

**THE EFFECTIVENESS OF OUTDOOR LEARNING STRATEGY ON STUDENTS'
VOCABULARY MASTERY AT THE THIRD GRADE OF MI MUHAMMADIYAH
KEDUNGWULUH LOR, PATIKRAJA, BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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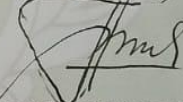
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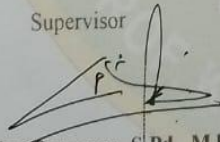
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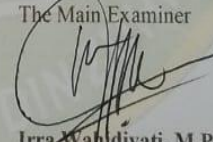
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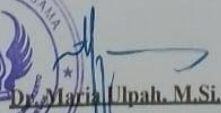


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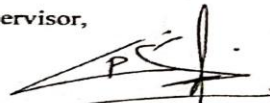
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MOTTO

“And ask for help with patience and prayer”
(Qur’an 2:45)



DEDICATION

I dedicate this thesis to:

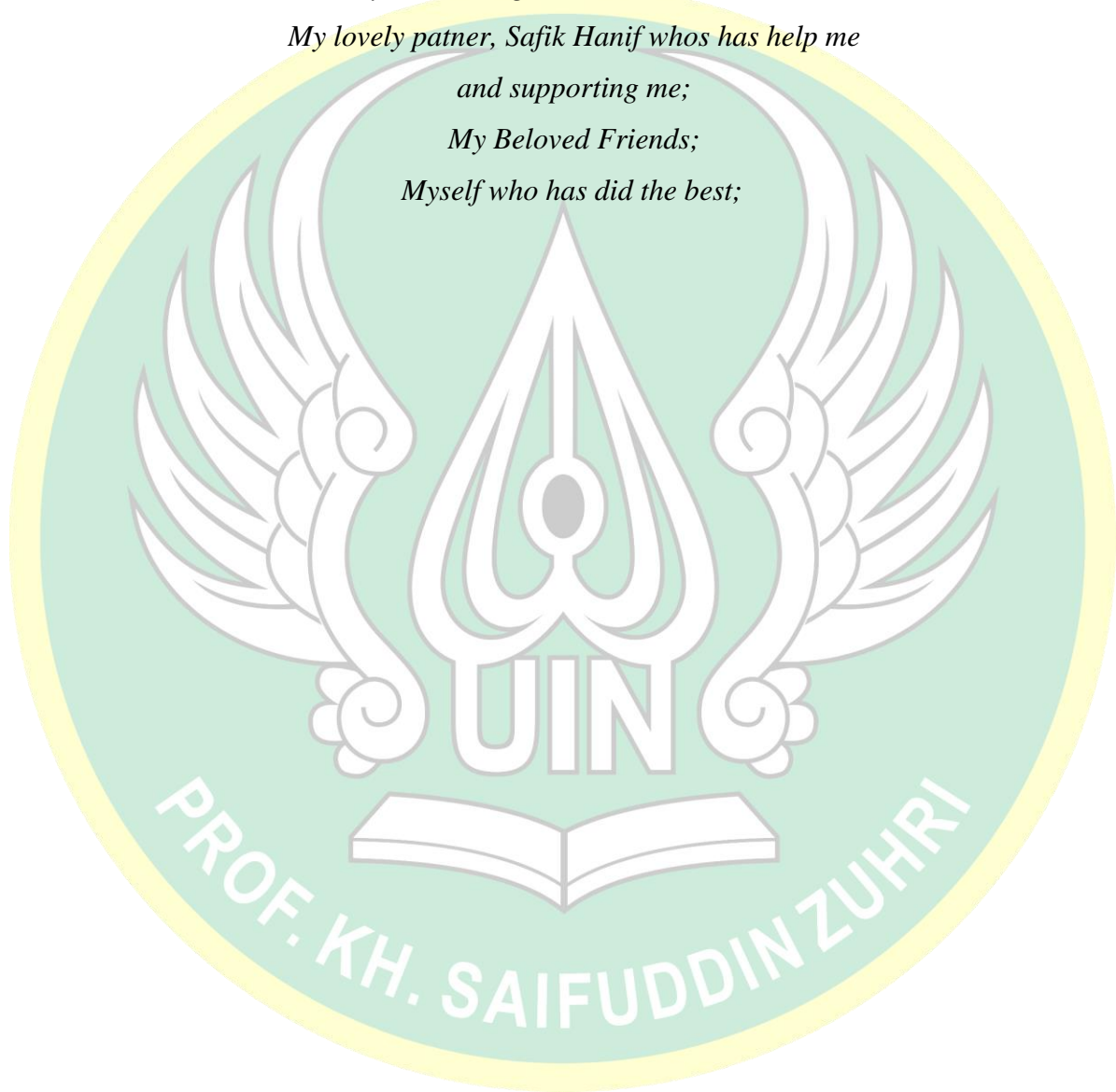
*My precious parents, My Mother and My Father
who is already in heaven;*

My dearest big brother Edward Prias;

*My lovely partner, Safik Hanif whos has help me
and supporting me;*

My Beloved Friends;

Myself who has did the best;



PREFACE

Praise and gratitude to Allah Swt., the Lord of the Universe, who has bestowed abundant blessings, grace and health, so that the researcher could finish this thesis entitled “The Effectiveness of Outdoor Learning strategy on Students Vocabulary Mastery at the Third Grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas”. This thesis is presented as partial fulfilment on the requirements for achieving *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya and Teacher Training at State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

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13. Everyone who has contributed and supports the researcher to finish the study.

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ABSTRACT

THE EFFECTIVENESS OF OUTDOOR LEARNING STRATEGY ON STUDENT'S VOCABULARY MASTERY AT THE THIRD GRADE OF MI MUHAMMADIYAH KEDUNGWULUH LOR, PATIKRAJA, BANYUMAS

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Abstract : This study employed experimental research to assess the impact of an outdoor learning technique on vocabulary mastering among third-grade students at MI Muhammadiyah Kedungwuluh Lor. The entire population then used a sample because this school only has two third-grade classrooms. The data collected in this study was used pre-test, post-test and treatment. The pre-test and post-test consisted of 25 multiple-choice and 10 fill-in-the-blank items administered before and after the treatment utilizing an outdoor learning technique. The data was evaluated using the IBM SPSS Statistical V 26 Windows program's N-Gain test. Based on the reserach data the mean of pre-test of experiment class is 58,18 and post-test 77,5. The N-Gain score of the experiment class was 47,99, while the N-Gain score of the control class was 16,38. Based on the four categories, if the score 40-55%, it means the level of effectiveness is less effective. The hypothesis result using paired independent sample test with the t-count 7,818 and t-table 1,72 sig result. (2-tailed) is $0,00 < 0,05$, because t-count 7,818 $>$ t-table 1,72, it means H_0 is rejected and H_1 is accepted. Therefore, teaching vocabulary using outdoor learning strategy was less effective on student's vocabulary mastery at the third grade of MI Muhammadiyah Keungwuluh Lor.

Keywords : *Outdoor learning strategy, Teaching vocabulary, Vocabulary mastery*

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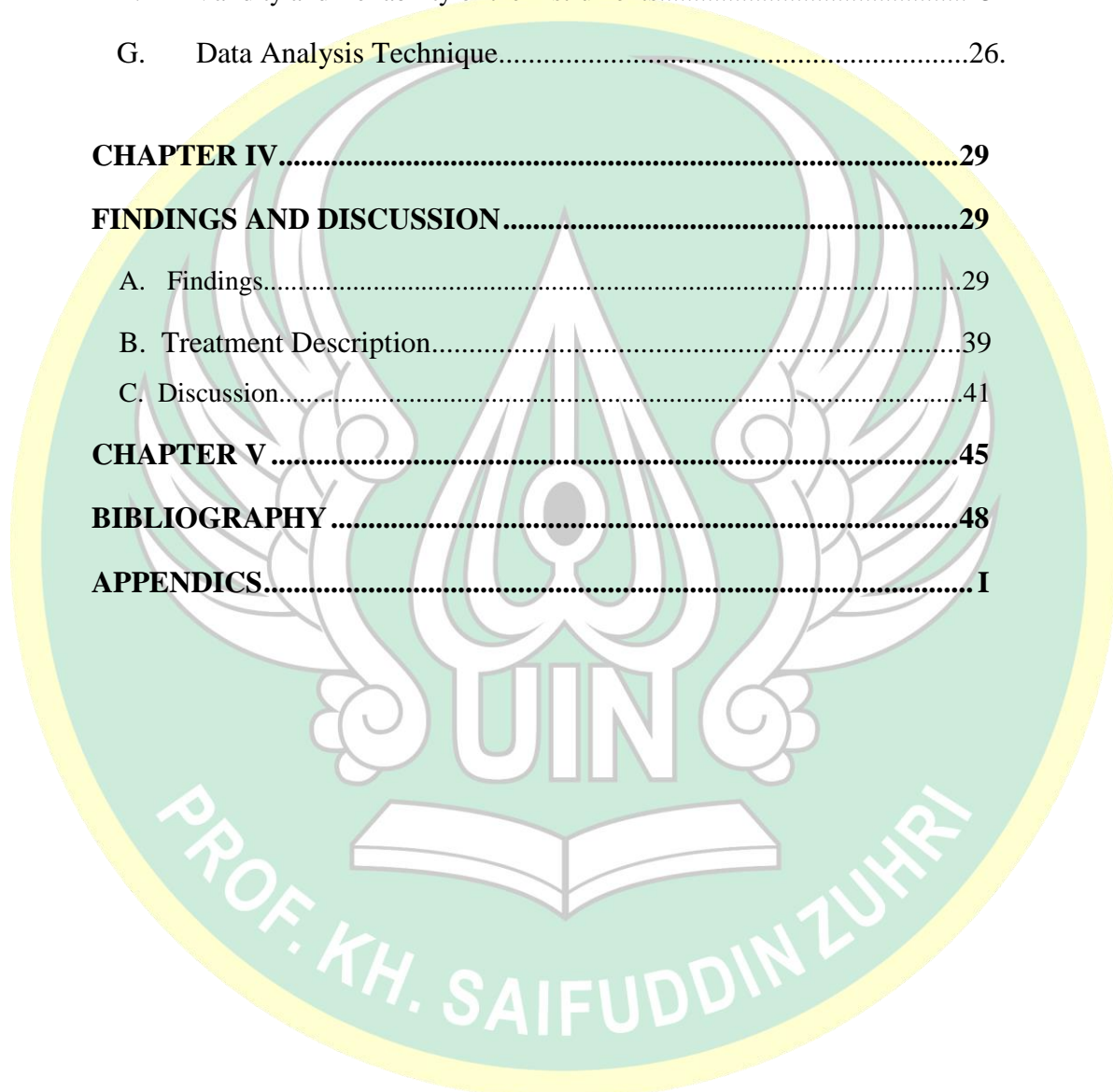


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CHAPTER 1

INTRODUCTION

A. Background of Study

Vocabulary is one of the aspects of English that students should master. Vocabulary is both a list of words with meaning and a procedure for knowing and understanding the meaning of those words. As a result, students will be able to apply it in English conversations. Mastering vocabulary is critical for students because it is a means of mastering the full English language abilities such as reading, writing, speaking, and listening. Students cannot generate anything or convey their feelings, ideas, or opinions unless they have mastered the vocabulary. As a result, students must master the vocabulary.

Kweldju (2005), states that vocabulary is central to language and critical for typical language learners. Without a sufficient vocabulary, one cannot effectively communicate or express his ideas in both oral and written forms. Since English is the first language taught at every level of education, it becomes necessary to understand why English is so important. English is a tool for understanding the other people through written and oral communication. Information must be expressed in order to advance science and technology. Indeed, communication competence involves the ability to comprehend, and to produce spoken and written English for being required to gain for basic language abilities such as speaking, reading, listening and writing.

Vocabulary is an important aspect of language and students must master it. However, it is not easy for students to learn vocabulary because it is not their primary language, students often have difficulty in learning vocabularies, which can affect their studying motivation. Lack of vocabulary will place the learners at risk of delayed language skills throughout their life (Sukirno & As-sabiq, 2020, p. 162). Having a good vocabulary can help

person feel more confident in communicating and understanding lessons better.

Studying motivation is also highly crucial for pupils to be more excited about studying, particularly English sessions. It is tough to teach vocabulary in primary school to elementary school pupils who might be difficult to focus and focus on learning. As a result, throughout the teaching-learning process, teachers should select an acceptable technique or approach so that students may comprehend the subject more readily. It means that the success or failure of achieving educational goals is highly dependent on the learning process (Purnama et al.,2019). For such challenges, English teachers must think more critically and comprehensively in order to devise successful and creative techniques in vocabulary teaching that would encourage students to participate or be more active in the learning process. The Outdoor Learning Strategy is one of the most successful and unique vocabulary teaching tools The open nature is filled with special stimuli such as weather, smell, and texture that can enrich and enhance a child's learning environment. Roestiyah (2008:115) states that outdoor learning activity are not only enjoyable, but also serve to study the material by observing reality.

However, the fact is there are many teachers teaching English to elementary school by the usual methods and this makes students bored. If a teacher fails to find and apply the right methods, then the results of this teaching activities will be vain. Students may have difficulty mastering vocabulary because English is not the first language they use in everyday conversations. The students needed exciting ways of learning English. Elementary school students need special method strategy to success in teaching learning. A good teaching strategy will automatically make it easier to attract the student's interest in the learning process.

According to the finding research by Mirnawati (2017), through outdoor learning methods or strategies ,the student agreed outdoor learning strategy could help them in developing their vocabulary ability. In addition, the reserach by Asep Wibowo (2013), showed from the research suggested that outdoor learning methods to students of the seventh grade of the secondary school are effective, seen from the average value of the experimental group

is higher than the control group. This means that the methods of outdoor learning are more effective when applied to students, students will be easier to understand the material of vocabulary lessons with the method of outdoors learning and students will also be more active in learning.

Not many schools in Indonesia are implementing Outdoor learning because it is considered to be difficult and requires mature preparation. However, at MI Muhammadiyah Kedungwuluh Lor, outdoor learning strategies haven't begin to be applied especially in English language learning.

In general, teachers have decided that English is very necessary for students even in elementary school because MI Muhammadiyah Kedungwuluh Lor is a favourite school in the area and the school system is predominantly religious and 3 languages namely Indonesian, English and Arabic. Teachers of English class III are expected to make students enthusiastic and easy to understand the mastery of vocabulary. Therefore, research has been carried out to find out how effective the Outdoor Learning Strategy is in teaching vocabulary at the third grade of MI Muhammadiyah Kedungwuluh Lor.

The researcher tries to explore the use of outdoor learning strategy in improving vocabulary mastery. Based on explanation above, the researcher intends to make detailed explanation about teaching vocabulary using outdoor learning strategy, entitled "The Effectiveness of Outdoor Learning Strategy on Students Vocabulary Mastery at the Third Grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas"

B. Operational Definition

The definition of the key terms is important to give a guideline for the research that will be conducted. Related to this research, there are some key terms to guide the conduct of this research. Those are :

1. Outdoor Learning Strategy

According to Prisma (2017), Outdoor learning is learning that uses nature as a medium in the learning process, teaching in free environment, an attempt to bring students closer to the real source learning. Outdoor learning is one of the learning strategy that performs an educator's approach where educators invite students to

study outside the classroom to see live events on the ground that are used as a learning resource. Outdoor learning strategy refers to deliberate and organized approach to education that utilize outdoor environments as a context for learning.

2. Teaching Vocabulary

The teaching of vocabulary is one of the processes of learning the English dictionary which has the meaning of a word aimed at enabling students to understand the English word that leads to the basic knowledge of learning English. According to Harmer (2008), language structure is the skeleton of language, then vocabulary is the vital organ and flesh. Teaching vocabulary involves systematically imparting knowledge of words, their meanings, and usage within an English language.

C. Research Question

Based on the research problem, this research question is : “ Is Outdoor Learning strategy effective to student’s vocabulary mastery for third grade at MI Muhammadiyah Kedungwuluh Lor?”

D. Aim and Significances Research

1. Aim of Research

Based on the research question the aim of this research is to find out Is Outdoor Learning strategy effective to student’s vocabulary mastery for Third Grade at MI Muhammadiyah Kedungwuluh Lor .

2. Significances of the Research

The significance of this research will be very useful for English Teacher and Students especially at the third grade of MI Muhammadiyah Kedungwuluh Lor.

a. Theoretical Significance

It will be useful as it provides insight into the outdoor learning model in English language learning.

b. Partical Significant

1. For Teacher

The result of this study will be used by teachers to find how the effectiveness outdoor learning strategy to student vocabulary mastery for class III student of elementary school. This thesis can enrich teacher of teaching vocabulary that can be used to make the process of teaching and learning enjoyable. The teacher can improve the quality of teaching learning process and the teacher will be more creative in making some creation of teaching English.

2. For the Students

The result of this study be useful for students because it provides an enjoyable learning experience namely outdoor learning in vocabulary learning especially in class 3 at MIM Kedungwuluh lor. Hopefully , students will enjoy in learning English vocabulary more and this study will give input knowledge.

3. For the School

It give inputs to school about acceptable strategy in teaching vocabulary. The result of this study is expected to give more information about outdoor learning strategy, so that can be applied in MI Muhammadiyah Kedungwuluh Lor.

4. For the other Researcher

The result of this study also contribute to other researchers to give reference to the next researchers to guide further researcher.

E. Organization of the Research

To conduct a research a project that is coherent, methodical, and clear it is necessary to develop a framework for categorizing the research's structure . This study is divided into five chapters as follows :

Chapter I contain an introduction which consist the background of the study, operational definitions, research question, objectives, significance of the research, and structure of the research.

Chapter II is the theories concerning are the outdoor learning, definition of outdoor learning, the function of outdoor learning, the

advantages and disadvantages of outdoor learning and the step of outdoor learning. Another sub topic is vocabulary the definition of vocabulary, types of vocabulary and teaching vocabulary.

Chapter III explains of the research methodology that consist with the research design, time and place of the research, population and sample, Technique data collection and the technique data analysis.

Chapter IV present the result of research on teaching vocabulary mastery using the outdoor learning

Chapter V contains conclusion, suggestions and closing remarks



CHAPTER II

LITERATURE REVIEW

This chapter, theories related to the research being studied have been integrated to elaborate. This reviewed theories are about outdoor learning strategy for teaching vocabulary, and related previous studies that will be explained as follows:

A. Theoretical Framework

The theoretical framework presented about the operational definition of this study is outdoor learning strategy, and vocabulary.

1. Outdoor Learning Strategy

a. Definition of Outdoor Learning

Nasution (2006), states that outdoor activities are not trips, but only move the class for a while. While, according to Sudarwan (2009), outdoor activities are educational learning strategies in which teachers and students go to a specific and appropriate location to gain some experience. John M. Echols (2010) states in the English Indonesian dictionary, the term "outdoor activity" is derived from the word "outdoor" meaning outside, and "activity" means the routines so outdoor activities are learning outside the classroom.

According to Howard (2005), outdoor activity or outdoor learning is an educational activity in which a school group leaves the classroom and goes out into the community to the actual source of information. Outdoor education enriches the curriculum and contributes significantly to students' physical, personal, and social development.

Outdoor learning is a strategy in which teachers invite students to study outside the classroom to learn about events or processes directly in the field with the aim of familiarizing students with their surroundings. Therefore, by means of outdoor study or outdoor learning strategy outside of school can be used as a source of learning other than books. According to Mashnur (2009), there is the

role of the teacher here as a motivator and facilitator which means the teacher as a guide, guide, so that the student is creative and active and close to his environment. Outdoor activities is very joyful teaching learning approach since students will be engaged in enjoyable aactivities. The teacher and students can visit a spesific location, such as a supermarket, factory, or traditional market.

