



# Implementing Outdoor Learning Activity on Students' Vocabulary Learning

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**Abstract.** The purpose of this study is to improve students' vocabulary skills through outdoor learning activity. This research was conducted in SMP Islam Ruhama, Cirendeu. The population of this research was seventh-grade students in academic year 2022/2023. The sample of this research was 7.1 consists of 24 students. The method of this study was quantitative method and using pre-experimental design. To collect the data, the researcher used pre-test and post-test as an instrument that given to the students. The data were analyzed by using the formula statistical computerization repeated measures (paired samples t-test) of SPSS V.28. The result score of the data indicated that the average in pre-test was (51,45). And the total average in post-test were (84,79). There was a significance different from the result post-test score was higher than pre-test score. Thus, it can be concluded that the Outdoor Learning Activity has a significant effect on the vocabulary skills of students in class 7.1 at SMP Islam Ruhama, Cirendeu.

**Keywords:** Vocabulary, Implementing, Outdoor Learning Activity

## 1. Introduction

In the globalization era, language is a very important thing to be able to communicate with each other in our daily lives. With language, everything we wanted to convey can be said clear and precise way. Language is a tool that can be used to unite the nation [1]. These tools can help us communicate more effectively between countries with various cultures. Communication is one of the most basic human skills for interacting with others in everyday life. In order to communicate effectively, we should develop good relationships with a lot of people. Communication is very important in human life to interact with one another.

Due to the importance of the language used to communicate, there are many languages from every part of the world that are used to interact with each other. English has become an international language all through the world to facilitate people from various countries to communicate more easily. English is the language used by almost all countries to communicate and think something [2].

Not everyone can master English. Learning English at a young age is the best way to master the language [3]. Using English as a whole means that children can understand not just what they read in English, but also what they hear, speak, and write in English [4]–[6]. Therefore, English should be taught to children from an early age.

The important thing that we should know and understand is there should be some efforts that can be done so that someone can master English well. In mastery of English, sufficient vocabulary is needed because it is one of the requirements for mastering English [7],[8], [9]. Therefore, the emphasis in the English learning process should be on vocabulary because mastery of grammar and pronunciation will be useless without mastery of vocabulary. It means we have to master the vocabulary. If we don't have enough vocabulary we won't be able to understand or speak English well.

Vocabulary is one of the keys to enhancing language competence [10]. Learning English requires a high level of vocabulary mastery. It will be easier for students to learn English if they have a lot of vocabulary. Students will have difficulty in learning English if they don't have a good basic vocabulary. When they have a lot of vocabulary, they will be able to pronounce it correctly and will be more involved in learning English.

Silsipur stated vocabulary is one important aspect that has a position in the four language skills, without vocabulary nothing can be conveyed [11]. The point of the statement is mastery of vocabulary is the main component of successful language learning.

Vocabulary is a vital tools of language skills [12]. When we master the vocabulary we can make fluent conversation with other people. The purpose of learning vocabulary is not only to communicate, but we have to understand the meaning, contexts, forms, and relations to other words[13]–[15].

Coxhead stated a vocabulary is a group of words that have different meanings for different individuals depending on how they are used [16]. When someone has a large vocabulary, they can express their thoughts clearly. Vocabulary is one of the most crucial aspects of communicating with others.

Vocabulary is really important for reading comprehension, achieving in all school courses, and attaining success in the world outside of school all require a large vocabulary [17]. So, in order to communicate with others, everyone should have a large vocabulary. It is a crucial component of language, as it allows people to communicate their ideas through words. Despite the fact that vocabulary does not necessarily influence language fluency, there are some language aspects that learners must know and master, like grammar, pronunciation, dictation, and so on. Vocabulary remains a requirement for learning a language [18]. Therefore, the students should be required to learn new vocabulary.

When teaching or learning English, many students still have difficulty understanding the teachers' explanations. Students' lack of vocabulary mastery is one of the factors of these problems. Bazo stated that there are several problems in mastering English vocabulary, such as: the attitude of the teacher who is individualistic, the lack of interesting methods used in learning, the lack of motivation and encouragement of students to learn English, and the difficulty of students in understanding English vocabulary. Students also do not comprehend the meaning of sentences about collocation. It comes because students still struggle with words like noun, adverb, verb, adjective, pronoun, conjunction, preposition, and interjection. Despite other language components such as grammar, phonology, and so on [19]. Vocabulary is critical in language learning.

