

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

This chapter contains the finding and discussion of research, the researcher has collected the data by using observation, interview, fieldnote and documentation. The data will be discussed based on the theory explained in chapter II. This chapter is presented based on the research focuses stated in chapter I.

#### A. FINDING OF RESEARCH

In this chapter, the researcher explained about the result of the use of the things around us as outdoor activities on students' vocabulary teaching and learning at 6<sup>th</sup> grade SDIT Al-Uswah Pamekasan and the researcher also observed the situation when the English teaching process done by a teacher.

There are two research focuses that will be explained by the researcher. They are how the teacher use the things around us as outdoor activities on students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan and the students' responses of using the things around us as outdoor activities to help students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan.

To obtain the data related on the using of the things around us as outdoor activities on students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan, the researcher conducted the research 20th January

2020, 21th January 2020 and 27th January 2020 at SDIT Al-Uswah Pamekasan.

In this case, the researcher delivered the research finding gained from observation, interview, fieldnote and documentation. The finding of research included how does the teacher use the things around us as outdoor activities on students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan.

### **1. The Use of The Things Around Us as Outdoor Activities on Students' Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan.**

In this part, the researcher is going to present the finding that deals with the use of the things around us as outdoor activities on students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan, the data is gained from observation, interview, fieldnote and documentation.

The researcher collected the data from the observation in teaching vocabulary at SDIT Al-Uswah of A class, and also the researcher described the teacher's activity in A class.

#### **a. The First Observation**

It was the first meeting of this observation; it was conducted by the researcher on 20 January 2020. The researcher come to the school and observed what the student's did with the teacher before entering to the class. It was started at 12.30 until 14.00; in this case the researcher observed the situation when the English teaching process done by a

teacher at class room. The researcher meets with English teacher whose name is “Wildan Heri Maulana”.

Based on the three steps in teaching and learning process of teaching vocabulary by using the things around us as outdoor activity at SDIT Al-Uswah Pamekasan. They are pre-teaching, whilst-teaching, and post-teaching. Each step will be explained by the researcher as follow:

### **1) Pre-Teaching**

Before starting program, the teacher prepares all the things that will be used, are lesson plan, laptop, projector, mini speaker, students attendance and the things around class (umberella, mug, handphone, fan). After that, the teacher gave greeting to the students and asked the students to pray together. Then, the teacher checks the students' condition and attendance.

Before entering the core program, the teacher told students to read the surah in the Qu'an. In this activity teacher told students to read Surah Al-Imran verses 190-193, and for the smooth running of teaching and learning process, the teacher tells students to pay attention to class cleanliness.

### **2) Whilst Teaching**

In this activities, the teacher explains some material about vocabulary with the theme of things around us using videos. After that,

the teacher explain to the students what the teacher will do with vocabulary by using video in this activity.

First, the teacher divides students into four groups where every group consist 4-5 students. Previously in 6<sup>th</sup>A class it was divided into 4 groups, namely Merak group consisting of 5 male students, Panda group consisting of 5 female students, Komodo group consisting of 4 male students, and Koala group consisting of 5 female students. So the teacher only gives the names of the things around to each group.

Table 4.1 The Name of Group in Class and Task

Name of Student's Group in Class	Name of Student's Group in Task
Merak	Umbrella
Panda	Mug
Komodo	Fan
Koala	Handphone

The second, the teacher told students to write five things around them in outside of the class/school using English. The teacher gives 10 minutes to write. The teacher will make the students understands and memorize vocabulary in written.

Table 4.2 The First Result of Student's Task

Name of Student's Group in Task	Things
Umbrella	1. Tree 2. Chicken 3. House 4. Grass 5. Flower
Mug	1. Tree 2. Sun 3. Butterfly 4. Cloud 5. Grass
Fan	1. House

	<ol style="list-style-type: none"> <li>2. Tree</li> <li>3. Butterfly</li> <li>4. Flower</li> <li>5. Chicken</li> </ol>
Handphone	<ol style="list-style-type: none"> <li>1. Tree</li> <li>2. Grass</li> <li>3. Flower</li> <li>4. Butterfly</li> <li>5. Stone</li> </ol>

The third, the teacher told randomly and choose one student in every group to mention things around them in outside of the class/school using English they had written.

