

CHAPTER I

INTRODUCTION

1.1 Background

In the classroom learning process, teachers must be present in the classroom during the teaching and learning process, and follow a strict schedule that allows activities to only occur at certain times and locations. A strict schedule that limits the times and locations where the teaching and learning process can occur. The success of the teaching and learning process is largely the responsibility of the teacher, who also acts as the main source of knowledge.

A common issue in the field of education is the inadequate nature of the learning process in the class. Students get more theoretical knowledge during the teaching and learning activities in the classroom. The focus of classroom instruction is mostly on the student's comprehension of the material. In the meantime, pupils' learning of theory is not practical. As a result, pupils don't grasp the lesson's content at a deeper level.

At this point, the teacher's power diminishes and they take on more of a facilitator role rather than the primary source of knowledge. The teacher's role as a facilitator should include enabling students to learn whenever and wherever they feel the need.

For students learning English, it is very necessary to enrich vocabulary, so in this case, the role of the teacher is needed. The more vocabulary students know, the easier it is for students to understand English. Teachers not only teach about memorizing words, but also involve understanding the meaning, writing, pronunciation, and how to use them.

Based on the researcher's observation at SMP Negeri 4 Wotu. The researcher found that they were not very enthusiastic when learning English and considered English as a difficult subject because they did not have much knowledge about vocabulary, and also the strategies used by teachers were monotonous such as only giving material and explaining without knowing whether students had understood the material.

Learning to improve vocabulary mastery can not only be done in the classroom but also outside the classroom, one of them is Outdoor Activities. Some previous studies have shown the results of implementing outdoor activities can improve student learning outcomes, especially vocabulary. As a result of previous studies Ahmad Munawir, Nur Inayah. Marya A., and Nabila Huda (2022), researcher determined that students' English vocabulary comprehension improved significantly after they were taught using outdoor activities. They not only know the vocabulary but also the meaning and pronunciation.

Hifda Elysa Rahmad and Kusumarasyati (2020), stated that outdoor activities supported by the right media can motivate them because with the presentation of interesting material students will not be bored learning.

According to the research results of Mulyasa (2006:189), activities outside the classroom are one of the learning methods where students are under the guidance of a teacher with a specific and concrete purpose to a certain place or object to learn and observe something. Outdoor activities are very delightful teaching-learning methods because the students will have pleasant activities and get an enjoyable experience.

Based on the background above, the researcher would like to a research title "The Implementation of Outdoor Activities to Improve Vocabulary Mastery at The Seventh Grade Students of SMPN 4 Wotu"

1.2 Problem Statement

Based on the background above the researcher formulated a research question as follows:

Does the implementation of Outdoor Activities improve students vocabulary competence at the seventh grade of SMPN 4 Wotu?

1.3 Objective of the Research

To find out the implementation of outdoor activities in improve students vocabulary competence at the seventh grade of SMPN 4 Wotu.

1.4 Significance of the Research

1. For teachers, it can give information about a good technique to improve student's vocabulary competence.
2. For student, it can help to improve their vocabulary competence.

3. For the next researcher, it can be used as a reference when conducting a similar topic.

1.5 Scope of The Research

This research focuses on seventh-grade students of SMPN 4 Wotu. In summary, this study focuses on the implementation of Outdoor Activities as a medium in vocabulary acquisition which can be seen from the presentation of students' ability to master nouns and adjectives.

1.6 Operational Definition

1. Vocabulary is one aspect of language that must be known. Learning vocabulary is very important because we can speak, write, and listen we must know vocabulary first.
 - a. Noun

A word used as the designation or appellation of a creature or thing, existing in factor thought. A noun is a word that names a person, place, or thing.
 - b. Adjective

These are words that describe nouns and pronouns, they are the color, of language and the words that give your writing and speech flavor or tell us something about nouns (e.g. white, beautiful, clever, black, etc).
2. Outdoor Activities or learning activities are techniques that can be used in teaching vocabulary competence with the aim that students enjoy and are not bored with learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Vocabulary

a. Definition of Vocabulary

In the era of globalization, teachers need to prepare their students to become international citizens. One way to be prepared for them, namely making English an international language. Students can make English an effective communication tool. Communication includes listening, speaking, reading (reading) and writing (writing). The use of the four skills above cannot be separated from the mastery of the vocabulary one has. Where the more vocabulary they have, the easier it is for them to issue or make a sentence.

