



IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH OUTDOOR LEARNING ACTIVITIES AT  
GRADE FIFTH SD NEGERI 100501 SIGOLANG  
TAPANULI SELATAN

A THESIS

Submitted to the English Department of Islamic University Syekh Ali Hasan  
Ahmad Addary Padangsidimpuan as Particular Fulfillment of the Requirement  
for the Graduate Degree of Education (S.Pd) in English

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2023



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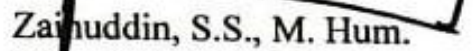
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## LETTER OF AGREEMENT

Term : Munaqasyah  
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To: Dean  
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*Assalamu'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to Tihajar Ritonga, entitled "Improving Students' Vocabulary Mastery through Outdoor Learning Activities at Gade V SD Negeri 100501 Sigolang Tapanuli Selatan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

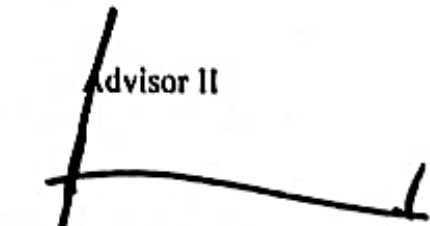
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

*Wassalam'alaikumwr.wb.*

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## **LEGALIZATION**

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### **ABSTRACT**

Instrument of collecting data. Test was used to find out the score of students' vocabulary mastery, then find out this research was motivated by the low results of students' English tests at grade V SD Negeri 100501 Sigolang-Tapanuli Selatan. This is due to the fact that there are still many students who are less active in the learning process and still have difficulty in answering the questions given by the teacher, one of which is the low English vocabulary of students. Thus the researcher ensure that storytelling can improve students' vocabulary.

The formulation of the problem in this research is whether outdoor learning activities can improve students' vocabulary in grade V SD Negeri 100501 Sigolang-Tapanuli Selatan?. So that the purpose is to find out whether vocabulary can improve vocabulary by using outdoor learning activities.

. This research was conducted by Classroom Action Research (CAR). This research conducted in two cycles, by each consisted of planning, action, observing, and reflecting. Every cycle conducted in two meetings. The participants of this research was students at Grade V SD Negeri 100501 Sigolang-Tapanuli Selatan which consisted of 15 students and researcher collaborator was an English Teacher. This research used test and observation as mean score and percentage as formulation. Next observation was used to know the condition and to contribute the test.

Based on the result of this research, the students' vocabulary mastery was improved with mean score of cycle 1 which was 64 and students passed the KKM 6 persons (40%), and test 2 in second cycle mean score was 77,33 and the students passed the KKM 13 students (86,87%). It can be concluded that the score from cycle 1 until cycle 2 was improved. Furthermore, the result of the observation showed that the students were motivated in the teaching-learning process during the implementation of outdoor learning activities. So, outdoor learning activities was recommended in teaching learning process to improve students' vocabulary based on this research.

*Key Word: Improving, Vocabulary, Mastery, Outdoor Learning Activities, Classroom Action Research*



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### ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya hasil tes bahasa inggris siswa di SD Negeri 100501 Sigolang. Hal tersebut disebabkan masih banyaknya siswa yang kurang aktif dalam proses pembelajaran dan masih kesulitan dalam menjawab soal yang diberikan guru, yang mana salah satu penyebabnya adalah rendahnya kosakata bahasa inggris siswa. Dengan demikian peneliti meyakini bahwa dengan mendongeng dapat meningkatkan kosakata siswa.

Rumusan masalah dalam penelitian ini apakah belajar diluar ruangan dapat meningkatkan vocabulary siswa di kelas V SD Negeri 100501 Sigolang. Sehingga yang menjadi tujuan penelitian ini adalah untuk mengetahui apakah vocabulary dapat meningkat dengan menggunakan pemnelajara diluar kelas V SD Negeri 100501 Sigolang.

Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dengan masing- masing siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Setiap siklus dilakukan dalam dua kali pertemuan. Partisipan dalam penelitian ini adalah siswa kelas V SD Negeri 100501 Sigolang yang terdiri dari 15 siswa dan kolaborator penelitan yaitu seorang guru bahasa inggris. Penelitian ini menggunakan tes dan observasi sebagai instrument pengumpulan data. Tes digunakan untuk mengetahui skor penguasaan kosakata siswa, kemudian mencari skor rata- rata dan persentase sebagai rumus. Selanjutnya observasi digunakan untuk mengetahui kondisi dan kontribusi tes.

Berdasarkan hasil penelitian, penguasaan kosakata siswa meningkat dengan nilai rata- rata siklus 1 yaitu 64 dan siswa yang lulus KKM 6 orang (40%), sedangkan nilai rata-rata pada siklus 2 adalah 77,33 dan siswa yang lulus KKM 13 siswa (86,67%). Dapat disimpulkan bahwa skor dari siklus 1 sampai pada siklus dua meningkat. Selanjutnya hasil observasi menunjukkan bahwa siswa termotivasi dalam proses belajar mengajar selama pelaksanaan pembelajaran diluar kelas. Jadi, mendongeng direkomendasikan dalam proses belajar mengajar untuk meningkatkan kosakata siswa berdasarkan penelitian ini.

*Kata Kunci: Meningkatkan Penguasaan Kosakata, Belajar Diluar Kelas, Penelitian Tindakan Kelas.*

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In the process of finishing this thesis, researcher got a lot of guidance and motivation from many people. Therefore, in this chance researcher would like to express the deepest gratitude to the following people, are:

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I realize that this thesis cannot be considered perfectly without critiques and suggestion from the readers. Therefore, it is such a pleasure for me to get critiques and suggestion from readers to make this thesis better.

May Allah SWT always bless all of you.

Padangsidempuan, Januari  
2023

Researcher

**Tihajar Ritonga**

**Reg. Num. 17 203 00005**

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Problem

The first skill that students must master when learning a language is vocabulary. The process of learning English as a second language must include it. Without a strong vocabulary, it is mean mastery vocabulary determines the quality of person's language. Inadequate vocabulary mastery will make it difficult for someone to communicate well as from of social interaction. This shows that a person's language skills also depend on the quality of the vocabulary has.<sup>1</sup> Both verbally and in writing, we have difficulty communicating and expressing our views.

Hatch and Brown, the term of vocabulary refers to a list or set of words for particular language use<sup>2</sup>. Vocabulary seems easy to master, but it is actually quite hard even thought it could be teach by some interesting techniques or strategies. Generally, teacher teach vocabulary word by word in order to make students understand the word and meaning.<sup>3</sup> Vocabulary must be taught in detail. A teacher should makes students understand and make they would not forget the words they have learned

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<sup>1</sup>Yohana Dini Trisnani Susanto, "Hubungan Penguasaan Kosakata Dengan Keterampilan Berbicara dan Menulis Siswa Kelas IV SDN Pangeran Diponegoro Kecamatan Ngaliyan." *Thesis*, (Semarang: UNNES, 2017), P. 49.

<sup>2</sup>Hatch and Brown, in Budi Setiawan, "Improving the Students' Vocabulary Mastery Through Direc Intruccion", *Thesis*, (Surakarta: Universitas Surakarta, 2010), P. 153 eprints. Uns.ac.id.

<sup>3</sup>Elda Martha Suri, "Improving Studen ts' Vocabulary Mastery By Using Songs at grade sixt of State Elementary School of 45 Bungo Pasang Padang." *Journal pendidikan*, V 1, No. 1 Juli 2012, P. 27, media.neliti.com.

before leaving the class. Because usually the students know the word but in the next day they often forget.

Learning vocabulary is a part of learning a language. Communication is essential and crucial to the acquisition process. It is rude that acquiring a language's vocabulary cannot be isolated from language study. For students to grasp utterances and be ready to study English at the next level, it is crucial to present it as a basic step.

By developing a strong vocabulary, one can improve their command of the English language because doing so will improve their linguistic abilities. Vocabulary plays a crucial part in every language skill, including grammar, listening, speaking, reading, and pronunciation, in English as a second language (ESL) and English as a foreign language (EFL).<sup>4</sup> Recognizing the reality of the future important of English, this study of English itself may have to be applied.

One such ingredient in English learning is the use of the learning media. The effectiveness of the learning process and the delivery of the lesson's message and content at that point will be substantially enhanced by the usage of the learning medium during orientation. Learners' understanding can be increased in addition to their desire and enthusiasm in learning.

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<sup>4</sup>Tozcu, coady, and Alqahtani, in Muhammad Ferdi Irvani, "An Analysis of Student's Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar", *thesis*, (Riau: University of Sultan Syarif Kasim Riau Pekanbaru, 2020), p. 118, <http://repository.uin-suska.ac.id/25083/>.

To prepare the ability or competencies of students in this millennial era, the responsibility of teachers is getting heavier. Teacher in this millennial era must always be innovative and creative in designing the learning process in schools. One of the learning processes used to achieve the above competencies is through learning outside the classroom ( Out Door).

Learning happens in groups both in the outdoors and in general. The prevalent ideologies and cultural presences influencing a society and its educational system have a significant impact on knowledge and the ways it is made available, accessible, and meaningful.<sup>5</sup>

One of the learning models that can be chosen from the many models existing learning, namely the learning model outside the classroom because with using it can flow and meet the needs of participants with another styles. Learning outside the classroom is a set of tools contextual learning that is carried out outside the classroom (using environmental conditions outside the classroom).<sup>6</sup>

This learning put students as an educated subject (no longer an object) who interacts directly with the object studied in the field. This learning lad to activity, creativity, and criticality in the domains (cognitive, effective and psychomotor). According to Dadang M and Rizal outdoor

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<sup>5</sup>Barbara Jean Humberstone, "Nature and Well-being in Outdoor Learning: Authenticity or Performativity," *Journal of Adventure Education And Outdoor learning*, V. `12, No. 3, September, P. 183-189.

<sup>6</sup>Fatah Nur Aziz, "Implementation of Learning Model Outside the Classroom in Class IV Students in SD Al Irsyad Al Islamiyah 01 Purwokerto", *Thesis*, (Purwokerto: IAIN Purwokerto, 2020), P. 3.

learning as an out of school activity that contains activities outside the classroom or school and in the wild, such as playing in schools, parks farming village, camping and adventurous activities and develop relevant aspects of knowledge.<sup>7</sup>

The pattern of learning outside the classroom is based on the assumption that students are a process that can develop students' thinking imagination problems that surround it. Learning is an effort creates and provoke students' emotions to work and think critical of the surrounding environment.

Additionally, learning outside of the classroom can assist students in putting their knowledge to use. Additionally, learning outside of the classroom is more difficult for students and serves as a link between the theory presented in the textbook and the reality of the situation. The effectiveness of learning in real-world circumstances will develop learning abilities through the studied subjects and can improve social and personal skills. Depending on the program that the teacher has created, outdoor learning can be done at any time. Learning outside is possible during regular class hours, before or after school hours, and over the summer.

Various locations can be used for outdoor learning, including the environment around the school and outside the school. The school environment is rich in learning resources that can be done formally or non-formally. While the environment outside the school curriculum. Various

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<sup>7</sup>Erwin Widiasworo, *Strategies and Methods for Teaching Students Outside the Classroom (Outdoor Learning) Active, Creative, Inspirational and Communicative*. (Yogyakarta: AR-RUZZ MEDIA, 2017), P. 79-80.

environments that can be used for learning resources include rice fields, parks, zoos, museums, project work, etc.<sup>8</sup>

People who engage in outdoor activities can put an end to their boredom. Due to the fact that these activities are carried out outside, they are more interesting than those that are within. When in outdoor, it can be given more motivation to learn something.<sup>9</sup> The health and wellbeing of students depend on outdoor activities. The students can engage in a variety of outdoor activities like jogging, jumping, climbing, visiting markets and gardens, and playing. Students who have a strong command of vocabulary can interact with one another in a clear and effective manner.<sup>10</sup>

Based on interviews with the teacher Juspita Domini Marpaung as an English teacher at SD Negeri 100501 Sigolang Tapanuli Selatan said:<sup>11</sup>

There were some problems; the first student is illiterate regarding word definitions in English. Second, the student has trouble recalling the definition of words. Third, the problems is from the students lack enthusiasm for learning vocabulary, find it challenging to retain new terms, are passive in the teaching and learning process, lack confidence, and are frightened to make mistakes.

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<sup>8</sup>Iriani Hasan “management outside the classroom for character strengthening” (<http://pena.belajr.kemendikbud.go.id/2018/05/pengelolaan-pembelajaran-luar-kelas-untukpenguatankarakter/~:text=pembelajaran%20ataudi%20luar%29kelas%20atau,mentransfer%20pengetahuan%20berdasarkan%20pengalaman%20yangaceses20September2021time2:23WIB.>

<sup>9</sup>Nurul Fadilah, “The Effectiveness of Outdoor Activities to Improve Students’ Vocabulary”, *thesis*, (Makassar: Muhammadiyah University of Makassar, 2020), P.3.

<sup>10</sup>Nunan, in Aswal Syarifuddin, dkk, “ an Analysis On the Students’ Vocabulary Mastery a Descriptive Study On the MTS,” *Journal Program Study English Language FKIP Untan*, V 3, NO. 9, 2014, P.10, <http://journal.Untan.ac.id>.

<sup>11</sup>Private Interview, Juspita Domini Marpaung as an English Teacher at SD Negeri 100501 Sigolang Tapanuli Selatan, November 2020 on 10 Pm.

The problems also can be from the teachers which still use traditional method of learning where teachers only teach based on textbooks and notes without media which is to have students memorize words they not know. Useful media should be used while teaching vocabulary. Teachers can enhance their instruction by being aware of the material's strengths and weaknesses.

In light of the aforementioned issue, the researcher looks to studies on Improving Students Vocabulary Mastery through Outdoor Activities in the Teaching Learning Process to try and discover a solution. Teach in outdoor activities will make students loose the feeling of bored room and can apply the students' knowledge. The types of learning activities outside the classroom can be carried out with various forms activity, namely: Visual Activities, Oral Activities, Listening Activity, and the last Writing Activities.<sup>12</sup>

From this type of activity, the researcher only takes two activities. first, Visual Activities in the form of reading, drawing objects, paying attention to demonstration and others. Second, Oral Activities are speaking activities, for example: holding interviews, discussions, asking questions, stating and others.