The teacher explains the purpose of this lesson so that students are more confident in using English. In this step the teacher order the students to pronounce the words correctly if the students are wrong in pronouncing the word the teacher will correct them.

### 3) Post-Teaching

In post teaching activity, the teacher gave feed back to the students and asks the students whether they enjoyed the activities or not, then the teacher close the lesson but before going home the teacher give motivated the students to study in the school and their house. and the teacher left the class while saying “Assalamu’alaikum”.

Based on the first observation in teaching vocabulary by using the things around us in outdoor at SDIT Al-Uswah Pamekasan, the teacher could do it successfully, it can be seen from the student’s participation in the class, students can write five vocabulary exactly in 10 minutes.

### **a. The Second Observation**

The second meeting of this research was conducted by the researcher on 21 Januari 2020 the research was started at 12.30 am until 14.00 am. The second observation and meeting in teaching and learning vocabulary by using the things around us at SDIT Al-Uswah Pamekasan, it was little different with the first meeting. Because the teacher using the things around us as outdoor activities. There are three step also in teaching learning process. Each step will be explained by the researcher as follow:

#### **1) Pre-Teaching**

Before starting program, the teacher prepares all the things that will be used, are lesson plan, laptop, projector, mini speaker, students attendance and the things around class (umberella, mug, handphone, fan). After that, the teacher gave greeting to the students and asked the sudents to pray together. Then, the teacher checks the students' condition and attendance.

Before entering the core program, the teacher told students to read the surah in the Qu'an. In this activity teacher told students to red Surah Al-Imran verses 194-196, and for the smooth running of teaching and learning process, the teacher tells students to pay attention to class cleanliness. The teacher repeated the material what they have learned last week.

## 2) Whilst Teaching

In this activity, the teacher gave instruction to the students they will study vocabulary like what they have studied last week. But before the teacher asks to the students, did they still remember the material that they have studied last week. The teacher ask the students to make dialogue with their group in the first meeting based on the name of group and using the things around them that they have written.

Table 4.2 The Second Result of Student's Task

Name of Group	Dialogue
Umbrella	A: Hey what are you doing? B: I play with butterfly C: Wow, the butterfly is beautiful D: Hey, look at the cloud. Now will rain. E: Keep calm, I have umbrella. A: Rain...rain...rain... B: Let me hold the umbrella. E: No. A,B,C,D,E: No...
Mug	A: Huh...today is hot B: of course, the sun is bright C : I feel thirsty, please take the mug on desk D : Ok, wait. C : (Drink) Ah... so fresh. E : I want drink it too. A, B, D, E : Me too...
Fan	A : Let's we play in field B : No, now is hot C : No problem, I have a fan D : I want to borrow first E : No, I'm first C : Hey it is not fair. It is mine A,B,C,D,E: I..I...I...I..I
Handphone	A : I am boring B: How we take a selfie with this beautiful flower? C : Oke let's go

	<p>D : Hey don't take a picture in the class because Pak Wildan will angry</p> <p>E : Yes, you must turn off your handphone</p> <p>B : Ok, I'm sorry.</p>
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The teacher ask the students to learn in outdoor and practice their dialogue in outdoor. In this step the teacher order the students to pronounce the words in their dialogue correctly if the students are wrong in pronouncing the word the teacher will correct them.

The teacher explained that with practice of conversations in outdoor activities will train studets' public speaking and increase students' insights about the things around them.

