

INCREASING STUDENTS' VOCABULARY BY USING OUTDOOR ACTIVITIES IN CIVIL ENGINEERING DEPARTMENT OF ITN MALANG

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ABSTRACT

English is an important language to communicate for everyone. It makes the government agree to put an English subject at every grade of schools, from elementary school until university. Although the students get that subject from early they still cannot master it well. They are not good in passing through many parts of English, just like the speaking, writing, reading, listening skill, or even the vocabulary. As a matter of the fact above, it makes the teachers have an additional duty to give a better method in teaching them in order that they can accept the lesson well and get a better result at the end. That is why the researcher is interested in conducting the outdoor activities as a method to be implemented in Civil Engineering Department of ITN Malang in the first semester especially for those who take the English subject.

This present study is intended to see how the outdoor activities can increase students' vocabulary in Civil Engineering of ITN Malang, what techniques are used by the researcher in outdoor activities method, and what problems are faced by the researcher in using outdoor activities method. Some vocabularies are taught by the researcher. He gives many kind of vocabulary, just like: noun (electric drill, concrete, etc), adjective (strong, nice), and also verb (connect, jump).

During the two cycles conducted, the students get improvement. At the first cycle, the students get a mean as 77.75. Meanwhile at the second cycle, they get the mean as 88.67. From this result, it is shown that the method is successful. Some suggestions are extended for the other researchers. The other researchers are suggested to apply this method to other parts of English, just like at speaking subject or take the different population to be taken for the next research.

Key Words: Vocabulary, Outdoor Activities.

INTRODUCTION

Background of the Study

National Institute of Technology Malang (ITN Malang) is one of the private collages in Malang which has two faculties and sixteen departments. At all department, English subject istaught in one semester, which is offered

in the first or second semester. The objective of English subject is to develop the students' reading proficiency and their general reading skills including the vocabulary improvement

According to theories of reading, the reader should be given a fundamental and active responsibility for interpretation of meaning. In other words, reading is an active process of constructing meaning from language presentation by graphic symbols (letters) systematically arranged. The meaning abstracted from the text is an outcome of the interaction between the printed page and the reader's cognitive processing capacities. (Harris, Albert J, 1975)

Unfortunately, some researchers have proved that the English reading skill of the most Indonesian students is still far from sufficient. Such a condition leads the researcher to have an opinion that it is necessary to analyze the competence of the learners taking reading class and improving their vocabulary at ITN Malang. This study focuses on one of the factors, namely, teaching method as implemented in teaching techniques. Alexander (1988) states that the teaching qualities, particularly the approach, method, and techniques used in teaching process, are important. Therefore, the researcher intends to study the teaching method to improve the students' vocabularies. This present study is conducted concerning the students taking English subject at Civil Engineering Department at the first semester. The researcher faces three problems, those are: (1) how can outdoor activities increase students' vocabulary in Civil Engineering of ITN Malang, (2) what techniques are used by the researcher in outdoor activities method, and (3) what problems are faced by the researcher in using outdoor activities method. This present study is intended to see how the outdoor activities can increase students' vocabulary in Civil Engineering of ITN Malang, what techniques are used by the researcher in outdoor activities method, and what problems are faced by the researcher in using outdoor activities method. Some vocabularies are taught by the researcher. He uses outdoor activities in improving students vocabularies in teaching English at the first semester for Civil Engineering Department at national Institute of Technology Malang (ITN Malang).

The Problem of the Study

Based of the background of the study, the problem can be formulated as follows:

1. How can outdoor activities increase students' vocabulary in Civil Engineering of ITN Malang?
2. What techniques are used by the researcher in outdoor activities method?
3. What problems are faced by the researcher in using outdoor activities method?

The Purpose of the Study

This present study is intended to see how the outdoor activities can increase students' vocabulary in Civil Engineering of ITN Malang, what techniques are used by the researcher in outdoor activities method, and what problems are faced by the researcher in using outdoor activities method.

