

k

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH OUTDOOR ACTIVITIES AT NINTH GRADE OF
SMP 5 TINAMBUNG**



BY:

SITI MAULIDAZIAH

H0120317

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT**

2025

STATEMENT OF WORK ORIGINALITY

The one who is filed below:

Student's Name : Siti Maulidaziah
Nim : H0120317
Study program : English Education Study Program

Hereby states that the thesis is her original work and has never been submitted for an undergraduate degree in a higher school, and as far I am concerned in this thesis no work or opinion has been written or published by others except has been referred explicitly in this document and listed in the bibliography.

If in the future, it is proven that this thesis is a copy, I am willing to accept the sanction for my act.

Majene,.....

Signed by,



Siti Maulidaziah

H0120317

APPROVAL SHEET

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH OUTDOOR ACTIVITIES AT NINTH GRADE OF SMP 5 TINAMBUNG

SITI MAULIDAZIAH

H0120317

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on : 19th May 2025

EXAMINATION

Chair of the Examiner	: Dr. H. Ruslan, M.Pd.	(.....)
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd.	(.....)
Supervisor I	: Hustiana, S.Pd., M.Pd	(.....)
Supervisor II	: Dr. Rafiq, S.Pd., M.Pd.	(.....)
Examiner I	: Dr. Reski, S.S., M.Hum.	(.....)
Examiner II	: Dwi Adi Nugroho, S.S., M.Hum.	(.....)

Majene, 19th May 2025

FACULTY OF TEACHER TRAINING
AND EDUCATION UNIVERSITAS

SULAWESI BARAT



ABSTRAK

SITI MAULIDAZIAH: Meningkatkan Penguasaan Kosakata Siswa Melalui Kegiatan di Luar Ruangan di Kelas IX SMP Tinambung. **SKRIPSI, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Tujuan penelitian ini adalah untuk mengetahui apakah kegiatan luar ruangan dapat meningkatkan perbendaharaan kata dan untuk mengetahui peran serta siswa dalam meningkatkan penguasaan kosa kata . Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Lokasi penelitian berada di SMPN 5 Tinambung. Populasi penelitian ini adalah siswa kelas IX SMPN 5 Tinambung. Total sampel penelitian sebanyak 27 siswa pengambilan sampel secara purposive sampling. Teknik pengumpulan data adalah tes dan angket persepsi siswa yang diselesaikan selama 3 kali pertemuan. Tes dan kuesioner terdiri dari dua puluh soal dalam pertanyaan pilihan ganda, dan 15 item pertanyaan pada angket persepsi siswa. Nilai rata-rata Pre-test adalah (43.33) dan Post-test (78.70). Sementara, hasil test uji Shapiro-Wilk menunjukkan tingkat signifikansi ($2\text{-tailed} = 0.001$) < 0.05 itu menunjukkan bahwa Hipotesis (H_a) diterima yang artinya penggunaan Outdoor Activities dapat meningkatkan penguasaan kosakata siswa. Adapun hasil angket persepsi siswa yaitu 66.70% yang termasuk dalam kategori baik. Dengan kata lain siswa merespon dengan baik (Positif) penggunaan Outdoor Activities.

Kata kunci: Kosakata, Aktivitas Luar Ruangan, Bahasa Inggris.

ABSTRACT

SITI MAULIDAZIAH: Improving Students' Vocabulary Mastery Through Outdoor Activities in Class IX of Tinambung. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University Sulawesi Barat, 2024.**

The purpose of this study is to find out whether or not outdoor activities can improve student`s vocabulary and to find out students` perception toward outdoor activities to improve vocabulary mastery. The method used in this research is a quantitative method. The research location is at SMPN 5 Tinambung. The population of this study was class IX students of SMPN 5 Tinambung. The total research sample was 27 students using purposive sampling. The data collection technique was tests and student perception questionnaires which were completed during 3 meetings. Tests and questionnaires consist of twenty questions in multiple choice questions, and 15 question items in the student perception questionnaire. The average value of the Pre-test is (43.33) and Post-test (78.70). Meanwhile, the results of the Shapiro-Wilk test show a significance level (2-tailed = 0.001) < 0.05, indicating that the Hypothesis (Ha) is accepted, which means that the use of Vocabulary Mastery Through Outdoor Activities can increase students' vocabulary mastery. The results of the student perception questionnaire were 66.70% which was included in the fair category. This means that students respond (Positively) to using Outdoor Activities.

Keywords: Vocabulary, Outdoor Activities, English.

CHAPTER 1

INTRODUCTION

A. Background

English is a language that is almost used throughout the world or is called an international language. In this era, English is needed in various aspects of life, especially in education. English is an international language that is not only used in relations between countries but also serves to deepen and develop science because most scientific books are imported from abroad (Izzan and Mahfuddin, 2007). Students at the school level must learn the initial basics to learn English such as increasing vocabulary, mastering grammar, and others. English learning aims to improve listening, reading, writing, and speaking skills in simple English materials.

