English Outdoor Clas at Remote Area School

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ENGLISH OUTDOOR CLASS
AT REMOTE AREA SCHOOL

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ABSTRAK

This research aimed at finding out whether the application of outdoor program is effective or not to build students' vocabulary at the remote area school. In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment. This research was conducted in SMP Limbong especially in the outdoor of the first year students. The researcher chose SMP Limbong because the school was located in the remote area with many natural environments surrounding the school. The population of this research was the 1st year students of SMPN 2 Limbong. There is only one class. Thus, the total number of population of this research was 17 students. The researcher took all of the population as sample. So, the total number of sample was 17. The instrument that was used in collecting data in this research was vocabulary test. The result of the research shows that the application of environmental study outdoor is effective building students' vocabulary to the second year students of SMPN 2 Limbong. It was proven by the fact that there was a significant difference between the students' mean score of the pretest and the posttest. In the pretest, the students' mean score is 50.33 and the students' score in posttest is 78.99. Moreover, it also could be seen by comparing the result of t-test and t-table where t-test is higher than t-table (9.67>2.093). It means that the hypothesis is received ($t_t > t_0$).

INTRODUCTION

Vocabulary has significant contribution in learning English. It is a core component of language proficiency. In mastering English well, students should have sufficient vocabulary because vocabulary is important in four language skills; they are listening, speaking, reading and writing where those skills are supported each other. The students are able to get information that they hear from teacher's explanation, understand the message sent by the speaker and arrange their ideas into a good sentence if they have sufficient vocabulary.

Learning vocabulary in foreign language seems easy but some students feel fear to make mistake because they do not have a good common vocabulary in their mind and make them worry to speak with others. Mastering vocabulary is a difficult task to do, especially English vocabulary. English vocabulary is complex. This complexity brings difficulties; it is probably caused by the word form and various meanings. Certainly, there are many approaches that can help students to improve and to master English vocabulary. Students can

choose one to help them in learning vocabulary. Teaching teenagers needs more patience, more attention and more variation activities in teaching learning process. Teacher uses an interesting media or teaching method will make the students more motivated in learning and the knowledge they got will be retained better in their memory.

In order to challenge students to learn more about vocabulary and attract their attention to be more active in teaching and learning process, teacher should be able to use many strategies in teaching vocabulary. The one of the strategy that can be used in teaching vocabulary is environmental study.

SMPN 2 Limbong is one school which is located in remote area. The students are lack of facilities. Then, based on the researcher's observation in teaching vocabulary at SMPN 2 Limbong, the teacher said that the students of that school still have low in vocabulary mastery. It is proven by most of them are still have difficulties to understand what the teacher says in learning process.

In addition, most of students in SMPN 2 Limbong are lack of facilities in learning since they do not have enough sources to be read and they seldom get some information about some topics. In addition, the language ability of students at SMPN 2 Limbong are low. Then their motivations are also very low. Furthermore, they just read when they are asked to read in the class. Those aspects are different from the students from other schools. Based on that situation, the researcher assumes that it is necessary to improve their vocabulary.

One of the strategies that can be used to teach vocabulary in remote area is outdoor program. Outdoor program that the students are learning vocabulary in real context at outdoor around the environment especially around the students school. The teacher guides students in learning vocabulary deal with environment; the students are learning the names of nouns in English through direct touching and collecting those real objects from the environment. Environmental study as strategy which provides a great review and enables them to gather information from each other and the real objects. They do not only silent in the class but the students are sharing idea to get information about the vocabulary of the things in the environment. It is one of the outdoors learning activities.

Concerning the explanation above, the researcher applies environmental study strategies to teach vocabulary to the second year students SMP 2 Limbong. Thus, the title of this research is "Teaching Vocabulary through outdoor program of the second year students of SMPN 2 Limbong.

Based on the background above, the researcher use the research question of this research as follows:

1. Is the application of outdoor program effective in improve vocabulary mastery of second year students of SMPN 2 Limbong?
2. How are responses of the second year students of SMPN 2 Limbong toward the application of outdoor program?

Based on the research questions that have been set above, the researcher states the objectives of this research as follows :

a. To find out whether the application of outdoor program is effective or not to improve vocabulary of second year students of SMPN 2 Limbong.
b. To find out responses of the second year students of SMPN 2 Limbong towards the application of outdoor program.

Theoretically, the result of the research is expected to give contribution for the development theory of language teaching theory deals with improving students' vocabulary in teaching English as a foreign language especially at remote area. The result of this research is also expected to be useful information for the next researcher who want to conduct a further research in teaching vocabulary.

Practically, for the teachers at remote area, this research is expected to be able make the teachers are easier in teaching vocabulary to the students. For the students this research is expected to be able to improve students vocabulary of second year students at SMPN 2 Limbong and make the students interested to learn vocabulary.

This research was restricted to the teaching vocabulary by using outdoor program at the second year students of SMPN 2 Limbong. The kind vocabulary that was taught to the students is noun. The noun was focused of nature vocabulary.

