

**THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING  
OUTDOOR ACTIVITIES**

**(Quasi Experimental Research at the Seventh Grade Students of MTs Al- Islam  
Joresan Ponorogo In Academic Year 2016/2017)**

**THESIS**



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## ABSTRACT

**Alizah Nurul.** 2017, The Effectiveness of Teaching Vocabulary by Using Outdoor Activities (Quasi Experimental Research at the Seventh Grade of Mts AL-Islam Joresan Ponorogo in Academic Year 2016/2017). Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, The State Institute Of Islamic Studies (IAIN), Ponorogo, Advisor: Dr. Ahmadi, M.Ag.

**Key Word: Teaching Vocabulary and Outdoor Activities.**

Vocabulary is one of the most obvious components of language and of the first things applied linguists turned their attention to what words should be taught in a second language.

The problem statement on this research As follow: Is there any significant different vocabulary mastery students who are taught by outdoor activities and wh aren't taught by indoor activity and students' vocabulary mastery at the the seventh grade students of MTs AL-Islam Joresan Ponorogo in academic year 2016-2017? The purpose of this research to examine whether there is a significant difference between the students' vocabulary mastery who are taught by Outdoor activities and those who are taught by indoor activities.

This research applied quantitative approach and used the quasi experimental design. Where in this research, using two classes as experimental group and control group. The population was taken from the seventh grade students of MTs AL-Islam Ponorogo in academic year 2016/2017. The numbers of the sample in this research were 24 and 22 students of experimental group and control group. The procedures of data collection were test and documentation. To analysis data used t-test formula to know whether there was significant difference on students' vocabulary mastery who are taught by Outdoor activities and those who are taught by indoor activities.

The result of the research shows that the value of  $t_0$  between students' vocabulary achievement who are taught by using outdoor activities and those who are not taught by outdoor activities is 8,495. The result of computation using t-test formula in 5% signification level is 2,02 and also in 1% signification level is 2,71. The  $t_0$  is higher than  $t_t$ , so  $H_a$  is accepted and  $H_0$  is refused.

It is become important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English especially in learning vocabulary to make the students are more motivated and interested in learning vocabulary.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the study**

Since many years ago, Indonesian government makes English as a compulsory subject in school, from junior high school to college. Realizing the increasing world's challenges, government suggests that English should be given to the students as early as possible. As the result, English was given in elementary school as a local content. With the policy, hopefully the students will have sufficient basic to have English lesson in Junior high school.

Having three years of English class in Elementary school, ideally the students of junior high school have enough vocabulary mastery. It means that they can spell the words correctly, pronounce the words with a good pronunciation know the meaning of each word and also can use the words in a good sentence. With this condition, they can follow the lesson well in junior high school.

It should be remembered that English in Indonesia is a foreign language, means that the language is not used in daily life. There are some elements that should be learned in learning a foreign language, one of them is vocabulary. it is very important because people can't express their thought and understand others if they don't have enough vocabulary. The idea is formulated from some experts' theories. Palmer in (Thornbury) who said that vocabulary is one of the most important aspects of foreign language learning and be the essential component of

reading proficiency<sup>1</sup>. The importance of mastering vocabulary as stated is that it is the experience of most language teacher that the single, biggest component of any language course is vocabulary. Without having proportional vocabulary, students will get difficulties in using English. It is because verbal communication needs words to express the meaning<sup>2</sup>.

Considering the importance of vocabulary competence, it is better to introduce new vocabulary earlier. Children commonly absorb the new vocabularies more easily even though they easily forget them too. In general, teaching vocabulary means giving the students some work and each meaning then they have to memorize those works.

Besides that, children seem to be reluctant when they learn English with common teaching method. They have to memorize new vocabulary while the environment does not support them just like when they learn Indonesia. They feel bored with the old teaching technique because it is far from their natural intuition. Outdoor activity can be good choice to teachers to attract them. They can give them information while they are playing. When they enjoy the outdoor activity, it will be easier for them to memorize the word they learn. By means of this activity, they will think that English is not a difficult subject learn.

“When vocabulary words are taught a new activity, students benefit in two ways. first, they are better able to comprehend the activity. second, teaching

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<sup>1</sup> Scott Thorbury, *How to Teach Vocabulary* (UK : Pearson Longman, 1993), 30

<sup>2</sup>Brewster, Jean and Gail Ellis with Denis Girard. *The Primary English Teacher's Guide*.( England: Penguin English, 2008), 50



vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. This principle holds true for stories(oral and written), songs, and many other language rich activities.<sup>3</sup>

Based on the statement above, it is important for the teacher to create an enjoyable circumstance in learning process. All the activities above like singing, games, storytelling, art, and sports can be done outdoor. the teacher can mix all the activities to provide an interesting circumstance in gives the students chance to study in environment in find knowledge happily.

The same problem in learning vocabulary is also faced by the first grade students of MTS Al-islam joresan ponorogo. It can be indicated from their English score that is still low. Furthermore, the pre-observation done in the first grade students of MTS Al-islam Joresan show that the difficulties of their learning English is because the lack vocabulary. The problem of the students in English lesson was that they got some difficulties in mastering vocabulary. Generally the students had the same difficulties in mastering vocabulary. It can be seen from the student's mistakes in each indicator of vocabulary mastery. Most of the student could not open pronounce the word fluently, for example the students pronounced "bright" like the original writing /bright/, whereas they should pronounce /braIt/. They also got difficulties to spell the words. Only few students spelt the word "light, ride" correctly. most of the student spelt the words like what they heard,

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<sup>3</sup> Caroline T .linse. Teaching Young Learners. (North America: David Nunan,2005),123.

such as they wrote “*people*” with “*pipel*”, they wrote “*duck*” with “*dak*”. The students did not know and remember the meaning of english words. For example, they did not know the meaning of driver, soldier, etc. and the most mistakes of the students were in using the words grammar. most of the students were still confused to use the word grammar based on the context. for example, in the sentence “*He..... On street*” the students’ answer is walk or walks. They also cannot differentiate the use of word grammar in simple present tense.

Actually there are many methods that can be used by teacher to teach vocabulary. Based on the observation in junior High school of MTs AL-Islam Joresan Ponorogo, some of the teachers still use traditional method in teaching vocabulary. They just focus on grammatical rules, memorizing vocabulary, and translating text. For example : The teachers will write down the vocabularies on the whiteboard and ask the students to write it in their own book. After that, the teachers will read the vocabularies one by one and the students will follow him/her. Those condition cause a problem: the students will forget the material easily because the students are passive in the classroom.

Outdoor activity can be good choice to teachers to attract them. They can give them information while they are playing. When they enjoy the outdoor activity, it will be easier for them to memorize the word they learn. By means of this activity, they will think that English is not a difficult subject learn.

Outdoor activities are activities that can be done people in general to relieve from feeling of boredom. It is more interesting than indoor activity. When we are doing outdoor activities are essential for children's health and well-being. In outdoor activity the children can do many activities, such as running, jumping, climbing and playing out door. The time the children spend in outdoor activity everyday covers ways to enrich the objective of the course and support their vocabulary development and language acquisition.<sup>4</sup>

MTs AL-Islam Joresan Ponorogo conducts English teaching and learning program especially in learning vocabulary for students in the process of acquisition, it seems that vocabulary is the most complex problem that needs any special strategies or methods to solve the problem. According to the English teacher's explanation of MTs Al-Islam Joresan Ponorogo, that the teacher does not use any special method or strategies to teach vocabulary and make them more understand deeply about those new vocabularies. The teacher will read the vocabularies one by one and then the students will follow her. After that the teacher gives some exercise to the students.<sup>5</sup> Therefore it needs a new technique to teach vocabulary and make students interested in vocabulary and make them can memorize the vocabulary easily, so the teacher interested in conducting the research in MTs AL-Islam Joresan Ponorogo with the title "The Effectiveness Of Teaching Vocabulary By Using Outdoor Activities" (Quasi Experimental

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<sup>4</sup> Herbt W. Broda, *Moving the classroom outdoor*, (USA: Stenhouse Publisher, 2011), 75-

<sup>5</sup> From The Research's Interview With Mrs. Sri Wiyati, S.Pd, 27<sup>th</sup> February, 2017

Research At The Seventh Grade Of MTs AL-Islam Joresan Ponorogo In Academic Year 2016/2017).

## **B. Limitation of the problem**

To avoid a far-ranging discussion, this study focuses on some concern identified as follow:

1. The subject of the study is the seventh grade students class VII D and VII E of Mts Al-islam Joresan Ponorogo in academic year 2016/2017.
2. This study compares on vocabulary ability between the students who are study by outdoor activity and students who are study by indoor activity.
3. This study uses t-test as technique

## **C. Statements of the problem**

1. Is there any significant different vocabulary mastery students who are taught by outdoor activities and who aren't taught by outdoor activity and students' vocabulary mastery at the seventh grade students of MTs Al-islam Joresan ponorogo in academic year 2016/2017?

## **D. Objectives of the study**

Concerning with the statements of problem, this study have some objectives described as follows:



1. Is there any significant different vocabulary mastery students who are taught by outdoor activities and who aren't taught by outdoor activity and students' vocabulary mastery at the seventh grade students of MTs Al-Islam Ponorogo in academic year 2016/2017?

#### **E. Significances of the study**

1. Benefits of the theory

After research, it is expected to give contribution of knowledge to develop the teaching and learning process especially in vocabulary.

2. Benefits of the practice

The result of the study is hoped to be beneficial for :

- a. The Teachers

The researcher hopes that the teachers are able to understand the students' learning style and understand the differences among student.

- b. The Students

As the subject of the research, the students can take the benefits of having improvement in vocabulary mastery as well as getting information of the various ways to learn vocabulary. By doing outdoor activities, they also awaken their self consciousness of active learning, increasing their self esteem, and getting fun in learning process.

c. The Researcher

After this study, The researcher hopes herself can improve her professionalism in teaching English as well as enrich her knowledge about education field.

