

6**THE COMBINATION OF OUTDOOR LEARNING METHOD WITH
OBSERVE & REMEMBER GAMES IN TEACHING VOCABULARY AT
EIGHT GRADE OF MTS MUHAMMADIYAH AIMAS**

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This study finds out whether or not the combination of Outdoor Learning Method with Observe & Remember Games on English vocabulary of 8th grade students of MTs Muhammadiyah Aimas is successful. This research is a quantitative research with Pre experimental research design. This research was conducted at Mts Muhammadiyah 02 Sorong Regency. The sample of this study was 22 eighth grade students consisting of 12 female and 10 male. The instrument of this research is a test. The test was divided into two tests, namely pre-test and post-test. based on calculations using the SPSS application, it can be obtained that the N-Gain result is 70.54 (70%) which is declared effective. In addition, the result of t-test shows the value of $P (0.000) < \alpha (0.05)$, which means there is a significant difference between the pretest and posttest. Thus, the alternative hypothesis is accepted (the combination of outdoor learning method with observe & remember game is effective in teaching vocabulary) and the null hypothesis is rejected. In addition, the average score of pretest (41.36) increased to posttest (82.73). In general, the combination of outdoor method with observe & remember game can help students to be more active because students can organize their ideas in learning vocabulary and also remember vocabulary.

Keyword: *Combination Learning, Outdoor Learning, Remember Game*

Abstrak

Penelitian ini untuk mengetahui berhasil atau tidaknya kombinasi Metode Outdoor Learning dengan Observe & Remember Games pada kosakata bahasa Inggris siswa kelas 8 MTs Muhammadiyah Aimas. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian pre-eksperimen. Penelitian ini dilakukan di Mts Muhammadiyah 02 Kabupaten Sorong. Sampel penelitian ini adalah 22 siswa kelas VIII yang terdiri dari 12 perempuan dan 10 laki-laki. Instrumen penelitian ini adalah tes. Tes dibagi menjadi dua tes yaitu pre-test dan post-test. berdasarkan perhitungan dengan menggunakan aplikasi SPSS diperoleh hasil N-Gain sebesar 70,54 (70%) yang dinyatakan efektif. Selain itu, hasil uji-t menunjukkan nilai $P (0,000) < \alpha (0,05)$ yang berarti terdapat perbedaan yang signifikan antara pretest dan posttest. Dengan demikian, hipotesis alternatif diterima (kombinasi metode pembelajaran outdoor dengan permainan observasi & ingat efektif dalam pengajaran kosa kata) dan hipotesis nol ditolak. Selain itu, rata-rata skor pretest (41,36) meningkat menjadi posttest (82,73). Secara umum, kombinasi metode outdoor dengan permainan observasi & ingat dapat membantu siswa menjadi

lebih aktif karena siswa dapat mengorganisasikan ide-idenya dalam mempelajari kosa kata dan juga mengingat kosa kata.

Kata kunci: *Metode Outdoor Learning, Observe & Remember Game, Pembelajaran Kosa Kata.*

I. PENDAHULUAN

vocabulary is the collection of words that an individual knows (Linse, 2005). While V Hornby (2006) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

Hammely in Alfayanah (2014) said that vocabulary is the main basic of construct the ability in speaking and listening in oral communication. Without mastering the vocabulary, students cannot communicate their ideas, emotions, and desires because, vocabulary is important for understanding of knowing names of thing, action and concepts,

acquiring and adequate. Having a wide range of knowledge of structure or competence of very or vary English skill is not enough because our vocabulary is supposed s crucial requirement in studying English.

The basic vocabulary we already know is one of the most important micro-skills to develop when learning a new language. Grammar, vocabulary and pronunciation are important micro skills. However, communicating without vocabulary other than grammar will be more difficult.

Based on the observations of researcher during the survey and distributing test on August 10, 2022, the researcher found several problems including a very low vocabulary, so there were still many students who did not learn vocabulary, almost all students did not understand English vocabulary. This is evidenced by the tests given to students by the researchers when they first jumped in and had an average score below standard, namely (35-45), classified as very low.