## **B. The Identification of Problem**

To provide clarification on the issue that will be studied, the problem must first be identified. The researcher identifies difficulties as follows:

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<sup>12</sup>Iriani Hasan "management outside the ...

1. The students do not have high motivation in learning vocabulary.
2. The students difficult to memorize new words and passive in teaching and learning process.
3. The students do not have confident and afraid to make mistakes.

### **C. Limitation of the problem**

Based on the explanation above, this research is only focus on improving student's vocabulary of noun and verb mastery by using outdoor learning activity at SD Negeri 100501 Sigolang Tapanuli Selatan.

### **D. Definition of Key Tern**

In order to avoid ambiguity and miscommunication between the researcher and the reader, the researcher comes to the following findings:

1. By using the selected teaching method, students' vocabulary mastery is being improved. Therefore, improving is the process of making something better by using a remedy.
2. A student is a boy or girl who is enrolled in a school, polytechnic, or university as well as a boy or girl who is a regular student. According on the aforementioned definition, the researcher came to the conclusion that you reside at SD Negeri 100501 Sigolang Tapanuli-Selatan.
3. The first skill that needs to be learnt and mastered is vocabulary.

The ability to construct sentences will be lost if the students lack lexical knowledge.



4. Vocabulary mastery is the entire understanding or superior ability to interpret and apply a language's vocabulary with terms that have diverse meanings depending on the person, class, or profession.
5. People can get out of their homes and engage in outdoor activities to pass the time. Due to the fact that these activities are carried out outside, they are more interesting than those that are within.

#### **E. Formulation of the problem**

Considering the background of the subject and the aforementioned focus, the researcher formulates the issue as follows:

1. Are outdoor learning activities able to improve students' vocabulary mastery at SD Negeri 100501 Sigolang?
2. How do outdoor learning activities can improve student vocabulary mastery thorough outdoor activities at SD Negeri 100501 Sigolang Tapanuli Selatan?

#### **F. Purpose of research**

The researcher comes to the following conclusions about the research's objectives based on how the aforementioned problems were formulated:

1. To know whether outdoor actives can improve students' vocabulary mastery in learning outdoor activities at Grade V SD Negeri Sigolang 100501 Sigolang Tapanuli-Selatan.
2. To know how outdoor learning can improve students vocabulary mastery at Grade V SD Negeri 100501 Sigolang Tapanuli- Selatan.

## **G. The Significance of the Research**

The author expects that this research will be useful in the teaching and learning of English, particularly in the area of vocabulary. This study offers two advantages, both theoretically and practically.

### **1. Theoretically**

The following conclusions about this study's theoretical advantages:

- a. The research paper's findings can be used into the teaching and learning of English, particularly in the area of vocabulary instruction.
- b. The research's findings can serve as a guide for individuals looking to study the teaching and learning of English.

### **2. Practically**

The following are some applications of this study's findings:

#### **a. For the others researcher**

By adopting outdoor activities, they can gain a deeper understanding of language instruction for students.

#### **b. For the readers**

By implementing outdoor activities, they will gain more information about instructing vocabulary to senior high school students.

#### **c. For the teacher and learner**

The findings of the study will assist English teachers and students in finding solutions to issues in teaching and learning, particularly

when it comes to teaching English vocabulary through outdoor activities.

## **H. Outline of the Thesis**

Three chapters made up the systematic for this. There were numerous sub chapters within each chapter, as follows:

The backdrop of the problem, identification of the problem, focus of the problem, definition of key terminology, formulation of the problem, purpose of the research, and implications of the research were all covered in the first chapter's introduction.

The theoretical description that covered terminology, outdoor activities, conceptual framework, and action hypothesis was covered in the second chapter.

The third chapter covered research methodology, including information on the setting and timing of the study, types of research, participants, and steps in the study, tools used to collect data, methods used to analyze it, and the thesis statement.

Research findings were presented in the fourth chapter. This outcome is made up of data descriptions that include analysis data. The data description, hypothesis testing, discussion, and research threats are organized in this chapter.

The research's results and recommendations were presented in the fifth chapter.

## CHAPTER II

### A. Theoretical Description

#### A. Vocabulary

##### a. Definition of Vocabulary

Vocabulary, according to Neuman and Dawyer, is a set of words that people need to know in order to interact effectively. These include words for speaking (expressive vocabulary) and words for listening.<sup>13</sup>

Mention that Hatch and Brown claimed that vocabulary refers to a list or set of terms for a certain language or a list or set of words that a given language's speakers may employ. Hatch and Brown also state that vocabulary is the only system involved of alphabetical order.<sup>14</sup>

It is important for students to build their own personal vocabulary learning strategies as they gain more effective vocabulary knowledge and increase their fluency and expression in English. Lewis wrote lexis is the core or heart of language.<sup>15</sup>

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<sup>13</sup>Sheila Manda Arafa, "Improving Vocabulary Mastery Through Extensive Reading For Grade X Students Of SMA N 1 Sewon", *Thesis* (Yogyakarta: Universitas Sanata Dharma, 2018), P. 8.

<sup>14</sup>Budi Setiawan "Improving The Students' Vocabulary Mastery Through Direct Instruction", *Thesis* (Surakarta: Universitas Surakarta, 2010), P. 8.

<sup>15</sup>Ibrahim Mohamed Alfaki,"Vocabulary Input In English Language Teaching: Assessing The Vocabulary Load In Spine Five", *International Journal Of English Language And Linguistics Research*. Vol 3, No. 1, January 2015, P. 1.

The definition of vocabulary can be summarized as a collection of words in a specific language that a person is familiar with and that have a specific meaning.

This indicates that a language is made up of various words that together convey meaning.

#### **b. The Definition of Vocabulary Mastery**

The ability of students to apply their knowledge of a particular subject is referred to as vocabulary mastery. Vocabulary mastery can be defined as an ability to use skill and knowledge on numbers of words with its meaning by individual of a particular language.<sup>16</sup>

For each of the four languages (listening, speaking, reading, and writing). One essential component of expertise is vocabulary. It seems sense to keep in mind that the four language abilities require word knowledge because they are useless without it. The students will struggle to master reading and other abilities if their vocabulary is too limited, as vocabulary mastery is the capacity to understand words and their meanings.<sup>17</sup> According to Marksheffel, having a strong vocabulary means being able to interpret words.<sup>18</sup>

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<sup>16</sup>Heni Ambarawati, "Improving Students' Vocabulary Mastery Through Outdoor Activities," *Thesis*, (Surakarta: University Surakarta, 2011), p. 17.

<sup>17</sup>Ratih Sujayanti, "Improving Grade VIII Students' Vocabulary Mastery Through Concept Attainment Modelat MTs. AL-Washliyah Tembung in 2016/2017 Academic Year", *Thesis* (Medan: Faculty of Tarbiyah Science and Teachers Training State Islamic University, 2017), P. 104.

<sup>18</sup> Marksheffel in Kana Rosiana, "improving Students' Vocabulary Mastery By Using Fan-n-Pick game at Eight Grade of SPM Pelita Raya Jambi", *Thesis*, (Jambi: Jambi University, 2020), P. 40.

According to Nunan, having a large enough vocabulary is essential for efficiently utilizing a foreign language since without it, we can't use the structural and functional words we've learned for effective communication. It becomes clear that learning both the structure and function of words contributes significantly to communication that is understandable.<sup>19</sup>

Nation suggests knowledge one needs possess to understand words are;

- 1) The meaning of the word
- 2) The written form of the word
- 3) The spoken form of the word
- 4) The grammatical behavior of the word
- 5) The register of the word
- 6) The frequency of the word<sup>20</sup>

Therefore, someone with a strong command of vocabulary is knowledgeable and understands the meaning of words.

### **c. Kinds of vocabulary**

Researchers have talked about vocabulary's definition and various vocabulary categories. There are subject matter experts who publicly express their opinions on various vocabularies. Different varieties of vocabulary, according to Khaisaeng et al., are one of the essential components of learning any language and aid students and learners in better understanding and using the target language.

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<sup>19</sup> Nunan in Try Wulandary, "Increasing Students' Vocabulary Mastery by Using Word Walls Media at seventh Grade of SMP N 01 Punggur in Academic Year 2017/2018", (Metro: Iain Metro, 2018), P, 184.

<sup>20</sup> Norbert Scmitt, Vocabulary in Language teaching, (New York, 2022), P. 121.

## 1) Noun

Nouns are the terms we employ to describe everything we can perceive with our five senses: sight, hearing, taste, smell, and touch.<sup>21</sup> A noun is typically a crucial component of any simple statement. Nouns are words that identify who or what in a sentence; they may refer to a person, location, idea, or item.<sup>22</sup> Charles claims, noun is the name of person, place or thing.<sup>23</sup> A noun can be the name of a person, place, or thing, making it a very important word in a phrase.

Example : Muhammad, Indonesia, Al-qur'an.

## 2) Pronoun

Pronouns, according to Nelson in Hardiyanti et al, must be taught to students in order for them to be able to build grammatical sentences.<sup>24</sup> Words that serve as substitutes for a person or object are known as pronouns.<sup>25</sup> The example:

- a) Muhammad gave the Qur'an to Aisyah. He gave the Qur'an to her. (Pronoun: he, her), (Antecedent: Aisyah, Muhammad).

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<sup>21</sup> Jean Yates, *English Vocabulary for Beginning ESL Learners* (New York, 2006), hlm. 208.

<sup>22</sup> Kaisaeng et.al, in Nelda, dkk, "The Effect of Word Square Model on Students' Vocabulary Mastery (A Study at The Eleventh Grade Students of SMA Negeri 1 Saipar Dolok Hole)," *Jurnal Liner, Institute Pendidikan Tapanuli Selatan*, Volume 2, No.1 Februari 2019, p.43.

<sup>23</sup> Charles, in Anggun Trisnawati, "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul Ulum Sekampung in Academic Year 2017/2018", *Tesis*, (Metro: The State Institute for Islamic Studies of Metro, 2018), p. 186.

<sup>24</sup> Nelson, in Nelda, dkk, "The Effect of...", p. 43.

<sup>25</sup> Karimatul Aristya, "Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun", *Thesis*, (Ponorogo, Universitas Ponorogo, 2019), p.131.

b) Aisyah took her checkbook. She then deposited additional funds. (Pronoun: She), (Antecedent: Aisyah).<sup>26</sup>

So, pronoun is a very important word in a sentence that is used to replace a noun.

### 3) Verb

The verb is a fundamental sentence structure that second language learners should grasp, according to Eastwood in Kurniawan et al.<sup>27</sup> Verbs are any word or group of words that specify an action or a condition of the subject. The subject is whoever or whatever does the action that the verb denotes or is in the situation that the verb describes. The examples:

a) Muhammad reads the quran. (The verb reads describes the action performed by the subject Muhammad).

b) Muhammad has felt well recently. (The verb has felt describe the state of being of the subject Muhammad).<sup>28</sup>

Therefore, a verb is a description of the action that the subject took.

### 4) Adverb

Adverbs are words that clarify the meaning of other adverbs, adjectives, and verbs.<sup>29</sup> The examples:

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<sup>26</sup> Anggun Trisnawati, "Increasing Vocabulary Mastery...", p. 186.

<sup>27</sup> Eastwood in Kurniawan, in Nelda, dkk, "The Effect of)...", p. 43.

<sup>28</sup> Anggun Trisnawati, "Increasing Vocabulary Mastery ...", p. 186.



- a) Muhammad walked quickly. (The adverb quickly modifies the verb walked).
- b) They were really unhappy. (The adverb really modifies the adjective unhappy).
- c) Muhammad reads the Qur'an very well. (The adverb very modifies the adverb well).<sup>30</sup>

Adverbs are words that serve to clarify verbs, adjectives, and other adverbs.

#### 5) Adjective

A word used to describe or characterize a person, place, or thing is an adjective. Examples include: old, beautiful, good, bad, handsome, nice, etc.<sup>31</sup>

#### 6) Prepositions

In Napitupulu, Wishon and Burks claim that nouns or pronouns are always used after prepositions. The purpose of the preposition is to indicate place and time. Prepositions include words like above, below, outside, on, at, in, near, nearby, since, bottom, up, under, inside, out, etc. For instance: The campaign will begin at 10 a.m.<sup>32</sup>

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<sup>29</sup> Drs Rudi Hariyono, Complete English Grammar, Surabaya, 2002th ed., (Surabaya: Gitamedia Press, 2002).

<sup>30</sup> Anggun Trisnawati, "Increasing Vocabulary Mastery..."p. 186.

<sup>31</sup> Laily Nurindah Sari, "Improving Students' Vocabulary Mastery Through Make A Match Technique", *Tesis*, (Iain Salatiga, 2016). p.134.

<sup>32</sup> Aulia Husnanissa, "Measuring English Students' Vocabulary Size at The First Semester of The Eighth Grade of SMPN 5 Bandar Lampung", *Tesis*, ( Lampung: Raden Intan Lampung, 2020), p. 45.

Finocchiaro claims that there are two categories of vocabulary that students can fall under:<sup>33</sup>

7) Active vocabulary

It relates to the vocabulary that pupils can comprehend, pronounce accurately, and effectively apply in speaking or writing.

8) Passive vocabulary

While reading and listening to someone talk, pupils can recognize and understand certain terms, but they do not utilize these words when speaking or writing.

Receptive vocabulary and productive vocabulary are the two categories into which Nation divides word knowledge or vocabulary learning.

9) Receptive vocabulary is made up of words that are acquired through reading and listening activities, allowing the reader or listener to absorb, assimilate, and comprehend words that they have previously read or heard as well as those that they have not.

10) After learning receptive vocabulary, someone's productive vocabulary is the words they create and use in written and oral activities.<sup>34</sup>

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<sup>33</sup> Tawali, "The effect of definitions toward students' vocabulary" *journal of language and language teaching*, volume.6, No.1, Mei2018. P. 35-36.