**F. Organization of the Thesis**

The thesis will be divided into five chapters as follow:

The first chapter is introduction which contain of background of the study, statement of the problem, objective of the study, significance of the study, limitations of the study and organization of thesis.

The second chapter is review of related literatures includes: theoretical background, previous study, theoretical framework and hypothesis also stated based on some theories related.

The third chapter is explaining the design of the research includes research design, population and sample, instruments of data collection, techniques of data collection and techniques of data analysis.

The fourth chapter is research result part. This chapter contains the common data of research location, data description, data analysis and discussion.

And the last chapter is chapter five. This chapter consists of the conclusion of the research and about recommendation.

## CHAPTER II

### A. Theoretical Background

#### 1. Teaching

Nasution argued about teaching, generally teaching process is teacher work to make some condition or to regulate area, so to make interaction between students and their area.<sup>6</sup> Teaching is a complex activity. It is not merely an activity of transforming information to students. It is merely an activity in which a teacher and students sit together in classroom. In teaching activity many aspects must be involved.

In teaching activity many aspects must be involved. Teaching must include all teaching components, including teacher, students and subject matter. The complexity of teaching makes people define teaching from different points of view.

Teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning. In another hand, it can defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge causing to know or

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<sup>6</sup> Nasution, *Teknologi Pendidikan* (Jakarta : Bumi Aksara, 1994), 43.

understand.<sup>7</sup> Basically teaching is a complex of activities, strategies, mechanisms, invitations, stimuli, and theoretical plays designed to help students learn and to become better learner.<sup>8</sup>

## **2. Vocabulary**

### **a. Definition of Vocabulary**

Vocabulary is central to language and of critical importance to typical language learner.<sup>9</sup> In communication activity, people have to master a lot of vocabulary to make enjoyable and more fun in this activity. People need to know the words that express their intention. Knowing a lot of words in foreign language is very important. The more words students' know the better students' change of understanding in communication. Still, the students are always likely to get in to situation in to where your vocabulary is not enough. The most frequent vocabulary is that which individuals feel most need for. Once one accept that some limitation on vocabulary content is desirable, information is needed on which items will have the greatest use for learner.<sup>10</sup>

### **b. Kinds of Vocabulary**

Words are usually grouped into eight classes "part of speech": Verb, nouns, adjectives, adverbs, preposition, conjunction and interjection. Verb,

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<sup>7</sup> Douglas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007), 7.

<sup>8</sup> Ellie Chambers and Marshall Gregory, *Teaching and Learning English Literature* (London, SAGE Publication Ltd, 2006), 40

<sup>9</sup> Endang Faujiati, *Teaching of English As A Foreign Language*....155

<sup>10</sup> Matthew B. Miles and A. Michl Huberman, *Qualitative data analysis*....75



nouns, adjectives and adverb are sometimes called vocabulary words because they make up more than ninety-nine percent of all words listed in the dictionary.<sup>11</sup> This is the vocabulary words and its use in the sentences also its' example:<sup>12</sup>

- a. Verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, exclamations. Example : Dad Had eaten . She was angry, Jane is a waitress.
- b. Nouns is one of the most important part of speech it's arrangement with the verb helps to form the sentences core which is essential to every complete sentence. It's can be Subjects, objects or complement. Example: Ed will pay the men for the work.
- c. Adjectives is a modifiers that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well. Example: tall man, that one is new.
- d. Adverbs is modifiers of verbs, adjectives, adverbs or whole clauses. Example: acted wisely, a very tall man, almost never sang.

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<sup>11</sup> John C. Hodges, Mery E. Whitten, Harbarace College Handbook : 5<sup>th</sup> edition (US Amerika: Harcourt, 1962), 8.

<sup>12</sup> Ibid, 9.

To develop language skills, people must take into account vocabulary. The more words they know, the better they may achieve comprehension and production of language, according to Duff. Duff differentiates active vocabulary and passive vocabulary. Active vocabulary is words which students will need to understand and use themselves. Passive vocabulary refers to words which we want students to understand but which they will not need to use themselves.<sup>13</sup> Active vocabulary is a set of words which people need to understand other's message and to convey their own messages. In the vocabulary determine the degree to which he or she wishes to concentrate on testing the student's active or passive vocabulary<sup>14</sup>.

In conclusion, there are two kinds of vocabulary, passive and active vocabulary. Active vocabulary includes words used for comprehension and production of language, while passive vocabulary involves words used for comprehension language.

### **c. The Importance of Vocabulary**

Vocabulary is important for students, it is more important than grammar for communicative purposes. Particularly, in the early stages when students are motivated to learn the basic words, they need to get more and more vocabularies in the language. Also, as the lexical system

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<sup>13</sup> Andrian Doff, *Teach English a Training For teacher* (British: Cambridge University Press, 1988), 19.

<sup>14</sup> J.b. Heaton, *Writing English Language Tests* (London and New York), 51.

is 'open', there is always something new learn when students are motivated to add their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of word and expressions.<sup>15</sup>

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguistics David Wilkins summed up the importance of vocabulary learning. The statement could be meant that if the learners spend most of their time studying grammar, their English will not improve very much. They would see most improvement if they learn more words and expressions or it is so called vocabulary. They could say very little with grammar, but they can say anything with words. From the statement above it is stated clearly that vocabulary plays the most important role in learning foreign language. Learners can speak, write, read and even listen in English, of course by having much vocabulary.<sup>16</sup>

### **3. Teaching Vocabulary**

Vocabulary learning and teaching relate to both reading, with it is receptive understanding of language, and writing with it is productive use. Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of

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<sup>15</sup> Roger Gower, et al, Teaching Practice Handbook (Thailand: Macmillan, 1995), 142.

<sup>16</sup> Siti Azizah, "Vocabulary Learning Strategies and Language Learning Outcomes", Okara, 5 (Mei, 2009), 137.

learning opportunities is to see a language courses consisting of four strands. Learning from meaning-focused input.

The phase involved learning from listening and reading. For learning vocabulary to occur in this phase, learner needs to know 98 percent of the running words already, and this strands needs to be percent even in the early stages of language learning.

By the high frequency of vocabulary, it can make students to be able to communicate easily and able to help students in writing, listening, reading and speaking. The teacher must give high frequency in that skills. The last is encouraging learners to reflect on and take responsibility for learning. It means that in teaching process, teacher should give support and praise to students, so they can be confident that they can master vocabulary.

#### **a. The objectives of Teaching Vocabulary**

Vocabulary can be defined roughly, a the words we teach in the foreign language.<sup>17</sup>

#### **b. Vocabulary Competence**

Teaching vocabulary is about memory task and remembered a word. Without vocabulary nothing can be conveyed.<sup>18</sup>

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<sup>17</sup> Penny Ur, A Course in Language Teaching (Practice and Theory) (Cambridge: Cambridge University Press, 1996), 60.

<sup>18</sup> Dana Shejaloba, 10.



### **c. The Goal of Teaching Vocabulary**

The general goal of teaching as states by Patel as follows: (1) to enable students to understand spoken or written language, (2) to enable students to speak simple English correct language, (3) to enable students to write the language properly, (4) to enable the students to read the language with ease.<sup>19</sup>

### **d. Selecting the Material of Vocabulary**

As a teacher must prepare what the material will be teach. The materials to teach vocabularies are:

1. Pronunciation and spelling
2. Grammar
3. Collocation
4. Aspects of meaning (denotation, connotations, appropriateness)
5. Aspects of meaning (meaning relationship).
6. Word Formation

### **e. Strategy of Teaching Vocabulary**

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with learner help foster their development of a large “word bank” and effective vocabulary learning strategy. There are several strategies in vocabulary as follows:

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<sup>19</sup> M.F Patel & Praveen M.Jain, English Language Teaching (Jaipur: Sunrise Publishers & Distributors, 2008), 53.

### 1. Explicit vocabulary instruction strategy

This strategy helping learner to learn new vocabulary words is to teach unfamiliar word used in a text. Then, these words should be defined and discussed. They have to discuss the meaning, includes the denotation and connotation aspect.<sup>20</sup>

### 2. Implicit vocabulary instruction strategy

In implicit vocabulary instruction uses context skill. It is strategy that a reader uses for incidental vocabulary learning. Text full of "clue" about the meaning of word was found in a text to know the meaning and unfamiliar word.<sup>21</sup>

Ruth Gaims and Stuard Redman mention two techniques of teaching vocabulary as follows:

#### a. Visual Technique

##### a) Mime and Gestures

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, whiteboard, board maker and clock. In using command, a teacher can give command such as "open the window", "open your book",. Another example is teaching part of

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<sup>20</sup>Jolle Brummit-Yale, Effective Strategy for Teaching Vocabulary, (Online, [www.k12reader.com/effective](http://www.k12reader.com/effective) strategy for teaching vocabulary, retrieve on June, 26 2014.

<sup>21</sup> Ibid

body, a teacher give command such as “raise your hand”, “put your right hand on your head”.

b) Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards and whiteboards. One of the visual aid that possibly used is whiteboards. Picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the student’s handmade. Picture can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students mind before he is given the English word because he can understand it from the picture.<sup>22</sup>

b. Verbal Technique

a) Use of illustrative situations (oral or written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teacher use more than one situation or context to ensure that students understand what they explained.

b) Use of synonym and definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that

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<sup>22</sup> Ruth Gaims & Stuard Redman, 73.

miserable mean very sad. Secondly it is commonly used with higher level students and subsequently qualified, such as male means man.

c) Contrast and opposites

In this technique, the teacher asks to students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? Etc.<sup>23</sup>

d) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know 'hot' and 'cold' teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e) Example of the type

The teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables and fruits. It is a common produce to exemplify them. E.g. table, chair and bed are all furniture.

f) Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually

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<sup>23</sup> Ibid, 74



used by the teachers when they taught vocabulary or text in teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.<sup>24</sup>

From the explanation above, the teacher should have an interested ways in learning vocabulary. The teacher have to know what they should do and what they should do not well, so it can help students acquire more enjoyable strategies.