According to Danim (2009), outdoor activities or outdoor learning are teaching learning practices in which the teacher and students visit a relevant location to gain empirical experience. Outdoor activities not only get kids out of the classroom, but they also teach them something they go outside tu undertake teaching and learning activities.

b. The Advantage of Outdoor Learning

Outdoor learning is a learning activity that is carried out outside the classroom or the school environment. Outdoor learning has some advantages and disadvantages. According to Kalpan and Talbot (1983), learning outside the classroom has three benefits: First, proeses realize a person's or student's relationship with the physical or natural environment, and secondly, the emergence of a sense of confidence and tranquility. Third, the emergence of contemplation's. Students can demonstrate a correlation between environmental patterns, individual preferences, and activities necessary to feel comfortable in the environment. This substantially assists kids in defense regions to learn language by studying outside, students may explore and gain new vocabularies, and student creativity and activity is increased. Outdoor learning has several advantages for language learners and students. According to Cengelci (2013), outdoor learning engages students actively in the learning process, provides a challenge that pushes students to push themselves, and makes it simpler for students to forget that they are learning by engaging in a pleasurable learning proces. Cintami and

Mukminan (2018), stated that there are several advantages of outdoor learning:

- 1) Students' minds become brighter
- 2) Learning processes are easy to do
- 3) Learning process can be done in a variety of ways according to the conditions
- 4) The performance of activities becomes more enjoyable and not boring.
- 5) The implementation of learning activities become more realistic.
- 6) Activities to know the real world
- 7) The idea that outdoor education is a classroom
- 8) The scope of learning activity contains a wide experience
- 9) Brain activity is more relaxed not impressed rigid.

c. The Disadvantages of Outdoor Learning

There will always be flaws in every learning approach or plan. Larsson (2014), discovers that students occasionally respond negatively to outdoor learning strategy; many students are engaged in completing their task, but there are also individuals who are not active in doing their job and hence do not focus on learning. Another disadvantages of outdoor learning are the students like to gad in the outclass and the students cannot concentrate and unless. According to Harini (2012), outdoor study's weakness is that teachers are less able to oversee students in conducting field surveys. Teachers perform mature planning to overcome the difficulty or organizing or managing learning while in the field.

According to Sudjana and Rival (2010), some disadvantages and weakness that often occur of outdoor learning strategy range from technical timing and learning activities among others:

- 1) Lack of prepared learning activities that mention that there is a time students are taken with aim not doing the expected learning activities so there is a sense playfulness
- 2) There's the impression among teachers and students that learning environments take a long enough time to allow students to spend time studying outside the classroom
- 3) The narrow view of the teacher that learning only happens in the classroom.

A teacher must consider a variety of factors. One of them is outdoor learning, which will draw a large number of individuals. Because of their learning locations is the wide environment, students will be confused everywhere. As a result as an intelligent teacher, we need some pointers to overcome the advantages of the outdoor learning.

d. The Step of Outdoor Learning

Outside of the classroom teaching or outdoor learning should not be done indirectly or concurrently. In teaching, preserve an organized plan, proper ideas and actions, and clear steps, so that a teacher's directions in instructing pupils outside the classroom may be used. A teacher should not only consider if the activity will be uninteresting, but should also instruct pupils and ensure that they comprehend the content thoroughly and actively while learning.

Husamah (2013), stated that the steps of learning outdoor learning are :

- 1) Teachers invite students to a location outside the classroom, either in the school or outside the school environment.
- 2) Teacher invites students to gather and make groups.
- 3) Teacher gives motivation and instructions.
- 4) Teacher explains how the group works.
- 5) Teacher divides each group in the location to do the observation and gives time.

- 6) Teacher guides and monitors students at the time of the field observation.
- 7) Teacher completes observations against students in order to come back together to discuss the results of observations.
- 8) Teachers guide the discussion and students are given the opportunity to present the results of each group and other groups are given time to respond.

Seeing from the outdoor learning step above, it can be said that learning with outdoor learning will make students more active and immersed in the environment, students will also be more focused on solving problems and can see the learning media in real life. The outdoor learning process will make students more enthusiastic, so learning won't be boring.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is the core of all the words used by all the people in this world, and is a list of words that have meaning and meaning and is the process of understanding and knowing the meaning or meaning of the word through verbal symbols and non-verbal. Without vocabulary, language use cannot express ideas or meanings properly. Language users will not produce anything and can not express their opinions when language users do not master vocabulary .According to Hornby (1995), vocabulary is a list of word with their meaning, especially at the back of book used for teaching a foreign language. Haycraft (1993),state that vocabulary is knowledge involves knowing the meaning of words and therefore the purpose of vocabulary test to find out whether the learners can match each word with synonym, a dictionary-tape definition, or an equivalent word in their own language. According to Napa (2005), vocabulary is a component of language there is no language without words as a sign or symbol for

ideas, it suggests that vocabulary is an essential aspect of communicating with people.

Vocabulary is a basic thing that is also a foreign language for students who are in Indonesia. According to Hiebert and Kamil's (2005), vocabulary is as good as understanding the meaning of words. There are at least two kinds of word knowledge: receptive, which is the ability to understand or recognize words, and productive, that is, the capacity to generate the vocabulary that we use when writing or speaking.

b. Part of Vocabulary

There are three part in vocabulary

1) Verb

According to Swan in Rahbiana (2014), said that a verb is which could be used with a subject to form basic of close sentences and he also said that verb is a word or phrase indicating in action.

2) Noun

Macfadyen in Rahbiana (2014), said that noun is a word used to name a person, animals, place, country, things, ideas, or abstract idea second and perhaps a little trickier, a noun can be a action. A noun could function 1 a sentence as a subject, a direct object, a subject complement, and a object complement, an appositive, an adjective or an verb.

3) Adjective

Macfadyen in Rahbiana (2014), said that adjective modifies is a noun or pronoun by describing, identifying, or quantifying word, an adjective usually preceded that noun or pronoun which it modifies.

c. Kinds of Vocabulary

According to Harmer there two kinds of vocabulary : Active and passive vocabulary. Active vocabulary is language that students were instructed to learn and that they were expected to utilize. Passive vocabulary refers to words students would identify if they heard them words. They met them, but they are probably to be able to produce it.

According to Good in Achmad (2015), he stated that vocabulary is spilt into four type of vocabulary : (1). Oral vocabulary consists of words that are actively employed in conversation speech. The speaker in oral vocabulary was a crucial feature. It was actively used in a practiced context. (2). Writing vocabulary is made up of words that were actively employed in writing. Because it was not constrained by time, it may have significantly boarder range than vocabulary unrehearsed speech. (3). Listening vocabulary was the store of words to which one responded with meaning and understanding in others' speech. (4)Reading vocabulary was the stock of words to which one responded with meaning and understanding in others' writing.

d. The Importance of Vocabulary

The most importance aspect of learning a foreign language is vocabulary aquisition. Students will significantly improve if they learn more words and expressions. Linguist Wilkins in Thornbury (2004), claims vocabulary acquisition is critial, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary mastery is critical for students learning english as a foreign language. That is why every person who learns English or another language should be familiar with the words. The command of vocabulary can assist them in speaking when communicating with others, write down the meaning and translate it. Asa result of a lack of vocabulary knowledge there is a lack of meaningful communication.

e. Teaching Vocabulary

To be successful in the language acquisition process, one must master the components of the language, one of which is vocabulary. Vocabulary can aid the development of the four fundamental skills. Reading, writing, listening and speaking are all skills. The capacity to master a language's vocabulary is essential. English instruction it is critical for a teacher to understand students' vocabulary. Based on Cameron (2001), learning vocabulary is a cyclical process that includes encouraging new word and basic learning, however vocabulary instruction is concentrated on supporting students in expanding their understanding of words in a way that will facilitate their effective language use and effectively. Additionally, it takes a lot of time and effort to learn a term. Exposure to the word in various contexts. Conceptual students' knowledge expands as they encounter the word more frequently.

According to Cameron (2001), the general principles of helping children to learn vocabulary are :

- 1) The teacher can demonstrate how to utilize strategies and focus children's attention to specific areas of strategies utilization.
- 2) Teacher can teach the sub-skill required to employ strategies .
- 3) Structured changes for employing methods can be included in classroom task.
- 4) By evaluating their achievement young learners can be assisted in reflecting on the learning process.

f. Teaching Vocabulary in Elementary School

Teaching vocabulary at this level is an important part of teaching English because as a children learn more words, they will be able to communicate more effectively with others. It is the most significant aspect of teaching foreign language.

There are several approaches to teaching students a foreign language:

- 1) Make English learning enjoyable and fun.
- 2) Don't be concerned about mistake instead, encourage children.

Teacher should feel at ease and not be hesitant to participate.

- 3) Use a variety of gestures, actions, and real illustrations to demonstrate teacher point.
- 4) Talk to them a lot in English, especially about things they can see.
- 5) Have fun playing games, singing songs, and saying rhymes and chants together.
- 6) Learning outside of the classroom environment is more enjoyable.

B. Previous Study

Referring to several sources related to this research, there are some journal and previous research that correlates with this topic of the research. They were:

1. The first study by Rindu Putri (2021) with the title "The Perceived Effectiveness of Outdoor Learning Activities to Improve Writing Descriptive Text for Junior High School". The result in a study by Ridu Fadhlyatul Putri concluded that the use of an outdoor learning proved helpful in teaching writing skills, particularly descriptive language, to third grade students at SMP Bahrul Ulum Islamic School. Outdoor Learning Strategy demonstrates the effectiveness of students' writing descriptive text in terms of content by increasing the mean score to 85,50 and decreasing the mean score organization to 81,75. In other words, the use of outdoor learning strategy has a substantial impact on teaching descriptive text writing. The research had a difference from this study was on the subject and object. The purpose of this study is to describe the perceived effectiveness of outdoor learning activities to improve writing descriptive text for junior high school.
2. The second is a journal by Vina Sukrina (2019) with the title "Improving Students' Vocabulary Mastery by Using Realia". Based on the result it can be concluded that teaching vocabulary by using real objects can significantly affect to enhance students' vocabulary mastery. It

was proved that mean score of the least test ($M=78,05$) was higher than mean score of the first test ($M=39,17$), it means that the students had an improvement supported by quantitative data, that students have the improvement in vocabulary by using realia.

3. The third is a journal written by Canti Nurul Fadilah Gazali (2014) with the title “Outdoor Experimental Method For Enhancing Students’ Vocabulary”. Results in a study by Canti Nurul concluded that learning experiences outdoors is the best way to teach vocabulary. Effectiveness is seen from increased vocabulary understanding after completing treatment learning outdoors. Outdoor learning methods also successfully foster the enthusiasm and interest of students in the learning process. Students become active and ask more questions and feel easier in remembering vocabulary. The research methodology of this study is similar and the difference is the subject of the research.
4. Thesis entitled “The Effectiveness of Using Outdoor Learning Method Toward The Students’ Vocabulary Mastery At The Second Grade of Junior High School in Pondok Pesantren Pembangunan Manailil Ulum Guppi TK. 1 Samata Kabupaten Gowa” written by Mirnawati (2017). This research was carried out because in the learning of English in the 8th Grade of High School in the Pesantren Pondok Manaili Ulum Guppi Development researchers found a problem where 8th grade students many students have not understood the meaning of words and students do not know how to pronounce the word correctly and spell words correctly and that because of the boring learning strategy of teachers. Then Mirnawati conducted a study on the effectiveness of outdoor learning methods or strategies against the mastery of vocabulary of high school students, 40 students were selected as research subjects. Research findings reveal that student values increase after treatment and application of outdoor learning. The research methodology of this study is similar and the difference is the subject of the research.

C. Conceptual Framework

Vocabulary is the core of all the words used by all the people in this world, and is a list of words that have meaning and meaning and is the process of understanding and knowing the meaning or meaning of the word through verbal symbols and non-verbal. Without vocabulary, language use cannot express ideas or meanings properly. Language users will not produce anything and can not express their opinions when language users do not master vocabulary. However, in Indonesia, most the students are still lack of vocabulay. Teacher also still relies on conventional methods, which make students believe that vocabulary is hard to learnd, and boring.

In this case, the teacher may combine the method with the fun activitiesin several times to make the students enjoy and be interested in learning English. Outdoor learning strategy is appropriate to use . Outdoor learning is a strategy in which teachers invite students to study outside the classroom to learn about events or processes directly in the field with the aim of familiarizing students with their surroundings. Outdoor activities is very joyful teaching learning approach since students will be engaged in enjoyable aactivities. The teacher and students can visit a spesific location, such as a supermarket, factory, or traditional market

According the conceptual framework above, the researcher concetrated on implementating outdoor learning strategy approach to students vocabulary mastery. The study compared experimental group that was thaught utilizing outdoor learning strategy with the control group, which was thaught conventionally. The purpose of this study is to determine if outdoor learning strategy contribute significantly to the development of student's vocabulary mastery.

D. Hypothesis

According to Creswell (1994), a hypothesis is a formal statement that presents the expected relationship between an independent variable and a dependent variable. It can be understood that the hypothesis in this study is to know significant effect of using Outdoor Learning Strategy to improve students' vocabulary mastery.

The hypothesis in this research formulated as follows

- a. The Null Hypothesis (H_0) : There will be no significant effect of Outdoor learning strategy to improve students vocabulay mastery
- b. The Alternative Hypothesis (H_1) : There will be significant effect of outdoor learning strategy to improve students' vocabulary mastery



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the process of research to discover the answer to the research questions that have stated in chapter one

A. Type of Research

According to Creswell (2009) ,the research design were plans and methods for research that were used to make decisions from the assumption to the thorough collection and analysis approach from the board. Neuman (1999), state that quantitative research emphasize measuring variables precisely and testing hyposthesis that are linked to general casual explanation . According to Sugiyono (2010), based on setting grade research place, there are three research method, there are experiment,survey, and naturalitic (qualitative).The type for this study is quantitative experimental method to answer the research question

.The objectives of the study is to know whether outdoor learning strategy is effective or not to improve the students' vocabulary mastery at the third grade of MI Muhammadiyah Kedungwuluh Lor. Design Quantitative a group of subject who recieve a treatment. Therefore, the researcher had two groups of studentsas the sampel one was in the experimental group and another was the controled group The subjects of the study were also examined from the pre-test and post-test students on the skills to master vocabulary in each of the respective groups. By applying treatments, pre-tests and post-test then it can be studied whether outdoor learning strategy have an influence on the mastery of the student's vocabuary.

According to Sugiyono (2014), the design was follow :

Table 3.1 Sugiyono design

Experimental Grop :	0₁	X	0₂
Controled Group :	0₃		0₄

Where :

O_1	= Pre-test for experimental group
O_2	= Post-test experimental group
O_3	= Pre-test controlled group
O_4	= Post-test controlled group
X	= Treatment

Based on the above design, the researchers create two groups, the experimental group and the control group. Both groups be given a pre- test related to vocabulary mastery as a preliminary assessment, then the experimental group be treated while the controlled group is not treated. With these results, the researchers find out whether a group or student given treatment with outdoor learning strategy can obtain a higher score compared to a group of students who did not give outdoor learning treatment.

B. Time and Location of Research

To conduct the research, the researcher is carried out of March 2024, the research took place at MI Muhammadiyah Kedungwuluh Lor, located on Jl. Balai Desa Kedungwuluh Lor, Patikraja Distric, Banyumas Regency, Central Java, 53171. This research involved third grade students at MI Muhammadiyah kedungwuluh Lor.

C. Sample and Population of the Research

The population of the research was the third grade students of MI Muhammadiyah Kedungwuluh Lor in the academic year 2023/2024 which consits of 32 Students from III A and III B. In this reserach, the sample was chosen

a. Population

According to Nunan (2007), writes that population it all cases, situation, or individuals who share one or more characteristic. The population of this research are the third grade students, which consist of 32 students of MI Muhammadiyah Kedungwuluh Lor.

b. Sample

According to Sugiyono (2009), sample is a part of total and characteristic which are owned by population. The sample in this study used a total sampling. Total sampling is sample taking method that used entire members of the population (Sugiyono,2013).The sample of this research is the third grade students of MI Muhammadiyah Kedungwuluh Lor.

Table 3.2 Sample of the Research

No	Class	Sample	Description
1	III A	16	Control Class
2	III B	16	Experiment Class
Total			32

D. Research Variable

According to Suharsimi (2013), The kinds of variable that correlated with the research design consist of two variables : independent and dependent variable. According to cresswell (2009), the reserach used two variables, namely the independent variable and dependent variable.

a) Independent Variable

An independent variable (X) was one that impacted another variable to fulfill the researcher's goal. The independent variable in the study was using outdoor learning.

b) Dependent Variable

The consequence of implementing the independent variable was the dependent variable (Y). The dependent variable in this study was pupils' vocabulary knowledge.

E. Technique of Data Collection

The next step in research is collecting data , the function of the data collection is to find out the result of the data research. In collecting data researcher used three technique.

a. Pre-Test

To collect data, the researcher gives the pre-test for both groups or class in first meeting of the experiment. One class is as the experimental group and another class as the controlled group. Pre-test was intended to determine students' initial knowledge regarding vocabulary mastery before given the treatment. The pre-test in the form of a mutiple choice test and fill the blank that consists of 30 mutiple-choice questions and 10 fill the blank questions. Pre- test activities was be held on 18

March 2024 in the control class (III A) at 08.00 a.m until 09.00 a.m.

Then the experimental class (III B) did the pre –test on 14

March 2024 start from 10. 00 a.m until 11.00 a.m. b.

Treatment

The way the reseracher improve the students' vocabulary mastery was treated by using outdoor learning. After the researcher gave the pre-test to the two groups, the researcher then gave outdoor learning treatment to the experimental group, therefore the control group was given the conventional technique. Treatment was carried out for ten meetings.

Table 3.3 Schedule of the Research

Meeting	Material	Time
Meeting 1	They Are Playing Seesaw	Tuesday, March 19 th 2024
Meeting 2	They Are Playing Seesaw	Monday, March 25 th 2024
Meeting 3	My School Near the Office	Tuesday, March 26 th 2024
Meeting 4	My School Near the Office	Wednesday, March 27 th 2024

c. Post-Test

After the treatment for ten meetings, the researcher will give a test namely a post-test. This test was carried out to determine students' vocabulary mastery after the students were given treatment, whether the use of outdoor learning can improve to students' vocabulary mastery. Post-test activities was held on

28 March 2024 in the experiment class (III A) and the control class (III B) at) 08.00 a.m until 08.40 a.m.

F. Validity and Reliability of the Instruments

1) Validity Test

The validity test is a test measure in pre-test and post-test matters. Sofiyan (2017), state that validity shows the extent to which a measuring instrument is capable of measuring what is measured. The validation test was conducted at MI Muhammadiyah Kedungwuluh Lor and tested 25 students of the fourth grade with 25 double-choice questions and 10 questions completing a word. The reason he chose class IV to do the test, because they had acquired vocabulary material, Play with the Seesaw and My School near Office first. To know if the items were valid or not, the validation test should be compared with r_{table} , whose r_{table} value for 25 students with a significance value of 0,05 was 0,361. The item validity test used the Person product moment formula. The result of the validity test performed with the formula production moment using IBM SPSS V 26 can be seen in the table below :

Table 3.4 The Result of Pre-test Validity

Number	Test Result		Conclusion
	R count	R tabel	
1.	0,567**	0,36	Valid
2.	0,533**	0,36	Valid
3.	0,568**	0,36	Valid
4.	0,599**	0,36	Valid
5.	0,412*	0,36	Valid
6.	0,567**	0,36	Valid
7.	0,593**	0,36	Valid
8.	0,546**	0,36	Valid
9.	0,550**	0,36	Valid
10.	0,646**	0,36	Valid
11.	0,569**	0,36	Valid
12.	0,541**	0,36	Valid
13.	0,558**	0,36	Valid

14.	0,561**	0,36	Valid
15.	0,490*	0,36	Valid
16.	0,548**	0,36	Valid
17.	0,644**	0,36	Valid
18.	0,657**	0,36	Valid
19.	0,493*	0,36	Valid
20.	0,612**	0,36	Valid
21.	0,584**	0,36	Valid
22.	0,514**	0,36	Valid
23.	0,604**	0,36	Valid
24.	0,616**	0,36	Valid
25.	0,455*	0,36	Valid
26.	0,505**	0,36	Valid
27.	0,749**	0,36	Valid
28.	0,509**	0,36	Valid
29.	0,461*	0,36	Valid
30.	0,417*	0,36	Valid
31.	0,510**	0,36	Valid
32.	0,426*	0,36	Valid
33.	0,463*	0,36	Valid
34.	0,572**	0,36	Valid
35.	0,510**	0,36	Valid

Table 3.5 The Result of Post-test Validity

Number	Test Result		conclusion
	R count	R table	
1.	0,676**	0,361	Valid
2.	0,524**	0,361	Valid
3.	0,512**	0,361	Valid
4.	0,495*	0,361	Valid
5.	0,866**	0,361	Valid
6.	0,674**	0,361	Valid
7.	0,593**	0,361	Valid
8.	0,829**	0,361	Valid
9.	0,884**	0,361	Valid
10	0,533**	0,361	Valid
11	0,556**	0,361	Valid
12	0,548**	0,361	Valid
13	0,625**	0,361	Valid
14	0,445*	0,361	Valid
15	0,599**	0,361	Valid
16	0,412*	0,361	Valid
17	0,456*	0,361	Valid
18	0,547**	0,361	Valid
19	0,530**	0,361	Valid
20	0,421*	0,361	Valid
21	0,596**	0,361	Valid
22	0,485*	0,361	Valid
23	0,439*	0,361	Valid

24	0,413*	0,361	Valid
25	0,552**	0,361	Valid
26	0,576**	0,361	Valid
27	0,547**	0,361	Valid
28	0,403*	0,361	Valid
29	0,401*	0,361	Valid
30	0,501**	0,361	Valid
31	0,663**	0,361	Valid
32	0,443*	0,361	Valid
33	0,693**	0,361	Valid
34	0,572**	0,361	Valid
35	0,510**	0,361	Valid

2) Reliability Test

Reliability test, is a test like any other instrument, is used for measurement, it should give the same result every time it measure and should be practical to. The test must be reliable as a measuring instrument. Isnawati (2011), state that reliable test is consistent and dependable. Reliability test instrument can be done using Cronbach's alpha. According to Triton, Sujianto (2009), Cronbach's alpha value can be follow :

Table 3.6 Cronbach's alpha value categories

Cronbach's Alpha	Interpretation
0,81-1.00	Very Reliable
0,61-0,80	Reliable
0,41-0,60	Quite reliable
0,21-0,40	Rather Reliable
0,00-0,20	Less Reliable

The result of reliability testing by using IBM SPSSV 26 can be seen from the table :

Table 3.7 Reliability test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,934	,934	35

From the table above, the value of Cronbach's Alpha is 0,934. It means that the test is reliable.

