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# OUTDOOR EXPERIENTIAL METHOD FOR ENHANCING STUDENTS' VOCABULARY

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## Abstract

The purpose of this study was to examine the relationship between students' interest in learning through outdoor activity and their vocabulary mastery, as well as whether or not the use of outdoor experiential methods can improve students' vocabulary mastery and whether or not the students are interested in learning vocabulary in this way. This study used quantitative methods, specifically in the form of a quasi-experimental design, to address the aims. Thirty second-graders from Class VIII A served as the experimental group in this study, which was conducted at SMP Darul Aman in March 2020. Thirty second-graders from Class VIII B served as the control group. The researcher administered questionnaires to students to gauge their interest in the outdoor experiential technique and conducted vocabulary tests for the pretest and posttest to get information about the students' progress in vocabulary mastering. Three conclusions come from this study: 1) The students were interested in using the outdoor experiential method to learn vocabulary, 2) the students' interest in the method was positively correlated with their vocabulary mastery, and 3) the outdoor experiential method proved effective in improving students' vocabulary mastery.

**Keywords:** English Language Teaching, Vocabulary Mastery, Outdoor Experiential Method

## INTRODUCTION

The majority of English learners in Indonesia concentrate on learning grammar and pronunciation so they can talk smoothly and write grammatically like native speakers (Panggabean, 2015). However, vocabulary is actually more significant than those linguistic components.

Whether studying a language is your first language, second language, or a foreign language, learning vocabulary is essential (Zhang, 2015). It demonstrates how crucial vocabulary learning is. As a result, the writer of this study concentrated on vocabulary mastery as one of the English language's components because it is a crucial component to acquire. The ability to speak and convey in a language cannot be formed without vocabulary competence (Mothe, et all,2015).

Unfortunately, one of the issues that English language learners run across is vocabulary. Due to a lack of vocabulary, many students found it difficult to communicate in English both orally and in writing. Without a strong vocabulary foundation, learning English can make it difficult to talk and impossible to respond to questions both orally and in writing (Thornburry & Harmer, 2002). So that students can develop and improve their vocabulary, teaching vocabulary requires any strategy that is implemented based on their level and needs.

It was clear that many English language learners still had issues with vocabulary mastery. The issue may be brought on by the tailored instruction provided by the teacher, the method employed, the students' lack of enthusiasm and interest in learning English,

or possibly the students' challenges with vocabulary mastery (Bazo et al., 2016). Additionally, many English professors teach terminology to the students in a boring manner, claims Marcellino (2015). Only lists of words to memorize or requests to seek up words' definitions in dictionaries are given to students by their teachers. The students will become disinterested in acquiring vocabulary. Additionally, the students at SMP Darul Aman showed a continued lack of vocabulary knowledge, according to the researcher's observations. Even now, they still did not understand most of the English jargon used around the school.

In order to achieve the learning objective and make English a more appealing subject for the students, it was required to construct a teaching learning process that is engaging and reassuring to them. The researcher offered outdoor experiential technique as a potential remedy. The use of outdoor experiential learning in vocabulary instruction can make learning vocabulary considerably more exciting and enjoyable. Because of the more intriguing conditions, it might boost students' interest in the learning process (Waite, et al, 2016).

The outdoor experiencing technique offers many advantages to language learners. Engelci (2013) claims that the outdoor experiential method involves students actively in the learning process, offers a challenge that motivates students to push themselves, makes it easier for students to forget they are studying because they get caught up in the enjoyable activities of the learning process, and promotes collaborative learning through active participation in group discussions and real communication.

The researcher was asked to conduct a study to determine the effectiveness of outdoor experiential method for improving students' vocabulary at SMP Darul Aman as well as to uncover the students' interest in the learning activity using outdoor experiential method and determine whether or not it is correlated with their vocabulary mastery. This study took into account the problems the students faced with vocabulary mastery as well as the advantages of outdoor experiential method. Thus, the study's title, "Teaching Vocabulary via Outdoor Experiential Method," seemed appropriate.