Language is a tool that is used to communicate therefore, the use of language is very important to create good communication. The language consists of the language used in everyday life, and a foreign language, is the language used in a particular situation that occurred with the development of the times (Sry Marisa, 2022).

The main capital for learning sentence structure and other language skills is vocabulary. Learning vocabulary facilitates reading, writing, listening, and speaking English. Vocabulary is crucial in learning foreign languages, particularly English. Vocabulary can be defined as groups of words that someone understands (Herliana, 2015). Vocabulary is seen to be the most important component of learning English since without it, pupil cannot comprehend and communicate their thoughts. It affects oral forms, such as speaking and listening, as well as written forms, such as reading and writing. Obviously, vocabulary influences the four language skills, and learning them is dependent on it.

According to Hasmawaty (2023), outdoor activities allow us to observe objects in the surrounding environment, which leads to the realization of observations and teaches students to see events and events directly. They also allow people to learn from the surrounding environment and integrate with their surroundings outside the room. The primary objective is to familiarize people with the surroundings of learning vocabulary outside: (1) a fresher mind due to being outside; (2) more varied classes; (3) more realistic learning; and (4) the ability for pupils to increase their vocabulary through observation.

Vocabulary is one of the important aspects that must be learned. In this study, researchers focused on vocabulary (nouns) to increase the vocabulary of students studying outdoors. Nouns are one of the vocabulary that are easy for students to learn. By seeing an object it was easier for students to explain or describe it and it was easier to recall the vocabulary they have learned. Then this research was carried out outdoors in the school environment or school garden of SMP 5 Tinambung.

Based on the observation in SMP 5 Tinambung, there are still many students who have difficulties translating text and lack communication in English. This is, when the researcher visited the school, for direct observation. Researchers found several problems faced by students, especially in vocabulary. The first problem is the difficulty of learning English for students who have a lack of increased vocabulary. The second problem comes from the lack of English language training in the daily life of students, which results in students experiencing difficulties or cannot translate English verbally and in writing.

In overcoming these problems, teachers must find solutions so that problems can be resolved. Teachers should be able to use several learning strategies, especially in increasing students' vocabulary. One of the methods applied to increase students' independence to find new words that are not yet known to students is through Outdoor Activities. There are numerous strategies for increasing students' vocabulary, but the researcher used the

Vocabulary Mastery Through Outdoor Activities because it can be tailored to the level of students who still have vocabulary weaknesses.

The researcher tried to explore the use of outdoor activities to improve students' vocabulary mastery. Therefore, the researcher conducted in research under the title "Improving Students Vocabulary Mastery Through Outdoor Activities at Ninth Grade of SMP 5 Tinambung".

B. Problem Identification

The problem identification in this study is based on the background described above:

1. Lack of mastery of students' vocabulary.
2. Students feel bored learning English.
3. Students have less interest in improving their English vocabulary.

C. Problem Limitation and Formulation

Researchers, based on the problem mentioned above, want to limit these problems. This study aims to implement outdoor activities to improve in improving vocabulary mastery.

Research Formulation:

1. Can outdoor activities improve students' vocabulary at SMP 5 Tinambung?
2. What are the students' perceptions toward outdoor activities to improve vocabulary mastery?

D. Research Objective

In accordance with the background that the researcher stated, the research objective can be identified as follows:

1. To find out whether or not outdoor activities can improve students' vocabulary at SMP 5 Tinambung.
2. To find out students' perception toward outdoor activities to improve vocabulary mastery at SMP 5 Tinambung.

E. Research Benefits

The benefits of this research Include:

1. For school

This research is an input improving learning so as to support the achievement of expected teaching and learning outcomes.

2. For teacher

The impact on teachers is expected to be new suggestions to improve English teaching strategies, particularly English teachers who teach ninth grade students at SMP Tinambung.

3. For students

This study is also expected to help students become independent learners by organizing and memorizing vocabulary in an interesting way through their vocabulary Mastery Through Outdoor Activities, as well as to motivate students to improve their interest in learning English.

4. For the researcher

The results of this study are also expected to help readers improve their knowledge about interesting strategies for teaching vocabulary, the researchers hope that this research can be used as a reference and will help future researchers get inspiration to follow up on the results of this study to improve the quality of students in learning vocabulary English to improve students' vocabulary better in the future.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are several previous studies that discuss outdoor activities and their relationship to vocabulary. One of them is conducted by Ahmad Munawir (2022), titled “*Outdoor Learning: Students` Vocabulary Mastery In Higher Education*”. The objective of this report was to determine whether or not the utilization of Outdoor Learning techniques is beneficial in increasing students` vocabulary knowledge at IAI As`adiyah Sengkang`s sixth semester of English instruction. This study uses a pre-experimental design to attain its goal. This study`s population comprised 13 students in their sixth semester of English education at IAI As`adiyah Sengkang. Purposive sampling was employed by the researcher. SPSS version 24 was used to analyze the data. The pre-test and post-test results demonstrated considerable improvement.

