

OUTDOOR LEARNING: STUDENTS' VOCABULARY MASTERY IN HIGHER EDUCATION

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ABSTRACT

The objective of this report was to determine whether or not the utilization of Outdoor Learning techniques is beneficial in increasing students' vocabulary knowledge at IAI As'adiyah Sengkang's sixth semester of English instruction. This study uses a pre-Experimental design to attain its goal. This study's population comprised 13 students in their sixth semester of English education at IAI As'adiyah Sengkang. Purposive sampling was employed by the researcher. SPSS version 24 was used to analyze the data. The pre-test and post-test results demonstrated considerable improvement. The experimental post-test mean score of the students (78.25) was greater than the pre-test mean score of (53.85). Furthermore, the post-test t-test result was 0.00, which was less than (α) = 0.05 when examined with SPSS. As a result, it is concluded that Outdoor Learning is beneficial in improving the vocabulary mastery of sixth-semester English students IAI As'adiyah Sengkang. This study suggested that Outdoor Learning can help lecturers improve their vocabulary mastery in English education.

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1. INTRODUCTION

Vocabulary is a key requirement for assisting learners in mastering English (Khan et al., 2018; Wu, 2018; Zhang & Pérez-Paredes, 2021). Students must study words on a constant basis as they learn the structure and practice the sound system. Students are expected to have a strong vocabulary because it is the foundation of communication, learning, and thinking. According to Harmer (2008), language structure is the skeleton of language, then vocabulary is the vital organ and flesh.

Learning a language will be successful if the vocabulary is learned and understood. Therefore, students should learn as much vocabulary as possible when learning English because it will help them master the language (Menken, 2010; Webb & Chang, 2012). People will be unable to use language successfully unless they have a good vocabulary. Someone can only convey their feelings, ideas, emotions, and desires if they have a large vocabulary. That is why it is critical to master vocabulary.

According to Min (2013); Wangru (2016), without grammar, little can be conveyed, and without vocabulary, nothing can be conveyed. In other words, the first thing language learners must grasp when learning a language is vocabulary. While in listening, students' vocabulary affects their understanding of the teacher's speech, class conversation, and other talks (Aukrust, 2007; Zarrinabadi, 2014). The words they use when speaking have an impact

on how effectively they deliver a message. In reading, students' vocabulary influences their ability to absorb and comprehend a book. Furthermore, when it comes to writing, students' vocabulary determines how clearly they transmit their ideas to the reader. Finally, vocabulary is critical in preparing students' to speak in English (August et al., 2005; Hiebert & Kamil, 2005; Moody et al., 2018).

Literature Review

Several previous studies revealed that learning vocabulary in an outdoor class is more successful than learning vocabulary in an indoor class (Henderson et al., 2015; Wang & Qi, 2018), and students can also enjoy their learning experience since they can engage directly with the real-life environment (Asmara et al., 2016). In an outdoor lesson, for example, the brain is fresher and more relaxed, and students easily recall words if they see the object from outside. The previous research and this research both employed outdoor activities, but the difference is that the previous research used a qualitative method and focused on interesting students learning language, whereas this research used a quantitative method and focused on improving students' vocabulary.

Some researchers employed outdoor learning for abilities in English language lessons such as speaking and writing (Wang & Qi, 2018), according to the research above that the researcher has studied. The researcher in this case employed for element in English language training, namely in vocabulary focus on meaning and word in context. The research above differs from the research because the goal of the study is to demonstrate the efficacy of employing outdoor learning to improve students' vocabulary mastery. As a result, it's critical to compare the vocabulary scores of kids who participate in outdoor learning activities.

The term "vocabulary" has been defined by many scientists. The ability to understand the meanings of words is referred to as vocabulary (Carlo et al., 2005; Hiebert & Kamil, 2005; Schmitt, 2014; Li et al., 2017). Given that words are the tools of thought, it seems to reason that the more words you have at your disposal, the clearer and more precise your thinking will be. While vocabulary study is an important aspect of language learning, the subject of how much vocabulary a learner needs to know to attain a certain goal remains a topic of research.

Moreover, vocabulary mastery is the ability to process words in a language at a high level (Matthews, 2018; Dakhi & Fitria, 2019; Rahman & Angraeni, 2020; Brooks et al., 2021; Ghonivita et al., 2021). It is a personal accomplishment and possession. Vocabulary mastery is a person's exceptional ability to use words in a language, which they acquire depending on their own interests, requirements, and drive. As a result, it is clear that everyone has a varied vocabulary mastery. One person may be able to master a word, whereas the other may not. Another aspect that is the focus of this research is outdoor learning.

Outdoor learning is an open-to-all, active, immersive approach to learning that emphasizes being outside as a fundamental component of the experience (Rea & Waite, 2009; Cosgriff et al., 2012). It aims to translate the experience into knowledge, skills, attitudes, and behaviors by utilizing the natural environment. The term "outdoor learning" refers to activities that involve living, moving, and learning in the great outdoors (Bilton, 2010; Harris, 2018; Bentsen & Jensen, 2012). This will cover things like survival, residential experiences, and a variety of physical and environmental activities. In most cases, the outdoors will be viewed in terms of conditions requiring self-reliance. These activities are chosen and structured to meet goals that are primarily focused on the development of attitudes and relationships.

