

**TEACHING VOCABULARY
BY USING OUTDOOR ACTIVITIES STRATEGY
FOR YOUNG LEARNERS AT SANTIWIT
SONGKHLA TECHNOLOGICAL COLLEGE, THAILAND**

THESIS



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**STATE ISLAMIC UNIVERSITY
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FACULTY OF EDUCATION AND TEACHER TRAINING
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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of a Bachelor's Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



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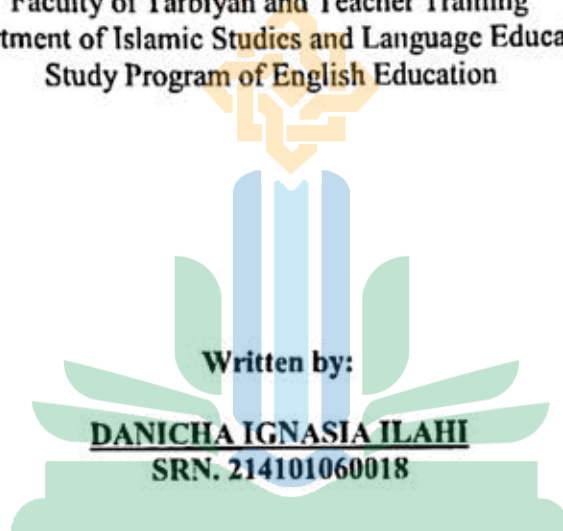
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Has been examined and approved
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Faculty of Tarbiyah and Teacher Training
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English Education Program

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MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ۝ ٧٨

“And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight, and a heart that you may be grateful.”
(QS. An-Nahl: 78)*



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* Surah An-Nahl Ayat 78 Tafsir Ibn Kathir – English Translation of the Meaning, Tafheem-al-Quran by Syed Abu-al-A'la Maududi & English – Sahih International : surah An Nahl Ayat 78 in Arabic text (The Night Journey), Arabic text, accessed May 10, 2025, <https://surahquran.com/tafsir-id-aya-78-sora-16.html>

DEDICATION

I would like to dedicate this thesis to:

1. My father, Muhammad Haris Jamroni and my mother, Indah Sri Lestari, whom I usually call mama, have been a source of strength, prayer, and inspiration in every step of my life. Thank you for your invaluable love, unlimited sacrifice, and endless support during this time accompanying my educational process until now. Without the guidance, sincerity, and blessings from Mama and Ayah, I would not have come this far. May this work be a small part of my infinite gratitude
2. My two younger sisters, Humaira Aufaliant Juliet and Maghfira Ratunanda Ramadhani. Thank you for being the most exciting, noisy, and fun part of my life. Your endless laughter, wild stories, and unique personalities bring so much color into my days. I'm forever grateful to have grown up with you both by my side.



ACKNOWLEDGMENT

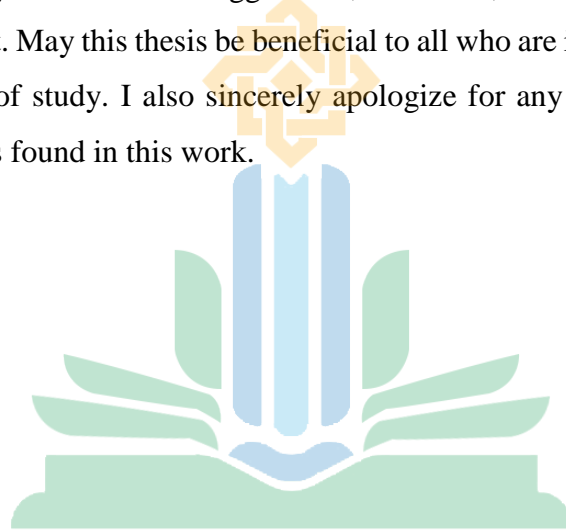
Praise and gratitude always go to Allah SWT who has given His grace and grace so that the author can complete the thesis entitled “Teaching Vocabulary by Using Outdoor Activities for Young Learners At Fifth Grade Of English Program Santiwit Songkhla Technological College, Thailand”. Shalawat and salam are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization.

Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion:

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In conclusion, I would like to express my sincere appreciation for all forms of support, prayers, and motivation received during the completion of this thesis. I am fully aware that this work is still far from perfect; therefore, I welcome any constructive suggestions, feedback, and criticism for future improvement. May this thesis be beneficial to all who are involved or interested in this field of study. I also sincerely apologize for any unintended errors or shortcomings found in this work.



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ABSTRACT

Danicha Ignasia Ilahi, 2025: Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Santiwit Songkhla Technological College, Thailand

Keywords: *outdoor activities, teaching vocabulary, young learners*

Vocabulary acquisition is important for English language skills, especially for young learners. At this age, students tend to absorb information more quickly through direct experience and fun activities. One of the strategies teachers use to overcome students' difficulties in understanding and remembering English vocabulary is by implementing learning through outdoor activities. This research was conducted in fifth-grade English Program Santiwit Songkhla Technological College, Thailand, which presents a scavenger hunt activity as an interactive learning method.

The research focus in this thesis are: how is the implementation of teaching vocabulary by using outdoor activities strategy for young learners at Santiwit Songkhla Technological College?, how is the evaluation of teaching vocabulary by using outdoor activities strategy for young learners at Santiwit Songkhla Technological College?

This research uses a qualitative descriptive approach. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis techniques in this study used the Miles and Huberman model, namely data reduction, data presentation, and conclusion drawing. Triangulating sources and triangulating techniques tested data validity.

The results showed that: the implementation of vocabulary learning strategies through outdoor activities such as scavenger hunt helps students understand and remember vocabulary better because students can interact directly with real objects in the school environment and the evaluation was conducted through observation, question and answer, and picture worksheets, which showed an increase in students' enthusiasm and understanding of the vocabulary taught.

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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

A. Background of Study

English in Thailand is English as a Foreign Language (EFL), which means it is not used in everyday conversation by most people. However, English still plays an important role in areas such as tourism, business, and education. In tourism, English is used as a communication tool between locals and foreign tourists, especially in famous tourist spots such as Bangkok, Phuket, and Chiang Mai. In the business world, the ability to speak English is needed to establish cooperation with international parties and compete in the era of globalization. Meanwhile, in education, English is taught in schools from elementary to university level. The aim is to help students master basic skills such as reading, writing, listening, and speaking.¹

English for young learners is a term used in the process of learning English for children aged three to twelve years. At this age, they have many extraordinary abilities, such as absorbing language in the surrounding environment and foreign languages, one of which is vocabulary. According to Jean Piaget's cognitive theory, when children are newborn to two years old they

¹ Horwitz, Elaine Kolker. *Becoming a language teacher: A practical guide to second language learning and teaching*. Castledown Publishers, 2020.

enter the sensorimotor stage where babies are only able to recognize the environment through their organs and movements, when children are two to seven years old they enter the pre-operational stage where children's thinking activities are not yet organized, when children are seven to eleven years old they enter the concrete operational stage where children's thinking is quite mature, and when children are eleven and above they can think abstractly. That way, at the age of three to twelve years, which is the pre-operational stage, the concrete operational stage, and the formal operational stage where at the age of three to twelve years requires three stages or levels of human intellectual development that can affect maturity, physical experience, logic, etc.² This means that choosing learning methods that are interesting, fun, and deliver material should follow the development stage of children's thinking abilities.

Teaching vocabulary is a process that involves several strategies to improve the understanding and use of words in a language. In vocabulary teaching, the teacher not only teaches or introduces the meaning of words but also provides context, gives examples of words incorporated into sentences, and variations of relevant word forms. Strategies used in teaching vocabulary can be in the form of pictures, videos, or children's stories to introduce words that students have never heard of, it can also be activities that allow students to understand the vocabulary in various situations better. In addition to teaching new vocabulary, teaching vocabulary also includes synonyms and antonyms,

² Ibda, Fatimah. "Perkembangan kognitif: teori jean piaget." *Intelektualita* 3.1 (2015).

which also play an important role in developing students' language skills both in daily communication and in understanding more complex texts.³

Teaching vocabulary for young learners is one of the most important things because in the early years, young learners can more easily understand and use language in the context of speaking, reading, writing, and listening.⁴ At an early age, children are in a phase of cognitive development where their brains are very responsive to language learning, so the early introduction of vocabulary will help them develop effective communication skills. Therefore, teachers have and prepare various strategies to teach English foreign language vocabulary especially so that the learning process becomes more understandable, interesting and fun. Teaching vocabulary to young learners can also pave the way for them in their academic or social development.

Learning activities for students consist of two ways to improve vocabulary understanding, namely indoor and outdoor learning activities. In learning there are several stages, namely involving, learning, activating, and closing.⁵ In learning English, students are encouraged to actively seek and understand information that has been delivered by the teacher, both individually and in teams. English teaching is not only done indoors but also outdoors.

³ Ashari, R. M., Hasibuan, M. F., & Ernayanti, S. (2024). Peningkatan Hasil Belajar Materi Kosakata Kata Sifat, Sinonim Dan Antonim Melalui Media Website Wordsearch Pada Peserta Didik Kelas V Upt Sd Negeri 067241 Medan Denai Dengan Model Pembelajaran Team Game Tournament (Tgt). *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(03), 461-471.

⁴ Deni, Rahma, and Fahriany Fahriany. "Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners." *Vision: Journal for Language and Foreign Language Learning* 9.1 (2020): 48-61.

⁵ Nurul Mazidah, *An Analysis of Teacher Perception toward Young Learner's Vocabulary through Outdoor Learning Activities* (Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2021), 73.