The second previous study was conducted by Zulfa Majidah (2020), titled “*The Use of The Things Around Us as Outdoor Activities in Students` Vocabulary Teaching and Learning at SDIT AL-Uswah Pamekasan*”. There are two research focuses in this research. First, how does the teacher at SDIT AL-Uswah Pamekasan use the objects in our environment to help students learn vocabulary outside? Secondly, how do the students respond to the teacher`s use of the objects in our environment to support vocabulary instruction outside? The researcher uses descriptive qualitative research to conduct the research with four techniques of data collection: observation, interview, field note, and documentation. Then the researcher displays or classifies the data based on the focus of the study. After that, the researcher continued with checking the data to get the validity data. The result of this research found that in the use of the things around us as outdoor activities on students` vocabulary teaching and learning process.

The third study is conducted by Prisma Yunia Putri (2016), titled "*Improving Young Learners' Vocabulary Mastery Through Indoor and Outdoor Activities in Happy Bee English Center*". The methods of collecting the data to obtain some information about the strategies that are used to improve the vocabulary mastery of young learners in Happy Honey Bee English Center are field study and library study. For the field study, direct observation and some interviews were conducted to find out the information about the profile and the implementation strategy adopted by Happy Honey Bee English Center in English learning. In library study, some books are used as references to support this research. The results of the research show that Happy Honey Bee English Center has applied several learning activities inside and outside the room to improve vocabulary mastery for young learners. Improving young learners' vocabulary mastery in Happy Honey Bee English Center which is conducted indoors can be seen from the use of flashcards, identifying objects, and also through storytelling activities, while the activities performed outdoors were finding treasure games, field trips, and craft-making activities. Those activities are designed to help young learners master a lot of English vocabulary easily. By carrying out those activities to improve vocabulary mastery for young learners, the objectives of Happy Honey Bee English Center to create a generation who can compete in the globalization era through English learning can be achieved.

The distinction between this study and others is that the first aims to determine whether outdoor learning strategies help students gain more vocabulary. Purposive sampling and a pre-experimental design are then used, and the population is sixth-semester students. The second study employed a descriptive qualitative research design and employed four data-gathering methods: documentation field notes, interviews, and observation. Field research and library studies were employed in the third study. Despite being a quantitative study, this research makes use of a pre-experimental design, questionnaires, and tests. To choose the sample that was used in SMP 5 Tinambung Ninth Grade, the researcher employed purposive sampling.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

The activity of mastering or understanding a language, both spoken and written, is referred to as vocabulary mastery. Mastery of vocabulary is essential because the more vocabulary a person has, the easier it is for him to convey and receive information; in fact, vocabulary can be used to assess intelligence.

One of the language components that has a significant impact on a person's ability to produce words is vocabulary. People who have a vocabulary can communicate with one another, share ideas orally and in writing, and comprehend what others are saying. Vocabulary is needed by language learners to make it easier for them to develop language. Sutrisna (2012), defines vocabulary as a collection of words that students are expected to know, with an emphasis on both memorization and understanding of word meanings. Vocabulary acquisition is required at all stages of language education because it is one of the most important aspects of language learning. In other words, the role of vocabulary cannot be separated from any aspect of language learning. All planned activities for speaking, listening, writing, and reading necessitate the use of words or vocabulary.

Ernawati (2017), states that vocabulary is essential in helping students learn with words and is one method of developing linguistic awareness, which in turn promotes language and literacy development. As stated by Afzal (2019), experts in the field of vocabulary development agree that vocabulary is a central factor in the process of language learning and that vocabulary strengthening is required at all stages of students' language development.

In Efransyah (2018), emphasizes that without grammar, very little can be communicated, and without vocabulary, nothing can be communicated. According to the opinion Hidayat (2020), If from the basics students have been introduced and given English vocabulary learning, then it is possible that the greater the vocabulary mastered by students, the greater the academic achievement they will achieve.

b. Kinds of Vocabulary

According to Ismawati in Qodir (2017), vocabulary varies.