The method of teaching vocabulary and the use of outdoor experience methods for language instruction have been the subject of research. Sopamena (2016) discovered that students at Ambon Islamic State University responded favourably to the outdoor experiential method. They found this strategy to be both challenging and inspiring. In addition, the English-learning performance of students benefited from the activities based on this strategy because they were more engaged in asking questions and excited about completing tasks.

In accordance with the aforementioned finding, Asmara (2016) discovered that secondary school students at YPI Darussalam Gresikenenjoyed non-formal activities, such as playing games, participating in competitions, and going on adventures outside the classroom, and that their interest in English learning increased during the implementation of the program.

In contrast to earlier findings, Larsson (2014) found that pupils responded poorly to the outdoor experience approach of learning used in the classroom. Many of them were active, while others did not do their duties, and almost nobody knew English. Even though the majority of results were negative, the majority of interviewees were enthusiastic about being taught outdoors and preferred it to being educated indoors. However, some of them were aware that they did not acquire much English because they rarely utilized it.

In focusing on the application of outdoor experience learning, the previously mentioned research findings were comparable to this study. However, this study differs from earlier studies in that it focused on the use of outdoor experience method for teaching vocabulary specifically, whereas the three studies mentioned above focused on the use of Outdoor Experiential Method for teaching English generally. In addition, the three prior studies were done outside of South Sulawesi, whereas this study was conducted in South Sulawesi, specifically in the Makassar city.

There are numerous definitions of vocabulary provided by numerous experts and researchers. According to Ur (1999), vocabulary is roughly defined as the words taught in a foreign language. However, a new vocabulary item may consist of more than a single word composed of two or three words that express a single idea. There are also multiword idioms for which the meaning cannot be determined by analyzing the component words. In addition, Hiebert and Kamil (2005) defined vocabulary as the understanding of word meanings. There are at least two types of word knowledge: receptive, which is the ability to understand or recognize words, and productive, which is the vocabulary we use while writing or speaking. In addition, Neuman and Dwyer (2009) stated that vocabulary refers to the words we must know in order to effectively communicate: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). In other words, vocabulary is an essential component of foreign language acquisition. Without the proper vocabulary, learners will struggle with speaking, listening, reading, and writing.

According to Harmer (2008), there are several characteristics of words that students must understand, including pronunciation, spelling, meaning, usage, formation, and grammar.

**Concept of Outdoor Education**

Outdoor learning is learning that occurs, occurs, or is performed outside, as opposed to within a facility (Dillon et al, 2006). Outdoor education has been described as a location (natural environment), a topic (ecological processes), and a motivation (resource stewardship) for learning (Priest &Gass 1997). Learning had previously been referred to as a method (experiential), a process (sensory), and a topic (relationships).
According to Kaplan and Talbot (1983), outdoor learning has three benefits: first, the process of realizing one's relationship with the physical environment and second, the process of paying attention to one another. Secondly, the emergence of self-assurance and tranquillity. Students can participate in environment-related challenges. Thirdly, the contemplation's emergence. Students demonstrate compatibility between environmental patterns, individual preferences, and the activity required to feel comfortable in the environment.

**Conceptualization of Experiential Learning**

Experiential learning is a process of knowledge construction involving a creative conflict between the four learning modes that is responsive to context-specific demands (Kolb, 2005). In addition, Kolb (1984) asserted that learning is the transformation of experience into knowledge. In this study, experiential learning refers to the process of acquiring knowledge based on experience or learning via experience. It involves the coordinated operation of the entire organism, including thinking, feeling, perceiving, and acting.
The objective of experiential learning is to acquire knowledge of the world as we experience it, and both theory and practice are components of the scientific method for

attaining this knowledge. In accordance with Dewey's educational theory, the correct response is not the purpose of education, because it may change (Garrison et al., 2012). The objective is to be able to comprehend and apply our experience, and this is accomplished by cultivating the thinking processes by which we analyze our experience.