#### **4. Outdoor Activity**

##### **a. Definition of outdoor activity**

Outdoor activity is an activity that can be done to lose boredom. According to Howard, Outdoor activity is an educational activity in which a school group leaves the classroom and goes out into the community to the actual source of information. Field trip as an educational trip a class makes.

Outdoor activities carries to important factors, firstly it provides opportunity for students to make connection between theory and text book material they learn in classroom an real life situation outdoor education,

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<sup>24</sup> Ibid, 75.

therefore would encourage students to review text book critically based on their own experience in the field, secondly students would gain firsthand experience through outdoor education, which would contribute to raising pupils' awareness about the local environment.

Learning is individual responsibility, yet teacher is responsible to create a motivational situation. Children are learning by doing. Through active involvement with their environment, children attempt to make sense of the world around them. They learn by observing what happens when they interact with material and other people. Children learn simple concepts and then use these concepts to grasp more complex idea.

Outdoor activities give the student change to be active. Learning activity provide more vocabularies that be easier to memorize better than studying in common method. Outdoor activity can be conducted as an intermezzo activity; the teacher can conduct this technique once or twice a month. The point is that this technique increase student's motivation in leaning new vocabulary, especially English vocabulary<sup>25</sup>.

#### **b. The goal of outdoor activity**

That when the children study outdoor, they will<sup>26</sup> :

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<sup>25</sup> Lauri Macmillan Johnson, *Creating Outdoor Classrooms*, (USA: University of Texas Press, Austin, 2008), 13-16

<sup>26</sup> Wells, n M (2000), *at Home with nature: effects of 'greenness' on Children's Cognitive Functioning*, environment and Behavior, 32(6), 775–795.

1. Acquire theoretical knowledge of, and practical experience with various types of environments and movement environments, and develop an understanding of and insight into the interactions between people and nature.
2. Acquire theoretical practical skills that will allow them to stimulate children to play, wonder, enjoy, and master skills in nature, on the children's own terms
3. Acquire the necessary knowledge to create a process-oriented learning environment, and to stimulate independence, responsibility and creativity.
4. Further develop subject-didactic competence, capacity for critical reflection and insight into pedagogical development work related to teaching children outdoors.
5. Acquire greater insight into the relationship between children and their natural environment, the motor development of children, and the interplay between the motor development and their movement in nature in different seasons.

## **B. Previous study**

This study needs some previous research as a consideration theory. The details explain as below:

Many researchers were conducted by many researchers about using of outdoor activity. One of the research was from Aditya. The title was “Teaching vocabulary using outdoor activities for the third grade in SMP 15 Surakarta”. It was qualitative research, the result of the research was the use of outdoor activity have more benefits in teaching vocabulary and the students are more interesting while the process of teaching vocabulary use outdoor activity.

The second research was from Heni Ambarwati with the title was the “Improving students’ vocabulary mastery through outdoor activities on the fifth grade students of SDN 1 Baleraksa Karangmoncol Purbalingga In academic year 2010/2011. it is classroom action research and the result was the students can improved their vocabulary while use outdoor activity.

Those researchers above was different with my research, because my research is quantitative study was to showed the effectiveness of using outdoor activities in teaching vocabulary. So it was to compared between the vocabulary score of students using outdoor activity and the students using indoor activity.

### **C. Theoretical Framework**

Theoretical framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems. In improving the student’s vocabulary mastery, the teachers need other way to make their students master about it. By using outdoor activities technique can improve the students’ skill in mastering vocabulary. The researcher thinks that the students



feel more interested in learning. Easy to understand because they can learn by doing to learn and understand the subject matter.

The thesis has experimental research, which is explained below : theory description are: Using Outdoor Activity (variable X)

The Effectivness Of Teaching Vocabulary (variable Y)

The researcher will observe this process to know, there is difference between students who study through outdoor activities and outdoor activities for the students' vocabulary mastery and the effectiveness of outdoor activity for the students' vocabulary mastery to the seventh grade students of MTs Al-Islam Joresan Ponorogo in academic year 2016/2017.

#### **D. Hypothesis**

Hypothesis is the alterative of guess answer which was made by the researcher for the problems which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.<sup>27</sup> Hypothesis is temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct. There are two hypothesis:

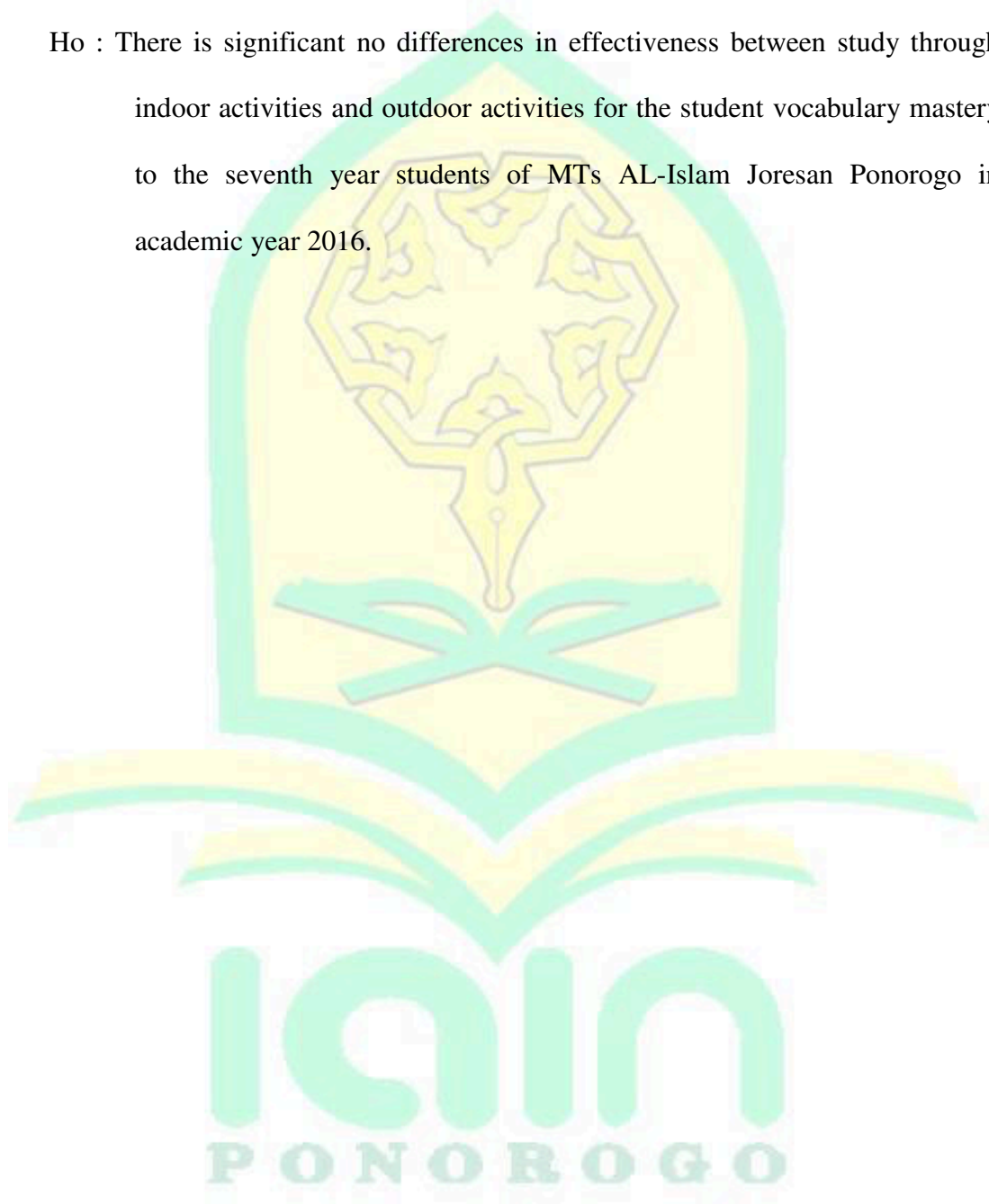
Ha : There is significant differences in effectiveness between study through indoor activities and outdoor activities for the students' vocabulary

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<sup>27</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT Rineka Cipta, 2000), 71

mastery to the seventh year students of MTs AL-Islam Joresan Ponorogo in academic year 2016.

Ho : There is significant no differences in effectiveness between study through indoor activities and outdoor activities for the student vocabulary mastery to the seventh year students of MTs AL-Islam Joresan Ponorogo in academic year 2016.



### CHAPTER III

#### RESEARCH METHODOLOGY

This chapter present the research methodology used in this study. The research methodology covers a set of research activities conducted by researcher. It involves approach and research design, population, sample, data collection instrument, technique of data collection and technique of data analysis.

##### **A. Research Design**

The research design in this study is quasi experimental. A quasi experiment design do not include the use of random assignment. Researcher who employ these design rely instead on other techniques to control (or at least reduce) threats to internal validity.<sup>28</sup> They were three kinds of quasi experiment: they were post test only with nonequivalent groups, time series design with single groups and pre test – post test only with nonequivalent groups.<sup>29</sup> Then this study used quasi experiment that nonequivalent control group design. It means that there is the researcher chosen two classes. One class the students were taught by outdoor activities, this class give treatment and one class the students taught by indoor activities. The subject was given vocabulary pre test and post test to know their

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<sup>28</sup> Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York : McGraw-Hill, 1990), 275.

<sup>29</sup> Craig A. Mertler, *Introduction to Education Research* (America : Pearson Education, 2005), 323.

achievement between the students who were taught by outdoor activities and the students who were taught by indoor activities.