Mekalungi (2008:12), vocabulary mastery is the ability to use vocabulary both orally and in writing. Therefore, a person's ability to process vocabulary so that they can speak and write well is very important for their communication skills. According to Saleh (2000:29), vocabulary is a word or group of words that has a specific meaning as well as the whole word used by someone in communication activities.

Susanto, H. (2021) Vocabulary is additionally a vital ability for acquiring to read, talk, compose and hear. This means that vocabulary is the most important element in a language. A language can have meaning because of its vocabulary.

The term vocabulary is a collection of several words that are combined so that it has meaning or significance. Ajisoko, P. (2020) states that vocabulary is a basic component that pupils must acquire to develop other language skills such as listening, speaking, reading, and writing. It means if someone masters the language, then someone must master the vocabulary. Therefore, students—Students who master a lot of vocabulary will find it easier to master a language than other students who do not have a lot of vocabulary. That is, with 17 By mastering a lot of vocabulary a student can learn the language more easily. In other words, to master a foreign language first must master the vocabulary.

From the above opinion, it can be concluded that vocabulary is an important aspect of learning a language, one of which is English. In learning a language the first thing to do is learn vocabulary because without vocabulary we cannot communicate properly.

b. The Type of Vocabulary

Thombury (in Fitriani, 2015:8) stated that teachers need an understanding of various types of vocabulary before entering the word into teaching vocabulary. All these types of vocabulary will be discussed in the next section:

1. Noun

According to Rozakis (2003:27), a word used as the designation or appellation of a creature or thing exists in factor thought. A noun is a word that names a person, place, or thing. Nouns come in the varieties concrete noun, proper, noun, common noun, collective noun, abstract noun, singular noun, plural noun, countable noun, and uncountable noun.

2. Verb

Verb are word that name in action or describe a state of being. Verbs are seriously important, because there is way to have a sentence without them. In addition, Rozakis (2003:29) that action verbs tell what the subject does or verbs are the word or phrase that given the action or assert something in a sentence (e.g. go, run, jumping, write, read, etc).

3. Adjective

According to Leech (2006:5), adjectives are words that describe nouns and pronouns, they are the color, of language and the words that give your writing and speech flavor or tell us something about nouns (e.g. white, beautiful, clever, black, etc). Adjectives differ from nouns and verbs in varying ways in different languages. The differences relate to functional possibilities, whereas a noun will always relate to the predicate-argument slots and clause structure, and a verb will always to the predicate. The functional expectations for an adjective are both more complex and more varied.

Based on the statement, the researcher concluded that the kinds of vocabulary are very important because there are no sentences without them. To use English

well, we must study and understand the productive vocabulary, so we must understand about kinds of vocabulary in learning English vocabulary.

c. Kinds of Vocabulary

According to P and D Pet (in Syamsuddin, 2001:8), there are two types of vocabulary in teaching. It concludes with active and passive vocabulary.

1. Active Vocabulary

Words that students will need to understand and also use themselves. In teaching, the active vocabulary is usually word spending time by giving examples and asking questions so that students can see how the word is used.

2. Passive Vocabulary

The word which students use themselves. To save time is often best to present it quickly with a simple example. If it appears as a part of a text or dialogue, we often leave students to guess the word from the context.

d. Vocabulary Learning Model

Acquiring English involves four language abilities. Those skills include listening, reading, writing, and speaking. Phonology, vocabulary, and grammar provide the foundation for these four skills. The process of acquiring vocabulary goes hand in hand with learning a language (Second Language Acquisition). Especially the second language, namely English. The main objective of the English teaching program is to help students acquire a broad vocabulary. In each lesson, the teacher must introduce new words have students practice these words, and look for them in a clear sense (D Brown 2012).

Teaching vocabulary is a crucial component of language instruction. In educational research, the topic of teaching vocabulary has been a long-standing area of concern. However, it seems that it doesn't receive much attention. There are two primary approaches to teaching general vocabulary: the direct method and the indirect method. The close method involves using direct methods to teach vocabulary by providing instructional materials like definitions and contextual methods. On the other hand, indirect methods consist of various language activities and strategies, such as reading, listening, speaking, and writing, which support vocabulary teaching. Based on different research findings, it can be inferred that no one method is considered the best. Each method has special characteristics.

Teachers must be using various methods in teaching vocabulary, meanwhile, on the other hand, hand, extensive reading is one source for vocabulary development.

e. The Importance of Learning Vocabulary

Learning a language means learning the words of the language because words are the vital organs in language. Through vocabulary, we can express our feelings and meaning. Harmer (2003:111) said that if you want to describe how you feel at this very moment you have to be able to find a word that reflects to complexity of your feelings.