**Concept of Value**

When people engage in activities such as studying, they must have a compelling motivation to ensure their success. This indicates that they are enthusiastic about the activity. Regarding interest, it refers to the positive response or attitude to anything that people like, like, and value, which motivates them to do it. Numerous attempts have been made to define interest, and a wide variety of definitions have been produced; the following are only a few examples.

Interest was characterized by Renninger (2014) as an internal source of motivation in the teaching-learning process. It makes it simpler to engage students in the subject, in this case English language, because they are more attentive (carreira, 2011). Renninger (2014) also demonstrated that a student's interest can be demonstrated by three factors: curiosity, focus, and enjoyment.

## METHOD

This study used a quantitative approach, and the experimental group and control group were divided into two groups for the quasi-experimental design. Students in second grade at SMP Darul Aman, Makassar city for the academic year 2020/2021 made up the population of this study. 30 students were enrolled in each of the two classes. The researcher immediately selected the two classes because there were only two classes of second-graders. Additionally, the researcher used the random assignment technique to determine which groups would be experimental and which would be controls. Class VIIIA was chosen as the experimental group and Class VIIIB as the control group as a result. In each class, there were 30 students. A vocabulary test and a questionnaire focused on students' interests were also used as research tools. There were 30 questions on the vocabulary test. Ten multiple-choice questions, ten "fill in the blank" questions, and ten multiple-choice questions were used to test word meaning, word use, and spelling. Additionally, a questionnaire was specifically distributed to the experimental class to learn more about the students' interest in using an outdoor experiential method to learn vocabulary. Twenty questions made up the questionnaire, which was divided into sections for motivation, participation, knowledge, novelty, and convenience. By calculating the p-value of the independent t-test, the SPSS version 20.0 program was used to analyze the data and test the hypothesis that there is a significant difference between the means of two groups for some independent variable. The correlation between the two variables was also determined using Pearson Product Moment.

The experimentation was conducted in four meetings that made up the treatment each lasted 80 minutes. The vocabulary lessons for the four meetings covered the following topics: animals, vegetation, school buildings and facilities, and traditional markets. Each meeting included the instruction of around 25 words in total. The learning process is described in the following manner:

a. Starting the class.
   1) After introducing himself to the class, the researcher offers the pupils a chance to pray before studying.

2) The researcher looks at the list of students who were present.

b. Teaching the course

1) The researcher introduces the lesson's theme and goal, which is learning vocabulary related to animals, plants, school buildings and facilities, or traditional markets (for the first meeting, second meeting, and third meetings, respectively) (for the 4th meeting). The researcher then outlines the order of the activities that the students will complete.
2) The students were given instructions to draw an observation table on a piece of paper by the researcher. The researcher in this instance illustrates the example by drawing the table on the whiteboard.
3) After doing observation outside of the classroom, the students are instructed to write 20 words on the subject in a table. They are given a window of time of about ten minutes and told to bring a dictionary.
4) The students return to class to present the findings of their observation. The researcher chooses 20 students at random and asks them to write on the whiteboard any words that are still unfamiliar to them. One student only uses one unique word. The researcher then double-checked the 20 terms to make sure that no student had used a word that most of the pupils were already familiar with. The vocabulary the students will be learning at that meeting is the 20 words.
5) The researcher demonstrates word pronunciation to the pupils. As soon as they can pronounce every word correctly, the pupils practice by repeating what the teacher says.
6) The students carry out exercises on word usage, spelling, and meaning. The researcher then guides the students through a peer-checking exercise. The teacher specifies the right response.

c. Concluding the class.

1) Students recall every word they have learnt without consulting the vocabulary list.
2) The teacher ends the class.

## FINDINGS

Based on the research questions, there are three main points in this section. The following is a presentation of the research findings:

### The Enhancement of Student's Vocabulary Mastery

Using the SPSS version 20.0 program, the data of the students' performance on the pre- and post-tests were analyzed. By determining the independent t-p-value, test's it was intended to test the hypothesis that there was a significant difference between the means of two groups for some independent variable. The data analysis's findings are as follows.