Good categorizes word into four groups, according to him:

- 1) Oral vocabulary refers to words that someone actively uses to express ideas orally or oral vocabulary is the collection of words that someone understands when we talk or read aloud.
- 2) Words that are frequently used in writing are referred to as writing vocabulary.
- 3) Listening vocabulary is a term for words that a listener can comprehend.
- 4) Reading vocabulary is the ability to identify words when one comes across them in written form..<sup>35</sup>

The aim of vocabulary instruction is to enable students to comprehend the meaning of words like sign, signal, and symbol. In order to achieve the purpose of teaching vocabulary, students must be instructed in a variety of concepts regarding words, their meanings, and the words themselves. Teaching student's vocabulary involves more than just helping them learn words; it also involves helping them analyze and use the words in sentences. Building up vocabulary into context is a challenge task for teacher and the bigger

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<sup>34</sup> Nation, in Nur Fauza and Yuri Lolita, "The Use of Drill, Vocabulary ( Vocabulary Various) and Computer Assited Language Learning (call) In Learning Vocabulary," *Journal of English Teaching Adi Buana*, V.3, No1, April 2018, P. 17.

<sup>35</sup> Harmer and Good, in Hasan, "improving Students English Vocabulary by Using Tic Tact Toe Game at Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enerakang," *Jurnal Pendidikan*, v. 2, No. 2, Oktober 2018, P. 9.

quality and quantity of someone vocabulary, the better is his or her language will be.<sup>36</sup>

#### **d. The Learning Vocabulary**

Teaching vocabulary has as its goal assisting pupils in deriving meaning from word signs, signals, and symbols. Students must be taught a variety of concepts about words, their own thoughts, and goals in order to achieve their objectives. Another definition of a strategy is an attempt made to accomplish a success goal. Teaching strategies are steps or actions conducted with the intention of winning a fight. A strategy is a plan, technique, or sequence of actions that is used in education to accomplish a certain educational goal. The goal of studying vocabulary is to comprehend word meanings and employ them in real world sentences.<sup>37</sup>

Hamruni asserts that the teacher is the primary teaching agent and that this makes the teacher the most crucial element of any teaching technique. Other elements of the teaching strategy can be changed by the teacher. The students are the only part of the teaching strategy that may influence the teacher; they participate in a study program to strengthen their capacity to conduct research for academic purposes. The basis for deciding on strategy, content,

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<sup>36</sup> Tawali, "The effect of definitions toward students' vocabulary" *journal of language and language teaching*, volume.6, No.1, Mei2018. P. 35-36.

<sup>37</sup> Indah Pravita Sari, "Teaching and Learning Vocabulary Through Video Clip," *Thesis*, (Lampung: State Institute of Islamis Studies Raden Intan Lampung, 2016, P. 125.

media, and teacher assessment is the purpose. In order to convey a single notion, words like mother in law and post office, which are composed of two or three words, are taught in language classes.<sup>38</sup>

## 2. Outdoor Activity

### a. The Definition of Outdoor Activity

Students playing around have long been an occurrence all throughout the world. The outside space is a full learning environment in early childhood education settings that meets all of the children's physical, emotional, cognitive, linguistic, and social needs. It should be available every day alongside the indoor class and through the year.<sup>39</sup>

An action that can be done to lose badroom is outdoor activity. Due to the fact that these activities are carried out outside, they are more interesting than those that are within. Children's health and wellbeing depend on engaging in outdoor activities.<sup>40</sup>

Outdoor activities will inspire people to learn more or push themselves further. The activities that students can engage in outside include painting objects, participating in speaking exercises, and asking questions. According to Howard, outdoor activities are instructive because they require students to leave the classroom and visit real

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<sup>38</sup>Syafrizal, Haerudin. "The Implementation of Vocabulary Building Strategy In Teaching English Vocabulary To Young Learners". *Journal of English Language Teaching*, V 5. No. 1, july 2018. P. 41-42

<sup>39</sup>Helen Bilton, *Outdoor Learning in the early Years* (New York: Published, 2010), P. 1.

<sup>40</sup>Johar Diyah Ayu Puspita sari, "Improving Students' Vocabulary by Using Outdoor Activities at the Sixth Year of SD Negeri 3 Jekani Mondok Sragen", *Thesis*, (Surakarta: Universitas Muhammadiyah Surakarta, 2010), P. 2.

knowledge sources in the community.<sup>41</sup> In general, motivation to learn more about a topic, develop students' attitudes, cultivate their interests and admiration, and enjoy new experiences encourages them to engage in extracurricular activities. That is outdoor activities can make the students see directly even and increase the students experience.<sup>42</sup> So, students will get so many knowledge that enrich of things. The opportunity to be active is provided by outdoor activities.

More vocabulary is provided by learning activities than by studying the traditional way, and they are also easier to memorize. The teacher can use this strategy once or twice a month to conduct an outside activity as an intermezzo activity. The idea is that using this strategy will help students become more motivated to acquire new words, particularly English words.<sup>43</sup>

#### **b. Advantage and disadvantage of outdoor Activities**

Students who are in class feel bored because of the environment. Lessons and learning activities are less effective since they are easily bored. In reality, learning can take place both inside and outside of the classroom. Most often, the term "outdoor education" refers to extracurricular activities that take place in an outside setting or to

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<sup>41</sup> Heni Ambarawati, "Improving Vocabulary Mastery... p. 23.

<sup>42</sup> Nurul Fadilah, "The Effectiveness of...p. 23.

<sup>43</sup> Nadza Fitri Itsnaini, "Teaching Vocabulary by Using Outdoor Activities ( Quasi Experimental Research at The First Grade of SMPN 2 Babadan Ponorogo in Academic Year 2014/2015)", *Thesis*, ( Ponorogo: STAIN Ponorogo, 2015), P. 32-33.

teaching and learning that takes place outside of school.<sup>44</sup> The teacher usually chooses the form of the suits environmental conditions. The environment can be a school environment and outside of school, the environment can be a school environment and outside of school, the most important thing is that learning activities outside the classroom what students do, the teacher must be very good at choosing the model or type appropriate learning according to the environmental situation, paying attention to security because in the wild it has a high level of risk to student safety.<sup>45</sup>

Teacher can directly guide the students to get a new experience in a new place.<sup>46</sup> Learning outside the classroom (outdoor study) is one of learning methods whose activities take place outside the classroom/school such as parks, villages, gardens and others with the aim of involving hand-on experience and challenging the adventurous spirit of students to be more familiar with the environment and society.<sup>47</sup>

There are some of advantages and disadvantage process learn in outdoor:

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<sup>44</sup> Nurdiana Hamid, "The Effectiveness of the Outdoor Learning Strategy in Writing Description Text", Tesis, (Makassar: Universitas Muhammadiyah Makassar, 2019), P. 22.

<sup>45</sup>Putu Ema Sugiantari, "Pembelajaran Di Luar Kelas (Outdoor Learning) Sebagai Upaya Peningkatan Dan Optimalisasi Daya Serap Siswa Sekolah Inklusi Dalam Pembelajaran Sains Di SD Negeri Bengkala, Kabupaten Buleleng, Provinsi Bali," *article*, November 2016, P. 8.

<sup>46</sup> Nurul Fadilah, " The Effectiveness of ... P. 25.

<sup>47</sup>Muchlisin Riadi "Metode Pembelajaran di Luar Kelas" (<https://www.KajianPuastka.com/2019/09/metode-pembelajaran-di-luar-kelas.html?m-1> accessed at Maret 21,2022 retrieved on 21:40 pm).

- 1) Advantage
  - a) Able to make each individual develop creativity and personal initiative.
  - b) Able to realize the potential possessed by each individual so that his soul, body and spirit become optimal.
  - c) Provide opportunities for students to feel directly on the material presented in the middle.
  - d) Enable to students develop their skills and interest in activities outside the classroom.
  - e) Help develop better teacher-students relationships with a variety of experiences that can be found in the wild.
  - f) Provide opportunities and direct learning experiences for students.
  - g) Instill in students that the world is an exciting vehicle for learning.<sup>48</sup>
- 2) Disadvantage
  - a) Students will lack concentration.
  - b) Students' management will be more difficult to condition.
  - c) Times will be wasted ( less punctual).
  - d) Reinforcement of concepts is sometimes contaminated by other students or other groups.
  - e) Teachers are more intensive in guiding.
  - f) There will be a pseudo interest.<sup>49</sup>

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<sup>48</sup>Muchlisin Riadi "Metode Pembelajaran di Luar...



### c. Procedure of Outdoor Activities

Outdoor learning was viewed as a strategy or methodology where difficult activities and the natural environment were used to enhance people's involvement in outdoor activities can have long-term advantages on their personal, physical, and social growth, and give pleasurable leisure outlets.<sup>50</sup>

Considering the demands of the students, teachers, and curricular objectives, outdoor education stands out as one of the ways to achieve the required educational results. Outdoor education focuses on experiential, hands-on learning in a real-world setting using visual, aural, and tactical means, which enhances students' learning and memory of material. In order to provide a suitable atmosphere for outdoor education, places outside of the classroom and the school are selected. Students are assessed over their performances related to the experiments and application via observation and reports.<sup>51</sup>

Planning for students to go outside involves concentrating on the potential learning opportunities rather than just doing the activity or putting them in locations where learning might be feasible without guaranteeing that learning takes happen.<sup>52</sup> The researcher used

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<sup>49</sup>Nurhayati Ikasari, "A D descriptive Study On Teaching Vocabulary By Using Outdoor Activities To Young learners At Third Year In SD Negeri 01 Gempol Klaten In 2006/ 2007 Academic Year", *thesis*, (klaten: Muhammadiyah University of Surakarta, 2007), P. 13.

<sup>50</sup>Anis lutfiani, "Outdoor Teaching and Learning at Kampung Inggris Kebumen (KIK) Jatijajar Village, Ayah Distric, Kebumen", *Thesis*, (Purwokerto: IAIN Purwokerto, 2019), P. 4.

<sup>51</sup>Nurdiana Hamid, "The Effectiveness of the Outdoor Learning strategy In Writing Descriptive Text", *Thesis*, (Makassar: Muhamadiyah University of Makassar, 2018), P.22.

<sup>52</sup>Linda Keith. *Developing Young Children's Mathematical Learning Outdoors* (Ney York: Routledge, 2018), P. 14.

classroom observation to encourage students to learn English, particularly vocabulary, by making it easy for them to get ideas and interested in doing so. The following learning steps must be taken into consideration while creating a learning scenario using this learning approach.

- 1) Prepare the blackboard in the ward or in the field.
- 2) Do work in groups or individu.
- 3) Make visit to tourist object as an attraction for students to learn.
- 4) Making a Quiz or game.
- 5) Teachers should make tutoring for fields studies.
- 6) Check and provide learning tools and materials.
- 7) Forming a small committee for field studies.
- 8) Make a letter of permission from the principal so that administrative matters do not hinder learning activities.
- 9) Pay attention to the diversity of learning resource for example: tress, herbs, grass, and other.

The procedure for using outdoor activities to teach vocabulary is as follows:<sup>53</sup>

- a) The students are in the class with the teacher before the teacher introduces new English vocabulary. After that, the teacher tells the class about new English words that go well with the subject matter while the students are listening.

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<sup>53</sup>Nurhayati Ikasari, A Descriptive On Teaching Vocabulary..., P. xiv.

- b) They travel to the school's courtyard with the teacher.
- c) The teacher will make appropriate comments about the subject there.
- d) Following the pronunciation, the students will attempt to memorize the word.
- e) Students who have seen the lesson before understand the word and can pronounce it.
- f) Following the lesson, the teacher and students return to the class.

Outside study can build learners' character through direct learning experiences and real context. For this learning process to be effective there is a need for a professional teacher who will teach a learner the most beneficial lesson with his heart and love. We can frame a characterless school as a challenging yet fun learning spot learner.

#### **d. Types of learning Activities Outside the Classroom**

Types of outdoor learning activities can be implemented in the various forms of activity. First, the visual activities include reading, drawing object, taking note of demonstration and other activities. Second, oral activities, are such activities as conducting interviews, discussion, inquiring, activities, and another. Third, inviting activities include reading poetry, singing, playing music, and so on. And the fourth is writing activities which are writing activities for example like making statements practical, making statements description of visit to historical

object, writing essay or writing that are relevant. From this type the researcher only take two types, visual activities and oral activities.<sup>54</sup>

a). Visual activities, namely all activities related to student activities in seeing, observing and paying attention.

b). Oral activities are activities related to students' ability to pay attention to lesson.

## **B. Review or Related Finding**

The researcher discovered the following research that was related to this study: The first thesis submitted by Nurul Padilah to the Institute of Teacher Training and Education faculty is titled "The Effectiveness of Students vocabulary Mastery through Outdoor Activities." The aim of this study is to determine how well seventh-grade students at SMP 1 Muhammdiyah 6 Makassar are able to learn vocabulary through outdoor activities. Students are divided into two groups: the experimental group and the control group. The research participants are then given a pre-test to establish their prior vocabulary proficiency. Following the intervention, the sample takes a post-test to ascertain their current level of vocabulary proficiency. The outcomes of the pre- and post-tests are taken into consideration. The primary research data are the test scores from both the pre- and post-test. The t-test is used to assess the data. Cycle 1's average score was 65,66, whereas Cycle 2's average score was 85,33.<sup>55</sup>

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<sup>54</sup>Iriani Hasan "management outside the...

<sup>55</sup>Nurul Padilah, "The Effectiveness of ..." P.37.

Secondly, thesis of Heni Ambarawati in Institute of Teacher Training and Education of Makassar the title is “Improving Students’ Vocabulary Mastery Through Outdoor Activities”. The purpose of this study is to determine whether implementing outdoor activities can help students in SDN Baleraksa Karamoncol Purbalingga's Fifth Grade students learn more vocabulary. A Classroom Action Research (CAR) methodology that included planning, acting, observing, and reflecting was used in this study. In order to acquire the best results possible, this research was carried out in two rounds. The quantitative statistics indicated that the students' mean score was 61,30 in cycle 1 and 76,76 in cycle 2.<sup>56</sup>

The researcher will attempt to perform research on "Improving Students' Vocabulary Mastery Through Outdoor Learning Activities at Grade Fifth SD Negeri 100105 Sigolang Tapanuli- Selatan" based on the preceding explanation.

### **C. Hypothesis**

The study's hypothesis is that employing outdoor learning activities can help fifth grade students in SD Negeri 100501 Sigolang Tapanuli-Selatan increase their English vocabulary. This is based on their vocabulary mastery and outdoor activities.

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<sup>56</sup> Heni Ambarawati, The Effectiveness of ...” P.37.

