

**AN ANALYSIS OF TEACHER PERCEPTION TOWARD YOUNG
LEARNER'S VOCABULARY THROUGH OUTDOOR LEARNING
ACTIVITIES**

THESIS

Submitted by

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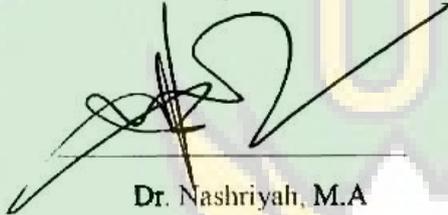
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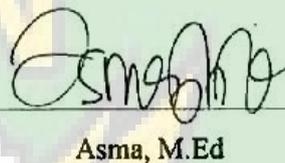
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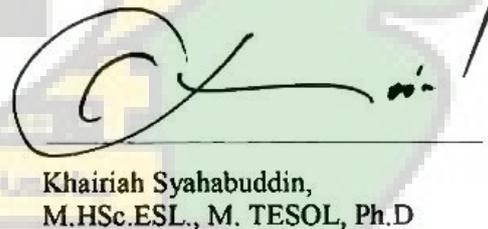
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**An Analysis of Teacher Perception toward Young Learner Vocabulary
through Outdoor Learning Activities**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Januari 2021

Saya yang membuat surat pernyataan,


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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the Entirely Grateful the Especially Merciful

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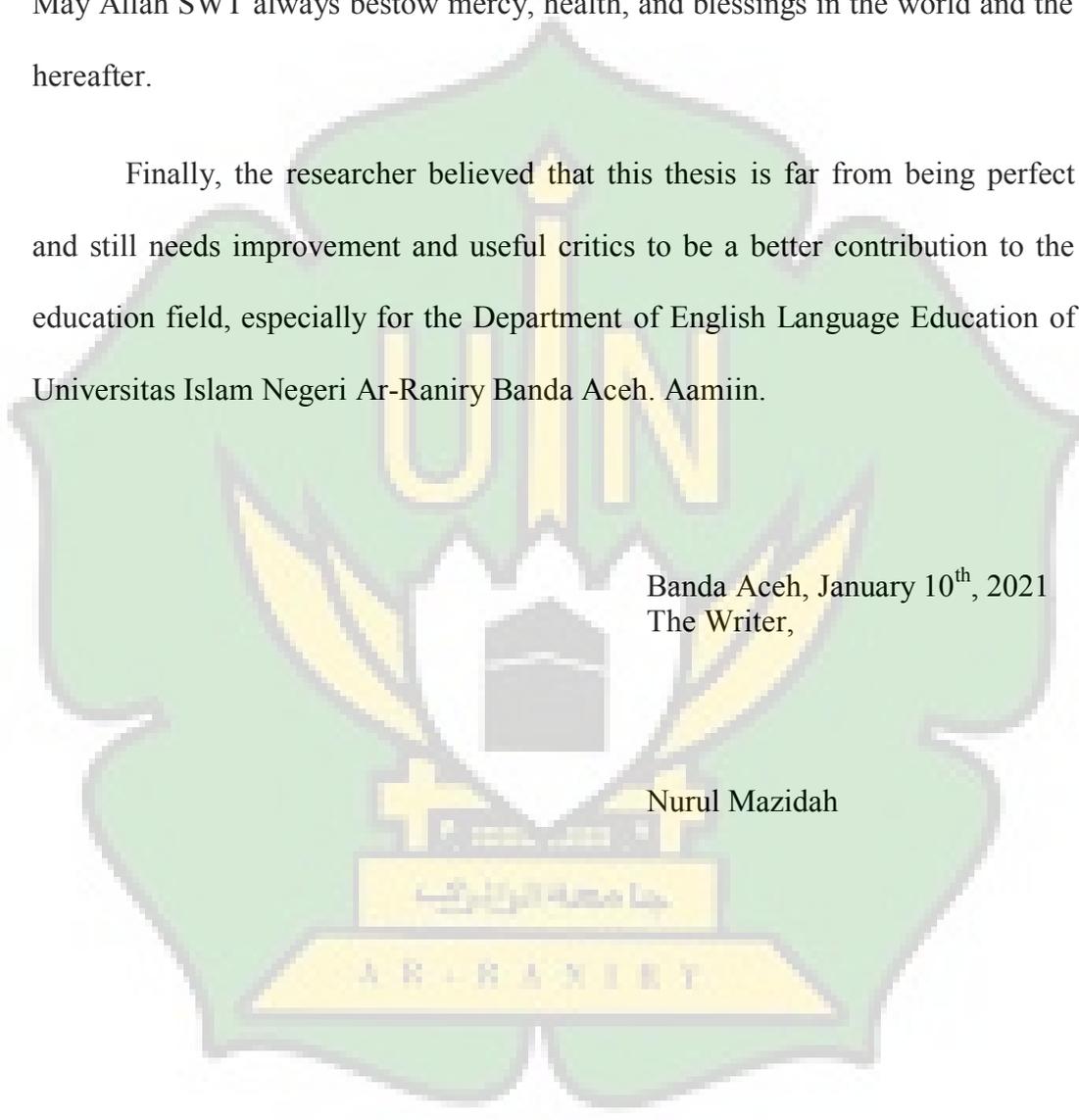
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ABSTRACT

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The purpose of this study is to investigate the teacher perception toward young learners' vocabulary through outdoor learning activities and identify teachers' obstacles in applying these activities in SDIT Quantum School Banda Aceh. A qualitative research design was conducted to find out the information about teacher perception in teaching vocabulary and investigate teachers' problems in applying outdoor learning activities. This study involved three English language teachers in SDIT Quantum School Banda Aceh. They were purposively selected based on the criteria and involved in an in-depth interview. The data were analyzed by using a qualitative approach. The three respondents of this research were teachers who taught English subjects in this school. The results showed that the teacher's perception about outdoor learning activities positively can be implemented for young learners. Moreover, outdoor learning activities help students in learning vocabulary. On the other hand, in applying this method, the teachers faced different difficulties, such as teachers difficult to manage the time and teachers difficult to handle the different students' behavior.

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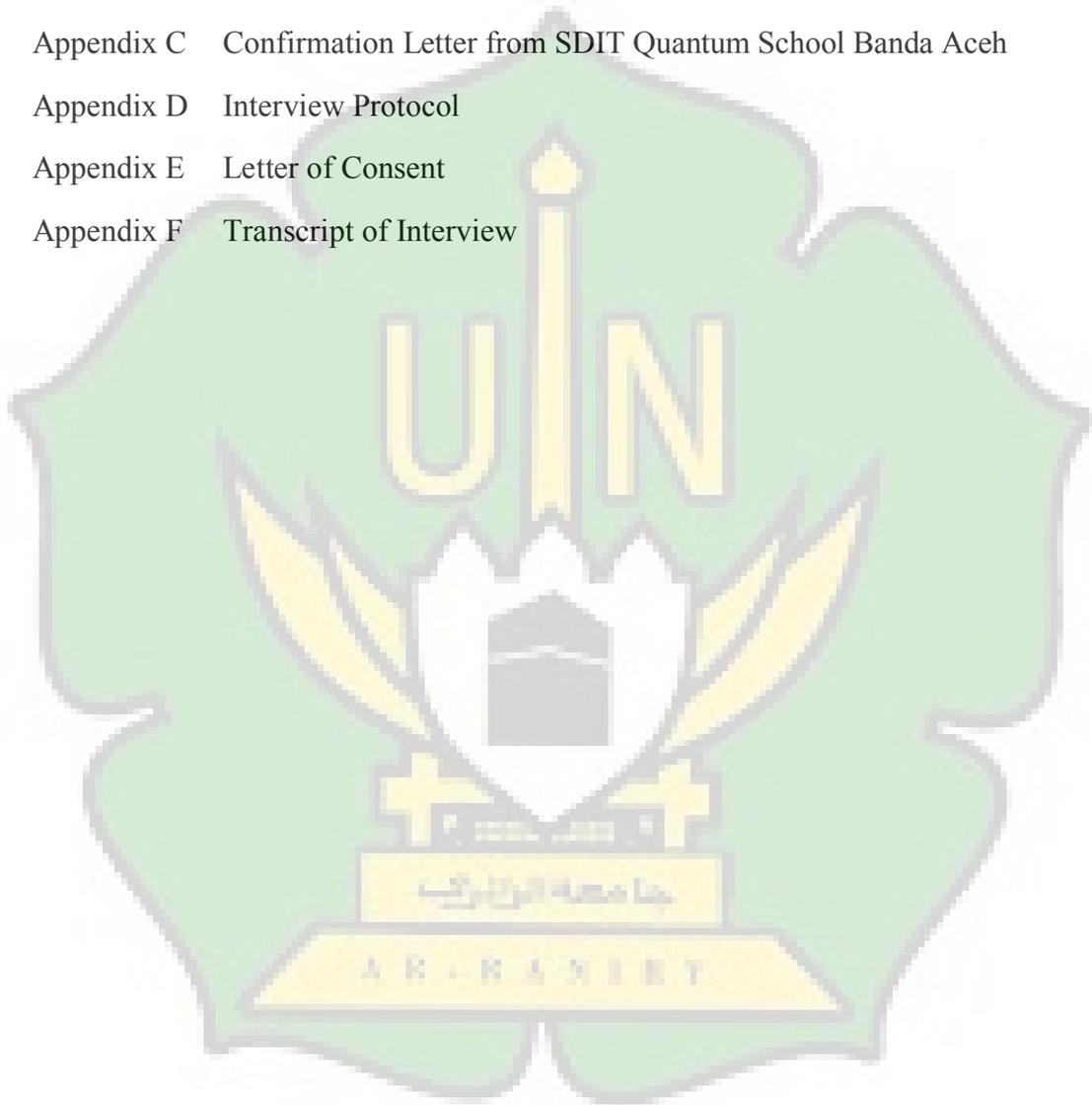
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- Appendix D Interview Protocol
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CHAPTER I

INTRODUCTION

This introductory chapter begins with the background of study-related teacher perception of young learner's vocabulary through outdoor activities. This chapter discusses the background of the study, the research questions, the scope of the study, the objective of the study, the significance of the study, and the terminology.