### 3) Post- Teaching

In post teaching activity, the teacher gave feed back to the students and asks the students whether they enjoyed the activities or not. Then the teacher close the lesson but before going home the teacher give motivated the students to study in the school and in their house. And their teacher left the class while saying "Assalamu'alaikum"

Based on the first observation in teaching vocabulary by using the things around us as outdoor activities at SDIT Al-Uswah Pamekasan, the teacher could do it successfully, it can be seen from the student's participation in outdoor activities, students can make a dialogue using



the things around us and practice it outside the room (outdoor activities) the students feel interested and enjoy.

## **2. The Students' Responses of Using The Things Around Us as Outdoor Activity to Help Students' Vocabulary Learning at SDIT Al-Uswah Pamekasan.**

To obtain the data about the things around us as outdoor activity that can help the students in learning vocabulary, the researcher used observation and interview. The researcher will interview with the English teacher and the students of 6A class at SDIT Al-Uswah Pamekasan.

The use of the things around us as outdoor activity in students' vocabulary teaching and learning made the students feel interested or enjoyed and the students got new experience in learning English vocabularies by using the things around us. By this media and activity, the students can share with the group about information or knowledge they have learned. This media and activity can make the students get many vocabularies. They also look for some words in dictionary. They look for word dictionary when the teacher asked the students to find and write the things around them in outside of the class and make a dialogue with their group. So this media and activity can help the students in learning vocabulary to be better.

To support the data the researcher do interview with the students and the teacher. The results of the interview are:

When the researcher asked about Teacher's opinion about the things around us as outdoor activities on students' vocabulary teaching and learning. The English teacher's answered it:

“I think this media and activity is easy to learn and I think the students love this activity because the media that I used very easy to learn”<sup>1</sup>

Based on the English teacher's statement above, the researcher can conclude that the things around us as outdoor activities are very liked by students because the use of media in outdoor activities is very easy to implemented by teacher and students.

When the researcher asked the English teacher about the reason of using the things around us as outdoor activities on students' vocabulary teaching and learning. The teacher said:

“In this school we have to adapt the themes with methods. So, sometime we use this media and activities in learning process. And I think this media and activity are very easy to use and also fit with the current theme. This media and activity is very suitable for use in elementary school because it can be used on any theme”<sup>2</sup>.

Based on the teacher's statement above the researcher can conclude that teacher often uses media the things around us as outdoor activities because the teacher feels that these media and activities are very easy to use and suitable for use on any theme.

When the researcher asked the English teacher about another media that is used in outdoor activities. The teacher said:

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<sup>1</sup> Wildan Heri Maulana, Interview, 27 Januari 2020.

<sup>2</sup> Maulana.

“I use media by adjusting to the theme, like when the weather theme I tried to use the things around us (umbrella, mug, fan, handphone) and then I will use a more varied media”.<sup>3</sup>

Based on the teacher statement above the researcher can conclude that the media used change according to the learning theme.

When the researcher asked to the English teacher about kind of vocabulary that is learned. The English teacher’s answered it:

“Today the learning theme about the weather and the type of vocabulary used is about the kinds of things related to the weather and are associated with the things outside the room”.<sup>4</sup>

Based on the teacher statement above the researcher can conclude that the kinds of vocabulary used is related to the learning theme. For example in the weather theme, the teacher will use weather related media such as the names of things used when it rains like umbrella, rain coat, etc.

When the researcher asked to the English teacher about whether the teacher uses the things around us as outdoor activities. The teacher said:

“I use the things around us as outdoor activities when English lessons are combined with thematic lessons. I use outdoor activities because it can adapt to existing themes”.<sup>5</sup>

Based on the teacher’s statement above the researcher can conclude that the teacher using the things around us as outdoor activities in

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<sup>3</sup> Maulana.

<sup>4</sup> Maulana.

<sup>5</sup> Maulana.

English lessons when it combined with thematic lessons and it can be used with appropriate themes.