## CHAPTER III

### A. The Place and Time of Research

The location of this research in SD Negeri Sigolang 100501 Tapanulin Selatan. It is located in Sigolang, districts Aek Bilah. This research is done from arranging until finishing the thesis. This research starts from November 2022 until finish.

### B. Kinds the research

Classroom action research is this kind of study. A research project known as "classroom action research" is one that is methodically reflective of various actions taken by the researcher and the teacher and is compiled from planning to an assessment of actual action taken in the classroom in the form of teaching in learning activities to enhance the learning environment.

Classroom action research (CAR) is research that raises the real problems faced by teachers in field.<sup>57</sup> Teachers do classroom action research in their own classrooms through self-reflection with the goal of improving their teaching so that student learning outcomes improve.<sup>58</sup> There some of characteristic of action research:

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<sup>57</sup>Ahamad Nizar Rangkuti, "educational Research Methods Qualitative Approach, CAR and Research Development Revised Edition", (Bandung Cita Libra Media, 2016), P. 188-189.

<sup>58</sup>Siti Khasinah, "Classroom Action Research," *journal ar-raniry*, V 4. No 1 (2015), P. 3.

1. Action research is small-scale, localized, and contextual. It identifies and looks at issues inside a particular circumstance.
2. It is evaluating and reflective because it seeks to change and enhance practice.
3. It is participative because it enables teams of colleagues, practitioners, and researchers to conduct joint research.
4. The fusion of knowledge or data that acts as a catalyst for change in practice is based on this point.

In this study, the researcher uses action research to teach English vocabulary to SD Sigolang grade pupils through outdoor learning activities. The researcher collaborates with the school's classroom teacher while doing their research.

### **C. Background and Research Subject**

The purpose of this study is to examine how grade V students at SD Negeri Sigolang in Tapanuli Selatan might improve their vocabulary acquisition through outdoor activities. The subject in this study was grade V SD Negeri 100501 Sigolang. The researches take one class that is v Grade students of SD Sigolang. For the academic year 2021–2022, 15 students make up the class, including 9 female and 8 male students.

### **D. The procedure of Action Research**

This action research utilized the kemmis model. It was a well-known illustration of the "spiral" of action research, which entails the

four processes of planning, doing, observing, and reflecting. the illustration in the next sentence. This study used two cycles. Both the first and second cycles had two meetings each. So, during the study process, there were four meetings. Four steps made up the cycle: plating, action, observation, and reflection.

1. Action Research in Cycle 1 (consisted of 2 Meetings)

a. First Meeting

1) Planning

- a) Prepare a lesson plan consisting of action steps that have been arranged.
- b) Prepare lesson material about vocabulary of noun and vocabulary of verb.
- c) Arrange vocabulary teaching procedure in learning outdoor activities.
- d) Prepare the test.

2) Action

- a) Greet students in the classroom.
- b) Ask the students to read the prayer before starting the lesson.
- c) Tell learning objectives to students in the classroom.
- d) Introduce about learning in outdoor learning the classroom.
- e) Students and the teacher go to the location school's yard.



- f) Teacher will say things that are suitable with the topic (tree, grass and flower).
- g) Introduce about learning in outdoor the classroom.
- h) explain how to learning outdoor activities.
- i) Ask students to apply the technique.
- j) Conclude learning inthe classroom.
- k) Give the first test to students
- l) Observing class.

### 3) Observation

- a) Observing implementation leaning in outdoor activities strategy can improve students' vocabulary mastery or not.
- b) Calculate the first test.

### 4) Reflection

- a) Reflection Analyze the data that has been found.
- b) Clarifying problems found in activities.
- c) Make a conclusion whether to continue to the next cycle or not.

## b. Second meeting

### 1) Planning

- a. Reflection I.
- b. Prepare lesson plan.

- c. Prepare lesson material about vocabulary of noun and verb.
  - d. Arrange the steps of teaching vocabulary.
  - e. Preparing research instruments.
- 2) Action
- a) Greet students before starting the lesson.
  - b) Ask students to read a prayer.
  - c) Teacher and students together go to the location school's yard.
  - d) Explain the topic of the lesson.
  - e) Explain the steps learning in outdoor activities.
  - f) Apply the technique
  - g) Give the second test.
  - h) Give a test cycle I
  - i) Conclude the test
  - j) Observing class.
- 3) Observation
- a) Observe whether the objective indicators in the observation are successful or not.
  - b) Observing students' vocabulary whether it is better than before or not.
  - c) Observing students' vocabulary with instrumen
  - d) Calculate the second test and cycle I

## 4) Reflection

- a) Analyze whether students' vocabulary increases or not through index card match strategy.
- b) Reflect whether students' vocabulary increases or not through outdoor learning activity.
- c) Reflect the activities and results of learning in outdoor activity.

Decide whether or not to go on to the next cycle after evaluating the data that has been collected.

## 2. Action Research in cycle 2 (Consisted of 2 Meetings)

In this cycle, the researcher assesses all cycle-preceding activity and fixes the issue. Every meeting will last 90 minutes if there are two of them.

## a. Third Meetings

## 1) Planning

- a) Reflection II.
- b) Prepare the materials needed in the teaching and learning process used for lesson plan and media.
- c) Prepare test
- d) Coding problems in the learning process.
- e) Arrange the third preparation steps at the first meeting and second meeting.

## 2) Action

- a) Give orientation test
- b) Rearrange the layout of the outdoor learning to make it more interesting.
- c) Divide students into groups .
- d) Explain the topic about vocabulary of noun and verb.
- e) Make the game or quiz.
- f) Ask students to find a partner in their group.
- g) Do question and answer between students in the outdoor learning.
- h) Give the third test to students in the outdoor.
- i) Make a conclusion from lesson in the outdoor learning.
- j) Monitoring the time of the lesson time in the outdoor learning.
- k) Collect the results of the students' task in the outdoor learning.
- l) Observing class.

## 3) Observation

- a) Observe whether the objective indicators in the observation are successful or not.
- b) Clarifying problem found in activities.

- c) Observing students' vocabulary whether it is better than before or not.
  - d) Observing students' vocabulary with instrumen
  - e) Calculate the third test.
- 4) Reflection
- a) Analyze whether students' vocabulary increases or not through outdoor learning activities.
  - b) Reflect whether students' vocabulary increases or not through outdoor learning activities.
  - c) Reflect the activities and results of outdoor learning activity.
  - d) Evaluate the data that has been obtained and make a conclusion whether to continue the next cycle or not.
- b. Fourth Meetings
- 1) Planning
- a) Reflection III.
  - b) Prepare the material needed in the teaching and learning process used for lesson plan and media.
  - c) Prepare research instruments.
  - d) Coding problem inthe learning process.
  - e) Arrange the third preparation steps at the first meeting and second meeting.

## 2) Action

- a) Make the learning outdoor activities more interesting.
- b) Divide students into several groups.
- c) Explain the topic about noun and material noun.
- d) Ask students to find partners in their groups.
- e) Separate each partner with a partner.
- f) To tell the students doing a question and answer.
- g) Give the fourth test.
- h) Give a test cycle II
- i) Make a conclusion.
- j) Monitor time allocation.
- k) Collect the task.
- l) Observing class.

## 3) Observation

- a) Observing the teaching learning process 4
- b) Calculating the fourth test and cycle II to see the improvement.

## 4) Reflection

- a) Evaluating teaching learning process 4
- b) Analyze the results if the results have been achieved this cycle is stopped

The writer can determine whether or not there has been a change in the kids' vocabulary proficiency based on the exam results.

### **E. Kinds the research**

Classroom action research is this kind of study (CAR). A research project known as "classroom action research" is one that is methodically reflective of various actions taken by the researcher and the teacher and is compiled from planning to an assessment of actual action taken in the classroom in the form of teaching in learning activities to enhance the learning environment.

Classroom action research (CAR) is research that raises the real problems faced by teachers in field.<sup>59</sup> Teachers do classroom action research in their own classrooms through self-reflection with the goal of enhancing their performance as instructors to improve student learning outcomes.<sup>60</sup> There some of characteristic of action research:

1. Action research is small-scale, localized, and contextual. It identifies and looks at issues inside a particular circumstance.
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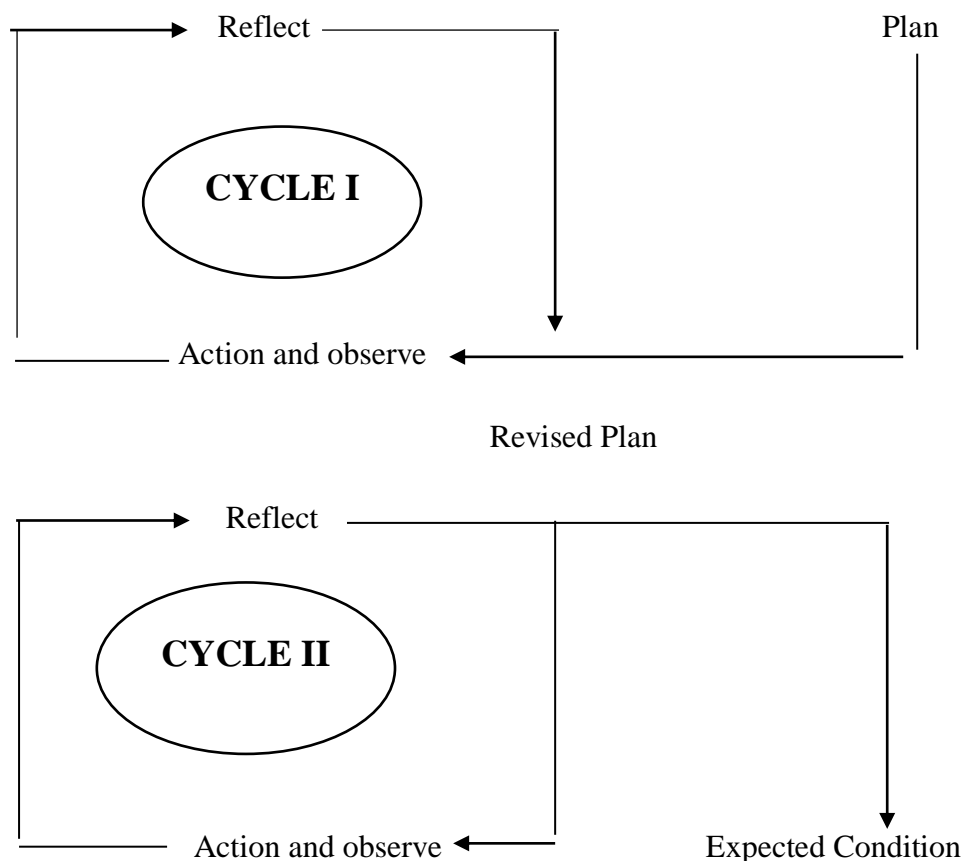
<sup>60</sup>Siti Khasinah, "Classroom Action Research," *journal ar-raniry*, V 4. No 1 (2015), P. 3.

4. The fusion of knowledge or data that acts as a catalyst for change in practice is based on this point.

In this research, the researcher uses outdoor learning activities to teach English vocabulary to SD Sigolang grade children as part of action research. Together with the school's classroom instructor, the researcher conducts the study.

#### F. Model of Action Research

Action research, according to Kemmis, occurs through dynamic and complementary processes that include four essential elements in a spiraling process: planning, acting, observing, and reflecting. This is stated in Meghan's journal.





: Action research by Kemmis

### **G. The technique of Collecting Data**

Both qualitative and quantitative data were gathered by the researcher for this classroom action investigation. The term "quantitative" is used to refer generally to everything that can be measured or counted and is consequently regarded as objective.<sup>61</sup> When describing data that cannot be objectively measured or quantified, the term "qualitative" is used to denote subjectivity.<sup>62</sup>

Researchers conduct tests and observations to get qualitative data. The researcher used the observer to record the activities as a whole and the conduct of the students before, during, and after the outdoor activities that were used to educate and learn.

#### 1. Test

A test is a tool for assessing a person's performance, knowledge, or competence in a particular field. The researcher will employ a vocabulary test in this study. Students will be asked to respond to 20 multiple-choice questions, 10 of which are verbs and 10 of which are nouns. The assessment for multiple-choice questions is explained as follows:

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<sup>61</sup>Ahmad Nizar Rangkuti. Educational Research Methods ...P. 27.

<sup>62</sup>Ahmad Nizar Rangkuti. Educational Research Methods ..., P. 101.

**Table**  
**The indicator of vocabulary test**

No.	The Indicator of Vocabulary	Number Item	Item Score	Total Score
1.	Noun	1, 2, 3, 4, 5. 6, 7,	1 items x 5	35
2.	Verb	1, 2, 3, 4, 5. 6, 7.		35
3	Adjective	1,2,3,4,5,6.		30
Total Item		20		100

## 2. Observation

The researcher used the observer to record all of the activities and the behavior of the students before, during, and after outdoor learning activities.

### H. Technique of Analyzing of the Data

After collecting the data, they are ready to be analyzed. There are two types of data there are:

#### 1. The qualitative data

To analyze quantitative the data got from observation, interview and field notes, the researcher used steps. Process of observational data analysis of five stage, which are;

##### a. Assembling the Data

Putting together the data that had been gathered over the research period was the first stage. The researcher gathered diary entries or field notes.

b. Coding the data

After some general analysis of the data, classifications or codes can be created to more specifically discover patterns. From coding the researcher known about the information related to students' reaction, attitude and enthusiasm in learning vocabulary using outdoor activity.

c. Comparing data

After the data had been organized in some way, comparisons were done to see if any recurring themes or patterns appeared across the different data collection techniques. The researcher compared the information obtained by observation, interview, field notes, and testing in this step. It is done by establishing a connection and association between the researcher's various perceptions, the students' responses, and other student information, participant means who act as observers, and the researcher's many perceptions.

d. Building Interpretation

In this step, the researcher goes beyond summarizing, categorizing, coding, and comparing in order to comprehend the significance of the data.

e. Reporting the Outcomes

The last step involves sharing a study report with others. The researcher who was part in the study gave a public presentation of the findings. After organizing and outlining the research findings, the

researcher determined whether or not they might be used to the teaching and learning of English based on the students' vocabulary competence.