RESEARCH ANALYSIS

The Definition of Vocabulary

Vocabulary is total number of words that make up a language or a list of words with their meanings, especially one which accompanies text book in a foreign language (Oxford Advance Learners Dictionary: 1425). From the explanation above, it is known that vocabulary cannot be separated from the word. Much more words can be absorbed by the learners to build sentence. In line with idea above, this is also supported by Webster's New World Collage Dictionary Copyright © 2005 by Wiley Publishing, Inc., Cleveland, Ohio which is stated: (1) list of words and often phrases, abbreviations, inflectional forms, etc. Usually arranged in alphabetical order and defined or otherwise identified as in dictionary or glossary; (2) All the words of a language. All the words are used by a particular person, socioeconomic group, profession, etc; (3) All the words recognized and understood, although not necessarily used by a particular person; (4) An interrelated group of nonverbal symbols, signs, gestures, etc. used for communication or expression in a particular art, skill, etc.

Not only that, the researcher also took a quotation from Lord (in Kalivoda, 1988: 88). He said: Vocabulary is by far the most sizeable and unmanageable component in the learning of many languages, whether a foreign or one's mother tongues. As far any of the world's major language are concerned, every other aspect of language learning is dwarfed by the proliferation of different meaning brought about the contextual variable.

The Kind of Vocabulary

As explained before, vocabulary is a list of words. And now, the students should know the kind of the vocabulary it self, such as: verb, noun, adjective, adverb, and preposition.

The words of the vocabulary itself can be clustered into two main areas, namely content words and functions words. Robert Lado in his book (Lado, 1904: 114) differentiates content words and function words as the following: 1. Content words. Content word is word that has a form or expression which is associated with a content or meaning. e.g.: House (noun), Crowded (adverb), Sleep (verb), and Peaceful (adjective); 2.

Function word is some words in English that are used chiefly to express grammatical function. e.g.: Do, the, Not, or.

The Importance of Vocabulary

When somebody wants to enter a closed place, he needs to look for the key first. It is the only way he can do. It is the same thing when he wants to open the English language world. The first thing he has to do is master the main key first. He will face an endless way when he wants to master English without knowing the best way in learning itself.

In mastery the English, there are four skills that must be passed well by the students, those are: speaking, writing, reading, and listening. For each skill, they have some factors that must be mastered first. In mastery speaking skill, they have to master some factors, such as: vocabulary, grammar, pronunciation, fluency, and comprehension. Meanwhile in writing skill, they have to master vocabulary, grammar, and comprehension. Not different with other skill, in learning the reading skill, they have to master vocabulary, grammar, pronunciation, fluency, and also comprehension. And the last is the listening skill which they have to master vocabulary, pronunciation, fluency, and also the comprehension.

From the explanation above, it is showed that in each skill there is a vocabulary as a thing to be mastered. It means that vocabulary is the main key to be mastered first before going further in learning English. It is impossible to master the English without knowing well about the vocabulary first. Vocabulary is just like a soul in a human body. Human body without a soul, how can life appear? In conclusion, mastering the vocabulary is supposed to master the listening, speaking, writing, and reading skills.

The Way to Teach Vocabulary

There are many ways can do to teach the vocabulary to the students. The following are some of them as suggested by Mukarto (1989: 67-69): (1) Translation: the teacher tells or asks the students the equipment of the English words in Indonesia; (2) Making inference or guessing from context: the teacher asks the students to guess the meaning of the words they hear or read in certain context; (3) Direct linking between the words and meaning: students learn new word through direct association between the words and their reference. Teacher can also adopt this technique but they can do this only if they are willing to spend their time to make the teaching aids available; (4) Giving synonym or antonym: the teacher asks the students to find the synonym or the antonym of the words; (5) Exemplification: the teacher explains the meaning of the new words by giving example of the things, which belongs to the same class. When teaching the word vehicle, the teacher gives example like "a car is a vehicle", a bicycle is a vehicle, etc. Students are to draw a conclusion the meaning of word vehicle from the

examples; (6) Assigning dictionary work: when students are told to look up new words in the dictionary, they should be informed that they might find more than one meaning there and they should choose the one most appropriate with the context in which the word is used.