To get general understanding about the title, the researcher explain the variables of this research below:

a. Outdoor Program Strategy: in this strategy learners learn vocabulary in the real context in outdoor namely in the nature around the environment of the school at remote area. They move around in outdoor and sharing ideas about thing related to the nature.
b. Vocabulary: the words that related to the environmental things surrounding of the students in outdoor.

REVIEW OF RELATED LITERATURE

1. Vocabulary

Talking about language, vocabulary is one of the students important point, because to be successful in the implementation of communication, the acquisition and the learning vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotion and the desires. Before the researcher go any further, let see some of the definition of vocabulary.

Cambridge Academic Content Dictionary (2009:1065) states that vocabulary as all the words used by a particular person, or all the words that exist in a particular language subject.

Hornby (1995:1331) states that vocabulary as:

1) The total number of words in a language
2) All the words known to a person or used in a particular book, subject, etc.
3) A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

Meriam-Webster (2013) states vocabulary as: 1) the words that make up a language 2) all of the words known and used by a person 3) words that are related to a particular subject. Furthermore, Merriam-Webster (2013) gives full definition of vocabulary :

1) a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined : lexicon

2) *a* : a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge
   b : a list or collection of terms or codes available for use (as in an indexing system)

3) a supply of expressive techniques or devices (as of an art form).

Based on the definition above, the researcher defines vocabulary as a group of words or phrases which have an important role in language and vocabulary form a language.

2. The Importance of Learning Vocabulary

Vocabulary is one of the most important aspects of foreign language learning (Richards and Rodgers, 1986: 32). However, language would never be on built if the peoples does not have sufficient vocabulary because language is the set of many vocabularies, which was built and make something to express human emotion and others, which is called language.

The role of vocabulary is very fundamental in a language, although people can express emotion such as happiness and sadness through gesture using part of the body, for example is crying, laugh, smile, it is true that vocabulary is the focus of language. It means that words are sounds, meaning which interlock, and allowing us to communicate among one and Vocabularies building is important in any language teaching and learning, especially in English as a foreign language. The writer realizes how important the mastery of vocabulary, particularly for people who study a foreign language such as English because vocabulary represents how well people can speak in foreign language is how well peoples' vocabulary mastery. In my opinion at university. Even, few of students that graduated from English department of college or university, they cannot use English effectively or even correctly. May be this problem caused by people who do not have enough of vocabulary mastering, where this problem is still happening in country. It is clear enough that everybody who learns a language as a foreign language hopes to know and mastering vocabulary to improve the language skills. Vocabulary becomes a major problem in learning English. Therefore, mastering of vocabulary is important factor when people want to learn foreign language, the aim of learning language or foreign language is to know, to use, and even to understand about information through a language.

Harmer (1991:16) says that if the people want to describe how the people feel at this very moment you have to be able to find a word which reflect the complexity of your feeling. Besides, by a good command of vocabulary or language, one can express ideas effectively and efficiently. Having an adequate vocabulary is one way to succeed in comprehending a reading text. Goodman and Mohr (1991:12) state that vocabulary is a basic part in reading comprehension. It means that we are going to have trouble to understand the text if we do not know most words in the text, thus our comprehension will suffer.

Based on the explanation above, it can be concluded that vocabulary is very important in human life. It is needed to describe feeling and it is a basic part in reading comprehension.

3. **Teaching and Learning Vocabulary**

According to Harmer (1991:161) the ways that are used in teaching vocabulary to the students are :

a. Realia: one way of presenting words is to bring the things they present into the classroom. The teacher holds up the object (or points to it), says the words and then gets students to repeat it.

b. Picture: picture can be used to explain the meaning of vocabulary items; teachers can draw things on things on the board or bring in the picture. They can illustrate concept such us above or the opposite

c. Mime, action and gesture: it is impossible to explain the meaning of words and grammar either through the use of realist or in pictures. Actions, in particular, are probably better explain explained by mime. Concepts like running or smoking are easier to present in this way.

d. Contrast people saw how words exist because of the people relations, and this can be used to each meaning of "empty" by contrasting it with "full", "cold" with "hot", etc. we may present these concept with picture or mime, and by drawing attention to the contrast in meaning we ensure our students' understanding.

e. Enumeration: enumeration or listing various items, also can be used o present in teaching vocabulary, such as: clothes, vegetable, furniture, etc.

f. Explanation: explain the meaning of vocabulary items can be difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any fact of word use which is relevant.

g. Translation: translation is a quick and easy way to present the meaning of words but it is not without problem. In the first place it is not always easy to translate words, and in the second place even.