Table 1. Independent Samples T-Test of experimental class and control class

| | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower | Upper |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pre test | Equal variance assumed | -1.708 | 58 | .093 | -5.29365 | 3.09901 | -11.50171 | .91440 |
| | Equal variance not assumed | -1.724 | 54.111 | 0.91 | -5.29365 | 3.07140 | -11.45115 | .86385 |
| Post test | Equal variance assumed | 3.178 | 58 | .002 | 10.25090 | 3.22517 | 3.79012 | 16.71169 |
| | Equal variance not assumed | 3.232 | 47.943 | .002 | 10.25090 | 3.17212 | 3.87274 | 16.62907 |

Based on the results of the data analysis displayed in the table above in connection to the pre-tests of both the experimental and control groups, the probability value or p-value (0.91), which is greater than (0.05), is greater than 58. The null hypothesis (H0) can be understood as being accepted and the alternative hypothesis (H1) as being rejected. Before the treatment, there is no significant difference between the experimental and control groups in terms of vocabulary improvement.

In contrast, the posttest data for the experimental and control groups indicate that the probability value or p-value (0.002) is less than (0.05) or 0.0020.05. It signifies that the null hypothesis (H0) has been rejected and the alternative hypothesis (H1) has been accepted. After therapy, there is a substantial difference between the experimental and control groups in terms of vocabulary growth. The importance of the T-test is displayed in the table below.

Table 2. Significance ofT-Test

| Variables | P-value | A | Remarks |
|---|---|---|---|
| Pretest of experimental and control groups | 0.91 | 0.05 | Not significantly different |
| Posttest of experimental and control groups | 0.002 | 0.05 | Significantly different |

The findings from the posttest, which represents the end outcome of the students' learning, show a significant rise, according to the table above. The P-value, which is 0.002, indicates that. As a result, the pupils' vocabulary mastery was enhanced by the use of the outdoor experiential method.

**Correlation between Students' Interest in Learning through Outdoor Activity and Their Vocabulary Mastery**

The author used the Product Moment formula within the SPSS analysis program in order to test the hypothesis. As can be seen in the table that follows, the result of the computation indicates that the correlation coefficient (r) between students' interest in Outdoor Experiential Method and students' vocabulary mastery is 0.526**.**

Table 3. The correlation between students' interest (X) and vocabulary mastery (Y)

| | | X | Y |
|---|---|---|---|
| X | Pearson correlation | 1 | .919 |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |

| | | | |
|---|---|---|---|
| Y | Pearson correlation | .919 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

The results of the correlation test that are presented in the table above indicate that the value of Sig (2-tailed) is 0.000 and that the value r is 0.919. At a level of significance of less than or equal to 0.05, the df 29 value on the r table is seen to be 0.355 when viewed in conjunction with the table of significance. It indicates that the value r (0.919) is greater than the value r table (0.355). Therefore, hypothesis (H1) is accepted while hypothesis (H0) is rejected, or there is a correlation between students' interest in the use of outdoor experiential method in vocabulary learning and the students' overall vocabulary mastery. In addition, according to the interpretation of the correlation coefficients chart, a strong correlation exists between the two variables when the value r is 0.919. The findings of this study lead us to the conclusion that there is a significant correlation between the students' level of vocabulary mastery and their interest in the use of an experiential method of learning vocabulary that takes place outside.

## DISCUSSION

### The Enhancement of a Student's Capacity to Master Vocabulary through the Utilization of an Outdoor Experiential Method.

The findings of the experiment and the statistical analysis demonstrated that the use of an outdoor experiential method to teach vocabulary might improve students' overall vocabulary mastery. These findings were based on the results of the experiment, which were shown in the findings. Awalia (2012) found that the students of junior high school in Surakarta were doing outstanding in learning vocabulary by using the outdoor learning approach. This conclusion is backed by this finding. In addition, Toumpaniari's (2015) research showed that the Outdoor Experiential Method is successful because it helps students to learn through experiencing and immediately acting on the subject that is being learned.

