

CHAPTER I

INTRODUCTION

A. Background

We know that English is an international language. Most of countries in the world use English to communicate and interact each other, it is used as second language. For people in several continents, it is used as native language and many others have learnt to speak.

English is used in human activities, such as business, politics, education technology etc. there many people who get success in expressing their ideas through language. Language is a systematic media to communicate idea or feeling by using indication, voice or sign that was agreed by meaning (Douglas 2008: 6) Communication is the important thing in education (Sutikno, 2009:115).

English language and education are really closely related each other, because both of them are the important factor for improving student's ability. Connecting between English language and education in Indonesia it is reasonable that English should be taught at school even it is compulsory subject at school. English is really a foreign language for language learners in Indonesia (Setiadi, 2006:22). In Indonesia, English is the first language that has been taught at school from elementary up to university but there are still many students who feel that English is very difficult to learn because English has different structure and in Indonesia English is not used every time. Therefore, teaching English must be noticed by the teacher in order to guide and facilitate learning to enable the learners to learn and set the condition of learning. So, it is expected that the mastery of English subject will be reached well.

Teacher will face too many problems when they introduce English to the students. However, for the students, they will be given something new and different from their mother tongue. Teaching language especially English will concern on the four skills namely speaking,

reading, listening, and writing. It is also supported by the components of language such as pronunciation, spelling, vocabulary, and grammar. According to Johnson that was quoted by Setiadi (2006 : 57) “language can be broken down into three major component parts: the sound system, the structure, and the vocabulary.”

In fact, most of the students have limited vocabulary because their motivation to learn English is less so they are not really interested in learning English. It can be seen that the most students in Indonesia face some difficulties in speaking English language. As we know previously that learning English, there are four skills, which should be mastered by students, such as speaking, reading, listening, and writing. It is quite evident that mastery of language skills especially English language needs sufficient vocabulary that somebody’s language will determine the quality and quantity of this skills. The quality of one’s language skill depends on the quality and quantity of his or her vocabularies.

Using the appropriate technique in teaching will help in developing students’ skill. Especially in learning English, it will need English teaching that is able to develop students’ motivation for their four skills such as listening, speaking, reading, and writing especially in developing a basic part in English known as vocabulary. According to Sheerman: (2006) Education is not something to keep in a box, even when the box is classroom shaped. Learning outdoors is about engaging children and young people in many different ways. Practitioners frequently act as facilitators, using multi-sensory and experiential approaches It will be able for students to remind and comprehend vocabulary because the students will experience in learning process directly.

In this research the writer is interested to do an experiment how if outdoor learning technique can increase students’ vocabulary mastery because of that reason the writer takes the title “THE USE OF OUTDOOR LEARNING TECHNIQUE TO INCREASE STUDENTS’

VOCABULARY MASTERY". (A Quasi Experiment Study at the First Grade of SMP Negeri 2 Taman Sari, Bogor).

B. The Research Questions

1. How is the students' vocabulary mastery before the implementation of outdoor learning technique?
2. How is the students' vocabulary mastery after the implementation of outdoor learning technique?
3. How significant if the improvement of outdoor learning technique in students vocabulary mastery?

C. Aims of Research

This research purpose are as follows:

1. To know students' vocabulary mastery before the implementation of outdoor learning technique.
2. To know students' vocabulary mastery after the implementation of outdoor learning technique.
3. To know how the significance is the improvement of outdoor learning technique in students vocabulary mastery.

D. Significance of Research

1. Give information to the teacher that by using outdoor learning technique can increase their students vocabulary mastery.
2. Solve the problem for students' trouble when they learn in the classroom.
3. Give information to the teacher that there are the different activities between using outdoor leaning technique and classroom learning technique.

E. Rationale

Teaching learning process is the process of communication between teacher and students when they can share their ideas and develop their thoughts. The success of teaching and learning process is not only determined by teacher but also the good method in teaching learning, it can make students enjoy learning the lesson. The use of method and media should be relevant to the lesson material and student's learning activity will reach it. Because activity is the degree of success in achieving objectives. According to Sutikno (2005) "learning activities are learning that makes the students be able to get lesson, learning is effective if the purpose of learning is goal.