Long (2003:20) gives some tips in learning vocabulary, the tips are as follows:

a. Read, read! Most vocabulary are learned from context. The more words you are explored too, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meaning from context. Then look the words up. Read and listen to challenging material so that you will be explored many new words.

b. Improve context of research shows that the vast majority of words are learned from context. To improve context will pay close attention to how words are used. Doing a search on a word using new comfort searching newsgroup will give you many examples of how that words is used in context.

c. Practice, practice learning a word want help very much if promptly forget it. Research shows that it takes form 10 to 20 repetitions to really make a word part of your

vocabulary. It helps to write the words perhaps on and start using it. Review your index cards periodically to see if you have forgotten any of your new words.

d. Make up as many associations and connections. Say the words loud to active your auditory memory, relate the word to words you already know.

e. Use mnemonics (memory tricks)

f. Get in the habit of looking up words you can't know if you have a dictionary program on your computer, keep it open and handy

g. Play with words play scrabble toggle, and do crossword puzzle, thes and other word game are available from computer.

h. Use vocabulary list. For the serious vocabulary students, there are many books that focus on the words most commonly found the standardized test, such as the SAT and GRE. There are many interesting words y magazine, many finds of the words in English magazine.

i. Take vocabulary test. Playing games such as the ones on this cite sites, that test your knowledge will have you learn new words and also let you know how much progress you are thinking.

j. Get exited about word. Come to appreciate the sometimes suitable different with them.

4. **Types of vocabulary**

Dighton in Tira (2012:6) divides vocabulary into four division:

1) Speaking vocabulary is the words that someone reading to the tongue when giving speech.

2) Writing vocabulary is the word that comes readily when writing.

3) Listening vocabulary is the words, which rarely used but they understood when they are heard.

4) Reading vocabulary is the words that rarely used of production are understood when they are seen.

Harmer (1991: 159) divides vocabulary into two types:

1) Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.

2) Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

Vocabulary is very important, people can not communication without have sufficient vocabulary. Beside that learning the English Vocabulary is very important because its structure is used in every day conversation. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Before knowing how to teach vocabulary any further, there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Vocabulary as elaborated by Thornbury (2002:3 is divided into:

1) Word Classes

Word classes are well known as part of speech in grammatical English. They include:

a) Nouns   : teacher, Jakarta

b) Pronouns   : he, they, us

c) Verbs   : do, studying, learned, to write

d) Adjectives   : old, young, tall, new

e) Adverbs   : there, continuously, always. yesterday

f) Preposition   : on, for, in

g) Conjunctions   : but, and

h) Determiner :   an, a , the

2) Word Families

A word family compromises the base word plus its inflexions and it most common derivatives.

a. Inflexion   : plays, playing, played

b. Derivatives   : player, replay, playful

3) Word Formation

a. Compounding   : second-hand, word processor, typewriter

b. Blend   : information + entertainment = infotainment

c. Conversion   : she upped and left (preposition to verb)

d. Clipping   : email = electronic mail. Flu (influenza)

4) Multiwords units

Most well-known multi-words units are in the form of phrasal verbs or idiom

a. Phrasal verb : look for, look after

b. Idioms

5) Collocations

When two words are collocates if they occur together with more than chance frequency. Examples: the biggest threat, this week, once again, once more.

8. Teaching and Learning at Remote area

In remote area, the facilities are very limited. One of the factors that can motivate the students in learning include in learning English is facilities factor. The facility that is closely related to reading namely books. In remote area the collection of books in the library is very limited. The students do not have many materials to be read. The books do not well prepared by the government. Therefore, it is hard for the students at SMPN 2 Limbong to find the current issue books especially in English Materials. They just can get the old books at the library in limited numbers. In addition, especially for descriptive paragraph, they are still difficult to understand since they seldom to find the sources that contained some vocabulary related to the current topic in English. This factor makes the students at remote are low motivation. If a student doesn't have motivation, it will influence the achievement in learning. As Wello (1999:14) states that "Motivation: Intrinsic motivation has been found to correlate strongly with educational achievement". Clearly, students who enjoy language learning and

take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girl friend are likely to make greater efforts and thus greater progress. In SMPN 2 Limbong, since their motivation is low, their achievement is also low. While in SMPN 1 Baebunta some students have high motivation, they can get good achievement.

One of the factors that contribute to the students' achievement in studying is facilities. SMPN 2 Limbong is one of the Junior High School in remote area. It is far from the city. So that, the facilities are very limited. In fact, when the researcher did previous observation in SMPN 2 Limbong, and she found that students still got difficulties in reading a text. They sometimes cannot understand the information from English sources. So that, she wants to do a research about the difficulties in reading English text, because the she wants to improve students' knowledge in reading English text and reading also has the value of helping students to learn by expressing their own thought and making them familiar with language pattern and ways of using language effectively.

In fact, based on the interview with the head master in SMPN 2 Limbong, in remote area, most of schools are lack of qualified English teacher. The application of curriculum also is still not successful. The target and goal of teaching are still cannot be reached. Many teachers do not have enough skill in teaching. Therefore, this study proves that in remote area the teacher's quality should be developed. Then, the application of curriculum should be improved include in teaching reading for national examination.

9. Outdoor Program

Agnieszka and Justyna (2011:7) states in that outdoor education is one of the newest teaching methods, which is based on learning new knowledge and skills by teaching in a natural surrounding. It is hard to give one definition, because outdoor education is still developing. It is possible that over time definition will be stable. Outdoor education is an interesting experience for students of different ages and at different proficiency levels, but also for the teacher. This organized learning process takes place in a natural surrounding, so students can experience direct contact with the environment and cooperate during active and attractive classes. Team games, forestry stalking or sightseeing, in which the knowledge is passed between the teacher and every student and discovering new possibilities by the students themselves.