The teaching and learning process at each of the four sessions of the treatment that utilized an outdoor experiential method facilitated a development in the students' level of vocabulary mastery, which can also be witnessed. The steps involved in the learning process are as follows in more detail:

The students were given approximately ten minutes at the beginning of the therapy to compile a list of twenty terms relating to animals that they observed. After that, the students returned to the classroom in order to share the information that they had gained from the observation. During the time spent working on their pronunciation, the pupils had trouble pronouncing the following four words:

| Words | Students' Pronunciation | Correct Pronunciation |
|---|---|---|
| grasshopper | /ˈgrɑːsˌhopər/ | /ˈgrɑːsˌhɒpəz/ |
| mosquito | /məˈskiːto/ | /məˈskiːtoʊ/ |
| cricket | /ˈkrɪket/ | /ˈkrɪkɪt/ |
| whiskers | /ˈwɪskərs/ | /ˈwɪskərz/ |

On the other hand, the students were taught how to properly enunciate the words by having them repeat them several times over the course of their training. In addition to that, the students were given a challenge in the form of a word game. The vast majority of the pupils made mistakes in their use of the grammatical constructs 'to be,' 'have or has,' and 'article the.' The following is an illustration of the example:

- The lizard hanging on the wall (the student did not put to be)
- dragonfly have wings (since "dragonfly" is a single noun, the verb "have" should be changed to "has")
- I spotted a worm in yard (the word "yard" needs to be clarified by using the article "the").

In addition, some of the pupils' misspellings included the following examples:

Students' spelling of word ‘cockroach’are“cockroc”, “cokroac”, “kokroc”. Word ‘beetle’are “bietel”, ‘bethel”,word ‘beak’ are“beek”, “bik”, “biik”, and word‘whiskers’ are“wishkers”, “wiskers”

On the other hand, the errors made by the students had been rectified, either by the researcher or through peer review.

During the second meeting, they were outside the classroom for close to a quarter of an hour. The following three words were particularly challenging for the students to articulate:

| **Words** | **Students’ Pronunciation** | **Correct Pronunciation** |
|---|---|---|
| mushroom | /ˈmasrʊm/ | /ˈmʌʃrʊm/ |
| orchid | /ˈɔrcɪd/ | /ˈɔːrkɪd/ |
| shrubs | /srab/ | /ʃrʌb/ |

On the other hand, the students were taught how to properly enunciate the words by having them repeat them several times over the course of their training. In addition to that, the students were given a challenge in the form of a word game. The vast majority of the pupils made mistakes in their use of the grammatical constructs 'to be,' 'have or has,' and 'article the.' The following is an illustration of the example:

- A flower named Asoka growing in the garden (the student did not put to be)
- Leaves can be find on mango trees (word ‘find’ should be ‘found’ because it is passive)
- There is bushes located behind the classroom (since'shrubs' is a plural noun, the correct word to use here is 'are').

During the third meeting, they took approximately ten minutes to look around the school and take notes. After that, the students returned to the classroom in order to share the information that they had gained from the observation. The following three terms were particularly challenging for the students to pronounce:

| **Words** | **Students’ Pronunciation** | **Correct Pronunciation** |
|---|---|---|
| shelf | /self/ | /ʃelf/ |
| library | /ˈlɪbrari/ | /ˈlaɪbreri/ |
| mosque | /moːsq/ | /mɑːsk\|/ |
| trash bin | /traʃ/ | /træʃ/ |

The students were taught how to properly pronounce the terms by repeatedly going over them with them until they were able to do it appropriately. In addition to that, the students were given a challenge in the form of a word game. The vast majority of the students made an error in their use of the grammatical construct 'to be.' The following is an illustration of the example:

- The canteen in behindoffice (the student did not put to be and double preposition)
- tablesis in the library (‘tables’ is plural so, it should be ‘are’, not ‘is’)
- There is many chair in the laboratory (‘many’ means plural, so ‘chair’ should be added with ‘s’ and the to be should be ‘are’)

In addition, the students' spelling included errors such as the following: word ‘shelf’: self, shelf, word ‘desk’: desc, deesk, and word‘equipment’:ekuipment, equipmen.