In other to learn effectively and enjoyable, the writer tries to do outdoor learning technique to increase students' vocabulary mastery. Outdoor education is an experimental method of learning by doing, which takes place primarily through exposure to the out-of-doors. In outdoor education, the emphasis for the subject of learning is placed on relationship. Relationship concerning human and natural resources. According to munawar (2009) "outdoor activity is the outclass activities or free nature that has exited and learn about god's creation that served on game, observation, simulation, discussion, and adventure as learning method". by using outdoor learning technique the students can see lot of things around them. It is effective and help the students get easier in learning vocabulary mastery. So learning using by outdoor technique is expected to increase student's vocabulary mastery. With a direct view the situation or direct view of things in outside. There we will learn all of things. Vocabulary is substantial aspect for learning English because when students have many vocabularies it will help them more easier in learning English. Richard and Renandya (2002) stated that vocabulary is a core component of speaking, listening, reading, and writing. It means that limited vocabulary impairs personal ability in using language. So, vocabulary as the key of learning English, it is the reason why the writer is taking the research about learning technique that

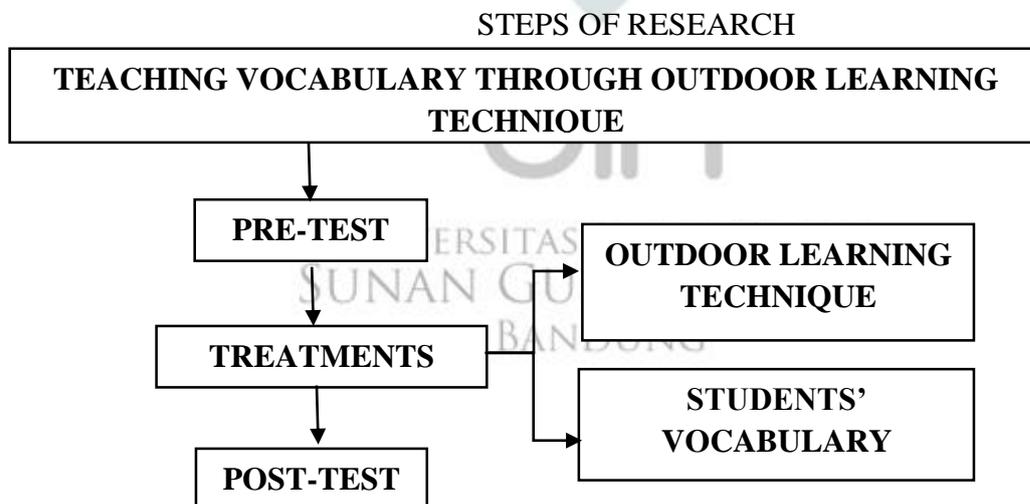
increases students' vocabulary, that is using outdoor learning technique. In this research the writer takes students outside to get comprehension about vocabulary in outside. So, students will have a border to get vocabulary the writer using limitation study.

Table 1.1 Scheme and Research

Vocabulary	Outdoor Learning Technique
Phonetic	Team work
Meaning	Critical
Comprehension	

The technique of the research:

Figure 1



F. Hypothesis

Hypothesis is a tentative assumption of research problem until it is proved through the data gained (Arikunto, 2002: 64). The truth of it is necessary to be tested to know whether it is true or not. In this study, the writer will research two variables: the first, the students use outdoor learning technique as variable “x” and the second one is the students’ vocabulary

mastery as variable “y”. From the discussion above, the research has formulated the hypothesis follows:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means there is no significant effectiveness using outdoor learning technique to increase student’s vocabulary mastery.
2. H_1 accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant effectiveness using outdoor learning technique to increase student’s vocabulary mastery.

G. Research Procedure

To get good process and useful result, there are many steps should be passed. The step consists of determining source of data, technique of collecting data, that is how far the effectiveness of outdoor learning technique to increase student’s vocabulary mastery.

1. Determining Source Data

a. Location of Research

The research will be conducted at the first grade of SMP Negeri 2 Taman Sari Bogor, this school is regarded suitable with the problem of the research because they are still many students that have less vocabulary.

b. Population and Sample of research

Population is the whole subject of the research (Arikunto, 2006: 130). Thus, population here is the whole students first grade of SMP Negeri 2 Taman Sari. There are 92 students.

Sample is a part of representation of population (Arikunto, 2006: 131). Because the population is less than 100 students the writer will take all of the population. According to Arikunto if the number of subject is less than 100 it is suggested to take all the subject. It means that the population of this research is the sample because the classes provided are limited.

2. Research Methodology

Barry and Joan (1997) said that “experimental designs are especially useful in addressing evaluation question about the effectiveness program.” Moreover they stated that there are two categories of experimental design; true experimental design and quasi experimental design.

For this occasion, the research will be conducted within the framework of a quasi experimental research design, because it is not feasible for the writer to use random assignment and also the population in SMP Negeri 2 Taman Sari provided three class. Two class has 30 students and one class has 32 students. So, total of population is 92 students. According to Moore (2008) said that “Quasi experimental studies is a type of study also might compare outcomes for one group of individuals before and after the group involvement in a program (known as “pre-test/post-test design”). Quasi experimental studies can inform discussions of cause and effect, but, unlike true experiments, they cannot definitively establish this link.”