Nunan (2003:187) states that the acquisition of adequate vocabulary is essential for successful second language learners because, without an extensive vocabulary, they will not be able to use the structures and functions they have learned for understandable communication.

2. Outdoor Activities

a. Definition of Outdoor Activities

Nasution (2006:23) states outdoor activities are not trips, but only move the class for a while. Outdoor activities are the teaching-learning strategies, where the teacher and students come to some relevant place to get a number of empirical experiences. Therefore, motivation and interest increased. Furthermore, outdoor activities are generally motivated by the motivation to look for certain information to practice the children's attitude, develop student interest and appreciation, and enjoy new experiences.

Several previous studies revealed that learning vocabulary in an outdoor class is more successful than learning vocabulary in an indoor class (Henderson et al., 2015; Wang & Qi, 2018), and students can also enjoy their learning experience since they can engage directly with the real-life environment. Roestiyah (2008:115) states that outdoor activities are not only pleasant activities, but they are also to study or deepen the material by seeing the reality.

Hamalik (2001:29) states that outdoor activities a visits to certain places outside the class that are done as academic activities and have an educational purpose. Damin (2009:34) states outdoor activities are the teaching-learning strategies, where teachers and students visit the relevant place to get some empirical experiences. Outdoor activities not only bring the students activities out of the class

but also they learn something visit outside the class to do teaching-learning activities.

Outdoor activities are activities in the wild or activities outside the classroom and have a fun nature because we can see, enjoy, admire, and have fun nature because we can see, enjoy, and learn about the creations of God Almighty which are so beautiful, unfolds in nature, which can be presented in the form of games, observation, simulation, discussion, and adventure as a medium for delivering material (Indramunawar, 2009).

Outdoor activities will teach the students to be alert to their surroundings. For example: the whole of the school area, starting from the gate until the backyard. The students is taught to know the vocabulary surrounding the school.

b. The Importance of Outdoor Activities

Addy Utomo (2011) states that outdoor activities are still rarely used in our education field. Mostly, the teacher gives the lesson just inside which makes the students find a new or fresh way of transferring the English lesson. On the other hand, the students will make some trouble when they get bored, such as making some distractions, making their body move, falling asleep, or ignoring the teacher's explanation. Those problems will influence their motivation and also their ability to absorb the lesson.

By using outdoor activities, the class will be creating where all of the students must do some activities and body moving, therefore no one will keep silent. Here, the students will learn by doing. It can make them easily remember what they got because they learn and practice it in one packet of activities. Moreover, by using this kind of method, the class would not be teacher-centered with the teacher being the only active person in the information given in the class. There will be good interaction between student and student, and also student and teacher.

c. Kinds of Outdoor Activities

The types of outdoor activities are as follows:

1. Playing Game

Educational games can make learning more meaningful so that new information or concepts can last longer. Educational games can provide information that becomes experienced in decision-making so that children make the right decisions

and do not repeat the same mistakes. According to Ismail (2019: 92) outdoor games are games that are carried out outside the classroom or school with tools and media that drain a lot of children's energy to play the media so that children's sensitivity, thinking power, and creativity will form by themselves. Some games that can be done outdoors are Pictionary game, Taboo game, Scattagories game, and others.

2. Visit the Library

Increasing vocabulary in English will improve the mastery and understanding of speaking in English and make it easier to read English texts. The library provides many dictionaries that can be used by students as a proactive step in learning English, but still under the direction and supervision of the teacher. Vocabulary learning will increase the IQ of the students which will increase their ability to reason, plan something, problem-solve ability, learn, understand ideas, think, and use speaking language learned.

3. Recreation

Recreation is held as a play activity while increasing and increasing students' vocabulary about things or things that are around them.

The several types of outdoor activities above, in this study researchers chose several types of outdoor activities, namely:

1. Playing Game

According to Retno (2011:1), "Game comes from English which has the basic meaning of game. The game in this case refers to the notion of intellectual playability". For this study, researchers selected 3 games to be conducted, namely:

a) Tabboo Game

Parker Brothers invented the charades game Taboo in 1989. The game is comparable to Catch Phrase, in which participants attempt to assist their teammates in guessing the words by providing them with word-based clues. Taboo Game is a game to train the ability to describe words. The advantages of the Taboo game are that it generates cooperation between groups, improves student learning outcomes, and makes students able to bring out bright ideas, this technique is easy to change according to student needs. This technique is not effective for classes that have many students because each student may need a lot of time from the teacher to guide him, if the teacher does not direct the students well, when the learning takes place

many students are less active learning takes place, many students will not pay, This technique is only suitable for higher grades.

b) Guessing Game

Klippel (1999:13) states that guessing game is true communicative situation and such are very important for foreign language practice with fun and excitement. Here, students are invited to outdoor because it can make them be acquainted with their surrounding. They have to get a new situation to reduce the student's boredom. In short, game are effective and attractive choices in learning English vocabulary. It can also avoid the students' boredom.