In addition, outdoor education lets students develop different skills: independence, communication, cooperation in group, activity, resistance to stress, assertiveness, ability to build authority, efficiently managing a team and building self- confidence. By outdoor education students learn how to cope with different situation, deepening contact with nature, which gives them happiness and lets them know nature's beauty.

Furthermore, classes in the natural surrounding teach team planning and designation of an appropriate strategy. Students assume full responsibility for the decision they make and activities. It is important to make children aware, that defeat is not bad and they can deepen their knowledge and abilities more effectively by their own experience.

Outdoor activity is a cooperative activity that cannot be carried out by individuals alone. It is essential that all staff participating in the camp work together to make the camp an **ideal environme**nt for learning which is enjoyable and efficient. The teacher taking part in **the English outdoor program should take on much more a role of 'facilitator' rather than the one who is teaching. What this means practically is that the teachers must be constantly among the students helping, hinting, and generally assisting the students in their tasks and encouragin**g them to use English as much as possible. This is particularly important in **large group activities such as relay races or ice breakers where the whole group is expected to do the same thing at the same time. One teacher will ob**viously coordinate **this type of activity by using a sound system, but the other teachers should mingle among the participants** (Agnieszka and Justyna, 2011:7).

METHODOLOGY

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research was as follow:

$$O_1 \qquad X \qquad O_2$$

Where:

O$_1$ = pre-test

X = treatment

O$_2$ = post-test

There are two variables in this research namely outdoor as independent variables and vocabulary mastery as dependent variables.

This research was conducted 10th – to 17th July 2014. The researcher was conducted at SMPN 2 Limbong especially at the second year students. The researcher chose SMPN 2 Limbong because the school is located in the remote area with many natural environment surrounding the school.

The population of this research was the second year students of SMPN 2 Limbong in academic year 2013-2014. There was only one class. It consis of 17 students. Thus, the population of this research was 17 students. In determining the sample of this research. The researcher used total sampling technique. The researcher took all of the population as sample. So, the total number of the sample was 17 students.

The instrument that was used in collecting data in this research as follows:

1.   Vocabulary test: It was used in pre-test and post-test. It aimed at finding out the students vocabulary. The test was in essay and matching forms. Then, the number of item in test is 100 and the students should finish the test in 60 minutes.

2.   Questionnaire: to find out the students responses to the application of environmental study in developing their vocabulary. The number of questions was 10 items.

In this research, the researcher gave treatments in 8 meetings. Each meeting consisted of 80 minutes. The procedures of this research was as follows:

1. Giving pretest

The pretest was in vocabulary test especially noun form. The test was in 30 numbers and students have to finish it in 60 minutes. It was given to the students to measure their basic ability before giving treatment. The vocabulary test included with the theme of things in the environment.

2. Giving treatment

The treatment was conducted in six meetings. In every meeting, the researcher gave different theme of the vocabulary of noun in giving treatment. The first meeting, the researcher gave vocabulary about animals, second meeting things about tree, the third meeting things about field, the fourth meeting things about river, the fifth meeting things about fruits, the last meeting about vegetables.

The steps as follows:

1. The researcher made a fun activities in the environment such as matching, arranging letter etc,
2. The students introduced with some real things in the environment based on the topic for each meeting. And then gave example the way to pronounce the words,
3. Asking the students to point the things which is mentioned by the researcher.
4. The last, the researcher concluded the materials and then inform the students about the next material for the next meeting

3. Giving posttest.

After finishing the treatment, the researcher gave post-test in vocabulary test form. The posttest was in vocabulary test especially noun form, the test was in 100 numbers and students have to finish it in 60 minutes, it was given to the students to measure their achievement after giving treatment. The vocabulary test included with the theme of things in environment.

In this research, the researcher analyzed the data that had been collected from the sample by using following techniques.

1. Scoring the students answer from the vocabulary test that was given

$$score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

(Adapted from Tira 2012:28)

2. Classifying the students' score into the following classification:

a. 96 – 100	is classification as Excellent
b. 86 – 95	is classification as Very good
c. 76 – 85	is classification as Good
d. 66 – 75	is classification as Average
e. 56 – 65	is classification as Fair
f. 46 – 55	is classification as Poor
g. 0 – 45	is classification as Very poor

(Depdikbud in Tira, 2012: 28)

3. Calculating the rate percentage of students score by using the following formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage

F = the cumulative frequency of subjects

N = total number of subjects

<div align="right">(Gay, 1981:292)</div>

4. In determining the mean score, standard deviation, test of significance and standard significance used SPSS Program Version 20.

5. In analyzing the students' responses toward the use of environmental study, the researcher analyzed the students' answer of the questionnaire qualitatively. Then, the researcher classified the students responses into positive or negative response.