Outdoor learning activities are predicted to be successful because they involve active interaction of students with materials, environments, and situations that support the mastery of vocabulary more naturally and contextually.

According to Conseal, utilizing media in learning English vocabulary is crucial for helping students grasp the material more effectively. One effective type of media, games, are described as organized activities meant for enjoyment. Elementary school students are likely to retain the learning content more effectively when games are involved. Moreover, the most effective way to teach English is through physical engagement and fostering a playful environment.⁶ Promoting classroom interaction is also more beneficial than concentrating solely on individual growth. Nevertheless, field research indicates that students tend to be less active and engaged during English lessons, particularly when questioned about word meanings.

Outdoor learning is one of the teacher's methods of teaching vocabulary. Outdoor learning is an effective method for increasing students' engagement with the environment and making learning more dynamic and interesting. By taking students to an open environment, such as walking around the school area, getting to know some rooms, and recognizing plants in the school area, they can learn new vocabulary while interacting directly with related objects. Outdoor activities such as scavenger hunts, where students can find and record certain objects while using English vocabulary, this kind of learning strategy can create more interesting and interactive learning.

⁶ Fauziati, Endang. "Teaching English as a foreign language (TEFL)." (2010).

In Thailand, specifically at Santiwit Technological College English Program, students face a shortage of new vocabulary in English, which leads to challenges in speaking, particularly among young learners. These young learners often encounter difficulties pronouncing and writing English words. This can create confusion during lessons and impede their speaking abilities. It presents a significant challenge for English instructors. Therefore, it is essential to implement more engaging teaching methods that cater to the student's needs, allowing them to comprehend the lessons easily and enjoy the process of learning English.

Several factors affect them in learning vocabulary, the first factor that occurs in the fifth-grade English Program at Santiwit Technological College is First, students tend to just memorize a list of vocabulary words without really understanding their meaning and use in real sentences or situations. This causes them difficulties when they have to use the words in speaking or writing contexts. Secondly, the teaching methods used are still traditional and rely too much on textbooks, making the learning atmosphere monotonous and uninteresting. Thirdly, students show low levels of participation because there is no variety of activities that encourage active involvement. They are more often passive listeners and reluctant to try using new vocabulary for fear of making mistakes. Fourth, the same learning approach is applied to all students without considering the differences in their abilities and learning styles, so many students find it difficult to follow the lessons. Fifth, the lack of linking the vocabulary material to everyday life means that students cannot understand

the relevance or practical benefits of the vocabulary learned, thus reducing their motivation to learn further.

The pattern of outdoor learning is based on the belief that the learning process can develop students' imagination in thinking about the problems around them.⁷ Learning outside the classroom is also an attempt to create and stimulate students' emotions to be more active and think critically about the surrounding environment.⁸ When students step outside traditional classroom boundaries, they gain opportunities to see and experience real situations firsthand, which helps them remember the vocabulary they've learned.

One of the main reasons students find it difficult to understand vocabulary is because there are learning methods that are still too conventional, where teachers tend to rely on textbooks and notes without involving interactive media. This method makes students have to memorize words that they may not know or understand well, the difficulty experienced by students is memorizing objects that exist outside the room such as rooms, objects that exist outside, plants, and activities carried out by someone such as running, walking, marching, and others. So when they are given a task in the form of a picture and the question "What picture is this?" or "What is this person doing?" some of them experience confusion. The use of interactive media, such as pictures,

⁷ Weston, Lawrence Edward. "Fractals: A Natural Model Technology Supported Learning Outside." (2021).

⁸ Abimanyu, Ichsanuddin, Haifa Narulita, and Lutfi Lutfiah Dwi Purwani. "Kajian outdoor learning proses dalam pembelajaran siswa sekolah dasar: Studi pustaka." *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)* 6.1 (2024): 25-33.

videos, or hands-on activities in the field, can help students better understand and remember new vocabulary.

Referring to the previous problem, the researcher examined various studies that describe how students can understand and start memorizing vocabulary outdoors in the teaching and learning process, with the aim of describing effective learning. By conducting outdoor learning, young learners can not only overcome the boredom that often arises when learning indoors but also have the opportunity to apply the knowledge they already know in a more real and relevant context.⁹ Outdoor learning activities are not only carried out by playing games but can be done in various forms such as visual activities that are done by direct observation, oral activities that encourage interaction and discussion, listening activities that train using audio, and vocabulary writing activities that match the objects shown by the teacher. In addition, there are several types of outdoor learning, namely, scavenger hunt, nature walks, games, treasure hunt (a game where players search for a hidden prize using clues). This research focuses on the scavenger hunt strategy.

Scavenger Hunt is an instructional game designed to encourage students to read more actively by considering text instructions as they search for objects, to increase student engagement through a combination of game elements. Students benefit a lot from this scavenger hunt which can foster enthusiasm for learning, this is because students are looking for something on the list

⁹ Pangrazi, Robert P., and Aaron Beighle. *Dynamic physical education for elementary school children*. Human Kinetics Publishers, 2019.

determined by the teacher. Almost all sensory nerves are also involved in the scavenger hunt. Students see, hear, speak, and write about the vocabulary list in this game. Students will be exposed to concrete objects in their environment through this approach. This is very helpful in their experience of learning vocabulary. Besides being a fun learning activity, Scavenger Hunt can help students become more proficient in mastering vocabulary.¹⁰ This learning method stimulates students' social and cognitive abilities by requiring them to actively search for and understand words. From this game, students not only learn vocabulary but also play vocabulary thus creating a fun learning environment.

This vocabulary learning method, which incorporates a scavenger hunt, not only helps students remember new words but also enhances their engagement and motivation in the learning process. The scavenger hunt enriches the context in which vocabulary is used. In teaching vocabulary, it is crucial to involve objects and images, as relying solely on words is not enough to support students' understanding. By linking new vocabulary to the scavenger hunt activity, students can see and use the words in context, leading to a better grasp of the material.

Outdoor vocabulary learning strategies look interesting and fun and have a good impact, making it easier for students to understand the vocabulary taught and the meaning of the vocabulary. Several studies have examined the

¹⁰ Sardi, A., & Mujahidah, M. (2020). Could I Be Illogical. Cibi Guide) For NonNative Speak

use of outdoor strategies in vocabulary learning. Researchers highlighted one of the main studies used as a reference, namely the research findings of Anisa Pratiwi, Tihajar Ritonga, and Nurul Mazidah which revealed that learning vocabulary outdoors made learning more effective in understanding and knowing the meaning of vocabulary. research conducted by Anisa Pratiwi and Tihajar Ritonga used the same approach, namely Classroom Action Research (CAR), while research conducted by Nurul Mazidah used a qualitative approach. The three studies show that outdoor vocabulary learning is a strategy that makes vocabulary learning more effective and makes foreign language vocabulary easier for students to understand. The three studies involved elementary school to junior high school students, where one of the three researchers used pre-test and post-test to collect data on students' vocabulary comprehension performance before and after the intervention. The results showed that the average score of students in understanding and knowing the meaning of the vocabulary given increased. Therefore, by conducting vocabulary learning outside the room, students can better understand the vocabulary taught by the teacher. In addition, students are also interested in and enjoy the teaching and learning process.

From some of the previous studies above, researchers revealed that using outdoor learning strategies can make students better understand and easily memorize the vocabulary taught. However, the three studies conducted by several researchers above did not explain the obstacles faced by teachers during the implementation of outdoor vocabulary learning, such as time management

and student behavior. The previous research did not mention and explain what types of outdoor activities were carried out in vocabulary learning, including nature walks, games, and treasure hunts (a game where players search for a hidden prize using clues). In this study, the researcher found a phenomenon where many fifth-grade students in the English Language Program of Santiwit Songkhla Technological College, Thailand, had difficulties in understanding and memorizing English vocabulary. Based on the results of observations and interviews, students tend to just memorize the list of vocabulary without really understanding its meaning or how to use it in the context of everyday life. The learning process still focuses on textbooks and involves less interactive or fun methods, so students look less enthusiastic and more passive during learning activities. The researcher also found that the approach used has not paid attention to students' different learning styles, so not all students can follow the lesson well. Through these observations, the researcher describes how vocabulary learning strategies through outdoor activities - specifically the scavenger hunt method - are implemented as an effort to create a more contextual, fun and meaningful learning process for students.

Based on the above background, the researcher offers an English vocabulary teaching strategy through outdoor activities that can be implemented in the English program, especially the fifth grade at Santiwit Songkhla Technological College, Thailand.

This strategy is expected to help students remember English vocabulary, so the researcher conducted a study with the title: *“Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Santiwit Songkhla Technological College, Thailand.”* The purpose of this study is to find out how the implementation of outdoor activities in vocabulary retention in the English program at Santiwit, Songkhla Technological College, Thailand.

B. Research Question

Based on the background of the research above, the researcher presents the research Focus as follows:

1. How is the teacher implementing teaching vocabulary by using outdoor activities strategy for young learners at Santiwit Songkhla Technological College, Thailand?
2. How is the evaluation teaching vocabulary of using outdoor activities strategy for young learners at Santiwit Songkhla Technological collage, Thailand?

C. Research Objective

Based on the research focus above, the aims of the research are:

1. To learn how the teacher implements teaching vocabulary by using outdoor activities strategies for young learners at Santiwit Songkhla Technological College, Thailand.
2. To evaluate the implementation teaching vocabulary by using outdoor activities strategy for young learners at Santiwit Songkhla Technological College, Thailand.

