

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
OUTDOOR ACTIVITIES**

**(A Classroom Action Research on the Fifth Grade Students of SDN 1
Baleraksa Karangmoncol Purbalingga in Academic year 2010/2011)**



**Submitted to Teacher Training and Education Faculty of
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Undergraduate
Degree of Education in English**

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APPROVAL

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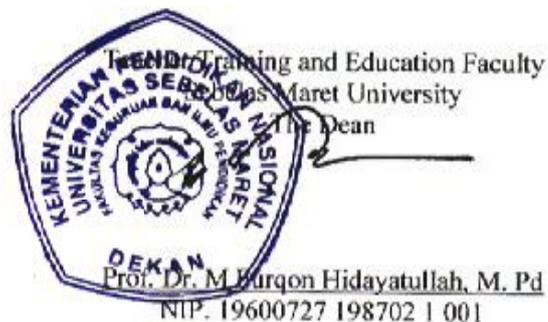
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ABSTRACT

HeniAmbarwati. X2209019: **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH OUTDOOR ACTIVITIES** (A classroom Action Research on the fifth Grade Students of SD Negeri 1 Baleraksa in Academic year 2010/2011). Teacher Training and Education Faculty. SebelasMaret University.

This study is based on the problem of low vocabulary mastery of the fifth grade students of SD Negeri 1 Baleraksa in academic year 2010/2011. It was indicated by the low score of vocabulary test. Then, to solve the problem, an action research was conducted by using outdoor activities to improve students' vocabulary mastery. The objectives of this research are to improve students' vocabulary mastery using outdoor activities and to know the students response when using outdoor activities.

This action research was conducted from February to May 2011. The subjects of this research were the fifth grade students of SD N 1 Baleraksa, in the 2010/2011 academic year. There were two cycles of action. In each cycle, the procedure of the research consists of planning, action, observation, and reflection. In collecting the data, the writer used field notes, observation, interview and test. The field notes were made by the writer, and observation was held by the teacher as an observer. The interview was held by the writer to the students. The tests were pre-test, post-test 1 in cycle 1 and post-test 2 in cycle 2. The writer analyzed the test results by comparing the mean score of the pre-test and post-test.

The result of the research shows that, first, the implementation of outdoor activities can improve the students' vocabulary mastery. The result shows the difference between the students' ability before and after the action. Based on the research observation, field notes, interview, and test result, the students make improvement in vocabulary mastery. The test score results show the improvement of the students' achievement before and after the action in cycle 1 and cycle 2. The pre-test mean score was 61.30 increasing to 76.76 in the post test. Second, there were also improvements in students' response in learning English. During the action, the students paid good participation to the lesson. It was proved by their activeness in doing all the assignments. They could collaborate well with other students and fully participated in the lesson. Based on these results, it can be concluded that teaching English vocabulary by using outdoor activities can improve the students' vocabulary mastery and students response.

DEDICATION



From the deepest heart, this thesis is dedicated especially for:

- ✚ My beloved father and mother
- ✚ My soul mate "Nugie"
- ✚ My beloved sister "Hastiti"
- ✚ My family

commit to user

MOTTO

Kemenangan yang seindah – indahnyanya dan sesukar – sukarnya yang boleh direbut oleh manusia ialah menundukan diri sendiri.

(Ibu Kartini)

Bunga yang tidak akan layu sepanjang jaman adalah kebajikan.

(William Conper)

Apabila anda berbuat kebaikan kepada orang lain, maka anda telah berbuat baik terhadap diri sendiri.

(Benjamin Franklin)

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The writer realizes that this thesis is still far from being perfect. She hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis is useful for the readers.

Surakarta, October 2011

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the past, English was only taught at education, i.e. Junior high School and Senior High school nowadays, however, it has been extended to primary level of education covering Pre Elementary of Elementary Schools in Indonesia. Many elementary schools have determined it as a compulsory subject. There are many reasons promoting the schools to introduce it at an early age. Firstly, young learner as enthusiastic learners, according to Brumfit (1997: v) have more opportunities than adults. Children are like blank paper; they can learn anything every time without having worries. They can get the information not only from their parents or their teacher but also from their environment. Because of that teaching-learning process is not only the teacher's duty but also parent's duty. He (1995: vi) also state that children are learning all the time without having the worries and responsibilities of adults. Their parents, friends, and teachers all help them in learning. Secondly, teaching English in early age is very useful to prepare the students in entering the next level. Elementary school is the foundation to reach higher level. If they can learn well in it, they can enter the next level easier. Parents and teachers must give more attention in this level of study. Thirdly it is useful to prepare them to face globalization era.

At elementary school, English is introduced to the students, they have to learn its vocabulary because it is the most important element that will become the basic competence to get other competences like listening, speaking, reading, and writing. Coady and Huckin (1997: 5) say, "Vocabulary is central to language and of critical importance to the typical language learner". The fact in elementary school show that most students in this level still have difficulties in learning English, especially in mastering vocabulary. Mastering vocabulary in learning

language is basic, so is it in English. The importance of mastering vocabulary as stated by McCarty (1990) is that it is the experience of most language teacher that the single, biggest component of any language course is vocabulary. Without having proportional vocabulary, students will get difficulties in using English. It is because verbal communication needs words to express meaning. In addition he also states “No matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot be carried out in any meaningful way”.

Considering the importance of vocabulary competence, it is better to introduce new vocabulary earlier. Children commonly absorb new vocabularies more easily even though they easily forget them too. In general, teaching vocabulary means giving the students some words and each meaning then they have to memorize those words. In this case, teachers have to introduce the English words clearly and correctly, so that they can imitate and practice them easily without mistakes.

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

English teachers do not create an interesting circumstance in teaching learning process, whereas children learn more in interesting one. In this case Curtain and Pesola (1994) in Suyanto (2005: 4) state:

“Pada hakikatnya menurut Curtain and Pesola (1994) anak-anak akan belajar bahasa asing dengan baik apabila proses belajar terjadi dalam konteks yang komunikatif dan bermakna bagi mereka. Untuk anak-anak,

konteks ini meliputi situasi sosial, cultural, permainan, nyanyian, dongeng, dan pengalaman-pengalaman kesenian, kerajinan dan olahraga”.

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

The same problem in learning vocabulary is also faced by the fifth grade students of SDN 1 Baleraksa. It can be indicated from their English score that is still low and far from the standard score of KKM Bahasa Inggris (a rate mark that is stated every semester to know the improvement of teaching learning process). KKM Bahasa Inggris in this elementary school is 6,3 and from the last exercise the teacher realizes that most of them got the score lower than KKM. Furthermore, the pre-observation done in the fifth grade students of SDN 1 Baleraksa show that the difficulties of their learning English is because the lack vocabulary. The problem of the students in English lesson was that they got some difficulties in mastering vocabulary. The indicators of vocabulary mastery can be seen as follows:

1. The students could not pronounce the words correctly.
2. The students got difficulties in writing down the word in correct spelling.
3. The students got difficulties in memorizing and mentioning the meaning of words.
4. The students could not use the words grammarbased on the context correctly

Generally the students had the same difficulties in mastering vocabulary. It can be seen from the students' mistakes in each indicator of vocabulary mastery. Most of the students could not pronounce the words fluently, for example the students pronounced “bright” like the original writing /bright/, whereas they should pronounce /braIt/. They also got difficulties to spell the words. Only few students spelt the word “light, ride ” correctly. Most of the students spelt the words like what they heard, such as they wrote “people” with “pipel”, they wrote “duck” with “dak”. The students didnt know and remember the meaning of

English words. For example, they did not know the meaning of *driver*, *soldier*, etc. And the most mistakes of the students were in using the words grammar. Most of the students were still confused to use the word grammar based on the context. For example, in the sentence “*He on street.*” the students’ answer is *walk or walks*. They also cannot differentiate the use of word grammar in simple present tense.

The causes why those problems arose were, first, lack of language input from the teacher which made the students’ vocabulary mastery was low. Second, there was limited of time to practice pronunciation in the class. Third, the students have low confidence to speak up in the class, most of students were still unwilling tried to speak English. Fourth, lack of interest from the students to the English lesson, and fifth there was no media that was used by the teacher to support or guide and motivate the students in learning English. The researcher identified that the teacher still used “general technique” in teaching English that is usually applied by almost teacher. The English teacher just explained the English words in ordinary ways then she asked students to do the assignment. They just learned literal meaning of the words without having relevant exposure to the things referred. The teacher do not applied different technique when she realized that most of the students bored in the class.

To overcome those problems, the teacher should present the English lesson as interestingly as possible. The elementary teacher should try to introduce vocabulary as an interesting subject to them. She should create an interesting and joyful atmosphere in the learning activities. Students can better understand a thing when they experience it themselves. It is better to let them learn from their own experience. One of the wise she can do to attract the students’ interest is by outdoor activity. In order to make English vocabulary easy to remember, the teacher may use original realia that can be found in the environment through outdoor activity.

Outdoor activities are an activities that can be done by people in general to relieve from feeling of boredom. It is more interesting than indoor activity. When

we are doing outdoor activities, we can get more motivation to learn something (Patmonodewo, 2003:112). In the teaching learning process, outdoor activities are essential for children's health and well-being. The sense of peace and warmth of the sun on their backs and watching a butterfly land gently on a flower are immeasurable. In outdoor activity the children can do many activities, such as running, jumping, climbing and playing out door. The time the children spend in outdoor activity everyday covers ways to enrich the objective of the course and support their vocabulary development and language acquisition.

Based on the above reason, the researcher is interested to conduct a research entitled **“Improving Students’ Vocabulary Mastery through Outdoor Activities (a Classroom Action Research on the fifth grade students of SD N 1 Baleraksa Karangmoncol Purbalingga in Academic year 2010/2011)”**.

B. Problem Identification

Based on the background of the study the researcher identifies the problems as follow:

1. The students in this elementary level get difficulties in learning English vocabulary;
2. They get difficulties in pronouncing, memorizing, spelling the new English words;
3. They rely on the teacher explanation about the meaning of the English vocabularies;
4. They have low motivation to find out the meaning by themselves;
5. They feel bored in the teaching learning process that it does not give them a chance to be active in the class;
6. They just memorize the certain words given by their teacher without knowing the things referred;

C. Problem Limitation

In this research, the researcher has to limit the problem to make the research not too broad. There are many ways to teach but the researcher focused on using outdoor activities technique to improve the students' vocabulary mastery to the fifth grade students of SDN 1 Baleraksa.

D. Problem Statements

Based on the problem limitation the researcher wants to know:

1. Can the outdoor activities improve the student's English vocabulary mastery?
2. What is the response of the students when outdoor activities are used?