FINDINGS

In this part, the researcher presents the students' score, the students' score classification, the mean score, the standard deviation of pretest and posttest. Furthermore, in this chapter the researcher also presents the result of test of significant, the standard signification, and the students' responses toward the use of environmental study outdoor at remote area in teaching vocabulary.
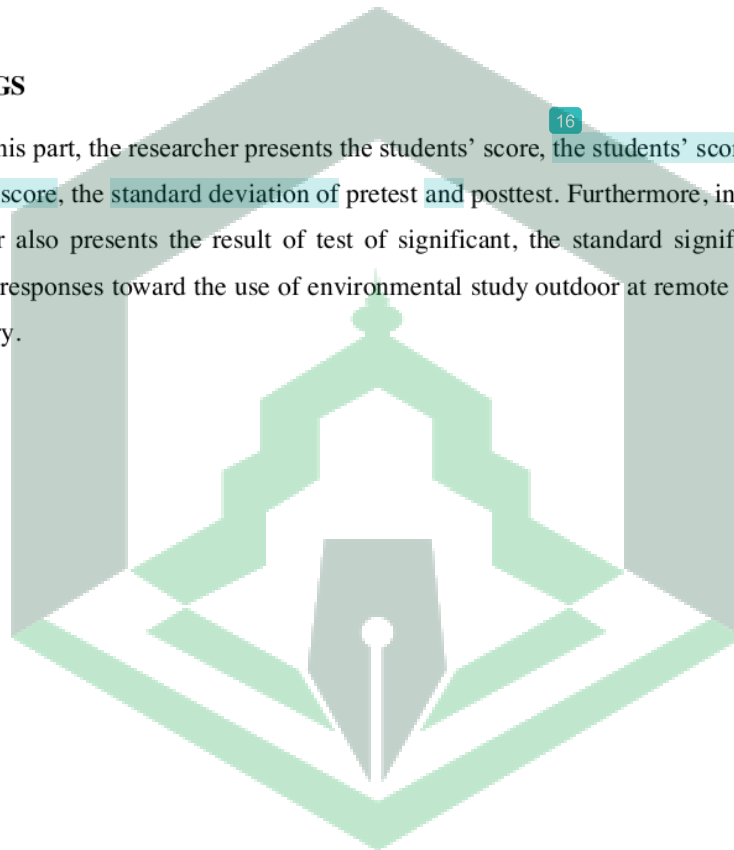
1. The Students' Score in the Pretest and the Postest

Table 1 Students' score in pretest and posttest

No,	Initial of Students	Score	
		Pre-test	Post-test
1.	Pkr	24	78
2.	Skn	19	60
3.	Plh	22	75
4.	Fni	22	73
5.	Sra	23	60
6.	Lda	21	45
7.	Nta	27	81
8.	Hsl	26	80
9.	SMr	22	85
10.	In	20	70
11.	Sta	26	80
12.	An	23	68
13.	Ra	26	70
14.	RA	23	75
15.	Ant	29	65
16.	ARfi	21	70
17.	Afd	27	65

Table 1 shows the students' score in the pretest and the posttest. The highest score in the pretest was 29.00 and the lowest score was 19.00 while the highest score in the posttest was 85.00 and the lowest score was 45.

2. Scoring Classification

The classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below.

Table 2. Students' score in the pretest

No	Classification	Score	Pretest Frequency	percentage
1.	Excellent	96-100	0	-
2.	Very good	86-95	0	-
3.	Good	76-85	0	-
4.	Average	66-75	0	-
5.	Fair	56-65	0	-
6.	Poor	46-55	0	100 %
7.	Very poor	0-45	17	100 %
	Total		17	100 %

Based on table 3, we can see that before giving the treatment by using environmental study outdoor, there were no students got "Excellent", "Very good", "Good" and "Fair" classification. There were no students who obtained average classification, no students obtained "poor" classification, 17 students (100%) obtained "very poor" classification. All of the sample achieved only very poor classification, it means that the students' vocabulary is very low before treatment.

The classification of the frequency and percentage of the result students' score in the post-test can be seen in the table below.

Table 3 Students' score in the posttest

No	Classification	Score	Pretest	
			Frequency	percentage
1.	Excellent	96-100	0	-
2.	Very good	86-95	0	-
3.	Good	76-85	6	35
4.	Average	66-75	6	35
5.	Fair	56-65	4	25
6.	Poor	46-55	0	-
7.	Very poor	0-45	1	5
	Total	17	100 %	

The table above shows the students' score classification in post-test. The data above describe that in posttest there was no students classified as excellent and very good classification, 6 students (35%) achieved good classification, there were 6 students (35%) achieved average, 4 student (25%) achieved fair classification and the other 1 student (5%) achieved very poor classification. It means that the students' vocabulary ability is improved after the treatment.

3. The Mean Scores and Standard Deviation of the Students' Pretest and Posttest

After calculating the result of the students' pretest and post test, the mean score and standard deviation of both tests are presented in the next table:

Table 4 The mean score and standard deviation of the students in the pretest and the posttest

Type of Test	Mean Score	Standard deviation
Pretest		2.80755
	23.5882	
Posttest		9.81745
	70.5882	

Table 5 shows the mean score of the students pretest was 23.58 and the mean score of posttest was 70,58. Standard deviation of pretest was 2.8 and the standard deviation of posttest was 9.8. It means that using outdoor program in teaching vocabulary can improve the students' vocabulary ability.