Vocabulary is divided into:

1. Content word

Content words are words with a meaning. These are the kinds of words we look up in a dictionary. There are two types of free morphemes. The first category consists of ordinary nouns, adjectives, and verbs that we consider to be the words that carry the content of the messages we send.

a. Nouns

Nouns are words that name people, places, things, feelings, ideas, emotions, qualities, and activities. Types of the noun are:

1. Proper nouns: these are names, people, places, times, organizations, and so on that refer to distinct individuals, begin with capital letters, and most are not found in dictionaries. Example: Ani, Surabaya, Singapore etc.
2. Common nouns: all nouns that are not proper nouns are common nouns, and a few examples include a cop, art, paper, work, frog, bicycle, atom, family, and mind.
3. Common nouns: include all nouns that are not proper nouns, such as a cop, art, paper, work, frog, bicycle, atom, family, and mind.
4. Uncountable nouns: the nouns which cannot be accountable and cannot be made a plural. We cannot say two fans, three pieces of advice, or five pieces of furniture. Besides, we never use an or a with them.
5. Concrete nouns: these are mostly the names of countable objects and substances or materials (uncountable). Food, oxygen, iron, girls, cats, books, glass, pomegranate, earthworm, and windows are some examples.
6. Abstract nouns: they name ideas, feelings, and qualities. The majority, but not all, is an uncountable noun. For instance, health, happiness, honesty, freedom, and so on.

b. Verb

A verb is a word that expresses action or state of being, which means that it makes a statement about the subject:

1. Finite verbs: These are ordinary verbs with tenses, an infinitive, a present participle, and a gerund. For instance, walk-walking-walked-walks.
2. Transitive verbs: verbs that are followed by a word or phrase that answers the question What? Who else? That is, transitive verbs cannot complete their meaning without the assistance of a direct object. A lion bites a man, for example Modal.
3. Intransitive verbs are action verbs that are not followed by a word or phrase that answers the question What? Who else? It means that they are not taking a direct object, to put it another way.
4. Auxiliary verbs: These verbs are used in conjunction with another verb to describe an action or condition. The most common and important is the verb to-be, which indicates a state of being (or existence) or a condition. After too, the most common are-, auxiliary, to do, and have.
5. Connecting verbs: These are used to connect the subject and its complement. The most common linking verbs are to be and verbs of the senses: look, taste, smell, and feel.
6. Regular verb: the simple past and past participle of the verb ending in –ed. Example: hoped, listened, and studied.
7. Irregular verb: the simple past and simple participle of the verb to not end in –ed. Broke –broken, came-came, hit-hit.

c. Adjective

An adjective describes or modifies nouns and pronouns.

The various types of adjectives are:

1. Adjective of Quantity: much, some, little, half, any, etc.
2. Adjective of Quality: small, fat, large, poor, short, etc.
3. Adjectives of Numeral: one, second, single, two, first, double, etc.
4. Demonstrative Adjective: this, that, these, etc.
5. Interrogative Adjective: what, who, whose, which before noun.
6. Possessive Adjective: my, you`re, his, its, her, they`re, our.

d. Adverb

Adverbs describe verbs, adjectives, and other adverbs. The types of adverbs are:

1. Manner adverbs of location and direction: they indicate "where"? An action took place. Example: here, down, abroad, anywhere.
2. Adverbs of location and direction: they indicate where? An action took place.
3. Adverbs of time: they indicate when? An action takes place. For instance, yesterday, today, soon, recently, last week, last year, and so on.
4. Adverb of Degree: This is the most difficult type of adverb to find in a sentence. They specify how much" or to what extent"? Something happened. For instance, very quiet.
5. Frequency adverb: they tell "how often"? An action takes place. For instance, always, frequently, and occasionally.
6. Adverb of Quantity: they tell "how many"? An action occurs. Example: twice, once.
7. Interrogative adverbs: are used to ask a question. Example: where, why, when, how.
8. Relative adverbs: they are used as a connector in the sentences. Example: therefore, besides.

c. Vocabulary Mastery

Vocabulary mastery is very important because the more vocabulary a person has, the easier it is for him to convey and receive information, and vocabulary can even be used to measure intelligence.

According to Jhon in Nurhidayah's research (2018), the goal of the vocabulary test is to see if the learner can match each word in their native language to learn vocabulary automatically when they don't know what the word means. Own and can use it in a sentence.

Vocabulary mastery refers to skill in processing words in a language. As quoted by Syarifuddin (2014), understanding vocabulary both orally and in writing is part of mastering a language. Mastery is a diagnostic and individualized approach to teaching in which students continue to learn and test at their own level in order to achieve success.

Ferdi Irvani (2019), the most important factor in making these language skills easier to learn is vocabulary mastery. One of the language elements that must be mastered is vocabulary. Students can easily improve language skills such as listening, speaking, reading, and writing if they master vocabulary.

From the above definition, Vocabulary Mastery is the activity of mastering or understanding a language, both spoken and written. Vocabulary mastery is not only knowing every word but also having the knowledge to make them recognize the meaning of sentences in a short time and have the ability to structure them into meaningful sentences.

