13	11	12	65	65%	Pass
6	Aulian N.F	14	12	14	15	11	66	66%	Pass
7	Ayoga I.	15	12	13	15	10	65	65%	Pass
8	Ayu N.	14	11	12	15	13	65	65%	Pass
9	Cicik L	13	10	10	18	14	65	65%	Pass
10	Desiana W	17	13	13	12	12	67	67%	Pass
11	Devi B.P.	13	12	12	15	13	65	65%	Pass
12	Dwi A.	14	12	12	16	11	65	65%	Pass
13	Emmi K.	15	13	10	15	12	65	65%	Pass
14	Fetra D.	13	11	10	17	14	65	65%	Pass
15	Ike Y.P.	14	12	12	10	10	58	58%	No
16	Intikah	15	14	15	13	13	70	70%	Pass
17	Jemy A.	12	11	12	9	10	54	54%	No
18	Kasri	17	10	15	11	12	65	65%	Pass
19	Laely	14	12	12	15	12	65	65%	Pass
20	M.Hendra	15	11	12	10	10	58	58%	No
21	Maharani	13	10	12	9	10	54	54%	No
22	Meilana	16	14	13	10	12	65	65%	Pass
23	Mike L	17	14	16	12	13	72	72%	Pass
24	Novi N.J.	14	14	14	13	12	67	67%	Pass
25	Noviana A	16	14	13	10	12	65	65%	Pass
26	Noviana B	14	13	12	16	10	65	65%	Pass
27	Nur M.	15	11	10	15	14	65	65%	Pass
28	Peni N	15	10	11	16	13	65	65%	Pass
29	Purnanita	16	13	14	12	13	68	68%	Pass
30	Purwati	17	11	14	13	11	66	66%	Pass
31	Rustini	17	13	15	12	13	70	70%	Pass
32	Siswoyowati	16	13	14	13	12	68	68%	Pass

Table 2

Information:

Rated aspect:

1 = vocabulary

2 = Mechanism

3 = Grammar (grammar)

4 = Coherence

5 = Language style

Based on the data above, the results of the analysis of the implementation of the marine material writing tests are as follows:

- 59.3% of students can use vocabulary about marine environmental material,
- 80.2% of students can correct mistakes in the use of the author's convention,
- 51.4% of students can structure (grammar) or sentences correctly,`

- 66.9% of students begin to be able to compose one sentence together with others or can write stories about marine environment material in a logical and coherent sequence,
- 79.2% of students have started to use a good style of language,

From the results of the analysis of the first meeting with the conventional method (in class) obtained an average grade of 46.3. After the second meeting with the creative method of observing the sea there was a change in the analysis of the results of the evaluation of the second meeting, which was an average of 65.0.

If the results of the first meeting are compared with the second meeting, there will be a significant increase in quality, which is 18.7% (from 46.3 – 65.0). The success rate also increased from the very poor © to enough © categories.

Improved images can be seen from the diagram below:

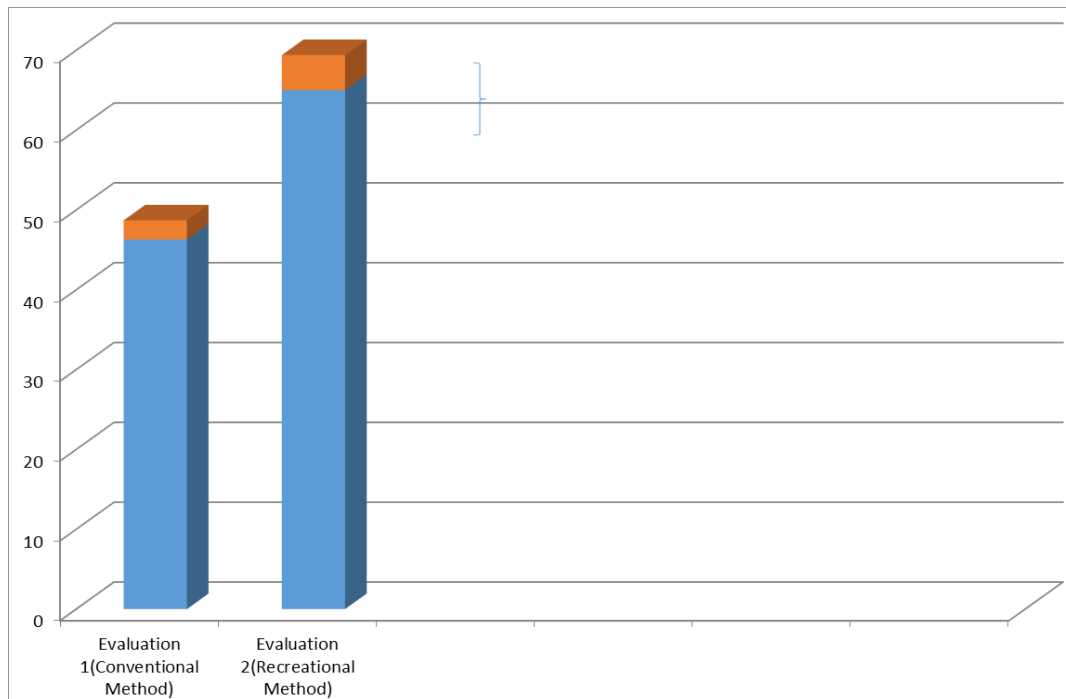


Fig 1

From the analysis of the diagram drawings above shows that the recreational teaching method further enhances the students' ability in writing lessons with all aspects of their language.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the research analysis in this work, finally the following conclusions can be drawn:

- Learning environment-based recreational methods is the most appropriate way to motivate student learning because this learning system is more fun, relaxed but has effective learning outcomes.
- Images and natural realities as one of the learning media turned out to be very helpful to students in learning to write stories, make it easier to express ideas or ideas, can attract interest, can also help students explore story ideas more freely.
- In the future, an environment-based recreational learning system with the theme of marine material through writing learning will help understanding, be

able to empower, and preserve and increase student love for our marine world for the prosperity of the nation.

- Environmental-based recreational learning can provide multiple benefits for students, teachers, government and the community.

B. Suggestion

After conducting experiments with environment-based recreational teaching methods, the authors suggest the following:

- To the teacher so that in improving the teaching and learning process can foster a varied learning system so that students are motivated to take lessons.
- Writing skills in English which are considered as the most difficult language skills for students, apparently can be trained and improved by creative ways and there is the value of character education that is caring for the environment but done in earnest, planned and painstaking.
- To students, from now on increase your learning motivation by studying seriously and confidently because the progress of a nation is determined by the potential of its young generation.

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