Therefore, outdoor learning is increasingly being recognized as a creative and important part of a child's education and development (Lugg, 2007; Mirrahimi et al., 2011; Finn et al., 2018; Coates & Pimlott-Wilson, 2019; Marchant et al., 2019). As primary schools across England continue to place a greater emphasis on outdoor learning, the demand for outdoor learning facility design and implementation is growing. In this paper, these outside learning settings will be referred to as outdoor classrooms. The benefits of the outdoor classroom, as well as the process from conception to completion, will be the subject of the research.

Large open places for physical education, nature trails, smaller concentrated wildlife areas, and many more outdoor learning venues are all examples of outdoor classrooms. Environmental psychology is promoted in outdoor classrooms as well, with an emphasis on all sensory stimuli. These stimuli elicit psychological responses and enhance learning while also improving behavioral attitudes.

2. METHOD

This study used a pre-experimental design with a single group pre-test and post-test (Johnson & Christensen, 2000; Moleong, 2014). The pre-test was administered prior to the therapy to determine the students' prior knowledge, and the post-test was administered after the treatment to assess the treatment's effectiveness. Between the pre-test and post-test, the treatment (outdoor learning) was given.

The vocabulary exam was employed in this study as a data collection tool. The test is divided into six sections: five items for determining the form of a word, five items for determining the use of a word, five items for determining the meaning of a word, five items for determining the meaning of a word, five items for determining the meaning of a verb, five items for determining the meaning of a noun, and five items for determining the meaning of an adjective. The test that was used for both the pre-test and the post-test. A pre-test is given to determine the students' past knowledge, while a post-test is given to determine the students' progress in vocabulary mastery.

3. RESULTS AND DISCUSSION

The distribution of frequency and percentage score, as well as the mean, standard deviation, and test of significance of word meaning, form, and use, are shown in the descriptive analysis of this study. This section also displays the students' total English vocabulary mastery achievement based on their performance in those three areas.

The difference in mean score and standard deviation between the pretest and posttest is shown in the Mean Score and Standard Deviation of Word Meaning. In the posttest, the mean score increased from 34.02 (very poor) to 59.74 (poor). In the meantime, the standard deviation drops from 12.5 to 10.9 in the posttest. According to the Distribution of Frequency and Percentage Score of Meaning of Word, 1 (5%) of students were classed as poor and 19 (95%) as extremely poor in the pretest. There were no students who were classified as excellent or exceptional. There were 12 (60%) students who were classified as poor, 8 (40%) students who were classified as very poor, and no students who were classified as good or very good in the posttest results.

The next, the difference between the pretest and posttest mean score and standard deviation is shown by the form of word mean score and standard deviation. In the posttest, the mean score increased from 42.3 (very poor) to 68.7 (poor). Meanwhile, the standard deviation fell from 17.11 to 11.31 in the posttest from the pretest. There are no students' classified as very good and good, according to the Distribution of Frequency and Percentage

Score of Form of Word. 4 students' (20%) were classified as poor, while 16 kids (80%) were classified as extremely poor. Seventy-five percent of students were classified as good, ten percent as bad, and three percent as average (15 percent). There were no students who could be classified as excellent.

Inferential analysis was performed to evaluate the hypotheses mentioned earlier; in this example, the researcher utilized a t-test (test of significance) to see if there was a significant difference between the results of the students' mean score in the pretest and posttest of the experimental group. The outcome of computing the T-test of the students' pre- and post-test scores. The probability value (0.00) was smaller than the level of significance, as can be seen (0.05). As a consequence, it is possible to conclude that there is a considerable difference between the students' pre-test and post-test results. As a result, it can be argued that the research's alternative hypotheses (H1) are accepted. It suggests that students' vocabulary has improved as a result of their participation in outdoor learning activities. These findings are supported by previous studies such as (Chen & Li, 2010; Asmara et al., 2016; Boyd & Scott, 2021).

The researcher concluded that the employment of outdoor learning activities method might boost the students' vocabulary and make the teaching and learning process more pleasurable, fascinating, and exciting based on the results of the pre-test and post-test. Teaching vocabulary through outdoor learning activities helps keep students' attention and makes it easier for them to learn (McCarten, 2007; Nur & Rosa, 2012; Lloyd et al., 2018; Hashim & Said, 2021).

It has an impact on teaching English in particular, as a suggestion and implications of the study's findings. Outdoor learning can be used as an additional reference by educators, particularly lecturers while teaching vocabulary acquisition. This finding supports the earlier hypothesis that outdoor learning can help students enhance their vocabulary mastery.

4. CONCLUSION

Based on the findings of the data analysis and discussion, the researcher determined that the student's English vocabulary understanding improved significantly after they were taught utilizing the Outdoor Learning Technique. The meaning of words, their form, and their use were found to be most improved in three domains of English vocabulary mastering the sixth semester of English education students at IAI As'adiyah Sengkang. The feature of word form, on the other hand, saw the least improvement. Some students' received a failing grade in form of word because they were unable to classify forms of word such as adjective, noun, and verb. Because of their limited understanding, students are unable to recognize the various forms of words in the learning materials. Students that were able to participate in outdoor learning activities had a beneficial effect on their learning. Because the students saw the thing up close, they were able to learn the basic form of vocabulary quickly, and they were able to construct sentences and utilize the term in context.

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