

Improving Students' Vocabulary Mastery Through Learning At Madrasah Aliyah Yadi Funju

Muhammad Ybnu T¹, Muhammad Sahrir Aras²

¹English Education Department, Universitas Tomakaka, Indonesia

²English Education Department, STKIP Tomakaka Tiwikrama, Indonesia.

Email: ibnutaufan125@gmail.com¹

Abstrak

Peneliti menemukan bahwa masih banyak siswa yang merasa bosan saat belajar dan kesulitan dalam menghafal kosakata. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Populasi dalam penelitian ini adalah seluruh siswa MA Yadi Cabang Funju, dan sampelnya adalah siswa kelas X MA Yadi Cabang Funju yang berjumlah 15 orang. Dalam penelitian ini digunakan tiga instrumen pengumpulan data, yaitu wawancara, observasi, dan angket. Selain itu, ada empat analisis data yang digunakan dalam penelitian ini, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini adalah pada siklus I sebanyak 1 siswa dengan presentase 50-69% berada pada kategori cukup. Dan sebanyak 14 siswa dengan presentase 0-49% berada pada kategori kurang. Pada siklus II sebanyak 7 siswa dengan kemampuan di atas rata-rata dengan presentase 70-89% berada pada kategori baik. Sebanyak 6 siswa dengan kemampuan rata-rata dengan persentase 50-69% berada pada kategori cukup, dan 2 siswa dengan kemampuan di bawah rata-rata dengan persentase 0-49% berada pada kategori kurang. Dari hasil tersebut dapat disimpulkan bahwa siswa mengalami peningkatan kosakata sebesar 50-69% melalui pembelajaran di luar kelas.

Kata Kunci: Kosakata, Pembelajaran di Luar Kelas, Penelitian Tindakan Kelas

Abstract

The researcher found that there were still many students who felt bored while learning and had difficulties in memorizing vocabulary. The research methods used are Classroom Action Research (CAR). The population in this research were all students at MA Yadi Cabang Funju, and the sample was the x grade students of MA yadi Cabang Funju with a total of 15 people. Three instruments were used in this research, interview guideline, observation, and questionnaire. In addition, there are four data analyses in this research, namely data collection, data reduction, data presentation, and drawing conclusions. The result of this research that in cycle I, there was 1 student with a percentage 50-69% are in the fair category. And a total 14 students with a percentage 0-49% are in the poor category. In cycles II as many as 7 students with above average ability with a percentage of 70-89% are in the good category. A total of 6 students with average ability with a percentage of 50-69% are in enough category, and 2 students with below average ability with a percentage of 0-49% are in the not enough category. From this result, it can be concluded that students experienced a 50-69% increase vocabulary through outdoor learning.

Keywords: Vocabulary, Outdoor Learning, Classroom Action Research

Introduction

In learning English, one of the factors that becomes a challenge is vocabulary mastery. Vocabulary mastery plays an important role in learning English, and it can be seen in the skills of writing, listening, speaking, and reading. Vocabulary can be defined as the words must be known to communication effectively, words in speaking (expensive vocabulary) and words in listening (receptive vocabulary), (Putri 2022). Vocabulary learning should be a top priority in learning English, so learners or students should be trained for vocabulary mastery from the beginning, so that the improvement of vocabulary mastery becomes better. Vocabulary also plays a key role in English learning as it enables us to express ideas clearly, understand texts well and communicate effectively in everyday or professional situations.

Therefore, in this research, the researcher will explain about improving students vocabulary mastery through outdoor learning. It is important to understand that vocabulary mastery is very important in learning English. Because by improving vocabulary mastery, it will make it easier to use English.

Outdoor learning is a teaching method that successful facilitates active learning through the provision of real-world experiences in which learners interact and critically evaluate subject matter and engage with the topics being taught (Kong.Y 2021). Outdoor learning focuses on direct student learning by observing real objects or practicing knowledge in nature. In this way, learning is expected to be more interesting, easier to understand and memorable. In this learning can take place around the school, even in places that are directly related to the material being studied.

In previous research, which was researched by Agristo and Athia (2017). Entitled "Outdoor learning of English vocabulary". The researcher found some shortcomings such as lack of variety in outdoor learning activities. This study does not discuss in detail the types of outdoor learning activities used. This makes it difficulty is most effective in improving vocabulary acquisition. And this study uses the outdoor methos to measure vocabulary acquisition. This study would be stronger if it explored students' experiences with an outdoor learning and how it a affects their vocabulary acquisition.

