

ABSTRACT

NADZA FITRI ITSNAINI. 2015, Teaching Vocabulary by Using Outdoor Activities (Quasi Experimental Research at the First Grade of SMPN 2 Babadan Ponorogo in Academic Year 2014/2015). Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of 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. Vocabulary is important for students, it is more important than grammar for communicative purposes. The problem statement on this research are: Is there any difference result between students who are taught through outdoor activities and indoor activities in vocabulary mastery to the seventh grade students of SMP N 2 Babadan Ponorogo in academic year 2014-2015? The purpose of this research to examine whether there is a significant difference result 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 SMPN 2 Babadan Ponorogo in academic year 2014/2015. The numbers of the sample in this research were 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.

For instance, 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 proficiency¹. The importance of mastering vocabulary as stated by McCarty (1990) 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 meaning².

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.

Actually there are many methods that can be used by teacher to teach vocabulary. Based on the observation in Junior High School of SMPN 2 Babadan 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. We know that the teacher is the center in the learning process, and the teacher more active

¹ Scott Thornbury, *How to Teach Vocabulary* (UK : Pearson Longman, 1993), 30

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

than their students. The students just sit and listen the teacher's explanation. 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.

Heidi Vasilof (1998, 6), of the Arizona Game and Fish Department, pro motes the use of a portion of the schoolyard for development of wildlife habitats, and she defines these environments as "places where young people and wildlife connect. Built and planted with native vegetation to provide a home for wildlife, they serve as outdoor classrooms where students learn about our natural environments. Schoolyard habitats are rooted in communities: in students, teachers, parents, and businesspeople. They require work and commitment, and they establish a lifelong connection with wildlife." Trough hands-on activities in schoolyard projects, students can explore and learn about the deep connections between themselves, other people, nature, and the world at large. As a reaction to the austere playgrounds from the Kennedy era, a

second playground movement occurred in the late 1960s and 1970s. Partially informed by John Dewey's (1938) theories in education centered on childhood interactive learning and environmental manipulation, innovations in playground design arose. Richard Dattner (1969, 137) wrote: "Playing is the way that children learn about themselves and the world they live in. In the process of mastering familiar situations and learning to cope with new ones, their intelligence and personality grow, as well as their bodies. The environment for play must be rich in experience, and it must be, to a significant extent, under the control of the child."³

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 teacher should present the English lesson as interestingly as possible. The teacher should try to introduce vocabulary as an interesting subject to them. Students can better understand a thing when they experience it themselves. It is better to let them learn from their own experience. One of the wise the teacher can do to attract the students' interest is by outdoor activity. in order to make English vocabulary easy to

³ Lauri Macmillan Johnson, *Creating Outdoor Classrooms*, (USA: University of Texas Press, Austin, 2008), 3-4.

remember, the teacher may use original realia that can be found in the environment through outdoor activity.

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 acquisition⁴.

SMPN 2 Babadan 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 SMPN 2 Babadan Ponorogo, that the teacher does not use any special method or strategies to teach vocabulary. The teacher just write down the new vocabularies without any special strategies to make the students more motivated and interested in learning 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

⁴ Herbert W. Broda, *Moving the classroom outdoor*, (USA : Stenhouse Publisher, 2011), 75-78

some exercise to the students.⁵ 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 researcher interested in conducted the research in SMPN 2 Babadan Ponorogo with the title “Teaching Vocabulary by Using Outdoor Activities (Quasi Experimental Research at the Seventh Grade of SMPN 2 Babadan Ponorogo in Academic year 2014-2015).

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 A and VII B of SMPN 2 Babadan Ponorogo in academic year 2014-2015.
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 difference result between students who are taught through outdoor activities and indoor activities in vocabulary mastery to the

⁵ From the researcher’s interview with Mr. Edy Triyono,S.Pd, 10th April, 2014 .

seventh grade students of SMP N 2 Babadan Ponorogo in academic year 2014-2015?