E. Objective of the Research

The objectives of this research are to improve the student's vocabulary mastery using outdoor activities and to know what the response when outdoor activities implemented to the students of fifth grade in SDN 1 Baleraksa.

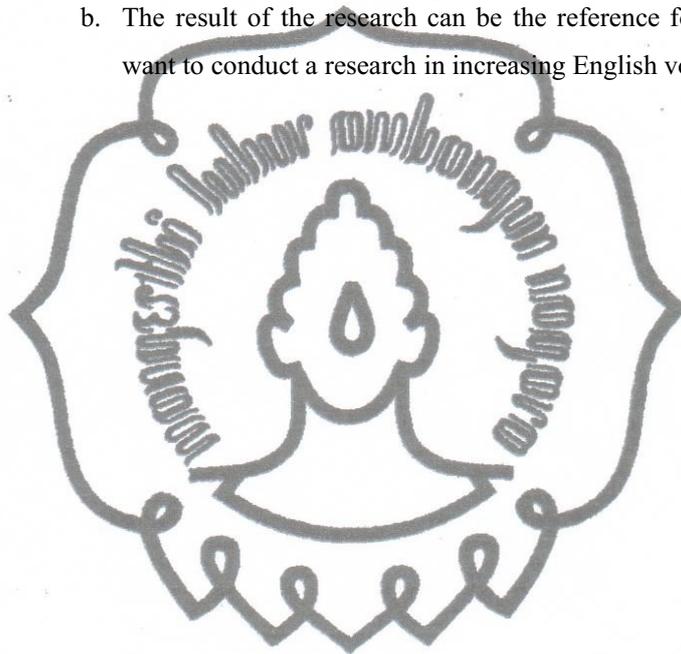
F. The Benefits of the Research

The researcher hopes that this research will have some benefits in the English teaching learning process, especially in teaching vocabulary. There are two kinds of benefits in this research, theoretical and practical.

1. Theoretical Benefit
 - a. The result of the research can be used as an input in increasing English vocabulary;
 - b. The result of the research can be used as a reference for those who want to conduct a research in increasing English vocabulary.

2. Practical Benefit

- a. For teachers, by using outdoor activities in teaching English especially vocabulary the teacher can determine better teaching process and the English teacher can use the result of the research when they teach their students.
- b. The result of the research can be the reference for those who want to conduct a research in increasing English vocabulary.



CHAPTER II

THEORITICAL REVIEW

A. Teaching to Young Learners

1. The Definition of Young Learner

In Indonesia, the teaching of English as a foreign language is now expanding into primary school. Students in elementary school who study English belong to young learners. Schoot and Ytreberg(2000:1) divided young learners into two main groups, the five to seven years olds, and the eight to ten years olds. They assumed that the five years old are all in level one, the beginner stage. The eight to ten years olds may also be beginners, or they may have been learning the foreign language for sometime before, so there are both level one and level two pupils in the eight to ten age group. According to Philips (1993:5) in her book, young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.

In this study, young learners refer to thr second group of formal schooling in the age of eleven or twelve year olds. The years of primay school are extremely important in children's inteellektual physical emotional and social development. The researcher focused on fifth grade students of elementary school.

2. The Characteristic of Young Learners

Young learners have their own special characteristics that differentiate them from adult learners. These characteristics should be known and understood by the teacher to give contribution to improve the quality of teaching and learning process. In relation to this, Scoot and Yteberg (2000:2-3) mention the other characteristic of young learners, that:

- a. They know that world is governed by rules;
- b. They understand situations more quickly than they understand the language use;
- c. They use language skills long before they aware of them;
- d. Their own understanding comes through hands, eyes and ears. The physical world is dominant at all times;
- e. They have a very short attention and concentration span;
- f. Young children sometimes have difficulty in knowing what fact is and what fiction is. The dividing line between the real world and the imaginary world is not clear;
- g. Young children are often happy playing and working alone but in the corporation of others. They can be very reluctant to share;
- h. The adults' world and the children's world are not the same. The difference is that adult usually find out by asking questions, but children do not always ask. They either pretend to understand or they understand in their own terms and do what they think you want them to do;
- i. They will seldom admit that they do not know something either;
- j. Young children cannot decide for themselves what to learn;
- k. Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real "real" world;
- l. Young children are enthusiastic and positive about learning.

In relation to this, Halliwell (1992:3-5) clarifies the characteristic of children:

- a. Children are already very good, interpreting meaning without necessarily understanding the individual words. They are able to understand what is being said to them even before they understand the individual word;

- b. Children already have great skill in using limited language creatively; in this early stage of their mother tongue development children excel at making a little language;
- c. Children frequently learn indirectly rather than directly. In their ages or of the primary school level, the children capacity for conscious learning form and grammatical patterns is still relatively undeveloped; they go to subconscious process acquisition more than a direct learning. If their surroundings provide more exposure, it will much help them to learn;
- d. Children take good pleasure in finding and creating fun in what they do. Children word is always fun and they definitely know how to create fun;
- e. Children have already imagination, children's world is full of imagination and fantasy and it is more than simply matter enjoyment. In the classroom, this capacity for fantasy and imagination has a constructive part to play.

To support the statements above, following are the characteristic of young learning mentioned by Clark (1990-6-8):

1. Children are developing conceptually; they develop their way of thinking from the concrete to the abstract thing.
2. Children no real linguistic, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subjects what school provides for them.
3. Children are still developing. They are developing common skill such as turn taking and the use of body language. Children learn more slowly. They are in the process many things such as developing knowledge about the worlds, developing awareness of

the concepts, acquiring multiplicity of skills and developing of their first language.

4. Children are very egocentric. They tend to revolve around themselves. Children are preoccupied with their own likes and dislikes, their own family and friend and then their own world.
5. Children get bored easily. Children have no choice to attend school. They do that because they have to, this lack of choice means that class activities, need to be fun and interesting and exciting as possible by setting up the interesting activities. Teacher should create an appropriate technique in teaching learning process such as by using outdoor activity can release them from the feeling of boredom.
6. Children are early of their education, ensuring success and enhancing the children's motivation are important factors in promoting the success of early start in foreign language learning. If they leave their elementary school with positive attitude toward English as foreign language, they will have interest to improve it in higher education. Therefore, English in elementary schools should attract their students.
7. Children are better mimics. It will take them more confident in attempting the sound of foreign language and they also delighted in playing the sound.
8. Children forget quickly. That is why repetition during teaching learning process needs to be done by teacher to have appropriate technique in presenting the materials so the students can grasp it easily. For example learning in outdoor class, they can get a lot of vocabulary broader than if they study in the classroom.

Based on the characteristics of children mentioned above, it can be concluded that children have their own characteristics that differentiate them from adult. Children like to play, they like fun, and their concentration span is limited.

They need an interesting way of teaching learning process that allows them to be active. The characteristic of the children not only implicate them having the tendency to have fun all the time but also they have desire to know something. They have big curiosity about things around them. They are very enthusiastic about learning anything including language.

It just the same with the children in the subject researched; they get bored in the class and the learning process. Children's motivation is the important factor that usually the teacher ignores it. The teacher has responsible to create an interested learning environment to solve this problem in addition to motivate the student in learning English and to get the good improvement of the student's ability in English mastery. Outdoor activity is good technique to solve this problem.

3. English Language Teaching

English represents different things to different people. For some it represents the language of English literature, for others it is the language of the English speaking world. In Indonesia, it is the second language that teaches from the elementary to the university grade.

Mastery English is helpful to people both in business and in educational field. Therefore, English teacher try to find the best way to teach English in order to make the students are able to use English either oral or written English.

Teaching according to Jack Richard (1996: 29) is a complex process which can be conceptualized in a number of different ways. Traditionally, languageteaching has been described in terms of what teachers do; that is, in terms of the actions and behaviors which teacher carry out in the classroom and effect of these on learners. While according to Brindley in J. Richard (1996-34-35) states learning as follows:

- a. Learning consists of acquiring organizing principles through encountering experience. It can be assume that learning consist of acquiring a body of language.

- b. For learners, learning a language consists of forming hypotheses about the language input to which they will be exposed, these hypotheses being constantly modified in the direction of the target.
- c. Learning a language consists of learning the structural rules of the language and the vocabulary through such activities as memorization, reading and writing.

Johnson in Richard et. al. (1996: 36) states that there are three different approach used in the second language teaching, there are ; a skill based approach (which focuses on the discrete skills of listening, speaking, reading and writing); a rule based approach (which emphasize the importance of grammatical rules and conscious understanding of the language system); and a function-base d approach (which focused on interactive communication and cooperative learning and ability to function in “real” social situations).

Based on the explanation above, the researcher consider that the teaching should be appropriate to the children’s characteristic such as their nature to be active, they love to play and learn best when they enjoying themselves. Their cognitive development based from the explanation above implies that students will learn better using concrete object rather than listening to the teacher’s explanation. Giving the students chances to find their own objects are bringing them into real contact with the objects will be an effective technique to introduce English vocabulary. They will learn better in their interesting circumstance. Outdoor activity is an effective technique in improving children’s vocabulary mastery without ignores their characteristic and their nature.

B. General View of Vocabulary

1. The Definition of Vocabulary

Talking about vocabulary, there is general perception that vocabulary is always related to words and dictionary. Vocabulary is central of language and

of critical importance to typical language learner. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. Vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

To know the definition of vocabulary, the writer presents some definitions of vocabulary by several scientist and researcher. There are some definitions of vocabularies. Hatch and Brown(1995: 1) state that the term of vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of language might use. While Hornby(1995: 131) defines vocabulary is the total numbers of words(with rules to combine them) to make up language and vocabulary is a list of words with their meaning. Burns(1997: 295) defines vocabulary as the stock of words used by a person, class or profession.

From the definition above, it can be concluded that vocabulary is a total list of words as symbols of ideas of the back of foreign language text or grammar which are needed to express the idea.

2. The Definition of Vocabulary Mastery

Pearson Educational Measurement

(http://education.pearsonassessments.com/research/faq_2b.htm) defines

mastery as level of performance that show that a student has demonstrated the knowledge, skills, and abilities, for a unit of instruction or subject area as defined by a recognized standard. It means that mastery is defined as how the students can apply their knowledge about certain subject. In similarly with Hornby (1984:777) who defines mastery as skill or thorough knowledge.

In conclusion mastery can be defined as an ability to use skill and knowledge on certain subject. Referring to the previous definition of vocabulary, vocabulary mastery can be defined as an ability to use skill and

knowledge on numbers of words with its meaning by individual of particular language.