Based on the results of observations and interviews at MA Yadi Cabang Funju in Class X, the researcher found that there were still many students who felt bored while learning, found the learning method difficult to understand, student had difficulty memorizing vocabulary, and there were still many students who did not know the vocabulary. In addition, students have inadequate access to supporting resources, such as English books appropriate to their level.

Another problem may be related to the lack of variety in the out-of-class resources offered to students, leading to a lack of variety in vocabulary comprehension. For this reason, the researcher provides a solution, namely outdoor learning which is expected to be able to improve student vocabulary mastery. In addition to understanding student problems, it can help design appropriate solution and provide easily accessible resource.

Improving students' vocabulary mastery through outdoor learning the classroom has a positive impact on their language skills. Using resources outside the classroom can provide a real context for vocabulary use, broaden students' understanding of phrases and idioms, and improve memory through practical experience. It can also stimulate students' interest in English by increasing their motivation. Therefore, involving students in learning activities outside the classroom is an effective strategy to enrich and strengthen their vocabulary mastery.

Improving vocabulary mastery through outdoor learning needs further research because the out of classroom environment provides opportunities for more authentic language use, more diverse social interactions, and exposure to a variety of vocabulary in real life situations. This can improve students' vocabulary retention and holistic communication skills. In addition, researchers can help design more effective out of class learning strategies that meet students' needs.

Method and Materials

This research was conducted in MA Yadi Cabang Funju. This school is located in Benggaulu village, Dapurang district, Pasangkayu district. This research was conducted from May to June 2025 in academic year of 2024/2025. The type of research used is Classroom Action Research (CAR) using Kemmis and MC Teggart model. In this research, the sample was the X Grade students of MA Yadi Cabang Funju with a total of 15 people. Data were taken through Interview, Observation, and Questionnaire. Data were analyzed using Interactive Data Analysis. This study only restricted to improving students vocabulary mastery: noun, verb, adjectives, and pronoun.

Result

The following presents the result of the cycles I students' scores in recognizing vocabulary and nor using the outdoor learning method.

Table 1. The Result of Cycle I

No	Name	Value		Total Value	Average Value	Grade	Ket
		P1	P2				
1	MH	8	13	21	10,5	52,5	Fair
2	RH	6	11	17	8,5	42,5	Poor
3	SA	7	10	17	8,5	42,5	Poor
4	SS	6	12	18	9	45	Poor
5	SA	5	9	14	7	35	Poor
6	HA	7	13	20	10	50	Fair
7	MR	8	11	19	9,5	47,5	Poor
8	MR	5	13	18	9	45	Poor
9	MT	7	14	21	10,5	52,5	Poor
10	MN	7	11	18	9	45	Poor
11	AI	6	12	18	9	45	Poor
12	AN	5	10	15	7,5	35	Poor
13	AR	6	13	19	9,5	47,5	Poor
14	UA	6	13	19	9,5	47,5	Poor
15	AB	5	11	16	8	40	Poor

Based on the result of students' scores in the table above, it can be seen that students' scores in recognizing vocabulary and not using outdoor learning methods are in the percentage of 0-49% in the poor category. This shows that the students have not mastered the vocabulary yet in cycle I. In English class, vocabulary is a very important aspect of learning. The following are the results of students' assessment of their noun vocabulary skill.

Table 2. students score of noun skills

No	Name	Value		Total Value	Average Value	Grade	Ket
		P1	P2				
1	MH	15	14	29	14,5	72,5	Good
2	RH	13	15	28	14	70	Good
3	SA	11	13	24	12	60	Fair
4	SS	12	14	26	14	65	Fair
5	SA	8	10	18	9	45	Poor
6	HA	10	11	21	10,5	52,5	Fair
7	MR	13	15	28	14	70	Good
8	MR	14	15	29	14,5	72,5	Good
9	MT	9	10	19	9,5	47,5	Poor
10	MN	8	10	18	9	45	Poor
11	AI	11	13	24	12	60	Fair
12	AN	12	15	27	13,5	67,5	Fair
13	AR	10	9	19	9,5	47,5	Poor
14	UA	10	15	25	12,5	62,5	Fair
15	AB	8	10	18	9	45	Poor

From the calculation of students' scores in writing vocabulary (without using outdoor learning) above, if presented, it is 50-69%. Thus, the ability of students in reading vocabulary in class X MA Yadi Cabang Funju is fair category.