The use of vocabulary in junior high is important since vocabulary is the foundational information required to acquire all language abilities in higher education. The success of teaching English in secondary schools depends on the level of creativity of the teacher [20]. Those vocabulary issues must be solved and the alternative methods for increasing students' vocabulary must be discovered as learning requires an appropriate strategy. Therefore, the researcher assumes that one of the methods for teaching vocabulary techniques is through outdoor learning activities.

As we know, outdoor learning activity is a way for teachers to engage students in learning outside the classroom, both in the school environment and outside the school, which involves real objects that are around us. Ozyilmaz reveals that outdoor activities are a constructivist pedagogical-based learning method that focuses on learning from real-life landscape experiences [21]. Outdoor activities can be said to be more effective when compared to indoor activities to improve student learning skills.

According to Bento & Costa, outdoor activities can provide direct experience for students to develop the holistic abilities contained within them [22]. Students can reflect on themselves and discover their abilities or ideas that cannot be found in the classroom. Outdoor learning is very important because these activities can help students to explore their knowledge in the surrounding environment [23]. By exploring the surrounding environment, students will become curious. Their curiosity can make students' minds creative.

Mart stated that outdoor activities are a kind of instruction that involves taking students and teachers to relevant locations to gain first-hand experience [24]. Therefore, students become motivated, and their interest in learning increases. Additionally, outdoor learning activities motivate students to discover specific knowledge, the development of a student's attitude, the growth of interest and appreciation in students, and the enjoyment of self-growth.

Outdoor learning activity is used by teachers to invite students to study outside the classroom to see many real objects that are around them directly in the field, parking lots, parks, and others as learning resources [25]. The role of the teacher here is to inspire and guide students so that they can gain experience from it. Through teaching methods of learning activities outside the classroom, students can understand the impact on students vocabulary skills and how they can memorize vocabulary quickly because there are real objects in front of them. It can really help students in remembering vocabulary well.

Outdoor learning must have careful planning in its implementation [26]. Without careful planning, students will find it difficult to achieve the expected learning objectives so that it will complicate the

learning. Therefore, Ibid in Ulfa states several steps that must be taken in implementing outdoor learning in teaching vocabulary, including preparation, implementation, and follow-up [27].

1. Preparation

There are several procedures that must be carried out in the preparatory step, including:

- Teacher and students must be able to find learning objectives related to a subject being discussed that utilizes the environment as a media source. For example, students can describe the characteristics of a cat using English.
- Determine the object or place to be visited and studied.
- Determine how students learn during a visit to a place. For example, noting, observing, and feeling objects around them.
- Teachers and students can also prepare applications or games as media that can be used for outdoor learning to make it more varied.
- Technical preparation used for outdoor learning activities. For example, tools to be used in learning (notebooks and pens), cameras as a documentation, and lesson plans.

2. Implementation

In the implementation, the teacher must have goals that are in accordance with the plans that have been prepared to carry out outdoor learning activities. Outdoor learning activities usually begin with an explanation of the place that you want to use as a learning tool. Students can observe various objects that are around them. After observing, the teacher explains what objects are around them. Students can also ask questions about objects they don't know the vocabulary for so the teacher can explain the objects. When finished, students can record all the vocabulary that has been explained by the teacher. After everything is done, the teacher and students can discuss the results of their learning. All material taught by the teacher must be in accordance with the lesson plan that has been made before outdoor learning is carried out.

3. Follow-up

The follow-up of the outdoor learning activities above is an activity to follow up and discuss the results of the learning that has been carried out. Each student is asked to collect the results from the notes they get and discuss them together. If there is an unknown vocabulary, students can ask friends or directly to the teacher. Then the teacher can ask how the impressions and messages obtained by students after carrying out learning activities outside the classroom.

Several researchers have conducted research using outdoor learning activities to improve students' vocabulary skills. The first research was conducted by Musrafidin Simanullang with the title *Experiential Outdoor Activities In Improving Students' Vocabulary Achievements*. This research was conducted at SMP Negeri 4 Sipoholon in Academic Year 2018/2019. Classroom action research is used as a research method and 20 students from grade 8 of SMP N 4 Sipoholon were chosen as research subjects. The instrument used for collecting the data was a post-test. The minimum criterion used in the research is 70, while based on the data analysis of the post-test that there are 11 students who got very good, 9 students got good, and none of the students got fair, poor, and failed. It can be concluded that experiential out-activities significantly improve the students' vocabulary mastery [28].