The research design that is used by the researcher is adjusted with the purpose of the research to know the result of outdoor activities in teaching vocabulary to the first grade students of Mts Al-Islam Joresan Ponorogo Class VII D and VII E in academic year 2016-2017 by comparing students' vocabulary mastery that used outdoor activities and Indoor activities.

The researcher tries to express phenomenon by collecting data from natural research to understand phenomenon and to get conclusion after observing the fact. The result of collecting data will be treated as the data of this research to prove the hypothesis formulated.

Researcher will be explain the research design about teaching Vocabulary by using outdoor activity to know the method is effective or not. It is divided into some steps:

a. Pre Research Steps

The research has to prepare the data which is needed before begin the research. For example: determine of the experiment and control class the lesson plan, instrument to gain the data, etc.

b. While research

In this steps, the researcher apply outdoor activity in the experiment class and conventional method in control class. Then the data will conduct from pre test and post test. Pre-test is used to know the students vocabulary

achievement and to make the students homogeneity before the research. post test is used to know the result after apply the treatment.

c. Data Analysis Step

The next steps are analyzing the data after the data is collected by the researcher. It begins from:

1. Collect the post test score from experiment and control class.
2. Test data with t-test. “Tes t Is one of the statistical test used to test the truth or falsity of zero ( $H_0$ )”.<sup>30</sup> It means that  $H_0$  test is used to know the effectiveness of Outdoor Activity in teaching vocabulary. The research must find the other result before do t-test, they are mean, Standard Deviation and Standard Error from each variable.

## B. Population and Sample

### 1. Population

Population is the whole subject. If someone wants to examine all elements that exist within the research are, the research also called population studies. In the encyclopedia of educational evaluation in writing, “ A population as a set (or collection) of elements one processing or more attributes of interest”.

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<sup>30</sup> Anas Sudjono, Pengantar Statistik Pendidikan (Jakarta : Raja Gravindo Persada, 2008)



According to Sugiyono “ Population is a generalization region consisting of the object or subject of research that has certain qualities and characteristics set by researchers to be studied and then drawn conclusions”<sup>31</sup>

From definition above, the researcher summarizes that population is all of subjects who will be researched. The population of this research is taken from the seventh grade students’ of Mts Al-Islam Joresan Ponorogo class VII D and VII E in academic year 2016-2017. There are 24 students in VII D and 22 students in VII E.

## **2. Sample**

Sample is small group that is observed or sample is a portion of a population. Sample is collection of elements or individuals that are part of the population. The sample is smaller than the total of population.

Sample was partially or representative of the population studied. Sample is part of the number and characteristics possessed by a population. When the population is large, and investigators may not learn all there is to the population, for example because of limited funds, man power and time, then the researcher can use the sample that can be drawn from population.

Therefore, sample must have characteristics to be possessed by the population. Whether a sample is good representation for the population is highly dependent on the extent to which the characteristics of the sample was equal to the population characteristics. Because the research analysis is based

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<sup>31</sup> Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta, 2008), 12.

on sample data while the conclusion will be applied to the population it is important to obtain samples for represented population.<sup>32</sup>

In this research, the researcher determined the subject as a sample are the seventh grade student of Mts Al-Islam Ponorogo in academic year 2016/2017, which it consists 2 classes they are VII D as experiment class consist of 24 Students and VII E as a control class consist of 22 students. So the sample in this research is 44 students.

### **C. Instrument of Data Collection**

Data is most important thing in the research, to get the data the researcher has to arrange the instrument and technique data that are needed to collect the data.<sup>33</sup>

The data collection instrument is the selected equipment and the use of researcher to gather data to make systematic study and easier. In the same line “Data collection instrument consisted of questioner, checklist, structured interviews, etc.”<sup>34</sup>

In this research instrument to collect data is test. The test is constructed by the researcher based on the standardized procedure of making test. The test is divided into two parts. They are pre-test and post-test. The pre-test is directed in the beginning study before the treatment and post-test is given after the treatment.

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<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan*, 188.

<sup>33</sup> *Ibid*, 188.

<sup>34</sup> Suharsini Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2000), 134.

Pre-test was to gain information about the students achievement before the treatment as the teaching process. Post-test was to gain information about the students achievement after teaching process finish.

#### **D. Technique of Data Collection**

##### **1. Observation**

According to Sugiyono, “Observation is a method of data collection using observation of the object of research”.<sup>35</sup> Observation is the directly research that involves focusing the attention to the specific object by using all senses. Moreover, observation involves writing and listening to the events, then recording what occurred.<sup>36</sup> Observation has a goal of obtaining by seeing and hearing phenomenon while it is happening. This method is very useful to clarify, to check and to classify the phenomenon. Observation in this research is conducted to know the teaching and learning process using outdoor activity to the seventh grade students’ of Mts Al-islam Ponorogo.

##### **2. Documentation**

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<sup>35</sup> Sugiyono, *Metodoli Penelitian Pendidikan* (Bandung: PT. Alfabeta, 2006), 318.

<sup>36</sup> R. Murray Thomas, *Blending Qualitative and Quantitative Research Methods in Thesis and Dissertation*, (Corwin, 2003), 60.

Documentary is a kind of important technique to get data about everything or variable which is in the form of notes, transcript, book, newspaper, magazines, meeting result, ledger, etc.<sup>37</sup>

In this research the documentary technique is used to get the data about students' names, condition of teachers, staffs and process of learning, vision, mission, goals, facilities, infrastructure, and the structure organization of Mts Al-Islam Joresan Ponorogo.

### 3. Test

The other instrument of data collecting in this research is test. In this research test is used to gather data about students' vocabulary skill. It is used to analyze whether any significant difference about using outdoor activities. The data in the research are the result of test. The data are taken from test. The data are taken from the result of two group samples. The first group is learning vocabularies that do through indoor activities and the second group is study through outdoor activities.

Good instrument must meet two important requirements, they have been validity and reliability.

#### a. Validity

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<sup>37</sup> Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 1998), 136.

Validity was defined as the extent to which an instrument measured what it claimed to measure.<sup>38</sup> Validity could be divided into four types, namely content validity, construct validity, predictive validity and concurrent validity. To test the validity of the instrument in this study, researcher used a type of construct validity for the variables in this study related to phenomena and abstract objects, but the symptoms could be observed and measured. As for how to calculate it by using the product moment correlation with formula:

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{N \sum X^2 - (\sum X)^2 (N \sum Y^2 - (\sum Y)^2)}}$$

Notes :

$R_{xy}$  : Coefficient correlation between variable x and y

$\sum X$  : the total score X

$\sum Y$  : the total score Y

$\sum XY$  : the total of result multiplication between score X and Y

N : total of respondent

When the correlation pricing under 0,30 it could be concluded that the grains were not valid instrument. Thus, the item said to be valid instrument if the coefficient of correlation (r count) of magnitude more than 0,30.

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<sup>38</sup> Donald Ary, Introduction to Research In Educational (USA : Dasworth Cengge Learning) 8<sup>th</sup> Ed.255



In the case of this item analysis Masrun (1979) as cited by Sugiyono stated “Correlation technique to determined the validity of this item until now the most widely used technique”. Furthermore, in giving the interpretation of the correlation coefficient, Masrun stated “Item that have a positive correlation with the criterion (total score) and a high correlation, indicating that the item also have a high validity. Typically, the minimum requirements to be eligible if  $r = 0,3$ ”. So, if the correlation between the items with a total score of less than 0,3, then the item in the instrument should be declared invalid.<sup>39</sup> Finally, the resuly of the test validity as follow:

**Table 3.1**

**Recapitulation Test Item Validity**

No Item	'r' arithmetic	'r' table	Explanation
1	0,15	0,30	Invalid
2	0,8	0,30	Valid
3	0,67	0,30	Valid
4	0	0,30	Invalid
5	0,7	0,30	Valid
6	0,7	0,30	Valid

<sup>39</sup> Sugiyono, Metode Penelitian Pendidikan, (Bandung : Alfabeta, 2012), 178.

7	0,3	0,30	Invalid
8	0,5	0,30	Valid
9	0,8	0,30	Valid
10	0,04	0,30	Invalid
11	-0	0,30	Invalid
12	0,77	0,30	Valid
13	0,5	0,30	Valid
14	0,83	0,30	Valid
15	0,01	0,30	Invalid
16	-0,1	0,30	Invalid
17	0,6	0,30	Valid
18	0,6	0,30	Valid
19	0,68	0,30	Valid
20	0,8	0,30	Valid
21	0,7	0,30	Valid
22	0,8	0,30	Valid
23	0,83	0,30	Valid
24	0,77	0,30	Valid
25	0,2	0,30	Invalid
26	0,7	0,30	Valid
27	0,83	0,30	Valid
28	0,53	0,30	Valid
29	0,63	0,30	Valid
30	0,67	0,30	Valid

#### b. Reliability

Reliability was usually established by correlation the test result with them. Three different methods were used test-retest, equivalent form

and split-half.<sup>40</sup> To test the reliability of the instrument, in the study of internal consistency, try out instrument in a way only once, and then the data were analyzed with specific techniques. The results of the analysis could be used to predicted the reliability of the instrument.

In this research used Spearman Brown (Split half) formula to measure the reliability of the test. The formula is <sup>41</sup> :

$$r_i = \frac{2r_b}{1 + r_b}$$

$r_i$  = the internal reliability of all the instrument

$r_b$  = the correlation of product moment between the first half and the second half

The detailed results of the calculation of reliability of the instrument could be explained as follow:

Step 1 : Group the items into two parts, namely about the odd item and the even item.

Step 2 : Found the correlation coefficient of the product moment formula between the first part (odd item) and the second parts (even item).

Step 3: Inserting the value of the correlation coefficient Spearman Brown

formula to the following :  $r_i = \frac{2.r_b}{1 + r_b}$

<sup>40</sup> Craig A. Mertler, Introduction to Education Research , 149-150.