The following is a list of verb skills assessment of students in class X MA Yadi Cabang Funju.

Table 3. Students score of verb skills

No	Name	Value		Total Value	Average Value	Grade	Ket
		P1	P2			Presentat ion	
1	MH	11	13	24	12	60	Fair
2	RH	10	14	24	12	60	Fair
3	SA	13	16	29	14,5	72,5	Good
4	SS	11	17	28	14	70	Good
5	SA	10	16	26	13	65	Fair
6	HA	9	16	25	12,5	62,5	Fair
7	MR	13	15	28	14	70	Good
8	MR	10	17	27	13,5	67,5	Fair
9	MT	11	15	26	13	65	Fair
10	MN	13	14	27	13,5	67,5	Fair
11	AI	8	18	26	13	65	Fair
12	AN	10	16	26	13	65	Fair
13	AR	11	15	26	13	65	Fair
14	UA	10	17	27	13,5	67,5	Fair
15	AB	10	15	25	12,5	62,5	Fair

The following is a list of adverb skills assessment of students in class X MA Yadi Cabang Funju.

Table 4. Students score of adverb skills

No	Name	Value		Total Value	Average Value	Grade	Ket
		P1	P2				
1	MH	14	15	29	14,5	72,5	Good
2	RH	13	15	28	14	70	Good
3	SA	10	14	24	12	60	Fair
4	SS	15	13	28	14	70	Good
5	SA	9	14	23	11,5	57,5	Fair
6	HA	15	15	30	15	75	Good
7	MR	13	15	28	14	70	Good
8	MR	11	14	25	12,5	62,5	Fair
9	MT	8	14	22	11	55	Fair
10	MN	14	13	27	13,5	67,5	Fair
11	AI	10	14	24	12	60	Fair
12	AN	13	15	28	14	70	Good
13	AR	9	15	24	12	60	Fair
14	UA	12	14	26	13	65	Fair
15	AB	8	13	21	10,5	52,5	Fair

Based on the results above, if it is presented, the scores of students in class X MA Yadi Cabang Funju are 60-70% in the good category.

The following is a list of adjective skills assessment of students in class X MA Yadi Cabang Funju.

Table 5. Students score of adjective skills

No	Name	Value		Total Value	Average Value	Grade	Ket
		P1	P2				
1	MH	10	14	24	12	60	Fair
2	RH	11	12	23	11,5	57,5	Fair
3	SA	11	13	24	12	60	Fair
4	SS	9	14	23	11,5	57,5	Fair
5	SA	12	13	25	12,5	62,5	Fair
6	HA	10	12	23	11	55	Fair
7	MR	8	13	21	10,5	52,5	Fair
8	MR	11	11	22	11	55	Fair
9	MT	13	12	25	12,5	62,5	Fair
10	MN	9	11	20	10	50	Fair
11	AI	10	14	24	11	55	Fair
12	AN	11	12	23	11,5	57,5	Fair
13	AR	8	12	20	10	50	Fair
14	UA	11	14	25	12,5	62,5	Fair
15	AB	9	13	22	11	55	Fair

Based on the results above, if it is presented, the scores of students in class X MA Yadi Cabang Funju are 50-69% in the categorized as fair category.

The following is a list of pronoun skills assessment of students in class X MA Yadi Cabang Funju.

Table 6. Students score of Pronoun skills

No	Name	Value		Total Value	Average Value	Grade PresentaTio n	Ket
		P1	P2				
1	MH	8	8	16	8	40	Poor
2	RH	9	13	22	11	55	Fair
3	SA	7	11	18	9	45	Poor
4	SS	8	12	20	10	50	Fair
5	SA	6	11	17	8,5	42,5	Poor
6	HA	9	12	22	11	55	Fair
7	MR	7	10	17	8,5	42,5	Poor
8	MR	8	14	22	11	55	Fair
9	MT	9	10	19	9,5	47,5	Poor
10	MN	5	11	16	8	40	Poor
11	AI	9	9	18	9	45	Poor
12	AN	9	12	21	10,5	52,5	Poor
13	AR	8	11	19	9,5	47,5	Poor
14	UA	8	10	18	9	45	Poor
15	AB	7	9	16	8	40	Poor

Based on the results above, if it is presented, the scores of students in class X MA Yadi Cabang Funju are 0-49% in the poor category.