To overcome this problem the researcher wants to use the outdoor learning method combined with observation & remembering games so that students find lots of new vocabulary and also provide lots of space for students to hone their skills. students can re-experience vocabulary through a combination of The Observe and Remember with Outdoor Learning so as to increase vocabulary and memory which is getting stronger.

Outdoor activity is something that people can do to unwind a sense of ennui. It is more exciting than indoor activities because it takes place outside. We can be more motivated to learn something when we are outside (Patmonodewo, 2003). According to Roestiyah (2008), outdoor activities are not only enjoyable, but also useful for studying or relying on the material by witnessing the truth. Outdoor activities are educational methods that require students to go outside of the classroom to learn or observe anything, such as exploring the factory, going to the school grounds or gardens, parks and gardens supermarket, and so on. "Game is a good method to break the regularity of classroom practice, because it brings fun and relaxation," remarked Julia Dobson.

The observe and remember game is one of the games that can be used to teach vocabulary. Teachers can play this game inside or outside of class, and they can use whatever they want. This game is useful for testing students' observation and memory. This is a game that can be played almost anywhere and with almost anything. This game was created by Rudyard Kipling (2016) in his book, *Kim* to play, you compete against others to see how much you can recall in a specific amount of time compared to someone else.

Based on the above experiments that have been done. Researcher try to combine the two into a new study with the title "Combination of Outdoor Learning Methods with Observe & Remember Games in Teaching Vocabulary at MTS Muhammadiyah Aimas" the researcher maximized these two combinations in order to increase vocabulary in eight grade MTs Muhammadiyah Aimas

II. LITERATURE REVIEW

2.1 Definition of Vocabulary

Learning vocabulary is crucial to learning a language. Without words, learning a language would be impossible, and there would be no such thing as a language. Ideas are sung by words. They serve as tools for spoken communication. The more vocabulary

we acquire, the more concepts we should have, so that we can convey the concepts more clearly.

According to Huyen and Nga (2003), as cited in Kaosar (2012), vocabulary is an important component of the four skills in language learning. As a result, it is critical for students to learn vocabulary as the foundation for learning the four skills in English, as Cameron (2001) states that vocabulary is a foundation for learning a language at the beginning level.

According to the definition given above, vocabulary is a set of fundamental skills or elements that a learner of a language needs in order to communicate successfully. Additionally, the authors state that to master it, vocabulary is a fundamental element. Naturally, word knowledge is necessary for four different languages. Students who have an inadequate vocabulary will struggle to learn other abilities.

2.2 Observe and Remember Game

This is a game that can be played almost anywhere and with almost anything. This game was created by Rudyard Kipling (2016) in his book, *Kim* to play, you compete against others to see how much you can recall in a specific amount of time compared to someone else.

To play this game, we may simply place a number of items on the table for someone to study and then cover them up after a certain number of minutes or seconds. They must recall as many objects as possible, as well as as many details about each object. The more you play this game, the more detailed it becomes and the more objects you may place on the screen. This is a terrific game that you can play with your kids or your team to teach them to be much better at detecting and recalling details. This game will put your observation and memory skills to the test. This game is fantastic since it will be quite useful in our daily lives.

2.3 Outdoor Learning Method

As we all know, outdoor learning is a type of learning that takes place outside of the classroom or in the schoolyard. Outdoor learning is also known by a variety of other terms that all refer to the same meaning and purpose, including outdoor activities, outdoor study, field learning, and learning outside the classroom. Outdoor learning, according to Komarudin, is an after-school activity that includes activities such as playing in schools, parks, farming/fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge.

According to Karjawati, the outdoor study method is a method in which teachers invite their students to study outside the classroom to see events directly in the field with the goal of familiarizing students with their surroundings. The environment outside of school can be used as a learning resource through the outdoor study method. In this activity, the teacher serves as a motivator, which means that the teacher serves as a guide for the students.

III. RESEARCH METHOD

This research is pre-experimental research. It used one group pretest posttest design. The researcher chose only 22 students as the sample which consist of 12 females and 10 males. The instrument used in research studies is a multiple-choice list of questions asked and given to each respondent during observation. The researcher used a vocabulary test which consisted of 20 items and all the words in were nouns. The research collected the data in pretest and posttest with distributing the vocabulary test to the students. In analyzing the data, the researcher used SPSS analysis in calculating it.