Besides, Lado (1964: 120) points out, it was taught mostly by translation: either a list of lesson or the translation of the material containing new words or glossaries at the end. Actually, there are various techniques of teaching vocabularies that can be applied during the learning process, as the following: (a) Through the mother tongue. One of the techniques of teaching vocabulary is through the mother tongue that is the teaching of vocabulary using translation in the native language of the learners. The mother tongue can be used for translation or explanation. In this case, the students will translate the words in their mind, and that is useless to prevent them from doing so. Another way, to save the time, other techniques that avoid the use of translation as much as possible are forced to use it for certain words or structures which make the teacher would be difficult to teach by any other means. The reason of using the mother tongue to teach vocabulary is that translation leads to avoid mistakes. The mother tongue is also can be used to explain things such as grammar rules, the production of sounds, differences in pronunciation, and even the meaning of the words and their usage; (b) Through objects. Object can be used to teach not only vocabulary items but also the structures. Some methods use objects to teach just concrete words, but others them to teach the meanings of abstract words, quality words, and structural words. The more concrete the objects, the easier it is to get the meaning; (c) Through action. In this technique, basically the teachers teach words through several actions. Here it refers to dramatization carried out by the teacher or students, lead by the teacher to explain the new words. In line with this matter, Robert Lado (1965:124) stated: "Many actions can be acted out or demonstrated for example: sleep (lean head on hand to one side and close eyes), walk (walk), and stand up (stand up and have class stand up), shake hands (shake hands)". If the teachers act the word sleep, walk, stand up, etc, he says "sleep", then lean her head on head to one side and closing the eyes, or she says "walk" while he is walking in front of the students, and he might say " stand up" with the acting of stand up or have the students stand up and so on. By watching the demonstration, the students will later grap the meaning of the words; (d) Through situation. Harold B.Allen points out as the following: "Presentation and practicing of the vocabulary in a structure and in an appropriate situation should still be regarded as essential. The teaching of vocabulary should be mainly through demonstration in situation." Situation may or may not include action. It can be regarded from the point of view of variation and interest, are: (1) Variation. Some techniques are used to teach structural meaning by varying the situation together with the sentence. For example the teacher says: I am giving my book to Grate, and then she asks the students to do the

same action and say what she is doing. Students are giving the books to their friends. I am giving book to Lata. Then teacher repeats her first action with other objects while the students say what the teacher is doing; (2) Interest. To maintain interest the situation can be dramatized or presented in the form of game, for example, at the first lesson by having the students' introduction one to another with the simple form, "Budy, this is Dicky. Dicky, this is Budy"; (e) Through series, scales, and system. This technique is very useful to teach the meaning of such words as the days of the week, the parties of the day, seasons of the year, etc. Those forms of well known series can be made clearly by presenting them in usual order in the series. Robert Lado (1965:125) says that the following are examples in which this technique is used the day of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, etc. The name of season: Summer, autumn, winter, and spring; (f) Through words in context. Once, the students have acquired a certain vocabulary. Known words may be used to teach the meaning of new words and structures. This is done by putting the new words in verbal context which give them the meaning. The following section will discuss the verbal context including definition, enumeration, metaphor, substitution, opposition, multiple context, and synonym: (1) Definition. In teaching vocabulary, definition can be used effectively if both the pattern and the words employed to define a new word that familiar to the students, for example knife and pilot. The teacher may define the words as the following: Knife: a knife is something to cut with, Pilot: a pilot is someone who flies a plane. Robert Lado (1965: 122) states that definition in the target language may be used effectively if they are expressed in the terms that are better known or more easily guessed than the word that is defined; (2) Enumeration. A meaning can be taught by listing what can be included, for example: cats, horses, and dogs are animals. The teacher lists pens, books, and hats are included as things; (3) Metaphor. If there are two or more things that have a common feature some words may be used for them, and if one is already known, the teacher may assume that the students will see the analogy with the other. For example: the students have known the name of the parts of the body, it will be easy for him to identify the legs of the table, the foot of the mountain or a mouth of a river; (4) Substitution. The meaning of some words can be taught by substituting them for other words or groups of words. For example, the word "it", "there", and "which" are taught as substitutes: The book on the table, It was on the table, He has the book. It was there. He has the book which was there. In this case, the important thing is that the nature of the substitution is made clear to the students; (5) Opposition. The students sometimes have known the meaning of a word; the teachers can call its opposite in order to get an idea of its meaning. The following are some examples of opposites. The underline words are the opposites of the words in the brackets: a. your book is new (old), b. The bottles are empty (full), c. The man is very tall (short); (6) Multiple contexts.