D. Research Significance

The researcher aims for this study to provide benefits to the English teaching and learning process, particularly in teaching vocabulary. This research holds both theoretical and practical significance.

1. Theoretical

The results of this study are expected to contribute to the knowledge of English language, especially in vocabulary acquisition through outdoor activities using scavenger hunt. This research can enrich and increase knowledge about strategies in the teaching and learning process.

2. Practical

Practically, the data presentation of this research will be useful for:

a. For other researchers

For other researchers, this study can be used as a reference for learning strategies that are more fun and less boring in learning new vocabulary.

b. For readers

This research can be applied, they will gain more knowledge about teaching vocabulary to young learners.

c. For teachers and students

The findings of this research can be a solution for teachers and students in teaching and learning, especially when the process of learning English vocabulary is through outdoor activity strategies.

E. Definition of Keyterms

The definition of key terms is about understanding important terms that are the focus of researchers in the research title. The aim is to avoid misunderstandings in interpreting the contents intended by the researcher.

These terms are:

1. Teaching Vocabulary for Young Learners

Teaching vocabulary is often more effective when using the students' own language because, with the language they already understand, students can more easily understand the meaning of new words, relate them to their daily experiences, and absorb meaning more quickly and naturally without feeling confused. the concept of teaching vocabulary used in this study is vocabulary related to school facilities such as the playground, library, and several rooms in the school. besides that, it is also related to plants in the school such as trees, flowers, and other plants.

Vocabulary teaching in this study focuses on young learners who are at the concrete operational stage, namely children aged seven to eleven years old, specifically fifth-grade students at Santiwit Songkhla Technological College, Thailand. Teaching vocabulary to young children requires a specialized approach that aims to introduce and enhance their understanding of new words. The strategies used at this stage differ from those for adolescents or adults, as children learn most effectively through exploration and interactive experiences that engage their senses, movement, and creativity. To ensure that new vocabulary is understood and stored in long-

term memory, early vocabulary teaching needs to emphasize emotional engagement and the use of words in real-life contexts.

2. Outdoor Activities Strategy

Outdoor activities in vocabulary learning focus on providing real and fun learning experiences for students, especially children aged seven to eleven years old who are at the concrete operational stage. In this stage, children learn more effectively through things they can see, touch, and experience directly. One of the activities that can be done is to take students around the school environment to get to know the vocabulary around them. For example, teachers can invite students to visit various places in the school such as the library, canteen, playground, classroom, teachers' room, and so on. While walking, the teacher can point out and mention the names of places or objects, then ask students to repeat them, write them down, or use them in simple sentences.

This method not only introduces vocabulary directly and contextually, but also encourages students to actively ask questions and understand the function of the objects or places they encounter. Such as, “What is the place?” or “What do we do there?”. By directly seeing the object, children more easily understand the meaning of the word and remember it in the long run. Outdoor vocabulary learning like this can be done regularly, for example twice a month, as a variation of learning that can increase students’ interest in learning English.

F. Structure of the Thesis

The structure of this thesis consists of five chapters arranged systematically to present the research from the background to the final conclusion. Each chapter serves a specific function in building the framework of the study:

Chapter I – Introduction This chapter provides an overview of the research background, including the context of vocabulary learning for young learners in Thailand. It explains the research problems, objectives, and significance. Key terms are defined to ensure conceptual clarity, and the structure of the discussion is outlined to guide readers through the thesis.

Chapter II – Literature Review This chapter discusses relevant literature and theories that support the study. It includes previous studies related to outdoor learning and vocabulary acquisition, along with a theoretical framework that forms the foundation for analyzing the research findings.

Chapter III – Research Method This chapter explains the qualitative approach used in the research. It describes the research design, subject and location, data sources, and the techniques used for data collection, analysis, and validation. The research procedures are presented in detail to demonstrate the steps followed during the study.

Chapter IV – Research Findings and Discussions This chapter presents a description of the research object, the implementation of outdoor vocabulary learning strategies, and an analysis of the findings. The scavenger hunt activities

conducted in the school environment are explained, including how vocabulary was introduced, practiced, and assessed. The discussion section interprets the results in relation to the research questions and theoretical framework.

Chapter V – Conclusion and Suggestions The final chapter summarizes the main findings of the research and draws conclusions based on the analysis. It also offers suggestions for English teachers, institutions, and future researchers on implementing outdoor activities as an effective vocabulary learning strategy for young learners.



CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

A. Previous Research

In this appendix, the author will list several previous studies similar to the researcher's research. Including some of these previous studies to strengthen the author's writing. Some of the research taken comes from the thesis, articles, or journals by summarizing the points of similarity from previous research with the research that the researcher is currently doing.

1. The first previous research was conducted by Nurul Mazidah in 2021 with the title “An Analysis of Teacher Perception Toward Young Learner's Vocabulary Through Outdoor Learning Activities”. This research examines how teachers perceive the use of outdoor learning activities in teaching vocabulary to young learners. This research was conducted at SDIT Quantum School Banda Aceh.¹¹ This research is qualitative and uses a case study as the research design. This research explores how outdoor learning activities can help improve vocabulary acquisition. Outdoor activities such as “scavenger hunts”, allow students to learn vocabulary by involving objects directly and more realistically in their surrounding environment. The results of this study are positive towards the use of this learning method, as

¹¹ Nurul Mazidah, “An Analysis of Teacher Perception Toward Young Learner's Vocabulary Through Outdoor Learning Activities”. 2021

students can see, touch, and feel objects related to the words they learn, thus strengthening their memory. However, this study also revealed some obstacles faced by teachers in implementing this method. One of them is in managing learning time, in addition to the diverse behavior of students is also a challenge, especially in maintaining student focus during outdoor activities. teachers must develop effective strategies to deal with different learning styles and ensure that all students can follow the activities well. This study concludes that outdoor learning activities are a useful and recommended method to implement in vocabulary learning, especially for young learners. Although there are some challenges, the benefits, such as increased student motivation and engagement, make this method worth continuing to develop.

This previous research has relevance to the current study. Both studies explored the implementation of teaching vocabulary by using outdoor activities strategy. However, this study has some differences with the current study. One of the differences is the research design used by the researcher. The previous study examined vocabulary learning outdoors with a focus on challenges and teacher perceptions. While this study discusses the effectiveness, materials, and steps of vocabulary learning through outdoor activities. - The previous study examined vocabulary learning outdoors with a focus on challenges and teacher perceptions. While this study discusses the effectiveness, materials, and steps of vocabulary learning through outdoor activities. The previous research was conducted at

SDIT Quantum School, Banda Aceh, Indonesia. While the current study will be conducted at Santiwit Songkhla Technological College, Thailand.

2. The second previous research was conducted by Tihajar Ritonga in 2023 with the title “Improving Student's Vocabulary Mastery Through Outdoor Activities at Grade Fifth SD Negeri 100501 Sigolang South Tapanuli”.¹² This study aims to improve students' vocabulary mastery through outdoor learning activities. Based on the results of research conducted in two cycles. In the first cycle, the average student score was 64 with 40% of the total 15 students reaching the KKM (minimum completeness criteria). Although there was an increase, there were still many students who did not meet the KKM standard. In the second cycle, the average student score increased to 77.33 with 86.67% of students reaching the KKM. This shows a significant improvement in vocabulary mastery after the application of the outdoor learning method. The outdoor learning method proved to be effective because students were more motivated, more active during the learning process, and easier to remember and understand new vocabulary. In addition, outdoor learning creates a more interesting atmosphere, so students do not easily feel bored like classroom learning. Therefore, outdoor learning method is recommended as an effective strategy to improve vocabulary acquisition in English learning, especially for young learners.

¹² Tihajar Ritonga, “Improving Student's Vocabulary Mastery Through Outdoor Activities at Grade Fifth SD Negeri 100501 Sigolang South Tapanuli”. 2023

These previous studies are also related to the current study. The implementation of teaching vocabulary by using outdoor activities was revealed as the main topic in both studies. Other similarities are found in the benefits and effects of the implementation of teaching vocabulary by using outdoor activities strategy. However, there are some differences found in these two studies. The previous study used a different approach, namely CAR (Classroom Action Research), while this study used qualitative methods. Another difference is The previous research was conducted at SD Negeri 100501 Sigolang South Tapanuli. While the current study will be conducted at Santiwit Songkhla Technological College, Thailand.

3. An article written by Anisa pratiwi and Mutiarani in 2023 with the title “Implementing Outdoor Learning Activity on Student'Vocabulary Learning”.¹³ The purpose of this study was to determine how effective outdoor learning activities are in increasing student vocabulary at SMP Islam Ruhama, Cirendeu, grade 7.1. The results showed that it was significant to the students' vocabulary skills. After the outdoor learning strategy was implemented, the students' pre-test average score of 51.45 increased to 84.79 in the post-test. Before the treatment, 85.5% of students scored low, while no students scored good. After the treatment, 45.83% of students scored excellent, 20.83% scored good, and 33.33% scored fair. The results of statistical analysis using paired sample t-test showed a significant

¹³ Anisa Prtaiwi and Mutiara, “Implementing Outdoor Learning Activity on Students “Vocabulary Learning”. 2023

difference between the pre-test and post-test results. The t-count value of 14.338 is greater than the t-table value (2.029) at the 0.05 significance level. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, which means that outdoor learning is effective in improving students' vocabulary skills.