The second research was conducted by Nurul Fadillah with the title *The Effectiveness of Outdoor Activities to Improve Students' Vocabulary*. This research was conducted at SMP Muhammadiyah 6 Makassar. A quasi-experimental design was used as a research method. and 57 students from grade 7 of SMP Muhammadiyah 6 were chosen as a research subject. The instrument used for collecting the data was a test. Based on the research findings, the result showed that using the outdoor activities method was effective to improve students' vocabulary. It is proved by the mean score of the post-test between the experimental group and control group. The mean score in the experimental group before and after treatment (65.66 became 85.33) and in the control group before and after treatment (58.72 became 76.84) with the t-test value was greater than t-table. The experimental group was higher than the control group [29].

Considering the previous context, the researcher was interested in finding out an outdoor learning activity in teaching students vocabulary mastery. The difference between this study and previous research was that the method used by the researcher was a pre-experimental design, while the two previous researchers used quasi-experimental and classroom action research. Several problems in this research were conducted as follows: Students were less interested in learning English, students were still lack of vocabulary knowledge, students find it difficult to understand and remember vocabulary due to monotonous and boring learning techniques, and students need new methods to improve

vocabulary skills. Based on the problem, the question of this study is: Does the outdoor learning activity stimulates students' vocabulary learning?

## 2. Method

The researcher applied a quantitative method in this study. A quantitative method is one that analyzes research data by using numerical and statistical methods. Quantitative research is a method for analyzing the correlation between two variables in order to test objective theories [30]. Quantitative methods come in a variety of kinds, including pre-experimental, true-experimental, and quasi-experimental designs. The researcher selected one group for the pre-and post-tests and utilized a pre-experimental design. According to Neuman, pre-experimental design is a type of research methodology where there is just one group, no control group, and pre-and post-testing [31]. The researcher used the pre-experimental method in this research to find out the effectiveness of using variable X (Outdoor Learning Activity) towards variable Y (students' vocabulary).

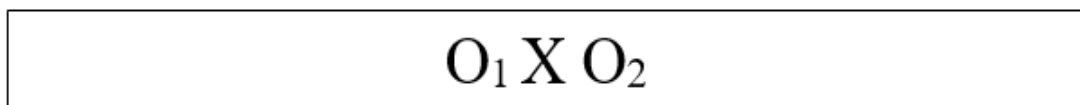


Figure 1 One Group Pre-test and Post-test design

Note:

O<sub>1</sub>: Pre-Pest

X: Treatment

O<sub>2</sub>: Post-Test

The researcher's study was done at Islam Ruhama Junior High School. on 7<sup>th</sup> grade students which were located at Jl. Tarumanegara No. 67, Cirendeu, Kec. Ciputat, South Tangerang. This research was done in the academic year of 2022/2023. The population consisted of all seventh-grade students of Ruhama Junior High School in the academic year of 2022/2023. The researcher selected one class for this research which was 7.1 as a sample of this research which consists of 24 students. This class was selected based on the English teacher.

In this research, the test was used as a research instrument. There are 3 steps for collecting the data: pre-test, treatment, and post-test.

- a. Pre-test  
Pre-testing was done before treatment, which means it is done at the first meeting. Before outdoor learning was used as a teaching method, the researchers conducted a pre-test on the students at the first meeting. The material for the pre-test was about vocabulary around the school.
- b. Treatment  
The treatment in this study refers to the activity of teaching materials using certain methods, after doing the pre-test, then at the second meeting, the researcher explained the material about things in the environment that would be taught in the classroom. At the third and fourth meetings, the researcher gave the students treatment by applying outdoor learning activities. There were several places that are used by the researcher for outdoor learning activities including, parking areas, school walls, schoolyards, libraries, etc. At the fifth meeting, the researcher evaluated the material that had been delivered by using outdoor learning activities in the classroom.
- c. Post-test  
After finishing the treatment in several meetings, the post-test was finally assigned to the students. The goal is to find out how the students understand many vocabularies after treatment. The material of the post-test was about vocabulary around the school.

For collecting the data, the researcher used inferential statistics. The following formulas also use percentage scores to measure the students' vocabulary proficiency:

$$\text{score} = \frac{\text{students' correct answer}}{\text{total number of students}} \times 100$$

The results of the student's scores were divided into the following five categories:

**Table 1. Criteria of students' score**

No.	Criteria	Range of Score
1.	Excellent	(90-100)
2.	Good	(76-89)
3.	Enough	(66-75)
4.	Poor	(40-65)
5.	Very Poor	(00-39)

After gathering the data, the researcher used a paired sample t-test to analyze the test's results. Gerald in Mulyani stated that a dependent (paired sample) was designed to determine the difference in student test scores between pre-and post-test [32]. To determine if the differences between the pre-and post-test were statistically significant or not, normality tests were used.