D. Objectives of the study

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

1. To know whether there is difference result between students who are taught through outdoor activities and outdoor activities in vocabulary mastery to the first grade students of SMP N 2 Babadan Ponorogo in academic year 2014.

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.

STANPONOROGO

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.⁶ 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 understand.⁷ Basically teaching is a complex of activities, strategies, mechanisms, invitations, stimuli, and

⁶ Nasution, *Teknologi Pendidikan* (Jakarta : Bumi Aksara, 1994), 43.

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

theoretical plays designed to help students learn and to become better learner.⁸

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is central to language and of critical importance to typical language learner.⁹ 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.¹⁰

b. Kinds of Vocabulary

Words are usually grouped into eight classes “part of speech”: Verb, nouns, adjectives, adverbs, preposition, conjunction and interjection. Verb, nouns, adjectives and adverb are sometimes called vocabulary words because they make up more than ninety-

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

⁹ Endang Faujiati, *Teaching of English As A Foreign Language*....155

¹⁰ Matthew B. Miles and A. Michl Huberman, *Qualitative data analysis*....75

nine percent of all words listed in the dictionary.¹¹ This is the vocabulary words and its use in the sentences also its' example:¹²

- 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.

To develop language skills, people must take into account vocabulary. The more words they know, the better they may

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

¹² Ibid, 9.

achieve comprehension and production of language, according to Duff differentiates active vocabulary and passive vocabulary. Active vocabulary is words which student 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.¹³ 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 vocabulary¹⁴.

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 is 'open', there is always something new learn when students are motivated to add their vocabulary stock, to

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

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

understand nuances of meaning, to become more proficient in their own choice of word and expressions.¹⁵

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.¹⁶

d. The Factors Influence Vocabulary

According to Gower, there are seven factors influence the vocabulary item is easy or difficult to mastery. They are similarity to L1, similarity of English words already known, connotation, spelling and pronunciation, multi word items, collocation and appropriate use. The explanation as follows:¹⁷

a) Similarity to L 1

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

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

¹⁷ Roger Gower, et al, Teaching Practice Handbook (Thailand: Macmillan, 1995), 143.

The difficulty of a vocabulary item often depends on how similar the item is in form and meaning to the students' first language.

b) Similarity to English Words already known

Students have some English than a word which is related to an English word they are already familiar with is easier than one which is not.

c) Connotation

Connotation refers to a meaning that is implied by a word apart from the meaning which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.¹⁸ Learners have to grips with is the connotation of word.¹⁹

d) Spelling and pronunciations

The spelling of many English words can cause problems for students who speak languages with very regular spelling system (Spanish, for example). Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e) Multi-word items

¹⁸ <http://literarydevices.net/connotation/> Accessed on may 2014.

¹⁹ Roger Gower, et al, Teaching Practice Handbook (Thailand: Macmillan, 1995), 143.

A lexical item may consist of more than one word, as in a compound noun such as to put someone up. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often preposition or adverbs) which are easily confused. There is a world of difference between putting someone up and putting someone down. Phrasal verbs also cause grammatical problems: e.g. look up the chimneys vs. Look chimney up (in the dictionary).

f) Collocation

The way some grammatical structures are formed depends on knowing which words go with others and which do not. Linda also states that knowing syntactic behavior associate with the words and also knowing the network of association between that word and other words in the language.²⁰

g) Appropriate use

Gower points some words and expressions are restricted to use in particular contexts, also it is important that students know whether the word or phrase has a marked style-informal or formal. Students have to take care with the use of colloquial and slang expressions.²¹

²⁰ Linda Taylor, Teaching and Learning Vocabulary (Cambridge: University Press, 1990), 1.

²¹ Roger Gower, et al, Teaching Practice Handbook (Thailand: Macmillan, 1995), 144.

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 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.²² Language consists of words.