G. Data Analysis Technique

After gathering the data, the researcher analysis it. The researcher use the right technique to examine the data and determine the effect. According Sugiyono (2009), defines two types of statistic employed in the study to examine the data; descriptive statistic and inferential statistic.

1. Descriptive Analysis

A descriptive statistic is one that is used to describe the data in order to analyze it and draw board conclusions.

a. Mean

Nunan (2007), state that the mean, is calculated by summing the scores and dividing by the total number of students, is the average of the set scores.

$$x = \frac{\sum x}{N}$$

Where : x = the mean score

$\sum x$ = the sum of the score

N = the total number of students

b. Median

Median is one method of explanation that is based on the middle value of data that has been arranged either from highest to lowest or from lowest to highest.

c. Modus

According Sugiyono (2009), modus is a group explanation technique that is based on the most frequently occurring score, or the score that is currently in popularity.

d. Min and max score

The group's lowest score is known as the min score, and the highest score known as the max score. The researcher ranks the scores from lowest to highest in order to determine the minimum and maximum scores. From this score is arranged, the minimum and maximum scores will be known.

2. Inferential Statistics

In this analysis, the researcher analyzes the data to the hypothesis. This analysis is done to find out the use of outdoor activities teaching strategy to improve students' vocabulary mastery.

a. Test of normality

A test of normality is aimed at knowing whether or not the collected data shows normal distribution. Test of normality is aimed at knowing whether or not the collected data shows normal distribution. Indeed the normality test is used to graphical normality assessment that can be found in the IBM SPSS V 26.

b. Test of homogeneity

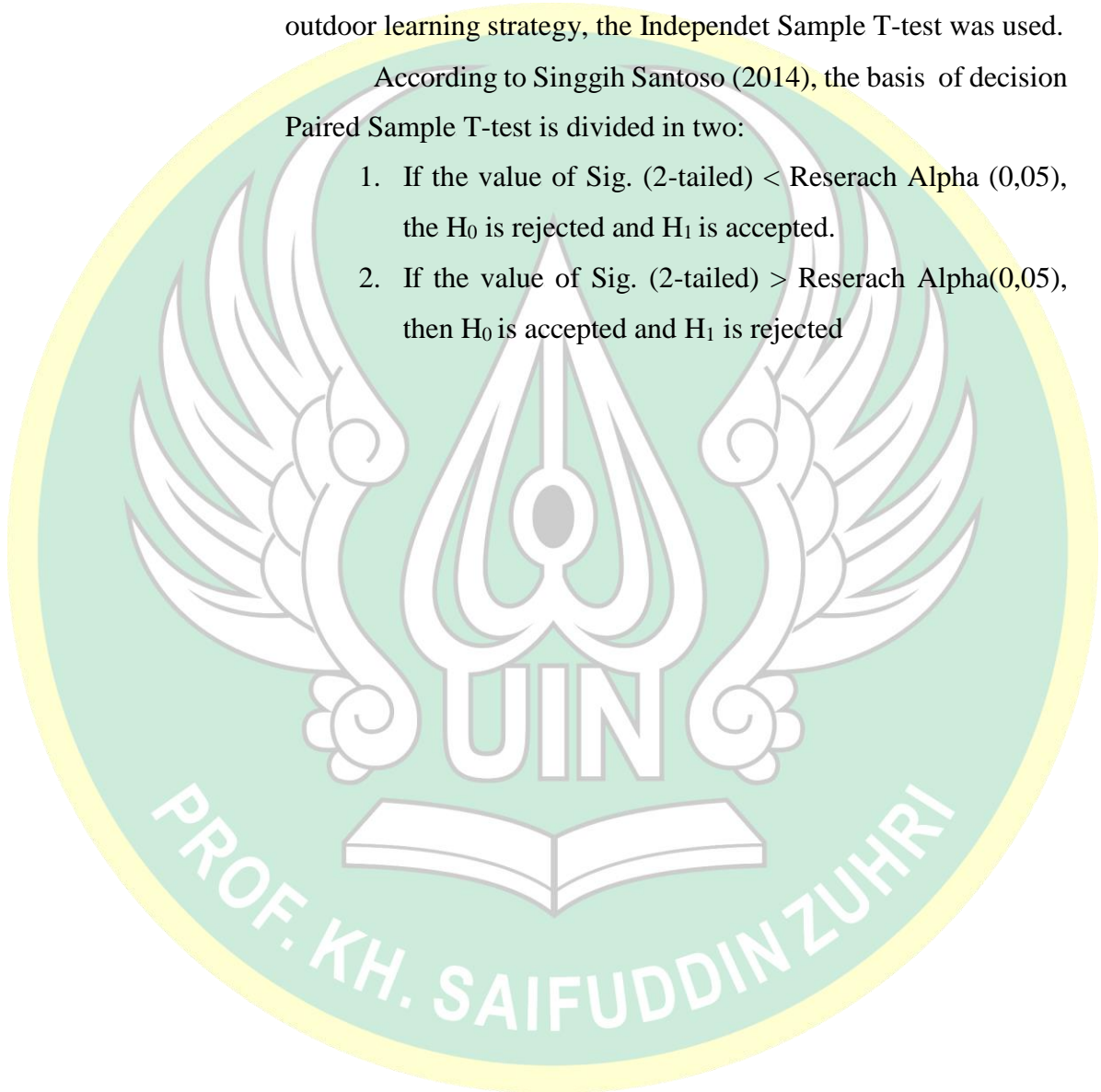
The test of homogeneity is aimed at knowing whether or not the score of one group have homogenous variance with the scores of the other group. IBM SPSS V 26 was used to calculate the homogeneity test.

3. Hypothesis Testinng

The hypothesis test is used to see whether the hypothesis of this study can be accepted or not. The analysis is done by using t-test to see the effectiveness of outdoor learning strategy seen from the pre-test and post-test data in experiment class and control class, the N-Gain test was used. To find out the significant difference from outdoor learning strategy, the Independent Sample T-test was used.

According to Singgih Santoso (2014), the basis of decision Paired Sample T-test is divided in two:

1. If the value of Sig. (2-tailed) < Reserach Alpha (0,05), the H_0 is rejected and H_1 is accepted.
2. If the value of Sig. (2-tailed) > Reserach Alpha(0,05), then H_0 is accepted and H_1 is rejected



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion in the research. The reserach using pre-test and post-test to collect data and applied N-Gain test to determine the effectiveness of the treatment and analyze the data.

A. Findings

1. Data Description

Before doing the analysis, the researcher will give some explanation. In this study, the researchers took two classes (32 siswa). Class III A had 16 students and class III B had 16 students. The findings section presents the data that has been collected during the research process. The aim of this study is to find out the effectiveness of outdoor learning strategies in student vocabulary skills. This study is an experimental study conducted at MI Muhammadiyah Kedungwuluh Lor. The population in this study consists of students of class III and samples consisting of classes III A and III B.

To know the effectiveness of the outdoor learning strategy, it is necessary to know the results of the pre-test and post-test, as well as the differences in student learning outcomes between students who study with the outdoor strategy, and students who learn in a conventional way. Data collection techniques are done using pre-test and post-test. Pre-tests are carried out by the experimental class and the control class before receiving treatment. The pre-test will take place on March 18, 2024. Then the treatment was carried out in four meetings, where class III B is the experiment class using the outdoor learning strategy while class III A is the control class using conventional learning methods. The next post-test after the treatment on March 28, 2024..

The pre-test and post-test values obtained were analyzed using IBM SPSS V 26 for windows to determine average values and deviation standards, minimum score, maximum score. After doing the outdoor

learning strategy treatment, the N-Gain test is used to find out how effective outdoor learning strategies are in improving student vocabulary skills. Based on the data collected through the study, here are the results of the pre- test and post-test data.

Table 4.1 The Result of Pre-Test and Post-Test

No	Experiment Class		Control Class	
	Pre- Test	Post-Test	Pre-Test	Post-Test
1.	48	74	48	57
2.	54	80	60	54
3.	42	85	48	65
4.	58	82	42	65
5.	74	85	54	74
6.	65	80	74	74
7.	82	97	65	74
8.	22	31	54	57
9.	74	85	65	54
10.	77	82	65	77
11.	54	80	71	80
12.	40	57	37	62
13.	31	57	60	71
14.	57	94	34	28
15.	68	80	60	60
16.	85	91	14	31

Using pre-test and post-test data, the data analysis uses the N-Gain test to determine the effectiveness of outdoor learning strategies in teaching vocabulary in 3rd grade students of MI Muhammadiyah Kedungwuluh Lor and calculate differences between pre-tests and post test scores. Then we can find out if this outdoor learning strategy is effective in improving vocabulary skills.

a. Pre-test and Post-test data in Control Class

The pre-test did on March 18th,2024. While the post-test was held on Thursday, March 28,2024. The result of research in control class, which did not apply outdoor learning strategy in learning activity, it resulted in the following table :

Table 4.2 The Result of Pre-test and Post-test in Control Class

No	Statistic	Control Class	
		Pre-test	Post-test
1.	N	16	16
2.	Maximum	74	80
3.	Minimum	14	28
4.	Mean	53,1	61,4
5.	Median	60	65
6.	Mode	60 and 74	74
Mean Different = 8,3			

Based on the above table, there are 16 pre-test data on the control class. This shows that the average score is 53.1, and the minimum standard score on English lessons is 14, so students are considered to have a fairly low mastery in vocabulary.

The median is 60 and the modality is 60. Meanwhile, there are 15 post-test data in the control class. It shows an average score of 61.4 which is categorized that vocabulary mastery is quite improved even though it is still in the low category because it still carries the minimum standard of 28. The median is 65 and the modality is 74.

Based on the data in the previous table, the mean difference in the control class shown on the previous values, on pre-test and post-tst is 76. The minimum value on the pre-test is 14, and the maximum value is 74, while the minimum score on the post-test is 28 and the maximum value is 80.

b. Pre-test and Post-test data on Experiment Class

The pre-test was held on Monday, March 18, 2024, while the post-test was held on Thursday, March 28, 2024. The result of the experimental class study were given treatment the outdoor learning strategy, result following table :

Table 4.3 The Result of Pre-test and Post-test in Experiment Class

No	Statistic	Experiment Class	
		Pre-test	Post-test
7.	N	16	16
8.	Maximum	85	94
9.	Minimum	22	31
10.	Mean	58,18	77,5
11.	Median	57,5	81
12.	Mode	54	80
Mean Different = 23,5			

Based on the above table, there are 16 pre-test data in the experiment class. It shows that the average score is 58.18, and the minimum standard score on English lessons is 22, so students are considered to have a fairly low mastery in vocabulary. The median is 57.5 and the dominance is 54. Meanwhile, there are 16 post-test data in the control class. It shows an average score of 76.56 which is categorized that vocabulary mastery is increasing and above the minimum standard of 75. The median is 81 and the modality is 81.

Based on the data in the previous table, the mean difference in the control class shown on the previous values, on pre-test and post-test is 23.5. The minimum value on the Pre-test is 22, and the maximum value is 85, whereas the minimum score on the Post-Test is 31 and the max value is 94.

2. Data Analysis

1.) Normality Test

A test of normality is aimed at knowing whether or not the collected data shows normal distribution. In this study, the normality test was analyzed using IBM SPSS V 26 software windows.

According to Sugiyono (2012), the hypothesis for the formulated as follow :

H_0 : the data are normally distributed

H_a : The data are not normally distributed

The criteria of acceptance or rejection of hypotheses for normality are as follow

H_0 is accepted if Sig. $\alpha > 0,05$

H_a accepted if Sig. $\alpha > 0,05$

The criteria of normality test was analyzed with Kolmogorov-Smirnov Test in program computer SPSS V 26 for windows follow :

**Table 4.4 The Result of Normality Test
The Result of Normality Test Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		16
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,71774026
Most Extreme Differences	Absolute	,159
	Positive	,159
	Negative	-,111
Test Statistic		,159
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table, it can be seen that the asymp.sig values is $0.200 > 0.05$ so it can be conclude that the data is normally distributed.

4.) Homogeneity Test

According to Jainuri (2019), homogeneity test is used to determine wheter two more population variance are same or not. The result of homogeneity test for pre-test and post-test are below :

Table 4.5 Test of Homogeneity Variance
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students learning results	Based on Mean	,004	1	30	,949
	Based on Median	,051	1	30	,823
	Based on Median and with adjusted df	,051	1	27,815	,823
	Based on trimmed mean	,012	1	30	,912

Based on the output above, the Sig based on Mean is $0.949 > 0.05$, so it can be concluded that the variance of the post-test data of the experiment class and the control class is the same.

5.) Independent Sample T-test

Table 4.6 Group Statistic of Independet Sample T-test

		Group Statisti cs			
	Learning Model	N	Mean	Std. Deviation	Std. Error Mean
Students learning result	post_testexperimen	16	77,29	14,874	5,622
	post_testcontrol	16	61,44	14,998	3,749

Table 4. 7 The result of Independent Sample T-test

T _{count}	T _{table}	Conclusion
7,818	1, 72074	H ₀ rejected

Based on the table above, there are significant difference in the experimental class and controll class. The mean data shows that the mean score in experimental class is 77,29 and the control

class is 61,44. So, it that be conclude that the use of the outdoor learning strategy can improve the students vocabulary mastery at the third grade of MI Muhammadiyah Kedungwuluh Lor. Furthermore, the seconf table shows $t_{hitung} > t_{table}$, t count is from calculating the score, and t table for 32students is 1,72074, so the table means H_0 is rejected H_1 is accepted. Thus, it can be conclude that there are significant differences in the use outdoor learning strategy on students vocabulary mastery.

6.) N-Gain Test

To determine the effectiveness of using the outdoor learning strategy, the researcher used the N-Gain score test. This N-Gain test provides information about vocabulary ability using the outdoor learning strategy. N-Gain is done by calculating the difference between the pre-test score and the post-test scores.

$$\text{N-Gain} = \frac{\text{Post test score} - \text{Pre test score}}{\text{Ideal score} - \text{Pre test score}}$$

Ideal score is the higgest score that can be obtained

According to Ramdhani et all (2020) the score category

Table 4.8 Score category of N-Gain

Limitiation	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 4.9 Percentage Category of N-Gain

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

4.10 Description of N-Gain

Descriptive

	Kelas		Statistic	Std. Error	
Ngain_percent	Experiment	Mean		5,15988	
		95% Confidence Interval for Mean	Lower Bound		
			Upper Bound	58,9961	
		5% Trimmed Mean		47,9098	
		Median		42,5824	
		Variance		425,989	
		Std. Deviation		20,63951	
		Minimum		11,54	
		Maximum		86,05	
		Range		74,51	
		Interquartile Range		19,44	
		Skewness		,361	,564
		Kurtosis		-,106	1,091
			Control	Mean	16,3825
95% Confidence Interval for Mean	Lower Bound			4,5498	
	Upper Bound			28,2152	
5% Trimmed Mean				17,5334	
Median				22,7409	
Variance				493,104	
Std. Deviation				22,20595	
Minimum				-31,43	
Maximum				43,48	
Range				74,91	
Interquartile Range				33,89	
Skewness				-,737	,564
Kurtosis				-,374	1,091

Table 4.11 The Result of N-Gain Score Experiment Class

No	Experiment Class
	N-Gain Score (%)
1.	50,00
2.	56,52
3.	74,14
4.	57,14
5.	42,31
6.	42,86
7.	83,33
8.	11,54
9.	42,31
10.	21,74
11.	56,52
12.	28,33
13.	37,68
14.	86,05
15.	37,50
16.	40,0
Mean	47,9980
Maximum	86,05
Minimum	11,54

Table 4.12 The Result of N-Gain Score Control Class

No	Control Class
	N-Gain Score (%)
1.	17,31
2.	-15,00
3.	32,69
4.	39,66
5.	43,48
6.	,00
7.	25,71
8.	6,52
9.	-31,43
10.	34,29
11.	31,03
12.	39,68
13.	27,50
14.	-9,09
15.	,00
16.	19,7
Mean	16,3825
Maximum	43,48
Minimum	-31,43

Based on the N-gain score test results, it shows that the average N gain score for an experimental class with an outdoor learning strategy is 47,9980 or 48% included in the less effective category, with a minimum N-gain score of 11.5% and a maximum of 86%. Whereas for an average N-Gain score for a control class using a conventional strategy is 16,3825 or 16.4% included in an ineffective category.

Regarding the effectiveness of outdoor learning strategy, in the percentage of the N-Gain test there are four categories. The first category $< 40\%$ is considered ineffective, $40-55\%$ is considered less effective, $56-75\%$ is considered quite effective and $>76\%$ is considered effective. In this reserach, the calculation of the N-Gain test shows that the experimental class in the everage precentage of 47,9980 or 48%. That means, include in the category of less effective. It can be said that the outdoor learning strategy is less effective in improving the vocabulary mastery of 3rd grade.

B. Treatment Description

Based on the result of preliminary on third grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas, the students have problems that their vocabulary ability. Actually, its happened because they were a young learners and not many schools have English lessons. In this case, the researcher conducted the treatment using outdoor learning strategy to solve this problems.

The participant of the treatment were class III A and Class III B both of them consist of 16 students. The treatment conducted to III A and III B after the meeting the pre-test. The researcher was given the treatments in four meetings. In the meeting of the treatments , the researcher used the outdoor learning strategy to the experimental class and the convetional method to the controll class.

a.) Experimental Class

Before the treatment , the researcher held the pre-test on Monday, March 18th 2024.

- 1.) The first meeting of the treatment was held on Tuesday, March 19th 2024. In this meeting, students learnd outdoor in the kindergarten school playground. The researcher giving the material about “ They are Playing a Seesaw”. The outdoor learning strategy used by group and playing . With the outdoor learning, students’ felt more enjoyed and interested.
- 2.) The second meeting of the treatment was held on Monday, March 25th 2024. In this meeting students still learned with the same theme and same place. Students learned about what are the things in the park. The

researcher used the workbook to give students assessment. In this meeting students very enjoy and enthusiastic with the learning process.

3.) The third meeting for the treatment was held on Tuesday, March 26th 2024. In this meeting students learned the material about “ My School Near the Office”. In this meeting, students learn outdoor in Kedungwuluh Lor village field. The activities used technique of group discussion during learning process. The students can saw public places near the school. The students were very intersted with the learning process.

4.) The fourth meeting for the treatment was held on Wednesday, March 27th 2024. In this meeting students learned the material about “ My School Near the Office”. In this meeting, students learn outdoor in the mosque. The activities used technique of group discussion during learning process. The students can saw public places near the school. The students were very enjoy with the learning process.

After the treatment, the researcher held the post-test on Thursday, March 28th 2024.

b.) Control Class

Before the treatment , the resercher held on Monday, March 18th 2024. The control class was treated by conventional method.

1.) The first meeting of the treatment was held on Tuesday, March 19th 2024. In this meeting, students learndin the classroom. The researcher giving the material about “ They are Playing a Seesaw”. The conventional method used by workbook and whiteboard .

2.) The second meeting of the treatment was held on Monday, March 25th 2024. In this meeting students still learned in the classroom. Students learned about what are the things in the park. The researcher used the workbook to gave students assesment.

3.) The third meeting for the treatment was held on Tuesday, March 26th 2024. In this meeting students learned the material about “ My School Near the Office”. In this meeting, students learn in the classroom. The learning process conducted teacher centered in explained the material.