2. Outdoor Activities

a. Definition of Outdoor Activities

According to Masya (2006), outdoor activities are one of the teaching methods in which the students are guided and make a certain and concrete aim to go to a place or area for learning and observing. Hamalik (2005), stated that outdoor activities a visits to a certain place outside the class that are done as academic activities and for an educational purpose.

Outdoor activities are a very delightful learning method because the students will have pleasant activities and an enjoyable experience. Teachers and students can go to certain places, such as supermarkets, educational markets, etc.

Based on the explanation above, it can be concluded that outdoor activities are the teaching-learning activities that are done in class outside to learn something, where the students can directly observe an object. The students can also have a picnic during the activities and refresh their minds from the boring learning activities.

Outdoor activities are activities outside the classroom or school. This is done so that students can learn and be integrated with the atmosphere outside the school or nature. From these activities, students will get a direct experience that can make them interested in the material which is delivered by the teacher, and information from books or other sources can develop their feeling to love their environment.

In general, outdoor activities are encouraged by motivation to find information about certain things, exercise students' attitudes, develop students' rise and appreciation, and enjoy new experiences. Outdoor activities can also make the students see events directly and increase the students' experience. This experience cannot be gotten by them in class only. Meanwhile, they will get so much knowledge that enriching things which cannot be learned by them inside of the classroom.

b. Outdoor Activities Method

1. Preparation

In preparation for outdoor activities, teachers need to clearly determine the purpose of learning, consider the choice of technique, the arrangement of mature planning, divide the students into some groups, and deliver the one to check the place.

Mulyasa (2005), says that at the beginning of outdoor activities, the teacher needs to carry out some activities, such as:

- a. Choose the sources of community to become the source of teaching-learning activities.
- b. Analyze the suitability of the learning source with the purpose and school program.
- c. Analyze the learning source based on pedagogic values.
- d. Relate the learning source with the curriculum, whether the source of the outdoor activities supports and coincides with the demand of the curriculum. If the answer is yes, the outdoor activities can be done.
- e. Make and develop the outdoor activities program logically, and systematically.

- f. Do the outdoor activities suitable for the purposes that have been determined, and observe the learning purposes, learning material, and learning effect on the comfortable weather.
- g. Analyze the purpose of outdoor activities whether there are difficulties in these activities, and make a note of these outdoor activities.

2 .Outdoor Activities

Teaching can directly guide the students to get a new experience in a new place. They have already known in advance before guiding them. They shouldn't just know the place and let children only focus on the activities without doing bothersome things.

The outdoor activities method is the trip that is done by every student to get their experience in the learning process, especially the direct experience. Outdoor activities are an integral part of the school national curriculum. Mulyasa (2005), asserts that outdoor activities serve a variety of academic purposes, one of which is to approach the development of knowledge about the outside world.

Outdoor activities for students are learning and playing activities outside the classroom or in the open, aiming to provide a more tangible and pleasant learning experience. This activity can be in the form of play, observation, discussion, or adventure activities that can be adjusted to the subject or learning objectives.

Types of outdoor activities:

- a. Outdoor games

Various types of games that utilize the surrounding environment, such as playing in parks, villages, or school environment.

- b. Nature observation:

Exploring the natural environment, observing flora and fauna, and studying natural processes.

- c. Adventure activities:

Camping, hiking, or other activities that are adventure and can improve survival skills.

d. Outdoor art learning:

Painting in the open, making statues from natural materials, or photography activities inspired by nature.

e. Naturalistic activity:

Observing birds, trees, or insects to increase knowledge about nature and the environment.

Outdoor activities benefits:

a. A more tangible learning experience:

Connecting theories learned in class with practice in nature.

b. Skills development:

Developing observation skills, reasoning, and survival skills.

c. Learning is more fun:

Changing a monotonous learning atmosphere to be more attractive and fun.

d. Development of naturalistic intelligence:

Fostering naturalistic intelligence and sensitivity to nature.

e. Formation of a positive attitude towards nature:

Increasing awareness of the importance of protecting the environment and the sustainability of nature.

Examples of outdoor activities:

a. Hiking or climbing:

Exploring nature while learning about plants, animals, and ecosystems.

b. Camping:

Learning survival skills, teamwork, and togetherness.

c. Bird observation:

Spending time in nature while learning about various types of birds and their habitat.

d. Exploring the garden:

Studying various types of plants, flowers, and insects.

e. Painting or drawing in nature:

Producing works of art inspired by nature.

With various type and benefits, outdoor activities can be an effective and fun learning method for students to develop knowledge, skills, and positive attitudes towards nature.

Outdoor activities emphasizes learning that is practical and direct, where students interact directly with the surrounding environment. This activity can include various things, such as:

- a. Direct observation and observation: Students can observe flora, fauna, and natural symptoms directly.
- b. Life experience in nature: Through activities such as camping or mountain climbing, students can learn about survival resilience, cooperation, and skills.
- c. Character development: Through adventure challenges and activities, students can develop characters such as courage, responsibility, and curiosity.