Vocabulary is the collection of word that individual knows. A

²² Penny Ur, A Course in Language Teaching (Practice and Theory) (Cambridge: Cambridge University Press, 1996), 60.

six year old speaker who has a very well develops vocabulary for someone. Her age her native language might know words abstract and dynamic.²³ Teacher should facilities vocabulary learning by teaching learners figure useful words and by teaching strategies to help learner figure out meanings on their own.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of meaning of new word. The strategies should be useful within the classroom as well as when learners are in situation where they encounter new and unfamiliar words on their own. The strategies should also help learners acquire new vocabulary words that they hear and see.²⁴ Good vocabulary instruction start with a student's friendly definition that's simple and clear. While some teachers believe that arriving at the definition is the goal of vocabulary work, champion teachers start and spend their having students practice sing words widely and richly after know the basic meaning.²⁵

The importance of vocabulary in daily demonstrated in schools and out in the classroom, the achieving student's processes the most adequate vocabularies. Because of the

²³ David Nunan, Practical English Language Teaching For Young Learner, (USA: McGraw-Hill, 2005), 12.

²⁴ Ibid, 14.

²⁵ Doug Lemov, Teach Like A Champion (USA: Uncommon Schools, 2010), 271.

verbal nature of most classroom activities, knowledge of word and ability to use language are essential to success in these activities, after schooling has ended, adequacy vocabulary is almost equally essential for achievement in vocation in society.²⁶

There are three basic ways for student to learn new word: (a) by being to read (b) by reading themselves or (c) from direct instruction in word meanings.²⁷

b. Vocabulary Competence

Teaching vocabulary is about memory task and remembered a word. Without vocabulary nothing can be conveyed.²⁸ According to Scott Thornbury, some aspects of word knowledge are:

1. The words' form
2. Word meaning
3. Any connotations the word might have
4. Whether the word is specific to a certain register or style,
5. The word grammatical and characteristic (part of speech)
6. The words' common and collocation,
7. The word derivation,
8. The word relative frequency.

²⁶ Elain K. McEwan, *Raising Reading Achievement in Middle and High Schools* (California: Corwin Press, 2001), 56.

²⁷ *Ibid*, 57.

²⁸ Dana Shejaloba, 10.

Successful vocabulary learning involves more than holding words for a few seconds. It is need to integrate words into long – term memory. To integrate word into long – term memory, they would need to be subjected to different kinds of operations. To ensure moving new vocabulary into permanent long- term memory, Thornbury present some requires number of principles to be some component as follows:

1. Repetitions: repetition of encounters with a word is very important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good change to remember it for a long time.
2. Retrieval: other kind of repetition, activities which require retrieval, such as using the new items in written tasks, help students to be able to recall it again in the future.
3. Spacing: it is useful to split memory work over a period of time rather than to mass it together in a single block.
4. Pacing: it is to respect different learning styles and pace; students should be ideally given the opportunity to do memory work individually.
5. Use: putting words to use, preferably in an interesting way, it the best way of ensuring they are added to long – term memory. This is so called “use it or lose it” principle.

6. Cognitive dept: the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.
7. Personal organizing: personalization significantly increased the probability that students will remember new item. It is achieved mainly through conversation and role-playing activities.
8. Imaging: easily visualize words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.
9. Mnemonics: tricks to help retrieve or rules that are stored in memory. The best kinds of mnemonics are visuals and keyword techniques.
10. Motivation: strong motivation itself does not ensure that words will be remembered. Even unmotivated students remember words if they have to face appropriate tasks.
11. Attention: it is not possible to improve vocabulary without a certain degree of conscious attention.²⁹

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

²⁹ Scott Thornbury, 25

correct language, (3) to enable students to write the language properly, (4) to enable the students to read the language with ease.³⁰

The specific goals of teaching vocabulary are: students enable to use appropriate word in sentence, students enable to use capital letter in writing, students enable to pronounce and spell correctly the words, students enable to recognize words of English, recognize different shades and meaning of word.³¹

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

The learners have to know what a word sound like (its pronunciation) and what it looks like. There are fairly obvious characteristics and one or the other will be perceived by the learners when encountering the item for the first time. In teaching, the teacher needs to make sure that both aspects are accurately presented.