In relation to vocabulary mastery, Ur (1998:60-62) mentions several factors that both teacher learners must give their attention to, they are as follows:

a. Form

Here, the mastery of vocabulary involves the mastery on pronunciation and spelling. The learner has to know how the word is sounded and how the word is spelled. In teaching, the teacher needs to make sure that both these aspects or accurately presented and learned.

b. Grammar

The grammar of a new word need to be taught if this is not obviously coverage by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts. So, it is important to provide learners with the information at the same time that teacher teaches the base form of a word.

c. Collocation

The collocation typical of particular item are another factor that makes a particular combination sound “right” or “wrong” in a given contexts. So, this is become an important information that the teacher should give a special attention on.

d. Aspect of meaning

1. Denotation, connotation, appropriateness

Denotation is the meaning of a word that primarily refers to in the real world. It is often the sort of definition in dictionary. For example the word “dog” denotes a kind of animal; more specifically, a common, domestic carnivorous mammal. Meanwhile, a less obvious component of the meaning of an item its connotation. The associations, or positive

or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example is the word “dog”. As understood by most British people, it has positive connotation of friendship and loyalty, whereas, for Arabic people, it has negative associations of dirt and inferiority.

Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or “taboo” in polite conversation or tends to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect.

2. Meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship, they are : synonyms (item that mean the same or nearly the same); antonyms (item that mean the opposite); hyponyms (item that serve a specific examples of a general concept); co-hyponym or co-ordinates (other item that are the “same kind of thing”; super-ordinates (general concepts that “cover specific items”); and translation (words expression in the learners’ mother tongue that are equivalent in meaning to the item being taught).

e. Word formation

Vocabulary whether one word or multi word, can often be broken down into their component of words. Exactly how these words are put together is another piece of useful information, Teachers may to teach the common prefixes and suffixes. However, they should be warned that in many common words the affixes no longer have any obvious connection with

their root meaning. Another way vocabulary items are built is by combining two words to make one item (a single compound word, or two separate words).

Vocabulary mastery means that as how the students can apply their knowledge about certain subject. 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.

3. The Kind of Vocabulary

Finnochiaro (1974: 73) explains that the students' vocabulary can be divided into two kinds there are:

a. Active vocabulary

The vocabulary consists of word, which students understand and pronounce correctly in speaking and writing.

b. Passive Vocabulary

The vocabulary that consist of words that students recognize and understand when they occur in a context and the students understand vocabulary when they hear or read them but students do not use them in speaking and writing.

Similarly Haycraft in Hatch and Brown (1997:44) also differentiate active and passive vocabulary. He states that active vocabulary is words that student can understand the pronounce correctly and use constructively in speaking and writing. Meanwhile, passive vocabulay is words that the students recognize and understand when they occur in context, but which learners cannot produce correctly by themselves.

Further, Aebersold and Field(1997:139) also give the same distinction between active and passive vocabulary but in the different name. They called them as receptive and productive vocabulary. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write. It means readers understand general sense of the meaning of

words but they are not sure of its meaning or nuances of meaning. Meanwhile, productive vocabulary is the vocabulary that people actually use to speak and write.

From the description given by three language experts above, it can be concluded that active vocabulary is dealing with productive learning, speaking and writing and the passive vocabulary is dealing with receptive learning, reading and listening. The writer concludes that the teacher must know the kinds of vocabulary, because the kinds of vocabulary are different in using to language skills. It is very important for teachers before teaching vocabulary will be applied in elementary class.

4. Teaching Vocabulary

The purpose of teaching vocabulary is to help the students to bring meaning and to take the meaning from word signs, signals, symbols. To reach goal, the students must be taught many things about word and their minds as well as the words themselves. Corcoran(1980:157) states that the teacher is responsible for teaching students to recognize and identify words, to pronounce words, to analyze and categorize words, to read and finally to put words together into phrase, sentence and paragraph in written language. This indicates that the teaching vocabulary is not only teaching the students to memorize the words but also bring them to analyze and create the words in writing.

Wallace (1982: 207) explains that teaching vocabulary has to be following thing:

a. Aims

The aim is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has decided the number of vocabulary items to be learned. The learners will confuse or discouraged if they got many words. Therefore, the teacher should select new words, which can easy to understand by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by students in communication. They communicate and get the words they needed.

d. Frequent exposure and repetition

It means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary, the teacher should present target words of a way their meaning of the target words are perfectly clear and unambiguous.

f. Situation and presentation

The teacher should tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are using and depends on the person to whom they are speaking.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and add other vocabulary which relevant to the students, by doing that hopefully the students will reach more vocabularies in their minds, not only those which are written in the book but also from other source. Craft (1987:45) states that to choose vocabulary, it should consider several guidelines, there are: (1) commonest words, they are the words which are commonly used or the words that students need. By teaching common words the students will often find the best ways to comprehend the words and it will be easy for them to memorize. (2) Student needs. If the students need to know

the words they will be motivated to learn, because motivation can ensure the use of words in communication.

The researcher draws conclusions that teaching vocabulary is not only teaching students memorize the word, but also how to use the word in the sentence or for communication. The teachers have to the strategies and guidelines to teach vocabulary. Knowing them on the ways one's vocabulary develops in relation technique to learn new vocabulary and the students will find it useful and interesting.

5. The Importance of Teaching Vocabulary

Vocabulary is one of element of the language that should be learnt and taught. It cannot be denied that it will be hard to master a language without mastering or understanding a certain number of vocabularies. The mportance of vocabulary is explained by Coady and Huckin(1997:5) state "vocabulary is a central to language and of critical importance to the typical language learner." More over Coady and Huckin add that no text comprehension is possible either is one's native language or in a foreign language without understanding the texts vocabulary (1997:20). It means that vocabulary in learning language is basic, so is English. Without having proportional English vocabulary, student will get difficulties in using English. It is because vocabulary plays necessary role and understanding the language.

Furthermore, vocabulary has an important role in language skills such as listening, reading, speaking, and writing. Nation quoted by Scmitt and McCarty (1997: 6) state that vocabulary knowledge is only one component of language skills such as reading and speaking. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other speaks. In speaking ability, vocabulary facilities the learners to explain their ideas orally. In addition according to Hatch and Brown (1995: 1) vocabulary is a list or set words that might use in individual speakers.

It means that vocabulary has important roles in communication. If someone does not recognize the meaning of the key word that is used by his partner, he is unable to participate in the conversation. It means that although the learners know syntax, grammar, or other elements of language but do not know the meaning of the words used, they will get difficulties in the conversation. The teaching learning process for young learner has the simple aim than used it in communication, to make the student use the language correctly and have enough vocabulary mastery are, the first stage prepare them to the next level of study. If they have enough vocabulary, they will be able to use it in all of language skill such as reading, writing, listening and speaking easily. Just in the same, it can help them to study other elements in language such as syntax, grammar etc.

Similarly with Lado in Scmitt and McCarty (1997:160) children who come in contact with foreign language will find some features of it quite easy and other are extremely difficult. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult. It means that to make the children learn and accept English easier, the teacher may bring it into their daily life. With bring them to see the real thing and learn in their own environment will help them in memorizing the new words easily.

C. Teaching Technique Suitable for Children

Related to the importance of vocabulary in English teaching and learning process and the role of vocabulary which has great influence toward other skill, teachers encounter challenges of how to teach vocabulary effectively. Teachers may have different techniques in teaching English vocabulary to the children.

Giving more attention in the techniques used in teaching vocabulary is extremely important. Teachers should select the technique carefully in order to be successful in achieving the goals of instruction. According to Harmer (1998:161), there are some media that teachers may use in teaching vocabulary namely:

1. Realia

One way of presenting vocabulary is to bring the things they represent into the classroom. It means that by bringing realia into the classroom. Words like ruler, books, pens, bags, etc can obviously be presented in this way. The teacher holds up the object, says the word and then gets the students to repeat.

2. Pictures

Bringing the ruler into the classroom is not a problem, but bringing a car into the classroom will be different. One solution is by using pictures. Pictures can be used to explain the meaning of vocabulary items. They can board drawings, wall pictures and charts, flashcard, magazines pictures, and any other non-technical visual representation.

3. Mime, action and gestures

Explaining the meaning of words by using realia or pictures is sometimes impossible to do. For example, concepts like running or standing will be better if they are explained through action.

4. Contrast

The exist of words because of their relation and this can be used to teach meaning. The teacher can present the meaning of empty by contrasting it with full, cold by contrasting it with hot, big by contrasting it with small. The teacher may present these concepts with pictures or mime, and drawing attention to the contrast in meaning the teacher ensures student' understanding.

5. Enumeration

Another sense relation is the relation of general and specific words. We can use this to introduce meaning. For example, we can say clothes and explain this by enumerating or listing various items of clothes. Other examples are vegetables and animals.

Differently, Harmer (1997:7) state that children need frequent changes of activity: they need activities which are exciting and stimulate their curiosity: they need to be involved in something active (they usually not sit and listen). The children need appropriate teaching learning techniques that allow them to be what they want. They can active in a good teaching learning process with a good technique used by the teacher.

Ur (1996) suggests that vocabulary can be taught by (1) concise definition (as in a dictionary); (2) detailed description (of appearance, qualities); (3) example (hyponyms); (4) illustration (picture, object); (5) demonstration (acting, mime), (6) context (story or sentence in which the item occurs); (7) synonyms; (8) opposites (antonyms); (9) translation; (10) associated idea, collocations.

It means that the way to use a certain technique must be suitable to the situation and condition of the students and their environment. The situation and condition in the elementary school that the writer ensures is the students lacks of vocabulary mastery. They feel bored in teaching learning process while the teacher still used monotonous method in teaching English that doesn't allow the student to be active and enjoy the learning process.

D. The Design Technique of Outdoor Activity

Outdoor activity is an activity that can be done to lose boredom. According to Howard (1999:95), outdoor activity is an educational activity in which a school group leaves the classroom and goes out into the community to the actual source of information. Field trip is an educational trip a class makes (www.answer.com/topic/field.trip).

That when the children study outdoor, they will:

1. Acquire theoretical knowledge of, and practical experience with various types of environments and movement environments, and develop an understanding of and insight into the interactions between people and nature.

2. Acquire theoretical practical skills that will allow them to stimulate children to play, wonder, enjoy and master skills in nature, on the children's own terms.
3. Acquire the necessary knowledge to create a process-oriented learning environment, and to stimulate independence, responsibility and creativity.
4. Further develop subject-didactic competence, capacity for critical reflection and insight into pedagogical development work related to teaching children outdoors.
5. Acquire greater insight into the relationship between children and their natural environment, the motor development of children, and the interplay between their motor development and their movement in nature in different seasons. (www.HIT.webpage.ca/Outdoor_Activitiespost-graduate_specialization_for_pre-school_teachers/http).