### **I. Technique of Data Analysis**

Both quantitative and qualitative data will be used in this study. Qualitative data is used to describe each stage of the teaching process. The performance of the students will be examined using quantitative data. The vocabulary test result will be used by the researcher to create quantitative statistics. The formula is as follows:

$$M = \frac{\sum FX}{N}$$

M : The mean of the students

$\sum FX$  : The frequency of students times total of scores

N : Total of students

By using the following formula, the percentages of students' vocabulary acquired from studying in outdoor activities will be calculated:

$$P = \frac{R}{T} \times 100 \%$$

Explanation:

P: the percentage of student

R : the number of students

T : the total number of students.<sup>63</sup>

**Table 2. Classification Quality of students' Score**

No	Percentage	Criteria
1.	0%-20%	Very Low
2.	21%-40%	Low
3.	41%-60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very Good

Following the calculation of the average score for all students, the following criteria were consulted:

- a. If the mean score is between 81 and 100 percent, it might be classified as very high.
- b. If the mean score is between 61 and 80 percent, it might be classified as high
- c. The value can be classified into enough d if the mean score is 41-60%.
- d. If the value's mean score is between 21 and 40 percent, it can be considered low
- e. If the value's average score is 0% to 20%, it might be classified as very low.

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<sup>63</sup>Citra Dewi Purnama, "Improving Students Vocabulary mastery Through make a Match Model at Grade VII Negeri 8 Padangsidimpuan", Tesis, (Padangsidimpuan: State Institute for Islamic Studies Padangsidimpuan, 2015), P. 148.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Data Description**

The researcher wants to assess each piece of information from the observation, interview, and vocabulary test in this chapter (Multiple choice). The data were analyzed using both quantitative and qualitative data. The quantitative information was derived from the students' average vocabulary test scores, while the qualitative information came from interviews and observations.

In this study, analysis covered cycles I through II, involves planning, doing, watching, and reflecting making up each cycle. Only one SD Negeri 100501 Sigolang class, class fifth, with 15 students was the subject of the study.

#### **1. First cycle I**

The first cycle occurred from November 10, 2022, to November 17, 2022. The cycle in this instance was run over the course of two meetings. Every meeting in SD Negeri 100501 Sigolang Tapanuli Selatan lasted 45 minutes to 90 minutes. The researcher provided explanations about asking for and providing opinions throughout the way. Here, the study created the following activities and provided a process for raising students' vocabulary knowledge in the first cycle:

##### **a. First meeting**

A few issues with the students' learning processes were discovered by the teacher during the initial meeting, which was held

on November 10th, 2022. Some students aren't prepared to study, and a lot of them moved, made noise, weren't paying attention, and thought the material was uninteresting, found it difficult to remember new words, and couldn't practice. In addition, there were four steps in the learning process for conducting the research: planning, doing, watching, and reflecting. This is how it would be explained:

#### 1) Planning

As part of this process, the researcher prepared information on “Learning Vocabulary in outdoor Activities”, determined the about “Visual Activities”, Prepare the tool, such as a test, observation log, vocabulary score indication, and observation sheet for the collaborator.

#### 2) Acting

The researcher performed this cycle in this stage over the course of two encounters. The first meeting began on November 10th, 2022. The researcher welcomed the students and inquired about their health to begin the meeting. Students and researchers then headed out to the field. Some students did not pay complete attention to the researcher during the instructional process, thus the researcher opened the class by posing the following question: “have you ever studied vocabulary outside the room before?” and students said they never studied vocabulary outside the room

before. After that researcher explained the material about learning vocabulary in outside the room with visual activity.

The researcher requested the students to find further examples after thoroughly explaining the subject. Then researcher make students to draw according to range, namely objects around the school such as flower, brooms and others.

The researcher provided the students the opportunity to ask questions after concluding his or her lecture. Do you understand about vocabulary with using visual exercises, she asks? Yes, the students responded, but there was no student commentary on the subject.

Some students actively participated in this session's teaching and learning process because they liked doing so. However, students continue to experience issues including making noise, not paying attention, moving around while sitting motionless, finding the lecture uninteresting, and feeling sleepy. After 45 minutes, the session came to an end, and the researcher told the students that they will discuss it at the next meeting.

### 3) Observing

The researcher in this stage kept an eye on the kids' activities as they engaged in outdoor learning activities. It began with the instructional materials and the time allotted for introduction, justification, and evaluation. Even though it had



been planned, some students weren't prepared to study. Many students simply strolled, made noise, were unresponsive, did not pay complete attention, moved around as they sat and felt bored and unable to practice.

The following description of the students' teaching and learning activities is based on the observation note sheet:

- (1) Five students—AH, AP, ARP, ABP, and AR—were not prepared to learn; it was evident when the researcher asked them about the subject matter that they lacked motivation.
- (2) Six students did not understand the meaning of an English word, as was evident when the researcher gave a material illustration, students student didn't know what the meaning of example, there were AHR, DP, FP, AH, ABP and GS.
- (3) There were four students difficulties remembering the meaning of word, it can be seen when the researcher ask students to repeat vocabulary they had just learned, there were are JR, JR, L and MP.
- (4) There were three students who were inactive, as evidenced by the fact that when the researcher asked a question, MR, PP, and PH simply remained mute and did nothing.
- (5) There were three students who did not pay attention at all; the researcher explained the content, and it was evident that PH SS and TTR were talking to their pals.

(6) There five students afraid make mistake, it can be seen when the researcher ask students to said the meaning of the word students want said but look like afraid, there were AR, DP, SP, AHR and MP.

(7) Four students, GS, AH, FP, and PH, expressed boredom with this course as seen by their dreamy expressions and persistent yawning as the researcher conveyed the subject.

(8) Nine students were unable to practice; it was evident when the researcher offered the students practice tests that some students made pronunciation errors and appeared timid. These students were AH, ARP, AR, L, SS, SH, TTR, AR, and PP.

#### 4) Reflecting

According to the findings, the researcher should carry out another cycle of study since the learning process is still not under control, some students were disruptive and didn't pay attention to the lesson, and the students' mean scores have not yet met the minimal standards.

#### **b. Second meeting**

The second meeting took place on November 17, 2022, a Monday. The researcher and students left the classroom after the first meeting to continue the second meeting outside in order to assess the students' progress in vocabulary mastery.

The second meeting followed the same format as the first. However, during the second meeting, the researcher just went over the previews and clarified them. Then the researcher administered a test to the students. The test has a 30 minute time limit set by the researcher. The students are required to respond to 20 multiple-choice questions by the researchers.

The students were somewhat motivated to complete this task because they had previously studied and comprehended the topic.

### **c. Students' Vocabulary Mastery Score in the First Cycle**

The researcher was able to explain that the mean score for the students was 64 after administering the test at the cycle I second meeting. One student received a 50 out of 100 score. Two students earned a 55. Two students received a 65, while four students received a 60. Two students received a 75, and four students received a 70. In this instance, every student struggled. The study discovered that students had issues with verbs, nouns, and adjectives.

Vocabularies of Verb students were low. The students mean score was 4, 40. They were very rarely to use new vocabulary. So, to make vocabulary of verb students' improve, the researcher told them to pay more attention to the vocabulary around them.

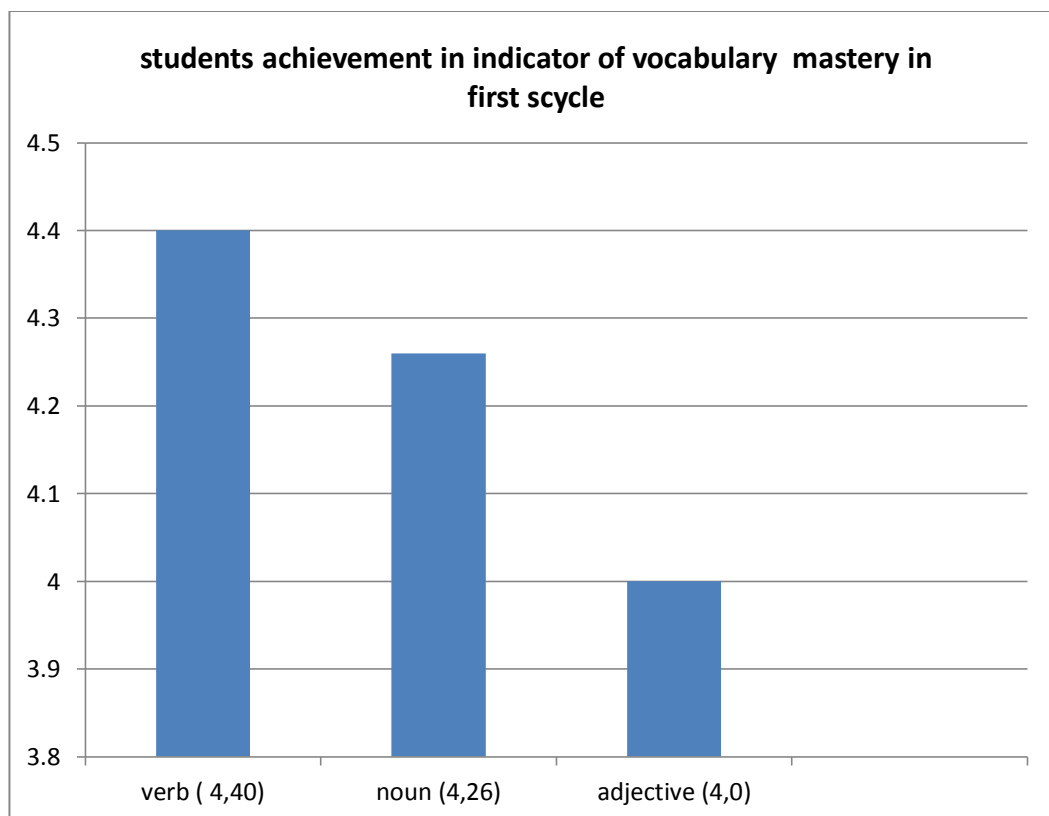
Vocabularies of noun students were low. The students mean score was 4, 26. To make students vocabulary of noun better, the

researcher had given practice by touching object, paying attention and observing the object.

Vocabularies of adjective students were low. The students mean score were 4, 0. Because, students find the difficult make between verb, noun and adjective. So, researcher gave them to tell the difference.

The following graph shows the students' performance on each first cycle indicator of vocabulary mastery:

**Chart 1. The Students' Achievement in Indicator of Speaking in First Cycle**



According to the tables and chart above, just six students in the first cycle achieved the passing grade, indicating that the students' vocabulary achievement

was low (70). In the first cycle, the students' mean score was 64, and their percentage was 40%. This indicates that the test result could not satisfy the success requirements. It didn't demonstrate improvement. So, the second cycle of this research would proceed.

There were nine students that did not pass the KKM, according to the student scores. Students from sis passed the KKM.

## **2. The Second Cycle**

The second cycle took place from November 24 through November 30, starting at 9:30 p.m. Meetings lasted 25 x 45 minutes, or 90 minutes. The following activities were created by the research for the students' improvement:

### **a. Third meetings**

These third meetings took place on November 24, 2022, at 9:30.

The second cycle's technique went as follows:

#### **1) Planning**

In this step, the researcher prepared the material about "Learning Outdoor Activities" determined the topic about learning outdoor activities in oral activities, prepare the instrument such test and observation not sheet the collaborator, in indicator of vocabulary.

## 2) Acting

In this step, the researcher opened the class as the same as the first cycle, greeted the students, ask their condition, and pray before starting the teaching learning activity.

Before presenting the topic, the researcher engages students' prior knowledge to encourage active participation from them. It made no difference if they made a mistake. After that, the researcher presented and discussed the subject of "learning vocabulary outside in oral activities." The researcher had the students hold the object and ask questions while the researcher also introduced new language to the group of students. The researcher asked students to form small groups of three to four students. Then researcher gave some instruction to each group to make question about objects that were around the school *example: where is the flower?* And representatives from each other group would run to touch it. Then students had practice it and had new vocabulary.

The students were somewhat motivated to complete this task because they had previously studied and comprehended the topic.

## 3) Observing

The learning process improved in this step. Some students had been prepared to study but weren't ready for the first cycle.

Following is a description of the students' teaching and learning activities based on observational data:

- (1) When the researcher queried students about the subject they did not know, it was evident that three of them were not prepared to learn. It was AH, GS, and SS.
- (2) Students who did not understand the meaning of an English word were present, as was evident when the researcher gave a material example. JR, PP, and ARP were there.
- (3) When the researcher asked students to repeat terminology they had acquired, it was evident that two of the students had trouble remembering the meaning of the words. AHR and SS are them.
- (4) Two students were demonstrably inactive when the researcher asked a question; they just remained mute and did nothing, it was them.
- (5) There was one student who did not give full attention. It can be seen when the researcher start the lesson until the researcher finished the students look dreamy. She is AH.
- (6) There were there students afraid make mistake it can be seen when the researcher asked students to said the meaning of word students want to said but look like afraid students just silent. They were ARP, GS and MP.

(7) Two students struck out as being uninterested; they may be observed drowsy and yawning. TTR and AR were them.

(8) Four students were unable to practice, as evidenced by the fact that when the researcher provided the test to the students to use as practice, the pupils appeared timid. They were FP, MR, L, ABP, and L.

#### 4) Reflecting

According to the outcome, cycle II was superior to cycle I. It took place as a result of the cays' mental babbling. Assignment completion is taken seriously by the students. Most of the students at this meeting performed well. It occurred as a result of the researcher raising and improving the teaching and learning process in cycle II; as a result, the students were more engaged in completing the task than previously.

#### **b. Fourth meeting.**

The fourth meeting took place on November 30, 2022, at 9:30 p.m. The researcher spent some time studying the information. Its objective was to refresh the students' memories of the subject. The researcher then administered the second test to gauge the students' progress.