The current study has similarities and differences with the previous studies. The implementation of vocabulary teaching using outdoor activities was revealed as the main topic in both studies. However, there are some differences found in these two studies. The previous study used a different approach, namely CAR (Classroom Action Research), while this study used qualitative methods. Another difference is the location of the research.

4. An article written by Boukhalfa Sara in 2019-2020 with the title 'Teachers' and Learners' Mastery of Vocabulary: The case of A2 Level Learners in Global Academic of Language, Aintouta'.¹⁴ The purpose of this study is to explore teachers' and students' attitudes toward outdoor learning strategies for improving vocabulary. The study was qualitative with semi-structured questionnaires administered to 17 students and teachers at Global Academy of Language. The results of this study show that the outdoor learning strategy has a positive impact on vocabulary acquisition, both teachers and students have positive attitudes towards the use of this strategy and consider this strategy effective and interesting to be applied in teaching English

¹⁴ Boukhalfa, S. Teachers' and Learners' Attitudes towards the Use of Outdoor Learning Strategy in Enhancing learners' Mastery of Vocabulary The Case of A2 Level Learners in Global Academy of Languages, Aintouta.

vocabulary. This result supports the hypothesis that outdoor learning can improve students' vocabulary acquisition. Based on these findings, it is recommended that outdoor learning strategies be integrated into the English language teaching curriculum to improve the effectiveness of vocabulary learning.

The current study has similarities and differences with the previous studies. The implementation of vocabulary teaching using outdoor activities was revealed as the main topic in both studies. However, there are some differences found in these two studies. The previous study examined vocabulary learning outdoors with a focus on challenging student and teacher perceptions. While this study discusses the effectiveness, materials, and steps of vocabulary learning. Another difference is The previous research was conducted at different levels and places.

5. An article was written by Nurul Fadhilah Ghazali in 2022 with the title “Outdoor Experiential Method for Enhancing Student’s Vocabulary”.¹⁵ This research attempts to measure students' interest in the outdoor experiential method and investigate how well it works to improve vocabulary acquisition. Students in grade VIII at Darul Aman Junior High School in Makassar participated in the study, which used a quasi-experimental design with two groups: the experimental group and the control group. After using this strategy, students' vocabulary mastery increased significantly, as seen

¹⁵ Gazali, N. F. (2022). Outdoor Experiential Method For Enhancing Students'vocabulary. *International Journal of Research On English Teaching And Applied Linguistics*, 3(1), 62-73.

by the results, which exhibited a p value of $0.002 < 0.05$. Furthermore, a correlation coefficient of 0.919 indicated a substantial relationship between students' enhanced vocabulary acquisition and their enthusiasm in outdoor learning. These results demonstrate that the extracurricular experiential learning approach not only enhances learning outcomes but also boosts students' enthusiasm and involvement in acquiring English vocabulary.

The current study has similarities and differences with the previous studies. Implementing vocabulary teaching using outdoor activities was revealed as the main topic in both studies. However, some differences were found between these two studies. The previous study used a different approach, namely quantitative, while this study used qualitative methods. Another difference is The previous research was conducted at different levels and places.

B. Theoretical Framework

1. English Language Teaching

a. Teaching Vocabulary

Teaching vocabulary is a learning process that focuses on recognizing, understanding, and using new words in a language. As stated in Alqahtani, Learning vocabulary plays a key role in acquiring a language, whether it is a first language, a second language, or a foreign one. If learners do not have enough vocabulary, they will struggle to understand what others are saying or to express their own thoughts effectively which means, vocabulary is an important element in

communication because, without adequate word mastery, one will have difficulty in constructing effective sentences and understanding the meaning of a text or conversation.¹⁶ In this process, vocabulary teaching is not only limited to providing a list of words and their definitions, but also involves a deep understanding of how these words are used in various contexts, both oral and written. Vocabulary teaching can be done through various methods, such as the use of pictures, songs, word games, interactive stories, and real situation-based discussions that allow students to understand the meaning and function of words more naturally.¹⁷

In addition, repetition and exposure to new words in various forms are also important aspects of teaching vocabulary. Strategies such as context-based learning, where words are taught through relevant readings or situations, help students remember and understand words better. Another frequently used approach is association techniques, where new words are linked to familiar words or to students' personal experiences, thus strengthening their memory. In the context of language learning, vocabulary teaching should also consider aspects of phonology (pronunciation), morphology (word forms), as well as syntax (word relationships in sentences) so that students not only recognize words but can also use them appropriately in daily communication.

¹⁶ Alqahtani, Mofareh. "The importance of vocabulary in language learning and how to be taught." *International journal of teaching and education* 3.3 (2015): 21-34.

¹⁷Amirbayeva, Dana. "Vocabulary Learning And Teaching From Different Perspectives." *Available at SSRN 4848653* (2024).

Teaching vocabulary is not only important for those who are learning a foreign language, but also for native speakers who want to enrich their vocabulary to improve language skills.¹⁸ Therefore, the strategies used in vocabulary teaching should be tailored to the age, ability level, and learning objectives of the students. With the right approach, the vocabulary learning process can be more effective and enjoyable, helping students improve their communication skills and broaden their language horizons.

According to Susanto, there are several techniques for teaching vocabulary so that students understand and remember the vocabulary being learned. In addition, teachers are also advised to multiply vocabulary learning strategies.¹⁹ Here are some vocabulary teaching techniques proposed by experts, namely:

1) Teaching vocabulary using object

The use of realia techniques, visual aids, and demonstrations helps learners remember vocabulary better, as images and objects are very strong in our memory. The use of real objects is suitable for beginners or young learners, especially in introducing concrete vocabulary. Real objects can facilitate word comprehension and

¹⁸ Diamond, L., & Gutlohn, L. (2006). Teaching vocabulary. Retrieved from the Reading Rockets website: <http://www.readingrockets.org/article/teaching-vocabulary>

¹⁹ Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata*, 1(2), 183.

visualization, with objects from inside and outside the classroom effectively used to memorize new vocabulary.²⁰

2) Teaching vocabulary by drilling, spelling, and active involvement

Drill helps learners learn the shapes and sounds of words. It also helps them remember words independently. This technique also requires an understanding of spelling, which does not always match the way words are pronounced in English.²¹ With drill and elicitation, teachers can evaluate students' understanding while providing opportunities to speak more. For example, students are asked to say the word “banana” repeatedly after the teacher introduces it. To encourage students to guess the name, the teacher shows a picture of a banana and asks, “What is this?” After the students understand the meaning of the word, the teacher asks them to make personal sentences such as, “I like to eat bananas” (personalization). To enhance students' understanding, the teacher can bring a real banana to class as a visual aid. Then, the teacher can ask students to say the word while making sentences such as, “I eat a banana every morning.” To make the vocabulary easier to remember and use, this method combines pronunciation, visualization, and personal context.

²⁰ Takač, V. P., & Singleton, D. (2008). Vocabulary learning strategies and foreign language acquisition. Canada: Multilingual Matters Ltd.

²¹ Reed, D. K. (2012). Why teach spelling? Portsmouth, NH: RMC Research Corporation, Center on Instruction.

3) Teaching vocabulary through guessing from Context

Guessing from context is a technique that helps learners understand unknown vocabulary through four elements: the reader, the text, the unknown word and clues in the text. This technique, which can be applied in various contexts such as conversation and media, encourages learners to take risks and build confidence in interpreting the meaning of words. Clues used for guessing include illustrations, spelling or sound similarities, and general knowledge.

4) Teaching vocabulary using enumeration and contrast

Some words are easy to explain to students by comparing them with other words, such as “big” and “small,” but some words are more complex. For example, it is almost impossible to distinguish words related to emotions, such as “sad” and “happy,” because there are also “mixed” feelings in between. In addition, the term “contrast” is also used to indicate a clear difference, such as a comparison between a photo of a city during the day and at night. One way to expand our vocabulary is to learn words that have similar or synonymous meanings.

5) Teaching vocabulary using mime, expressions, and gestures

Vocabulary learning using this method can improve speaking and text comprehension. With mimics or gestures, teachers can teach many vocabulary words, such as the adjectives “sad” or “happy”.

Teaching using these gestures is considered effective in attracting students' attention and making learning more dynamic.²²

6) Teaching vocabulary using drawing and picture

Teaching vocabulary with pictures is very effective in helping students understand and remember new words. Images, such as posters, flashcards, magazines, and textbooks, can connect students' prior knowledge with new vocabulary. Frequently used pictures make difficult words easier to understand and easier to remember. Teachers can utilize materials provided by the school or create their own visual aids from various sources. These visualizations make learning more interesting and help students understand the meaning of words better.

7) Teaching vocabulary using translation

Although translation does not encourage students to think about the meaning of words in depth, it can be effective in some situations, such as dealing with incidental vocabulary, checking students' understanding, and pointing out similarities or differences between the first and second languages that might lead to errors. Some words do need to be translated, and this technique can save a lot of time in teaching.²³

²² Tellier, M. (2005, June). How do teacher's gestures help young children in second language acquisition?. In *International society of gesture studies, ISGS* (pp. en-ligne).

²³ Mazidah, N. (2021). *An Analysis of Teacher Perception toward Young Learner's Vocabulary through Outdoor Learning Activities* (Doctoral dissertation, UIN AR-RANIRY).

b. Teaching Vocabulary for Young Learners

Vocabulary is at the core of language understanding and expression, encompassing not only definitions but also contexts of use in real life. as Diamond, L., & Gutlohn, L. state, vocabulary knowledge continues to grow over time, so word understanding becomes more in-depth and contextualized. This mastery is not only important for text comprehension and conversation, but also for expressing ideas and feelings effectively.²⁴ So Vocabulary is very important in language learning because it helps us understand and convey things clearly. It is not enough to know the meaning of a word, but also to know when and how it is used in daily life. The more vocabulary one has, the easier it is to understand conversations, read texts, and convey thoughts or feelings well.