2. Grammar

The grammar of a new item will need to be taught if this is not obviously by general grammatical rules. An item may have an unpredictable change of form certain

³⁰ M.F Patel & Praveen M.Jain, English Language Teaching (Jaipur: Sunrise Publishers & Distributors, 2008), 53.

³¹ Ibid, 54

grammatical contexts or may have some idiosyncratic way of connected with other word in sentences. It is important to provide learners with this information as the same time as the teacher teaches the base form.

3. Collocation

The collocations typical of particular items are another factor that makes particular combination sound right or wrong in a given context. So, this is another piece of information about new items which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parenthesis.³²

4. Aspects of meaning (denotation, connotations, appropriateness)

The meaning of a word is primary what it refers to in the real world, its denotation; this is often the sort of definition that is given in dictionaries. Example: “dog” denotes kinds of animals. Less obvious component of the meaning an item is connotation. The associations positive or negative feeling it evokes, which may or may not be indicate in dictionary definition. The word “dog”, for

³² Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press, 1996), 61

example by most British people has connotation of friendship and royalty.³³

5. Aspects of meaning (meaning relationship).

How the meaning of one item relates to the meaning of others can also be use in teaching. These are various such relationships (1) antonyms (2) synonyms (3) hyponyms (4) co-hyponyms (5) super ordinates (6) translation.

6. Word Formation

Vocabulary items whether one word or multi word can often break do into their component bits. Exactly, how these bits are put together is another piece of useful information. Perhaps mainly for more advanced learners. Another way, vocabulary items are built by combining two words (to noun or a gerund and a noun and verb) to make item.

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:

³³ Ibid, 61.

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.³⁴

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.³⁵

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 body, a teacher give

³⁴Jolle Brummit-Yale, Effective Strategy for Teaching Vocabulary, (Online, www.k12reader.com/effective strategy for teaching vocabulary, retrieve on June, 26 2014.

³⁵ Ibid

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.³⁶

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

³⁶ Ruth Gaims & Stuard Redman, 73.

low levels to tell students that 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.³⁷

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

³⁷ Ibid, 74

technique is usually 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.³⁸

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.

f. Evaluate of Teaching Vocabulary

To know the competence students' in vocabulary, teacher is need evaluation. In evaluating of teaching vocabulary, usually teacher were conducted a test. This test is means to know the effective o teaching sequence.³⁹ Evaluation in that way is a means to judge the achievement of the students in the field of education. The achievement is generally measured through the test and examination. Its means the test and examination are very important in the whole process of the learning.⁴⁰ Testing provides a form of feedback both students' and the teacher.

³⁸ Ibid, 75.

³⁹ Schoot Thurnbury, 129

⁴⁰ M.F Patel & Praveen M.Jain, English Language Teaching (Jaipur: Snrise Publishers & Distributors, 2008), 150.

Besides that, testing also has a useful backwash effect: 1) If learner knows that are going to be tested on their vocabulary, 2) testing also motivates learner to review vocabulary in preparation for a test, 3) it also provides an excuse for further, post-test and review when the teacher goes over the answer in the class.⁴¹ Then scoot Thornbury states, there are two kinds of testing in vocabulary that is:

a. Informal Testing

It is the best done regular basic competence of vocabulary. The best way to do this testing is using vocabulary notebook and the class word box. Vocabulary notebook is about some note of evaluating after applying teaching vocabulary in formed as reflection of the teaching. Then new words are written on to a small card and added to a word box. At the beginning of the next lesson, these words can be used of the next lesson as the basic for review activity.⁴²

b. Formal Testing

Formal testing may be required at certain strategies stage in a course. Test of vocabulary knowledge sometimes form a part of placement test, or as a component of a diagnostic test in advance of planning a course program.