H. Collecting of Data

The techniques used to collect the data for the study are as follows:

1. Pre test

We do pre-test before giving a treatment. Students are given the pre-test about direction without using any media such as dictionary or e-dictionary so they do the pre-test based on their own ability. We do the pre-test so that we know how far students' ability is in comprehending vocabulary before giving outdoor learning technique as a treatment.

2. Treatments

The treatment is used to know the influence of outdoor learning technique toward student's vocabulary mastery. In the treatment there are five steps:

- a) The students go out.
- b) The teacher gives the guidance for the students about what they have to do in there.
- c) The teacher gives he theme what will they learn.

- d) The teacher asks to students to find out and write the thing that have relation with theme.
- e) The teacher explain to the students about the things that students found in the outside.

In this research, the writer used outdoor learning technique which includes limitation study. This limitation study means the writer limited the material gave to students, because outdoor learning technique requires students to get vocabularies they saw. From that statement, writer limited the theme so that students can focus on a specific theme.

3. Post test

The implementation of post-test is conducted in class. The test is given after the students have been already given a treatment. The material of post-test is that has been learnt in treatment. The questions consist of 20 questioners.

This test is used to know the influence of the experiment being conducted toward students' vocabulary mastery after they learnt by using outdoor learning technique **Observation**

Suryana and Priatna (2009: 193) said that: "Observation is technique of observation and a list of systematic from phenomenon in research". This research is to observe student's vocabulary mastery at first grade class of SMPN 2 Taman Sari Bogor. The purpose of the research is to know how far the use of outdoor learning technique increases student vocabulary mastery. Meanwhile the writer can look the location of research that are school, students, teachers, the staff of that school, and facilities and infrastructure of that school, the observation would be conducted in a day.

I. Data Analysis

This research is used some ways in analyzing the data which have been gotten from the research, they are:

1. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students' vocabulary mastery after the implementation of outdoor

learning technique. To know the improvement of the students' vocabulary mastery, normal gain (d) is used with the formula:

$$d = \frac{\text{Post - testscore} - \text{Pre - testscore}}{\text{Maximumscore} - \text{Pre - testscore}}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.2 Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Hake, 1999)

The conversion score of number and character scoring is stated below:

Table 1.3 Conversion Score

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007: 245)

2. Testing the Normally

pre-test in experimental class (variable x) and for control class (variable y) by conducting the procedure as follows :

- a. Determining the range of data (R), with formula :

$$R = \text{the higher score} - \text{the small score} + 1 \quad (\text{Sudjana, 2005: 47})$$

- b. Determining the class interval (K)

$$K = 1 + 3,3 \text{ Log } n \quad (\text{Sudjana, 2005: 47})$$

- c. Determining the length of class (L)

$$P = \frac{R}{K} \quad (\text{Sudjana, 2005: 47})$$

- d. Making the table of frequency distribution:

- e. Counting mean (\bar{x})

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} \quad (\text{Sudjana, 2005: 47})$$

- f. Determining the standard deviation (S_2) by using formula :

$$s = \frac{\sqrt{\sum f_i (x_i - \bar{x})^2}}{n-1} \quad (\text{Sudjana, 2005: 47})$$

- g. Making table of frequency of expectation and observation:

- h. Determining chi square (χ^2_{counted})

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2005: 47})$$

- i. Determining degree of freedom

$$Df = K - 3 \text{ Determining chi square table on significance}$$

- j. Interpreting the normality

1. To examine the homogeneity of two variances by conducting following steps :

- a. Determining score F by using formula :

$$F = \frac{s_1^2}{s_2^2} \quad (\text{Sudjana,2005: 249})$$

b. To determine the degree of freedom:

$$F = \frac{s_1^2}{s_2^2} \quad (\text{Sudjana,2005: 67})$$

c. Determining score of F_{table} with the taraf of significance 1%

d. To determine homogeneity of data with criterion :

- It is called homogeneous data if $F_{\text{table}} > F_{\text{count}}$
- It is called no homogeneous data if $F_{\text{count}} < F_{\text{table}}$

e. Determining the degree of freedom of the data

$$df = n_1 + n_2 - 2$$

2. Testing the hypothesis with using wilcoxon test.

3. Interpreting the hypothesis

Criterion : if $F_{\text{table}} > F_{\text{count}}$ H_a is accepted, and

if $F_{\text{count}} < F_{\text{table}}$ H_o is accepted.

4. To measure how high time pair solo cooperative learning technique $CD = r^2 \times 100$.