Vocabulary teaching is the process of introducing and guiding students in understanding, remembering, and using new words effectively in various contexts. Vocabulary teaching is not only about learning the meaning of words but also about how to use words in sentences, understanding synonyms, antonyms, and nuances of meaning, so that students can understand and apply words correctly and naturally in their communication.

²⁴ Diamond, L., & Gutlohn, L. (2006). Teaching vocabulary. Retrieved from the Reading Rockets website: <http://www.readingrockets.org/article/teaching-vocabulary>.

Therefore, it is very important for anyone learning a language to understand and increase vocabulary because the more vocabulary one knows, the better one's understanding of the meaning of words. Talking about animal names or using pictures are some ways to increase vocabulary. Teachers must understand teaching components such as methods, strategies, techniques and materials so that they can deliver lessons in a way that suits children's characteristics. Teachers are essential for building children's vocabulary.

According to Jean Piaget's cognitive theory, young learners from ages three to twelve years, at this age they have many extraordinary abilities, such as absorbing language in the surrounding environment and foreign languages, one of which is vocabulary. When children are newborn to two years old they enter the sensorimotor stage where babies are only able to recognize the environment through their organs and movements, when children are two to seven years old they enter the pre-operational stage where children's thinking activities are not yet organized, when children are seven to eleven years old they enter the concrete operational stage where children's thinking is quite mature, and when children are eleven and above they can think abstractly. That way, at the age of three to twelve years which is the pre-operational stage, the concrete operational stage, and the formal operational stage where at the age of three to twelve years requires three stages or levels of human

intellectual development that can affect maturity, physical experience, logic, etc.²⁵

Teaching vocabulary for young learners teachers should make lesson plans with clear objectives and interesting activities to capture students' attention, such as games or songs, when teaching vocabulary to young learners. To help explain vocabulary, teaching aids such as pictures and flashcards should be prepared. It is essential to use an interactive approach that involves the active participation of students and allows time for repetition of vocabulary. In addition, creating a positive learning environment with emotional support and flexibility in organizing lesson plans can boost students' confidence. Finally, constructive feedback and informal evaluation are necessary to assess students' understanding. By following these steps, educators can create a good and enjoyable learning experience.²⁶

c. Outdoor Activities

1) Outdoor Activities

Outdoor activities in early childhood education are learning activities that take place outside the classroom, where children can play and learn while interacting with the surrounding environment. These activities are important because they help children meet various needs, such as physical (such as moving and playing),

²⁵ Ibda, F. (2015). Perkembangan kognitif: teori jean piaget. *Intelektualita*, 3(1).

²⁶ Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The teaching of English vocabulary to young learners. *PROJECT (Professional Journal of English Education)*, 1(2), 95-100.

emotional (such as socializing with friends), cognitive (such as thinking and solving problems), linguistic (such as speaking and communicating), and social (such as learning to cooperate). By providing opportunities for daily outdoor activities, children become more interested in learning and can take better care of their health and well-being.

Outdoor learning allows teachers to invite students to learn by looking directly at real objects around them, such as in the field, parking lot, or park, as learning resources. The teacher's role is to guide and inspire students in this experience. Through this method, students can strengthen their vocabulary skills and memorize vocabulary faster because real objects help them remember better.²⁷

Learning activities conducted outdoors provide more vocabulary compared to traditional learning methods, and the vocabulary is also easier to remember. Teachers can apply this strategy once or twice a month as an intermezzo activity. The aim is to increase students' motivation to acquire new words, especially English words. By engaging students in outdoor activities, they not only learn in a more enjoyable way but can also relate new vocabulary to real-life experiences, thus strengthening their memory of the words.²⁸

²⁷ Pratiwi, Anisa, and Mutiarani Mutiarani. "Implementing Outdoor Learning Activity on Students' Vocabulary Mastery." *Scripta: English Department Journal* 9.2 (2022).

²⁸ Tihajar Ritonga, "Improving Student's Vocabulary Mastery Through Outdoor Activities at Grade Fifth SD Negeri 100501 Sigolang South Tapanuli". 2023, 21

2) Advantages and Disadvantages Outdoor Activities

Learning English vocabulary is an important foundation for language proficiency. However, conventional methods often used, such as rote memorization, can make students feel bored and find it difficult to understand words deeply. Outdoor learning has become an interesting method to address this.²⁹ By taking students out of the classroom and observing the objects being studied in real life, such as a garden or the schoolyard. This makes learning more contextual and enjoyable.

There are some of the advantages and disadvantages of learning outdoors:

a) Advantages

(1) Developing students' creativity and initiative, outdoor

activities can help students think more creatively because they can interact directly with the environment. For example, when the teacher explains plants, students can directly see and observe the shape and texture of the plants.

(2) Optimizing individual potential, through this learning method, students can better explore their talents and interests beyond the confines of the classroom.

²⁹ Nurdiana Hamid, —The Effectiveness of the Outdoor Learning Strategy in Writing Description Text, Tesis, (Makassar: Universitas Muhammadiyah Makassar, 2019), P. 22.

- (3) Enjoyable learning, by implementing this method, students will feel more relaxed and enthusiastic when learning outdoors, which can eliminate boredom.
 - (4) Increasing interest and skills, students can enhance their interest in vocabulary learning.
 - (5) Strengthening the relationship between teachers and students, outdoor learning activities are usually more relaxed, making students more open to communication with the teacher.
- b) Disadvantages
- (1) Less stable concentration, learning conducted outside the classroom for younger students tends to be disturbed by things around them such as noise, seeing other activities, or objects outside the room.
 - (2) Challenges in student management, the more open outdoor environment often makes it difficult for teachers to control students, sometimes students want to explore areas outside the learning plan, so teachers need to be extra in controlling students.
 - (3) Takes more time, outdoor learning often requires longer implementation and preparation time, starting from directing students to the appropriate location, conducting activities, and returning to class.

- (4) Intensive teacher supervision, and outdoor activities require teachers to be more vigilant in supervising students to ensure they are safe and orderly.³⁰

Overall, although outdoor learning has many benefits and advantages, teachers need to plan it thoroughly and prepare anticipatory steps for various activities that may arise.

3) Procedure of Outdoor Activities

To effectively implement the outdoor activities method, teachers need to design and follow structured steps. This procedure ensures that outdoor activities run smoothly, remain safe, and achieve the expected learning objectives. Here are the procedural steps that can be followed in the implementation of outdoor activities.³¹

a) Initial preparation:

- (1) The teacher starts the activity by directing the students to the chosen area such as the school field or schoolyard.
- (2) The teacher introduces the learning material including the vocabulary or topic to be learned, then directs the students to observe the surrounding objects in a relevant manner.

³⁰ Ikasari Nurhayati. A Descriptive Study On Teaching Vocabulary By Using Outdoor Activities To Young learners At Third Year In SD Negeri 01 Gempol Klaten In 2006/ 2007 Academic Year —, thesis, (klaten: Muhammadiyah University of Surakarta, 2007), P. 13.

³¹ Ikasari, Nurhayati. *A Descriptive Study On Teaching Vocabulary By Using Outdoor Activities To Young Learners At The Third Year In Sd Negeri 01 Gempol Klaten In 2006/2007 Academic Year*. Diss. Universitas Muhammadiyah Surakarta, 2007.

- (3) The teacher gives an explanation of the material, and then asks students to memorize or say words that are appropriate to the topic being studied.

b) Field implementation:

- (1) The teacher starts the activity by directing the students in the chosen area such as the school field or schoolyard.
- (2) The teacher introduces the learning material including the vocabulary or topic to be learned, then directs the students to observe the surrounding objects in a relevant manner.
- (3) Students are invited to tour the school area such as paying attention to objects or the surrounding environment related to the material being taught such as plants, rooms in the school area, or natural conditions that can be related to the lesson.
- (4) The teacher gives an explanation of the material and then asks students to memorize or say words that are appropriate to the topic being studied.

c) Tasks and repetitions:

- (1) After introducing the material in the field, students try to memorize and pronounce the taught words
- (2) The teacher guides students so they understand

d) Closing and reflection:

- (1) After the activity is over, students and teachers return to the classroom.

(2) The teacher can reflect to the students to find out their understanding.

(3) The teacher also allows students to share their experiences during learning outside the classroom, as well as evaluate their learning outcomes.

4) Types of Outdoor Activities

Outdoor learning is an approach that integrates physical activity and the use of the surrounding environment as part of the learning process. It aims to increase student participation through activities that are challenging, engaging, and conducted outside the classroom. Not only does it provide immediate benefits, such as increased concentration, enthusiasm, and motivation, it also brings positive long-term impacts. These include individual development, where students learn to be more confident and independent; physical development, which helps them stay active and healthy; and social development, through training in cooperation, communication and group interaction.