When the researcher asked to the English teacher about students' responses in using the things around us as outdoor activities on students' vocabulary teaching and learning. The teacher said:

“I think the students very love this method because they can explore the things around us. So not only study in the classroom, students really like to study outdoors because they feel more free and active”.<sup>6</sup>

Based on the teacher's statement above the researcher can conclude that the students of 6A class very love the things around us as outdoor activities. The students more free and active when the teacher give this media and activity because they feel a different way of learning English.

When the reseacher asked to the English teacher about how well the things around us as outdoor activities encourage the students' vocabulary teaching and learning. The teacher said:

“In my opinion this method is quite good for the development of students' vocabulary because learning the names of the things around us can be a new method in the development of English vocabulary. And this media can combined with some activities like outdoor activities that we have implemented. So, I think the students feel easy to memorizing vocabulary quickly”.<sup>7</sup>

Based on the teacher's statement above the researcher can conclude that the teacher feels easy to use the things around us as outdoor

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<sup>6</sup> Maulana.

<sup>7</sup> Maulana.

activities because the media “the things around us” can be combined into several activities, especially outdoor activities in the form of conversation, games, etc. And it can make it easier for students to remember vocabulary in English.

When the researcher asked to the students about the students’ feeling when they learn English Vocabulary. Rian said:

“I am not happy because it is rather difficult to read English writing (saya tidak senang, karena agak susah untuk membaca tulisan bahasa inggris)<sup>8</sup>.”

The student are not happy when learning English vocabulary, according to Rian, learning English vocabulary is a bit difficult because student don’t know how to read and pronounce words or sentences in English. But, it is not the same as the statement of one student named Naufal said that;

“I feel happy because it’s easy and has become my habit from childhood (saya merasa senang, karena mudah dan sudah menjadi kebiasaan saya dari kecil)<sup>9</sup>.”

According to students’ statement, student likes learning English vocabulary because students find it easy to learn it. The specific reason from students is because he was accustomed to learning English vocabulary from childhood so that it made it easy to learn new vocabulary in English. Same with Rina's statement that:

“I feel happy because I can learn new things using English (saya merasa senang, karena bisa mempelajari hal-hal baru menggunakan bahasa Inggris)<sup>10</sup>.”

<sup>8</sup> Rian Pratama Putra Hermanto, Interview, 27 Januari 2020.

<sup>9</sup> Abdillah Krisvananda Naufal Fadhil, Interview, 27 Januari 2020.

Student feel happy to learn vocabulary because according to him students can know and learn new words using English. Similarly, the statement by Khanza said that:

“I feel happy because learning English vocabulary makes it easy for me to talk to foreigner (Saya merasa senang karena belajar kosakata bahasa Inggris membuat aku mudah untuk berbicara dengan orang asing)<sup>11</sup>.”

Students feel happy to learn vocabulary in English. According to students' statement, learning English vocabulary has many benefits, one of which is that students find it easy to talk to foreigner. Inversely proportional to Bella's statement that:

“I am not happy because it is still difficult to read writing in English (Saya tidak senang, karena masih kesulitan untuk membaca tulisan bahasa Inggris)<sup>12</sup>.”

Students are not happy to learn English vocabulary, according to students' statement learning English vocabulary is quite difficult because English pronunciation in written form is very difficult to read.

Based on the student's statement the researcher concluded that the average students feels happy in learning vocabulary because they can find out new things using English and makes easy to talk to foreigner. But not a few also say that students are nor happy to learn vocabulary because it is difficult to read and memorize.

When the researcher asked to the students about students easier to remember new vocabulary after using the things around us as outdoor activities. Rian said:

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<sup>10</sup> Syarafina Nur Damayanti, Interview, 27 Januari 2020.

<sup>11</sup> Khanza Tabina, Interview, 27 Januari 2020.

<sup>12</sup> Nabila Dianita, Interview, 27 Januari 2020.

“Easy, because it’s easy to understand and not as difficult as before using the media and activities (Mudah, karena mudah dipahami dan tidak susah seperti sebelum menggunakan media dan aktivitas itu)<sup>13</sup>.”