4. The t-test Value of Students' Achievement

Table 5 The t-test students' achievement

Variable	P-Value	N-1	A
X2 – X1	.000	16	0.05

Based on the analysis of the result above, it could be observed that the scores of students who have been taught the present continuous tense is more effective. The table above indicated that the result of p=.000 while α=0.05. It could be concluded that α was higher than p. Therefore, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected.

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest by applicating outdoor program in building students' vocabulary at remote area SMPN 2 Limbong. In other words, applicating environmental study outdoor could be used to build the students' vocabulary ability.

The result of statistical analysis for level of significance (α=0.05) with degree of freedom (df)= N-1, where N = 17. The value of (α) was higher than (0.05 > .000). It could be conclude that, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

5. The Result of Giving Questionnaire

The students' responses to the application of environmental study outdoor can be seen in this section. All of the statements in the questionnaire state the positive things of the application of environmental study outdoor in this research.

Table 6. The Lack of vocabulary can be solved through environmental study outdoor

No	Classification	Frequency	Percentage
1.	Strongly Agree	6	35 %
2.	Agree	5	30 %
3.	Uncertain	6	35 %
4.	Disagree	-	
5.	Strongly Disagree	-	
	Total	17	100 %

Table 6 shows that there were 6 (35 %) of the students chose strongly agree, 5 (30 %) of the students chose Agree, 6 (35 %) of the students chose uncertain, and there was no students chose disagree and strongly disagree.

Table 7 Environmental study outdoor is a fun vocabulary learning.

No	Classification	Frequency	Percentage
1.	Strongly Agree	-	-
2.	Agree	12	70 %
3.	Uncertain	5	30%
4.	Disagree	-	
5.	Strongly Disagree	-	
	TOTAL	17	100 %

Table 7. shows that there were no of the students chose strongly agree, 12(70 %) of the students chose agree, 5 (30%) of the students chose uncertain, and there was no students chose disagree and strongly disagree. It means that most of the students 12(70%) agree that the environmental study outdoor is fun in learning vocabulary.

Table 8 With environmental study outdoor can make the vocabulary learning is easier.

No	Classification	Frequency	Percentage
1.	Strongly Agree	1	6 %
2.	Agree	13	76 %
3.	Uncertain	3	18%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 8 shows that there was only 1 of the students chose strongly agree, 13(76 %) of the students chose agree, and there were 3(18%)students chose uncertain, no students chose disagree and strongly disagree. It means that most of the students agree that by using environmental study outdoor, it can be easier to learn vocabulary.

Table 9 Environmental study outdoor is very helpful in learning vocabulary.

No	Classification	Frequency	Percentage
1.	Strongly Agree	2	12 %
2.	Agree	12	70 %
3.	Uncertain	3	18%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 9 Environmental study outdoor is very helpful in learning vocabulary.

Table 9 shows that there were 2 (12%) of the students chose strongly agree, 12 (70%) of the students chose agree, 3 (18%) of the students chose uncertain, and there was no students chose disagree and strongly disagree.

Table 10 It will be easier to concentrate in learning English with environmental study outdoor

No	Classification	Frequency	Percentage
1.	Strongly Agree	1	6 %
2.	Agree	8	47 %
3.	Uncertain	8	47%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 10 shows that there was only 1 (6 %) of the students chose strongly agree, 8 (47%) of the students chose agree, 8 (47%) of the students chose uncertain, and there was no students chose disagree and strongly disagree.

Table 11 Environmental study outdoor is a good strategy in vocabulary learning.

No	Classification	Frequency	Percentage
1.	Strongly Agree	2	12 %
2.	Agree	13	76 %
3.	Uncertain	2	12%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 11 shows that there were 2 (12%) of the students chose strongly agree, 13 (76%) of the students chose agree, 2 (12 %) of the students chose uncertain, and there was no students chose disagree and strongly disagree.

Table 12 like and enjoy learning vocabulary by using environmental study outdoor.

No	Classification	Frequency	Percentage
1.	Strongly Agree	7	41 %
2.	Agree	10	59 %
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 12 shows that there were 7 (41%) of the students chose strongly agree, 10 (59 %) of the students chose agree, none of the students chose uncertain, and there was no students chose disagree and strongly disagree

Table 13 Environmental study outdoor method is suitable way in teaching vocabulary at SMPN 2 Limbong

No	Classification	Frequency	Percentage
1.	Strongly Agree	-	-
2.	Agree	15	88 %
3.	Uncertain	2	12 %
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 13 shows that there was no students chose strongly agree, 15 (88%) of the students chose agree, and there were only 2(12 %) students chose uncertain, and no students chose disagree and strongly disagree. It means that almost all of the students agree that this method can be used in teaching and learning vocabulary to the first year students of SMPN 2 Limbong.

Table 14 Doing English test vocabulary will be easier if the learning is supported by using environmental study outdoor.