A. Background of The Study

Vocabulary is a collection of meaningful words that someone must have and able to use in conversation. Vocabulary also a list or word collection for a particular language or word set that could be used by individual language speakers. A wide variety of vocabulary and the ability to accurately and efficiently use words can be a passport to interesting and exciting knowledge worlds. In line with Cameron (2001), Alfayanah, (2014) define vocabulary as a list of words arranged in alphabetical order and explained; a dictionary or lexicon either of the whole language. A strong vocabulary goes hand in hand with the ability to think objectively and understand quickly and easily. It constructs the ability in speaking and listening in oral communication. Based on the statements above, it is conclude that vocabulary is a collection of words that someone needs in the conversation. By master the vocabulary someone can express their ideas feelings and aspirations. But not everyone can master the vocabulary.

Although vocabulary is an important part of the learning English process, many people are short of sufficient vocabulary. It can also be a difficult thing that faced by learners, especially young learners. They cannot understand speakers or comprehend reading texts in English without having a lot of vocabulary. Young learners need a motivation to learn and memorize English vocabulary. They have their learning style which is different from adult's learning style. According to Pinter (2011:49) "Children are believed to be more successful in learning second language than adults". It is effective to teach vocabulary while being young, since young learners or children easily master language faster than adults.

Learning activities consist of two ways to enhance the comprehensions of young learners' education in vocabulary learning. Wise (2003) says there are two kinds of activities in the teaching-learning process namely outdoor activities and indoor activities. Each stage of learning is about engaging, studying, activating, and closing. In the English teaching-learning process, the students as individual work or teamwork are encouraged to seek all information stated by the teacher. Indoor and outdoor vocabulary teaching activities are predicted to be successful in the teaching-learning process. But this research only focuses on teaching-learning through outdoor learning activities.

Sugiarti (2013) states that outdoor learning method is one of the methods implemented by the teacher to study outside of the classroom. It is directly to get closer to the reality for the students. The teacher acts as a facilitator to direct students to study independently, actively, creatively and intimately in nature. This research provides knowledge that indoor and outdoor activities are very fun and

effective to be implemented in real life to increase the English vocabulary of young learners.

Teachers have a potential to improve students' attitudes and the environment in the classroom or outside of the classroom by organizing effective educational experiences in the teaching learning process. As stated by Ramazani (2013) The teachers' perception are influenced by their background and life experiences. It affects their expectations, teaching processes, resources, classroom experiences, classroom duties, and even their learners . This affects the learning process which increases students' willingness to learn. For that reason, based on teachers' experience in the teaching-learning process, it is important to identify teachers' perception on teaching-learning by using outdoor activities.

There were several studies conducted on using outdoor activities to improve student vocabulary mastery, a study conducted by Mirnawati (2017) entitled "The Effectiveness of Using Outdoor Learning Method toward The Students' Vocabulary Mastery at The Second Grade of Junior High School in TK.1 Samata". This study found that outdoor learning method was a good method to teach vocabulary. Another study done by Sugiarti (2013) entitled "The Effectiveness of Outdoor and Indoor Learning Strategies on Students' Environmental Behavior" found that there was a significant difference in the student environmental behavior using outdoor and indoor teaching strategies.

According to the previous researches, using outdoor activities are suitable for Junior High School and Senior High School students to master vocabulary.

But this study is different. The researcher conducted a research toward teachers who teach English in the elementary school in SDIT Quantum School in Banda Aceh that has different background with those previous researches. The researcher wanted to know to what extent the use of this activity affects and enhances the quality of young learners' vocabulary. Moreover it focuses on teaching learning outside classroom.

B. Research Questions

Based on the background of the study, the researcher formulates the research questions as follow:

1. What is teachers' perception on outdoor learning activities toward young learner's vocabulary?
2. What are the teachers' obstacles in applying outdoor learning activities toward young learner's vocabulary?

C. Scope of the Study

This research focused on comprehending teachers' perception about outdoor learning activities and teachers' obstacles through young learner students at SDIT Quantum School Banda Aceh. This research aimed to explore teachers' perception and teacher obstacles in applying outdoor learning activities toward young learner's vocabulary.

D. Objective of the Study

Based on the issues above, the objective of this study are:

1. To know the teachers' perception on outdoor learning activities through young learner's students in improving vocabulary.
2. To know teachers' obstacles in applying outdoor learning activities toward young learner's vocabulary.

E. Significance of the Study

This research gives several benefits for students, teachers, and researchers.

1) Students

The research makes the students aware of vocabulary through outdoor activities. Students more comprehend about vocabulary toward outdoor learning activities. Furthermore, It makes students interesting in learning vocabulary in different way.

2) Teachers

The researcher predicts this study give several inputs to the teachers about the variety of teaching vocabulary through outdoor learning activities. The teachers could discover various effective activities which can be used to teach vocabulary.

3) Researchers

This research is figured to assist future researcher in conducting their research related to the use of outdoor learning activities which can be used by other reseachers to conduct similar research.

F. Research Terminologies

In order to clarify the key terms used in this study, the researcher will provide some definitions below:

1. Teacher Perception

The perception of the teacher comes from two words: instructor and perception. According to the National Minister of Education Regulation 74 of 2008, teachers are professional educators with ultimate responsibilities of educating, coaching, guiding, encouraging, controlling, assessing and examining kindergarten students in formal, elementary and secondary education. The teachers that the researcher means in this study are the English Foreign Language teachers who teach at SDIT Quantum School Banda Aceh. Kotler, (2000 p. 94) states that perception is the process where the knowledge sources are selected, arranged, and perceived to generally construct a meaningful conception. The teachers' perception in this research is how the teachers see about learning teaching vocabulary using outdoor activities to young learners by their thinking based on their experience in teaching English.

2. Young Learners

The young age is called as golden age to learn about everything. Everything that someone learns at this age is much easier than when someone gets old. Young learners need a very basic vocabulary while interacting with things that they can touch or see. According to Cameron (2001), young learner is a learner between five and twelve years old. Other opinions come from Nunan

(2010), he adds that young learners are children from five to fifteen years old. The focus of this research is young learners who are considered at the beginner level of school or the student in elementary school. Based on the statement above, young learners in this research were primary school students at SDIT Quantum School Banda Aceh.

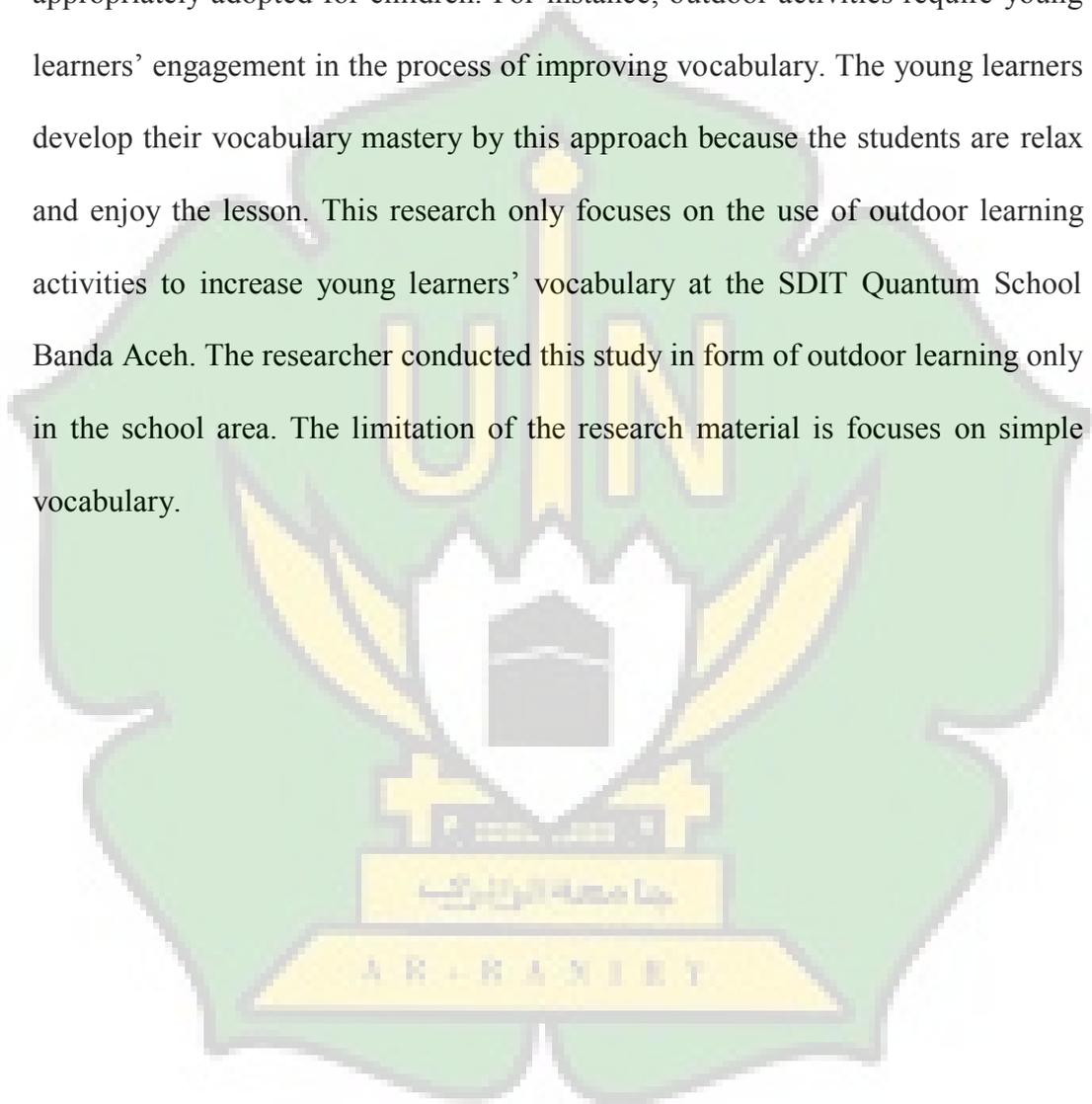
3. *Vocabulary*

Schmitt (2010) defines that vocabulary is the crucial part of language skills which provides much of the idea of how well individuals speak, listen, interpret, and write. Vocabulary is the basic thing for people to speak or understand language. In learning languages, including learning English language, vocabulary is the important things to master besides other components likes: grammar and pronunciation. Words of a language usually have many meanings. A word has more than one meaning. As stated by Qian (2002) that breadth of data refer to “the number words the meaning of which one has a minimum of some superficial knowledge”. It means that learners have to master many words number so that they can learn easily. The vocabulary intended by the author in this research is the basic vocabulary for young learners. Harmer (2007) Indicates that basic vocabulary is a collection of basic words accessible to speakers or writers.