**c. Students vocabulary mastery score in in the second cycle**

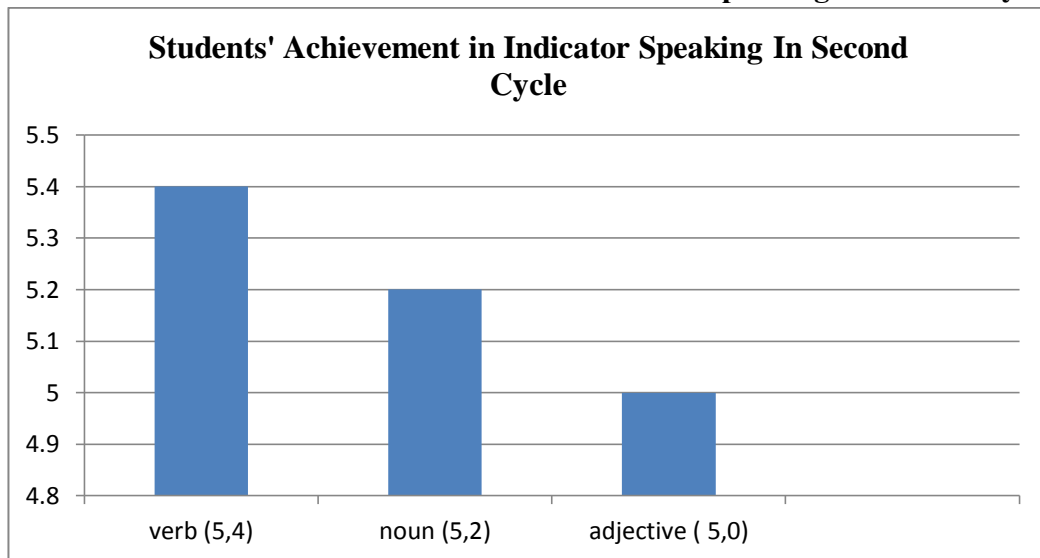
The second cycle of learning was based on re-planning, and as a result, it was discovered that student vocabulary had improved as well as the elements that influenced their vocabulary mastery.

The researcher was able to explain that a score of 33 was the ideal score and that the mean score was 77 after the test. Eight students achieved scores of 85, while eight other students obtained scores of 55, two other students received scores of 60, two other students received scores of 70, and two other students received scores of 75.

The test results could be used to describe students' achievement as follows: First, students' grasp of verb tenses is sufficient. The average score for pupils was 5, 4, and 3. In the first cycle, they hardly ever spoke; in the second cycle, they frequently used English. Due to the researcher's practice English, they were more engaged in conversation. Second, students' vocabulary mastery sufficed in terms of nouns. The average score for the students was 5.2. Due to the researcher giving students more practice and allowing them to touch the object, second cycle students' noun vocabulary was better than in the first cycle. Third, the students' adjective vocabulary mastery score was 5, 0. Students learned the differences between a verb, noun, and adjective in the

second cycle. The following graph shows how well students performed on each speech indicator during the second cycle:

**Chart 2. The Students' Achievement in Indicator Speaking in Second Cycle**



It is clear from the accompanying table and graphic that student achievement in the second cycle increased. Two students in the second cycle did not receive a passing mark (70); the mean score in the second cycle was 77,33; the proportion of students in one cycle was 86,67%; and the students' achievement in vocabulary was well-categorized. The kids' scores improved from the first cycle to the second. It revealed that the second cycle was 77, 33 and the first cycle was 64 (40%) (86, 67).

#### **B. Comparative of Students' Achievement in First and Second Cycle**

Based on the observation of the students' vocabulary mastery, it can be said that the technique of learning through outdoor activities had improved the students' vocabulary knowledge.

According to the test's first cycle results, three students received 50, one received 55, three received 60, one received 65, three received 70, and three received 75. From 25 students in the fifth grade during the first semester at SD Negeri 100501 Sigolang Tapanuli- Selatan, it may be inferred that. There were 14 students who achieved the required grade of 70. Nine students, however, failed to get the required grade of 70. Obtaining the class mean score was the first stage in the analysis of the first test's data. The conclusion was as follows:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{960}{15}$$

$$M = 64$$

Calculations revealed that the class's average score on the first test was 64. It demonstrated that the students' language proficiency was rated as low. Knowing the proportion of students who achieved a score of 70 or higher is the first step. The calculations were as follows:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{6}{15} \times 100 \%$$

$$P = 40\%$$

The researcher then calculated the results of the second test in the second cycle to see whether the students' scores had improved since the results of the first test. One student received a score of 55, another received a score of 60, two received a score of 70, four had a score of 75, and eight received a score of 85.

From 15 students in the Fifth SD Negeri 100501 Sigolang Tapanuli Selatan, it may be inferred that. Two pupils failed to get the required grade 70 score. 13 students, in the meantime, achieved the required grade. The class score was obtained before beginning the analysis of the second test's data. The following conclusion was reached:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1.160}{15}$$

$$M = 77,33$$

Calculations revealed that the class's average result on the second test was 77,33. It demonstrated that the students' language proficiency was rated as high. The percentage of students who achieved a score of 70 or higher is what needs to be determined in the second step. The calculations were as follows:

$$P = \frac{R}{T} \times 100 \%$$

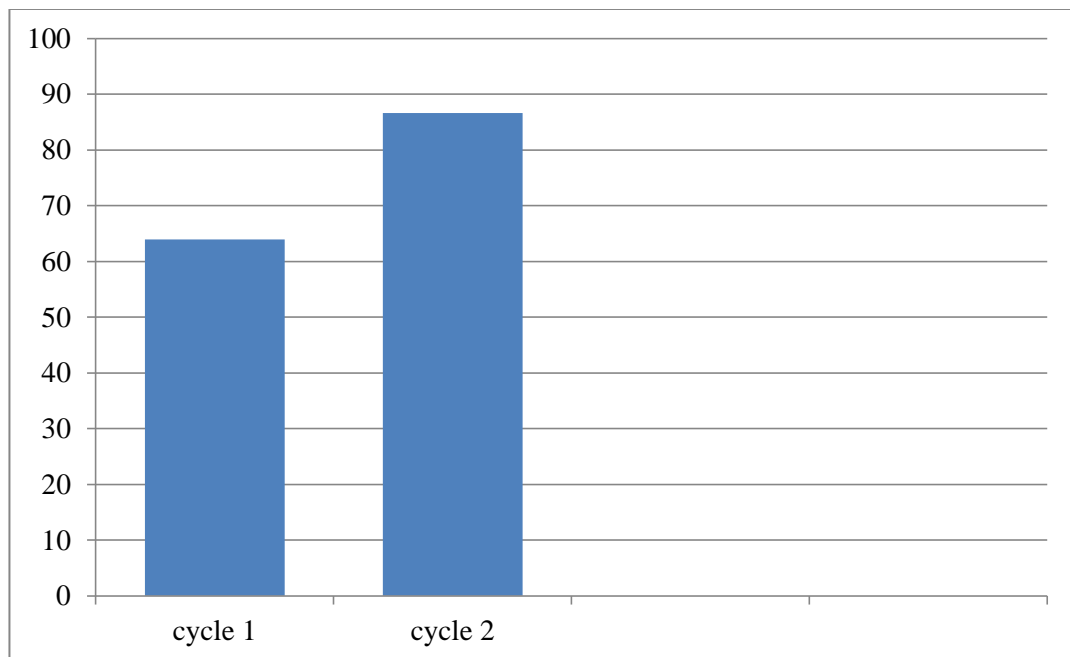
$$P = \frac{13}{15} \times 100 \%$$

$$P = 86,67\%$$

The aforementioned rationale leads to the conclusion that the second exam's mean score and % represent an improvement over the first test. The average result on the first test was 64 (40%). It was barely included. The increase in the second test's mean score was 77,33 (86,67%), which qualified as a high score.

The variations demonstrated that students' language mastery had improved. The discrepancies are displayed in the chart below.

**Chart 3. The comparative mean score between cycle 1 and cycle 2**



Therefore, it can be inferred from the table and charts above that students at Fifth SD Negeri 100501 Sigolang Tapanuli Selatan could improve their vocabulary mastery through outdoor learning activities.

After implementation and instruction, a strategy developed by researchers is utilized to increase students' mastery of outdoor learning activities. Researcher split into applying in the classroom, as shown in the table below:

<b>Cycle 1</b>	<b>Cycle 2</b>
<p>1. Planning</p> <ul style="list-style-type: none"> <li>• In cycle 1, the researcher makes the lesson plan that consists of the steps action.</li> <li>• The researcher prepares rubric scale for testing in vocabulary.</li> <li>• The researcher designed procedure of the teaching vocabulary through outdoor learning activities method.</li> </ul>	<p>1. Planning</p> <ul style="list-style-type: none"> <li>• In the cycle II, the researcher the lesson plan that consist of the step action.</li> <li>• The researcher prepared rubric scale for testing in vocabulary.</li> <li>• The researcher designed procedure of the teaching vocabulary through outdoor</li> </ul>

<ul style="list-style-type: none"> <li>• The researcher gave learning material about visual activities</li> <li>• The researcher prepared students' evaluation in verb, noun and adjective.</li> <li>• The researcher prepared the test for the first cycle and time for planning 10 minutes.</li> </ul>	<p>learning activities method.</p> <ul style="list-style-type: none"> <li>• The researcher gave the learning material about oral activities.</li> <li>• The researcher prepare students' evaluation in verb, noun and adjective.</li> <li>• The researcher prepare the test for the first cycle and time for planning was about 10 minutes.</li> </ul>
<p>2. Action</p> <ul style="list-style-type: none"> <li>• In cycle I, the researcher introduced the procedure of learning vocabulary in outdoor activities method that would be done by the students in English.</li> <li>• The researcher prepared the task according to the topic of material or subject.</li> <li>• The researcher asked students to draw according to reality or the range seen, namely objects that were around the school.</li> <li>• After that asking and giving opinion to make conversation about the topic that had give</li> </ul>	<p>2. Action</p> <ul style="list-style-type: none"> <li>• In cycle II, the researcher introduced the procedures of learning vocabulary in outdoor learning activities that would be done by the students.</li> <li>• The researcher prepares the task according to the topic of material or subject.</li> <li>• The researcher divided students to make small group discussion consist of 3-4 students.</li> <li>• Then the researcher give the task about asking and giving opinion to make a conversation about the topic</li> <li>• After that the students make a report result in their group firstly.</li> <li>• After that the students' performance in front of the class.</li> </ul>
<p>3. Observation</p> <ul style="list-style-type: none"> <li>• In cycle I the researcher monitoring the step of students' activities. The students' activities in learning process will be described.</li> <li>• There were five students who were not ready to study; there were AH, AP,</li> </ul>	<p>3. Observation</p> <ul style="list-style-type: none"> <li>• In cycle II the researcher monitoring the steps of students' activities. The students' activities in teaching learning process will be described.</li> <li>• There were three students not ready to study, there were AH, GS and SS.</li> </ul>

<p>ARP and AR.</p> <ul style="list-style-type: none"> <li>• There were six students who do not know what the meaning of English word; there were AHR, DP, FP, ABP and GS.</li> <li>• There were four students difficulties to remembering the meaning of word, there were JR, JR, L and MP.</li> <li>• There were three students passive, there were MR,PP and PH.</li> <li>• There were three students who did not give full attention, there were PH, SS and TTR.</li> <li>• There five students afraid make mistake, there were AR, DP, SP, AHR and MP.</li> <li>• There four students who felt boring of lesson, there were GS, AH, FP and PH.</li> <li>• There were nine Students not able to practice there were AR, AH, AR, FP, DP L, ABP, JR and AP.</li> </ul>	<ul style="list-style-type: none"> <li>• There were there students who do not know what the meaning of English word; there were JR, PP and ARP.</li> <li>• There were two students difficulties to remembering the meaning of word, there were AHR and SS.</li> <li>• There were two students passive, there were L and MP.</li> <li>• There were a student's not give full attention, he is SS.</li> <li>• There were three students afraid make mistake, they are ARP, GS and DP.</li> <li>• There were two students who felt boring, there were AR and TTR.</li> <li>• There were four students was not able to practice, there were L, ABP, MR and FP.</li> </ul>
<p>4. Reflecting</p> <ul style="list-style-type: none"> <li>• In the cycle I, the researcher discussed with co- teacher about the progress learning vocabulary mastery in outdoor classroom to determine the followed up to activity.</li> <li>• The researcher told the student that was done by students. For starting the test the researcher have asked students to learning outdoor activity with visual activity then to find other example. Researcher makes students to draw according to range, namely objects around the</li> </ul>	<p>4. Reflecting</p> <ul style="list-style-type: none"> <li>• In the cycle 1, the researcher discussed with co-teacher about the progress learning vocabulary mastery in outdoor classroom to determine the followed up tp activity.</li> <li>• The researcher told the students was done by students. For starting the test the researcher gave and explained the material about “learning vocabulary outdoor in oral activities” the researcher make students asking question and holding the object and researcher</li> </ul>

<p>school such as flower, brooms and others.</p> <ul style="list-style-type: none"> <li>• Then researcher evaluated the result of their vocabulary test in the second meeting</li> </ul>	<p>give the new vocabulary around then students the researcher gave groups performance test about the topic. The result of their vocabualary test in the second meeting.</p>
--	--

### C. Discussion

There are two related findings that the researcher used. The experimental group's result means were 65, 66 for the first patient, Nurul Padilah, before she began treatment. After treatment, the experimental group's result means were 85, 33. While the control group's mean score was 76 or 84. As a result, the experimental group's deep learning performance was better than that of the control group's group without outside activities. Additionally, based on the foregoing, it can be stated that the experimental group's utilization of outdoor activities enhanced the students' command of language among seventh-grade students at SMP Muhammadiyah 6 Makassar.

The students' average score from the pre-test to the post-test was discovered by Heni Ambarawati in her thesis. The pre-test average score was 61.30. And in the follow-up test, 74, 97 changed to 76, 76. It revealed the post-test was more significant. Therefore, it can be concluded that teaching vocabulary outside can benefit fifth-grade students at SDN 1 Balareaksa Karangmoncol Purbalingga.



The researcher discovered commonalities with other study after evaluating the data. First-hand experience with learning in the great outdoors significantly increased students' vocabulary proficiency. Students who used the strategy reported finding studying to be more engaging, which improved their understanding of the subject.

This researcher discovered that first- and second-cycle students' language competence improved through outdoor learning. In the first cycle, the mean score was 64, and 6 KKM students were passed by the students (40%); in the second cycle, the mean score was 77, 33, and 13 KKM students were passed by the students (86, 67%). It is possible to draw the conclusion that students in Sd Negeri 100501 Sigolang Tapanuli Selatan's fifth grade could acquire better results in vocabulary mastery through outdoor activities.