When the meaning of the words in the sentence interacts upon one another, the meaning of a new word can be inferred from its use in number of different sentences. For example if the students see the sentence: the horses cross over the fence, they may feel sure that the movement must be some sort of jump or hop; (7) Synonym. Two words which have similar meaning are often said to be synonyms. The following examples, the words in brackets are the synonym of the underline one. a. He starts the work at 7 o'clock (begin), b. I'm sure to help you (certain). The underline words and the words in the brackets in the examples are not completely equivalent. They merely show partial equivalent; (g) Through parts of the words. Parts of the words are used if the teacher is teaching a word containing of some component as a complex or compound word, she may separate it into its component parts. By this, the students might be familiar with the parts. For example, if the teacher teaches the word "rewrite". Then the teacher separated it into re-write. First of all, the students might be familiar with the word "write", and after the teacher informs them the meaning and the using of "re", they will later understand the "rewrite" fully. Robert Lado (1964:125) said that: The parts of complex and compound words may be more common than the words themselves, separating such words into their component parts often clarify the meaning. Pay attention to the following examples: Disagreement (dis-agree-ment), Unhappy (un-happy); (h) Through self defining context. The context makes the situation clear, and this is turned illuminates the meaning of the new words. Robert Lado (1964:121) explains that teaching a new word using defining context means that the new words to be explained clear and this is turned illuminates the meaning of the new word. The term context may be referred to a sentence, a discourse or a paragraph. The important thing to remember is that the teacher should not teach a word in isolation because a word usually has various meaning of a word is determined by its context: (1) this is a good book (good means nice), (2) He is good in Math (good means brilliant). By putting the words in the context, the students will know to which the word refers to; (i) Through picture. Next is the discussion about how pictures can be used to teach the meaning of a word. Using picture is one of the most successful techniques in teaching English. However, there are much kind of pictures that can be used in teaching vocabulary; those are picture in the text book, picture in the classroom, and picture in the text. (1.) Picture in the text. For teaching the meaning of the words, picture is necessary to be used otherwise the teachers do not teach the students but mislead them instead. The following are the things to be considered in selecting the picture: (a) where a picture is used for the teaching meaning, it is important to make the picture is not ambiguous, (b) For aim of clarity, for instance, a drawing is often better than a photograph; (2) Picture in the classroom. Large objects that are impossible to bring in the classroom such as the mountain, the sun, and the sky can be replaced in the picture. Some methods supplied their own pictures. One

method is including a large classroom picture for very concrete nouns in its vocabulary, including pictures of objects obtained on the classroom; (3) Film and slides. Picture can be supplied in film or slides, for the aim of teaching vocabulary, teaching reading, or as aids in oral and written composition. The teachers are concerned not only with those that can be used on the teaching meaning. These, of course, have to be examined for clarity.

The Definition of Outdoor Activities

The researcher obtained the meaning of the outdoor activities from Wikipedia, the free encyclopedia, <http://en.wikipedia.org/wiki/learning>. An outdoor activities is the activities which done out of the class. It is one of the methods which apply in order to solve many problems faced in one of private junior high school in Malang.

In applying the method, all of the class activities, starting from media used until the techniques used is giving at out of the class. In outdoor activities, the researcher giving some techniques, such as: mapping, describing person, etc. in those games, the students are divided into some groups.

Outdoor activities will teach the students to be alert to their surrounding. For example: the whole of the school area, starting from the gate until the back yard. They are taught to know the vocabularies surrounding the school.