4. *Outdoor Activities*

Outdoor learning activities are organized outside a space and become more relevant for the entire team when carried out abroad, such as school yard. Louv (2005) states that outdoor activities as so valuable for young

children's whole development including gross and fine motor skills, intellectual skills, social skills as well as sensory skills. It is believed that the main of whole development of children can be well supported in outdoor as long as they are appropriately adopted for children. For instance, outdoor activities require young learners' engagement in the process of improving vocabulary. The young learners develop their vocabulary mastery by this approach because the students are relax and enjoy the lesson. This research only focuses on the use of outdoor learning activities to increase young learners' vocabulary at the SDIT Quantum School Banda Aceh. The researcher conducted this study in form of outdoor learning only in the school area. The limitation of the research material is focuses on simple vocabulary.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature, including the theories which are related to perception, vocabulary, young learner, and outdoor learning activities. The theoretical framework of this study consists of four parts. The first section deals with a brief discussion of perception. The second section discusses several theories about vocabulary. The third section explains about young learner. The last section explains about outdoor learning environment.

A. Perception

1. Discussion of Perception

Humans are capable of interpreting information. Every individual has the cognitive ability to handle information collected from their environment. The entity uses their sense to create an interpretation of what they see, feel and think. Norman (2002) classifies perception as the process of sensory input which is identified, processed, and interpreted. The process of forming human perception may consciously or unconsciously be affected by multiple factors. According to their self-experience and other external factors, such as the environment and society, human understanding can be difficult to construct. This can be the reason of the differences perception among the human. Perception is the process of perceiving something about the environment, thoughts, values, behaviors, and decisions.

According to Healey, perception is related to human senses that produces human sight, sound, touching, smell and taste, and creates the signal of the environment. The patterns, colours, sounds and other properties that can be discovered from an object can be data of human perception. Human eyes have the purpose of being the window of their world. They are the main key for humans to see and comprehend themselves and their surroundings. According to Barry (2002) the human capacity to see, feel and understand not only contributes physically, but also contributes to the humans psychological sense. As a process of learning, human beings transfer their experiences through their eyes to their feelings. In short, perception is a conscious reaction of consciousness to objects and events in the environment of the participant. The perception and sensory capability of humans become the basis of their knowledge of perceiving all information around them. They perceive the information based on their attitude, behavior, and judgment.

2. The Important of Teachers' Perception about Outdoor Learning Activities.

The teachers' perception has a significant influence on the educational system especially in the teaching and learning process. Teaching vocabulary outside classroom is a part of the learning process which certainly gives a good impact to the students' activities when it associates with the teachers' perception. The teachers perception plays an important role in the teaching and learning process. The teacher is a facilitator, adviser, surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, and planner who are able to develop not only the students' ability in learning but also the students' behavior. On the

other side, outdoor learning activity has a big impact on the outside classroom activities. Teaching outside classroom can be very efficient when it meets the teachers' hand. Therefore, teaching and learning in the outside classroom become the most influential thing in the teaching learning activities. The teachers' opinion is able to influence the learning procedures, techniques, strategies, methods, materials, and the classroom situations. Diniah, (2013) states that personal, structural and cultural factor influence the perception. Personal factor contains of needs, experiences, motivations, hope, attentions, emotions, and situations. Stimulus intensity, number of stimulus, and stimulus contradiction are the structural factors.

Teachers' perception of outdoor learning activity is essential in the process of applying how to teach in different way in the outside classroom. In adapting the outdoor learning activity to the students, the teachers have to consider the materials, activities and exercises. The teachers add some changes to make it appropriate to the learning activity. The teachers, in this case, should have the knowledge of the criteria of how to teach outside classroom and its advantages to make sure they are able to recognize, organize, and interpret the sensory information used in teaching English vocabulary using outdoor learning activity. This research studies about the teachers' perception of English teacher through outdoor learning activities in term of teaching vocabulary. In addition, the teachers' perception and teachers' obstacles in choosing and adapting outdoor learning activities are also presented in this research. The researcher used the

best way to know the teachers' perception based on their knowledge, expectations, experiences and thoughts.

B. Young Learner

1. Brief Definition of Young learner

Several experts have different views when it comes to define young learner term. They believe that young learners are the ones learning a foreign language under the 12 years old. This is in maintaining with Cameron's statement (2001), young learners are between five and twelve years old. Other perception come from Nunan (2010), he adds that young learners are children from five to fifteen years of age. Based on that statement, we can know that Young Learners are students of elementary school and those are between five to ten or twelve years of age. Surely there is a big difference in the potential of children aged 5 to 11 to learn a foreign language. This is because some of the students learn more quickly while others learn more slowly.

2. The Characteristics of Young Learner

Harmer (2001) argues that there are different characteristics of young learners and they learn differently from teenagers, adults and even older children. He adds that teachers also need to understand how their students think and act. It means each child has their own characteristic and should be recognized by the teachers of young learners. Because young learners have a very keen sense of fairness, teachers should avoid playing favorites and each student must be treated equally.

Teachers do need to be aware of "their students" current interests in order to use them to motivate children (Harmer, 2007). Young learners are easy to learn but have a limit concentration span, they are easy to bored. A teacher therefore needs to understand the characteristics of the young learners well. It extremely helpful to make the teaching and learning process easier.

C. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the key elements of language that have to master when someone is learning a language. Harmer (2007) defines that vocabulary is the words that are taught in a foreign language. For someone who learns a language, good vocabulary mastery is essential. It is ridiculous that vocabulary, particularly English is important for learning a language because the English vocabulary is extremely large and complex. Therefore, helping their children understand vocabulary is important for English teachers, without understanding the language, communication between people cannot happen. They hardly voice their ideas both verbally and in prose.

Vocabulary knowledge is often views as a critical tool for second language learners because a limit vocabulary in a second language impedes successful communication. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrate

daily in and out the school. It concludes that vocabulary is an important thing that has to be mastered by someone in learning English and obtained based on their interests and motivation and plays a necessary role in the language skills.

D. The Techniques in Teaching Vocabulary

There are several techniques concerning the teaching of vocabulary. However, there are a few things have to remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting. Takac (2008) said that techniques employed by teachers depend on some factors, such as content, time availability, and its value for the learners. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting vocabulary item, the teacher usually combines more than one technique, instead of employing one single technique. Furthermore, teachers are suggest to employ vocabulary presentation as various as possible (Pinter, 2006).

Here are some techniques of teaching vocabulary as stated by Takac (2008).

1. Using Objects

Using this technique includes the use of reality, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual

techniques can act as cues for remembering words. International Journal of Teaching and Education Vol. III, No. 3 / 2015 (Takac, 2008) states that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom and outside classroom or things brought to the classroom and outside classroom can be used.

2. Drawing

Objects can either be drawn on the blackboard or on flash cards. The latter can be used again and again in different contexts with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3. Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers

and magazines are very useful as well. Nowadays, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

4. Contrast

Some words are easy to be explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. It is not surprising that learning synonyms is a way to expand our vocabulary.

5. Mime, Expressions and Gestures

Mime or gesture is useful if it emphasizes the important of gestures and facial expression on communication. At the essence, it cannot only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" , "happy"; mime and taking a hat off your head to teach hat and so on. It is

commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic.

Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. Takac (2008) says that they can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension. However, its utility depends on the kind of gesture used by the teacher. In addition to supporting comprehension, teaching gestures may also be relevant for learners’ memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them notice that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis.

6. Guessing from Context

Guessing from context is a way of dealing with unfamiliar vocabulary in unedited selections suggest widely by L1 and L2 reading specialists. Nation (2001) claims that learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and

learning from listening to stories, films, television or radio. In order to activate guessing in a written or spoken text, there should be four elements: a reader, a text, unknown words, and clues in the text include some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This helps them to build their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

7. Translation

Even though translation does not create a need or motivation for learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language which are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time.

8. Drilling

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word,

drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory.

9. Spelling the Word

The primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation

E. Types of Learning Environments

Accessing both types of learning expands the range of active learning opportunities that can be available to stimulate imagination and creativity (Fagerstam, 2012; Malone, 2008). Harmonizing indoor and outdoor learning environments diversify the aptitude that students can operate to exhibit authentic inquiry in numerous subject areas (Malone, 2008). There are several similarities and differences between indoor and outdoor learning as follows:

1. Outdoor Learning Environment

Sugiarti (2013) says outdoor learning activities is one of the teacher's activities of asking the students to study outside the classroom. This is to see the phenomenon directly so that the students are getting close to the environment. Husamah (2013) says that learning outside is a learning process designed to enable students to learn direct learning materials on the object itself, so that learning becomes more obvious. The advantages of outdoor learning activities are the young learner can stimulate their engagement in learning with an enjoyable learning atmosphere, use of instructional media that concrete, using natural

materials that already exist around can encourage the ability to explore and give the child pleasure while studying without becoming bored and exhausted due to the lack of interest in teaching learning. The researcher focuses to conduct the research by using outdoor learning environment.

Outdoor teaching and learning activities can be done arbitrarily. Teaching and learning activity have the clear concepts and steps. It becomes the guideline for a teacher who teaches students outside the classroom in order to educate students and make them understand the subject better. According to Husamah (2013), there are learning steps of outdoor learning environment, such as:

- a. Teacher invites students to a location outside of class.
- b. Teacher invites students to gather in group.
- c. Teacher gives motivation.
- d. Teacher explains the working of a group.
- e. Teacher divides each group at the site to make observations and time.
- f. Teacher guides students during the field observations.
- g. Teacher completes observation of students in order to discuss the results of their observations.
- h. Teacher guides the discussion and students are given the opportunity to present the results of their discussion each group and the other group are able to respond directly.

From the steps above learning outside the classroom can make students more familiar with the surrounding nature as media for student learning. The

process of outdoor learning methods can be concluded that the method that takes students out of the classroom or room for further study using natural media as a learning resource.