IV. RESULT

In this study the researcher conducted 6 meetings. On the first day the researcher gave

a pre-test with 20 questions consisting of 20 multiple choice questions. At the second meeting, the researcher conducted treatment by teaching the combined method of outdoor learning with observe & remember games. Before starting the lesson, the researcher arranged the students by giving directions for students to divide into groups in the learning process. After carrying out, the researcher remind students during the observe remember period to find as much vocabulary as possible outside the room. After the whole group has observed vocabulary outside the room, the researcher directs them to return to class. The students sit back with the group and collect vocabulary that has been obtained as a result of observing. The researcher reinforce it again by playing observer & rembered games students have to remember a lot of vocabulary they get outside the room. After that, the researcher introduces vocabulary to students by asking several questions about vocabulary, ("what do you get or see when you are in front of the classroom, state the vocabulary). Then, the researcher listed the word in whiteboard and teach them the meaning of each word. At the third meeting until fifth meeting, the researcher did the same thing like second meeting. The difference is only the place that

the students observed. The data analysis show that in pretest, there are 6 or 27% students got very poor. There 15 students or 68% got poor score and only 1 student or 5% got good score. Different in posttest, no students got very poor and poor score. There are 5 or 23% students got good score and 17 or 77% students got very good score. It indicates that there is a significance improvement on the students vocabulary after teach using the combination of outdoor learning and observed and remember game.

Table 1. Mean Score in Pretest and Posttest

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	41.36	22	10.140	2.162
Posttest	82.73	22	5.922	1.262

Table 1. shows that the mean score of students in pre-test is 41 with standard deviation is 10.140. While, in post-test is 82 with standard deviation 5.922. It indicated that the mean score of the students in post-test is higher than pretest.

In proving the hypothesis research, the researcher conduct N-gain tests to determine effective criteria for an overview of the outcome of learning score before and after treatment. Based on the results, the students N-gain value is 70,54% or 70%. If the N-gain value is around 70 and so on, it is included in the effective category, because the students N-gain value is 70,54% or 40%, therefore it can be stated that the can be declared effective in teaching students vocabulary . It mean the Alternative Hypothesis is accepted and the Null Hypothesis is rejected. This explain that outdoor learning method with observe & remember games in teaching vocabulary at eight grade of Mts Muhammadiyah Aimas is declared effective.

Based on the findings above, the impact of combining outdoor learning with observe & remember games can be proven by analyzing the results of the posttest. The results showed that the average posttest scores of students increased after being given treatment. This can be seen through the average score of the students' pretest, namely 41 (poor classification) to 82 (good classification) in the posttest. After analyzing the results of the N-Gain test, the alternative hypothesis which states that the method of combining outdoor

learning with observe & remember games is accepted and the null hypothesis is rejected.

Third, the teaching and learning process becomes more effective. Because the vocabulary according to researchers is needed by students to communicate in everyday life. The researcher only taught vocabulary that was around the outside of the classroom. Vocabulary about nouns and things outside the classroom that they need to know in English. So, they can say those words if they can know many words around the school.

Fourth, students like the method when they teach using the outdoor learning method with observe & remember games. They recognize it as a new teaching method for them in learning English. The combination of learning with the context of students' lives makes them enjoy learning and having fun. It also makes students' scores between pretest and posttest much better after treatment.

V. CONCLUSION

Based on the analysis of the data and discussion in the previous chapter, the researcher concluding as follows:

1. The application of the combined outdoor learning method with observe & remember games is effective in teaching vocabulary. It can be seen that the N-Gain result is

70,54 (70%) confirmed effective. Besides that, the result of T-test is the value of $P (0.000) < \alpha (0.05)$, meaning there is significant difference between pretest and posttests. So that alternative hypothesis is accepted (a combination of outdoor learning method with observe & remember games is effective in teaching vocabulary) and the null hypothesis is rejected. In addition, the average pretest score (41.36) increases posttest (82.73).

2. In general, a combination of outdoor methods with observe & remember games can help students more active because students can organize their ideas in learning vocabulary and also remember the vocabulary of students. It was determined that using nursery song to teach vocabulary was the good media for motivating junior high school students to learn vocabulary.

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