The  $t_{\text{value}}$  ( $t_{\text{obtained}}$ ) was compared to the  $t_{\text{crucial}}$  after being achieved. The null hypothesis ( $H_0$ ) is rejected and the alternatives hypothesis is accepted if the  $t_{\text{value}}$  produced is greater than the  $t_{\text{crucial}}$  at the threshold of significance ( $p$ ) = 0.05. ( $H_1$ ). However, the null hypothesis is accepted if the  $t_{\text{obtained}}$  is shown to be greater than the  $t_{\text{crucial}}$ .

The data were analyzed by using statistical computerization repeated measures t-test of SPSS V.28  $t = \frac{x_1 - x_2}{\overline{SD}}$  to test whether the difference between pre-test and post-test are significant or not, which is the significance is determined by  $P < 0.05$ .

The researcher was chosen the formula by Hatch and Farhady in Mulyani [33] as follows:

$$t = \frac{x_1 - x_2}{\overline{SD}}$$

$$SD = \frac{\sum D^2 - (1/n) - (\sum D)^2}{n - 1}$$

Where:

$\overline{SD}$  : Standard Deviation

$n$  : Number of students

$x_1$  : Mean score pre-test

$x_2$  : Mean score post-test

### 3. Discussion

The researcher got the result of students' pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. In this research, the data of the students' pre-test and post-test scores were described in the table below:

#### The Result of Students' Pre-test and Post-test

**Table 2. Students' Pre-Test and Post Test Score**

No.	Student Name	Pre – Test	Post – Test
1.	ARKM	55	80
2.	AM	45	75
3.	BS	60	85
4.	FDS	60	70
5.	FAA	55	70
6.	FDSW	40	70
7.	FI	30	75
8.	HCK	55	80
9.	JSD	45	85
10.	JS	35	75
11.	KKPR	40	85
12.	LRI	50	90
13.	LYY	50	95
14.	LNK	50	70
15.	MI	40	95
16.	MRS	35	75
17.	NAS	30	70
18.	NKA	55	95
19.	RRR	60	80
20.	RAW	45	90
21.	SN	45	70
22.	SPA	55	70
23.	VBR	50	85
24.	ZSR	40	80
	<b>TOTAL</b>	<b>1235</b>	<b>2035</b>
	<b>MEAN</b>	<b>51,4583</b>	<b>84,7916</b>

The table above indicates that the pre-test total score of students is 1235, with a mean of 51,4583. Additionally, the post-test total score was 2035, with a mean of 84,7916. The difference between the pre-test and post-test scores is evident that the post-test score was greater than the pre-test score. After got the result of students score, the researcher categorized the students pre-test and post-test results from the table above and enter the results into the following table:

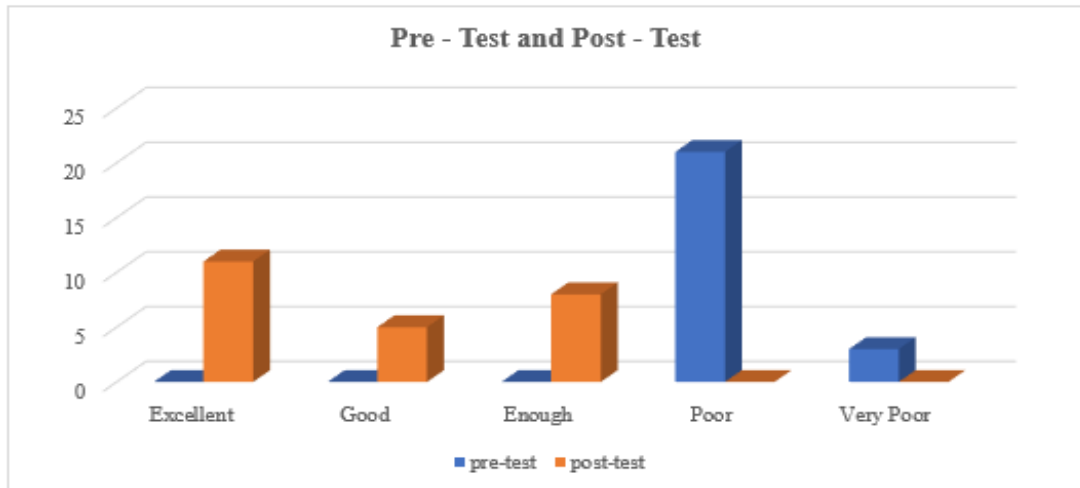
**Table 3. The Result of Students' Pre-test and Post-test based on the Criteria Scores**