2. Indoor Learning Environment

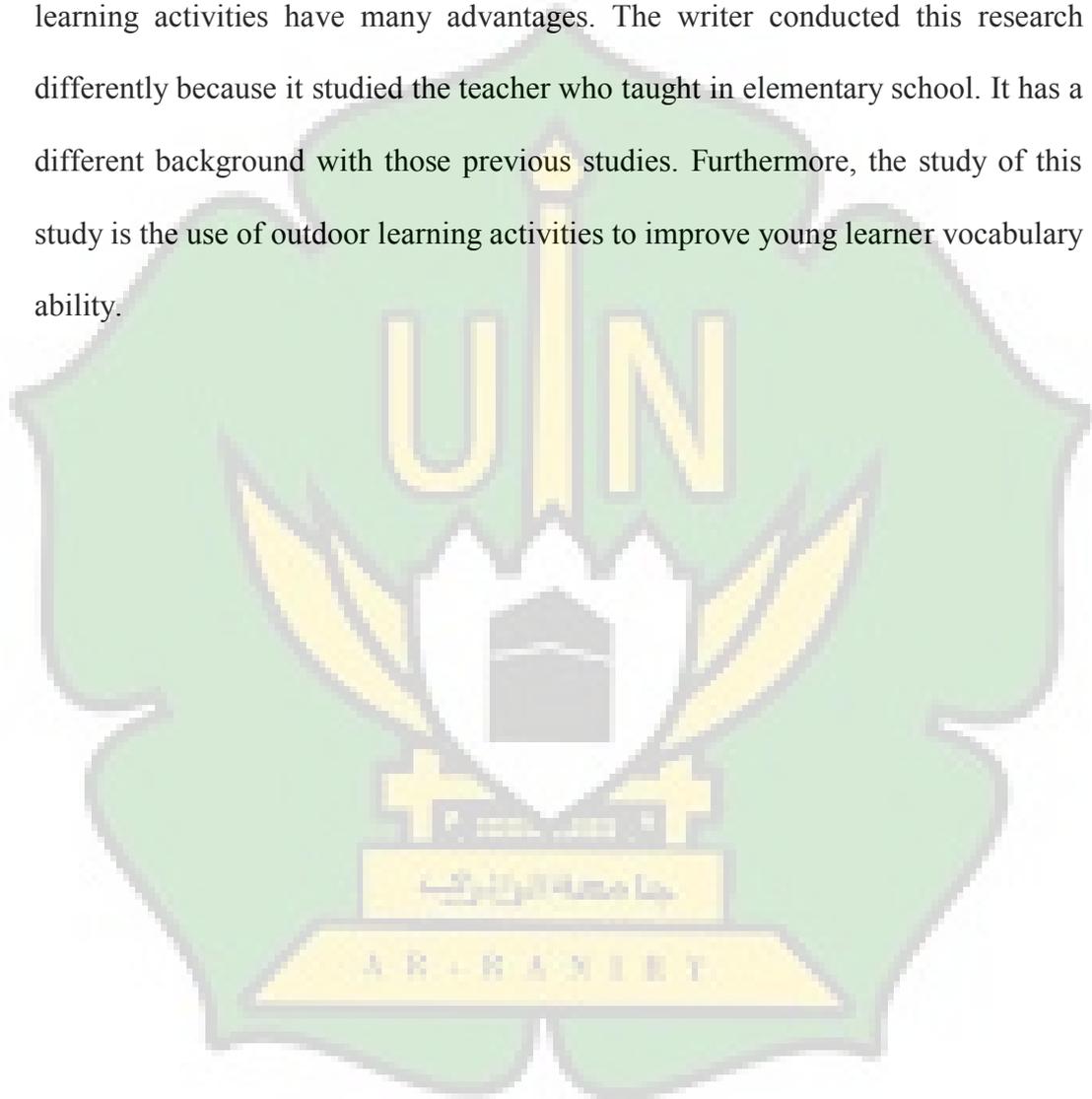
Beard and Wilson (2006:80) find that 'usually, indoor learning environments frequently correlate with lecture theatres, classrooms, and textbooks.' Indoor learning define as learning space through a four-walled building where children can develop their knowledge and skills through traditional methods of teaching and learning.

F. Recent Study of Outdoor Learning Environment in Teaching Vocabulary

Several researchers have studied about outdoor learning activities in teaching learning process. Sari (2010) showed that outdoor learning activities were substantial in teaching learning process. Outdoor activities as the teaching learning process documented the students' positive attitudes. It can be concluded that outdoor learning activities could improve the vocabulary abilities of the learners. In addition, other researchers found that outdoor learning activities can be used as supplemental activities which works better than using them as substitution activities. Outdoor learning activities have a positive impact on students' performance. Engaging outdoor learning activities in teaching vocabulary through young learner student can develop their achievements, motivation and promote learning (3qqq22Putri, 2016) Therefore, the use of

outdoor learning activities is revolutionizing the English teaching learning process.

From the previous studies above, the writer believes that the outdoor learning activities have many advantages. The writer conducted this research differently because it studied the teacher who taught in elementary school. It has a different background with those previous studies. Furthermore, the study of this study is the use of outdoor learning activities to improve young learner vocabulary ability.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research design, research location, research participants, and how the data were collected and analyzed.

A. Brief Description of Research Location

The research was conducted at SDIT Quantum School Banda Aceh. This school is based in Jl. Residen DanuBroto number 162, Lamlagang, Banda Raya sub-district in Banda Aceh. This elementary school focused on skills in public speaking, entrepreneurship, and writing skills. It prioritized the potential of each child. When children register, their abilities will be checked through a specific test and an interview method. It purposes to develop their potential. The class is limited to 20 students who are guided by two teachers. This school is classified as a medium school where the tuition (excluded the cost of books, uniforms, and buildings) ranges from > 500 - 1 million per month.

B. Brief Discussion of Participants

A population is the total of all the individuals who have certain characteristics and become the interest of a researcher. Sugiyono(2016) said that population is the simplistic of the object/subject that have certain qualities and characteristics that are determined by the researcher to learn and then draw the conclusion. The population in this study were English language teachers inSDIT Quantum School Banda Aceh.

Nevertheless, sample is a part of the population and has the characteristic to investigate. According to Arikunto (2006), a sample is representative of a population. Based on Ary (2002) a sample reflects a population group. It assumed that a good sample represents as large as possible so that it is possible to generalize the sample of this research. In choosing the sample, the researcher applied purposive sampling. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar, 2014). According to Palys (2008), purposive sampling signifies that one sees sampling as a series of strategic choices about whom, where, and how one does one's research. They have enough time to be interviewed without being distracted by the teaching-learning processed. Therefore, the researcher assumed that they understood how to teach English vocabulary used the outdoor learning activity properly. The researcher selected three English language teachers in SDIT Quantum School Banda Aceh based on several criteria. They are teachers who were already taught English using outdoor learning activities.

The participants of this study were three teachers of SDIT Quantum School Banda Aceh who have taught using outdoor learning activities. The participant were English language teachers and their educational background were bachelor of Education. The first participant, initialized by FA, has been a teacher for about ten years. She graduated from FKIP UNSYIAH Banda Aceh in English Department major. The second participant, initialized by MW, has been a teacher for about six years and graduated from FKIP UNSYIAH Banda Aceh in English Department major. And lastly the third participant initialized by YA has been a

teachers about four years and graduated from UIN Ar-Raniry Banda Aceh in English Department major. All participants were the contract teachers in SDIT Quantum School Banda Aceh. And the participants have a lot of experiences of following the training, it is proved by their certificates. In line with this, participant names were initialized to keep participant privacy. The participant 1 (FA) and 2 (MW) were interviewed in-person on January 06th at SDIT Quantum School, located in Jln. Fatahillah, number 25 Geuceulniem (building B). Meanwhile , the participant 3 (YA) were interviewed in-person on January 06th, 2021 at SDIT Quantum School Banda Aceh that located in Jl. Residen Danu Broto number 162, Lamlagang, Banda Raya sub-district in Banda Aceh.

C. Research Design

The methodology in this research was qualitative method because the data was gathered in audio materials. According to Cresswell (2012) qualitative research facilitates the collecting of data and working with text, pictures, or sounds. The qualitative approach highlights the meaning and process. It supported by Denzin and Lincoln (1994), as cited in Thinagaran (2014), that qualitative research focused on the perception of phenomena in their natural environments to make sense of understanding how people bring to these sets. The research design applied in this study was a case study. It supported by Gustafsson (2017) that case study is a research methodology, typically seen in social and life sciences. Therefore, this research needs to emphasize more meaning rather than generalizing. It focused on the "why" of social phenomena and relies on the direct experiences of human beings.

D. Data Collection Procedures

The interview is the most general strategy to gather qualitative data. Griffee (2012) describes the interview as a person-to-person interaction to identify and generate relevant data that has to be collected and analyzed. In this research, the instrument was utilized in an in-depth interview. Neale (2006) states that "In-depth interview is a qualitative research technique involving conducting intensive semi-structured interviews toward a number of participants". The researcher interviews the interviewees one by one to collect some information about the topic. The duration of the interview was from 30 minutes to one hour. The interviews were carried out in a conversational style. The following interview protocol was used to interview the participant. (See Appendix D for the complete interview).

Interview Protocol

Project: Analysis of Teacher Perception toward Young Learner's Vocabulary through Outdoor Learning Activities

Time of interview : 

Date : 

Place : 

Interviewer : Nurul Mazidah

Interviewee :

Position of Interviewee : English Language teacher of SDIT Quantum School Banda Aceh

Questions

1. What do you know about outdoor learning activity? Have you applied to your student? And how your students feel about it?

Figure 3. 1 The example of the interview protocol

E. Data Analysis Procedure

To analyze the data, the researcher focused on teachers' perception and the obstacle that happened in implementing outdoor learning activities. In order to gain the data, this research conducted an in-depth interview. The data obtained from the interviews was collected and transcribed by using different labels or codes, in order to make it easier for researchers to manage the data more organized. Galvin (2018), point out that thematic analysis is used to define the themes in qualitative data. Thematic analysis is a way of recognizing the themes that are patterned in a phenomenon.

Multiple coding and categorization were used in this study to determine the patterns. These themes can be identified from coded inductively (data-driven) from raw qualitative data (interview transcripts) or deductively (theory-driven). Furthermore, the researcher determines the themes in the code in various interviews by giving names which make easy to remember for each item. The last step is creating coherent narrative that involves the participants' interview responses.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the findings and discussion of the data. The data are gained by interview analysis. Each result has a discussion of the data that presented in the research question.