In the previous statement, the student said that he was not happy to learn vocabulary in English because according to him vocabulary in English was difficult to read. However, after the teacher uses the things around as outdoor activities, students find it easy to learn English vocabulary because students easily understand English words if using the things around them directly. Similar to the Naufal’s statement said that:

“Easy, because it is very fun and can see things that are learned directly (Mudah, karena sangat menyenangkan dan bisa melihat benda-benda yang dipelajari secara langsung)<sup>14</sup>.”

Students find it easy to learn English vocabulary. According to him, learning English vocabulary using the things around as outdoor activities is very fun because he and his friends can learn the names of objects by looking at these objects directly so that it can be easier for them to remember the names of objects learned. Same with Rina's statement that:

“Easy, because it is practiced directly (Mudah, karena dipraktikkan secara langsung)<sup>15</sup>.”

Students say that it is easy for them to learn English vocabulary after using the things around as outdoor activities because they can learn the objects while practicing student assignments directly, this is because the learning methods used by the teacher are different from

<sup>13</sup> Pratama Putra Hermanto, Interview.

<sup>14</sup> Krisvananda Naufal Fadhil, Interview.

<sup>15</sup> Nur Damayanti, Interview.

before, students feel learning things around as outdoor activities more fun. The same statement was made by Khanza said that;

“Easy, because we learn English with things directly and we can combining the things around us (Mudah, karena kita belajar bahasa Inggris dengan bendanya secara langsung dan kita bisa sambil mengkombinasikan benda-benda disekitar kita)<sup>16</sup>.”

Students say it is easy to learn English vocabulary using the things around as outdoor activities because besides being able to recognize the names of things in English that can be seen directly, students can increase their creativity in using these things, for example when the teacher asks to students to make dialogue using the things around them that the teacher has chosen, students can combine selected it with other things that are around them. Different from other opinions Bella said that;

“It’s difficult, because it’s still hard to memorize vocabulary in English (Susah, karena masih susah untuk menghafal bahasa Inggris)<sup>17</sup>.”

Students still find it difficult to learn English vocabulary despite using things around as outdoor activities, students feel unable to remember / memorize English vocabulary well because English writing is difficult to read.

Based on the student’s statement the researcher concluded that dominant students fined it easy after using the things around us as outdoor activities because the students can see the things directly so

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<sup>16</sup> Tabina, Interview.

<sup>17</sup> Dianita, Interview.



that students easily memorize and remember the names of things using English.

## B. DISCUSSION OF THE RESEARCH

In this section, the researcher would discuss the research focuses give the first how does the teacher use the things around us as outdoor activity on students' vocabulary teaching and learning and the second the students' responses of using the things around us as outdoor activities to help students' vocabulary teaching and learning.

In teaching learning process, the media is very important things because the media is very helpful to the understanding of students. So in this case the English teacher uses the media in outdoor activity that is suitable to teach English in order to teaching and learning successful, increase student's knowledge especially about vocabulary.

At 6<sup>th</sup>A grade students at SDIT Al-Uswah Pamekasan the English teacher using of the things around us as outdoor activities on students' vocabulary teaching and learning. The more vocabulary of children's knowledge about the real world, the faster their cognition develops, especially in the ability to think convergent, divergent, and the ability to make judgments.<sup>18</sup> And it's implemented in the things around us as outdoor activity. The activity found to give practice in all skill (reading,

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<sup>18</sup> Rachmawati dan Kurniati, *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak*, 56.

writing, listening, speaking). The use of the things around us as outdoor activity can help the teacher on students' teaching and learning.

### **1. The Use of The Things Around Us as Outdoor Activities on Students' Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan.**

In teaching learning the teacher must effort to the students based on the situation. The suitable media determines the goal of teaching learning process. So, as the teacher must choose a good media or suitable media to build up, and also can help the student in learning vocabulary.