Outdoor activities carries to important factors; firstly it provides opportunity for students to make connection between theory and text book material they learn in classroom and real life situation, outdoor education, therefore would encourage students to review text book critically based on their own experience in the field. Secondly students would gain firsthand experience through outdoor education, which would contribute to raising pupils' awareness about the local environment.

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

Outdoor activities give the student chance to be active. Learning activity provide more vocabularies that be easier to memorize better than studying in the common method. Outdoor activity can be conducted as an intermezzo activity, the teacher can conduct this technique once or twice a month. The point is that this

technique increase student's motivation in learning new vocabulary, especially English vocabulary.

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

Outdoor activities are set out as follows:

1. Before the teacher ask the students go to the location, the students are in the class with the teacher and then the student notify the new English vocabulary that are suitable with the topic in English and the student listen it;
2. After the students understand the new English vocabulary that is suitable with the topic, to lose boredom and to strength the memorization of the students, the teacher asks the students when to the location (outdoor);
3. In that location, the teacher will say the thing that are suitable with the topic in English the students listen it, and this time the teacher combined the other techniques such as games, songs, pictures, and puzzle;
4. The teacher repeat the words more then once, students will also pronounce the word then try to memorize it;
5. After the students know the word and know how to pronounce the words then the teacher will test the students by saying the word and ask the students to touch or pick up the things;
6. When the lesson is over the students go back to the class together with the teacher.

Various possible activities during outdoor activities, among others are:

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

From the explanation above it is possible to the researcher to use the role in outdoor activities above to be conducted in elementary school gathered with another technique such as games outdoor. To make it easier and interesting to the students, the researcher may use the certain media such as pictures, realia and the nature. This technique is suitable to the students for all grades in elementary level that having the same problems, but researcher focused on the fifth grade students.

E. Rationale

Based on the students' score on examination in SD N Baleraksa 1, the fifth grade students got lower score than the standard one in English lesson were about 50%. Meanwhile, the minimum standard criterion of SDN 1 Baleraksa on English lesson is 6.3. The problem of the students in English lesson that they got some difficulties in mastering vocabulary. The indicators of vocabulary mastery can be seen as follows:

1. The students could not pronounce the words correctly.
2. The students got difficulties in correct spelling.
3. The students got difficulties in memorizing and mentioning the meaning of words.
4. The students could not use the words based on the context correctly.

There are some causes of the students' problem in mastering vocabulary. First, lack of language input from the teacher which made the students' vocabulary mastery was low. Second, there was limited of time to practice pronunciation in the class. Third, the students have low confidence to speak up in

the class, most of students were still unwilling tried to speak English. Fourth, lack of interest from the students to the English lesson, and fifth there was no media that was used by the teacher to support or guide and motivate the students in learning English. The researcher identified that the teacher still used “general technique” in teaching English that is usually applied by almost teacher. The English teacher just explained the English words in ordinary ways then she asked students to do the assignment. They just learned literal meaning of the words without having relevant exposure to the things referred. The teacher do not applied different technique when she realized that most of the students bored in the class.

Therefore, the problems must be solved with the appropriate solution. The writer chooses outdoor activities technique to solve the problems in learning vocabulary. Outdoor activities are an educational activity, which is done outside the classroom to get information or knowledge from the environment that should be appropriate with the curriculum. This effective technique can help the students in mastering vocabulary. This technique is applied in teaching and learning process to young learners because of the characteristics of young learners that they love to play and learn by doing something. The learning activity is meaningful and communicative because the students learn while doing something. They learn with concrete objects in their environment, so they have many educational experiences. Concrete experiences permit the words to be associated with real situation, so the students can memorize the words easier. The mistakes of pronunciation and spelling can be solved in the follow up activities in the classroom after outdoor activities. In conclusion, the writer assumes that the problems of mastering vocabulary in English language learning of young children can be solved by using outdoor activities.

F. Hypothesis

Considering on theory of vocabulary mastery and outdoor activities, the hypothesis of this study is using outdoor activities can improve English vocabulary of the fifth students in SDN 1 Baleraksa Karangmoncol.



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Study

The research carried out of fifth grade of students at SDN 1 Baleraksa, KarangmoncolPurbalingga, Central Java. The research held on March until May 2011.

B. The Subject of The Research

1. Population

Encyclopedia of Educational Evaluation in Arikunto (2006:130) states that a set (collection) of all elements processing one or more attributes of interest. The population of this research on the fifth grade of the students at SDN 1 Baleraksa.

2. Sample

The researcher take one class that is the fifth grade students of SDN 1 Baleraksa. The number of students of the class is 37 students; 14 female students, 23 male students.

C. The Method of The Research

The research method used in this study is an action research. There are some definitions about action research. Mill (2000: 6), action research is any systematic inquiry conducted by teacher, researcher, principals, school counselor, or other stakeholders in teaching and learning environment, to gather information about the ways that their particular schools operate: how they teach and how will their students learn.

While Burns (1994: 293) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and

cooperation of researcher, practitioners and laymen. Kemmis and McTaggart in Nunan(1992:17) state that the three defining characteristics of action research are firstly, that it is carried out by practitioners rather than outside researchers; secondly, that is collaborative; and thirdly that it is aimed at changing things. Another definition defined by Wiersma(2000: 11) is, “action research is a research usually conducted by teacher, administrator, or other educational professional for solving a specific problem or for providing information for decision making at the local level”. The research is designed to discover effective ways dealing with real problem that is not confined to a particular methodology or paradigm.

It can be summarized that action research is a study conducted systematically by teacher researchers, researchers, principals, school counselors, or other stakeholders in teaching and learning environment, together information about the ways that their particular schools operate to overcome problems or to change things related to educational problems to be better.

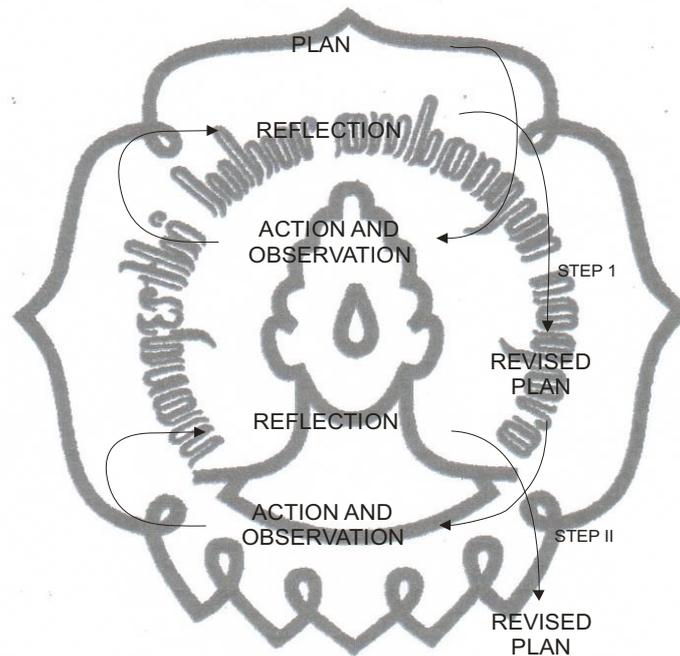
Burns (1999:30) makes some characteristic of action research taken from some experts' definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes in practicing are based on the collection of information or data which provides the impetus for changes.

In this study, the researcher conduct her action research through teaching English vocabulary to the fifth grade students of SDN 1 BaleraksaKarangmoncol by means of outdoor activities. In doing her research, the researcher cooperate with the classroom teacher of the school.

D. The Model of Action Research

Kemmis and McTaggart(1988) in Burns (1999: 32) state that action research occurs through a dynamic and complementary process which consist of four fundamental steps in a spiraling process. Based on Hopkin's view (1993: 48), the modal of action research can be illustrated as follow:



E. The Procedure of Action Research

The procedures of action research are explained as follow:

1. Identifying the Problem

In this step, the researcher identify the problem occurring in the class. The problem refers to the problem faced by the students in vocabulary. To identify the problem, the researcher will observe the teaching learning process, interviewed the teacher and conducted a pre-test.

2. Carrying out the real action research

This classroom action research uses the model developed by Kemmis and Taggart (in Hopkins, 1993: 48). There are four steps in this model namely; planning, implementing the action, observing, and reflecting.

Each of the phases could be explained briefly as follow:

a. Planning

In this action research, the researcher is having collaboration with the English teacher to observe the teaching learning process and to give suggestion to the researcher.

The activities in the planning are:

- 1) Preparing materials, making lesson plan, and designing the steps in doing the action.
- 2) Preparing list of students' name and scoring.
- 3) Preparing teaching aids (e.g. flash card, picture and realia).
- 4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).
- 5) Preparing a test (to know whether students' vocabulary improves or not).

b. Action

- 1) Giving pre-test.
- 2) Teaching vocabulary by outdoor activity. Before the teacher ask the student go to outdoor, the students are in the class with the teacher and then they notify the new English vocabulary that are suitable with the topic. After they understand the words, to lose the boredom and to strength the memorizing of the students, they went to the location chooses to carry out outdoor activities.

- 3) Giving occasion to the students to ask any difficulties or problem.
- 4) Asking the students as some question orally and students have to answer orally about the theme.
- 5) Giving post-test.

c. Observation

Observation is one of the instruments used in collecting the data. The researcher observes the students' activities while teaching learning process is occurring. The result of the observation is recorded on her observation sheet as the data. She is also help by the English teacher as collaborator to observe the student activities while teaching learning process has happening.

d. Reflecting

The result of the observation is analyzed to reflect on and evaluate what has been recorded in observation sheets. From this, a self-reflection in doing the action can be done. From the post test, it can be known whether the students' vocabulary improves or not.

3. Doing evaluation

When the whole teaching process has been done, the students are given test. Then, the writer finds the mean of score. By analyzing the test result, the writer can find whether there is an improvement of the students' vocabulary mastery or not.

F. The Technique of Collecting Data

In the classroom action research, the data collected by the researcher were qualitative and quantitative data. According to Wallace (1998: 38) quantitative is broadly used to describe what can be counted or measured and can therefore can

be considered 'objective'. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective'.

To obtain qualitative data, the researcher did observation, interview, field-notes, and photographs.

1. **Observation**

With the help of the observer the researcher observed the whole activities and the students' behavior before, during and after outdoor activities implemented in the teaching and learning process.