In addition, outdoor learning also provides added value as a form of recreation that benefits learners' mental and emotional health. Activities such as camping, hiking, or educational games in an open environment can help reduce pressure, build closeness between students, and foster care for nature. With these advantages, outdoor learning is considered an effective learning strategy to create a more enjoyable, relevant and supportive learning atmosphere for students'

development in vocabulary learning.³² Some examples of activities that can be implemented in outdoor activities include:

- (1) scavenger hunt, scavenger hunt is a game that starts with determining one or more locations where participants search for hidden objects. When designing the game, a list of items to be found, requested from someone, or photographed by the participants is usually drawn up. Sometimes, the items are quite simple, such as an eraser, a leaf, or a water bottle. However, to make the challenge more exciting for older participants, clues can be created in the form of riddles to be solved. For example, participants may be asked to find “a quiet place to read,” which is a clue to finding the school library.³³
- (2) Vocabulary Hopscotch activity, an engaging and active learning method to help students recognize and remember new vocabulary. The teacher makes a hopscotch pattern on the floor using chalk or tape, usually consisting of six to eight squares. Each square is filled with one vocabulary word being learned. Students then play as usual, jumping from one square to another. When landing on a square, they must say the written word out loud. In this way, students learn through a combination of body movement and pronunciation

³² Tihajar Ritonga, “Improving Student's Vocabulary Mastery Through Outdoor Activities at Grade Fifth SD Negeri 100501 Sigolang South Tapanuli”. 2023, 27

³³ <https://www.parents.com/toddlers-preschoolers/everything-kids/outdoor-fun-free-nature-scavenger-hunts-and-treasure-hunt/> / accessed on 11th November 2024

practice, which is effective for strengthening their memory and speaking skills in a fun atmosphere.³⁴

- (3) Spelling list hunt, is an outdoor learning activity that aims to improve students' spelling and phonics skills in a fun way. The teacher prepares several cards with pictures and incomplete words - usually with one or two letters left blank. The cards are then hidden in various corners of the schoolyard or open areas. The students' task is to find the cards and complete the word based on the picture and letter-sound clues. This activity encourages active learning by combining physical movement, visual recognition and phonics practice in an integrated way.³⁵

Learning outside the classroom provides a new atmosphere that makes the learning process more interesting and fun for students. By doing activities such as scavenger hunt, vocabulary hopscotch, and spelling list hunt, students are not only sitting still listening to the teacher, but also moving, cooperating with friends, and directly involved in learning. This kind of activity helps students understand the material more easily because they learn by doing, not just listening or reading. In addition, learning outside the classroom can also increase

³⁴ <https://multiculturalkidblogs.com/2016/05/13/5-language-learning-outdoor-activities-children/> / accessed on 11th November 2024

³⁵ <https://www.educateoutside.com/10-free-outdoor-teaching-ideas-for-english-lessons/> / accessed on 11th November 2024

the spirit of learning, make students more active, and encourage them to think creatively and confidently when completing tasks.

Of all the activities that can be done outside the classroom, scavenger hunt is the most suitable choice to be discussed in this study. The reason is that this activity is not only fun and challenging, but can also be adapted to various subjects, including language. Students are invited to look for objects or answer certain clues, which indirectly trains their ability to read, understand information, and work together. This game-like learning atmosphere makes students more engaged and motivated. Therefore, this research will focus on the use of scavenger hunt as a way of learning outside the classroom that aims to improve student engagement and learning outcomes, especially in language lessons in elementary school.

5) Evaluation of Outdoor Activities

According to Jeremy Harmer, evaluation is an important part of the learning process as it allows teachers to understand student development and adjust teaching strategies accordingly.³⁶ Evaluation is not only done at the end, but also throughout the learning process to provide a more complete picture of students' abilities. In vocabulary learning, formative and summative assessments are used in a balanced

³⁶ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

way so that students not only recognize words, but are also able to use them appropriately.

Formative assessment is implemented through vocabulary matching activities, which are designed to monitor students' progress gradually. This type of assessment also serves as a means of feedback that encourages students to continue developing. Meanwhile, summative assessment is carried out by filling in the blanks to determine the extent to which students have understood and mastered the material as a whole.

By combining these two forms of evaluation, teachers can create more effective, enjoyable and purposeful learning. This approach reflects the principle that language learning should be continuous, reflective and oriented towards students' overall progress.

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J E M B E R

CHAPTER III

RESEARCH METHOD

This chapter thoroughly discusses the research methods used in this study. The discussion includes the systematically chosen research approach and design, as well as an explanation of the subjects, research locations and selection criteria. In addition, the data collection techniques are explained, including the triangulation process to improve the accuracy and validity of the findings. Data analysis methods and validity aspects are also discussed to ensure the data reflects actual conditions. Finally, this chapter outlines the research procedures taken from start to finish.

A. Research Approach and Design

The design of this study employed a qualitative methodology. Qualitative research aims to understand phenomena that research subjects experience, such as behavior, perception, motivation, action, etc., holistically and through verbal and linguistic descriptions in a particular natural setting and through various natural methods.³⁷ Descriptive research is the kind of study. Descriptive research aims to accurately and methodically present facts, events, or symptoms of a specific population or region's features.³⁸

The purpose of this technique is to gain a thorough understanding of how outdoor activity strategies are used to teach English vocabulary to young learners. The researcher chose a qualitative design for this study because it fits

³⁷ Lexy J. Moleong, —Metode Penelitian Kualitatif Edisi Revisi, (Bandung: PT. Roesdakarya Offset, 2014), 6

³⁸ RiyantoYatim, —Metodologi Penelitian Pendidikan, (Surabaya: SIC, 2010), 23.

her research focus on events occurring in a culture that is emotionally invested in the power of expression, purpose, and desire. expression, purpose, and desire. English program Santiwit Songkhla in Thailand was deliberately chosen as the research site for the study. As a result, the research conclusions were based on several actions, including a preliminary investigation, the effectiveness of the research strategies and instruments, and the data analysis.

B. Research Location

This research was conducted at English Program Santiwit Songkhla Technological College, Thailand. Which is located in Ban Na, Chana District, Songkhla 90130, Southern, Thailand. This location was chosen for several key reasons. The first reason is that Santiwit's English Program has an innovative and interesting teaching approach to study, especially in the context of outdoor activities-based learning. The second reason is that the preliminary study shows that this program is suitable for the research topic which focuses on outdoor activities as an English learning strategy. Through this strategy, students can learn English vocabulary more naturally and interactively. The third reason is that this research received support from the English teacher there who approved the use of outdoor activities in the English learning process. With the support of the English teacher, the research was able to proceed smoothly and in accordance with the objectives. The last reason is that outdoor activities are considered relevant to the remaining needs of Santiwit's English Program, which often collaborates with foreign educational institutions in Southeast Asia. Through outdoor activities that integrate English vocabulary, students can

easily remember English material and use it in real objects. This research is expected to provide insight into the effectiveness of outdoor activities-based English learning to support students' vocabulary acquisition in an environment that is limited to English accents.

C. Research Subject

The research subject is the subject used to collect research data, is the source of data and is related to the research focus. In addition, the research subject is a very important source for research because the researcher can obtain the expected data, determine the current research informants, and the process of collecting data in a way that upholds its credibility and accuracy.³⁹

Basically, research subjects are participants who provide data sources related to the research focus accompanied by volunteers and data collection methods. Informants or participants used in this research include:

1. The English Teacher at Fifth Grade English Program Santiwit

In addition to conducting observations and interviews, the English teacher was also chosen to be the subject of this study. With the aim of obtaining data related to teaching English vocabulary through outdoor activities strategy.

2. The Student at Fifth Grade English Program Santiwit

The second subject was taken at fifth grade English Program. This decision was taken because the teacher applied the outdoor activities strategy in learning English vocabulary to the students of Santiwit English Program.

³⁹ Uin Khas Jember, Pedoman Penulisan Karya Ilmiah. (Jember, 2022) 31-32.

D. Data Collection

The methods employed for data collection in this study consisted of:

1. Observation

Observation is a direct data collection technique in the field by observing subjects or individuals and placing them at the research site.⁴⁰ In this study, the researcher selected non-participant observation as one of the two observation methods. This approach focuses on observing and recording notes during the activity without actively engaging as a participant. During the observation, the researcher monitored the classroom from the moment the teacher entered, starting with greetings, prayers, and checking students' conditions, followed by taking attendance.

In addition to observing since the teacher entered the classroom, there are several elements that are considered important to note such as; first, researchers observe the objective conditions of the Santiwit English Program. Second, the researcher observed how the teacher explained the material, especially the English vocabulary learning material in outdoor activities. Third, In this study, the researcher carefully observed the teacher's approach to teaching English vocabulary through outdoor activities, beginning from the introductory phase, progressing through the core instructional activities, and concluding with the closing segment. The observation also included how the teacher evaluated student performance

⁴⁰ John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition, SAGE Publications, London. 2014, 166-170.

and managed the overall learning process during these outdoor sessions. This thorough observation enabled the researcher to gather comprehensive data relevant to the study's objectives. Furthermore, the observation was conducted under neutral and objective conditions to ensure the accuracy and reliability of the findings at English Program Santiwit, and during the implementation of English vocabulary learning through outdoor activities.

2. Interview

According to Kvale and Brinkman, an interview . It differs from ordinary conversation in that it is structured and directed.⁴¹ In qualitative research, interviews can be classified into three categories: structured, semi-structured, and unstructured.⁴² Qualitative interviews are conducted when researchers ask general, open-ended questions to one or more participants and then record their responses. The data that the researcher has taken will be entered into a computer file and then analyzed. In addition, after the researcher decides to collect data through qualitative interviews, the next step is to reflect on the concept of the interview which will help the researcher to understand the basic phenomenon and answer the research question.⁴³ The concept one-on-one interviews, Focus group interviews, Telephone interviews, and E-mail interviews.

⁴¹ Sarah J. Tracy, —Qualitative Research Method, I (Chichester: Wiley-Blackwell, 2013), 131.