Criteria of Students	Total Number of Students		Total Number of Students in Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Excellent	0	11	0%	45,83%
Good	0	5	0%	20,83%
Enough	0	8	0%	33,33%
Poor	21	0	87,5%	0%
Very Poor	3	0	12,5%	0%

Based on the percentage of the students' score, the lowest score from the pre-test was 30, and the maximum score was 65, whereas the lowest score from the post-test was 70, and the highest score was 100. As indicated by the pre-test results stated in the table above, 21 students scored poorly (87,5%),

3 students scored very poorly (12,5%), and no student scored excellently, well, or enough. Whereas the post-test findings revealed that 11 students received excellent scores (45, 83%), 5 students received good scores (20, 83%), 8 students received enough scores (33, 33%), and no students received poor or very poor scores. It can be concluded that the results of the pre-test and post-test conducted at SMP Islam Ruhama were successful because the scores obtained were in accordance with the criteria listed in the table. It could be seen in the diagram above:

**Diagram 1. Pre-test and Post-test Diagram**



### Normality Test

The normality test is performed to assess if the distribution is normal or not when a dependent variable and an independent variable are included in a statistical analysis [34]. Normality data were examined by using the One-Sample Shapiro-Wilk technique. If the sig. value is greater than 0.05, which means that the data is normal. Normality test results can be seen below:

**Table 4. Normality Test Results**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.159	24	.121	.922	24	.065
posttest	.167	24	.081	.918	24	.052

a. Lilliefors Significance Correction

Based on the table normality test shows that on the Shapiro-Wilk calculation results of the vocabulary test from students in pre – test obtained the significant results  $0.065 > \alpha (0.05)$ , where the significance score was greater than  $\alpha = 0.05$ . From the statistic above, the data of pre-test was normal. In post-test obtained the significant results  $0.052 > \alpha (0.05)$ , where the significance score was higher than  $\alpha = 0.05$ . From the statistic above, the data of post-test was normal. Therefore, the data used in this study was normal, so the data can be proceeded using the parametric statistical method (Paired Sample T-test).

### Paired Samples Statistics

**Table 5. Paired Samples Statistics Results**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	51.4583	24	10.88269	2.22142
	Post Test	84.7917	24	9.94323	2.02965

The output above presents an overview of the descriptive statistical findings from the pre-test and post-test data. The difference between the pre-test and post-test means was 51.4583 and 84.7917, respectively. 24 students were employed as research samples in this study. The pre-test standard

deviation was 10.88269, whereas the post-test standard deviation was 9.94323. Ultimately, the pre-test and post-test standard error means were 2.22142 and 2.02965, respectively. There are discrepancies between pre-test and post-test results since the mean score for learning outcomes in the pre-test was 51.4583 and the post-test was 84.7917. To determine if the difference is actually significant or not, we must then analyze the paired sample t-test findings found in the "Paired Samples Test" output table.

### Paired Samples Correlations

**Table 6. Paired Samples Correlations Results**

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	<u>Pre Test &amp; Post Test</u>	24	.405	.025	.050

The output above displayed the correlation test, the relationship between the two sets of data, or the connection between the pre-and post-test. Based on the results presented, it was discovered the correlation coefficient was 0.406, because the sig value was 0.025 and 0.050 < from the probability of 0.05, It was possible to make the conclusion that the pre-test and post-test variables were related.

### Paired Samples Test

**Table 7. Paired Samples Test Results**

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre Test - Post Test	-33.33333	11.38904	2.32478	-38.14250	-28.52417	-14.338	23	<.001	<.001

The "Paired Samples Test" above indicates that the significance level (one-sided p & two-sided p) was <0.001, consequently,  $H_0$  was refused and  $H_1$  was approved because <0.05 therefore, it can be said that there was an average difference in learning outcomes between the pre-test and post-test, this indicates that by the utilization of outdoor learning activities could increase students' vocabulary learning in the seventh grade at SMP Islam Ruhama Cirendeu. The "Paired Difference" mean score of 33.33333 is taken from the "Paired Samples Test" output table. This total represents the variance between the typical pre-test and typical post-test learning outcomes  $51.4583 - 84.7917 = 33.3$  and the difference between -38.14250 to -28.52417 (95% Confidence Intervals of the Lower and Upper Differences).