<sup>41</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2006),131.

Reliability of the results of the above calculations was the value of the variable instrument reliability. Because the test was based on this instrument was valid and reliable, then the instrument could be used for measurement in the framework of group work technique data collection (variable X).

$$r_i = \frac{2rb}{1+rb}$$

$$r_i = \frac{2 \times 0,889013}{1+0,889013}$$

$$r_i = \frac{1,778027}{1,889013} = 0,941246$$

If  $r_{\text{count}} > r_{\text{table}}$ , the instrument is reliable

If  $r_{\text{count}} < r_{\text{table}}$ , the instrument is not reliable

**Table 3.2**

**Test Item Reliability**

'r' arithmetic	'r' table	Explanation
0,941246	0,444	Reliable

From the interpretation above, So,  $df = (20 - 2) = 18$ . So, "r" table of 5% is 0,444, "r" count is 0,941246. It can be concluded that "r" count > "r" table ( $0,941246 > 0,444$ ), so the instrument is reliable.

## **E. Technique of Data Analysis**

After all of data is collected, the next step to be done by the researcher is how to analyze those data. In this case, researcher counts the data to answer statements of the problem and try to test the hypothesis.

Generally, the data analysis divided into three steps, as follow:

1. Preparation
2. Tabulation
3. Data implementing.<sup>42</sup>

T-test used to analyze the result of the test. It is used to compare the students' vocabulary skill that divided into two groups. The first group is using Outdoor activities and the second group is using indoor activities. The formulas to analyze the data are :

Determining of mean post test from each group

$$M_1 = M' + i \left( \sum \frac{FX'}{N} \right)^2 \quad M_2 = M' + i \left( \sum \frac{fy'}{N} \right)^2$$

1. Determining of mean post test from each group

$$SD_{1=1} = \sqrt{\frac{\sum fx'^2}{N_1} - \left( \frac{\sum fx'}{N_1} \right)^2}$$

$$SD_{2=1} = \sqrt{\frac{\sum fy'^2}{N_2} - \left( \frac{\sum fy'}{N_2} \right)^2}$$

2. Determining of standart of error mean from each group

$$SE_{Mx} = \frac{SDx}{\sqrt{nx-1}} \quad SE_{My} = \frac{SDy}{\sqrt{ny-1}}$$

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<sup>42</sup> Suharsimi Arikunto, Procedure Penelitian Suatu Pendekatan Praktik (Jakarta: PT. Rineka Cipta, 1998), 244.



3. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M_1 - M_2} = \sqrt{SE^2_{M_1} + SE^2_{M_2}}$$

4. Determining of t –test

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

5. Interpretation

Interpretation is consulting the result between  $t_t$  (t- table ) and  $t_0$  (t- observation). If  $t_0$  higher than  $t_t$ , so,  $H_0$  is refused and  $H_a$  is received. If  $t_0$  smaller than  $t_t$ ,  $H_0$  is received and  $H_a$  is refused.

Notes :

$M_1$  = Mean of variable x

$M_2$  = Mean of variable y

i = interval

$\sum fx'$  = Sum of frequency and x'

$\sum fy'$  = Sum of frequency and y'

$N_x$  = The number of sample variable x

$N_y$  = The number of sample variable y

$SD_1$  = Standard deviation of variable x

$SD_2$  = Standard deviation of variable y

$SE_{M_1}$  = Standard error of mean x

$SE_{M_2}$  = Standard error of mean y

$SE_{M_1 - M_2}$  = standard error between the mean from variable I and variable II

$t_0 = t - \text{test}^{43}$



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<sup>43</sup> Retno Widyaningrum, Statistik Pendidikan ( Edisi Revisi 2015),175.

## **CHAPTER IV**

### **RESEARCH RESULT**

#### **A. The Overview of Research Location**

##### **1. The Brief History of MTs Al-Islam Joresan Mlarak Ponorogo**

Quality crisis of Muslim life in Indonesia, especially in Ponorogo, was the historical background of the establishment of MTs Al-Islam located in Joresan Mlarak Ponorogo regency. At the time, facilities to developed Ummah, education crisis, that caused by poverty and backwardness were still covering of most people in Ponorogo, particularly those who live in rural area, like in Joresan village.

Although there has been general institution of Islamic education established like Gontor Modern Islamic Boarding School and Wali Songo Boarding School backwardness of knowledge still become a great concern in Islam society. By this condition, MWC-NU Mlarak (Majlis Wakil Cabang Nahdatul Ulama) concerned taken the significant point to overcome the educational backwardness in society. In the meeting of MWC-NU Mlarak which was led by K.H Imam Syafa'at. This meeting discussed about the establishment of secondary school (Madrasah Tsanawiyah or SMP) for Muslim society in Mlarak.

To from their vision, mission and the goal of institution establishment, they hold some meetings. The first meeting was K.H Hasbulloh's house and the second meeting in K.H Abdul Karim's house.

In the next meeting was K.H Imam Syafa'at's house was attended by some leaders of Nahdliyyin such as K.H Magfur Hasbulloh, K.H Mahmud Hakim, K. Kafrawi, H. Farhan Abdul Qodir, K. Komari Ridwan, K.H Imam Mahmudi, K. Ibnu Mundzir, K. Bazi Haidat, K. Markum, K. Ahmad Khudori Ibnu Hajar, K. H Hizrudin Hasbulloh, etc. They had agreement to establish a school which named Madrasah Tsanawiyah Al-Islam, at 2th Muharrom 1386 M/2th May 1966 H.

At the first, this institution named Madrasah Tsanawiyah Al-Islam. Four years later, needs Aliyah level, so it's named Madrasah Tsanawiyah Aliyah Al-Islam. At 2002-2003 was built the students cottage and the name of MTs Al-Islam is change be Al-Islam Islamic Boarding School. Although this school built by NU Organization but it stood continuously for various group. Today Al-Islam Islamic Boarding School has more than two thousands, that coming from various regions over Indonesia. It means that the vision and mission of Al-Islam Islamic Boarding School was accepted by a wide society and however it could change an image that Al-Islam Islamic Boarding School only accommodated for Nahdliyyin's people.<sup>44</sup>

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<sup>44</sup> Look at Documentation Transcript 01/D/F-1/24-V/2017.

## 2. The Personage Founder

The personage founder of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.<sup>45</sup>

## 3. School Profile

Name of School : MTs Al-Islam  
 Address of School : Madura Street Joresan, Mlarak, Ponorogo  
 Phone/Fax : (0352) 311340  
 Website : [www.alislamjoresan.sch.id](http://www.alislamjoresan.sch.id)  
 Status of School : Private  
 Accreditation Grade : A  
 Status of Land : Own  
 Large of Land : 2614 m<sup>2</sup><sup>46</sup>

## 4. The Geographical Place

Al-Islam Islamic Boarding School Joresan located 15 Km from the capital district Ponorogo, precisely in Joresan Village Mlarak Subdistrict, appropriate with Vision and Mission Boarding School, is very suitable to the condition economy of rural society that the majority of farmers with low-income. Although in Mlarak Subdistrict there are many Boarding School and educational institutions, but the existence of Al-Islam Islamic Boarding School is needed by the community around Mlarak Subdistrict until outside

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<sup>45</sup> Look at Documentation Transcript 02/D/F-2/24-V/2017.

<sup>46</sup> Look at Documentation Transcript 03/D/F-3/24-V/2017.



the area and even outside Java. To go to the location of Al-Islam Islamic boarding school is very easy, because it is close with the public transport routes.<sup>47</sup>

## **5. Vision and Mission**

Al-Islam Islamic Boarding School was an institution of Islamic education under Department of Religious Affair and Institution of Ma'arif Education. In performing academic activities, Al-Islam Islamic Boarding School has clear autonomy. Actually, it made specific vision and mission that caused a step progress of school in order to educate the people generally.

The specific characteristic of Al-Islam Islamic Boarding School that make different from another Islamic Institution, it's was educational method and it's teaching strategy which synthesized from curriculum of Department of Religious Affair, Department of Education and Culture, Modern Islamic School and Salafiyah School. These characteristic make a creative vision and mission such a comprehensive education and teaching method in Al-Islam was prepared to produced qualified Muslim generation that have integration of knowledge to compete and answer the challenge in society at last.

That obsession was not easy to do. A real condition in society who most of them life in a poor situation, make Al-Islam Islamic Boarding School standing in wisdom. So, since before, this school has been brought a mission as institution for all level Ummah, especially for poor society.

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<sup>47</sup> Look at Documentation Transcript 04/D/F-4/24-V/2017.

With the blessing of Allah, that vision and mission showed a real benefit. At last, two thousands students still are studying in Al-Islam Islamic Boarding School. It becomes evidence that the vision and mission has been understood and accepted by all level society.<sup>48</sup>

## **6. The Implementation of Education**

1. Madrasah Tsanawiyah (MTs)
2. Madrasah Aliyah (MA)
  - a. Religious Department (MAK)
  - b. Natural Science Department (IPA)
  - c. Social Science Department (IPS)
3. Vocational School (SMK)
  - a. Technique Information Department (TI)

Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo is organized under the Islamic Foundation "Al-Islam" Joresan. Pondok Pesantren Al-Islam Joresan Mlarak Ponorogo in its implementation is led by a Director and assisted by three Heads of Madrasah / School and Vice Principals and Guardian class.<sup>49</sup>

## **7. Curriculum**

The time far of studying in Al-Islam Islamic Boarding School was six years. They were years in Madrasah Tsanawiyah level and three years in

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<sup>48</sup> Look at Documentation Transcript 05/D/F-5/24-V/2017.

<sup>49</sup> Look at Documentation Transcript 06/D/F-6/24-V/2017.

Madrasah Aliyah level. Al-Islam Islamic Boarding School gives change to graduate of Secondary School from the other school to follow the academic program in Experiment Class. The subject of academic study was Biology, Religion, and Social Specialization.