2. **Interview**

Interview is face-to-face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people's perspectives. In this research the interviews were by researcher to teacher; and researcher to student(s). The researcher did interview in the pre-research and at the end of the second cycle. The interview held in the pre-research was aimed to get information about teacher and students' difficulties in teaching learning process of vocabulary. From these interview, the researcher found that there were some problems in teaching and learning vocabulary. The students' problems was the students' low motivation, the difficult material in vocabulary learning and the teacher's technique that was boring. Meanwhile, the teacher's problems were the big numbers of the students in classroom, she felt difficult to use some interesting media to support the materials. Then, the interview held at the end of the second cycle was aimed to get information about the result of action implementation. The result of the last interview showed that there were improvement in students' vocabulary mastery and classroom situation.

3. **Field-notes**

Notes or field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. Field note is used to make note what all happens when learning process.

4. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others.

To obtain the quantitative data, the researcher gave test. The test was in the form of written test and in the type of objective test. In this research, the researcher gave pre-test in the beginning of the teaching learning process and post-test in the end of each cycle.

G. Technique of Analyzing of the Data

After collecting data, they are ready to be analyzed. There are two types of data: quantitative data and qualitative data.

1. The Qualitative Data

To analyze qualitative data got from observation, interview, field-notes, and photographs, the researcher used some steps. Based on Burns (1999: 156-160) the process of observational data analysis consists of five stages, which are:

a. Assembling the Data

The first step was to assemble the data that had been collected over the period of the research. The researcher collected field notes, researcher's diaries, and photographs.

b. Coding the Data

Once there had been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. From the coding the researcher known about the information related to students' reaction, attitude and enthusiasm in learning vocabulary using outdoor activity.

c. Comparing the Data

Once the data had been categorized in some way, comparisons were made to see whether themes or patterns were repeated or developed across different data gathering techniques.

In this step the researcher compared the data gained from observation, interview, field note, photographs and test. It is done by identifying the relationship and connection between the different the researcher perception with the students' reaction and the other participants to take the relation between them whether there were same perception among of students' information, the participant (who toke a role to observe), and the researcher perception.

d. Building Interpretation

In this step, the researcher move beyond describing, categorizing, coding and comparing to make sense of the meaning of the data.

e. Reporting the Outcomes

The final stage involved presenting an account of the research for others. The researcher involved presenting an account of the research for others. After the researcher arranged and outlined the research finding based on the daily observations, the researcher took outdoor activity to improve the students' vocabulary mastery whether it could be applied or not in English teaching and learning process.

2. The Quantitative Data

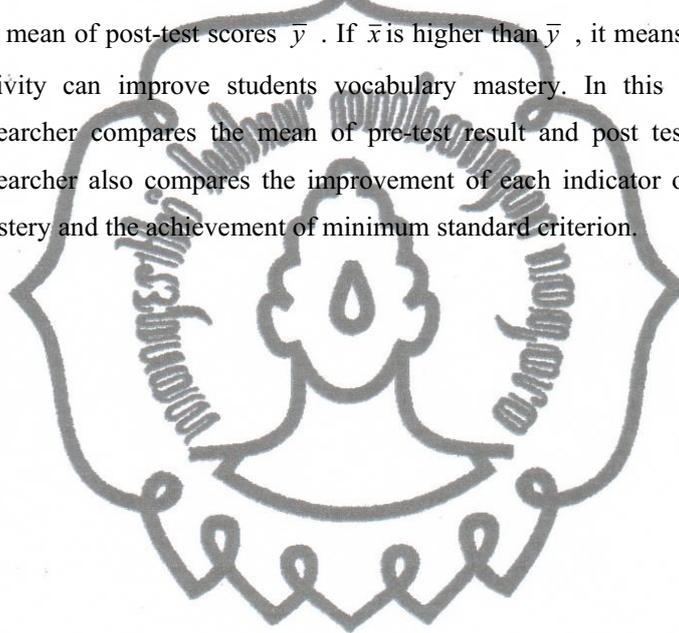
In analyzing the data in form of quantitative method, the researcher found the mean score of the pre-test and the post-test in each cycle. The pretest and the post test had the same items. It consists of the vocabulary material that had been taught to the students previously. The results of pre-test and post-test were analyzed to compare the mean score in order know the difference before and after the cycle. The mean of the pre-test and post-test scores are used to analyze the teaching and learning process. Then, the researcher compared those scores. The improvement could be seen from the score in post-test which was higher than the score in the pre-test.

The mean of the pre-test and the post-test can be calculated with the formulas as follows:

$$- \frac{\sum}{\sum}$$

\bar{x} = means of pre-test score
 \bar{y} = means of post-test score
N = numbers of sample

After calculating the data, the mean of pre-test scores \bar{x} is compared with the mean of post-test scores \bar{y} . If \bar{x} is higher than \bar{y} , it means that outdoor activity can improve students vocabulary mastery. In this research, the researcher compares the mean of pre-test result and post test result. The researcher also compares the improvement of each indicator of vocabulary mastery and the achievement of minimum standard criterion.



CHAPTER IV

THE RESULT OF THE STUDY

This chapter presents the result of the action research. In this action research, the researcher worked collaboratively with the English teacher. It was important for the researcher to share the information about her study to the English teacher. However, the English teacher was not only as the observer but she also became a colleague for the researcher that helps her to design, to plan, to revise, and to discuss the result of the study. Research findings found from the two cycles and data analysis from field notes and test are discussed in this chapter.

A. Process of the Research

1. Identifying the Problem

The researcher identified problems occurring in the class through the observation while the teaching learning process was handled by the teacher and the result of the pre-test. The researcher also interviewed the teacher and some students. By doing those activities, the researcher could decide what kind of solution would be appropriate to overcome the problem.

Based on the interview result from the English teacher, the researcher learned that the students had problems in mastering English vocabulary. The English teacher said that the fifth grade was active students, but they still had difficulties in mastering English vocabulary. It can be seen from the indicators like: (1) The students could not pronounce the words correctly; (2) The students got difficulties in writing down the words in correct spelling; (3) The students got difficulties in memorizing and mentioning the meaning of word; (4) The students could not use the words grammar based on the context correctly.

Based on the pre-observation result, the researcher found some problems arisen in the classroom. Some students showed no interest in English class so that the class was difficult to control. Some students seem pay attention to the

teacher but actually they day dreaming. They did non-academic activities rather-than focusing to the lesson and the students were passive in the class.

From the result of the vocabulary mastery test was: out of 37 students 8 student got score 40-50, 12 students got score 51-60, 6 students got score 61-70,8 student got score 71-80, 1 students got score 81-90 and 2 students got score 91-100. The mean score of the pretest is 61,30. It was different from the teacher' statement when the researcher interviewed her. The students' score was lower than the minimum score that should achieved.

From the pre-observation, the researcher also found some causes of the students' problem in mastering vocabulary. The causes why those problems arose were, first, the students had low motivation in joining the lesson. Some students did non academic activities such as talking with their friends when the learning process was occurring, drawing a picture in their books, and the students were not actively involved in the leaning process; they tended to be passive. Those activities disrupted the other students who wanted to learn. Second, there was no media that was used by the teacher to support or guide and motivate the students in learning English. Third, the teacher still used "general technique" in teaching English that is usually applied by almost teacher. The English teacher just explained the English words in ordinary ways then she asked students to do the assignment. They just learned literal meaning of the words without having relevant exposure to the things referred. The teacher do not applied different technique when she realized that most of the students are bored in the class.

Looking at the problems faced by the students and the causes of the problems, it could be concluded that most of the students of class V had problems in vocabulary mastery. To solve that problem, the researcher gave some treatments using outdoor activities to improve vocabulary mastery to the fifth grade students of SD Negeri 1 Baleraksa.

The researcher believes that the use of outdoor activities can improve vocabulary mastery because outdoor activities give the student chance to be active. Learning activity provide more vocabularies that easier to memorize

better than studying in the common method. The point is that this technique increase student's motivation in learning new vocabulary, especially English vocabulary.

2. Research Implementation

In this action research, the researcher worked collaboratively with the English teacher. It was important for the researcher to share the information about her study to the English teacher. However, the English teacher was not only as the observer but she also became a colleague for the researcher that helps her to design, to plan, to revise, and to discuss the result of the study.

The researcher did the action in one week because of the limited time. It is close with the final examination schedule held on May. She condensed the schedule with the permission from the teacher of class, English teacher and principle certainly. This action research was conducted in two steps; they are pre research and implementation. The researcher did pre research observation on February 2011 then the action was carried out on May 2011. There were two cycles; first cycle consists of two meetings and the second cycle consists of two meetings. Each meeting spent 120 minutes. The first cycle was conducted in 23, 24, and 25 May 2011. The researcher used "Clothes and Costumes" as the topic. Meanwhile, in the second cycle, she did two meetings in 26 May 2011 and 27 May 2011 with the topic "Food and Drink".

Each cycle in this action research consists of six steps. They are identifying the problems, planning the action, implementing the action, reflecting the action and revising the plan. All of them will be explained as follows:

1. The First Cycle

a. Planning the Action

The researcher made planning the action on the first cycle based on the problems that were identified during the pre-research observation, interview and test such as students' difficulty in remembering new words, students' pronunciation were not accepted, low of interest in English class and their attitude in the classroom. Looking at those

problems, the researcher made a plan to conduct a study by focusing on improving the students' vocabulary mastery by using pictures and realia. The study aimed at helping the students to master English vocabulary by showing realia, picture, and object in the classroom.

The first material was about clothes and costumes. The researcher used pictures and realia in this treatment. The researcher asked several questions related to the topic to introduce the students what they are going to learn. To build the learning situation that common to them, the researcher brought several picture about the topic. And she used whiteboard as media to clear the spelling of words and conducts diction test to improve the students' spelling words. Bringing picture and realia in the class, used it in the game expected can improve the student's involvement in the classroom activities and draw their attention during the teaching learning process conducted. She asked them the name of the picture, then let them to guess the name after several moments she told them the name of things. The next step, she explained a simple sentence related with the topic. She gave the example of the sentence how to buy clothes and costumes and how to give response the question.

To improve the students' pronunciation and the students' remembering to the new words. The researcher divided the class into several group to discuss the dialogue and let them to make their own dialogue. By practicing dialog in front of the class also can improve the students' confidence. She checked their understanding by checking their dialogue and gave them several questions. Before the end of the meeting; she asked their understanding about what they just learn. At last, a homework in group to practice next meeting. It can support them to study at home.

To make the action systematic, the researcher prepared the plan covering lesson plan, teaching material, and media (pictures and realia related to the topic). The material was about clothes and costumes.