Discussion

From the above results, it is known that the students' scores in cycle I calculated using the average formula know that the level of students' ability to understand vocabulary is at a percentage of 0-49% in the poor category. Therefore, to find out the level of vocabulary skills students, researchers used the outdoor learning method in cycle II.

Therefore, obtained the result in table 1.7 regarding the improvement of noun vocabulary in students calculated using the average formula, it is known that the percentage of students' ability at 50-59% is included in the fair category. From this result it can be explained that out of 15 samples, 4 students in the percentage of 70-89% are included in the good category, 6 students in the percentage of 50-69% are included in the fair category, 5 students in the percentage of 0-49% are included in the poor category.

The level of students' ability to master verb is calculated using the average formula and the percentage of ability levels as shown in table 1.9 based on the result in the table, it is know that the level of ability of class X MA Yadi Funju, students is at a percentage of 50-60% in the fair category. A total of 3 students with a percentage of 70-89% were in the good category and 12 students with a percentage of 50-69% were in the fair category.

The scores of MA Yadi Cabang Funju students in the adverb aspect are calculated

using the average formula and the percentage ability level as shown in the table 1.11 in the table explains that the percentage of student scores in the 60-70% in the good category. Where the good category with a percentage of 70-89% is obtained by 6 students and 9 students get a percentage of 50-69% with a fair category.

To find out the students' scores on the adjective aspect by using the average formula and the level of presentation ability as found in table 1.13 in the table, the percentage value of students is at 50-69% with a fair category. It proves that there are 15 students with a percentage of 50-69% in the fair category.

The level of ability of students' scores on the pronoun aspect is calculated using the average formula and the level of presentation ability as in the table 1.15 with the percentage of students ability is at 0-49% with poor category. As many as 10 students with a percentage of 0-49% are in the poor category, and 5 students are in the percentage of 50-69% with fair category.

During the learning period in this study, the researcher found various difficulties faced by grade X Students of MA Yadi Cabang Funju in improving vocabulary skills based on the results of the questionnaire that has been analyzed, the researchers found that the reason why students lack of ability to improve vocabulary skills is the lack of student interest in learning English, and students think that this learning is very difficult. Then the lack of teaching media in the form of English learning books. So that students rarely study the teaching media used by teachers are considered boring by students, and the lack of ability is also due to the lack of memorization of vocabulary.

Based on the results of the interviews conducted with teachers and students of class X, learning is done in a face-to-face way. The teachers explain about vocabulary learning, then the teacher gives tasks to find vocabulary in order to improve the students' skills, which are then assessed based on writing, reading, interpret, memorizing and of course according to pronunciation. For some students whose ability level is above average, they are easy to comprehend.

Some students who find it difficult to do the task then do things outside of learning, such as talking to their classmate, playing mobile phones, and sleeping. Based on interviews conducted with English teachers, several difficulties faced by teachers in teaching vocabulary. The main cause is the lack of minimum guidance for students to improve their vocabulary then changes in the learning curriculum where teachers are required to master competencies and be professional in any learning and lack of mastery of learning materials that will be taught to students.

The results of the interviews with the class X students explained that the difficulty of increasing their English vocabulary was firstly, the suitability of reading words in English where the writing and reading methods were different, secondly, there are still many students who do not have dictionaries and there are also many students who are not familiar with how to use English dictionaries. Thirdly, students are not used to using English in everyday life.

Conclusion

The English vocabulary ability of the students of class XMA Yadi Cabang Funju in the academic year 2024/2025 can be seen from cycles I where the ability of the students with a percentage of 0-49% is in the poor category. A total of 2 students with a percentage of 50-69% ability fall into fair category. A total of 13 students with a percentage ability of 0-49% in the category poor. The improvement of English vocabulary skills of grade X

students of MA Cabang Funju in 2024/2025 school year can be seen from cycle II that as many as 7 students with above average ability with a percentage of 70-89% are in the good category. A total of 6 students with average ability with a percentage of 50-69% are into enough category, and 2 students with below average ability with a percentage of 0-49% are in the not enough category.

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