Outdoor activities, there are several types of outdoor learning activities that can improve vocabulary mastery. One of them, the Whisper challenge is a guessing game that is played by whispering words secretly to the person you are talking to. This is where the students are directed out of the room, then make two groups, line up in a long line, after which the researcher gives each one a piece of paper containing a sentence which they will whisper to their interlocutor. One of the players starts by whispering the sentence to the next layer, this game continues until the last player, says the sentence out loud, after which the first player says the sentence they actually said. The Whisper challenge can be played with a group to practice team cohesion. This game can also improve your ability to pronounce vocabulary.

3. Perception

According to Kartini kartono (2014), in the complete dictionary of psychology, perception can be defined as: 1. The process of knowing or recognizing objects and events with the help of the senses, 2. Awareness of organic processes, 3. Tichener, a group of sensations with the addition of meanings derived from past experiences, 4. Variables that hinder or interfere, derived from the ability of the orgasm to differentiate between stimuli, 5. Intuitive awareness of direct truth or beliefs that are also about something.

Abu Ahmadi (2015), aspects of perception, have six aspects as follows:

- a. Cognitive Aspect, cognitive aspect is related to symptoms concerning the mind.
- b. Affective Aspect, effective aspect is in the form of a process related to certain feelings, such as fear, envy, sympathy, and so on which are shown to certain objects.

c. Conative Aspect, conative aspect is in the form of a tendency/tendency process to act on an object, for example the tendency to help, distance oneself, and so on.

d. Cooperation Aspect, is a relationship of mutual assistance from people or groups of people in achieving a goal.

e. Solidarity Aspect means that there is a tendency for someone to see or pay attention to the condition of others.

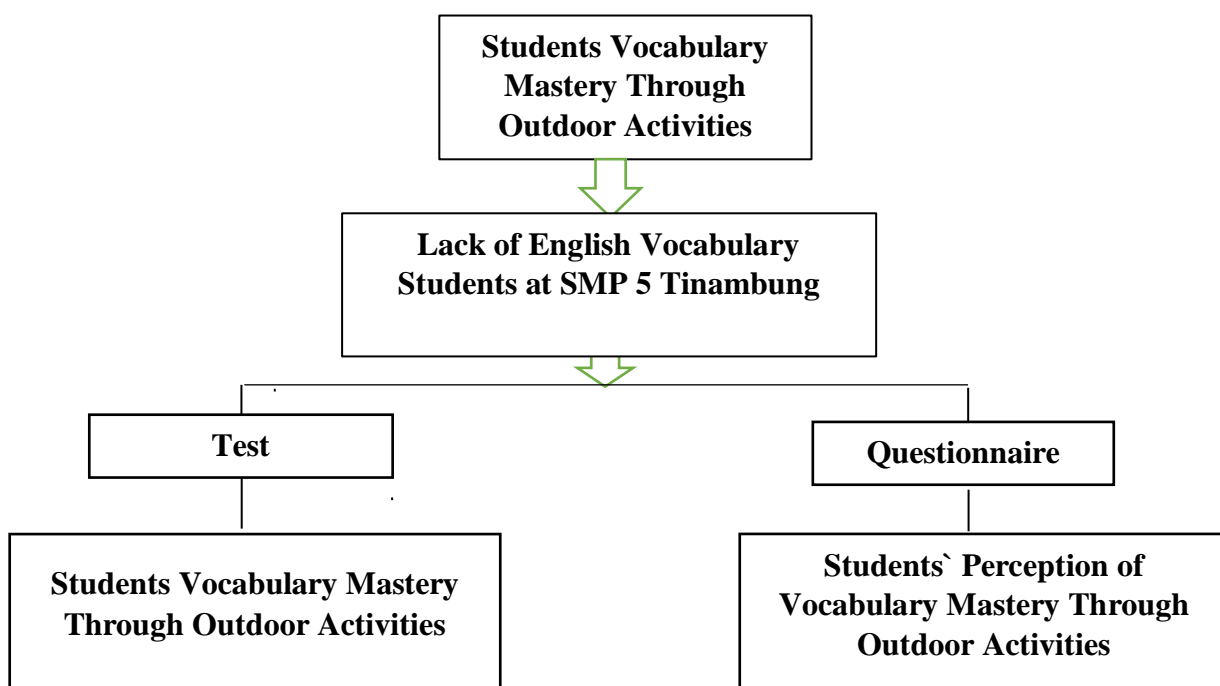
f. Tolerance Aspect is maintaining the feelings of others in their daily activities.

According to Faizah, the factors that influence perception are:

- a. Internal psychological factors, humans are attracted to anything that moves.
- b. Internal biological factors, hungry people tend to pay attention to food, thirsty people are more attracted to drinks.