#### **D. The Threats of The Research**

There were certain factors that this research could face threats from. The threat stemmed from the issue with the students. Based on the first cycle's observation sheet, the researcher discovered that some students were still lacking in their desire to learn English because most of them were distracted and appeared confused during the instructional process. As a result, the researcher tried to increase their motivation by giving them gifts and creating an entertaining scenario to pique their interest.

Then, after the action research was completed, some of the participants started to cause problems, such as interrupting a friend who

was listening to a material explanation. As a result, other participants lost focus and became confused by the material. As a result, the problem was solved by the researcher paying closer attention to the troublemakers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From all of the discussion in this paper, the researcher would want to draw a conclusion about the findings.

The data from the previous chapter was examined, and it was discovered that the students' scores improved from the first to the second cycle. This indicates that using outdoor activities improved the kids' command of vocabulary. Based on the students' vocabulary knowledge, the mean score in the first cycle was 64, and the percentage score improved by 42% to the second cycle, when the mean score was 77,33, and the percentage score increased by 86,67%, representing a 46,67% improvement.

#### B. Suggestion

The findings of this study demonstrated that students' vocabulary mastery was enhanced by outdoor learning. The ideas are unique to the instructors, students, and other researchers. Consequently, the suggestions that follow are as follows:

1. For the teacher as English teacher can use outdoor learning to improve students vocabulary.
2. It is thought that students will become more engaged in acquiring vocabulary as a result of participating in outdoor learning activities because these activities can make learning enjoyable.
3. The researcher believed that additional research would development of an even more effective method for increasing student motivation.

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## Appendix I

### Name of Students

NO	Initial Name	Gender
1	AH	Male
2	AP	Male
3	ARP	Female
4	ABP	Male
5	AHR	Female
6	DP	Female
7	FP	Male
8	GS	Male
9	L	Female
10	MP	Female
11	MR	Female
12	PP	Male
13	SR	Male
14	SP	Female
15	TTR	Male

### **APPENDIX III**

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**(Siklus II)**

Satuan Pendidikan : SD Negeri 100501 Sigolang  
Kelas / Semester : V (limaa) / 1  
Materi Pembelajaran : Bahasa Inggris  
Alokasi Waktu : 2×35 Menit

#### **A. KOMPETENSI INTI (KI)**

1. Menerima, menjalankan dan menghargai ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca dan menanya) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

#### **B. TUJUAN PEMBELAJARAN**

1. Peserta didik dapat belajar diluar ruangan.
2. Peserta didik dapat belajar dengan menggunakan visual activities.

#### **C. MATERI PEMBELAJARAN**

Belajar diluar ruangan menggunakan Visual Activities  
Drawing Object atau Menggambar object

#### **D. METODE PEMBELAJARAN**

Pendekatan : Saintifik  
Metode Pembelajaran : Diskusi, Tanya Jawab, Simulasi/Permainan

#### **E. MEDIA/ALAT, BAHAN, DAN SUMBER BELAJAR**

Media/Alat : Buku paket  
Media

Sumber Belajar : English Book Elementary School Grade V



## F. LANGKAH- LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam dan mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing- masing.</li> <li>2. Guru menanyakan kabar, Guru mengecek kesiapan diri dan memeriksa kerapian pakaian, dan posisi disesuaikan dengan kegiatan pembelajaran.</li> <li>3. Guru memberikan motivasi kepada peserta didik.</li> <li>4. Guru menyampaikan tujuan pembelajaran</li> <li>5. Guru mengajak peserta didik untuk keluar ruangan menuju lapangan.</li> <li>6. Sebelum melakukan proses pembelajaran Guru mengajak peserta didik melakukan tepuk semangat/yel-yel sebelum pembelajaran dimulai.</li> </ol>	10 Menit
Inti	<ol style="list-style-type: none"> <li>1. Pertama guru dan peserta didik membaca kembali materi yang sudah dipelajari.</li> <li>2. Guru menjelaskan kepada murid bagaimana cara belajar diluar ruangan dengan menggunakan visual activitis yaitu dengan drawing object atau menggambar object.</li> <li>3. Kemudian guru menyuruh peserta didik untuk mengeluarkan peralatan untuk menggambar.</li> <li>4. Peserta didik menggambar sesuai dengan realita atau sesuai dengan jangkauan yaitu object yang ada disekitaran sekolah seperti bunga, tiang bendera, pintu dan pagar. ( <i>Mengamati</i> )</li> <li>5. Guru mengajukan pertanyaan, <ul style="list-style-type: none"> <li>➤ What do you drawing?</li> <li>➤ What it is in English language?</li> </ul> ( <i>Menanya</i> )</li> <li>6. Peserta didik mencari jawaban dan menuliskannya dalam gambar tersebut. ( <i>Mencoba</i> )</li> <li>7. Guru memberikan aba-aba kepada peserta didik, bagi peserta didik yang paling cepat selesai, dinatarkan ke guru dan jika benar</li> </ol>	50 Menit

	<p>semua akan mendapatkan reward atau hadiah. (<i>Mengkomunikasikan</i>)</p> <p>8. Guru memerintahkan peserta didik untuk menunjukkan hasil gambarannya dan menyebutkannya dalam bahasa Inggris</p> <p>9. Kemudian guru dan peserta didik bersama-sama mengikutinya. (<i>Mengasosiasikan</i>).</p>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik kembali ke dalam kelas.</li> <li>2. Guru beserta peserta didik melakukan refleksi atas pembelajaran yang telah berlangsung</li> <li>3. Peserta didik menyimpulkan materi pembelajaran dengan bimbingan guru.</li> <li>4. Mengajak peserta didik berdoa untuk mengakhiri kegiatan pembelajaran.</li> <li>5. Guru mengucapkan salam.</li> </ol>	10 Menit

**Mengetahui , Wali Kelas V**

**Peneliti, Sigolang, 2022**

**JUPITA DOMINY MARPAUNG, S.Pd**

**TIHAJAR RITONGA**

**NIP: 199607282019032005**

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**Mengetahui,  
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### **APPENDIX III**

#### **LEARNING MATERIAL in CYCLE 1**

Direction (petunjuk)

1. Researcher orders the students to speak directly and freely.
2. Researcher r reviews topic last meeting 1.
3. Researcher asks students to remembering verb, noun and adjective.
4. Research.er gives the test 20 multiple choices.
5. Researcher explains the rules for answering question
6. Researcher gives time to students to answer the question
7. After the test is finished and collected the Researcher and students together answer the question.
8. Researcher do observation.

## Appendix IV

### Cycle 1

Choose the best answer on letters A, B and C below!

*(pilihlah jawaban yang tepat pada huruf A,B dan C dibawah ini !)*

1. She is ... girl.
  - a. Go
  - b. pretty
  - c. handsome
2. He is ...
  - a. Angry
  - b. Drink
  - c. Book
3. He is smile because ...
  - a. Sad
  - b. Angry
  - c. Happy
4. She is ... student.
  - a. Smart
  - b. Chair
  - c. Pain
5. He is ... boy.
  - a. Big
  - b. Cake
  - c. Orange
6. What colors is the flag of Indonesia.
  - a. White
  - b. Red
  - c. Red- White
7. I have two...
  - a. Nose
  - b. Mouth
  - c. Eyes
8. I have one...
  - a. Hand
  - b. Nose
  - c. Eyes
9. What is Sanipah Pane?
  - a. Students
  - b. Teacher
  - c. Pilot
10. We usually go to the ...
  - a. School
  - b. Ball
  - c. Book

11. There are many ... in my class.
- a. Chairs                      b. Car                      c. Dog
12. We usually study in the ...
- a. Class                      b. Canteen                      c. Toilet
13. She it ... every morning.
- a. Stone                      b. Rice                      c. Pen
14. He does ... soccer.
- a. Play                      b. sing                      c, cook
15. I ... a glass of milk every morning.
- a. Drink                      b. Potato                      c. Bread
16. My hobby is ...
- a. Reading                      b, Animals                      c. Fruits
17. The students ... a book from the library.
- a. Borrow                      b. Hospital                      c. Canteen
18. They ... ice cream from the canteen.
- a. Bakwan                      b. Donat                      c. Buy
19. We are ... to day.
- a. Book                      b. Pen                      c. Drawing
20. They ... me so much.
- a. Love                      b. try                      c. pen

## Appendix V

### Students' Vocabulary Score in the First Cycle

No	Name of Students	Vocabulary Score			Total	Score (total I 5)
		Verb	Noun	Adjective		
1	AH	3	4	4	11	55
2	AR	5	5	4	14	70
3	ARP	4	4	4	12	60
4	ABP	4	4	3	11	55
5	AHR	6	3	6	15	75
6	DP	5	4	3	12	60
7	FP	3	4	5	14	70
8	GS	4	4	2	10	50
9	L	4	5	5	14	70
10	MP	4	4	4	12	60
11	MR	5	4	5	14	70
12	PP	4	5	4	13	65
13	SS	3	7	2	12	60
14	SP	6	3	4	13	65
15	TTR	4	4	7	15	75
Total Score		56	64	60	192	960
Mean		4,40	4,26	4,0	12,8	64
Percentage						40%

In analyzing the date of first test, the researcher calculated the mean score of the das, and also calculating the percentage of first test in cycle 1. It was calculated as

following:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{960}{15}$$

$$M = 64$$

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{6}{15} \times 100 \%$$

$$P = 40\%$$

### The classification of students speaking score in first cycle

No	Classification	Predicate	Table of stidenta	Percebtage
1	0-20%	Very low	-	-
2	21-40%	Low	-	-
3	41-60%	Enough	8 students	53,43
4	61-80%	High	6 students	46,6
5	81-100%	Very High	-	-

After getting students' vocabulary score in the first cycle, the researcher found the students' achievement were categorized into low. It means that, the students who had some problem in vocabulary in first cycle were improved and could solve and Total problem in second cycle.

## Appendix VI

### Observation Sheet Teacher's Activity in Teaching Learning Process Classroom Action Research

**Subject** : English  
**Class** : V  
**Day/Date Of** :  
**Cycle/ meeting** : first Meeting  
**Observer** : Juspita Domini Marpaung, S.Pd

No		Activities	Yes	No
1.	Introducti on	a. Teacher greets students	√	
		b. Teacher checks students' present list	√	
		c. Teacher gives students' motivation		√
		d. Teacher does brainstorming	√	
2.	Content	a. Teacher divides students into some group	√	
		b. Teacher gives the material about noun and adjective	√	
		c. Teacher explains the material about noun and adjective		√
		d. Teacher and students discuss together about material	√	
		e. Teacher ask students to tell the story	√	
		f. Teacher and students do feedback about matery	√	
3.	Closing	a. Teacher gives the conclusion	√	
		b. Teacher asks students to make resume	√	
		c. Teacher tells students about the next material		√
		d. Teacher gives test	√	
		e. Teacher collects the students' test and analyzes the students' test	√	

**English Teacher**

**Researcher**

**Juspita Domini Marpaung**

**Tihajar Ritonga**



## **APPENDIX VII**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

#### **(Siklus II)**

Satuan Pendidikan	:	SD Negeri 100501 Sigolang
Kelas / Semester	:	V (limaa) / 1
Mata Pembelajaran	:	Bahasa Inggris
Alokasi Waktu	:	2×35 Menit

#### **A. KOMPETENSI INTI (KI)**

1. Menerima, menjalankan dan menghargai ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca dan menanya) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

#### **B. TUJUAN PEMBELAJARAN**

3. Peserta didik dapat merasakan belajar Vocabulary diluar ruangan.
4. Peserta didik dapat belajar Vocabulary dengan menggunakan Oral Activities yaitu dengan Asking question dan holding.

#### **D. MATERI PEMBELAJARAN**

Oral activities yaitu dengan bertanya dan menyentuh benda.

#### **G. METODE PEMBELAJARAN**

Pendekatan : Saintifik  
Metode Pembelajaran : Diskusi, Tanya Jawab, Permainan

#### **H. MEDIA/ALAT, BAHAN, DAN SUMBER BELAJAR**

Media/Alat : benda disekitaran sekolah  
Sumber Belajar : English Book Elementary School Grade V

## I. LANGKAH- LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Guru mengucapkan salam dan mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing- masing 8. Guru menanyakan kabar, Guru mengecek kesiapan diri dan memeriksa kerapian pakaian, posisi dan tempat yang disesuaikan dengan kegiatan pembelajaran 9. Guru memberikan motivasi kepada peserta didik 10. Guru menyampaikan tujuan pembelajaran 11. Guru dan peserta didik bersama keluar ruangan 12. melakukan tepuk semangat/yel-yel sebelum pembelajaran dimulai.	10 Menit
Inti	10. Guru memerintahkan peserta didik untuk membaca vocabulary atau materi yang telah dipelajari sebelumnya. 11. Kemudian guru membagi peserta didik menjadi 4 kelompok 12. Selanjutnya guru akan membuat game yang dimana setiap kelompok akan membentuk bulatan. <i>(Mengamati)</i> 13. Kemudian guru bertanya, ➤ Apakah anak-anak ibu ada yang tahu apa yang akan kita lakukan pada kegiatan pembelajaran kali ini? <i>(Menanya)</i> 14. Dari beberapa peserta didik ada 3 peserta didik yang menjawab pertanyaan guru, peserta didik yang pertama menjawab: mencari contoh Vocabualry yang banyak, peserta didik yang kedua: berdiskusi buk!, peserta didik yang ketiga: berlari-lari buk! <i>(Mencoba)</i> 15. Kemudian guru memberikan aba-aba terkait atauran kegiatan pembelajaran yang akan dilaksanakan, yaitu masing-masing kelompok terlebih dahulu mengamati dan mengingat contoh dari vocabulary yang telah dipelajari atau dicatat.	50 Menit

	<p>16. Kegiatan selanjutnya yaitu setiap salah satu dari kelompok secara bergantian akan berlari menyentuh benda yang akan disebutkan oleh guru dan menyentuhnya. <i>Ex:</i> <i>Teacher: toucht that flower</i> <b>(Mengkomunikasi)</b></p> <p>17. Guru mengevaluasi dan memberikan penilaian kepada masing-masing kelompok peserta didik yang aktif dan lebih cepat. Kemudian guru mengevaluasi dan berikan penelian kepda kelompok serta memberikan hadiah kepada pemenang.</p>	
Penutup	<p>6. Guru dan peserta didik kembali kedalam ruang kelas.</p> <p>7. Guru beserta peserta didik melakukan refleksi atas pembelajaran yang telah berlangsung</p> <p>8. Peserta didik menyimpulkan materi pembelajaran dengan bimbingan guru.</p> <p>9. Mengajak peserta didik berdo'a untuk mengakhiri kegiatan pembelajaran.</p> <p>10. Guru mengucapkan salam.</p>	10 Menit

Mengetahui , Wali Kelas V

peneliti, sigolang, 2022

**JUSPITA DOMINI MARPAUNG, S.Pd.**  
NIP: 199607282019032005

**TIHAJAR RITONGA**  
NIM: 1720300005

Mengetahui,  
Kepala Sekolah

**HORAS PASARIBU, S.Pd**  
NIP: 198112232007011003

## **APPENDIX VIII**

### **LEARNING MATERIAL in CYCLE 2**

Direction (petunjuk)

1. Researcher orders the students to speak directly and freely.
2. Researcher r reviews topic last meeting 1.
3. Researcher asks students to remembering verb, noun and adjective.
4. Research.er gives the test 20 multiple choices.
5. Researcher explains the rules for answering question
6. Researcher gives time to students to answer the question
7. After the test is finished and collected the Researcher and students together answer the question.
8. Researcher do observation.