The curriculum in Al-Islam Islamic Boarding School was designed to accommodate the integral system. The subjects that given was accumulation of Department of Religion curriculum, Modern Boarding School, Salafiyah School method and Salafiyah method.

The specific curriculum inspired by it's motto, which was "Al Muhaafadhatu A Q adimish-sholih wal Akhdazu bil-jadiidil Ashlah". It meant that keeping the old values and taking the best of new values. It purposes to make cadre of Islamic society has a comprehensive ability to overcome the new millenniums challenge.<sup>50</sup>

## **8. The Teaching and Learning Activities**

The teaching and learning activities in Al-Islam Islamic Boarding School can be seen in appendices.<sup>51</sup>

## **9. Examination**

Approved by the Department of Religious affair recommendation, Al-Islam Islamic Boarding School on handle examination system, they were:

- 1) Orally examination, included:

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<sup>50</sup> Look at Documentation Transcript 07/D/F-7/24-V/2017.

<sup>51</sup> Look at Documentation Transcript 08/D/F-8/24-V/2017.

- a. Muhadatsah (Arabic Language), Muthala'ah (Arab Reading), Nahwu and Shorof (Arabic Language Structure), and Mafudlot (Arabic wise poem).
  - b. Al-Qur'an includes reading, learning by heart, praying and tajwid.
  - c. English Language included conversation, reading, talking, grammar and vocabularies.
- 2) Written examination. The examination likes examination in other school generally. And the last examination for sixth class was a teaching drill (Amaliyatuttadris). To purpose didactic method students' ability this program applied in this school. Teaching drill was executed in a week for Madrasah Tsanawiyah class and Experiment class students.<sup>52</sup>

## **10. The Condition of Teachers and Students**

The data condition of teachers and students of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.<sup>53</sup>

## **11. The School Facilities and Infrastructure**

The infrastructures are all about which is necessary for the school activity. It means that, the infrastructures can be used for educational program. The examples of infrastructure are:

- a. The building for administration activity, Teaching and learning activity

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<sup>52</sup> Look at Documentation Transcript 09/D/F-9/24-V/2017.

<sup>53</sup> Look at Documentation Transcript 10/D/F-10/24-V/2017.

- b. The building that support school activity like library, sport field, UKS, computer room, laboratory room and park area.

The school facilities and infrastructure of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.

## **B. Data description**

The population that was used in this research was the seventh grade students of MTs Al-islam Joresan Ponorogo in academic year 2016/2017. The researcher took 44 students as a sample. From the 44 students as sample, the researcher divided them into two groups. Each group consisted of 22 students. The first group was the students who are taught using outdoor activity and the second group was the student taught using indoor activity.

### **1. Data of students' vocabulary achievement that are taught using outdoor activities.**

The table below showed the score of students' vocabulary achievements who are taught using outdoor activities. The score of students' vocabulary achievement are:

**Table 4.3**

**Students' Vocabulary Score ( Variable X )**

No	Name	Pretest	Posttest
1	Abdullah ulul albab	60	80
2	Faried Alfauzi	70	80



No	Name	Pretest	Posttest
3	Ghita Cahya Faradisa	85	95
4	Junrizal Deri Ardika	75	95
5	Lazuardi Firdaus Dwi Nanda	80	85
6	Muhammad Rendy Raihan	90	95
7	Muhammad Faiq	60	75
8	Muhammad Nasrul Mubarak	85	95
9	Roihul Firdaus	60	80
10	Romza Taftazani	75	90
11	Endah Rifqiya Maulida	60	75
12	Erinda Dwi Oktaviani	75	85
13	Fitri Kurnia Rahmawati	85	85
14	Hepy Pranada Putri	65	80
15	Lutvia Anis Marselia	70	75
16	Nikma' Abidatul Ma'isyah	70	85
17	Novita lailatul Qodriyah	75	80
18	Ratna Wijayati	60	65
19	Refina Dzurotul Mahmudah	45	70
20	Sarah Anggraini	50	85
21	Sayyida Zakiya Nur Sabila	75	75
22	Ziyana Walida'azizah	70	85
23	Nova Lailatul Ma'isyah	70	80
24	Zahroh Munfatikhah lailatul	65	75

From the table 4.3 above, it can be seen that the highest score is 95 and the lowest score is 45 for the experiment class. The mean of the pretest' score is 70,9 and the mean of the posttest' score is 83,2.

## 2. Data of students' vocabulary achievement with using indoor activities

The table below showed the score of students' vocabulary achievements who are taught using indoor activities. The score of students' vocabulary achievement are:

**Table 4.4**  
**Students' Vocabulary Score ( Variable Y )**

No	Name	Pretest	Posttest
1	Ahmad Khoirul Anwar	70	90
2	Esa Raditya	50	65
3	Faizal Arifin	70	90
4	Habib Wahyu Zubairi	75	95
5	Haykal Ajrul Akbaril	65	80
6	Muhammad Ikhwanul	50	75
7	Miftakhul Ngulum	55	85
8	Shofyan Alif Ridho	85	90
9	Tomy Purwanto Simon	60	75
10	Aisyah Diasmi Mumtaza	50	60
11	Ardila Izrotul	70	80
12	Asna Istiqomah	70	80
13	Cerry Puspitasari	60	70
14	Fauziah Himamalini	65	80
15	Firli Zahrotun Nisa'	85	90
16	Izza Khusniatul	70	75
17	Melinda Rohanawati	60	85
18	Oktaviana Masruroh	50	55
19	Siti Istna Fuadah	50	80

No	Name	Pretest	Posttest
20	Salsabila Trialita A.	65	85
21	Yuni Hastuti	65	80
22	Zahra Sukma Ayu P.	75	90

From the table 4.4 above, it can be seen that the highest score is 95 and the lowest score is 50 for the control class. The mean of the pretest' score is 64,5 and the mean of the posttest' score is 79,3.

### C. Data Analysis

All of the data that have been collected, then it's tested by “ t test “ comparison formula, which is to find out is there a significant difference between the two variables, first is to calculate the mean, standard deviations, and standard error from each of the data (variables). The data then should fulfill several assumption before it used for testing hypothesis.

#### 1. Normality Test

Normality test is used in order to measure whether the data is normal or not. The hypothesis of this normality test are:

$H_0$  = the data have normal distribution.

$H_a$  = the data have un-normal distribution.

H<sub>0</sub> is accepted if  $\alpha_1 \text{ maximum} < D_{\text{table}}$  and H<sub>a</sub> is accepted if  $\alpha_1 \text{ maximum} > D_{\text{table}}$ . The table below is the result of calculating normality test using Kolmogorov-smirnov.

**Table 4.5**

**Normality of data and calculation of the students' vocabulary mastery that taught by Outdoor Activities.**

No	X	F	FX	X <sup>2</sup>	FX <sup>2</sup>
1	95	5	475	9025	45125
2	90	1	90	8100	8100
3	85	6	510	7225	43350
4	80	4	320	6400	25600
5	75	3	225	5625	16875
6	70	1	70	4900	4900
7	65	1	65	4225	4225
8	60	1	60	3600	3600
	Total	22	1815		151775

$$M_x = \frac{\sum fx}{n}$$

$$= \frac{1815}{22}$$

$$= 82,5$$

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

$$= \sqrt{\frac{151775}{22} - \left[\frac{1815}{22}\right]^2}$$

$$\begin{aligned}
 &= \sqrt{6898,8636 - 82.5^2} = \sqrt{6898,8636 - 6806,25} \\
 &= \sqrt{92,6136} = 9.623598
 \end{aligned}$$

**Table 4.6**

**Normality of data and calculation of the students' vocabulary mastery that taught by outdoor activities ( variable x ) with the Kolmogorov-Smirnov Formula.**

<b>X</b>	<b>F</b>	<b>FKB</b>	<b>F/N</b>	<b>FKB/N</b>	<b>Z</b>	<b>P ≤ Z</b>	<b>a2</b>	<b>a1</b>
95	5	22	0.227273	1	1.298891	0,9032	0,0968	0,1304
90	1	17	0.045455	0.772727	0.779334	0,7764	0,0036	0,0418
85	6	16	0.272727	0.727273	0.259778	0,6026	0,1210	<b>0,1517</b>
80	4	10	0.181818	0.454545	-0.25978	0,3974	0,0571	0,1247
75	3	6	0.136364	0.272727	-0.77933	0,2177	0,0055	0,1306
70	1	1	0.045455	0.045455	-1.29889	0,0968	0,3577	-0,3122
65	1	1	0.045455	0.045455	-1.81845	0,0344	0,4201	-0,3746
60	1	1	0.045455	0.045455	-2.338	0,0099	0,0355	0,0099

$D_{(0,05,22)}$  from table = 0,294

H0 was accepted if  $a_1 \max \leq D$  table

H0 was rejected if  $a_1 \max > D$  table

Because the maximum count value of  $a_1$  was 0,1517 Where the figure was smaller than the table, so it can be concluded that H0 was accepted, which meant the data was normal.