The researcher planned pre-test and post-test to know the students vocabulary improvement before and after the action research. The tests were multiple choice tests and subjective test. The pre test was conducted on Saturday, 21 May 2011. From the pre-test result, the mean of the students score was 61.30. The researcher then made lesson plans for cycle 1. The teaching materials were based on the new topic; "Clothes and Costumes".

b. Implementing the Action

The researcher used 'Clothes and Costumes' as the topic in the first cycle. The first cycle was conducted in two meetings. Each meeting took 120 minutes. The researcher use learning English in the classroom.

1. First Meeting (in the classroom)

The first meeting conducted in 23 May 2011. Here, the researcher was helped by Miss Lina as the observer. The lesson started at 07.15 a.m and ended at 09.15 a.m.

The researcher (H) applied the plan systematically. There were three steps; opening, main activity, and closing. In the opening step, she greeted the students and checked their attendance. H introduces herself. As a brain storming, to improve their pronunciation the teacher gave question orally to the students. It focused their attention on the topic that would be learnt that day. For example, "Do you know kinds of clothes and costumes? Mention that you wear! The situation was very noisy and most of the students did not pay attention to the teacher's question. H said "hello" and they kept silent. The teacher asked the same questions and a few students raised their hand in reaction to the question. H asked one of them to share her idea.

Student : "Sayatahu Miss, sepatu, rok, topi, t-shirt

H : "So what's your wears Riska?"

Student : "*Hmm, sayamemakairok, baju, shirt shoes*"

H : "Good"

The teacher asked another student what he had already known about the topic, and he answered in Indonesian because of his limited English vocabulary.

Then in main activity, H gave the explanation about the topic discussed. Focusing on pronunciation and meaning, H explained clothes and costumes then mentioned and asked the students to repeat the words. Some students did not pay attention to the explanation; they seemed unserious to follow the teachers' instruction. H showed colorful pictures of clothes and costumes, raised the pictures one by one, and let the student mention the name of the picture loudly. H seldom used affirmative words to express her approval to the answer. Sometimes H asks the students one by one, to attract the student's attention. After explaining kinds of clothes and costumes, H explained the way to make simple sentences in English. Before explaining the material, she asked them about the simple sentences. *"Coba siapa yang bisa membuat kalimat sederhana dalam Bahasa Inggris?, raised your hand!"* Some students whispered their friend that they didn't know. H asked a student sitting in the back, *"Coba kamu Rias, buatlah satu contoh kalimat sederhana menggunakan Bahasa Inggris!"* Rias answered inconveniently "We student SD N 1 Baleraksa", "salahyabu?" Then H explained the way to make a simple sentence in English by writing down the rule in the blackboard. After explaining how to make simple sentences, she asked the students to write down in their book. H then conducted an attractive game after explaining the rule. H divided the class into 6 groups, each contained a t shirt seller, short seller, shoes seller, jacket seller and a buyer. H asked them to make a simple sentence related their job, and then gave them a colorful picture of clothes and costumes. H asked one group as a volunteer to practice the dialogue in front of the class. Because of the limited time, the lesson should be finished in few minute later. As the closing activity, H asked the students,

still in their groups, to make a good dialogue at home and asked them to practice the dialogue in the next meeting when they study outside of the classroom with realia. The students looked very enthusiastic to play outside.

2. Second Meeting (outdoor class)

a. Planning the Action

Based on the result of the first meeting, the researcher continued the action with outdoor activity as planned before. In the first meeting, there was weakness that would be revised in this meeting. Especially controlling when learning process. The teacher told H that she should pay more attention to the student sitting in the back. *“Dik Henise baiknya jangan terus-terusan di depan kelas, terkesan kalau anak-anak yang di depan saja yang diperhatikan, sehingga anak-anak yang dibangku belakang pada ramai sendiri”*. It was a wise suggestion to the researcher. She said thank to the teacher. In the first meeting, H gave students to be done in group so they would study at home. In the second meeting of the first cycle, she would conduct different teaching learning process. Firstly the students studied in the classroom and they studied outside the classroom. The teacher still used the same topic. To memorize the words, she asked them several questions and let the student answer orally its purpose to improve their pronunciation. Besides memorizing the words, she asked them about the simple sentences. It could be expressed through dialogue which had already been made at home. The teacher asked one or two groups to practice their dialogue in front of class. She corrected the students' pronunciation and the simple sentence they made.

After a few moments, she took the students to study outside class. She divided the class into several groups based on the groups of the last meeting. She used the things around the environment as the media to improve their vocabulary. She let them enjoy the learning process

outside the class. She walked around to check the students' words and attention. Before the end of the class, she asked their understanding about the topic. She also asked their feeling when they were studying outside the classroom.

b. Implementing the Action

The second meeting consisted of three steps; opening, main activity and closing. In the opening step, she greeted the students and checked their attendance. In the main activity, she gave some questions orally. She asked "*Di rumah dipelajari lagi tidak materi kemarin?*" all students answered aloud, "*Iya Miss, kami belajar kan ada PR*".

H : "*Oke, kalau begitu coba siapa yang bisa membuat kalimat sederhana dalam bahasa Inggris?*" (Some whispered each other, they seemed unsure with their answer, then several students raised their hands)

H : "*Oke, coba Rian buat satu kalimat saja*"

Rian : "*I want to buy a t-shirt*".

H : "*Good, seperti itu ya contoh kalimat sederhana yang kemarin kita pelajari*".

Then, H showed some picture and some clothes. The students were very enthusiastic with the realia that she brought. H showed them one by one. Sometime she showed a picture first and then the realia or vice versa. Some students stood up when H asked the name of the thing she brought. All of the students could answer the question. It looked different from the previous meeting when just a few students could mention the names of clothes and costumes. However, the class were still crowded because of the limited place for them when they stood up and gathered to answer the questions. H divided the class into 6 groups to practice the game. H took the students outside the classroom. The class was held in west of the school because the school garden and the yard were repaired. In fact, this school has a wide park in front and in the

east side of the school. Here the students usually played around when they were doing sport or in the playtime. SD 1 NegeriBaleraksa is located next to TK Pertiwi. The kindergartens' yard is wide and has no a lot of flower, trees and large playground. H asked the students together with their group and tried to practice the dialogue according to their job. H gave the picture and realia to each group. Then the student practiced the dialogue, they were happy to play outside, with a certain group standing next to the flower trees, some other in the play ground near swing, some other in the school veranda. They enjoyed the game in the environment, because naturally they were happy to find the knowledge by themselves. H walked around to see every group practicing the dialogue. Sometime they asked her how to make a correct sentence or asked some difficult words. Because the time was running out, H stopped the activity that day. The students were disappointed to hear that.

H: *"Oke anak-anak, waktunya sudah hampir habis, permainan kita sudah dulu. Sekarang semua berkumpul disini, kita duduk-duduk dulu di bawah pohon sambil ngobrol. Bagaimana, tadi asyik tidak belajar diluar kelas?"*

All students said *"Asyik bu, tidak membosankan, banyak pemandangan dan angin yang semilir...."*

The students laughed together. They listened to the teacher carefully. H asked the students once again about clothes and costumes. Some student answered the question enthusiastically. The bell rang; H closed the class and gives them homework to make a list of words related to the topic.

3. The third meeting (first post-test)

The third meeting of cycle 1 was conducted on 25 May 2011.

Topic: Clothes and Costumes

Kinds of test: Objective test (25 items)

c. Observing the Action

During the implementation of vocabulary learning using outdoor activities as the technique, the researcher observed and wrote all the activities in the field note. Besides, the researcher also used interview and photograph as the technique in observing the action. In the first cycle the teaching learning process ran well. The researcher presented vocabulary by using outdoor activities.

1. The First Meeting

The teaching learning situation was better than teaching learning before the action research. Most of the students started to understand difficult words and simple sentence. All of them enjoyed the activity and they liked the colorful pictures of clothes and costumes. The pictures and realia could help them to get idea what was mentioned by the teacher, and they can memorize the words be better. The students seem interested with this technique because their English teacher used a general technique which did not allow them to find the meaning of the word by themselves. When the teacher asked them the names of the thing by raising the picture one by one, a few students could answer correctly and the other ones could not.

In the first meeting, there were some problems faced. There were some students who paid less attention. They did not concentrate when the teacher explained the material. They looked confused with the new material from the teacher. They chatted with their friends when the researcher was far from them. Only few students brought dictionaries. They usually brought the dictionary only when the teacher asked them. The students did not understand about how to make simple sentences and they were still confused with some difficult words. Moreover, they didn't ask the teacher or their friend about their difficulties. It seemed better when the teacher divided the class into several group, they can shared their idea with their friends. Several group talked to each other

because most of them did not pay attention to the lesson. In this case, the control of the teacher was still low.

2. The Second Meeting

During the meeting, the teaching learning process was better than the previous one. The students' motivation also increased. They were happy with the activity when the teacher took them doing outdoor activity. They enthusiastically answered the question at the end of meeting. In making sentences, they worked better than the previous meeting. Only some students made mistakes. Not all the students, however actively asked questions. The students still found difficulties in making a good sentence in English' sometimes they still used Indonesian to express their feeling. Their pronunciation was better, it could be seen when the teacher asked them several questions at the end of the meeting.

After getting two treatments, the students were tested. From the post test cycle 1 conducted, it was showed that there was improvement in the students' achievement. It can be proved by the test score in post test which is higher than in pre test. The improvement can be seen from this table:

Table 1. The Improvement in Achievement Score

	Score	
	Pre-Test	Post-Test 1
Total Score	2268	2774
Sum of the Students	37	37
Students' Mean Score	61.30	74.97

The improvement in the pronunciation aspect also happened; it is appeared in the daily performance evaluation. In the end of meeting most of students could pronounced the words which they couldn't pronounce previously.

The researcher splat up value data gotten from the test to be more specific based on the vocabulary aspect tested. It can be seen from table below:

Table 2. The Improvement in Vocabulary Aspect

Skill	Vocabulary			
	Pretest		Post test 1	
	Meaning	Spelling	Meaning	Spelling
Total Score	1870	1300	2690	1720
Sum of the Students	37	37	37	37
Students' Mean Score	50.54	35.14	72.71	46.49

The improvement in the pronunciation aspect also happened; it is appeared in the daily performance evaluation. In the end of meeting most of students could pronounced the words which they couldn't pronounce previously.

d. Reflecting the Action

After analyzing the observation result in cycle 1, the researcher noted that the implementation of outdoor activities in vocabulary teaching learning process give strengths and weaknesses. They are as follows:

1. The Strength

First, the students like to do the activity. They were enthusiastic to do their worksheet. They enjoyed working with pictures and games. It created fun situation in the learning of vocabulary.