## Appendix X

### Cycle II

Choose the best answer from latter A,B and C below !

*(Pilihlah jawaban yang benar berdasarkan huruf A,B dan C dibawah ini ! )*

1. He is the ...  
a. Best                      b. Shoes                      c. Bag
2. Sugar is ...  
a. Stone                      b. Sweet                      c. Finger
3. What color is the hair...  
a. Black                      b. Rice                      c. Cold
4. This class is very ...  
a. Clean                      b. Flower                      c. Window
5. She is very ...  
a. Diligent                      b. Land                      c. Montain
6. English is ...  
a. Easy                      b. Cute                      c. Alive
7. Fais ... some candy from the canteen.  
a. Take                      b. Hate                      c. Love
8. They ... to school everyday  
a. Go                      b. Play                      c. Cooked
9. We ... together in this class.  
a. Study                      b. Slepp                      c. Make
10. Bahrim ... a song.  
a. Door                      b. Sing                      c. Drink
11. She ... candy.  
a. Pencil                      b. Hand                      c. Eat
12. He is ...



## Appendix XI

### Students' Vocabulary Score in the First Cycle

No	Name of Students	Vocabulary Score			Total	Score (total I 5)
		Verb	Noun	Adjective		
1	AH	7	4	6	17	85
2	AR	6	6	5	17	85
3	ARP	5	5	5	15	75
4	ABP	4	5	6	15	75
5	AHR	5	7	5	17	85
6	DP	7	5	5	17	85
7	FP	6	5	6	17	85
8	GS	4	4	4	12	60
9	L	6	6	5	17	85
10	MP	3	4	4	11	55
11	MR	6	6	5	17	85
12	PP	4	5	5	14	70
13	SS	5	5	4	14	70
14	SP	6	6	3	15	75
15	TTR	7	5	5	17	85
Total Score		81	78	75	232	1.160
Mean		5,4	5,2	5,0	15,4	77,33
Percentage						40%

In analyzing the data of first test, the researcher calculated the mean score of the data, and also calculating the percentage of first test in cycle 1. It was calculated as

following:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1.160}{15}$$

$$M = 77,33$$

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{13}{15} \times 100 \%$$

$$P = 86,67\%$$

### The classification of students speaking score in first cycle

No	Classification	Predicate	Tabl of stidenta	Percebtage
1	0-20%	Very low	-	-
2	21-40%	Low	-	-
3	41-60%	Enough	2 students	13,3
4	61-80%	High	5 students	33,3
5	81-100%	Very High	8 students	53,3

After getting students' vocabulary score in the first cycle, the researcher found the students' achievement were categorized into goo or enough. It means that, the students who had some problem in vocabulary in first cycle were improved and could solve and Total problem in second cycle.

### Comparison of Students' Achievement in Cycle I and Cycle II

NO	Initial Name	Score in cycle I	Score in cycle II	State
1	AH	55	85	Improved
2	AR	70	85	Improved
3	ARP	60	75	Improved
4	ABP	55	75	Improved
5	AHR	75	85	Improved
6	DP	60	85	Improved
7	FP	70	85	Improved
8	GS	60	60	Improved
9	L	70	85	Improved
10	MP	60	70	Improved
11	MR	70	85	Improved
12	PP	65	70	Improved
13	SS	60	75	Improved
14	SP	65	76	Improved
15	TTR	75	85	Improved
	Total Score	960	1260	Improved
	Mean Score	64	77,33	Improved

Based on the table above, students got improvemet on their score from the students' mean score, the first cycle students' mean score were 64 and the second cycle students' mean score were 77,33. From the students' percentage, the first cycle, there were six students passed the KKM (40%). The second cycle, there



were sixteen students passed the KKM (86,67%). The differences showed that there was an improvement of students' vocabulary mastery

## Appendix XII

### Observation Sheet

#### Student's Activity in Teaching Learning Process

#### Classroom Action Research

Subject : English

Class : X IIS-1

Cycle : I (Sabtu) / Second Meeting

Observer : Rukiah Khairani Sipahutar, S.Pd

No	Activities	Students									
		AA	AZ	AS	AT	AP	BS	DR	ER	EP	FP
1	Students not ready to study	-	-	√	-	-	√	-	-	-	-
2	Students noisy in the class	√	-	√	-	-	√	-	-	-	-
3	Students not active in group discussion	-	-	-	-	-	-	-	-	-	-
4	Students who slept in class	-	-	-	-	-	-	-	-	-	-
5	Students who asked permission	-	-	-	-	-	-	-	-	-	√
6	Students who felt boring when learning process	√	√	-	-	-	-	-	√	-	-
7	Students who sat on the move	-	-	-	-	-	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	√	-	-	√	-
9	Students who have not full attention to teacher's explanation	-	-	-	-	-	-	-	-	-	-
10	Students did not able to write and pronounce	-	-	-	-	-	√	-	-	-	-

	vocabulary well										
--	-----------------	--	--	--	--	--	--	--	--	--	--

No	Activities	Students									
		IH	ID	KZ	LJ	ML	MJ	MS	MH	NP	ND
1	Students not ready to study	√	-	-	-	√	-	-	-	-	-
2	Students noisy in the class	-	-	-	-	-	-	√	-	-	-
3	Students not active in group discussion	-	-	-	-	-	-	-	-	-	-
4	Students who slept in class	-	-	-	√	-	-	-	-	-	-
5	Students who asked permission	-	-	√	-	-	-	-	-	-	-
6	Students who felt boring when learning process	-	-	-	-	-	-	-	-	-	-
7	Students who sat on the move	-	-	-	-	-	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	-	√	-	-	-
9	Students who have not full attention to teacher's explanation	-	-	-	-	-	-	-	-	-	-
20	Students did not able to write and pronounce vocabulary well	-	√	-	-	√	-	-	√	-	-
The Condition of Class		<ul style="list-style-type: none"> <li>• Students not ready to study (4 students)</li> <li>• Students who made noisy in classroom (4 students)</li> <li>• Students slept in the classroom (1 student)</li> <li>• Students did not have motivation to tell story (3 students)</li> <li>• Studentst who asked permission (2 students)</li> <li>• Students did not able to write and pronounce the vocabulary well (4 students)</li> </ul>									

	<ul style="list-style-type: none"><li>• Students who felt boring in classroom (3 students)</li></ul>
--	--

**Co- Teacher**

**Juspita Domini Marpaung,  
S.Pd**

## Appendix XII

### Observation Sheet

#### Student's Activity in Teaching Learning Process

#### Classroom Action Research

Subject : English

Class : X IIS -1

Cycle : I (Sabtu) / First Meeting

Observer : Rukiah Khairani Sipahutar, S.Pd

No	Activities	Students									
		AA	AZ	AS	AT	AP	BS	DR	ER	EP	FP
1	Students not ready to study	√	-	-	-	-	√	-	-	-	-
2	Students noisy in the class	-	-	-	-	-	√	-	-	-	-
3	Students not active in group discussion	√	-	√	-	-	-	-	√	√	-
4	Students who slept in class	-	-	-	-	-	-	-	-	-	-
5	Students who asked permission	-	-	-	-	-	-	-	-	-	-
6	Students who felt boring when learning process	-	-	-	-	-	-	-	-	-	-
7	Students who sat on the move	-	-	-	-	-	√	-	-	-	-
8	Students did not have motivation to tell the story	√	-	-	-	-	-	-	-	√	-
9	Students who have not full attention to teacher's explanation	-	√	-	-	-	√	-	-	-	-

10	Students did not able to write and pronounce vocabulary well	-	-	-	-	-	-	-	-	-	-
----	--	---	---	---	---	---	---	---	---	---	---

No	Activities	Students									
		IH	ID	KZ	LJ	ML	MJ	MS	MH	NP	ND
1	Students not ready to study	√	-	-	-	√	-	√	√	-	-
2	Students noisy in the class	-	-	-	-	√	-	-	√	-	-
3	Students not active in group discussion	√	-	-	-	-	-	-	-	√	√
4	Students who slept in class	-	-	-	-	-	-	-	-	-	-
5	Students who asked permission	-	-	-	-	-	-	-	-	-	-
6	Students who felt boring when learning process	-	√	√	-	-	-	-	-	-	-
7	Students who sat on the move	-	-	-	-	√	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	-	-	-	-	√
9	Students who have not full attention to teacher's explanation	-	-	-	√	-	√	-	-	-	-
10	Students did not able to write and pronounce vocabulary well	-	-	-	-	-	-	-	-	-	-
The Condition of Class		<ul style="list-style-type: none"> <li>• Students not ready to study (6 students)</li> <li>• Students did not active in group discussion (7 students)</li> <li>• Students who made noisy in classroom (3 students)</li> <li>• Students have not full attention to teacher's explanation (4 students)</li> <li>• Students did not have motivation to tell story (3 students)</li> </ul>									

	students) <ul style="list-style-type: none"><li>• Students who sat on the move (2 student)</li><li>• Students felt boring when learning process (2)</li></ul>
--	--

**Co- Teacher**

**Juspita Domini Marpaung,  
S.Pd**

## Appendix XIV

### Documentation

#### Students Learning Material in Classroom

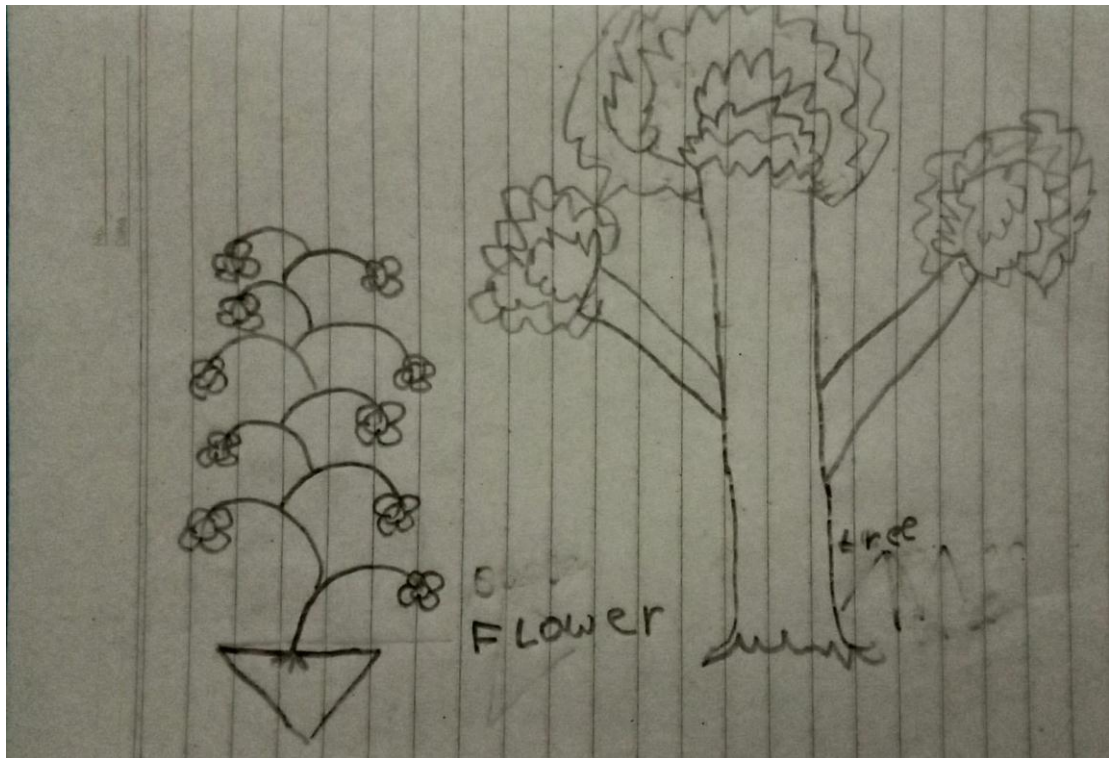




## Students Learning In Outdoor



**Hasil Belajar Siswa**



1	Atap	ROOF
2	dinding	wall
3	Tas	bag
4	Sepatu	shoes
5	Bunga	FLOWER
6	pintu	DOOR
7	Jendela	mirror
8	Mukit	student
9	Pohon	TREE
10	tempat sampah	rubbish
11	kaos kaki	SOCK
12	Kaca	WINDOW

### CURRICULUM VITAE



### **A. Identity**

Name : Tihajar Ritonga  
 Reg. Number : 1720300005  
 Place/Birth : Sigolang/ Januari, 1<sup>st</sup> 1999  
 Sex : Female  
 Email/No Hp : [sh634734@gmail.com](mailto:sh634734@gmail.com)/ 0822-9973-4064  
 Religion : Islam  
 Address : sigolang, Kec. Aek Bilah, Kab. Tap-selatan

### **B. Parents**

Father's Name : Sihol Ritonga  
 Mother's Name : Lamria Pane

### **C. Education Background**

1. Elementary School : SD Negeri 100501 Sigolang
2. Junior High School : MTs Negeri 2 Saipar Dolok Hole
3. Senior High School : MAN Sipirok lok. Sipagimbar
4. Institute : UIN Syekh Ali Hasan Ahmad Addary  
Padangsidimpuan