C. Conceptual Framework

Figure 2.1 *Conceptual Framework*



Based on the framework above, the researcher gave a pre-test for the experimental group to determine the students' vocabulary level. After that, the researcher applied a Vocabulary Mastery Through Outdoor Activities. To enrich the Vocabulary of Students in the experimental group. The researcher then administered a post-test to determine whether the Mastery through Outdoor Activities can improve the students' vocabulary. The researcher then administered a questionnaire to students in order to determine their perceptions of learning Vocabulary Mastery through Outdoor Activities. The ultimate goal of this study is to determine whether this strategy can improve the students' vocabulary mastery improvement and perception.

D. Hypothesis

Null Hypothesis (H_0): The use of Vocabulary Mastery Through Outdoor Activities cannot improve students' vocabulary mastery.

Alternative Hypothesis (H_1): The use of Vocabulary Mastery Through Outdoor Activities can improve students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Improvement of Vocabulary Mastery Through Outdoor Activities

The researcher can conclude that the use of vocabulary mastery through outdoor activities is more effective in increasing vocabulary mastery. The average value of the Pre-test is (43.33) and Post-test (78.70). Meanwhile, the results of the Shapiro-Wilk test show a significance level of ($2\text{-tailed} = 0.001$) < 0.05 indicates that the hypothesis is accepted, which means that the use of outdoor activities can improve students' vocabulary mastery based on the results of research by students at SMP 5 Tinambung. This is proven by the significant difference between students' average scores before and after the test.

2. Students' Perception of the Improving Vocabulary Mastery Through Outdoor Activities

Effect of outdoor learning activities on student perceptions of mastery of vocabulary. The results of the questionnaire regarding students' perceptions of vocabulary mastery through outdoor activities show that there is a positive influence, which can be seen from the students' answers to the numbers from the calculations, a percentage value of 66.70% was obtained. It can be concluded that based on the results of questionnaire related to students perception on outdoor activities for vocabulary learning showed positive response for increasing their vocabulary mastery.

B. Suggestion

Many recommendations are made for educators, students, researchers, and teachers of higher learning based on the research that has been conducted. The Vocabulary Mastery Through Outdoor Activities, which English teachers can use to teach and learn, can assist teachers in learning English that students find easier to know and

grapes classes and students interested in studying English. For students, students can enrich their vocabulary knowledge to improve their proficiency in speaking, reading, writing, and listening in English. Students will more readily comprehend and remember the words they learn on their own. For researchers, for future scholars to undertake related research they can utilize this study as a model. It is hoped that the findings of this study was aid in the development of innovative engaging strategies for teaching vocabulary. Although this research still has home shortcomings and weaknesses, it is hoped that there was improvements for further research. Finally for schools, it is hoped that they was able to apply and develop the Improving Vocabulary Mastery Through Outdoor Activities in English Learning to help students enrich their vocabulary mastery.

BIBLIOGRAPHY

- Afzal, Naeem. 2019. "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education." *Arab World English Journal* 10(3):81–98. doi: 10.24093/awek/vol10no3.6.
- Alvionita, L. C., Zimraam, N. A., Parwati, S. L., ahmawati, N. D., Fadhilah, S. R. D., Prasetya, F. D., Tsabita, E. M. Z., & Alficorista, N. B. E. (2023). Implementasi Pembelajaran Luar Ruangan (Outdoor Learning) Sebagai Penguat Minat Belajar Mahasiswa Pendidikan Luar Sekolah Unnes 2023. *Journal Of Education And Technology*, 3(2), 173-185.
- Ardiansyah, Arman. 2017. "The Use Of Outdoor Learning Strategy In Teaching Writing At The Grade Students Of SMK Negeri Benteng Selayar" *Journal Education*.
- Anwar, Yayang Taofik, and Efransyah Efransyah. 2018. "Teaching English Vocabulary Using a Crossword Puzzle Game with Seventh Grade Students." *PROJECT (Professional Journal of English Education)* 1(3):235. Doi: 10.22460/project.v1i3.p.235-240.
- Azwar, Saifuddin 2018. "The Difference of Mathematics Learning Achievement Learning and Conventional Learning Media in Junior High School Students". *Gajah Mada Journal of Professional Psychology*.
- Brown, Mike. 2009. "Reconceptualising Outdoor Adventure Education: Activity in Search of an Appropriate Theory." *Journal of Outdoor and Environmental Education* 13(2):3–13. doi: 10.1007/bf03400882.
- Hamalik, 2005. "Outdoor Activities Guidelines for Learning New Zealand". *Journal Education*.
- Handayani, 2019. "The Analysis of Devices Used by High Achieving Students in Writing Argumentative Essays". *Journal Thesis*.
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest in Education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220–227.
- Hasibuan, Malayu S.P. 2010. "Organisasi Dan Motivasi; Dasar Peningkatan Produktivitas." In *PT. Bumi Aksara, Jakarta*.
- Hasmawati, Usman Usman, and Intisari Intisari. 2023. "Improving Children's Science Skills Through Play Activities in Outdoor Play." *TEMATIK: Jurnal Pemikiran Dan Penelitian Pendidikan Anak Usia Dini* 9(1):45. doi: 10.26858/tematik.v9i1.47953.