4.) The fourth meeting for the treatment was held on Wednesday, March 27th 2024. In this meeting students learned the material about “ My School Near the Office”. In this meeting, students learned in the classroom. The learning process conducted teacher centered in explained the material. Students worked individually related to the material based on workbook

C. Discussion

The purpose of this study was to determine the effectiveness of the use outdoor learning strategy for the students vocabulary mastery at the third grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas.

Sixteen samples were taken for the experimental class and another sixteen samples were taken for the control class in this research. This research was an experimental study with a quasi-experimental pattern because this research aimed to find out the cause and effect can by giving certain treatments to the experimental class. The researcher conducted treatment in the form of teaching with outdoor learning strategy.

Vocabulary mastery is one of the important aspects in foreign language learning. According to North (2014), It means that vocabulary mastery is very necessary to be explored and mastered by student which must be in accordance with existing rules. In addition Alqahtani (2015), said that vocabulary mastery is needed to express our ideas and to be able to understand the language, vocabulary is to crucial to be mastered. In other words vocabulary mastery is the ability to understand lexis and vocabulary is very important to master because mastering a lot of vocabulary will make it easier for students to read, write, listen and speak English. In fact, many students still have difficulty memorizing and understanding vocabulary.

In the first stage of this study, the researcher gave a pre-test that was a pre-test that was aimed to find out how much the student vocabulary ability. After giving the students a pre-test, the researcher then began explaining the learning materials and used the outdoor learning strategy. In the next section, the researcher gave a post-test question by the teaching

material. Conversely, in the control class treatment was not given (by using conventional strategy) or not used outdoor learning strategy. In the control class, several treatments of the research include a pre-test, learning activities using conventional method, and post-test. The pre-test and post-test given in control class serve only as control tools to lower students' performance.

The experimental class and control class showed that the pre-test results were the same, namely in the poor category. In contrast to the result of the post-test in the experimental class after the treatment of outdoor learning strategy on students' vocabulary mastery is better. That was presented from the result of the post-test experimental class.

In this study, the research objective was to determine whether the outdoor learning strategy was less effective and there were significant differences between the classes that were given the treatment and those who were not, in students' vocabulary mastery. In this study, the N-Gain Test was used to determine the effectiveness of the outdoor learning strategy and its significant difference with the control class.

Data from the experimental class had an average pre-test score of 58,17 while the average post-test score was 77,5 with a minimum pre-test score of 22, post-test 31 and maximum pre-test score 85, and maximum post-test score 94. Meanwhile, the data from control class had an average pre-test score 53,1, with the minimum pre-test score 14, a post-test score of 28 and a maximum pre-test score 74 and a maximum post-test of 80.

According to the result of N-Gain Test, the effectiveness of the outdoor learning strategy on students' vocabulary mastery, in the percentage of the N-gain test there are 4 categories. The first, < 40% is deemed ineffective, between 40% -55% is deemed less effective, 56-75% is considered quite effective and >76% is deemed effective. According to this study's N-Gain test computation, the experimental class average percentage is 47,9980% or 48%. That means included in the category less effective. It can be said that outdoor learning strategy is less effective in improving the students' vocabulary mastery of 3th grade.

In the data of this research, the conclusion is to use outdoor learning strategy is less effective to improve students' vocabulary mastery. Because,

the study of participants in experimental class showed that post-test score is higher than pre-test score but its less effective.

Learning vocabulary in an outdoor class is successful than learning vocabulary in an indoor class (Henderson et al., 2015; Wang & Qi,2018), and students can also enjoy their learning experience since they can engage directly with the real-life environment (Asmara et al., 2016). In an outdoor learning, for example, the brain is fresher and more relaxed, and students easily recall words if they see the object from outside. Based on the data in this research, the result is less effective but is significant, this can happen because of several factors that outdoor learning have a disadvantages. According to Larsson (2014), discovers that students occasionally respond negatively to outdoor learning strategy; many students are engaged in completing their task, but there are also individuals who are not active in doing their job and hence do not focus on learning.

In addition to pre-test and post-test data, one of the reasons the results in this study are less effective is that with outdoor learning strategies ,students learn outside the classroom and outside the school, there are many disturbances such as the noise of vehicles and also sometimes students become less focused on learning and more enjoy playing because out of the school environment, so it makes students less attentive to the learning material. It proves that outdoor learning strategy has some weaknes

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion of the research that has been described, quantitative data shows that students have enough achievements in calculating post-test results using IBM SPSS V 26 for windows. From these data, a significant increase was found. It can be concluded that the outdoor learning strategy for 3rd grade of MI Muhammadiyah Kedungwuluh lor is less effective to be applied to students to improve vocabulary mastery, because the result of the post-test calculation using the N-Gain test show the experimental class average of 47,9980, or 48 %. If you look at the table for the N-Gain percentage category, then the average score is included in the less effective category.

In addition, the comparison of scores on the Independent Sample T- test there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the experiment class 77.29 and the control class is 61.44. Table shows t-count is higher than t- table $7,818 > 1.7207$. It means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In other words, teaching vocabulary using outdoor learning strategy is less effective for students of MI Muhammadiyah Kedungwuluh Lor.

B. Limitation of Study

Based on the study that was conducted by the researcher, this research has some limitation.

1. The first study is limited to investigating the effectiveness of using outdoor learning strategy on students' vocabulary mastery at the third grade of MI Muhammadiyah Kedungwuluh lor, Patikraja, Banyumas. It is also examined how the effect of this teaching strategy on students' vocabulary mastery.

2. Secondly, it was about this study's limitations in time allocation that held on six meetings with four meetings for treatment, so the result of implementation of outdoor learning strategy not fully optimal.

C. Suggestion

Considering the results of the research that has been carried out entitled "The Effectiveness of Outdoor Learning Strategy for Students Vocabulary Mastery at the Third Grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas" some suggestion follows:

1. For the English Teacher
 - a. The teacher should also create more relaxed atmospheres in teaching learning process by giving chance to the students to use the target language.
 - b. The teacher should be as creative as possible in teaching vocabulary.
 - c. Teachers need more to improve the quality of teaching in class so that students are more focused on learning.
 - d. Teachers should be more creative in finding alternative learning strategies that are more effective in learning vocabulary.
2. For students
 - a. The students should study hard to get good vocabulary mastery.
 - b. Students should be more enthusiastic and think that learning English is easy and enjoyable.
 - c. Students should be more focused on learning both inside and outside the classroom so that students can easily understand what is being taught.
3. For other researcher

This research has not covered many aspects. Therefore, it is recommended for other researchers to conduct discussions using several factors in the same topic.

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APPENDICS



Appendix 1 Official Letter of Preliminary Observation



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PDM BANYUMAS
Akta Notaris : Priat Ristarto, S.H Nomor : 252 / 8 Maret 2016 dan AHU-88 AH.01.07 Tahun 2010

MI MUHAMMADIYAH KEDUNGWULUH LOR
TERAKREDITASI – A

Jl. Karang anyar No. 05 Kedungwuluh Lor Kec. Patikraja 53171 Telp. (0281) 65746246
Email: mimkedungwuluhlor.sukses@gmail.com Blog: mimkedungwuluhlorbanyumas.blogspot

SURAT KETERANGAN **Nomor : 201. /079.008/VII/2023**

Yang bertanda tangan di bawah ini :

Nama : Suryanti, S.Pd.I.,M.Pd
NIP : 197003282007012030
Pangkat / Gol : Penata Tk.III/c
Unit Kerja : Kepala Madrasah
Alamat : JL.Karanganyar No.05 Kedungwuluh Lor Patikraja

Dengan ini menerangkan bahwa :

Nama : Bunga Prias Ramadhani
NIM : 2017404034
Semester : VII (Tujuh)
Jurusan/Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2023/2024

Benar-benar telah melakukan Observasi Pendahuluan, dilaksanakan pada tanggal 09-11-2023 sampai dengan 23-11-2023 di MIS Muhammadiyah Kedungwuluh Lor, selama melakukan observasi pendahuluan di MIS Muhammadiyah Kedungwuluh Lor bersikap baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebaik-baiknya.

Patikraja, 21 Desember 2023

Kepala MIS Muhammadiyah



SURYANTI, S.Pd.I., M.Pd
NIP. 197003282007012030

Appendix 2 Official Letter of Individual Research



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PDM DAN PMP
Akta Notaris : Prian Ristarto, S.H Nomor : 252 / 8 Maret 2016 dan AHU-88.AH.01.07.Tahun 2010

MI MUHAMMADIYAH KEDUNGWULUH LOR
TERAKREDITASI – A

Jl. Karang anyar No. 05 Kedungwuluh Lor Kec. Patikraja 53171 Telp. (0281) 65746246
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SURAT KETERANGAN Nomor : 201./079.008/VII/2023

Yang bertanda tangan di bawah ini :

Nama : Suryanti, S.Pd.I.,M.Pd
NIP : 197003282007012030
Pangkat / Gol : Penata Tk.III/c
Unit Kerja : Kepala Madrasah
Alamat : JL.Karanganyar No.05 Kedungwuluh Lor Patikraja

Dengan ini menerangkan bahwa :

Nama : Bunga Prias Ramadhani
NIM : 2017404034
Semester : VIII (Delapan)
Jurusan/Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2023/2024

Benar-benar telah melakukan Riset Individu, dilaksanakan pada tanggal 8 Maret 2024 sampai dengan 28 Maret 2024 di MIS Muhammadiyah Kedungwuluh Lor dengan judul "The Effectiveness of Outdoor Learning Strategy on Students Vocabulary Mastery at The Third Grade of MI Muhammadiyah Kedungwuluh Lor, Patikraja, Banyumas. Selama melakukan riset di MIS Muhammadiyah Kedungwuluh Lor bersikap baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebaik-baiknya.

Patikraja, 28 Maret 2024

Kepala MIS Muhammadiyah



Appendix 3 Validity Instrument

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd.

Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Jabatan : Dosen

Telah membaca instrumen penelitian berupa observation guideline dan interview checklist yang akan digunakan dalam penelitian dengan judul "The Effectiveness of Outdoor Learning Strategy for Students Vocabulary Mastery at The Third Grade of MI Muhammadiyah Kedungwuluh Lor , Patikraja, Banyumas" oleh peneliti:

Nama : Bunga Prias Ramadhani

NIM : 2017404034

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

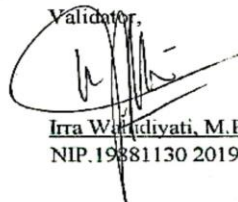
Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

- Mengganti soal pretest dan posttest yang sama
- Membenarkan teknis penulisan soal

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 5 Maret 2024

Validator,



Irra Wahidiyati, M.Pd.

NIP.19881130 201908 2 001

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Tri Supriyatin, S.Pd

Instansi : MI Muhammadiyah Kedungwuluh Lor

Jabatan : Guru wali kelas 3 B

Telah membaca instrumen penelitian berupa observation guideline dan interview checklist

yang akan digunakan dalam penelitian dengan judul "The Effectiveness of Outdoor

Learning Strategy for Students Vocabulary Mastery at The Third Grade of MI

Muhammadiyah Kedungwuluh Lor , Patikraja, Banyumas" oleh peneliti:

Nama : Bunga Prias Ramadhani

NIM : 2017404034

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

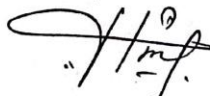
Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

.....
.....

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 16 Maret 2024

Validator,



Tri Supriyatin, S.Pd
NIP.198102172007102002

Appendix 4 Pre-test

Nama :

Kelas :

Pre-Test things at park

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for question number 1 to 5



1. What can you find in the picture?
 - a. Swings
 - b. Sandbox
 - c. Children
 - d. Bicycle
2. What you can not find in the picture?
 - a. Swings
 - b. Trees
 - c. Children
 - d. Bench
3. How many trees are there in the picture?
 - a. Zero
 - b. One

- c. Two
 - d. Three
4. How many swings are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three
5. How many tables are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

The following text is for questions number 6 to 7

Every Saturday and Sunday, Fiona and Lita cycle together to the park. Arriving at the park, they will play swing and seesaw. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Fiona and Lita cycle together to the park?
- a. Saturday
 - b. Sunday
 - c. Saturday and Sunday
 - d. Sunday and Monday
7. What do Fiona and Lita do in the park?
- a. Play swing and slide
 - b. Play swing and seesaw
 - c. Play sandbox and slide
 - d. Play seesaw and slide
8. You can not find ... at the park.
- a. flower
 - b. fountain
 - c. bench
 - d. sofa
9. At the park, people can do outdoor activities, except...
- a. jogging
 - b. bicycling
 - c. picnic
 - d. sleeping

10. Toni : What are Lulu and Andi doing?
Sifa : There are playing.....

- a. bars
- b. swing
- c. seesaw
- d. hopscotch



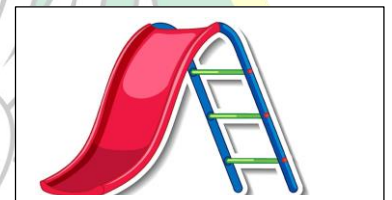
11. Risa : Look! What is he doing?
Arya : He is.....

- a. playing kites
- b. riding bicycles
- c. playing seesaw
- d. playing hopscotch



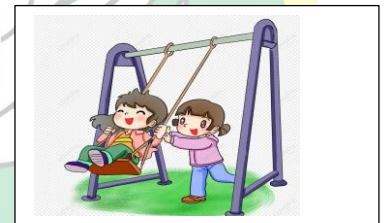
12. What is the name of the game on the side?

- a. Swing
- b. Slide
- c. Seesaw
- d. Jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a kite



14. What is “seesaw” in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

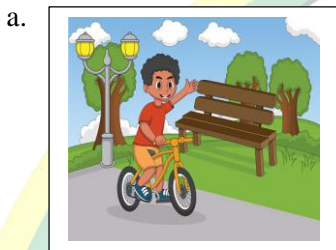
15. *Perosotan* in English is....

- a. slide
- b. jump rope
- c. seesaw
- d. football

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



B _ _ Y _ _ E



S _ _ _ E



S _ _ D _ _ X



S _ _ S _ W



S _ _ _ G

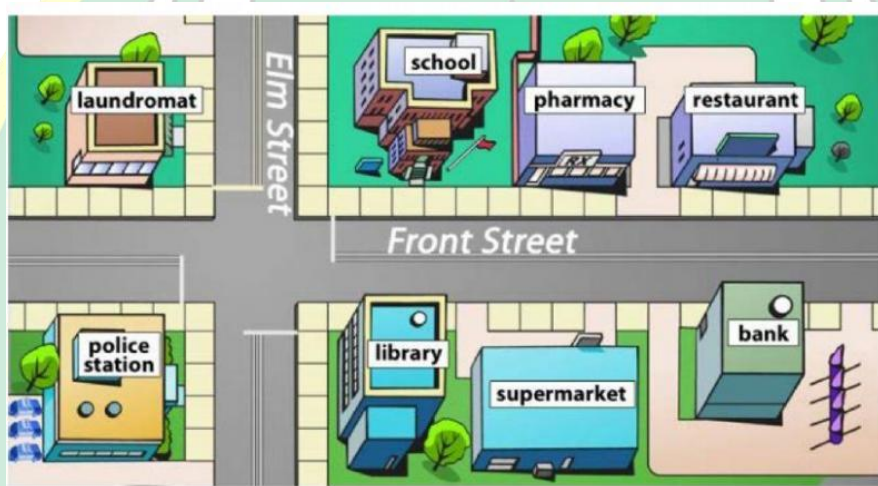
Pre-Test the School Near the Office

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the school?
 - a. Next to the bank
 - b. Next the pharmacy
 - c. In front of the supermarket
 - d. between bank and library
2. The school is..... the library
 - a. between
 - b. on
 - c. across from
 - d. behind
3. Where is the pharmacy?
 - a. Between the school and the restaurant
 - b. Between the supermarket and restaurant
 - c. In front the bank
 - d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.
It is MIM Kedungwuluh School.
I study there

4. Where is the blue mosque?
 - a. On the Mekar Street.
 - b. On the Jaya Street.
 - c. On the Satya Street.
 - d. On the Wijaya Street.
5. Where does the Delia eat ?
 - a. In the blue mosque.
 - b. In the school.
 - c. In the restaurant.
 - d. In the Kedungwuluh Village.
6. . Where does the Delia study ?
 - a. In the restaurant
 - b. in the bkue mosque
 - c. In the house
 - d. In the School
- 7.. Look at the following picture

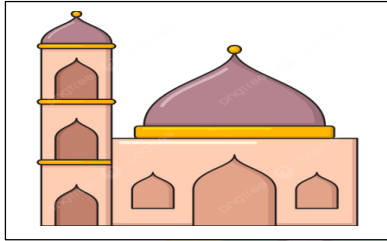


Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque

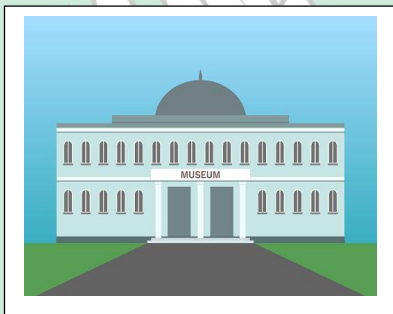
d. supermarket

8. Look at the following picture.



Safik is praying in the...

- a. mosque
 - b. crunch
 - c. museum
 - d. school
9. Look at the following picture.



Yanuar is visiting a...

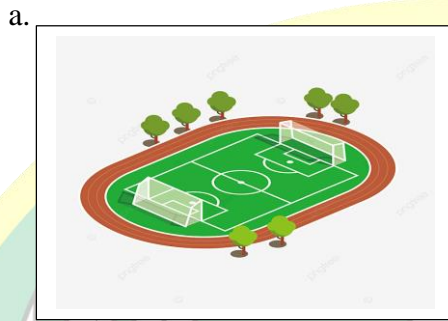
- a. zoo
 - b. park
 - c. museum
 - d. restaurant
10. Mr. Agus teaches English at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

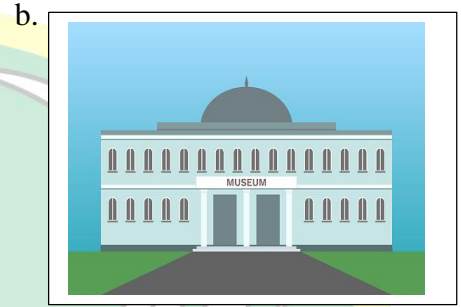
Activity 2

Complete the words below based on the picture.

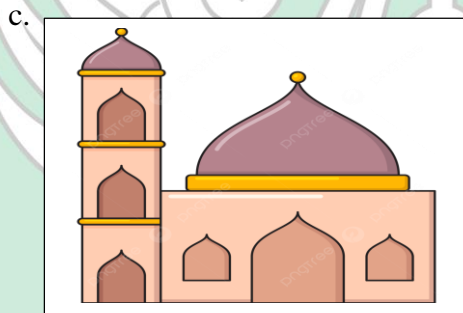
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



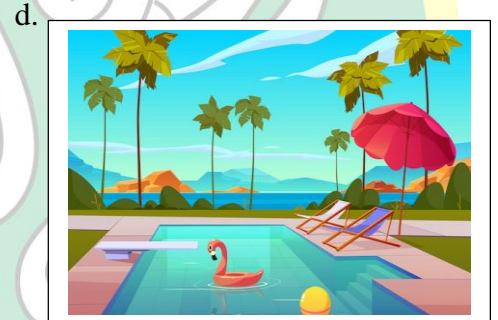
F _ _ _ D



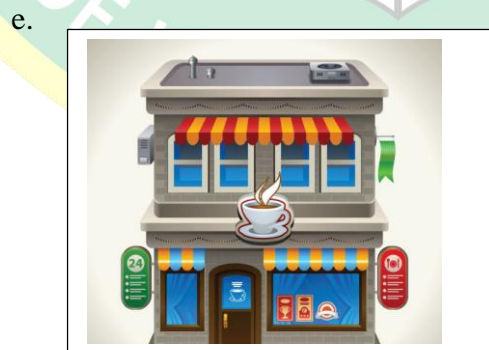
M _ _ E _ M



M _ _ Q _ E



S _ M _ G _ _ L



R _ _ T _ R _ T

Appendix 5 Post-test

Nama :

Kelas :

POST-TEST THEY ARE PLAYING SEESAW

Activity

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for questions number 1 to 5



1. What can you find in the picture
 - a. Sandbox
 - b. Bicycle
 - c. House
 - d. Swimming pool
2. What you can not find in the picture?
 - a. Swings
 - b. Bench
 - c. Children
 - d. Trees
3. How many trees are there in the picture?
 - a. Zero
 - b. One

- c. Two
 - d. Three
4. How many swings are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three
5. How many bicycle in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

The following text is for questions number 6 to 7

Every Sunday, Lita and Caca cycle together to the park. Arriving at the park, they will play slide and trampoline. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Caca and Lita cycle together to the park?
- a. Saturday
 - b. Sunday
 - c. Saturday and Sunday
 - d. Sunday and Monday
7. What Caca and Lita do in the park?
- a. Play swing and slide
 - b. Play swing and trampoline
 - c. Play sandbox and slide
 - d. Play trampoline and slide
8. You can find ... at the park.
- a. library
 - b. book
 - c. bench
 - d. slide
9. At the park, people can do outdoor activities,...
- a. jogging
 - b. eating
 - c. studying

d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : They are playing.....