**Table 4.7**

**Normality of data and calculation of the average standard deviation of  
the students' vocabulary mastery that who are taught by Indoor  
Activities.**

No	Y	F	FY	Y <sup>2</sup>	FY <sup>2</sup>
1	95	1	95	9025	9025
2	90	5	450	8100	40500
3	85	3	255	7225	21675
4	80	4	320	6400	25600
5	75	5	375	5625	28125
6	70	1	70	4900	4900
7	65	1	65	4225	4225
8	60	1	60	3600	3600
9	50	1	55	3025	3025
	Total	22	1745		140675

$$\begin{aligned}
 My &= \frac{\sum fy}{n} \\
 &= \frac{1745}{22} \\
 &= 79,31818
 \end{aligned}$$

$$\begin{aligned}
 SDy &= \sqrt{\frac{\sum fy^2}{n} - \left[\frac{\sum fy'}{n}\right]^2} \\
 &= \sqrt{\frac{140675}{22} - \left[\frac{1745}{22}\right]^2} = \sqrt{6394,31818 - 6291,37367}
 \end{aligned}$$

$$= \sqrt{102,94451} = 10.14614$$

**Table 4.8**

**Normality of data and calculation of the students' vocabulary mastery that who are taught by Indoor activities (variable y) with the kolmogorov- Smirnov Formula.**

Y	F	FKB	F/N	FKB/N	Z	P<Z	A2	A1
95	1	22	0.045455	1	1.545594	0,9382	0,0618	0,0163
90	5	21	0.227273	0.954545	1.052796	0,8531	0,1014	0,1258
85	3	16	0.136364	0.727273	0.559998	0,7088	0,0184	0,1179
80	4	13	0.181818	0.590909	0.0672	0,5239	0,0670	0,1148
75	5	9	0.227273	0.409091	-0.4256	0,3372	0,0718	<b>0,1554</b>
70	1	4	0.045455	0.181818	-0.9184	0,1814	0,0004	0,0450
65	1	3	0.045455	0.136364	1.411195	0,9207	-0,7843	-0,0329
60	1	2	0.045455	0.090909	-1.90399	0,0287	0,0622	-0,0167
55	1	1	0.045455	0.045455	-2.39679	0,0084	0,4461	-0,4006

This study, the research used Kolmogorov-Smirnov :

$D_{(0,05,22)}$  from table = 0,294

$H_0$  was accepted if  $a_1 \max \leq D_{\text{table}}$

$H_0$  was rejected if  $a_1 \max > D_{\text{table}}$

Because the maximum value of  $a_1$  was 0,1554. Where the figure was smaller than the table, so it can be concluded that  $H_0$  was accepted, it means that the data was normal.

**Table 4.9**

**The result of Normality Test**

Sample group	$D_{\text{table}} (5\%)$	Result	Conclusion
Experiment class	0,294	0,1517	Normal
Control class	0,294	0,1554	Normal

Based on the table 4.9 above, the result of normality test in control class and experiment class are smaller than  $D_{\text{table}}$ . So,  $H_0$  is accepted. It can be concluded that for the level of significance 5%. Both of the data control class and experiment, have normal distribution.

## 2. Homogeneity test

Homogeneity test is used in the analysis of variance to verify that different groups have a similar variances. The test is used Harley's test homogeneity. The hypothesis of this homogeneity test are:

$H_0$  = the data is homogeneous

$H_a$  = the data is un-homogeneous

$H_0$  is accepted if  $F_{(\text{max})}$  value  $< F_{(\text{max})}$  table and  $H_a$  is accepted if  $F_{(\text{max})}$  value  $> F_{(\text{max})}$  table. The table below is the result of calculating homogeneity test using Harley.

**Table 4.10****The result of Homogeneity Test**

Sample Group	$F_{(max)}$ table (5%)	Result	Conclusion
Experiment class and control class	2,95	0.696438	Homogeneous

Based on the table 4.10 above, the result of homogeneity test is smaller than  $F_{(max)}$  table. So,  $H_0$  is accepted. It can be concludes that for the level of significances 5% the data from sample is homogeneous.

**3. Calculates T-test**

This is analysis about students' vocabulary achievement who were taught by using outdoor activities and were not taught using outdoor activities (indoor). The table below shows the computing data of students' vocabulary who were using and were not using Outdoor activities. The first table shows the variable X, this is the data of students' vocabulary who were using outdoor activities. This variable X was classified 95-65 as the score.

**Table 4.11****The computation of students' vocabulary using Outdoor Activities****(variable X)**

Nilai (X)	F	FX	X'	FX'	X'2	FX'2
95	5	475	2	10	4	20
90	1	90	1	1	1	1

Nilai (X)	F	FX	X'	FX'	X' <sup>2</sup>	FX' <sup>2</sup>
85	6	510	0	0	0	0
80	4	320	-1	-4	1	4
75	4	300	-2	-8	4	16
70	1	70	-3	-3	9	9
65	1	65	-4	-4	16	16
	<b>22</b>	<b>1830</b>		<b>-8</b>		<b>66</b>

The second table shows the variable Y, this is the data of students vocabulary who were not using outdoor activities. This variable Y was classified in 95 until 55 as the score.

**Table 4.12**

**The computation of students' vocabulary without using Outdoor  
Activities  
(variable Y)**

Nilai (Y)	F	FY	Y'	FY'	Y' <sup>2</sup>	FY' <sup>2</sup>
95	1	95	3	3	9	9
90	5	450	2	10	4	20
85	3	255	1	3	1	3
80	4	320	0	0	0	0
75	5	375	-1	-5	1	5
70	1	70	-2	-2	4	4
65	1	65	-3	-3	9	9
60	1	60	-4	-4	16	16



Nilai (Y)	F	FY	Y'	FY'	Y' <sup>2</sup>	FY' <sup>2</sup>
55	1	55	-5	-5	25	25
	<b>22</b>	<b>1745</b>		<b>-3</b>		<b>91</b>

After computing the data the researcher counts all the sequences bellow to find the result score of  $t_0$  to interpret the conclusion of the research.

1. Determining Mean of Variable X and Y

$$\begin{aligned}
 M_X &= M' + i \left[ \frac{\sum f x'}{n} \right]^2 \\
 &= 85 + 1 \left[ \frac{-8}{22} \right]^2 \\
 &= 85 - 0,132231405 \\
 &= 84,8
 \end{aligned}$$

$$\begin{aligned}
 M_Y &= M' + i \left[ \frac{\sum f y'}{n} \right]^2 \\
 &= 80 + 1 \left[ \frac{-3}{22} \right]^2 \\
 &= 80 - 0,018595041 \\
 &= 79,9
 \end{aligned}$$

2. Determining Standard Deviation of Variable X and Y

$$SD_x = \sqrt{\frac{\sum f x^2}{n_x} - \left[ \frac{\sum f x'}{n_x} \right]^2}$$

$$\begin{aligned}
&= \sqrt{\frac{66}{22} - \left[\frac{-8}{22}\right]^2} \\
&= \sqrt{3 - 0,132231405} \\
&= \sqrt{2,867768595} = 1,69344
\end{aligned}$$

$$\begin{aligned}
SD_y &= \sqrt{\frac{\sum f y^2}{n} - \left[\frac{\sum f y'}{n}\right]^2} \\
&= \sqrt{\frac{91}{22} - \left[\frac{-3}{22}\right]^2} \\
&= \sqrt{4,1363636 - 0,0185950} \\
&= \sqrt{4,1177686} \\
&= 2,02922
\end{aligned}$$

3. Determining Standard Error of Variable X and Y

$$\begin{aligned}
SE_{M_x} &= \frac{SD_x}{\sqrt{nx-1}} \\
&= \frac{1,69344}{\sqrt{22-1}} = 0,3695389
\end{aligned}$$

$$\begin{aligned}
SE_{M_y} &= \frac{SD_y}{\sqrt{ny-1}} \\
&= \frac{2,02922}{\sqrt{22-1}} = 0,442812
\end{aligned}$$

4. Determining Standard Error of M1 and M2

$$SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$= \sqrt{0,3695389^2 + 0,442812^2}$$

$$= \sqrt{0,1365589 + 0,1960824}$$

$$= \sqrt{0,3326413}$$

$$= 0,57675063$$

5. Determining  $t_0$

$$T_0 = \frac{Mx - My}{SE_{mx - my}} = \frac{84,8 - 79,9}{0,57675063} = \frac{4,9}{0,57675063}$$

$$= 8,495$$

#### D. Discussion

From the and interpretation computation above, it is shown that the difference coefficient of students' vocabulary mastery who are taught by using outdoor activities and the students who are not taught by using outdoor activities (indoor activities) is 8,495. It is used to find out whether the difference coefficient is a significant coefficient or not, and furthermore it can be used as a basic to generate the population.

Hypothesis test ( $t_0$ ) at 8,495 from the computation above will be compared to the "t" table ( $t_t$ ) with the condition stated below:

1. If the  $t_0 \geq t_t$ , so  $H_0$  is rejected, or  $H_a$  is accepted. It means that there is significant difference of those variables.

2. If the  $t_0 < t_t$  so  $H_0$  is accepted ,or  $H_a$  is rejected. It means that there is no significant difference of those variables.

To determined the  $t_0$  is by checking db and consults with the  $t_t$  score.