A. Research Findings

There were ten questions that were asked of the participants during the interview. The responses and opinions of the interviewed participants have been recorded by a cellphone recorder. The researcher found various results from the answers of the respondents. The results were transcribed into a transcript for analyzing the data, the researcher presented the points below.

1. Teachers' Perception toward Young Learners' Vocabulary through Outdoor Learning Activities.

Based on the interview results, researcher collected some data that showed about teachers' perception toward young learners' vocabulary through outdoor learning activities. It divided into three categories; teachers' perception about outdoor learning activity, English language teachers' experiences after using outdoor learning activity, and students' motivation in learning English vocabulary through an outdoor learning activity.

a. Teachers' Perception about Outdoor Learning Activity

English language teachers argued that they have their perceptions about outdoor learning activities. The outdoor learning activity was an effective method that can be implemented in the teaching process through young learners. All English language teachers agreed that outdoor learning activities are interesting, the students can express their idea, build their confidence, and develop their language development.

Supported by teachers' statement about the outdoor learning activities:

"In the golden age, outdoor activity means a lot for students. Student love to play and we can't forbid them to play, because they always spend the time to play even in the classroom. The outdoor learning activity is to teach us how to involve the student into the interesting activities to build their confident, language development, and they also can experiment all of what they see. We don't have to tell the student word by word, but they see, what is that? Oh that's a tree. They see how tree looks like, they touch and they know the meaning of the word." [MW]

In line with this, another respondent said that:

"Outdoor learning activity is the activity that we do in the outdoor place without using the classroom, for example: field, yard, and also public place. Outdoor learning activity is one of the fun activity to the student especially young learner. Because the student are excited and interested to learn outside the classroom. The students can express what they wanted to do, they can excellently express their ability and what they want to show." [FA]

From the statements that mention above, it concluded that outdoor learning activity became an effective activity that can be applied in teaching vocabulary, especially to young learners because the activity is much more fun. It also involved the students to build their confidence with their friends, and make students interest in learning about something.

b. Teachers Excellent Experiences After Using Outdoor Learning Activity

All English language teachers said that they had excellent experiences to practice teaching vocabulary through outdoor learning activities many times. Outdoor learning activities became the solution to practice vocabulary to their students. It made the students saw the real object about the word that the teachers taught and became a suitable method for them to use in the learning-teaching process.

As stated by FA:

“I personally think that my student vocabulary are improved by outdoor learning is like good enough. Because the student can see directly the real thing outside the classroom that makes the student challenged their self to learn new vocabulary through outside classroom ”. [FA]

Moreover, another teacher also has similar ideas about outdoor learning activities.

As MW stated:

“In excellent scale, because learning vocabulary outside the classroom make the student easy to know the new word and memorize it and teaching outside classroom is our daily activity that we do in this school. And I feel my student’s vocabulary are much improving after they learn outside classroom ”. [MW]

They believe that outdoor learning activities were a good solution if it used further to teach students vocabulary especially, for young learners. It indicated that outdoor learning activities were effective to teach vocabulary for the students. Thus, it is essential to inform the students about outdoor learning and suggest more resources for teaching English vocabulary.

c. Students' Motivation in Learning Vocabulary through Outdoor Learning Activity

The researcher wondered about students' motivation in learning English vocabulary using outdoor learning activities. The English language teachers were asked whether outdoor learning activity can motivate their students in learning English vocabulary. From the data, all the English language teachers agreed that outdoor learning activity motivated their students in learning.

One of the participants said:

“Of course, outdoor learning activity enhances students' motivation in learning English vocabulary. They can see the thing directly and we teach them how to pronounce the word correctly so it will make students memorize the word for longtime. After using outdoor learning activity I found how interesting an English vocabulary is. Therefore, I tried to found more activity that can be used outside classroom to increase students' ability in vocabulary”. [FA]

Supported by another respondent that stated:

“Of course, it's one of my way to motivate my student to memorize new vocabulary. And with outdoor learning activity they can see the real thing that we have been taught in the classroom. Because they still beginner in study so it is much more effective to teach them by seeing directly the thing that we taught. It will make them easier to memorize the vocabulary.”[YA]

From the teachers' statements above, it indicated that materials delivered using outdoor learning activity were suitable for their students' needs and engaged them to learn English vocabulary. It easily gained the students' interest to practice their vocabulary.

2. Teachers' Obstacles in Applying Outdoor Learning Activities

There are several obstacles that the teachers faced in applying outdoor learning activities, such as: time management in the teaching process and their students' behavior in the class. From the interview results, the researcher got the solutions from the participants' in solving these problem. The researcher presented the points of teachers' obstacles below.

a. *Teachers' Problems in Applying Outdoor Learning Classroom to Teach English Vocabulary*

In this part, the researcher asked about teachers' problems in applying outdoor learning classroom. Based on the interview, the researcher found two different difficulties, such as:

1) **Teachers are Difficult to Manage The Time**

As a teacher, we have to manage the student's activities in the learning process based on the learning time capacity. Because time is the important thing that teacher should handle, sometimes it can also be challenging for the teachers itself.

As stated by MW about the time:

"It will be different and difficult to manage all of the time and engage the student love the subject"

Supported by FA:

"Students take longer time to come out from the class, so student waste the time in learning process"

From the statements above, it is concluded that the English language teachers in this school still have difficulties to manage the student's activities based on their learning time capacity. The teachers had to handle the students' learning time to make them not waste the time in the learning process.

2) Teachers Find the Difficulties to Handle The Different Students' Behavior

In the teaching-learning process, the teachers found various different learning styles of the students. Some of the students love to study by audio and visual while some of them are kinesthetic learner. Based on these differences, the teachers provided fun materials to attract their attention to study, and sometimes the students did not listen to the teacher because they still want to play with their friends.

As stated by MW,

“The differences of learning style of the student. Some of them learn by audio learning and some of them learn by visual learning and also kinesthetic learning. It challenged us in providing fun material to get the students attention and make their learning process interesting.”
[MW]

In line with this, another respondent said:

“The student won't listen what are teacher say because they wanted to play with their friends”. [FA]

Based on the statements from those English language teachers, it is concluded that not all students have similar learning style. It makes the

teachers provided more interesting materials to get their attention and make them want to study not play with their friends.

b. Teachers Solution in Facing The Problem by Using Outdoor Learning Activities

After knowing about the teachers' problem, the researcher asked how to solve the problem during the learning process. Based on the problem above, the researcher concluded this study has two different difficulties such as time management and students' behavior. From those two problems, the researcher divided the solutions into two, there are:

1) Teachers Control The Class by Arranging Activities for Students

Teachers have to control the classroom before class begin. It is minimize the problem that might happen in the teaching process and it can be one way to avoid students from wasting their time in the study.

As stated by YA:

“Because the teacher already controls the class, it will minimize the problem that might happen in learning process. So that, it avoids student waste their time in learning.” [YA]

She believes that by controlling the class, students did not have any reason to make the problem during the class.

2) Teachers Let Students Interact with Their Friends

As elementary students, it is a habit that the students keep playing with their friends. To minimize the problem that might happen, the teachers give

the chance to students to choose the activity without limiting their activities. Furthermore, teachers also give the rule that students must follow before class.

The statements much similar to one of the research respondents. As stated by MW:

“I give the student the chance to choose what activity the wanted to do but I give the rule at first. I give them exercise to complete and I don’t want to limit their activities. The student can sit whenever they want. It give them a very comfortable way to study.” [MW]

Supported by another respondent, she argues that:

“I try to make them understand about the meaning of word, try to explain more detail about the word that I mean, for example when I taught about flower, I will show them how flower looks like and kind of flowers, I said to my student today that we will have some game based on the material that we study, so they don’t feel bored and enjoy the class.” [FA]

They believed that giving a chance for students to choose their own activities is one of the best way to make the students feel comfortable with the teachers. But in this case, the teachers also give some rules that students must follow during the class.

3. Outdoor Learning Activities are Recommended to Use in The Learning Process

All teachers positively recommend outdoor learning activities as an appropriate method in the teaching-learning process. They indicate outdoor learning activity as an effective method relate to recent issues discussed. The

researcher asked about teachers' willingness to recommend other teachers using outdoor learning activity in the teaching-learning process.

As the respondent said:

"I recommend outdoor learning activities as the method for teaching vocabulary. I totally support outside learning activities because this is very effective and it means a lot for student and also for teachers. I have already applied and it improves language development a lot especially for teaching vocabulary to young learner. We can't force the student to study by the old way, they only know the name but they don't know how it looks like. So that's way outside learning very support all of the activity to student in learning vocabulary." [MW]

Supported by FA, she stated that:

"Yes of course I do, because in my opinion teaching outside the classroom are much more fun and understandable for the student and they can express their idea, they can close to nature and them also not feel bored to study." [FA]

B. Discussion

This study aimed to determine the teachers' perception of outdoor learning activities. Researcher conducted interviews to collect the data from the respondents. All respondents gave responses and opinions on the use of outdoor learning. The result obtained were various, where each respondent offers answers based on their experiences. In this research the data that were obtained through an interview method were purposed as clarification and support for the finding. The data collected through the direct interview using an in-depth interview procedure. There were three participants who participated in this study. There are two research questions in this study which are elaborated based on each research question.

From the interview results, the researcher got a positive description from the respondents in related to the use outdoor learning activities in teaching vocabulary. The result indicated that the teachers agreed that their students' vocabulary becomes better by applying outdoor learning activities as the method in the teaching process. The findings also indicated that outdoor learning activities brought motivation for teachers in teaching English vocabulary. Outdoor learning activities exposed them to interesting activities that make the student much easier to memorize the vocabulary. In line with this, Lieberman and Hoody (1998), as cited in Alana (2016), stated that children who regularly spend time outdoors have shown development in increasing their ability to think both creatively and critically, and improved their performance.

In this case, vocabulary improvement becomes the first point mentioned by the participants. They believed that after being interested in teaching outdoor, they can make their students close to the nature because of this activity. They are trained to master a lot of vocabulary by memorizing different vocabulary per day through fun activities. It helped teachers to overcome the various problems that they felt and faced in developing and improving their students' abilities, such as lack of vocabulary, lack of motivation, low self-confidence, students' behavior and others.