Second, there was an improvement in the students score. The mean score of pre-test was 61.30 while the mean score of post-test I was 74.97.

Third, the students' motivation also increased. They were happy with the activity when the teacher took them doing outdoor activity.

Fourth, their pronunciation was better, it could be seen when the teacher asked them several questions at the end of the meeting and in making sentences, they worked better than the previous meeting.

2. Weakness

First, they did not concentrate when the teacher explained the material. They looked confused with the new material from the teacher. So the teacher must be active to create an exciting learning process.

Second, there were out of control when learning process, it made the class was noisy. To overcome this problem, teacher should be interactive with the students.

Third, the students could only pronounce some words that explained by the teacher.

Fourth, they sometimes enjoy with their self, not focusing when learning process. But, generally, the teaching learning process ran well.

e. Revising the Plan

To solve the problems happened in the cycle 1, the researcher revised the next action plan. In the next cycle, the researcher would emphasis to improve the students' pronunciation and students' concentration in teaching learning vocabulary process. To make it works, the researcher combined outdoor activities with playing games in a group. By doing games, the students can learn and play with their each group.

2. The Second Cycle

a. Planning the Action

Based on the result in the first cycle, the researcher arranged new lesson plan. The material was food and drink. Working in pair was still used in the first meeting of the second cycle, because it was suitable method with the condition of the students. She taught different topic but she still used simple present tense to make simple sentence dealing with the topic. In the first cycle, there was a lot of mistake made by the researcher; she just paid attention to certain student who was able to answer the question and ignored the student sitting in the back. In the second cycle, she would conduct the topic in two meetings. Before starting the lesson, she took several pictures about the topic. She asked them the name of the things, its purpose to improve their pronunciation. When the students found difficulties, she gave some simple sentences as the clue, its purpose to make they clearly what the meaning. To make the student interested in the lesson, she used realia, and bring real object such as mango, apple, orange, banana, soft drink, bread etc.

Then, she mentioned the name of the thing she took in English without mentioning it in Indonesian. She lets the students mention name one by one. The researcher explained simple sentences related with the

topic. She also explained the expressions that supported the topic, like how to ask the price of the thing and how to answer it. In the last meeting, she used a group discussion to give students chance to share with their friend. She also used the same treatment, but in this cycle she divided the group based on the score of the pre-test, its purpose to make condition balance. To make the students active, she put the low-ranked and the high-ranked students together into one group. She asked them to share with their friends in a group then with friends in other groups. If they still found difficulties, they could ask the teacher.

b. Implementing the Action

In the second cycle, the researcher used “Food and Drink” as the topic because it was the last material based on the syllabus and it would be the one of materials for the end of semester examination for English. The cycle two took 2 meetings x 120 minutes.

1. First Meeting(in the classroom)

The first meeting conducted in 26 May2011. The lesson started at 07.15am and ended at 09.15 am. The researcher began the teaching learning process with praying together, checking the students’ attendance and asked some joke to refresh the situation.

Then H showed them the pictures of food and drink. Without telling the name of the things in Indonesian, H told them in English one by one. After a few moments, H gave the chance to the students to mention the pictures by themselves.

H : “*Sekarang Miss Heni akan tunjukan gambarnya satu persatu dan kalian sebutkan apa bahasa Inggrisnya*”

H : “What the picture is it?”

The students : “mango, apple, grape”

H : “*Sekarang dari benda-benda di sekitar kita, what is it?*” (She asked them mango out of the class)

The students : “Mango, Miss”

To make students active and interested in the lesson, H used the realia around them, for example; mango, rambutan, guava, etc. The students became active in answering the questions and paid attention to the teachers' explanation. H asked them to practice the dialogue taken from their book in front of the class. The first group still found difficulties, "Miss kedepannya boleh bawa buku ya?" H answered, "Ya untuk pertama kali boleh membawa buku, setelah ini coba belajar gak membawa buku ya!" Then H asked them to make a dialogue in a group, but it was different from the first cycle. In the previous cycle, the low-ranked student relied on the high-ranked student. Some students did not pay attention to the lesson.

To solve this problem, H divided the group based on the score of the first post test. One group consisted of low-ranked students and high-ranked students so it was possible to share each other. H asked them to make simple dialogue according to their role. One group, as the volunteer, practiced the dialogue in front of the class. When the one group, practiced the dialogue in front of the class, the group in the back did not pay attention. H came to them and reminded them. "Jangan ramai sendiri ya, tolong diperhatikan temannya yang sedang maju kedepan untuk mempraktikkan dialog, jadi kalian pas maju nanti bisa mempraktekannya dengan benar." Because the time was limited H gave them homework to make a dialogue and study at home. Before closing the meeting that day, H reviewed the material. H asked the students one by one by taking a picture of food and drink and sometimes she used the things around the class. She closed the lesson that day.

2. Second Meeting (outdoor)

The second meeting of cycle 2 was conducted in 27 May 2011. The lesson started at 7.15 a.m. and ended at 09.15 a.m. It was the last meeting for the researcher in doing the action in the class.

From the first meeting in the cycle 2, she found that the learning environment made the students pay less attention to the lesson. The class was crowded when a group practiced the dialogue in front of the class. In this meeting the researcher focused her teaching to make them active in discussion to share their idea in a group. In the meeting, the researcher continued the step by asking the students to work in pair and attend the lesson outside the classroom. The students paid less attention to study in the classroom. So the second meeting was held in the kindergarten yard. It could motivate them and release from feeling boredom. The researcher planned the conduct the meeting in the form of outdoor game. In this lesson, she used the thing outside like tree, flower, yard, the colors of the thing around etc. So they were instructed to talk in English, with the purpose that they would not talk to each other.

c. Observing the Action

All activities during the implementation of context in cycle 2 were observed by using the same technique which was used in the cycle one. The researcher used test, interview, photographs, and also field notes which was written by observer during the process of teaching and learning. The researcher used test to measure how far the students' vocabulary mastery improved. Meanwhile, interview after the action was done to know how far students' response use outdoor activities in learning vocabulary. The researcher also took photographs taken and made field notes to observe everything happened in the class during teaching learning process in the cycle 2.

1. First Meeting

In the first meeting of cycle two, the students did not totally focus their attention on the lesson, but it was better than the first cycle. They were able to answer the question given by the teacher enthusiastically. When practicing the dialogue in front of the class, they were more confident than in the first cycle. The students seemed better to share

with their group. They could collaborate well with their friend to do the assignment in a group. Some groups were still noisy and the students in the groups talked with their friend when the teacher focused her attention on another group. Their vocabularies improved and their pronunciation was better than before. It can be seen from their enthusiasm in answering the question from the teacher. They sometimes still found difficulty to express their feeling in English because of their limited vocabulary

2. Second Meeting

In the second meeting, the teaching learning process was different from the previous one. The students seemed to enjoy the lesson and they could concentrate on the lesson. The activity ran well in this meeting. They were quite active in the outdoor activity. Although sometimes they made some mistakes, it did not make them afraid to guess the meaning of difficult words. The class was crowded because the students moved around when learning English. They asked their friend or the teacher when finding difficult words. There were no discussions other than the discussion on the lesson. They were active to answer to answer the questions from the teacher in the end of the lesson. They enjoyed the learning process and the important thing was their motivation in learning English increased.

From the post test cycle 2 conducted, there was improvement in the students' achievement than the post test cycle 1. It can be proved by the test score in post test 2 which is higher than in post test 1. The improvement can be seen from this table:

Table 1. The Improvement in Achievement Score

	Score	
	Post-Test 1	Post-Test 2
Total Score	2774	2840
Sum of the Students	37	37
Students' Mean Score	74.97	76.76

From the data improvement showed above means that there was improvement in the vocabulary aspect. It is showed in this table:

Table 2. The Improvement in Vocabulary Aspect

Skill	Vocabulary			
	Post- test 1		Post- test 2	
	Meaning	Spelling	Meaning	Spelling
Total Score	2690	1720	2740	2450
Sum of the Students	37	37	37	37
Students' Mean Score	72.71	46.49	74.05	66.21

There was also an improvement in the students' pronunciation; it is looked in every meeting. In this second cycle, the researcher concludes that the students' pronunciation was improved much better than the first cycle

In the meeting, the researcher tried to create a new condition in the class. Teaching learning process took place in a good environment. The students studied in their group. It was a new experience for the students in learning English although a problem was still encountered. The problem was that the students tended to give less attention to the lesson itself while they were busy with their activity and talked with their friends. They felt that it was their playtime. Based on the observation, she predicted that outdoor activity would be quite different from indoor. When they studied outdoor, they could share with their friend.

d. Reflecting the Action

There was no significant problem in the meeting. Everything ran well. All of the students were very active. The students showed a development in making sentences, vocabularies and memorizing the new words. This time, the treatment could be categorized as a successful treatment because it showed progression.

The English teacher and researcher decided to stop the cycle because there had been improvement. Moreover, the result of the action implemented in cycle 2 showed good improvement of the student's vocabulary mastery and students' learning activity. From the result of the action research, the researcher concluded that outdoor activity is suitable to improve the students' vocabulary mastery in the fifth grade student of SD Negeri 1 Baleraksa . It is important for the researcher to know about the problems of the students in learning English, so they can design appropriate technique in teaching and learning process for a better result.