The researcher or the students' peers had addressed the errors that the students had made in their work.

**Students’ Interest in Learning Vocabulary through Outdoor Experiential Method.**

After implementing the outdoor experiential method, the researcher gave out a questionnaire to the students in order to gauge their level of interest in utilizing the Outdoor Experiential Method for the purpose of vocabulary acquisition. There are twenty questions in the questionnaire, and they address five different areas of the students' perspectives on the procedure. Aspects of motivation, participation, knowledge, innovation, and convenience all fall under their purview. The following five categories serve as the basis for the presentation of a description of the students' level of interest in the application of the Outdoor Experiential Method.

Table 4. Result of Questionnaire of Students’ Interest

| No | Name | Positive statement | | | | | | | | | | Negative statement | | | | | | | | | | Score | Category |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 8 | 9 | 11 | 15 | 17 | 18 | 19 | 4 | 5 | 6 | 7 | 10 | 12 | 13 | 14 | 16 | 20 | | |
| 1 | AMH | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 91 | High interest |
| 2 | AS | 3 | 4 | 5 | 3 | 5 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 4 | 4 | 3 | 3 | 3 | 74 | Enough interest |
| 3 | AP | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 93 | High interest |
| 4 | AAA | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 91 | High interest |
| 5 | AHY | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 3 | 84 | High interest |
| 6 | AS | 3 | 3 | 5 | 4 | 5 | 5 | 3 | 3 | 2 | 4 | 5 | 3 | 5 | 3 | 4 | 3 | 2 | 5 | 5 | 3 | 73 | Enough interest |
| 7 | B | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 94 | High interest |
| 8 | CS | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 88 | High interest |
| 9 | CWA | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 3 | 4 | 3 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 3 | 79 | Enough interest |
| 10 | CF | 3 | 5 | 5 | 4 | 2 | 4 | 3 | 4 | 3 | 4 | 5 | 3 | 4 | 4 | 4 | 2 | 5 | 2 | 4 | 3 | 73 | High interest |
| 11 | DPS | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 3 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 3 | 85 | High interest |
| 12 | DS | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 94 | High interest |
| 13 | FR | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 5 | 3 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 84 | High interest |
| 14 | FTE | 3 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 77 | Enough interest |
| 15 | H | 3 | 5 | 4 | 3 | 5 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 3 | 3 | 81 | High interest |
| 16 | HMB | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 4 | 3 | 3 | 4 | 4 | 5 | 5 | 3 | 5 | 3 | 77 | Enough interest |
| 17 | ISA | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 91 | High interest |
| 18 | LR | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 90 | High interest |
| 19 | MFR | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 5 | 2 | 3 | 2 | 3 | 3 | 59 | Low interest |
| 20 | MNH | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 4 | 3 | 3 | 4 | 4 | 5 | 5 | 3 | 5 | 3 | 81 | High interest |
| 21 | MNA | 3 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 5 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 58 | Low interest |
| 22 | MM | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 83 | High interest |
| 23 | MPA | 3 | 3 | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 69 | Enough interest |
| 24 | NR | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 92 | High interest |
| 25 | NF | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 60 | Low interest |
| 26 | NS | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 92 | High interest |
| 27 | PTR | 3 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 75 | Enough interest |
| 28 | PR | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 81 | High interest |
| 29 | ASA | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 94 | High interest |

According to the results of the survey, the students had a high level of motivation to study through the method of outdoor experiential learning. It's reflected in the responses to the questionnaires number 1, 5, 8, and 6, as can be observed. It appears that the majority of the students were encouraged to actively acquire vocabulary by using the outdoor experiential approach, and none of the students stated that they felt bored studying by using the outdoor experiential method. This shows that the method was successful.