This method is recommended to be used outside the classroom because it made the students feel happy, fun, and also provides interesting activities. Teachers also stated that outdoor learning activity became an effective way so that it becomes the acceptable method for teaching English vocabulary to young

learners. Many adults identify an outdoor experience as their most significant childhood memory, often in great detail and with equal passion (Chawla, 1999). In a 2006 study, the Department for Education and Science (DfES, United Kingdom) highlighted that our most unforgettable learning experiences commonly happened outside the classroom, frequently outdoors, encourage interaction between feelings, experiences, emotions, and the learning that takes place in these contexts. Nature provides continuously evolving factors and an infinite variety of possible learning possibilities. It makes the most complex and interactive experiential setting possible, offers a stimulus of creative thinking, creates adaptability, and fosters many other aspects of children's development.

On the other hand, the teachers found several difficulties in implementing these activities to the students. Based on the interview, the researcher found two different difficulties that happened in the learning process, such as teachers difficult to manage the time and difficult to handle the different students' behavior. Furthermore, teachers have different styles in solving these problems. One of them controls the class by arranging fun activities for students and the teachers let students interact with their friends as long as the teacher watches them during the learning process.

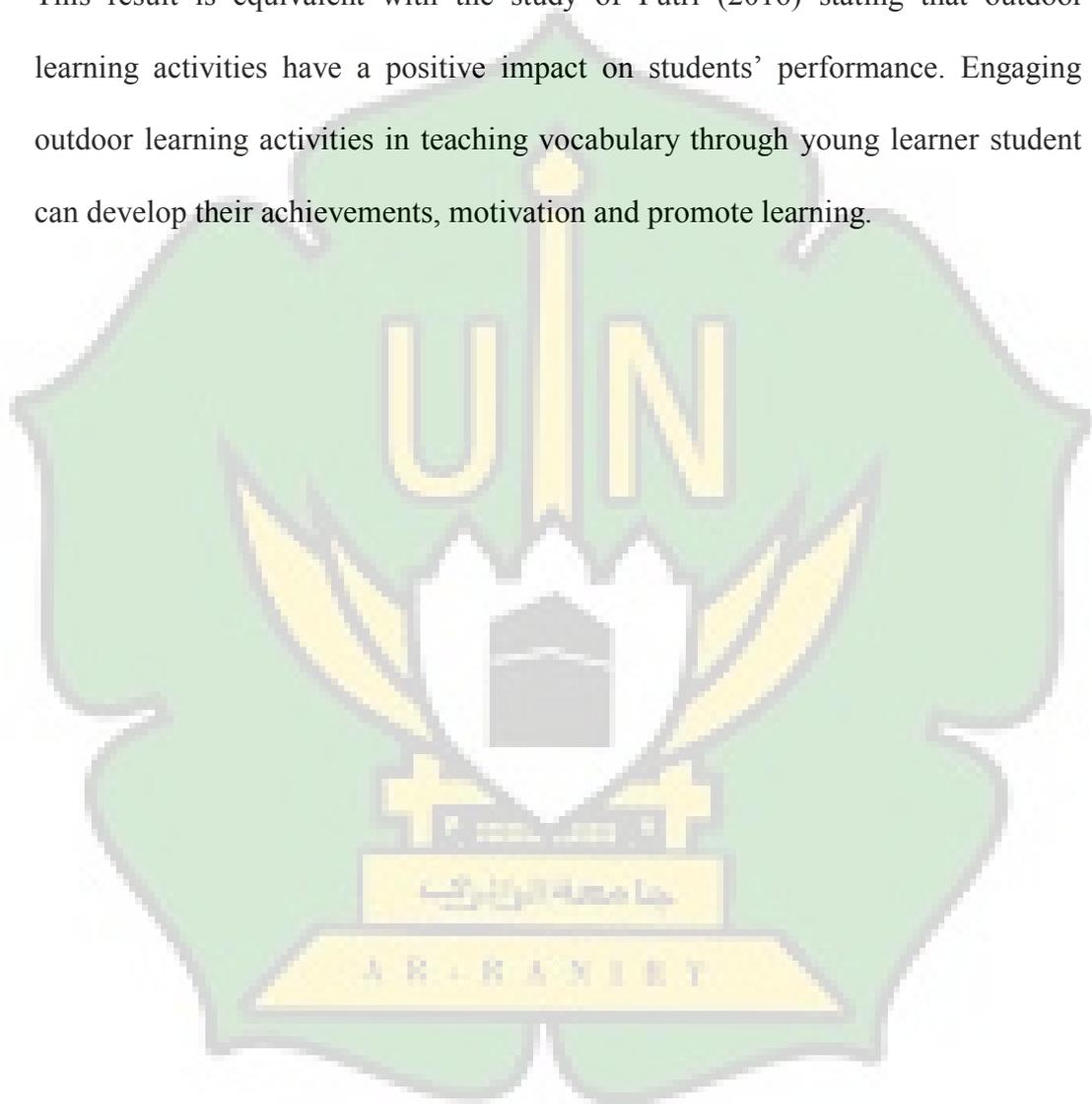
From the points mentioned above, outdoor learning activities can improve students' self-confidence and improve the students' language development. By mastering several of the learning activities, teachers felt more optimistic and courageous when they wanted to teach the students. When students allowed to practice the vocabulary in front of their friends, they can explain to the others

about the word that they talk about because they had a lot of vocabulary. But teachers found the difficulties in implementing this activities. It is very common when applying something, there always are difficulties but there also are solutions to solve it. Besides, frequent practice is one of the most influential variable in the self-confidence. This result is equivalent to Husamah (2013) showing that learning outside is a learning process designed to enable students to learn direct learning materials on the object itself, so that learning becomes more obvious.

Based on the description above, it concluded that the researcher obtained the required data from this data analysis. Research questions have been answered from the respondents' answers. The research question is, "What is teachers' perception about outdoor learning activities toward young learner vocabulary?" In addition, in carrying out this study, the researcher wanted to identify "What is teachers' obstacles in applying outdoor learning activities". From the interview results, the researcher found that the teacher's perception about outdoor learning activities was effective and fun method that can be applied in teaching vocabulary to young learners. But it still has the problems in implementing these activities.

After analyzing the data, the researchers summarized that the teachers faced several difficulties in applying this activities to the students. They assumed that the teachers difficult to manage the time and handle students' behavior during the teaching process. This is due to teachers' time management in teaching and the students' behavior. They find a solutions to overcome this problem. At that time, they decided to make effective ways to control the class and let the students interact with their friends, however they have to follow the rule that is given by

the teachers. The teachers admitted that their decision about to teach in the outside of the classroom was the right one at that time. These results can be seen from the positive influences that outdoor learning is improve their students' vocabulary. This result is equivalent with the study of Putri (2016) stating that outdoor learning activities have a positive impact on students' performance. Engaging outdoor learning activities in teaching vocabulary through young learner student can develop their achievements, motivation and promote learning.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter covers up with conclusions and recommendations based on findings and discussion in the previous chapter.

A. Conclusion

Based on the data of the interview, the result showed that teachers' perception of the outdoor learning activities used in SDIT Quantum School Banda Aceh was able to accomplish the learning targets, but this method took the teachers' effort in planning the students' activity in learning English vocabulary due to the students' problem in learning English vocabulary. On other hand, the teachers agreed that the outdoor learning activities are suitable to be used in teaching English vocabulary because it referred to the students' needs. The teachers believed that outdoor learning activities gave a great participation to support young learners in the teaching-learning process.

Meanwhile, the teachers' difficulties in using this method were the insufficient time and students' behavior. Teachers are difficult to manage time and difficult to handle the differences of students' behavior. To solve this problem, teachers must have different styles. One of them is that teachers have to control the class by arranging fun activities for students and let students interact with their friends as long as the teacher watches them in the learning process.

To sum up, based on the findings of data analysis, it can be inferred that all participants have good experiences in teaching vocabulary by using outdoor

learning activities, it provides proper materials to practice new vocabulary. All participants recommend another teacher to use outdoor learning as the method in the teaching-learning process whether face to face learning classroom or online class. Thus, they can practice consistently to improve their English vocabulary.

B. Recommendations

After discussing the research finding, some recommendations can be drawn as follows. First, the researcher expects that English teachers can practice new vocabulary and take advantage of using outdoor learning continuously. Second, the researcher expects that the result can give teachers accurate information in providing a fun activity for teaching vocabulary supported by outdoor learning at any level of class. And last, the researcher expects that other researchers can investigate deeply related to teachers' perception in teaching vocabulary by using different learning activities, and also elaborate the effectiveness of using outdoor learning activities in various fields and abilities. In line with this, this study has a small sample size, future researcher can use a larger sample size in conducting the research.

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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-6660/UN.08/FTK/KP.07.6/07/2020

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Dr. Nashriyah, MA Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Nurul Mazidah
NIM : 160203059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Teacher Perception Toward Young Learner's Vocabulary Through Outdoor Learning Activities
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Kepala Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

1/10/2021

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-72/Un.08/FTK.1/TL.00/01/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
SDIT Quantum School Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NURUL MAZIDAH / 160203059**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Lambaro Angan Gampong Miruek Taman Kecamatan Darussalam Kabupaten
: Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Analysis of Teacher Perception toward Young Learners' Vocabulary through Outdoor Learning Activities.*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Januari 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 04 Juni 2021

Dr. M. Chalis, M.Ag.

APPENDIX C



SEKOLAH DASAR ISLAM TERPADU (SDIT) QUANTUM SCHOOL

Multiple Intelligences Based

Jl. Fatahillah No.25 Geuceu Iniem, Banda Raya, Banda Aceh
Email: quantumschoolaceh@gmail.com | Fb.quantumschoolaceh Telp: (0651) 8012507

SURAT KETERANGAN

Nomor : 001/QS-B/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Islam Terpadu (SDIT) Quantum School menerangkan:

Nama : Nurul Mazidah
NIM : 160203059
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Universitas : UIN Ar-Raniry Banda Aceh

Adalah benar yang bersangkutan telah menyelesaikan penelitian dan mengumpulkan data di SDIT Quantum School Jl. Fatahillah No. 25 Geuceu Iniem (Gedung B) pada tanggal 06 Januari 2021 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "*Analysis of Teacher Perception toward Young Learners Vocabulary through Outdoor Learning Activities*".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Banda Aceh, 11 Januari 2021
Kepala SDIT Quantum School,


Riani Hilal Ukhras, S. Pd. I.
TIN. 022015 1991 02 001

APPENDIX D

Interview Protocol

**Project: Analysis of Teacher Perception toward Young Learner's Vocabulary
through Outdoor Learning Activities**

Time of interview :
Date :
Place :
Interviewer : Nurul Mazidah
Interviewee :
Position of Interviewee : English Language teacher of SDIT Quantum
School Banda Aceh

The present study conducted to investigate English Language teacher perceptions and how to face the problem that might be happened after the use of outdoor learning activities in learning English vocabulary. An in-depth interview based on Neale (2006) was used to investigate English Language teachers' perception. It will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the ideas about teaching English vocabulary through outdoor learning activities. I would like you to feel comfortable saying what you really think and how you really feel. This conversation will be recorded and everything you say will remain confidential.