- Herliana, 2015. "Improve Understanding of English Vocabulary Through the Use of the Boingo Game Method". *Journal Education*.
- Hidayat, M, Taufik, and Arlien K, Y, 2020. "The Effectiveness of Flashcard Augmented Reality Media and Game Chick Learn on the Ability to Memorize Vocabulary in English Primary School Students." *International Journal of Innovation, Creativity and Change* 11(5):151–68.
- Husamah. (2013). "Pembelajaran Luar Kelas". Cet.1; Jakarta : Prestasi Pustakaraya, h 19.)
- Irvani,F. 2020. "An Analysis of Students Difficulties in Vocabulary at SMP Muhammadiyah Surakarta". *Journal Education*.
- Ismawati, 2017. "The Effect of Vocabulary Self-Collection Strategy on Vocabulary Mastery at SMP Muhammadiyah Palangka Raya'. *Journal Thesis*
- Izzan, A. 2007. "How to Master English".*Journal education*.
- Jamaluddin. (2020). Online learning and its problems in the covid-19 emergency period. *Jurnal Prima Edukasia*, 8(1), 86–95. <https://doi.org/10.21.832/jpe.v8i.32165>
- Jusri, 2021. "Students Perception on the Use of Active Learning Toward their Vocabulary Mastery at the Second Grade Students of SMPN 3 Bangkala Barat. *Journal Thesis*.
- Kurniawan, R. (2015). Students Perceptions of Teachers' Classroom Questioning. *Repository Universitas Muhammadiyah Purwokerto*, 8–23.
- Marissa. 2022. *The Efforts of Teachers in Improving Students Memorizing Vocabulary in MAN Pinrang*.
- Mulyasa, 2005. "Didaktik dan Metodik Umum Jakarta PT Rineka Cipta". *Journal Education*.
- Munawir, A. 2022. "Outdoor Learning Students Vocabulary Mastery In Higher Education". *Journal Education*.
- Nasir, N. B. M. 2020. "The Effect Of Using Pictures To Students' Reading Comprehension Of Second Year Students At SMKN Pertanian Terpadu Provinsi Riau."
- Nurasiah, I., Rachmawati, N., Supena, A., & Yufiarti, Y. (2022). Literatur Riview: Model Pembelajaran Brain Based Learning Di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3991-4003.

- Nurhidayah. 2018. *Students Vocabulary Mastery in Their Descriptive Texts At Eleventh Grade Students of Sman 13 Makassar (Descriptive Qualitative Research)*.
- PUTRI, P. Y. 2016. "Improving Young Learners Vocabulary Mastery Through Indoor and Outdoor Activities in Happy Honey Bee English Center." (May):2016.
- Putri, C. S. (2023). Peran Pembelajaran Berbasis Outdoor Dalam Meningkatkan Keterampilan Berpikir Kritis Siswa: Studi Quasi-Eksperimental Di Sekolah Menengah Atas Di Bandung. *Sanskara Pendidikan Dan Pengajaran*, 1(02), 68-77.
- Rahmayanti, 2021. "Enhancing the Students Vocabulary Mastery Through Vocabulary Self-Collection Strategy". *Journal Thesis*.
- Salam, Rosdiah. 2017. Implementation Of Outdoor Learning Method in Improving Skills of Writing." *Journal Education*.
- Siegel, J. (2015). Exploring listening strategy instruction through action research. *Exploring Listening Strategy Instruction Through Action Research*, 1–259.
- Sulistiana, Eva, Wardatun Nadzifah, and Moh. Samsul Arifin. 2019. "Intensive English Program (IEP) Meningkatkan Penguasaan Vocabulary." *Jurnal Studi Guru Dan Pembelajaran* 2(3):236–40. doi: 10.30605/jsgp.2.3.2019.46.
- Syarifudin, Aswal, Rismaya Marbun, and Dewi Novita. 2014. "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3(9):1–10.
- Tobbin, P. U. 2021." The Students Toward the Use of English Platform at the Second Semester of English Program at IAIN Pare-Pare". *Journal Thesis*.
- Wulan, W., & Wathon, A. (2021). Implementasi Metode Outdoor Learning Untuk Mengembangkan Kemampuan Fisik Motorik Kasar Anak Usia Dini Kelompok B Di Ra Muslimat Khadijah Al Huda Patianrowo Nganjuk. *Sistim Informsi Manejemen*, 4(1), 181-195.