### Interpretations

From the findings that we had discussed above, the result of pre-test scores amounted to 1235 with an average of 51.45, and post-test scores amounted to 2035 with an average of 84.79. It demonstrates that the pre-test and post-test variances were dissimilar. Furthermore, it is clear from the statistical analysis above that implementing outdoor learning activities to teach vocabulary results in a significantly different average score.

Due to the paired sample t-test table, the  $t_{obtained}$  was 14.338, and the  $t_{critical}$  at the level of significance ( $p$ ) = 0.05 was 2.029, whereas the alternative hypothesis ( $H_1$ ) is accepted if  $t_{obtained} \geq t_{critical}$  at the level of significance ( $p$ ) = 0.05, the null hypothesis ( $H_0$ ) is refused and accepts the alternatives hypothesis ( $H_1$ ).

Based on the findings, the alternative hypothesis ( $H_1$ ) was accepted. In other words, it can be said that implementing outdoor learning activities to teach vocabulary to seventh-grade students at SMP Islam Ruhama has significantly improved.



For normality test, the data of pre-and post-test was normal. It could be presented from the results of the vocabulary test from students in pre – test obtained the significant results  $0.065 > \alpha (0.05)$ , where the significance score was greater than  $\alpha = 0.05$ . From the discussion above, the data of pre-test was normal. In post-test obtained the significant results were  $0.052 > \alpha (0.05)$ , where the significance score was higher than  $\alpha = 0.05$ . From the statistic above, the data of the post-test was normal. Therefore, the data used in this study was normal.

While paired samples statistics, the difference between the pre-test and post-test means was 51.4583 and 84.7917, respectively. 24 students were employed as research samples in this study. The pre-test standard deviation was 10.88269, whereas the post-test standard deviation was 9.94323. Ultimately, the pre-test and post-test standard error means were 2.22142 and 2.02965, respectively. There are discrepancies between pre-test and post-test results since the mean score for learning outcomes in the pre-test was 51.4583 and the post-test was 84.7917.

Then for the paired samples correlations, the relationship between the two sets of data, or the connection between the pre-and post-test. Based on the results presented, it was discovered the correlation coefficient was 0.406, because the sig value was 0.025 and  $0.050 <$  from the probability of 0.05, It was possible to make the conclusion that the pre-test and post-test variables were related.

Lastly, in the paired samples test indicates that the significance level (one-sided p & two-sided p) was  $<0.001$ , consequently,  $H_0$  was refused and  $H_1$  was approved because  $<0.05$  therefore, it can be said that there was an average difference in learning outcomes between the pre-test and post-test, this indicates that by the utilization of outdoor learning activities could increase students' vocabulary learning in the seventh grade at SMP Islam Ruhama Cirendeu. The "Paired Difference" mean score of 33.33333 is taken from the "Paired Samples Test" output table. This total represents the variance between the typical pre-test and typical post-test learning outcomes  $51.4583 - 84.7917 = 33.3$  and the difference between -38.14250 to -28.52417 (95% Confidence Intervals of the Lower and Upper Differences).

#### 4. Conclusion

Based on the research that was carried out in SMP Islam Ruhama, the result of this study was indicated; pre-test scores amounted to 1235 with an average of 51.45, and post-test scores amounted to 2035 with an average of 84.79. Therefore, it can be concluded that the strategy of Outdoor Learning Activities has a significant improvement to teach students' vocabulary to seventh-grade students at SMP Islam Ruhama. It was evident by the t-test results in paired sample test that the value of  $t_{\text{obtained}}$  was 14.338 and the value of  $t_{\text{critical}}$  at the level of significance ( $p$ ) = 0.05 was 2.029, which means null hypothesis ( $H_0$ ) was refused and alternative hypothesis ( $H_1$ ) was accepted.

There are several suggestions the researcher would like to suggest related to the results of this research. The suggestions are as follow:

##### **For the English Teacher**

Outdoor Learning Activities is one of the strategy that can be considered in order to help teachers' in teaching vocabulary and help students' to improve their vocabulary. As a facilitator, teachers should create a new innovation of teaching vocabulary.

##### **For Students**

The students have to increase their knowledge in English skills especially in their vocabulary improvement by exploring things around school in outdoor learning activities because when they see firsthand the vocabulary around them, the students' memory is more attached.

##### **For other Researchers**

It is recommended that further research carry out more analysis relevant to the new strategy, especially with other activities in Outdoor Learning Activities. Thus, hopefully, this strategy can be maximized.

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