No	Classification	Frequency	Percentage
1.	Strongly Agree	1	6
2.	Agree	11	64 %
3.	Uncertain	5	30 %
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 14 shows that there was only 1 (6%) of the students chose strongly agree, 11 (64%) of the students chose agree, 5 (30%) of the students chose uncertain,and no one chose Disagree, and there was no students chose strongly disagree.

Table 15 Through environmental study outdoor will not make the students get boring

No	Classification	Frequency	Percentage
1.	Strongly Agree	1	6
2.	Agree	14	82 %
3.	Uncertain	2	12 %
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	TOTAL	17	100 %

Table 15 shows that there was only 1 (6%) of the students chose strongly agree, 14 (82%) of the students chose agree, 2 (12 %) of the students chose uncertain, no one of the students chose disagree, and there was no students chose strongly disagree.

DISCUSSION

After calculating and analyzing the data at the findings, the researcher presents the discussion of students' data. This section presents the result of data analysis of students' enhancement in learning vocabulary by using environmental study outdoor and relates it to the theory in chapter II. The researcher presented the detail discussion based on the findings above:

The result of students' of pretest is low. In this case the writer could establish that most of the students were poor classification, we can see that before giving the treatment by using

environmental study outdoor, there were no students got "Excellent", "Very good", "Good" and "Fair" classification. There were no students who obtained average classification, no students obtained "poor" classification, 17 students (100%) obtained "very poor" classification. All of the sample achieved only very poor classification, it means that the students' vocabulary is very low before treatment.. In pre-test, the minimum score is 19.00 while the maximum score is 29. In pretest there were so many mistakes had done by the students in all various of items of questions. For example the students could not identify some animals in English. They did not know what is in English "sapi", what is in English "lebah" etc. They always see those things but they do not know how to say them in English. Therefore, through the activity of environmental study they can directly see and touch the things while they are learning how to mention them in English. They students were interested during the learning process.

The students' vocabulary ability is improved, it can be seen by the findings above shows that there is no students achieve very poor classification, 6 students (35%) achieved good classification, there were 6 students (35%) achieved average, 4 student (24%) achieved fair classification and the other 1 student (6%) achieved very poor classification.. The students mean score in post-test is 85.00. In post-test, the minimum score is 45 while maximum score is 93.33

By using spss program version 20, the writer got and used t-test to find out the significance of the research. The value of (α) was higher than (p) (0.05 > .000). It could be conclude that, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

To give more prove about the effectiveness of environmental study outdoor towards the students' vocabulary development, the writer will show some students' score in pre-test then directly compare to the students score achievement in post-test.

Respondent number (2) in pre-test, this student had very low ability in vocabulary, In true false question, she did not know some common and famous vocabulary such as "monkey", "orange", and "dog". In choose the best answer section of vocabulary test, she could not answer about most information about the common nouns in English. She got 19 in pre-test. While after following the treatments with environmental study outdoor, the students number 2 can increase her mastery in vocabulary. She can answer many question all parts of the test. At post-test, she could answer about the famous animals and some general things in the environment. She had got 60 in post0test. She could arrange the words into good order

and also could answer the information about the things and animals in the nature surrounding her such as "monkey, " cow", "bee", and etc.

Respondent number (3) in pre-test, this student had very low ability in vocabulary, In true false question, she did not know some common and famous vocabulary such as "elephant", "flower", and "dog". In choose the best answer section of vocabulary test, she could not answer about most information about the common nouns in English. He got 22 in pre-test. While after following the treatments with environmental study outdoor, the students number 3 can increase her mastery in vocabulary. She can answer many question all parts of the test. At post-test, she could answer about the famous animals and some general things in the environment such as vegetables, passion fruit, "tiger" and etc.. He got 75 in post-test. He could arrange the words into good order and also could answer the information about the things and animals in the environments.

Respondent number (12) in pre-test, this student had very low ability in vocabulary, In true false question, she did not know some common and famous vocabulary such as "stone", "crab", and "snake", and etc.. In choose the best answer section of vocabulary test, she could not answer about most information about the common nouns in English. He got 23 in pre-test. While after following the treatments with environmental study outdoor, the students number 12 can increase her mastery in vocabulary. She can answer many question all parts of the test. At post-test, she could answer about the famous animals and some general things in the environment such as vegetables, stone, "snake" and etc.. She got 68 in post-test. She could arrange the words into good order and also could answer the information about the things and animals in the nature surrounding her.

Respondent number (10) in pre-test, this student had very low ability in vocabulary, In true false question, she did not know some common and famous vocabulary such as "strawberry", "cow", and "flower", and etc.. In choose the best answer section of vocabulary test, she could not answer about most information about the common nouns in English. He got 20 in pre-test. While after following the treatments with environmental study outdoor, the students number 12 can increase her mastery in vocabulary. She can answer many question all parts of the test. At post-test, He could answer about the famous animals and some general things in the environment such as "vegetables", "goat", "avocado", and etc.. He got 70 in post-test. She could arrange the words into good order and also could answer the information about the things and animals in the environments.