In teaching English young learners is not easy. So, the teacher must have many strategies to make the students understand the materials. The teacher must be creative in teaching learning process. Based on the data gotten from the observation in use of the things around us as outdoor activities at SDIT Al-Uswah Pamekasan the teaching learning process is good enough. It shows that in teaching learning process especially in teaching vocabulary is necessary for teacher to use a media and activity in classroom or outdoor activity. Because by using the things around us as outdoor activities the students easy to memorize the vocabulary. It is suitable with the statement of Anwas. He said on his book that the environment as a learning media is that learning can be done at any time when there is an opportunity. Similarly, learning doesn't require special equipment, such as: books, special rooms, electricity, and other facilities. In learning, costs are

often constraints. By utilizing the environment as a learning media, it can save education costs. Here, with an understanding of the environment, means the teacher can harmonize the development of information and innovation with the demands of the needs of students in the field.<sup>19</sup> Teaching learning vocabulary at 6<sup>th</sup>A grade students at SDIT Al-Uswah Pamekasan if the teacher uses good media such as the things around us as outdoor activity.

In teaching learning process by using the things around us as outdoor activity, the teacher gives explanation some material about vocabulary with the theme of things around us. The use of the things around us needs many vocabularies because the media will be mention about many things around us in outside of the class. So, when the students mention it, the students will look for word by word in dictionary. The teacher gives material about the things around us before began the activity.

In the activity the teacher divided into four group. every group consist four and five students. The teacher told students to write five things around them in outside of the class/school using English. And then the teacher told randomly and choose one student in every group to mention things around them in outside of the class/school using English they had written. In next meeting the teacher ask the students to make dialogue with their group in the first meeting based on the name of group and using the things around them that they have

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<sup>19</sup> Ahmadi dan Ibda, *Media Literasi Sekolah*, 354.

written. The teacher ask the students to learn in outdoor and practice their dialogue in outdoor.

By using the things around us as outdoor activity on students' vocabulary teaching and learning the English teacher at 6<sup>th</sup>A grade students at SDIT Al-Uswah Pamekasan can make the students motivated and understand during teaching learning process. The students feel easy to memorize and understand the vocabulary. It is suitable with Walia's statement the things around us can improve of student skill and student activity with the way the game image. He learning process more effective, efficient and enjoyable. Students can actively engage in learning activities.<sup>20</sup>

In the condition of class when the teacher explanation material by using outdoor activity. The students feel interesting and the students feel spirit to join the learning. Each students look for many word in dictionary by using the things around us. Where the things around us as outdoor activities make the students get motivation in learning vocabulary. Based on the observation, the researcher finds the students look for word in dictionary before come foward.

The result of explanation above shows that all of students followed the activity, the things around us as outdoor activity can make the students more free and active outside of the class. The students get many vocabularies in using the things around us as outdoor activity.

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<sup>20</sup> Walia, "Management of English Learning Through Game Things Around Us on SMK Students," 381.

So, where the things around us as outdoor activities is very good when used at 6<sup>th</sup>A grade students at SDIT Al-Uswah Pamekasan.

## **2. The Students' Responses of Using The Things Around Us as Outdoor Activity to Help Students' Vocabulary Learning at SDIT Al-Uswah Pamekasan.**

The things around us as outdoor activity can help the students in learning vocabulary. It can be known based on the result of observation, interview, fieldnote and documentation to the English teacher and the students done by the researcher, start first meeting to the second meeting. The finding of research show some important points from teacher and students' statement as follows: (1) The students can add their vocabulary, (2) The students easily memorize the names of things using English and more active in doing activities. The following were the detail information about the finding of research;

### **a. The Students Can Add Their Vocabulary**

This statement is supported by the following the first result of students' task at the first meeting where the teacher divides students into four groups where every group consist 4-5 students. After that the teacher gave the task to students to write five things around the school used English and were given a 10 minutes time to write it down. They are looking for things around their school and use a dictionary to translate the words from Indonesia to English.