- a. bars
- b. swing
- c. seesaw
- d. trampoline



11. Risa : Look! What are they doing?

Arya : He is....

- a. playing Kites
- b. riding Slide
- c. playing Seesaw
- d. playing Hopscotch



12. What is the name of the game on the side?

- a. swing
- b. slide
- c. seesaw
- d. jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a kite



14. What is "slide" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

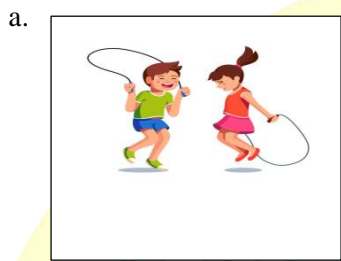
15. *Ayunan* in English is....

- a. kite
- b. seesaw
- c. swing
- d. football

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



J _ _ P _ O _ E



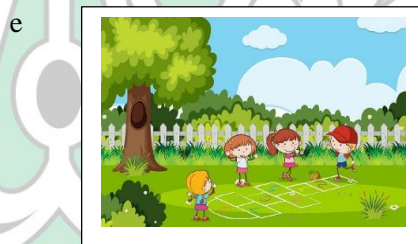
K _ _ E



F _ _ T _ A _ L



T _ _ P _ _ N



H _ _ S _ _ T _ H

UIN
PROF. KH. SAIFUDDIN ZUHRI

Activity 1
Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the Supermarket ?
 - a. Next to the restaurant
 - b. Behind the pharmacy
 - c. In front of the supermarket
 - d. between bank and library
2. The Laundromat is..... the police station
 - a. between
 - b. on
 - c. across from
 - d. behind
3. Where is the bank?
 - a. Between the school and the restaurant
 - b. Between the supermarket and library
 - c. In front the resetaurant
 - d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street.
I always praying on the blue mosque.
In front of the blue mosque , there is restaurant.
I like eating there.
We also have a school.
It is MIM Kedungwuluh School.
I study there

4. Where is the restaurant ?
 - a. Between school and blue mosque.
 - b. In front of blue mosque.
 - c. Behind school.
 - d. On the Wijaya Street.
5. Where does the Delia praying?
 - a. In the blue mosque.
 - b. In the school.
 - c. In the restaurant.
 - d. In the Kedungwuluh Village.
6. . Where does the Delia live ?
 - a. In the Kedungwuluh village
 - b. In the Notog village
 - c. In the house
 - d. In the Karanganyar village
- 7.. Look at the following picture



- Bima : Where is Tania?
Yunita : She is in the...
 - a. swimming pool
 - b. school

- c. mosque
- d. supermarket

8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

10. Liana bought a book at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)

a.



S _ _ O _ L

b.



C _ _ _ _ A

c.



M _ _ I _ _ R _ _ T

d.



B _ _ _ K

e.



C _ _ _ E

ANSWER KEY PRE-TEST

Things at the Park

Activity 1

1. A	6.C	11.A
2, C	7.B	12.B
3. D	8.D	13.D
4.C	9.D	14.C
5.B	10.C	15.A

Activity 2

- a. Bicycle
- b. Slide
- c. Sandbox
- d. Seesaw
- e. Swing

My School Near the Office

Activity 1

1.B	6.D
2, C	7.D
3. A	8.A
4.B	9.C
5.C	10.D

Acitivity 2

- a. Field
- b. Museum
- c. Mosque
- d. Swimming pool
- e. Restaurant

ANSWER KEY POST-TEST

Things at the Park

1.B	6.B	11.B
2, B	7.D	12.D
3. C	8.D	13.C
4.C	9.A	14.A
5.B	10.D	15.C

ACTIVITY 2

- a. Jumrope
- b. Kite
- c. Football
- d. Trampolin
- e. Hopscotch

My School Near the Office

1.D	6.A
2, C	7.A
3. B	8.D
4.B	9.B
5.A	10.C

Activity 2

- a. School
- b. Cinema
- c. Minimarket
- d. Bank
- e. Cafe

Appendix 6. Students' Worksheet

Experiment Class

1. Pre-Test

Nama : Adam

Kelas : 3b

59

SA

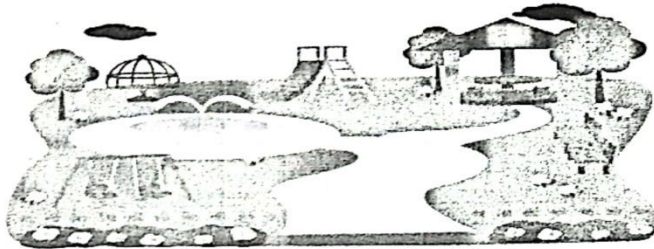
Pre-Test things at park

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for question number 1 to 5



1. What can you find in the picture?
 a. Swings
 b. Sandbox
 c. Children
 d. Bicycle
2. What you can not find in the picture?
 a. Swings
 b. Trees
 c. Children
 d. Bench
3. How many trees are there in the picture?
 a. Zero
 b. One
 c. Two
 d. Three
4. How many swings are there in the picture?
 a. Zero
 b. One
 c. Two
 d. Three

19

5. How many tables are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

The following text is for questions number 6 to 7

Every Saturday and Sunday, Fiona and Lita cycle together to the park. Arriving at the park, they will play swing and seesaw. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Fiona and Lita cycle together to the park?

- a. Saturday
- b. Sunday
- c. Saturday and Sunday
- d. Sunday and Monday

7. What do Fiona and Lita do in the park?

- a. Play swing and slide
- b. Play swing and seesaw
- c. Play sandbox and slide
- d. Play seesaw and slide

8. You can not find ... at the park.

- a. flower
- b. fountain
- c. bench
- d. sofa

9. At the park, people can do outdoor activities, except...

- a. jogging
- b. bicycling
- c. picnic
- d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : They are playing.....

- a. bars
- b. swing
- c. seesaw
- d. hopscotch



11. Risa : Look! What is he doing?

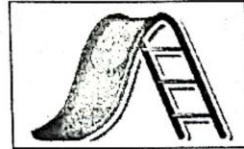
Arya : He is.....

- a. playing kites
- b. riding bicycles



- c. playing seesaw
- d. playing hopscotch

12. What is the name of the game on the side?
- a. Swing
 - b. Slide
 - c. Seesaw
 - d. Jump rope



13. Putra and Riski are playing....
- a. a slide
 - b. marble
 - c. football
 - d. a ~~slide~~ Swing



14. What is "seesaw" in Indonesia?
- a. Perosotan
 - b. Ayunan
 - c. Jungkat-jungkit
 - d. Petak umpet

15. *Perosotan* in English is....
- a. slide
 - b. jump rope
 - c. seesaw
 - d. football

7

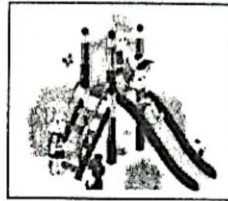
Activity 2

Complete the words below based on the picture.

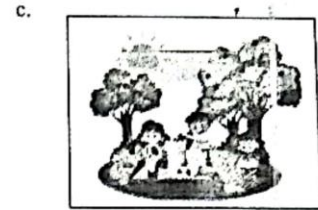
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



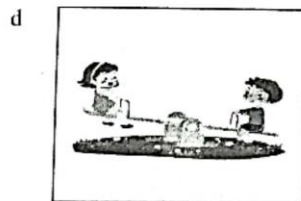
BOOYISTE



SLIDE



SANDBOX



SEESAW



SWING

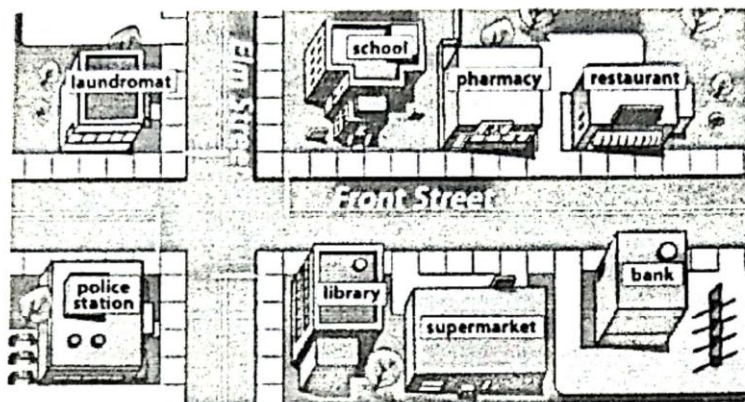
PRE- TEST THE SCHOOL IS NEAR THE OFFICE

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the school?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The school is..... the library

- a. between
- b. on
- c. across from
- d. behind

3. Where is the pharmacy?

- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the bank
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street
In front of the blue mosque, there is a restaurant.
I like eating there.
We also have a school.
It is MIM Kedungwuluh School.

4. Where is the blue mosque?

- a. On the Mekar Street.
- b. On the Jaya Street.
- c. On the Satya Street.
- d. On the Wijaya Street.

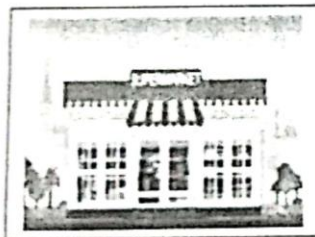
5. Where does the Delia eat ?

- a. In the blue mosque.
- b. In the school.
- c. In the restaurant.
- d. In the Kedungwuluh Village.

6. Where does the Delia study ?

- a. In the restaurant
- b. in the blue mosque
- c. In the house
- d. In the School

7. Look at the following picture

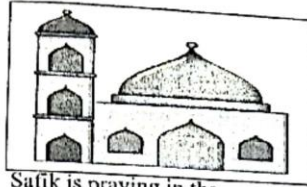


Bima : Where is Tania?

Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

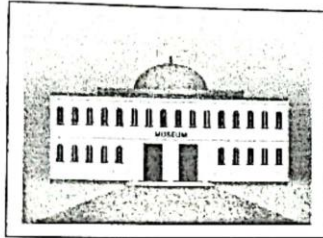
8. Look at the following picture.



Safik is praying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. park
- c. museum
- d. restaurant

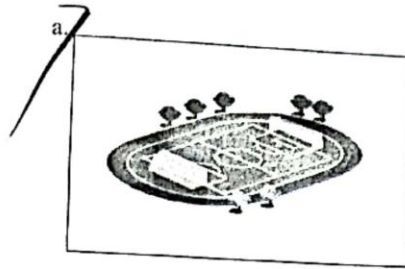
10. Mr. Agus teaches English at the...

- a. restaurant
- b. swimming pool
- c. bookstore
- d. school

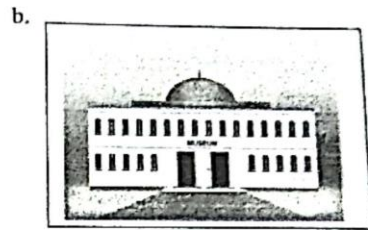
Activity 2

Complete the words below based on the picture.

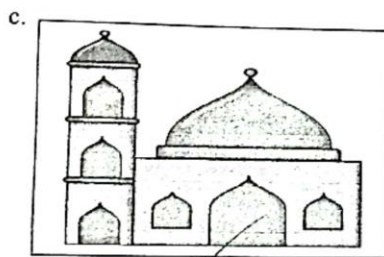
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



FouoD



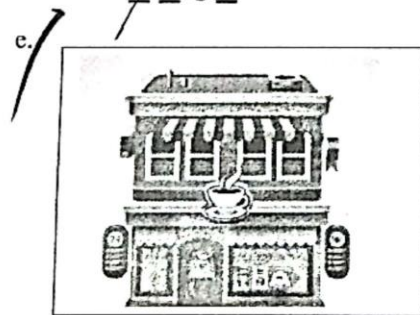
MuSeuM



MoSque



SuiMilaGeodi.



Routine

Nama : Nadya fatin M.
Kelas : III B Al-Balad

57

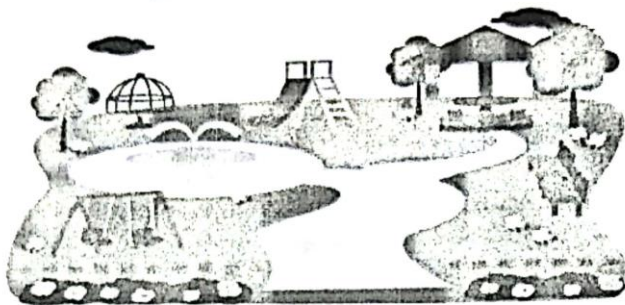
Pre-Test things at park

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for question number 1 to 5



1. What can you find in the picture?

- a. Swings
- b. Sandbox
- c. Children
- d. Bicycle

2. What you can not find in the picture?

- a. Swings
- b. Trees
- c. Children
- d. Bench

3. How many trees are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

4. How many swings are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

20

5. How many tables are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

The following text is for questions number 6 to 7

Every Saturday and Sunday, Fiona and Lita cycle together to the park. Arriving at the park, they will play swing and seesaw. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Fiona and Lita cycle together to the park?

- a. Saturday
- b. Sunday
- c. Saturday and Sunday
- d. Sunday and Monday

7. What do Fiona and Lita do in the park?

- a. Play swing and slide
- b. Play swing and seesaw
- c. Play sandbox and slide
- d. Play seesaw and slide

8. You can not find ... at the park.

- a. flower
- b. fountain
- c. bench
- d. sofa

9. At the park, people can do outdoor activities, except...

- a. jogging
- b. bicycling
- c. picnic
- d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : There are playing.....

- a. bars
- b. swing
- c. seesaw
- d. hopscotch



11. Risa : Look! What is he doing?

Arya : He is.....

- a. playing kites
- b. riding bicycles



- c. playing seesaw
- d. playing hopscotch

12. What is the name of the game on the side?
- a. Swing
 - b. Slide
 - c. Seesaw
 - d. Jump rope



13. Putra and Riski are playing....
- a. a slide
 - b. marble
 - c. football
 - d. a swing



14. What is "seesaw" in Indonesia?
- a. Perosotan
 - b. Ayunan
 - c. Jungkat-jungkit
 - d. Petak umpet

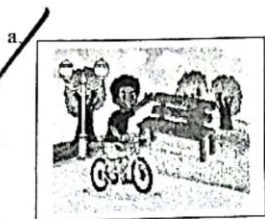
15. Perosotan in English is....
- a. slide
 - b. jump rope
 - c. seesaw
 - d. football

6

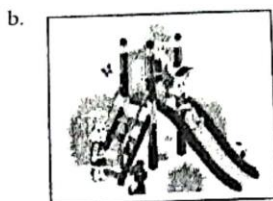
Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



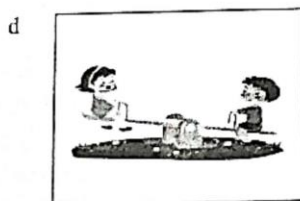
Ba BY _ _ E



SlidE



SanD boX



See saw



SwinG

9

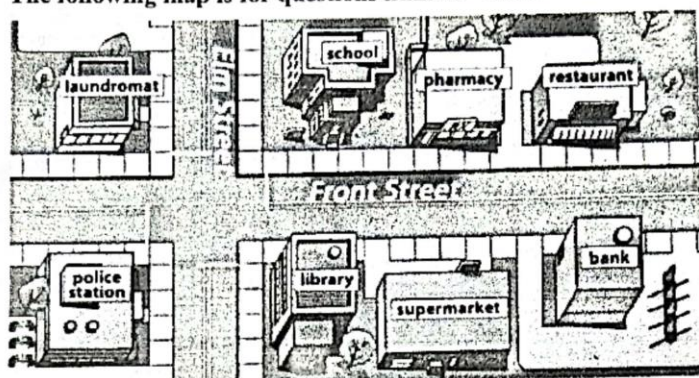
PRE- TEST THE SCHOOL IS NEAR THE OFFICE

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the school?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The school is..... the library

- a. between
- b. on
- c. across from
- d. behind

3. Where is the pharmacy?

- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the bank
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street
In front of the blue mosque, there is a restaurant.
I like eating there.
We also have a school.
It is MIM Kedungwuluh School.

4. Where is the blue mosque?

- a. On the Mekar Street.
- b. On the Jaya Street.
- c. On the Satya Street.
- d. On the Wijaya Street.

5. Where does the Delia eat ?

- a. In the blue mosque.
- b. In the school.
- c. In the restaurant.
- d. In the Kedungwuluh Village.

6. Where does the Delia study ?

- a. In the restaurant
- b. in the bkue mosque
- c. In the house
- d. In the School

7.. Look at the following picture

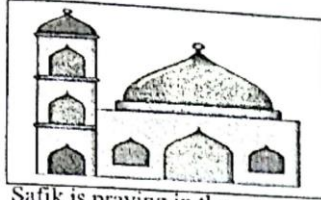


Bima : Where is Tania?

Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

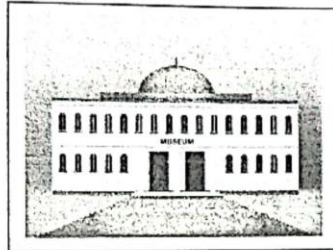
8. Look at the following picture.



Safik is praying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. park
- c. museum
- d. restaurant

10. Mr. Agus teaches English at the...

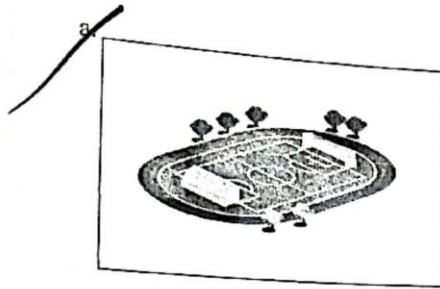
- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

8

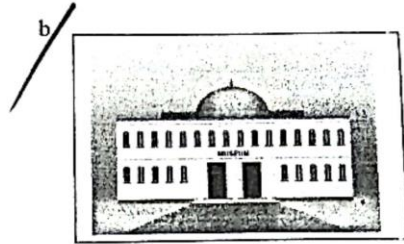
Activity 2

Complete the words below based on the picture.

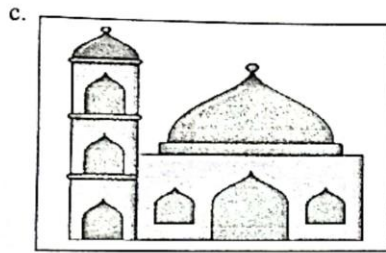
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



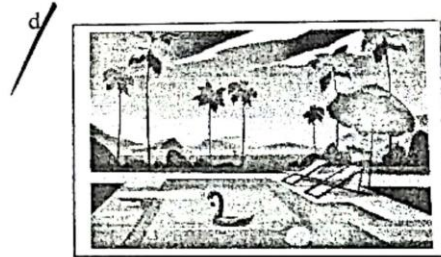
Football



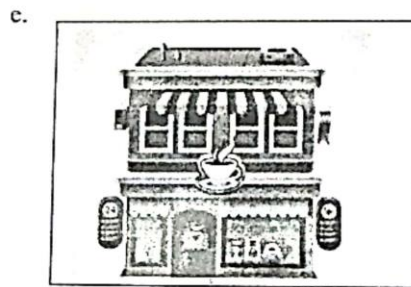
Museum



Mosque



Swimmingpool



Restaurant

2

2. Post-Test

Nama : Adam Azhar Maulana

Kelas : 3b

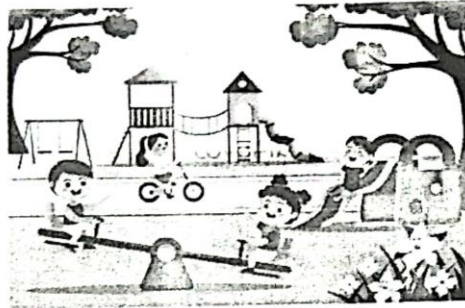
POST-TEST THEY ARE PLAYING SEESAW

Activity

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for questions number 1 to 5



1. What can you find in the picture
 - a. Sandbox
 - b. Bicycle
 - c. House
 - d. Swimming pool
2. What you can not find in the picture?
 - a. Swings
 - b. Bench
 - c. Children
 - d. Trees
3. How many trees are there in the picture?
 - a. Zero
 - b. One
 - c. Two
 - d. Three

4. How many swings are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

5. How many bicycle in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

The following text is for questions number 6 to 7

Every Sunday, Lita and Caca cycle together to the park. Arriving at the park, they will play slide and trampoline. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Caca and Lita cycle together to the park?
- a. Saturday
 - b. Sunday
 - c. Saturday and Sunday
 - d. Sunday and Monday
7. What Caca and Lita do in the park?
- a. Play swing and slide
 - b. Play swing and trampoline
 - c. Play sandbox and slide
 - d. Play trampoline and slide
8. You can find ... at the park.
- a. library
 - b. book
 - c. bench
 - d. slide
9. At the park, people can do outdoor activities,...
- a. jogging
 - b. eating
 - c. studying
 - d. sleeping
10. Toni : What are Lulu and Andi doing?
Sifa : There are playing.....
- a. bars
 - b. swing
 - c. seesaw
 - d. trampoline



11. Risa : Look! What are they doing?

Arya : He is....