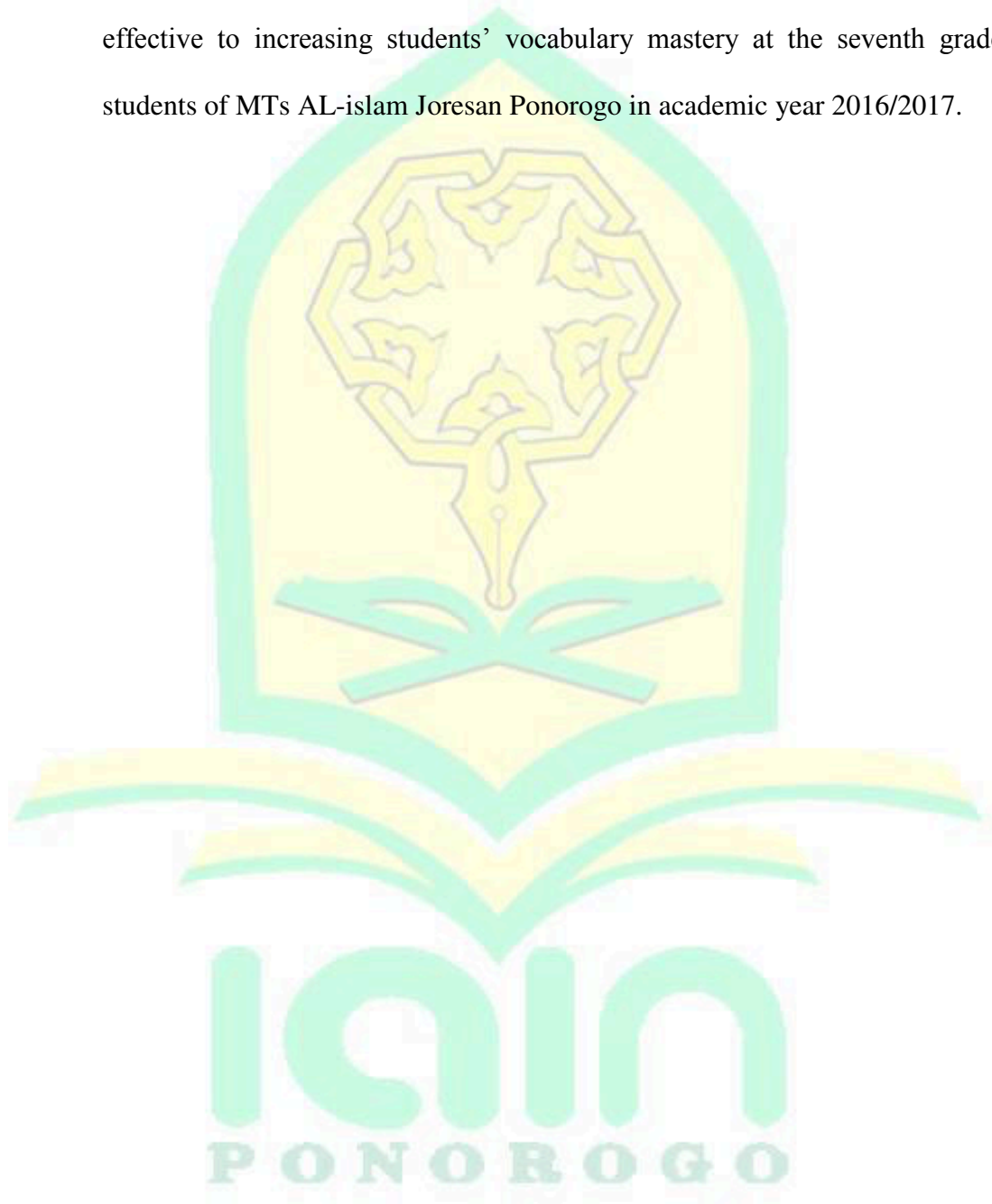
$$\begin{aligned} Db &= (n_1 + n_2) - 2 \\ &= (22 + 22) - 2 \\ &= 44 - 2 \\ &= 42 \end{aligned}$$

From the db score, the researcher could known that 5% signification level,  $t_0 = 8,495$  and  $t_t = 2,02$ , so  $t_0 \geq t_t$ . And also in 1% signification level,  $t_0 = 8,495$  and  $t_t = 2,71$ , so  $t_0 \geq t_t$ . Based on this statement, the researcher interpret that there is a significant difference between both the students who are taught by using outdoor activities and the students who are not taught by using outdoor activities (indoor activities).

It means that Null Hypothesis ( $H_0$ ) is rejected which states there is no significant difference between students' vocabulary mastery who are taught by using outdoor activities and the students who are not taught by using outdoor activities (indoor activities). In the contrary, Alternative Hypothesis ( $H_a$ ) is accepted which states there is a significant difference between students' vocabulary mastery who are taught by using outdoor activities and the students who are not taught by using outdoor activities (indoor activities).

From the data above, the researcher can conclude that there is a significant difference between students' vocabulary mastery who are taught

by using outdoor activities and the students who are not taught by using outdoor activities (indoor activities). In other word, Outdoor activities is effective to increasing students' vocabulary mastery at the seventh grade students of MTs AL-islam Joresan Ponorogo in academic year 2016/2017.





## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of data analysis and discussion, there are some conclusion, they are:

2. The students' vocabulary achievement before using outdoor activities in teaching vocabulary for the seventh grade students of MTs Al-Islam Joresan Ponorogo is: for the experiment group the average from the pre test is 70,9 and after applying outdoor activities the average from post test is 82,7. For control group the average from the pre test is 64,5 and the average from post test is 79,3. So, there is a difference in effectiveness between students who study through outdoor activities and indoor activities for the students' vocabulary mastery to the seventh grade students of MTs Al-Islam Joresan Ponorogo in academic year 2016/2017.
3. Based on the data analysis above, it was found that the mean score of the post-test of experimental group (taught using outdoor activities) is higher than the mean score of post test of control group. The result of computation using t-test formula in 5% signification level is  $t_0 = 8,495$  and  $t_t = 2,02$  and also in 1% signification level,  $t_0 = 8,495$  and  $t_t = 2,71$ , so  $t_0 \geq t_t$ . It can be conclude that (  $t_0 > t_t$  ) and the researcher interpret that there is a significant difference between the students who are taught by using outdoor activities and the students who

are not taught by using outdoor activities (indoor activities). So, the outdoor activities method is effective to teach vocabulary for the seventh grade students of MTs Al-Islam Joresan Ponorogo in academic year 2016/2017.

## **B. Recommendation**

Based on the research above, some suggestions are proposed:

### **1. For the English Teachers**

It is expected for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the interesting method or the appropriate method in learning English especially in learning vocabulary to make the students are more motivated and interested in learning vocabulary.

### **2. For the Students**

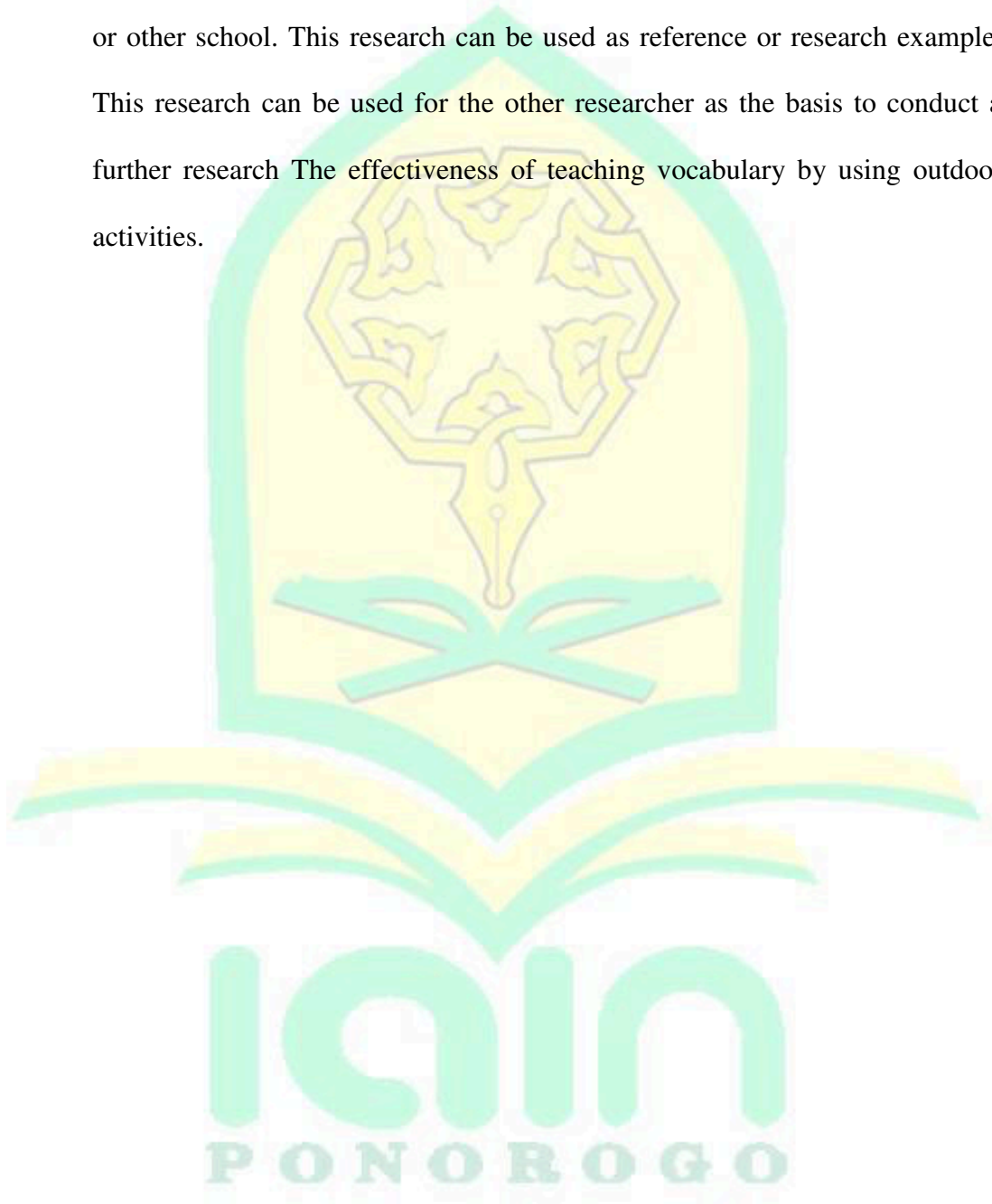
The students expected to be active in learning English especially in learning vocabulary. In Outdoor activities the students should be active to follow the process of learning. They must respond the commands by physical movement. And they must be assume that English lesson is easy to learn.

### **3. For the School**

It is expected for school to help their teachers become more professional with giving seminar, training or workshop. So the teachers have many experience especially of using methods or strategies in learning vocabulary. And they can apply it in the classroom.

#### 4. For the other Researcher

Researcher who wants to conducted a research in the other classroom or other school. This research can be used as reference or research example. This research can be used for the other researcher as the basis to conduct a further research The effectiveness of teaching vocabulary by using outdoor activities.



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