⁴² Sugiono, Sugiono. "Metode penelitian kuantitatif, kualitatif, dan r & d." *Bandung: alfabeta* 288 (2016).

⁴³ John C. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition, Sage Publications, London. 2014, 217-219

In educational research, particularly qualitative studies, interviews are often conducted either as individual sessions with English teachers or as focus group discussions within Santiwit's English Program classes. Individual interviews involve the researcher posing questions and recording responses from one participant at a time. The participants chosen for these interviews were those who demonstrated confidence in speaking fluently and were able to articulate their thoughts clearly. The researcher selected this method because it aligned well with the focus of the current study. Additionally, a semi-structured interview format was employed, allowing the conversation to flow naturally while asking questions, ensuring that participants remained comfortable throughout the process. The choice of one-on-one interviews and focus groups was influenced by the study phenomenon being investigated.

3. Document Review

In the research process, researchers can collect qualitative documents. According to Donald Ary, the term document refers and refers to various kinds of written, physical, and visual materials.⁴⁴ There are two types of documents, namely, public documents and private documents. Public documents include newspapers, meeting minutes, official reports while personal documents are journals, personal diaries, letters, e-mails.⁴⁵

⁴⁴ Donald Ary, —Introduction to Research in Education 8th Edition, I (Canada: Wadsworth, 2010), 442.

⁴⁵ John W. Creswell, —Research Design Qualitative, Quantitative, and Mixed Methods Approaches I Third Edition, 181.

During the research process, the researcher can collect various qualitative documents, which may include written, physical, and visual materials, such as both public and private records. For this study, the researcher needed to obtain several specific documents as outlined below:

- a. The profile of English Program Santiwit.
- b. The vision and mission of English Program Santiwit.
- c. The data of English Class Students.
- d. The pictures of Students, Observations, and Interviews.
- e. The learning module

E. Techniques of Analyzed data

Data analysis in qualitative research is quite a difficult process and takes a long time because it must examine and interpret field notes, interview transcripts, audio recordings, video data, or information from documents that have been studied.⁴⁶ In qualitative research, data is analyzed in three steps such as data mining, data presentation, and conclusion drawing and verification.⁴⁷

This study outlines the process of data analysis in qualitative research, which entails examining and interpreting a large amount of data from various sources, including field notes, interview transcripts, audio recordings, video data, and documents, and drawing and verifying conclusions.

⁴⁶ Donald Ary, —Introduction to Research in Education 8th Edition, I (Canada: Wadsworth, 2010), 442.

⁴⁷ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, Qualitative Data Analysis: a methos sourcebook, third edition (Ladon: Sage Publication, 2014), 12-13.

1. Data Condensation

Data condensation is the initial stage including selecting, focusing, simplifying, modifying data from research topics such as field notes, interview transcripts, papers, and other empirical materials. From the data collected, the researcher summarizes the findings of the data collection. Next, the researcher condenses the summary results and proceeds to data display.

Therefore, the researcher condensed the data by re-reading the interview and observation reports because it can make it easier for researchers to categorize various things related to the research focus.

2. Data Display

Data analysis in this stage focuses on organizing the data that has been collected in the form of descriptions to gain a deeper understanding of the phenomenon under study. By organizing the data in a structured way, the writer or researcher can identify patterns, trends, or relationships between data, which will help in determining the next steps.

In this process, data presentation is carried out so that the information obtained can be seen more clearly and in detail. For example, if the data is related to the teaching and learning process between educators and students, then researchers group the data according to the research objectives. Thus, the data presented will facilitate researchers in drawing relevant conclusions or recommendations in accordance with the findings of the analysis process.

3. Drawing and Verifying Conclusion

Drawing conclusions is the final stage in the data analysis process, which is carried out after the data is presented and understood in depth. In this stage, researchers try to connect the data that has been collected with theories or previous research and relevant new data, to strengthen the conclusions obtained.

For example, in a study on teaching speaking skills using the Guided Conversation technique, the researcher will analyze the teaching objectives, materials used, implementation steps, and evaluation methods. By looking at the correlation between the existing data and the data obtained, the researcher can draw stronger conclusions about the effectiveness of this technique in improving students' speaking skills. The conclusions drawn are expected to provide useful guidance or recommendations for educators in developing more effective English vocabulary learning techniques.

F. Validity Data

The researchers ensured the validity of the data by employing both technique triangulation and source triangulation. Triangulation refers to the process of verifying data through multiple sources and methods.

1. Source Triangulation. The credibility of the data is assessed by verifying information from various sources using the same method.

2. Techniques Triangulation. Data credibility was validated by cross-checking the same source using different data collection techniques.⁴⁸

G. Research Procedure

The research methodology, which includes preparatory research, design development, current research, and report presentation, centers on the researcher's research summarization strategy. According to the above research methodology, this research consists of three steps that the researcher must complete on the research procedure form:

1. Pre-field stage

Pre-field stage is the initial preparation stage before researchers go down to the field to collect data. It includes:

a. Developing the research design

The researcher's plan after considering factors such as research title, research reason, research focus, objectives, advantages, subjects, and research methodology.

b. Selecting research field

A researcher must first select a research field before beginning to conduct research. English Program Santiwit was chosen as the research subject.

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011),

c. Processing of permits

Before the researcher conducted the study, the researcher obtained permission from the university website, visited the research location to obtain permission, then began the process of research stages.

d. Asses the stage of the field

After obtaining permission, the researcher began to conduct in-depth research and field evaluations to better understand the past of the object of research. This was done to make data collection easier for the researcher. Prepare research equipment

After the previous stages have been completed, the final step is to prepare the instruments needed to conduct the research.

2. Field research stage

Research data was collected at this stage. Three methods were used by the researcher to collect data for this study: document review, interviews, and observations.

3. Post-field stage

Once the researchers gathered information through observations, interviews, and document analysis, they applied the Huberman and Saldana model to process and interpret the data. The findings were then compiled into a detailed report and discussed with the academic supervisor. The research results were subsequently formatted into a thesis, following the university's guidelines and requirements. After completing these steps, the

thesis underwent a defense and was revised based on feedback from the examination.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of Research Object

1. The History of Santivit Songkhla Technological Collage⁴⁹

Songkhla Technological College is a private vocational school in Songkhla, Thailand. The institution, which is overseen by the Office of the Private Education Commission, was established with the to assist human resource development. The founder of the school, Mr. Sa-nguan Suksawee, aspired to provide vocational education that enables students to acquire relevant and job-ready skills, especially in engineering and business. Songkhla Vocational School, or “Sor Sor”, officially opened on June 6, 1981. Since then, the school has continued to develop its facilities, curriculum, and study programs. Over the years, the school has added new majors such as business administration, automobile engineering, electrical, and electronics to meet the growing needs of the workforce. growing workforce needs. In addition, some programs were upgraded from the basic vocational level to the diploma level.

The school's name was changed to Songkhla Technology School (Sor Khor Tor) in 1989 to better indicate that the school focuses on technology and engineering. In 2012, the school officially changed its name to Songkhla Technological College due to a new regulation from the Thai

⁴⁹ Basic Information and Teaching Module

Ministry of Education that allows private vocational schools to use the word “College” in their name. Not only does the school thrive academically, it also shows its social commitment. In 2012, Songkhla Technological College began functioning as a boarding school for students from elementary to high school, as well as an orphanage that cares for and educates orphans. The school has developed into one of the leading private vocational schools in Songkhla and beyond thanks to its practice-oriented approach to education, industry cooperation, and social services.

2. The Profile of Santivit Songkhla Technological College Thailand⁵⁰

a. School Identity

- 1) School Name: Santivit Songkhla Technological College Thailand
- 2) School Code : 1190100146
- 3) Village : 13/6 Village No. 6
- 4) Sub District : Ban Na
- 5) District : Chana
- 6) Province : Songkhla
- 7) Post Code : 90130
- 8) Country : Thailand
- 9) Affiliation : Office of Private Education, Songkhla Province
- 10) Telephone : 074-802150
- 11) E-mail : santiwit@hotmail.com

⁵⁰ Basic Information and Teaching Module

b. Mission

- 1) To educate students to have quality professional competence.
- 2) To organize extra-curricular activities that integrate the Islamic way and the principles of Sufficiency Economics Philosophy. Train students to have good morals, ethics, and behavior and character by Islamic teachings.
- 3) Organizing education to be modern Consistent with the needs of the labor market and entrepreneurial Living in accordance with economic conditions.
- 4) Create networks and cooperation for academic and professional services with various sectors both domestically and abroad.
- 5) Promote and develop research, discovery, innovation, and technology to benefit the community and society.
- 6) Develop Education quality assurance system, Vocational education standards and encourage educational institutions to be in line with the ASEAN Community.

B. Data Presentation and Analysis

Chapter III has outlined the methods and theories used to develop data and draw conclusions. The data in this study are presented based on categories that match the research topic. The presentation of the data shows that the researcher actually conducted direct observations, interviews with several informants, and reviewed supporting documents.