- a. playing Kites
- b. riding Slide
- c. playing Seesaw
- d. playing Hopscotch



12. What is the name of the game on the side?

- a. swing
- b. slide
- c. seesaw
- d. jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a kite



14. What is "slide" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

15. *Ayunan* in English is....

- a. kite
- b. seesaw
- c. swing
- d. football

Activity 2

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



JUMPROPE



KelE



FoTbALL



TraMPoLIN



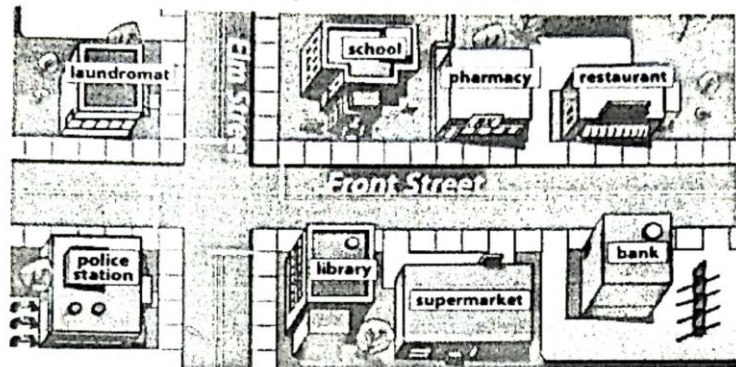
HaLSEITEH

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the Supermarket ?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The Laundromat is..... the police station

- a. between
- b. on
- c. across from
- d. behind

3. Where is the bank?

- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the ~~supermarket~~ **restaurant**
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street.
I always praying on the blue mosque.
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.

4. Where is the restaurant ?

- a. Between school and blue mosque.
- b. In front of blue mosque.
- c. Behind scholl.
- d. On the Wijaya Street.

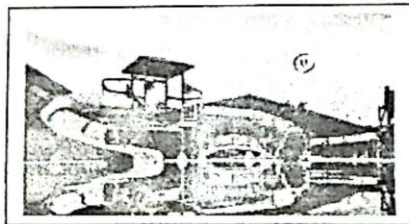
5. Where does the Delia praying?

- a. In the blue mosque.
- b. In the school.
- c. In the reataurant.
- d. In the Kedungwuluh Village.

6. . Where does the Delia live ?

- a. In the Kedungwuluh village
- b. In the Notog village
- c. In the house
- d. In the Karanganyar village

7.. Look at the following picture

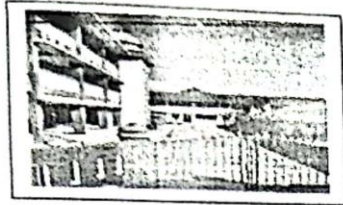


Bima : Where is Tania?

Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

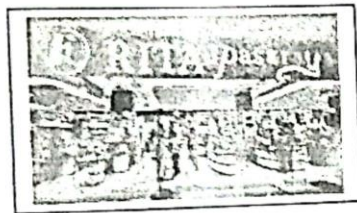
8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

10. Liana bought a book at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

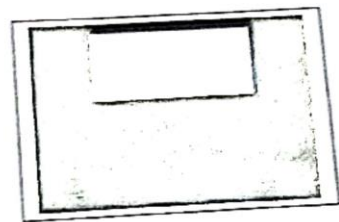
Activity 2

Complete the words below based on the picture.

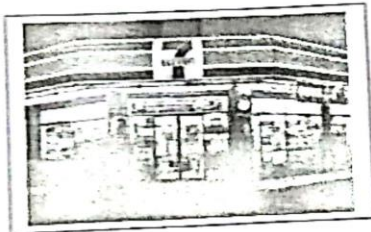
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



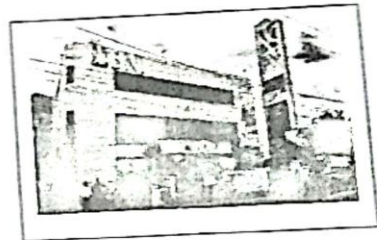
Sh Ol



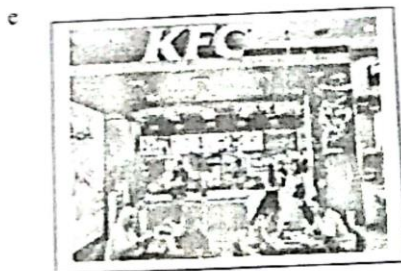
Cl Ol A



Ml Il Rl T



Bl K



Cl E

Nama : *Nadya fatini mazaya*

Kelas : *3B AL-Balad*

POST-TEST THEY ARE PLAYING SEESAW

94

Activity

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for questions number 1 to 5



1. What can you find in the picture
 - a. Sandbox
 - b. Bicycle
 - c. House
 - d. Swimming pool
2. What you can not find in the picture?
 - a. Swings
 - b. Bench
 - c. Children
 - d. Trees
3. How many trees are there in the picture?
 - a. Zero
 - b. One
 - c. Two
 - d. Three

4. How many swings are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

5. How many bicycle in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

The following text is for questions number 6 to 7

Every Sunday, Lita and Caca cycle together to the park. Arriving at the park, they will play slide and trampoline. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Caca and Lita cycle together to the park?

- a. Saturday
- b. Sunday
- c. Saturday and Sunday
- d. Sunday and Monday

7. What Caca and Lita do in the park?

- a. Play swing and slide
- b. Play swing and trampoline
- c. Play sandbox and slide
- d. Play trampoline and slide

8. You can find ... at the park.

- a. library
- b. book
- c. bench
- d. slide

9. At the park, people can do outdoor activities,...

- a. jogging
- b. eating
- c. studying
- d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : There are playing.....

- a. bars
- b. swing
- c. seesaw
- d. trampoline



11. Risa : Look! What are they doing?

Arya : He is....

- a. playing Kites
- b. riding Slide
- c. playing Seesaw
- d. playing Hopscotch



12. What is the name of the game on the side?

- a. swing
- b. slide
- c. seesaw
- d. jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a kite



14. What is "slide" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

15. *Ayunan* in English is....

- a. kite
- b. seesaw
- c. swing
- d. football

14

Activity 2

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)

a.



Jumprope

b.



Kite

c.



Football

d.



Tcampollin

e.



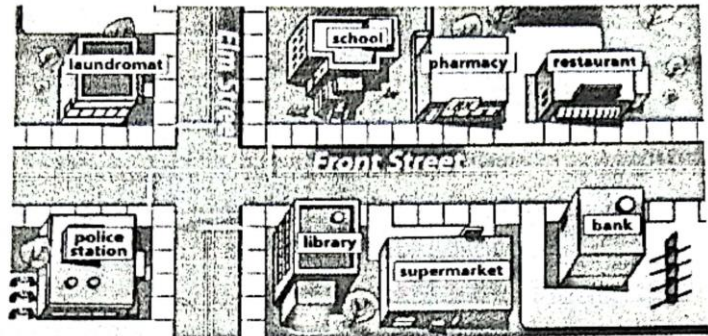
Hatspoth

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the Supermarket ?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The Laundromat is..... the police station

- a. between
- b. on
- c. across from
- d. behind

3. Where is the bank?

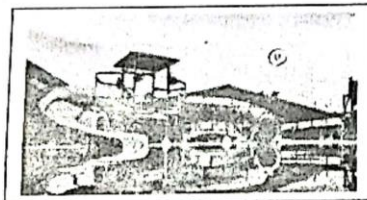
- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the ~~supermarket~~ restaurant
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street.
I always praying on the blue mosque.
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.

4. Where is the restaurant ?
- a. Between school and blue mosque.
 - b. In front of blue mosque.
 - c. Behind scholl.
 - d. On the Wijaya Street.
5. Where does the Delia praying?
- a. In the blue mosque.
 - b. In the school.
 - c. In the restaurant.
 - d. In the Kedungwuluh Village.
6. . Where does the Delia live ?
- a. In the Kedungwuluh village
 - b. In the Notog village
 - c. In the house
 - d. In the Karanganyar village

7.. Look at the following picture



Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

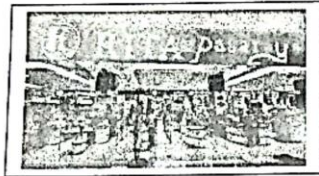
8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

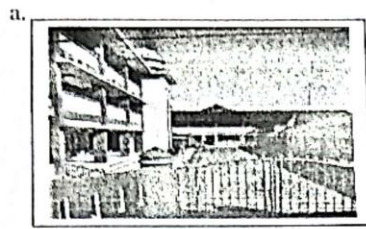
10. Liana bought a book at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

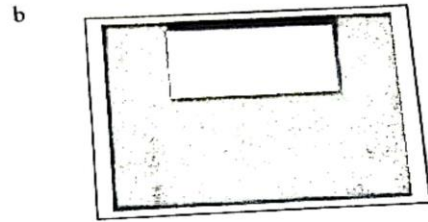
Activity 2

Complete the words below based on the picture.

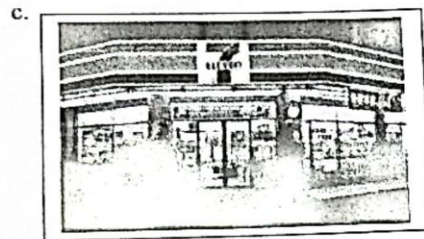
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



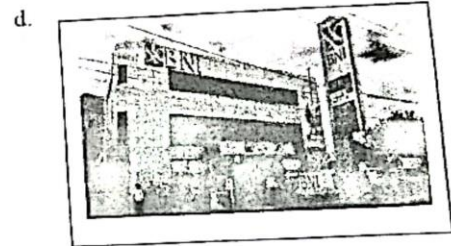
SCHOOL



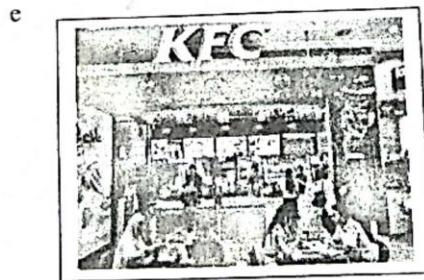
cinema



MINIMARKET



BANK



cafe

Control Class

1. Pre-Test



Nama : *ARIL PUKTUPERTAMA*
Kelas : 3A

98

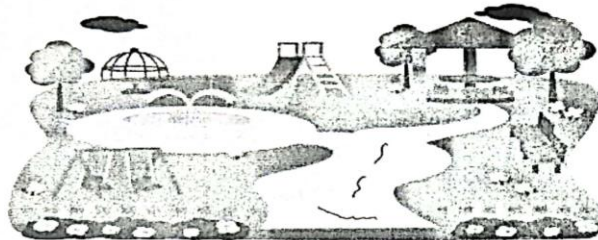
Pre-Test things at park

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for question number 1 to 5



1. What can you find in the picture?
 a. Swings
b. Sandbox
c. Children
d. Bicycle
2. What you can not find in the picture?
a. Swings
b. Trees
 c. Children
d. Bench
3. How many trees are there in the picture?
a. Zero
b. One
c. Two
 d. Three
4. How many swings are there in the picture?
 a. Zero
b. One
c. Two
d. Three

5. How many tables are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

The following text is for questions number 6 to 7

Every Saturday and Sunday, Fiona and Lita cycle together to the park. Arriving at the park, they will play swing and seesaw. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Fiona and Lita cycle together to the park?
- a. Saturday
 - b. Sunday
 - c. Saturday and Sunday
 - d. Sunday and Monday
7. What do Fiona and Lita do in the park?
- a. Play swing and slide
 - b. Play swing and seesaw
 - c. Play sandbox and slide
 - d. Play seesaw and slide
8. You can not find ... at the park.
- a. flower
 - b. fountain
 - c. bench
 - d. sofa
9. At the park, people can do outdoor activities, except...
- a. jogging
 - b. bicycling
 - c. picnic
 - d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : They are playing.....

- a. bars
- b. swing
- c. seesaw
- d. hopscotch



11. Risa : Look! What is he doing?

Arya : He is.....

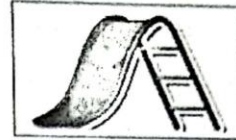
- a. playing kites
- b. riding bicycles



- c. playing seesaw
- d. playing hopscotch

2. What is the name of the game on the side?

- a. Swing
- b. Slide
- c. Seesaw
- d. Jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a swing



14. What is "seesaw" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

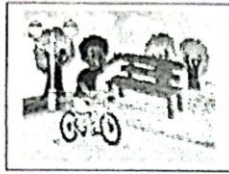
15. Perosotan in English is....

- a. slide
- b. jump rope
- c. seesaw
- d. football

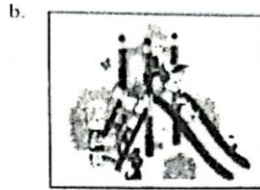
Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



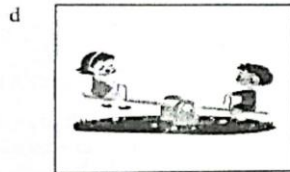
Be c y d e



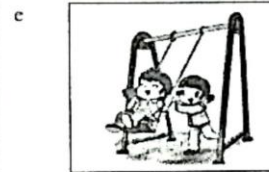
Sl i d e



Sa d w i x



Se e s a w



Sw i d g

3

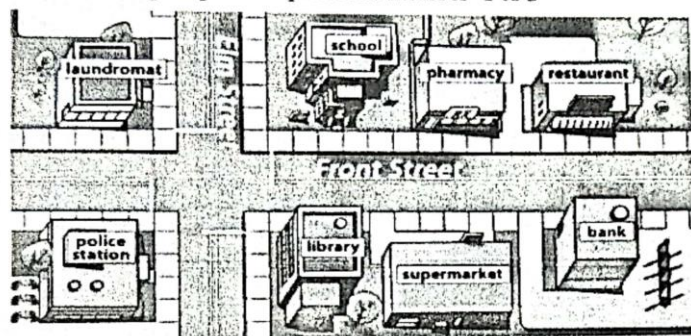
PRE- TEST THE SCHOOL IS NEAR THE OFFICE

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the school?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The school is..... the library

- a. between
- b. on
- c. across from
- d. behind

3. Where is the pharmacy?

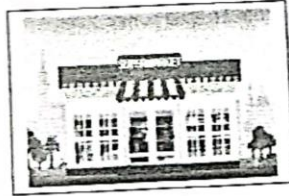
- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the bank
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street
In front of the blue mosque, there is a restaurant.
I like eating there.
We also have a school.
It is MEM Kedungwuluh School.

4. Where is the blue mosque?
a. On the Mekar Street.
b. On the Jaya Street.
c. On the Satya Street.
 d. On the Wijaya Street.
5. Where does the Delia eat ?
a. In the blue mosque.
b. In the school.
c. In the restaurant.
 d. In the Kedungwuluh Village.
6. Where does the Delia study ?
 a. In the restaurant
b. in the blue mosque
c. In the house
d. In the School

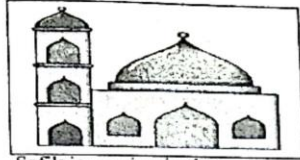
7. Look at the following picture



Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
b. school
c. mosque
d. supermarket

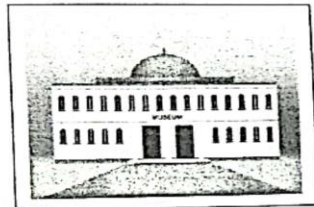
8. Look at the following picture.



Safik is praying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. park
- c. museum
- d. restaurant

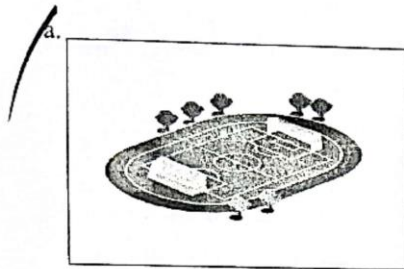
10. Mr. Agus teaches English at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

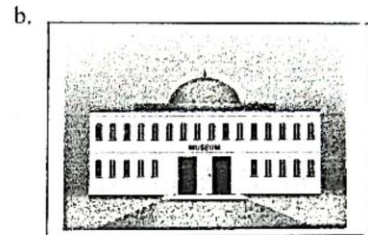
Activity 2

Complete the words below based on the picture.

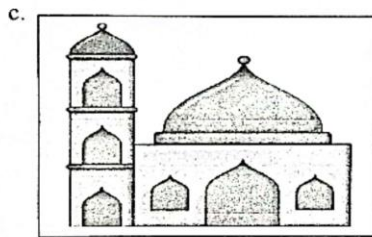
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



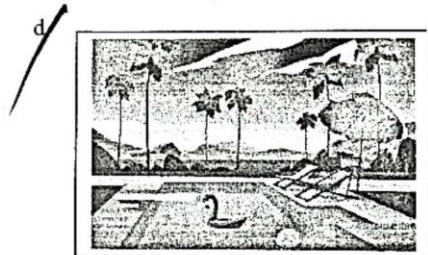
STADIUM



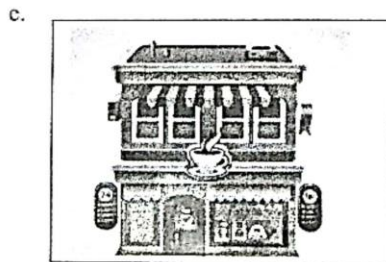
MUSEUM



MOSQUE



RESORT



RESTAURANT

Nama : ARUNA SACHI KARYAN?

Kelas : III A /3

92

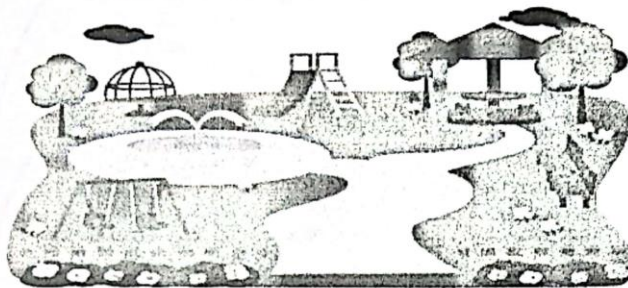
Pre-Test things at park

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for question number 1 to 5



1. What can you find in the picture?
 a. Swings
 b. Sandbox
 c. Children
 d. Bicycle
2. What you can not find in the picture?
 a. Swings
 b. Trees
 c. Children
 d. Bench
3. How many trees are there in the picture?
 a. Zero
 b. One
 c. Two
 d. Three
4. How many swings are there in the picture?
 a. Zero
 b. One
 c. Two
 d. Three

5. How many tables are there in the picture?
- a. Zero
 - b. One
 - c. Two
 - d. Three

The following text is for questions number 6 to 7

Every Saturday and Sunday, Fiona and Lita cycle together to the park. Arriving at the park, they will play swing and seesaw. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Fiona and Lita cycle together to the park?
- a. Saturday
 - b. Sunday
 - c. Saturday and Sunday
 - d. Sunday and Monday
7. What do Fiona and Lita do in the park?
- a. Play swing and slide
 - b. Play swing and seesaw
 - c. Play sandbox and slide
 - d. Play seesaw and slide
8. You can not find ... at the park.
- a. flower
 - b. fountain
 - c. bench
 - d. sofa
9. At the park, people can do outdoor activities, except...
- a. jogging
 - b. bicycling
 - c. picnic
 - d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : There are playing.....

- a. bars
- b. swing
- c. seesaw
- d. hopscotch



11. Risa : Look! What is he doing?

Arya : He is.....