## 4.3 The Result of Students' Task

<b>Umbrella</b>	<b>Mug</b>	<b>Fan</b>	<b>Handphone</b>
Tree	Tree	House	Tree
Chicken	Sun	Tree	Grass
House	Butterfly	Butterfly	Flower
Grass	Cloud	Flower	Butterfly
Flower	Grass	Chicken	Stone

Based on the above table, the researcher sees that the result of students' task at first meeting get a better progress.

b. The Students Easily Memorize the Names of Things Using English and more Active in Doing Activities

The things around us as outdoor activities can make the students easily memorize the names of things using english, it can be seen from the student's statement in finding of research. The students also were more active in doing their activities, it can be seen from their activities when the teacher told the students to make a conversation from the things around them with their group. they learned and worked together with their group, without disturbing each other. The students can practice their conversation in outside of the class. Piaget said that:

“The children should be active, brave and have high motivation in learning, therefore they will get successful in the future, and the teachers are able to guide them by giving appropriate media, but the most important is the children are able to understand knowledge by finding itself”.

From the above statement, it could be conclude that the activeness and high motivation was really needed in conducting teaching and

learning process. Having high motivation and activeness in early education would influence their successful in the teaching and learning process.

Student's responses is very important because it determines the successful of the use of the things around us as outdoor activity on students' teaching and learning. When the students respond well such as takes a part in the activity especially in teaching vocabulary by using the things around us as outdoor activity, it means that the students feel happy and enjoy with this media and activity.

In this case, there are various responses got from the students.

1. The student likes the things around us as outdoor activity
  - a. The responses from Rian's statement "I like it, because it is easy to learn and the vocabulary used is easy and good"
  - b. The responses from Naufal's statement " I like it, because it is fun. I can see things around me directly"
  - c. The responses from Fina's statement "I am happy, because I can see things and surroundings directly"
  - d. The responses from Khanza's statement "I am happy, because it makes it easy for us to remember the learned vocabulary"

From some the students' responses above, the things around us as outdoor activity is a good way in teaching learning vocabulary

because they can memorize the vocabulary easily, get new knowledge, get new vocabulary, feel happy join learning process and the students more understand the materials quickly. Based on the Puspita Ratri book that learning outside the classroom can build students' thinking, creativity, intuition and innovation power in learning.<sup>21</sup> They can motivate in learning vocabulary. Students can memorize vocabulary and the students can look for many words by using this media and activity.

2. The student does not like the things around us as outdoor activity

The responses from Nabila's statement "I don't like it because it's still hard to memorize".

From some student's responses above, the things around us as outdoor activity is difficult way in teaching learning vocabulary because they feel difficult in memorizing vocabularies. Previously students were not accustomed to using English in their daily lives and only learned English while in class. So that makes students less motivated and not eager to learn. The teacher must also improve the way of learning to students who are not accustomed to using the things around as outdoor activities in teaching and learning vocabulary, But the student still memorize vocabularies because they know that vocabulary is one of the important aspect of foreign language

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<sup>21</sup> Puspita Ratri, Iswahyuni, dan Lailiyah, *Mengajar Bahasa Inggris Untuk Anak Usia Dini*, 28.



learning, although the students not suitable using the things around us as outdoor activities until they can speak English step by step.

Based on the result of interview with the teacher that how well the things around us as outdoor activities encourage the students' vocabulary teaching and learning. The teacher said that this method is quite good for the development of students' vocabulary because learning the names of the things around us can be a new method in the development of English vocabulary. And this media can combined with some activities like outdoor activities that we have implemented. So, the teacher think the students feel easy to memorizing vocabulary quickly.

The researcher will make the data valid by comparing the data using source triangulation. Based on the teacher in using the things around us as outdoor activity the teacher easy in teaching learning vocabulary. By using the things around us as outdoor activity the teacher make the students understand the material quickly. According the students the things around us as outdoor activities can help the students in learning vocabulary.