In terms of the level of participation displayed by the students, the vast majority of the students participated actively in the learning process that was carried out using the

method of outdoor experiential learning. According to the findings of questions 2, 11, and 14, the students who learnt vocabulary using the method of outdoor experiential activity asked and answered a greater number of questions regarding the subject during the course of the activity. In addition to this, they had the impression that the process of the outdoor experiencing technique was straightforward and simple to put into action.

In addition, the majority of the students who answered to the survey stated that expanding their vocabulary was one of the benefits of learning through outdoor experiential methods. It is demonstrated by the findings of the questionnaire numbers 3, 7, 9, 12, 13, 15, and 16, which suggest that the students have a favorable view regarding the appropriateness of the outdoor experiential method for vocabulary learning. It also suggests that the outdoor experience way of teaching helped the students acquire new vocabularies, recall many new terms, and feel content with the new information they gained through the process of learning.

Another outcome that can be gleaned from the questionnaire is the degree to which the activity is novel for the pupils. Seventy percent of the students who participated in the survey said that the outdoor experiential technique is a novel learning activity for them, and none of their teachers had ever used such a learning method before. In addition, the results of the questionnaire, in particular questions number 10 and 17, indicate that the students found the experiential learning that took place outside to be the most comfortable. The majority of the students who participated in the outdoor experiential approach reported that it did not cause them to feel depressed. Instead, they had a sense of calm while doing it.

## Correlation between Students' Interest in Learning through Outdoor Activity and Their Vocabulary Mastery

The Pearson Product Moment correlation test reveals a substantial link between students' enthusiasm in learning through outdoor activities and their vocabulary competence. It is denoted by the value r (0,919), which is greater than the value of r in the table (0.355), and is characterized as a strong correlation based on the interpretation of correlation coefficients in a chart. It can be inferred that students with a strong interest in learning through outdoor experience methods are more likely to have a strong command of vocabulary. This is because students who are interested in the subject matter are more likely to enjoy the learning activities, participate actively by asking and answering more questions about vocabulary, remember many new words more easily, and feel comfortable with the learning process, which is relaxing, simple to comprehend, and straightforward to apply. Positive attitudes toward the learning process contribute to this student's improved vocabulary knowledge. This is consistent with the findings of Sopamena (2016), who discovered that students at Ambon Islamic State University responded well to the introduction of an outdoor experience method and that it improved their English learning performance.

The aforementioned conclusions are also reinforced by Wurdinger (2005), who identified the favorable aspects of experiential technique in comparison to conventional methods. He argued that experiential methodology does not compartmentalize each subject in its own room, unrelated to other subjects. Regular learning does not reflect the actual world, however the experiential classroom strives to provide an interdisciplinary learning environment that mirrors learning in the real world. However, Kujalova (2006)

stated in her case study that the course would be successful even if experiential education approaches were not applied to TEFL. The most notable issue was the insufficient use of English, especially outside of the students' regular learning activities.

## CONCLUSION

Based on the previous chapter's findings and discussion, the researcher concluded that outdoor experience learning is an excellent way for teaching vocabulary. The effectiveness is evident in the students' increased vocabulary understanding after completing a series of outdoor experiential learning exercises. Knowing the word's meaning, spelling, and pronunciation, as well as how to apply the word in a sentence, will allow the students to expand their vocabulary connected to the objects around them.

In addition to boosting vocabulary acquisition, the outdoor experience method was also successful in fostering student enthusiasm and interest in the learning process. The pupils asked more questions and found it simpler to retain the words. Furthermore, it was determined that there was a significant association between students' enthusiasm in the outdoor experience method and their vocabulary mastery. The students' enthusiasm for the application of the strategy had a favorable effect on their vocabulary comprehension.

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