Respondent number (16) in pre-test, this student had very low ability in vocabulary, In true false question, she did not know some common and famous vocabulary such as "stone", "vegetables", and "avocado", and etc. In choose the best answer section of vocabulary test, she could not answer about most information about the common nouns in English. He got 21 in pre-test. While after following the treatments with environmental study outdoor, the students' number 16 can increase her mastery in vocabulary. She can answer many question all parts of the test. At post-test, He could answer about the famous animals and some general things in the environment such as "vegetables", "avocado", "stone", and etc.. He got 70 in post-test. She could arrange the words into good order and also could answer the information about the things and animals in the environments.

According to those explanations, it has been a must for the English learner to enrich their vocabulary to communicate in English well which is an international language that has a significant role in the various fields of activities, and wide influences in the world. Nevertheless, based on the data at the findings above, the result of this research in pretest shows that vocabulary mastery of the students in SMPN 2Limbong is still low. It could be seen in their achievement in the pre-test.

Based on the comparison score between pretest and posttest result, it can be seen that in the pretest, no one got excellent category, very good category, good category and fair category. In other component, there were 3 students (15%) got average category, 12 student (60 %) poor category, and 5 students (25%) got very poor category. In the posttest there was significant increasing of students' score. No one got very poor category, there is only 1(5%) student got poor and fair category, there were 4 students (20%) got average category category, there were 7 students (35%) got good and 7 students (35%) got very good category. It implies that the students' vocabulary ability improved after giving treatment.

This study found that the students' mastery in vocabulary are improved after the treatment by using outdoor learning. This study is supported by Wystalska and Hadryś, they states in (http// www.hltmag.co.uk) that outdoor education is one of the newest teaching methods, which is based on learning new knowledge and skills by teaching in a natural surroundings. And in applying environmental study outdoor, the researcher gave list of vocabulary and let the students find the real things in the environment, discuss the words and shared it with their friends.

In addition, this study proves that the strategy learning with outdoor can enrich the students' vocabulary during the treatments. This is in with the ideas of Wystalska and

Hadryś (2011:7) states that one of the strategies that can be used in teaching the students at remote area is outdoor program. Outdoor strategies is a direct method with contextual content approach. The pupils can see directly the things in the surrounding. In the use of these strategies, the pupil get real experience while the teacher will be easier to explain the things. As a result of its use, maximum interaction occurs between the pupils and the teacher. This develops their constructive capacities in accordance to their interest, attitudes, capacities, abilities, need and mental level of the pupils.

In the application of the treatment by using environmental study outdoor, the students were asked to find the real object of the vocabulary given based the theme given in each meeting. The students were given vocabulary list and they try to explain about the characteristic of the things. They worked in groups to find share and answer the question.

Outdoor is the strategy where learners move around environment, find the real object, sharing idea and collecting ideas from peers. The data in finding prove that the procedures in environmental study outdoor are effective and interesting. It can be seen on the result of the students responses toward the application of environmental study strategy was most of the students agree that environmental study outdoor is an useful strategy creating the effectiveness of a process, specially the process in vocabulary it can be seen in table 6. The statement no 2 and 7 in the questionnaire are the statements which are related to environmental study outdoor as a strategy that is interesting in learning vocabulary. In table 7 at the findings, 12 from 17 students (70,57%) agree with the statements no 2 that says 'environmental study is fun for learning vocabulary. In Table 12, there are also 10 from 17 students (58,82%) agree and also 7 from 17 students (41,17%) strongly agree with the statements no 7 which is says ' they like to learn vocabulary if using environmental study outdoor as the strategy.

Referring to the discussion above, it could be concluded that the application of outdoor can build the students' vocabulary ability for the second year students of SMPN 2 Limbong. Furthermore, based on the students' response in questionnaire, it also might be concluded that the application of environmental study outdoor can be an interested strategy in teaching and building vocabulary.

CONCLUSIONS

Based on the findings and discussion at the previous chapter, the researcher can conclude some points below:

1. The application of outdoor is effective in building students' vocabulary of the second year students of SMPN 2 Limbong. It was proven by the fact that there was a significant difference between the students' mean score of the pretest and the posttest. In the pretest, the students' mean score is 50.33 and the students' score in posttest is 78.99. Moreover, it also could be seen by comparing the result of t-test and t-table where t-test is higher than t-table (9.67>2.093). It means that the hypothesis is received ($t_t > t_0$).

2. The second year students of SMPN 2 Limbong have positive response on the application of environmental study outdoor in building students' vocabulary. It was proven by looking their responses to the statements of the questionnaire. In questionnaire, the statement no 2 and 7 are related to environmental study outdoor as a strategy can create an exciting learning process.

Based on the conclusion above, the researcher would like to present some suggestions below:

1. For the teacher, in teaching process by using environmental study, it is suggested for teachers to explore more parts of environmental such as in the river by swimming. It will be more fun for the students.

2. For the next researcher, it is suggested to teach about verb and adjective through environmental study since this study just focus on the teaching nouns.

3. The teacher who would like to use environmental outdoor as the strategy in teaching vocabulary should make a good activities in the environment make a good rule and the procedures first before apply it. Otherwise, the students will confuse in the middle of teaching and learning process. The preparation especially about the survey in the environment before doing the teaching process with the students.

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