⁴¹ Ibid, 150.

⁴² Schoot Thornbury, 51.

Test of achievement at the end of the lesson and as measure of external examinations.⁴³

In evaluating vocabulary includes some aspect that must remember in learning vocabulary that is: meaning, form, any connotation, grammatical, common collocation, derivations and also relative frequency. The alternative approach to evaluate vocabulary as follows: 1). By lexical density, lexical density means a measure of the proportion of content words in a text. Content words as opposed to function words are words that carry high information such noun, adjectives and verbs, 2). By lexical variety, it is a measure of the different word in the text. A high proportion of different words is an indicator of an extensive vocabulary knowledge, 3) by lexical sophistication, it is assessed by counting the number of relatively infrequent word.⁴⁴

In the evaluating process, teacher conducted a test. There are two kinds of test based on the form that is oral and written test. In oral test, the teacher evaluates students' cooperative by speaking the list of word that they have. Then, for written test, there are formed as multiple choice, true/false, fill in the blank, essay, and etc. students' aim to be reached in learning vocabulary process is primarily their

⁴³ Ibid, 52.

⁴⁴ Ibid, 136

ability to recall the word at will and to recognize it in its spoken and written form.⁴⁵ It seems like a simple enough tasks, but considers these complexities.

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, 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

⁴⁵ Schott Thornburry, How to Teach Vocabulary (UK : Pearson Longman, 1993), 136

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 vocabulary⁴⁶.

b. The goal of outdoor activity

That when the children study outdoor, they will⁴⁷ :

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 ,aster skills in nature, on the children's own terms

⁴⁶ Lauri Macmillan Johnson, *Creating Outdoor Classrooms*, (USA: University of Texas Press, Austin, 2008), 13-16

⁴⁷ Wells, n M (2000), *at Home with nature: effects of 'greenness' on Children's Cognitive Functioning*, environment and Behavior, 32(6), 775–795.

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.

c. The evaluate of outdoor activity

According to Hammerman (1995) outdoor activities are an approach toward achieving the goals and objectives of the curriculum, which involves (1) an extension of the classroom to an outdoor laboratory, (2) a series of direct experiences in any or all phases of the curriculum involving natural materials and living situations, which increase awareness of the environment and of life, (3) a program that involves students, teachers, and outdoor education reserve people in planning and working together to develop an optimum teaching learning climate.

Various possible activities during outdoor activities:

1. Observation and simple research in the surrounding area where pupils would compare and test the theory on real life situation.
2. Interview people in the street or at works
3. Outdoor games
4. Camping at the deforested area.
5. Live in village in agricultural area.

From the explanation above it is possible to the researcher to use the role in outdoor activities above to be conducted in junior high Scholl gathered with another technique such as games outdoor, to make it easier and interesting to the students, the researcher my use the certain media such as picture, realia and the nature. This technique is suitable to the students for all grade in elementary level that having the same problem, bur researcher focused on the seventh grade student.

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. Te title was “Teaching vocabulary using outdoor activities for the third grade in SD Muhammadiyah 15 Sumber Banjarsari 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)

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 SMP N 2 Babadan Ponorogo in academic year 2014/2015.

D. Hypothesis

Hypothesis is the alternative 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 tested his truth by collecting data which is collected by the researcher.⁴⁸ 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 mastery to the seventh year students of SMP N 2 Babadan Ponorogo in academic year 2014.

Ho : There is significant no differences in effectiveness between study through indoor activities and outdoor activities for the students'

⁴⁸ Suharsimi Arikunto, Manajemen Penelitian (Jakarta: PT Rineka Cipta, 2000), 71

vocabulary mastery to the seventh year students of SMP N 2
Babadan Ponorogo in academic year 2014.

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