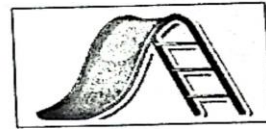
- a. playing kites
- b. riding bicycles



- c. playing seesaw
- d. playing hopscotch

12. What is the name of the game on the side?

- a. Swing
- b. Slide
- c. Seesaw
- d. Jump rope



13. Putra and Riski are playing....

- a. a slide
- b. marble
- c. football
- d. a ~~swing~~ swing



14. What is "seesaw" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

15. Perosotan in English is....

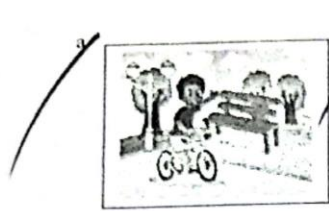
- a. slide
- b. jump rope
- c. seesaw
- d. football

5

Activity 2

Complete the words below based on the picture.

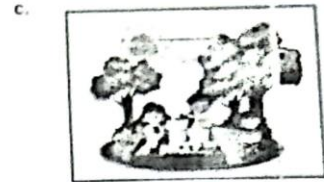
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



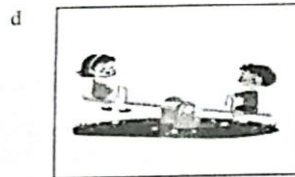
Bl a Yk a E



Sl i d E



Sa n Db e X



Se e Sa W



Sw i n G

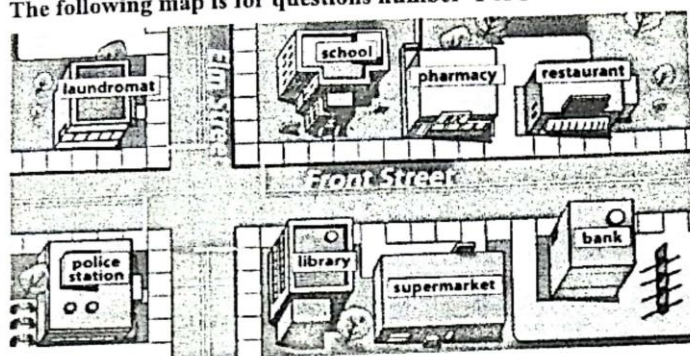
PRE- TEST THE SCHOOL IS NEAR THE OFFICE

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the school?
 - a. Next to the bank
 - b. Next the pharmacy
 - c. In front of the supermarket
 - d. between bank and library

2. The school is..... the library
 - a. between
 - b. on
 - c. across from
 - d. behind

3. Where is the pharmacy?
 - a. Between the school and the restaurant
 - b. Between the supermarket and restaurant
 - c. In front the bank
 - d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.
It is MIM Kedungwuluh School.

4. Where is the blue mosque?

- a. On the Mekar Street.
- b. On the Jaya Street.
- c. On the Satya Street.
- d. On the Wijaya Street.

5. Where does the Delia eat ?

- a. In the blue mosque.
- b. In the school.
- c. In the restaurant.
- d. In the Kedungwuluh Village.

6. Where does the Delia study ?

- a. In the restaurant
- b. in the blue mosque
- c. In the house
- d. In the School

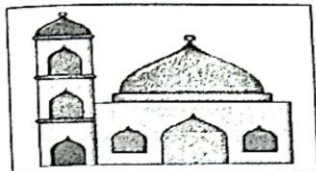
7. Look at the following picture



Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

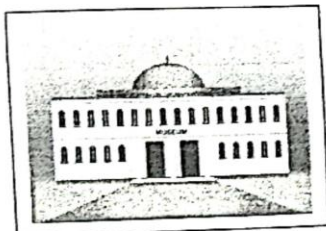
8. Look at the following picture.



Safik is praying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. park
- c. museum
- d. restaurant

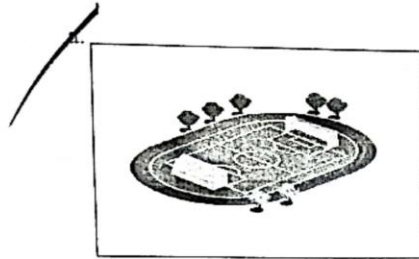
10. Mr. Agus teaches English at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

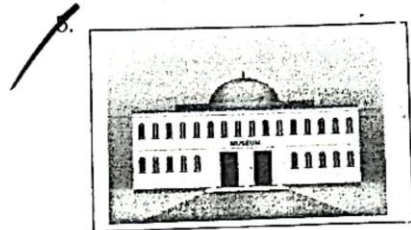
Activity 2

Complete the words below based on the picture.

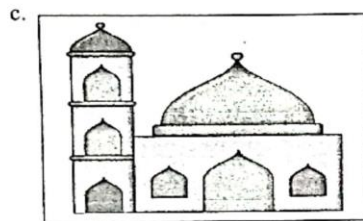
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



Fr i e D



Mu s E v M



Mo s Q v E



Sw i M i n G o o L



Re s T u R a n T

2. Post-Test

Nama : *ARIL PUTRA PERMANA*

Kelas : *3A*

POST-TEST THEY ARE PLAYING SEESAW

51

Activity

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for questions number 1 to 5



1. What can you find in the picture
 - a. Sandbox
 - b. Bicycle
 - c. House
 - d. Swimming pool
2. What you can not find in the picture?
 - a. Swings
 - b. Bench
 - c. Children
 - d. Trees
3. How many trees are there in the picture?
 - a. Zero
 - b. One
 - c. Two
 - d. Three

18

4. How many swings are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

5. How many bicycle in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

The following text is for questions number 6 to 7

Every Sunday, Lita and Caca cycle together to the park. Arriving at the park, they will play slide and trampoline. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Caca and Lita cycle together to the park?

- a. Saturday
- b. Sunday
- c. Saturday and Sunday
- d. Sunday and Monday

7. What Caca and Lita do in the park?

- a. Play swing and slide
- b. Play swing and trampoline
- c. Play sandbox and slide
- d. Play trampoline and slide

8. You can find ... at the park.

- a. library
- b. book
- c. bench
- d. slide

9. At the park, people can do outdoor activities,...

- a. jogging
- b. eating
- c. studying
- d. sleeping

10. Toni : What are Lulu and Andi doing?

Sifa : There are playing.....

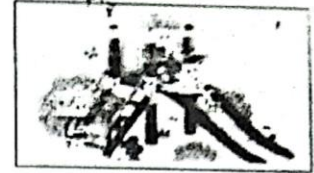
- a. bars
- b. swing
- c. seesaw
- d. trampoline



11. Risa : Look! What are they doing?

Arya : He is....

- a. playing Kites
- b. riding Slide
- c. playing Seesaw
- d. playing Hopscotch



12. What is the name of the game on the side?

- a. swing
- b. slide
- c. seesaw
- d. jump rope



13. Putra and Riski are playing....

- a. slide
- b. marble
- c. football
- d. a kite



14. What is "slide" in Indonesia?

- a. Perosotan
- b. Ayunan
- c. Jungkat-jungkit
- d. Petak umpet

15. *Ayunan* in English is....

- a. kite
- b. seesaw
- c. swing
- d. football

6

Activity 2

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)

a.



JUMPIOPE

b.



KISE

c.



FOOTBALL

d.



TRAMPOLIN

c.



HOPSCOTCH

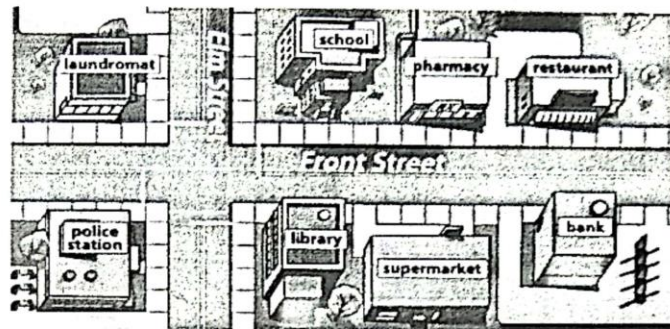
5

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the Supermarket ?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The Laundromat is..... the police station

- a. between
- b. on
- c. across from
- d. behind

3. Where is the bank?

- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the ~~supermarket~~ restaurant
- d. Next to library

The following text is for questions number 4 to 6

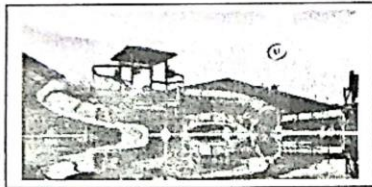
My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street.
I always praying on the blue mosque.
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.

4. Where is the restaurant ?
- a. Between school and blue mosque.
 - b. In front of blue mosque.
 - c. Behind scholl.
 - d. On the Wijaya Street.

5. Where does the Delia praying?
- a. In the blue mosque.
 - b. In the school.
 - c. In the reataurant.
 - d. In the Kedungwuluh Village.

6. . Where does the Delia live ?
- a. In the Kedungwuluh village
 - b. In the Notog village
 - c. In the house
 - d. In the Karanganyar village

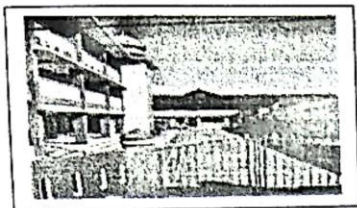
7.. Look at the following picture



Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

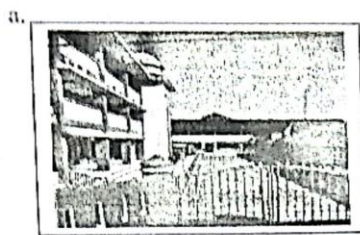
10. Liana bought a book at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

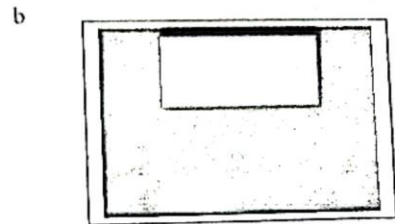
Activity 2

Complete the words below based on the picture.

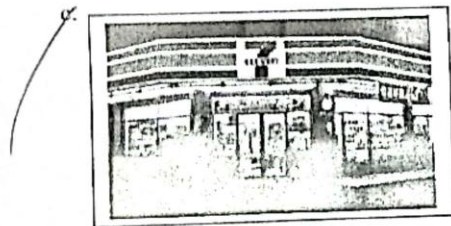
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



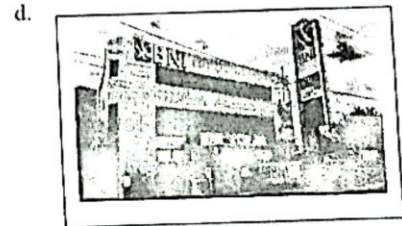
SCHOOL



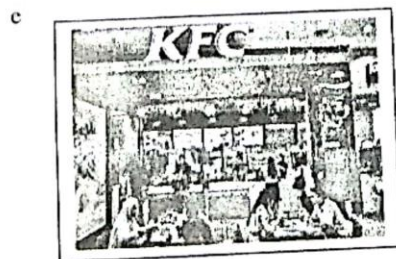
CINEMA



MARKET



BANK



CAFE

68

Nama : ARUNA sachi kayana

Kelas : III 3A

POST-TEST THEY ARE PLAYING SEESAW

Activity

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following picture is for questions number 1 to 5



1. What can you find in the picture
 - a. Sandbox
 - b. Bicycle
 - c. House
 - d. Swimming pool
2. What you can not find in the picture?
 - a. Swings
 - b. Bench
 - c. Children
 - d. Trees
3. How many trees are there in the picture?
 - a. Zero
 - b. One
 - c. Two
 - d. Three

4. How many swings are there in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

5. How many bicycle in the picture?

- a. Zero
- b. One
- c. Two
- d. Three

The following text is for questions number 6 to 7

Every Sunday, Lita and Caca cycle together to the park. Arriving at the park, they will play slide and trampoline. Then Fiona and Lita bought delicious ice cream near the park.

6. On what days do Caca and Lita cycle together to the park?

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7. What Caca and Lita do in the park?

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- b. Play swing and trampoline
- c. Play sandbox and slide
- d. Play trampoline and slide

8. You can find ... at the park.

- a. library
- b. book
- c. bench
- d. slide

9. At the park, people can do outdoor activities,...

- a. jogging
- b. eating
- c. studying
- d. sleeping

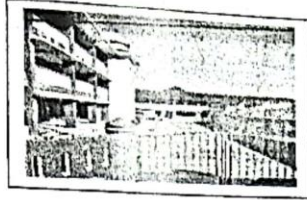
10. Toni : What are Lulu and Andi doing?

Sifa : They are playing.....

- a. bars
- b. swing
- c. seesaw
- d. trampoline



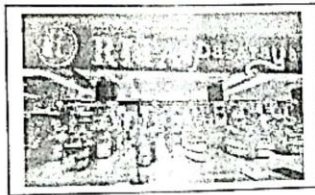
8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

10. Liana bought a book at the...

- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school



Activity 2

Activity 2

Complete the words below based on the picture.

(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



JumPrOpE



KitE



FotbALL



TromPoin



HorSeoTLH

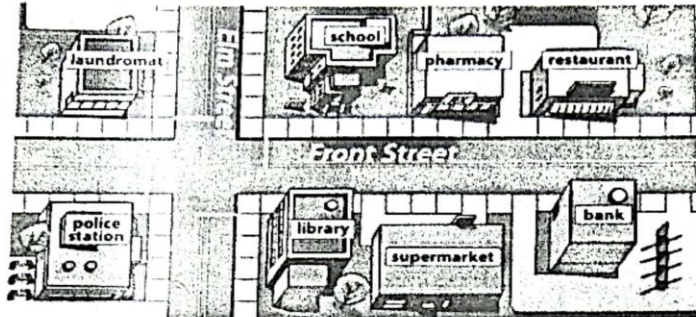
↳

Activity 1

Choose the correct answer by crossing (x) a, b, c, or d.

(Pilihlah jawaban yang benar dengan menyilang (x) a, b, c atau d.)

The following map is for questions number 1 to 3



1. Where is the Supermarket ?

- a. Next to the bank
- b. Next the pharmacy
- c. In front of the supermarket
- d. between bank and library

2. The Laundromat is..... the police station

- a. between
- b. on
- c. across from
- d. behind

3. Where is the bank?

- a. Between the school and the restaurant
- b. Between the supermarket and restaurant
- c. In front the ~~supermarket~~ restaurant
- d. Next to library

The following text is for questions number 4 to 6

My name is Delia
This is Kedungwuluh Village
We have a blue mosque on the Jaya Street.
I always praying on the blue mosque.
In front of the blue mosque , there is a restaurant.
I like eating there.
We also have a school.

4. Where is the restaurant ?
- a. Between school and blue mosque.
 - b. In front of blue mosque.
 - c. Behind school.
 - d. On the Wijaya Street.

5. Where does the Delia praying?
- a. In the blue mosque.
 - b. In the school.
 - c. In the restaurant.
 - d. In the Kedungwuluh Village.

6. . Where does the Delia live ?
- a. In the Kedungwuluh village
 - b. In the Notog village
 - c. In the house
 - d. In the Karanganyar village

7.. Look at the following picture



Bima : Where is Tania?
Yunita : She is in the...

- a. swimming pool
- b. school
- c. mosque
- d. supermarket

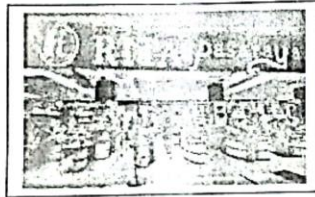
8. Look at the following picture.



Safik is studying in the...

- a. mosque
- b. crunch
- c. museum
- d. school

9. Look at the following picture.



Yanuar is visiting a...

- a. zoo
- b. supermarket
- c. museum
- d. restaurant

10. Liana bought a book at the...

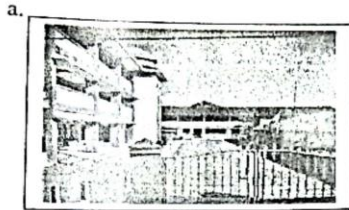
- a. a restaurant
- b. swimming pool
- c. bookstore
- d. school

7

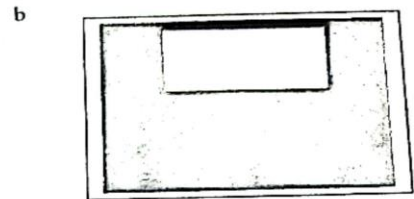
Activity 2

Complete the words below based on the picture.

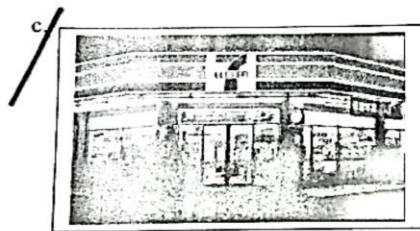
(Lengkapilah kata yang ada dibawah ini berdasarkan gambar)



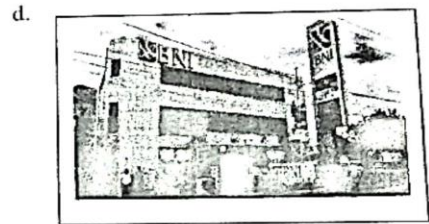
Sh Oo L



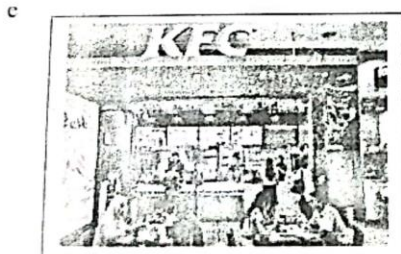
Ci ne mA



Ma re t



Ba nk



Ca fe

4

Appendix 7 Lesson Plan

RENCANA PROGRAM PEMBELAJARAN

MIM Kedungwuluh Lor

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : III B / 2

A. Standar Kompetensi :

1. Mampu mendengarkan dan memahami ragam wacana lisan melalui mendengarkan bunyi-bunyi bahasa dan ungkapan-ungkapan komunikatif dan melakukan perintah-perintah sederhana.
2. Mampu menirukan ujaran yang didengar dan menyebutkan nama, anggota badan, warna, binatang, makanan, benda-benda alam, dan benda-benda lain di sekitar siswa, dan memberikan tanggapan sederhana terhadap pertanyaan-pertanyaan yang diberikan.
3. Mampu membaca kata-kata dan kalimat-kalimat sederhana dengan cara mengkomunikasikan bacaan
4. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
5. Mengungkapkan informasi sangat sederhana dalam konteks sekolah
6. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

B. Kompetensi Dasar :

- 2.1. Menirukan ujaran yang didengar.
 - 3.1. Membaca nyaring dan menyebutkan nama benda setelah melihat gambar.
 - 3.2. Memahami kalimat dan pesan tertulis sangat sederhana.
- 5.1 Merespons dengan mengulang kosa kata atau kalimat baru dalam berbagai permainan dengan ucapan lantang

C. Indikator : .

- Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana.
- Mendengarkan dan menjawab pertanyaan terkait benda yang ada di taman.
- Menirukan ujaran sederhana
- Berbicara secara komunikatif

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

- Menyebutkan dan menanyakan benda di taman
- Mendengarkan dan menjawab benda yang ada di taman.
- Menyebutkan dan menanyakan aktivitas di taman

Karakter siswa yang diharapkan:

- Bersahabat/komunikatif
- Mandiri
- Kreatif
- Aktif

E. Materi Pembelajaran : **They Are Playing Seesaw**

F. Alokasi Waktu : 4 jam pelajaran (2 kali pertemuan)

G. Metode : Integrated Skills (mendengarkan, menirukan, bercakap-cakap, penugasan, presentasi)

H. Strategy : Outdoor Learning (Belajar dan aktivitas di luar ruangan)

I. Nilai kemanusiaan : hormat dan santun, kerjasama, bebas, sederhana, kesatuan.

J. Langkah-langkah kegiatan pembelajaran :

Pert I – Keg. Awal

Siswa mempelajari kata-kata baru yang berhubungan dengan taman.

Guru mengajak siswa membaca nyaring beberapa kata baru seperti *kite, see-saw, slide, swing, frees-bee*.

Siswa bermain melihat di luar ruangan yaitu taman dan melihat apa saja yang ada di taman bermain di dekat lingkungan TK

Keg. Inti

siswa diajak mencermati beberapa kalimat sederhana yang menyatakan kegiatan yang dilakukan di taman, misalnya *I am flying a kite*. Guru membaca nyaring beberapa kalimat tersebut, siswa menirukan dengan tepat.

Keg. Akhir

Guru menjelaskan tentang kegiatan di taman Siswa menjodohkan nama orang dengan kegiatan yang sedang dilakukannya, setelah melihat gambar (buku cetak halaman 77).

Pert II – Keg. Awal

Mengingat kembali kata-kata baru dan kalimat sederhana yang dipelajari minggu lalu.