2.2 Previous Studies

1. Ahmad Munawir, Nur Inayah, Marya A, Nabila Huda (2022) in the research entitled "Outdoor Learning Students' Vocabulary Mastery in Higher Education". The pre-test and post-test demonstrated considerable improvement. The experimental post-test mean score of the students (78.25) was greater than the pre-test mean score (53.85). This study suggested that Outdoor Learning can help lecturers improve their vocabulary mastery in English Education.
2. Siyoin Sipahutar, Musrafidin Simanullang (2020) in the research entitled "Experimental Outdoor Activities in Improving Students' Vocabulary Achievement of The Eight Grade Students At SMP Negeri 4 Sipoholon in Academic Year 2018/2019". The subject of the research is 20 students of eighth-grade students of SMPN Negeri 4 Sipoholo in academic 2018/2019. By analyzing the data through the t-test, it can be concluded that the mean of students' post-test scores is higher than the mean of students' pre-test scores or $78.25 > 55.25$.

Researchers can draw the conclusion that there are some similarities and differences between this study and earlier research based on prior research. This study's use of the outdoor learning or outdoor activities technique to teach vocabulary makes it comparable to earlier studies. This research employs outdoor activities, unlike earlier studies by Ahmad Munawir, Nur Inayah, Marya A, and Nabila Huda used outdoor learning, and Siyoin Sipahutar, Musrafidin Simanullang used experiential outdoor research.

2.3 Conceptual Framework

A framework of Mind is a temporary explanation of a symptom that becomes the object of the problem. The framework in this research is:

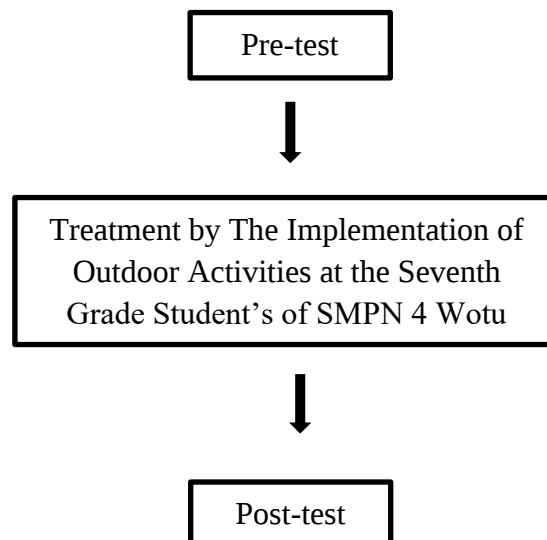


Table 2.1 Conceptual Framework

A fundamental component of any language, including English, is vocabulary. The researcher in this study concentrated on the vocabulary of the pupils, particularly on nouns, verbs, and adjectives. The next step is for the researcher to administer a pre-test to the students to gauge their level of vocabulary knowledge. The researcher's use of outdoor activities to provide treatment is the next step in the procedure. The post-test is the final step in determining the student's vocabulary achievement.

2.4 Hypothesis

The hypothesis of the research is formulated as follows:

1. Null hypothesis (H₀): The use of outdoor activities is not effective in increasing student's vocabulary mastery.
2. Alternative hypothesis (H_i): The use of outdoor activities is effective in increasing student's vocabulary mastery.

Hypotheses testing:

1. If p-value (2-tailed) < α (0.05) then H₀ is rejected and H₁ is accepted
2. If p-value (2-tailed) > α (0.05) then H₀ is rejected

Based on the criteria above it can be concluded that if significant (2-tailed) lower than ($\alpha=0.05$), it indicates that H_1 is accepted. It means that the use of outdoor activities is effective in increasing student's vocabulary mastery. Meanwhile, if the significance (2-tailed) is higher than ($\alpha=0.05$), indicates that H_0 is rejected it means that the implementation of outdoor activities is not effective in improving student's vocabulary competence.