The Importance of Outdoor Activities

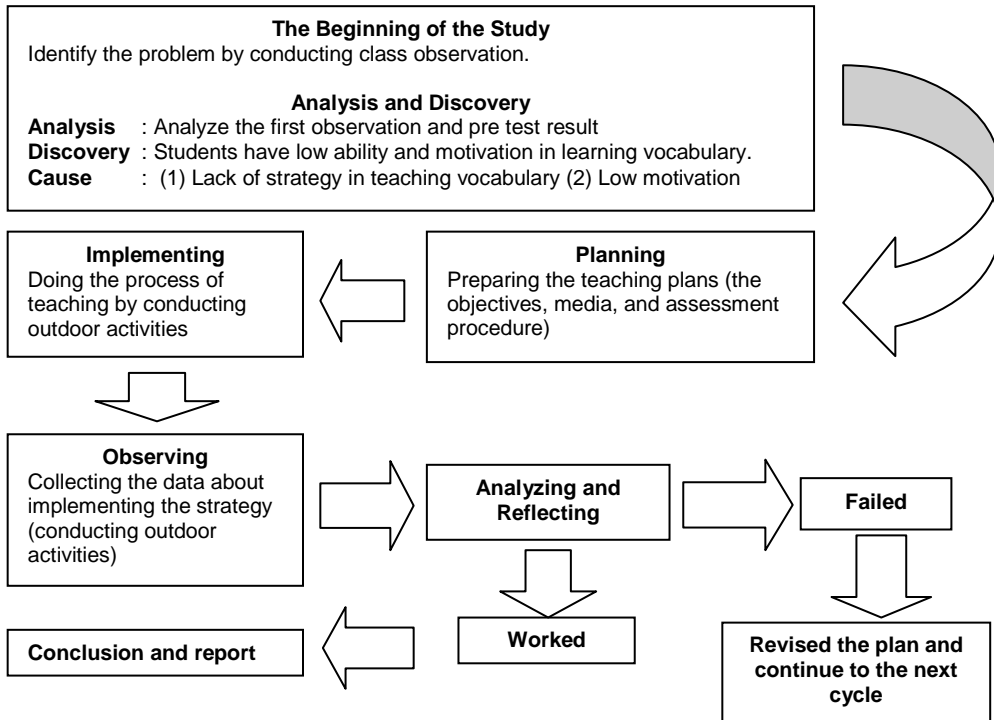
Now days, outdoor activities still rarely used in our education field. Mostly, the teacher gives the lesson just inside which make the students did not find a new or fresh way in transferring the English lesson. On the other hand, the students will make some trouble when they get bored, such as make some distractions, make some body moving, fall a sleep, or ignore the teacher's explanation. Those problems will influence their motivation and also the ability in absorbing the lesson.

By using the outdoor activities, the class will be creating where all of the students must do some activities and body moving, therefore, no one will keep silent. Here, the students will do learning by doing. It can make them easily in remembering what they got because they learn and practice it in one packet of activities. Moreover, by using this kind of method, the class would not be a teacher centered which the teacher the only active person as information given in the class. There will a good interaction between student and student, and also students and the teacher.

The Characteristic of the Classroom Action Research

CAR is different with other research. It has some characteristics. According to Hitchcock and Huge, there are two characteristic of CAR, those are: (1) changing that hoped from the action and (2) the collaboration from the researcher and the students.

The Acting Procedure



(Adapted from: Kemmis and Mc Taggart, 1988)

CONCLUSION

Before conducting the outdoor activities method, the students of Civil Engineering Department in ITN Malang has a lack of vocabulary to remember. It makes them hard to say their ideas during the teaching and learning process. During the lesson, he found that they have no any vocabularies to say. The students looked bored in learning English; therefore they make this subject just as a subject, not a lesson to get something. It proved when the researcher conducted the pre-observation; he saw that nobody was interesting on the lesson and nobody want to answer and active in the class by using English. Moreover, when the researcher conducted the trial test, he found that even in one reading text that consists of 500 words. They only are able to know vocabularies as 7-15 words. That is really bad

result. After that, the researcher conducted the outdoor activities method. This method consisted of two cycles and 8 meetings inside. During joining the method, the students looked interesting. Almost all of the students were following the instructions given in each meeting. There was some improvement that appeared in that class. The students were active in increasing some vocabularies by asking immediately to the researcher. This method was created to stimulate the students to be active and making some body moving. It stimulated them to be curious in some new vocabularies to accomplish the instructions given during the method. The researcher ask them to speak English. However, they speak by using code mixing between English and Indonesian, even they used Javanese inside. Those activities worked well. It can be shown by the students' result. They were passing the researcher's target in remembering and increasing the vocabularies. From the test, they showed that they can increase their vocabularies at least 86 vocabularies in one reading text. But actually, they were mastering more than those vocabularies at the test because in each meeting they always gave many new vocabularies to the researcher.

During the implementation of the method, the researcher was using "games" as the technique. In each meeting, the researcher gave the different games in order not to make the students get bored during the method implementation. Besides, the researcher also wanted to make them speak English therefore the vocabularies given can be practiced well. The researcher chose the light interesting games in order not to make the students confused. Those games were arranged to make them good in coordinating each other. The last purpose is to make the students work with other. However, in conducting the lesson, the researcher was always faced by the weaknesses and also strengths. It was the same thing when the researcher was conducting the outdoor activities method. First, he has the problem concerning with hot weather, it influenced the students' works during the method. It was the same thing when the weather is too cold. The students can be lazy with that condition. They felt sleepy and did not want to join the program seriously. Second, by using this method, the researcher must keep attention to the students all day long. The researcher needed an extra carefully in looking them and also an extra patient to face it.

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