***The Improvement of the Students' Achievement in Teaching Learning
Process using Outdoor Activities***

Source of the Data	Before Implementing the Action	After Implementing the Action	
		Cycle 1	Cycle 2
Observation, interview and test.	Vocabulary Mastery	Vocabulary Mastery	Vocabulary Mastery
	<p>1. The students got difficulties in pronouncing the words correctly. They could not pronounce the words correctly.</p> <p>2. The students got difficulties in spelling the words correctly. They still made mistakes when they wrote words. The students' mean score of spelling aspect was 35,14.</p>	<p>1. The students could only pronounce the words about 25% of them.</p> <p>2. The students could spell the words correctly, but there were some students who still made mistakes when they did exercises arrange the simple dialogue. The students' mean score of spelling aspect was 46,49.</p>	<p>1. The students could pronounce the words about 75-80%.</p> <p>2. Most of the students could spell the words correctly. They also could arrange the simple dialogue correct word. The students' mean score of spelling aspect was 66,21.</p>
	<p>3. The students got difficulties to understand and remember the meaning of the words. They did not remember the words that the teacher taught in previous lesson.</p>	<p>3. The students understood and remembered the meaning of words correctly, but they still asked to the other friends. The students' mean score of meaning aspect was 72,71.</p>	<p>3. The students understood and remembered the meaning of words correctly. They remembered what the teacher taught in previous lesson. They also could mention the meaning of words</p>

	<p>The students' mean score of meaning aspect was 50,54.</p> <p>4. The students could not use the words in simple dialogue correctly. They got difficulties in using the words in correct grammar (in this research: simple present tense).</p>	<p>4. About 40% of the students could use the words in simple dialogue correctly. They were still made mistakes in using the words grammar in context.</p>	<p>correctly without asking the other friends. The students' mean score of meaning aspect was 74,05.</p> <p>4. The students could use the words in simple sentences correctly about 75-80%.</p>
Test	The mean score of pre-test was 61,30	The mean score of post-test 1 was 74,97	The mean score of post-test 2 was 76,76
Observation and Interview	<p>Students response</p> <p>1. The students were less interested during teaching learning process.</p> <p>2. The students did not have full concentration during teaching learning process.</p>	<p>Students response</p> <p>1. The students were more active and enthusiastic during teaching learning process. But some students were still passive in learning process. They did not confident to answer or ask the questions.</p> <p>2. The students had more concentration to do the exercises, but they still got difficulties in understanding the instruction of the activity and the</p>	<p>Students response</p> <p>1. Most of the students were more active and enthusiastic during teaching learning process. They were more confident to answer and ask the question to the researcher, especially when they work in group.</p> <p>2. The students had more concentration to do the exercises. They understood the instruction of the activity and the exercises well.</p>

	3. The students liked doing non academic activity during the lesson.	exercises. 3. The students did not do the non-academic activity during the lesson.	3. The students did not do the non-academic activity during the lesson. They felt more motivated to join the lesson enthusiastically.
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B. Research Findings

Based on the table above, the students' improvement could be seen. The improvements were the students achievement in vocabulary mastery and the students' motivation. From the students' vocabulary mastery, it can be seen that the students could pronounce the words correctly; the students could spell the words, arrange dialogue into correct words. They also understood and memorized the meaning of words they had learned easily; and they could use the words in context correctly. These improvements were proven by the improvement of the students' mean score from the pre-test, post-test 1 and post-test 2. The students' mean score of pre-test was 61.30; the students' mean score of post-test 1 was 74.97; and the students' mean score of post-test 2 was 76.76. There is much improvement in students' vocabulary mastery.

Moreover, the students' response increased when outdoor activity were conducted. The students looked very interested and enthusiastic when the researcher told them that they would learn outside the classroom. The students did the activity actively. The improvement of the students' response could also be seen by the students' enthusiasm and their curiosity to the objects they saw. They asked the researcher and answered the researcher's questions actively. They also competed with their friends in answering the questions.

Considering the facts of some improvements dealing with teaching vocabulary using outdoor activity above, finally, the researcher decided to stop the cycle. There were some reasons for stopping this research in two cycles. They were as follows:

1. The improvement of students' vocabulary mastery.

The students' improvement of vocabulary mastery can be seen from the students' score of the tests. The mean score of pre-test was 61.30 and it increased up to 74.97 in post-test1. While, the mean score of post-test 1 was 74.97 and it increased up to 76.76 in final post-test.

The improvement of students' vocabulary mastery can also be seen from the improvement of mean score of each indicator. Furthermore, the students' spelling mean score of pre-test was 35.14, in post-test 1 was 46.49 and in post-test 2 was 66.21. It can be seen that the score of spelling increased. The students' mean score of meaning improved from 50.54 in pre-test to 72.71 in post-test 1, and it increased up to 74.05 in post-test 2. From these scores, it can be seen that there was a difference between the score of pre-test and post-test. It proves that outdoor activity is an effective technique to improve the students' vocabulary mastery.

2. The development of students response.

The developmet of students response can be seen from the students' motivation. Before this action research was implemented, the students talked to each other during teaching and learning process. They did non academic activities during the lesson. The writer assumed that it happened because the students were bored with the way the teacher delivered the materials. After conducting this research, it can be seen that the students became excited, enthusiastic, and happy during teaching and learning process. The students paid more attention to the lesson and they were very attracted to do the tasks during the teaching and learning process.

From the analyzes of the data, field note, research observation report, documentation, interview with the teacher and with the students, the score of the students pre-test and post-test, she obtained some findings which can answer the research questions as mentioned in chapter 1. The questions are 1) Can the outdoor activities improve the student's English vocabulary mastery? 2) What is the response of the students when outdoor activities are used?

C. Discussion

This section presents the discussion of the research finding concerning on the students responses toward the teaching vocabulary by using outdoor activities and problems faced by the researcher during the research.

In cycle 1, the researcher conducted activities in teaching learning vocabulary process by using pictures and realia combined with other activities such as dialog and game. There were improvements dealing with the students' vocabulary mastery in this cycle. It was supported by the computation of the test scores. The mean score in the pre-test was 61.30. In post-test 1 that was conducted in the first cycle, they got 74.97 and in the last post-test which was conducted in the second cycle, their mean score was 76.76. It showed post-test 2 was higher than post-test 1 and post-test 1 was higher than pre-test.

The researcher noticed that there was improvement in the students' pronunciation. After the students were introduced certain vocabularies use outdoor activities done by many frequency of drilling, they could name and pronounce the vocabulary in the right pronouncing. In the cycle 1, the students' involvement also improved. They raised their hands; they competed to answer the question in the game conducted. They were eager to practice dialogs in front of the class. Although there were improvements, there were still some problems in cycle 1. The students' spelling skill was still low and they understood and remembered the meaning of words correctly, but they still asked to the other friends. It was seen from the post-test cycle 1 result especially in the subjective questions. For the answer 'belt' some of students answered 'bel', for the answer 'pajama' there some students answered 'pajama' and for the answer 'gown' they answer 'gown'.

Second, the researcher still had difficulty in handling the students in the classroom. Some of them did not concentrate in the presenting by the researcher. Not all of the students involved in the activity. Some of them chatted and moved around. It made the class was noisy.

Realizing the problems, the researcher use outdoor activities to make the students' spelling skill improved. The result of the activity in this cycle was satisfying. Some benefits were gotten, the class condition was more active, the students were enjoyed to do game and practice the dialogue so it was easier for researcher to control and manage them. The students looked more attractive to join the lesson. It can be seen from the students' responses when the researcher explained the lesson. The researcher used the real media to explain the lesson, so the students grasped the lesson materials easily. The students paid more attention to the objects when they observed. They did not do the other activities except the lesson activity.

Having analyzed the entire research finding above, the researcher concluded that outdoor activities can improve the students' vocabulary mastery. It can be seen from the students' response and participation in the lesson and from the mean scores of the pre-test and post-test that showed an improvement. The students felt that the use of outdoor activities could help them in memorizing vocabulary.

Based on the explanations above, the researcher concluded that outdoor activity is an effective technique to teach English vocabulary. It was conducted based on the understanding of the children's characteristics, the problems they faced in learning process and the benefits of using **outdoor** activities in teaching vocabulary.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication and suggestion as an inference of the result of research findings elaborated in the previous chapters.

A. Conclusion

Having conducted the research of teaching English vocabulary using outdoor activities, it could be seen that outdoor activities were very useful technique to improve students' vocabulary mastery. Based on the results of the research, the researcher comes to a conclusion that is described as follows:

1. Outdoor activities could improve the students' vocabulary mastery.

Based on the researcher's analysis, the students' vocabulary mastery increased in all aspects. The students could pronounce the words correctly; they could spell the words without mistakes; they got the effective ways to understand and memorize the meaning of words by observing the real objects directly; and the students could use the words grammar in context correctly. The improvement of students' vocabulary mastery was also supported by the improvement of the students' test scores. From the results of the test, it could be seen that the mean of pre-test score (61.30) improved to 74.97 in post-test 1, and it increased to 76.76 in post-test 2.

2. Outdoor activities could improve students' response.

Based on the results of the observation, during the teaching and learning process the students paid more attention to the researcher's explanation about the lesson. They were more focused and active to do the activity in learning process. The students' activities are: (1) making a competition with other groups, discussing the task with their group, using dialogue; (2) answering the questions enthusiastically; (3) asking the questions about the lesson and the rules of assignments. Moreover, the students participated more in responding or even answering the teacher's questions in teaching and learning process. The center of

the teaching and learning process was no longer the teacher but the learners. The teacher played roles as facilitator, motivator, planner, manager, group organizer.

In addition, the researcher also found out that outdoor activities technique had many benefits for the students and the teacher in learning process. The benefits of conducting outdoor activities in teaching and learning are: outdoor activities give children a chance to experience hands-on learning while also being introduced to new environments; outdoor activities technique attracts the students' curiosity in understanding the new objects or new words; outdoor activities are also an enjoyable activity to the children. They know each other and interact in a more relaxed environment, without the pressure of grades or the constraints of class and grades.

B. Implication

In teaching vocabulary to young learners, it is very important for teacher to choose an appropriate technique. Teacher has to understand the children's characteristics before deciding the materials of the lesson for them. In learning process, the activity should be centered to the students, and teacher just facilitates and controls the learning process.

Children basically like learning by playing or doing something. So, teacher has to create a fun and enjoyable activity in order that children can learn well. Using outdoor activities, students become active learners with their experiences from learning process. The implementation of outdoor activities in teaching vocabulary is very effective to improve students' vocabulary.

Based on the conclusion and the supported data had been collected and analyzed in this research, there were improvements in students' vocabulary mastery using outdoor activities technique. The researcher can imply that outdoor activities are an effective technique in teaching vocabulary to the students.

C. Suggestion

In accordance with the conclusion stated above, the researcher proposes some suggestions which are hoped to be inputs to the instructional process.

1. To the teacher

The teacher needs to identify the students' behavior first before presenting the lesson. This aimed to choose an appropriate technique.

The teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation. The English teacher can apply outdoor activities technique in the teaching English as a variation to make the students interested in learning English.

2. To the students

Some students might consider English as a difficult subject if there is no motivation to learn. They should encourage themselves to learn more, to ask more, and to know more. They should also improve their cooperative skill and learn English continually.

3. To other researcher

This research studies the implementation of outdoor activity in teaching vocabulary to elementary students. This study is just one effort to improve students' motivation and achievement in learning English. It is hoped that the result of the study could be used as the additional reference in other researches.

4. To the institution of education

An institution of education is a formal place to disseminate knowledge and education. The institution should provide facilities that support the instructional process. The institution should also give an opportunity to the teachers to express a brand new idea in teaching English. By providing the facilities and giving the teacher opportunity to express their ideas, the teaching learning process will run well.