Questions

1. What do you know about outdoor learning activity? Have you applied to your student? And how your students feel about it?
2. Does outdoor learning activity enhance your students' motivation in learning English vocabulary? Why?
3. In your opinion, does teaching vocabulary through outdoor learning activity help you to improve your students' vocabulary? Why?
4. Since you used outdoor learning, are the learning activity interesting? Why?
5. How do you manage the time of teaching through outdoor learning activity?
6. If it is scaled, on what scale that students' vocabulary improve after the use of outdoor learning activity? Excellent? Good? Enough? Poor? Why?
7. When is your first time use to teach outside the classroom? How did your student behave during the class? (Did you think that your student feel comfortable and paid full attention during the class)
8. Do you find a difficulty to teach vocabulary through outdoor learning activity your students? Will you mention them!
9. How do you solve the problem during learning activity? For example?
10. Overall, do you recommend teachers to use outdoor learning activity in teaching vocabulary? Why?

APPENDIX E

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

- Please
Initial box
- I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions
- I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences
- I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research
- I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that's on one outside the research team will be allowed access to the original recording.
- I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study
- I agree to take part in this interview:

Participants' Name

Date

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Mazidah

Domicile :jl.LambaroAngan. gampongMiruek Taman. Kec, Darussalam, Kab. Aceh Besar

Telp : 082277201432

E-mail : Nrlmazidah17@gmail.com

APPENDIX F

TRANSCRIPT OF INTERVIEW

Interviewees : English Language Teacher at SDIT Quantum School
Banda Aceh

Respondent 1 : FA

Q: What do you know about outdoor learning activity? Have you applied to your student? And how your students feel about it?

FA: Outdoor learning activity is the activity that we do in the outdoor place without using the classroom, for example: field, yard, and also public place. Outdoor learning activity is one of the fun activity to the student especially young learner. Because the student are exited and interested to learn outside the classroom. The students can express what they wanted to do, they can excellent expressing of their ability what they want to show to all over the world. I have already applied outdoor learning activity to my student in this school. And they feel excited during the class.

Q: Does outdoor learning activity enhance your students' motivation in learning English vocabulary? Why?

FA: Of course, outdoor learning activity does enhance students' motivation in learning English vocabulary. The students can see the real thing that we have taught in the classroom. Because they still beginner in study so it much effective to teach them by seeing directly the thing that we taught. It will make them easier to memorize the vocabulary. After using outdoor learning activity I found how interesting an English vocabulary is. Therefore, I tried

to found more activity that can be used outside classroom to increase students' ability in vocabulary

Q: In your opinion, does teaching vocabulary through outdoor learning activity help you to improve your students' vocabulary? Why?

FA: Yes, it help me to teach the vocabulary outside the classroom to student, because when we do outdoor learning, the student can express their idea. I personally think that my student vocabulary are improved by outdoor learning is like good enough. Because I found that the student can see directly the real thing outside the classroom that makes the student challenged their self to learn new vocabulary through outside classroom. For example I ask them to run, so they can run, when I ask them to claim the tree, so they claimed and when I ask them to walk, they walk. And it cannot happened in the classroom, because when we study in the classroom to do like those activity are much difficult to do, because we know that classroom are not big enough place to do those kind of activity. But outside the classroom the student can express their idea. And it improve student vocabulary, because it not just a word, but they can do action of that word.

Q : Since you used outdoor learning, are the learning activity interesting? Why?

FA: Very interesting and excited. Because when we do this activity we can do anything. They can do action, and they can express their idea related to the topic that I taught. The student can see about the object that we study, example when I taught them about transportations they can see bicycle, motorbike, car and also the bus.

Q: How do you manage the time of teaching through outdoor learning activity?

FA: Before I start to teach, I give the student role that they have to obey. Such as: I give extra time to the student after finish the study. So the student focused during the study and after study they can play with their friend.

Q: If it is scaled, on what scale that students' vocabulary improve after the use of outdoor learning activity? Excellent? Good? Enough? Poor? Why?

FA: Excellent, because in my opinion I can choose, I prefer to choose outdoor learning activity as the method to teach. Because it have much fun and the student can see visual object so when they realize it or not, the student will memorize the vocabulary that we learn before.

Q: When is your first time use to teach outside the classroom? How did your student behave during the class? (Did you think that your student feel comfortable and paid full attention during the class)

FA: Yes, but not so many. Because I love to teach outside the classroom, and so my student. I do well prepare before doing this activity so I can get full of attention from my students and they also feel comfortable to study.

Q: Do you find a difficulty to teach vocabulary through outdoor learning activity your students? Will you mention them!

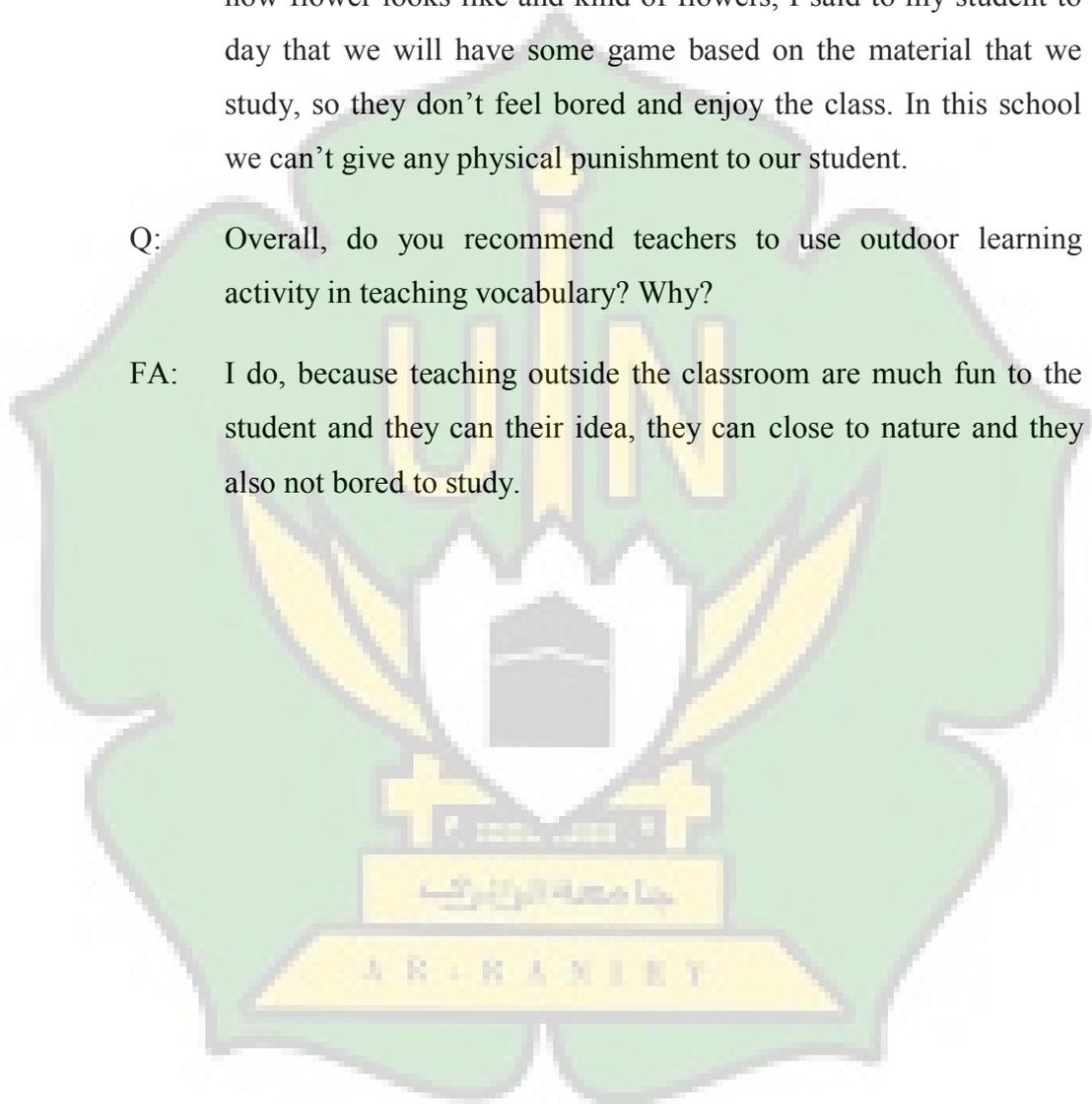
FA: Yes, I do. Such as: the student take a long time, break some rule.

Q: How do you solve the problem during learning activity? For example?

FA: When I find the difficulties during the teaching vocabulary, I try my best to solve it. For example, I try to make them understand about the meaning of word, try to explain more detail to the word that I mean, example when I taught about flower, I will show them how flower looks like and kind of flowers, I said to my student to day that we will have some game based on the material that we study, so they don't feel bored and enjoy the class. In this school we can't give any physical punishment to our student.

Q: Overall, do you recommend teachers to use outdoor learning activity in teaching vocabulary? Why?

FA: I do, because teaching outside the classroom are much fun to the student and they can their idea, they can close to nature and they also not bored to study.



APPENDIX F

TRANSCRIPT OF INTERVIEW

Interviewees : English Language Teacher at SDIT Quantum School
Banda Aceh

Respondent 2 : MW

Q: What do you know about outdoor learning activity? Have you applied to your student? And how your students feel about it?

MW: In the golden age, outdoor activity is mean a lot for student, student love to play and we can't forbid them to play, because they always spend the time to play even in the classroom. Outdoor learning activity is teach us how to involve the student into the interesting activities to build their confident, language development, and they also can experiment all of what they see. Because I believe that the theory of constructivism that experimental persist understanding, not understanding. We don't have to tell the student word by word, but they see, what is that? Oh that's a tree (pohon). They see how tree looks like, they touch and they know the meaning of the word. This school always applied this method in teaching process, not only in English subject but also in another subject. The student are very interesting and the most favorite activities based on student experience is they wanted to study outside the classroom. But in this moment, we have to keep social distance so the student ask us "miss why we don't have fun trip? Why we can't study together with our friend? We can't go somewhere, because fun trip is one of our routine in this school. For example, in the classroom I give them lesson about the thing outside classroom. In their opinion oh there will have a tree, flower, stone and many other. And then

when they study outside the classroom they see that not only tree, flower and stone but outside the classroom it has a grass, security post, and also motorbike and many other simple vocabulary they can ask to teacher.