Keg. Inti

Siswa mendengarkan contoh percakapan sederhana dari kaset, kemudian mencoba mengulang percakapan tersebut dengan partner mereka.

Siswa melengkapi percakapan di buku cetak halaman 29, kemudian mencoba percakapan tersebut dengan teman-temannya.

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.

	<p>“ Now we will study outside the classroom and see what is in the environment near the school “</p> <p>Note: penggunaan bahasa menggunakan bilingual, <u>hanya jika</u> siswa dinilai masih kurang mengerti.</p>	
<p>50 menit</p>	<p>Kegiatan Inti :</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> • Di luar kelas yaitu di lapangan dan di depan kindergarden siswa melihat ada apa saja permainan yang ada di kindergarden • Guru mengajak siswa membaca nyaring beberapa kata baru seperti <i>kite, see-saw, slide, swing, frees-bee.</i> • Guru membimbing siswa mengerjakan latihan <i>find, circle, and draw lines.</i> • Guru mengajak siswa mencermati kalimat sederhana yang menyatakan kegiatan yang dilakukan di taman. <p>“<i>I am flying a kite.</i>”</p> <ul style="list-style-type: none"> • Guru membaca nyaring beberapa kalimat tersebut, siswa menirukan dengan tepat. • Guru memberikan gambar tentang kegiatan di taman, lalu meminta siswa membuat kalimat seperti contoh (buku cetak ditutup), secara lisan, kemudian secara tertulis. • Guru meminta siswa mengerjakan latihan di halaman 30 buku cetak. <p>Elaborasi</p> <ul style="list-style-type: none"> • Mengajak siswa mengingat kembali kata-kata baru dan 	<p>Eksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca nyaring beberapa kata baru seperti <i>kite, see-saw, slide, swing, frees-bee</i> (Speaking). • Siswa mengerjakan latihan <i>find, circle, and draw lines</i> (Writing). • Siswa diajak mencermati beberapa kalimat sederhana yang menyatakan kegiatan yang dilakukan di taman (Reading). <p>“<i>I am flying a kite.</i>”</p> <ul style="list-style-type: none"> • Siswa menirukan pengucapan kalimat dengan tepat (Speaking). • Siswa membuat kalimat seperti contoh (buku cetak ditutup), secara lisan, kemudian secara tertulis. • Siswa menjodohkan nama orang dengan kegiatan yang sedang dilakukannya, setelah melihat gambar, latihan di buku cetak halaman 30 (Writing). <p>Elaborasi</p> <ul style="list-style-type: none"> • Siswa mengingat kembali kata-kata baru dan kalimat sederhana yang telah dipelajari (Speaking).

	<p>kalimat sederhana yang telah dipelajari minggu lalu.</p> <ul style="list-style-type: none"> • Guru memberikan tes kecil berupa: guru membacakan lima kalimat, siswa menuliskannya. <p><i>I am flying a kite.</i> <i>She is swinging.</i> <i>He is playing a slide.</i> <i>They are playing a see-saw.</i> <i>We are reading a book.</i></p> <ul style="list-style-type: none"> • Guru meminta siswa mengerjakan latihan di halaman 77. • Guru memperdengarkan contoh percakapan sederhana dan meminta siswa mengulang percakapan dengan partner mereka. • Guru bertanya kepada siswa tentang kegiatan yang dilakukan beberapa orang di taman, misalnya: <i>“Is Dedi walking? // No, he is sitting on the grass.”</i> <i>“What is Bobby doing? // He is playing a slide.”</i> • Guru mengajak siswa untuk membaca nyaring bacaan yang ada di buku cetak halaman 82, kemudian siswa menjawab pertanyaan guru (ada 5 pertanyaan). • Guru memperdengarkan rekaman untuk siswa mengerjakan latihan. <p>Konfirmasi Untuk menguatkan pemahaman siswa, guru:</p> <ul style="list-style-type: none"> • Menunjukkan real permainan kegiatan di taman dan bertanya apa saja yang dilakukan di taman . 	<ul style="list-style-type: none"> • Siswa mengerjakan tes kecil yang diberikan guru (Listening-Writing). • Siswa mengerjakan latihan di halaman 77 (Writing). • Siswa mendengarkan contoh percakapan sederhana, kemudian mencoba mengulang percakapan tersebut dengan partner mereka (Listening-Speaking). • Siswa melengkapi percakapan di buku cetak halaman 78, kemudian mencoba percakapan tersebut dengan teman-temannya (Writing-Speaking). • Siswa menjawab pertanyaan guru (Speaking). • Siswa membaca nyaring bacaan di buku cetak halaman 82, lalu menjawab pertanyaan guru (Reading-Speaking). • Siswa mendengarkan dari rekaman tentang kegiatan beberapa orang, kemudian memilih gambar yang cocok dengan kalimat-kalimat tersebut. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Menjawab pertanyaan guru (Speaking).
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10 menit	Penutup <ul style="list-style-type: none"> Memberikan kalimat motivasi kepada siswa 	
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J. Penilaian :

Jenis	Halaman	Keterangan
Tertulis		Melihat benda-benda yang ada di taman, kemudian mencari kata-kata yang tepat
	29	Melengkapi percakapan dengan kata-kata yang tepat, sesuai dengan gambar
Lisan		Menirukan ucapan guru
		Membaca kalimat-kalimat sederhana kemudian membuat sendiri kalimat yang sesuai dengan gambar
		Membaca bacaan sederhana
		Bercakap-cakap dengan teman-temannya dengan menggunakan <i>Are you playing...?; What is he doing?</i>

K. Refleksi : Pembelajaran ini dapat dimanfaatkan para siswa dalam kehidupan sehari-hari, ketika mereka melihat dan mengucapkan kata-kata dalam bahasa Inggris sederhana.

L. Aksi : Dari pembelajaran ini diharapkan siswa bisa berbicara secara langsung dalam bahasa Inggris sederhana. Dan siswa secara langsung melihat benda benda yang ada di taman bermain.

M. Sumber belajar : Buku *Briliant Learn English* Unit 3 halaman 25 – 34,

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RENCANA PROGRAM PEMBELAJARAN
MIM Kedungwuluh Lor
Mata Pelajaran : Bahasa Inggris
Kelas/ semester : III B / 2

A. Standar Kompetensi :

1. Mampu mendengarkan dan memahami ragam wacana lisan melalui mendengarkan bunyi-bunyi bahasa dan ungkapan-ungkapan komunikatif dan melakukan perintah-perintah sederhana.
2. Mampu menirukan ujaran yang didengar dan menyebutkan nama, anggota badan, warna, binatang, makanan, benda-benda alam, dan benda-benda lain di sekitar siswa, dan memberikan tanggapan sederhana terhadap pertanyaan-pertanyaan yang diberikan.
3. Mampu membaca kata-kata dan kalimat-kalimat sederhana dengan cara mengkomunikasikan bacaan tersebut dengan gambar-gambar yang tersedia.
4. Mampu menuliskan kata-kata dan kalimat sederhana tentang nama, anggota badan, warna, binatang, makanan, benda-benda alam, dan benda-benda lain di sekitar siswa.
5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah
7. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

B. Kompetensi Dasar :

- 1.1. Mendengarkan ucapan, lagu, dan beberapa contoh percakapan sederhana.
- 2.1. Menirukan ujaran yang didengar.
- 3.2. Memahami kalimat dan pesan tertulis sangat sederhana.
- 4.1. Menuliskan kata-kata yang berhubungan dengan nama hari, nama bulan, dan ulang tahun.
- 5.1 Merespons dengan mengulang kosa kata atau kalimat baru dalam berbagai permainan dengan ucapan lantang
- 5.2 Merespon dengan melakukan tindakan sesuai instruksi yang diterima
- 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima.
- 6.2 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur : menanyakan permainan yang dilakukan seseorang dan menanyakan keadaan seseorang.

C. Indikator :

- Merespon instruksi.
- Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana.

- Mendengarkan dan menjawab.
- Menirukan ujaran ungkapan sederhana
- Berbicara secara komunikatif

D. Tujuan Pembelajaran :

Pada akhir pembelajaran, siswa dapat:

- Merespon instruksi.
- Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana.
- Mendengarkan dan menjawab.
- Menyebutkan dan menanyakan lokasi sebuah tempat.
- Menyebutkan dan menanyakan jalan ke suatu tempat
- Menuliskan alamat suatu tempat.

Karakter ssiwa yang diharapkan:

- Mandiri
- Bersahabat/komunikatif
- Aktif

E. Materi Pembelajaran : **The School is Near The Office**

F. Alokasi Waktu : 4 jam pelajaran (2 kali pertemuan)

G. Metode : Integrated Skills (mendengarkan, menirukan, bercakap-cakap, penugasan, presentasi)

H. Strategi : Outdoor Learning

H. Nilai kemanusiaan : hormat dan santun, kerjasama, bebas, sederhana, kesatuan.

I. Langkah-langkah kegiatan pembelajaran :

Pert I – Keg. Awal

Siswa mempelajari kata-kata baru yang berhubungan dengan tempat-tempat umum.

Guru memberi contoh membacakan kata-kata baru tersebut dengan benar, siswa menirukannya.

Keg. Inti

Siswa menutup buku cetak. Guru mengajak siswa untuk keluar sekolah dan melihat apa saja yang ada di luar lingkungan sekolah. Guru menjelaskan apa saja tempat atau gedung yang ada di sekitar lingkungan sekolah seperti masjid mini market, sekolah TK dll. Guru menjelaskan nama jalan apa saja yang ada di sekitar sekolah. Siswa mendengarkan dan menulis hal- hal yang penting. Kemudian siswa mengerjakan soal di buku paket halaman 42-43..Siswa mempelajari percakapan sederhana yang menyatakan keberadaan seseorang

dengan kata tanya Where ---- Where is she? // She is in the library. (buku cetak halaman 41).

Siswa melengkapi kalimat yang ada di buku cetak sesuai dengan gambar yang ada (buku cetak halaman 44).

Keg. Akhir

Bermain dengan alphabet --- Guru mengucapkan beberapa kata dengan menyebutkan hurufnya, siswa menebak secara lesan.

Pert II – Keg. Awal

Small test: Spelling
CHURCH, LIBRARY, SCHOOL, MOSQUE, TEMPLE

Keg. Inti

Guru menunjukkan beberapa gambar tentang keberadaan seseorang, kemudian guru bertanya: Where is Diana? Lalu siswa menjawab sesuai dengan gambar yang ada (lesan dan tertulis). Guru memberikan contoh percakapan yang lebih panjang kepada siswa. Siswa memperhatikan, kemudian mencoba membuat percakapan seperti contoh dengan temannya.

Where is Ali? // He is in the library.

What is he doing? // He is reading.

Siswa melengkapi percakapan yang ada di buku cetak halaman 44-45 sesuai dengan gambar yang ada.

Keg. Akhir

Guru mengulang kembali, bertanya kepada beberapa siswa dengan cara menunjukkan peta keberadaan seseorang.

Kegiatan Pembelajaran

Persiapan Sebelum Pembelajaran

- Menyiapkan buku teks Brilliant Learn English unit 4,
- gambar peta/denah.

Waktu	Aktivitas Guru	Aktivitas siswa
10 menit	<p>Pendahuluan Apersepsi :</p> <ul style="list-style-type: none"> - Guru menguji pemahaman siswa tentang tempat umum. <p><i>“Write as many as possible the name of public places that you know.”</i></p>	<ul style="list-style-type: none"> - Siswa menjawab pertanyaan guru tentang tempat umum (Speaking). - Siswa menjawab pertanyaan guru tentang letak tempat umum (Speaking).

	<ul style="list-style-type: none"> • Guru memperlihatkan gambar tentang tempat-tempat umum tersebut kepada siswa, siswa menebaknya secara lisan. • Guru meminta siswa melengkapi kata-kata yang ada di buku cetak halaman 86 dan menghubungkan kata-kata tersebut dengan gambar yang sesuai. • Guru memperdengarkan rekaman kalimat. • Guru meminta siswa mengulangi pengucapan yang ada di rekaman. <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru memberi tes kecil berupa meneja kata-kata: <i>CHURCH, LIBRARY, SCHOOL, MOSQUE, TEMPLE</i> • Guru membimbing siswa mempelajari percakapan sederhana yang menyatakan keberadaan seseorang dengan kata tanya Where. <i>“Where is he? // He’s in the swimming pool.”</i> • Guru meminta siswa melengkapi kalimat yang ada di buku cetak sesuai dengan gambar yang ada (buku cetak halaman 89). • Guru menunjukkan beberapa gambar tentang keberadaan seseorang, kemudian guru bertanya <i>“Where is Diana?”</i> • Guru memberikan contoh percakapan yang lebih panjang kepada siswa. <i>“Where is Ali? // He is in the library.”</i> 	<p>kata tersebut dengan gambar yang sesuai (Writing).</p> <ul style="list-style-type: none"> • Siswa mendengarkan dari rekaman beberapa kalimat yang menyatakan keberadaan seseorang (Listening) <i>“Geby is at the bank.”</i> • Siswa menirukan pengucapan yang ada di rekaman (Speaking). <p>Elaborasi</p> <ul style="list-style-type: none"> • Siswa meneja kata-kata yang diberikan guru (Speaking). • Siswa mempelajari percakapan sederhana yang menyatakan keberadaan seseorang dengan kata tanya Where ---- <i>“Where is she? // She is in the library.”</i> • Siswa melengkapi kalimat yang ada di buku cetak sesuai dengan gambar yang ada (buku cetak halaman 89). • Siswa menjawab sesuai dengan gambar yang ada (Writing-Speaking). • Siswa memperhatikan penjelasan guru, kemudian mencoba membuat percakapan seperti contoh dengan temannya (Listening-Writing-Speaking). • Siswa melengkapi percakapan yang ada di buku cetak halaman 90 – 91 sesuai dengan gambar yang ada (Writing). • Siswa mempelajari peta yang ada di buku cetak, kemudian bersama-sama membaca bacaan tentang peta tersebut, misalnya: <i>“The zoo is in Brown Street, near the park.”</i>
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	<p>“What is he doing? // He is reading.”</p> <ul style="list-style-type: none"> • Guru membimbing siswa mengerjakan latihan di halaman 90-91 buku cetak. • Guru membimbing siswa mempelajari peta yang ada di buku cetak. • Guru meminta siswa melengkapi beberapa kalimat tentang peta yang lain. <p>Konfirmasi Untuk menguatkan pemahaman siswa, guru:</p> <ul style="list-style-type: none"> • mengulang kembali, bertanya kepada beberapa siswa dengan cara menunjukkan gambar keberadaan seseorang. • Menunjukkan peta dan meminta siswa menyebutkan letak tempat umum. 	<ul style="list-style-type: none"> • Siswa melengkapi beberapa kalimat tentang peta yang lain (Writing). <p>Konfirmasi</p> <ul style="list-style-type: none"> • Menjawab pertanyaan guru (Speaking).
10 menit	<p>Penutup</p> <ul style="list-style-type: none"> • Guru mengucapkan beberapa kata dengan menyebutkan hurufnya, siswa menebak secara lisan. • Guru memperdengarkan rekaman untuk siswa mengerjakan latihan. 	<ul style="list-style-type: none"> • Siswa menebak kata yang dimaksud guru (Speaking). • Siswa mendengarkan rekaman dan melihat peta, kemudian menyatakan benar atau salah (Listening-Writing).

J. Penilaian :

Jenis	Halaman	Keterangan
Tertulis	44	Melengkapi kata-kata dengan huruf-huruf tertentu
	93	Memperhatikan denah, kemudian menyatakan <i>right</i> atau <i>wrong</i>
Lesan		Menirukan ucapan guru
		Membaca kalimat-kalimat sederhana kemudian membuat sendiri kalimat yang sesuai dengan gambar

		Membaca bacaan sederhana
		Bercakap-cakap dengan teman-temannya dengan menggunakan <i>Where is the ...?</i>

K. Refleksi : Pembelajaran ini dapat dimanfaatkan para siswa dalam kehidupan sehari-hari, ketika mereka melihat dan mengucapkan kata-kata dalam bahasa Inggris sederhana.

L. Aksi : Dari pembelajaran ini diharapkan siswa bisa berbicara secara langsung dalam bahasa Inggris sederhana.

M. Sumber belajar : Buku *Briliant Learn English* Unit 4 halaman 38 – 49

Mengetahui

Patikraja, 16 Maret 2024

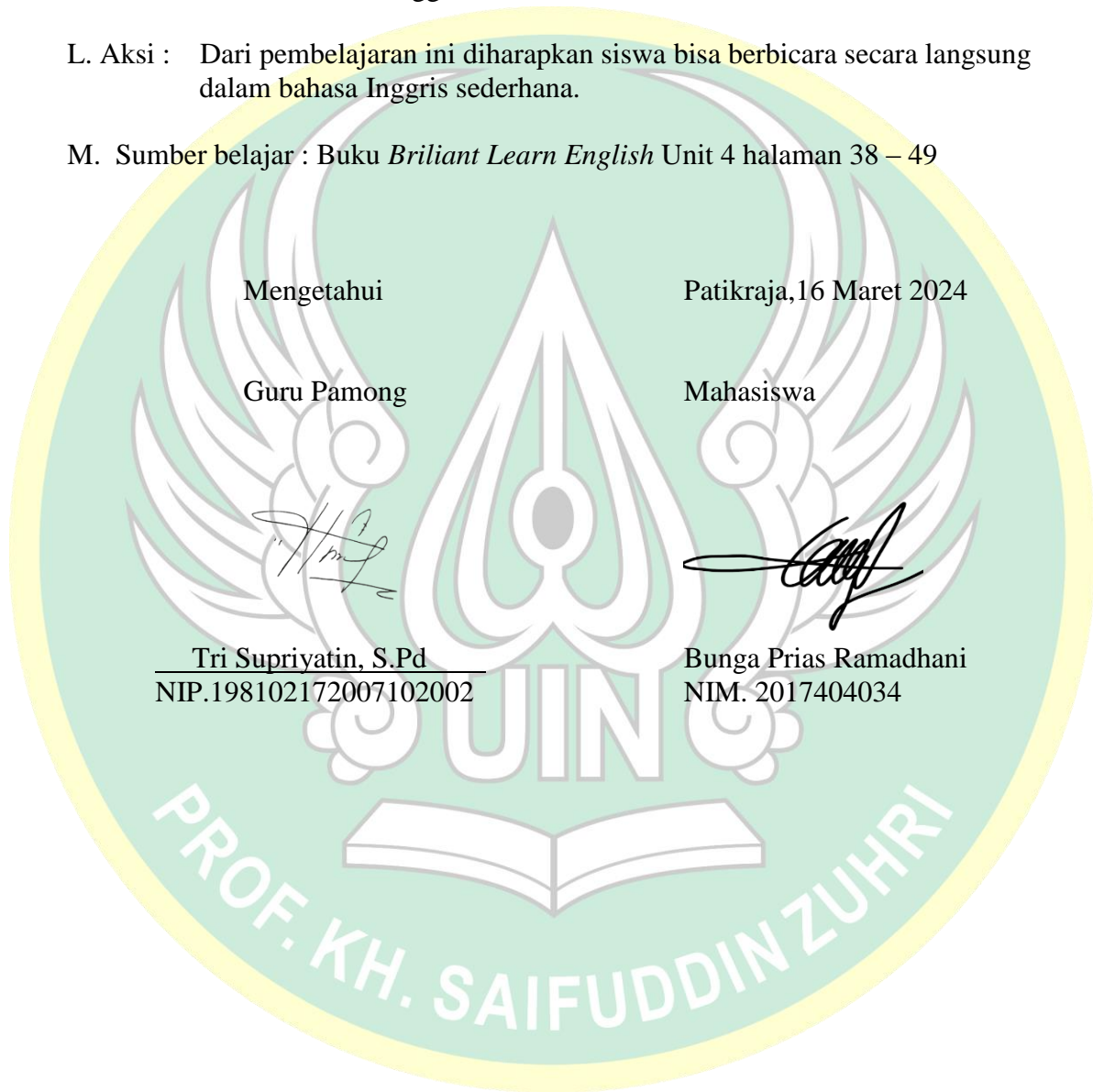
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Appendix 8 The Result of Pre-test and Post-test

No	Experiment Class	
	Pre- Test	Post-Test
1.	48	74
2.	54	80
3.	42	85
4.	58	82
5.	74	85
6.	65	80
7.	82	97
8.	22	31
9.	74	85
10.	77	82
11.	54	80
12.	40	57
13.	31	57
14.	57	94
15.	68	80
16.	85	91

Appendix 9 Documentation of the Reserach



Pre-Test Activity



Treatment 1



Treatment 2



Treatment 3



Treatment 4



Post-Test Activity