Q: Does outdoor learning activity enhance your students' motivation in learning English vocabulary? Why?

MW: Yes, because when the student know the word, maybe the student doesn't like English, and they said to us "miss we don't know anything about English" then we tell the student "kids, let's see, this is tree, this is the flower" "we teach them how to pronounce the word correctly and they will memorize the word for longtime. In this school we applied multiple intelligences, because it support student with the difference kind of learning. It will be difference to student who learn by visual and audio. Maybe for the audio student they will improve their English vocabulary by only listen to the teacher. When teacher said flower, she/he know the flower. But for student who learn by visual learning, they will not imagine how the flower looks like, what kind of flower and when they see the flower, they know "oh this is the flower" it conclude that learning activities much motivate the student to learn new vocabulary.

Q: In your opinion, does teaching vocabulary through outdoor learning activity help you to improve your students' vocabulary? Why?

MW: Yes, that mean a lot, because in the morning this school invite the student to come to the class. And in every morning we ask them the password to enter the class, they will mention the word that we already gave. The password that we give is different every one week. Its mean that they realize it or not they have already memorize the new word.

Q: Since you used outdoor learning, are the learning activity interesting? Why?

MW: Very much interesting, because it is kind of our routine. When we don't go outside the classroom, the student will ask why we don't study outside the classroom. When the student ask that, we can conclude that outdoor learning activity was very much fun method to teach to the student.

Q: How do you manage the time of teaching through outdoor learning activity?

MW: It take a lot of time, I start to make to do list before teaching process, I make the rule for the student to make them feel comfortable when they study.

Q: If it is scaled, on what scale that students' vocabulary improve after the use of outdoor learning activity? Excellent? Good? Enough? Poor? Why?

MW: Excellent, learning vocabulary outside the classroom make the student feel easy to know the word and memorize it. Teaching outside classroom is our daily activity that we do in this school. And I feel my student vocabulary are much improving after they learn outside classroom.

Q: When is your first time use to teach outside the classroom? How did your student behave during the class? (Did you think that your student feel comfortable and paid full attention during the class)

MW: It so rushing, very interesting but because of that they act impolitely. They went to somewhere that we don't ask them to go, they don't want to sit and not all the student full attention to me but they love the activity, they feel comfortable during the class and enjoy the class.

Q: Do you find a difficulty to teach vocabulary through outdoor learning activity your students? Will you mention them!

MW: Yes, mostly the difficulties are the time to teach. The differences of learning skill of the student, multiple intelligences that some of them are audio learning and some of them are visual learning,

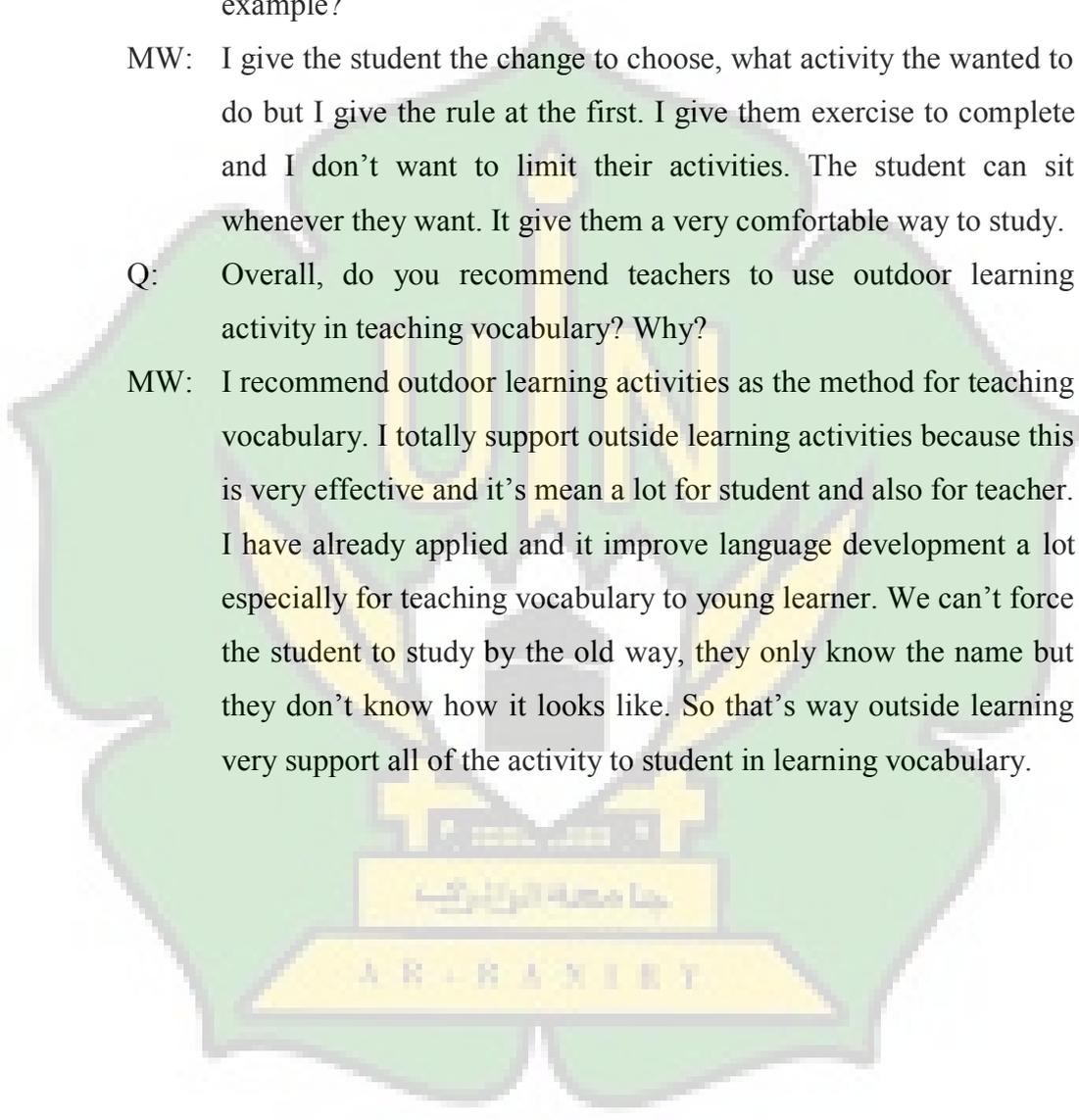
kinesthetic. It will be different and difficult to manage all of the time, engage the student love the subject. One of them want to run, another want to play but still they want to listen teacher.

Q: How do you solve the problem during learning activity? For example?

MW: I give the student the change to choose, what activity the wanted to do but I give the rule at the first. I give them exercise to complete and I don't want to limit their activities. The student can sit whenever they want. It give them a very comfortable way to study.

Q: Overall, do you recommend teachers to use outdoor learning activity in teaching vocabulary? Why?

MW: I recommend outdoor learning activities as the method for teaching vocabulary. I totally support outside learning activities because this is very effective and it's mean a lot for student and also for teacher. I have already applied and it improve language development a lot especially for teaching vocabulary to young learner. We can't force the student to study by the old way, they only know the name but they don't know how it looks like. So that's way outside learning very support all of the activity to student in learning vocabulary.



APPENDIX F

TRANSCRIPT OF INTERVIEW

Interviewees : English Language Teacher at SDIT Quantum School
Banda Aceh

Respondent 3 : YA

Q: What do you know about outdoor learning activity? Have you applied to your student? And how your students feel about it?

FA: Outdoor learning activities is the learning activity that we do outside the classroom, I already applied this activity to my student and they feel happy and interesting to study.

Q: Does outdoor learning activity enhance your students' motivation in learning English vocabulary? Why?

YA: Of course, it's one of my way to motivate my student to memorize new vocabulary. And with outdoor learning activity they can see the real thing that we have taught in the classroom. Because they still beginner in study so it much effective to teach them by seeing directly the thing that we taught. It will make them easier to memorize the vocabulary

Q: In your opinion, does teaching vocabulary through outdoor learning activity help you to improve your students' vocabulary? Why?

YA: Yes, it help student to improve their vocabulary because they see the real thing of the vocabulary.

Q: Since you used outdoor learning, are the learning activity interesting? Why?

YA: They feel interesting during study. But it is depend on the teacher itself. If the teacher can motivate the student, teaching learning activity still much fun for their student.

Q: How do you manage the time of teaching through outdoor learning activity?

YA: I try to do my best to follow all the lesson plan.

Q: If it is scaled, on what scale that students' vocabulary improve after the use of outdoor learning activity? Excellent? Good? Enough? Poor? Why?

YA: Good, because they feel happy. Because main point in teaching, especially to young learner is how to make they feel happy, fun and love to study without any forcing.

Q: When is your first time use to teach outside the classroom? How did your student behave during the class? (Did you think that your student feel comfortable and paid full attention during the class)

YA: We familiarize the students with full of instructions before the class, so they already know what they are going to do outside classroom, do and don't and their activities outside, so when they leave they are all orderly and will definitely be full of attention to the teacher.

Q: Do you find a difficulty to teach vocabulary through outdoor learning activity your students? Will you mention them!

YA: The big problem is about time, karena aktivitas di luarkelastidak mungkin di lakukansetiaphari. Misalnyadalam 1 babterdapat 4 subbablainnya, palinganyacumansekaliatau 2 kali bisa di lakukan di luarkelas.

Q: How do you solve the problem during learning activity? For example?

YA: Because the teacher already control the class, it will minimize the problem that might happened in learning process. But if someday that happened the teacher should try to understand the student

needs, give what the best solution to make them still want to study, if they feel bored, and try to give them a simple game to take their attention again.

Q: Overall, do you recommend teachers to use outdoor learning activity in teaching vocabulary? Why?

YA: I don't really recommend, because the teacher can bring the material to the class. But maybe learning outside classroom also can be a good way to teach vocabulary.