The data collection strategies used included interviews, observations, and document reviews. After the data was collected, the data was analyzed by combining the results of interviews, observations, and documents to obtain information related to the Use of Outdoor Activities Strategy in Teaching Vocabulary for Young Learners at Fifth Grade of English Program Santiwi, Songkhla Technological College, Thailand are obtained as follows:

1. The Implementation of Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological collage, Thailand

- a. The material of teaching vocabulary by using outdoor activities

Based on the observation, in the fifth grade English program of Santiwit Songkhla Technological College, vocabulary learning uses outdoor activities such as scavenger hunt. In the learning process, the teacher applies materials related to the environment that is close to the students or in the school area. The outdoor scavenger hunt activity is conducted twice a month, with a division of focus each week. In the first week, the material used was the introduction of vocabulary names of rooms and facilities in the school, the vocabulary learned included “the library”, “school clinic”, “canteen”, “laboratory”, “teacher's room”, “computer room”, and “playground”. The students were invited to walk around the school area to find the room based on instructions given by the teacher in English. In the second week, the focus shifted to vocabulary about plants in the school area. Some of the vocabulary

taught was “coconut tree”, “mango tree”, and “mushroom”. Students were invited to directly observe the plants while taking notes and mentioning the names of the objects in English. Observation shows that students are enthusiastic and active during the learning process because they can directly see real objects that are by the material being studied. The outdoor activities strategy is proven to have a positive impact on students' vocabulary understanding so that students can quickly memorize the vocabulary because, learning is done through direct experience, making learning more meaningful and fun.⁵¹

In the interview conducted, Miss Suraiya, the fifth grade English teacher of English Program, obtained data about the materials used during the implementation of outdoor activities scavenger hunt. Miss Suraiya explained:

“In learning vocabulary using outdoor activities such as scavenger hunt, I divide the material into two main focuses. This activity is conducted twice a month. In the first week, I teach vocabulary related to the names of rooms and facilities in the school environment. For example, library, school clinic, canteen, laboratory, teacher's room, computer room, and playground. I gave clues in English, and students were asked to find the room in question at school while mentioning the vocabulary. In the second week, I focused on vocabulary about plants around the school. Some examples of vocabulary that I taught were grass, coconut tree, mango tree, and mushroom. The children were invited to directly observe the plants, say their names in English, and write them on the worksheet. With this method, they not only memorize the words but also see and feel the objects directly. I think this approach is very effective

⁵¹ Observation, Songkhla-Thailand, 24th of June 2024

because it helps students remember vocabulary better and makes them more active in the learning process.”⁵²

Interviews with two students corroborated the applicability of this strategy. Fuoart said:

“I like learning English outside of class. It's very fun. In the first week, we learned about the rooms in the school. Miss Suraiya gave us clues in English, and we had to find the rooms. I learned words like library, canteen and computer room. I could remember them more easily because I saw the rooms myself. In the second week, we went outside and learned about plants. I saw grass, mango trees, and mushrooms. I said the words in English and wrote them down. I like this activity because I can learn while playing. It helps me remember the words.”⁵³

Another student, Abbas, said:

“I like learning English outside. We play scavenger hunt. The first week I learned words like library, canteen and lab. The second week I learned grass, coconut tree and mushroom. I can see and say the words. It's fun and helps me remember.”⁵⁴

The students said that the materials they learned in the outdoor activities scavenger hunt were vocabulary about school rooms and facilities such as a library, school clinic, canteen, lab, and others. In addition, the following week they learned the vocabulary of plants in the school area such as mango trees, grass, and mushrooms.

Based on the results of interviews and observations, it can be concluded that the material used in teaching vocabulary by using

⁵² Teacher, interview 1st of July 2024, Songkhla-Thailand

⁵³ Student, interview at 4th of July 2024, Songkhla-Thailand

⁵⁴ Student, interview at 4th of July 2024, Songkhla-Thailand

outdoor activities for young learners at fifth grade of English program santiwit Songkhla technological college Thailand focuses on introducing English vocabulary related to the school environment such as, the name of the room or facility in the school area, and plants in the school area. This material was chosen because it is close to students' daily lives, making it easier for them to understand and remember the vocabulary taught. Learning becomes more fun because students can learn while moving and directly observing objects that match the material.

b. The procedure of teaching vocabulary by using outdoor activities

Based on observations made in the vocabulary learning process using the outdoor activities scavenger hunt method in the fifth grade English Program Santiwit, it was found that the teacher implemented systematic procedure by the previous interview. Vocabulary learning using outdoor activities, especially scavenger hunt is conducted twice a month. In the first week, the teacher starts the activity by conveying vocabulary related to rooms or facilities in the school area, such as “classroom”, “library”, ‘playground’, “school clinic”, “laboratory”, canteen and so on. After that, the teacher gives a list of instructions in English related to the vocabulary. For example, “Find a place where you can read books” which refers to the library. Students are then divided into small groups of 3 or 4 students. Each group carries a clue in the

form of a piece of paper and starts looking for objects or rooms according to the information contained in the clue in the school area. When the group finds the object or location, they say the name of the place in English and describe it using simple sentences, such as: "This is the library. We can read a book here." In addition, they also recorded the new vocabulary they found during the search. Once all the clues have been explored, students return to the starting point to report their findings to the teacher. The teacher then asks questions to test their understanding of the vocabulary they have learned, such as "Where is this place located?" or "What do you usually do in this room?". In the second week, the teacher started the activity by presenting vocabulary related to plants around the school such as grass, mango trees, coconut trees, currant trees, allamanda flowers, mushrooms and so on. After that, the teacher gives a list of clues in English related to the vocabulary, for example: "A trumpet-like flower that grows in the garden," which refers to the allamanda flower. Students are then divided into small groups like the previous week, each carrying a clue sheet and start looking for the object or plant in question in the school area. When they found the appropriate object, they named the plant in English and explained it using simple sentences, for example: "This is a mango tree. It has green leaves and mango fruits," and record any new vocabulary they find during the activity. After all the clues have been explored, students return to the starting point and present their findings to the teacher. The

teacher also provides feedback on students' answers. At the end of the activity, the teacher invites students to discuss the experience during the activity with reflective questions such as “What new words did you learn today?”. Finally, after the students are invited into the classroom and before the lesson is closed, the teacher gives a sheet of paper containing pictures and blank columns of objects that have been studied, such as pictures of classrooms, libraries, plants, and other school facilities to be used as an evaluation in the teaching and learning process.⁵⁵

These steps are in line with Miss Suraiya's statement in the interview, who said:

"For the procedure in teaching vocabulary by using outdoor activities scavenger hunt, every month we hold two scavenger hunt activities as part of vocabulary learning. I designed this activity so that students can learn English while moving, searching, and interacting directly with the school environment. For example, in the first week, I introduce vocabulary related to school rooms or facilities such as classroom, library, playground, school clinic, and canteen. After that, I gave instructions in English, for example "Find a place where you can read books," then the students were divided into small groups and started looking for suitable locations around the school. When they find the place, they say the name of the place in English and make simple sentences like "This is the library. We can read a book here." They also take notes on new vocabulary found during the activity. After all is done, students return to the starting point and I ask some questions to test understanding, such as "What do you usually do in this room?" In the second week, the concept is the same, except that the vocabulary learned is related to plants around the school, such as grass, mango tree, coconut tree, and allamanda flower. I gave clues such as "A trumpet-like flower that grows in the garden," then students looked for the object, named it, and explained it in

⁵⁵ Observation, Songkhla-Thailand, 24th of June 2024

simple sentences, for example "This is a mango tree. It has green leaves and mango fruits." At the end of the activity, I give reflective questions such as "What new words did you learn today?", After all the activities are completed and students return to class, I give worksheets containing pictures or questions about the objects they have previously encountered. For example, pictures of classrooms, libraries, trees, flowers, and so on. Underneath the picture there is a blank column, and they have to write the vocabulary accordingly."⁵⁶

Researchers also conducted interviews with two students, Rofee and Fuoart, regarding the outdoor activities procedure. Rofee said:

"When learning vocabulary using scavenger hunt, the teacher first explained words like library, clinic, and canteen. Then we got a clue, for example 'Find a place where you can read books. Then we were divided into small groups of 3 or 4 students. Then we brought the clue in the form of a piece of paper and started looking for the object' After that, my friends and I looked for the place at school. When we found it, we said the name and made a sentence, like 'This is the library.' We also wrote down any new words we found. The next week we did the same thing, but looked for plants like mango tree and allamanda flower. Finally, we went back to class and filled in the worksheet based on the pictures."⁵⁷

Added by Abbas:

"First, the teacher explains the vocabulary, then we get instructions in English. My friends and I looked for the place at school, then said the name and made a sentence, like 'This is the clinic.' The next week, we looked for plants. When it's all done, we go back to class and then she gives us a paper with questions or with pictures and blank spaces."⁵⁸

Based on the observations and interviews above, teaching vocabulary by using outdoor activities for young learners at fifth grade of

⁵⁶ Teacher, Interview, Songkhla-Thailand, 1st July 2024

⁵⁷ Student, Interview, Songkhla-Thailand, 4th of July 2024

⁵⁸ Student, Interview, Songkhla-Thailand, 4th of July 2024

English program santiwit Songkhla technological college Thailand, is conducted twice every month in a regular and easy-to-follow manner. The teacher starts by introducing vocabulary according to the theme, then gives instructions in English for students to find the object or place in question at school. Once found, students say and explain the vocabulary in simple sentences and record the new word. After all the activities are completed, students return to class to discuss and do the worksheet as an evaluation. This method makes learning vocabulary more fun and helps students remember new words more easily.

2. The Evaluation of Using Outdoor Activities Strategy in Teaching Vocabulary for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological collage, Thailand

Based on the observation in the evaluation stage, the teacher recorded the process during the scavenger hunt activity in learning English vocabulary. During the activity, the teacher actively interacted with the students, especially with each group, by asking questions such as, “*Where is this place located?*” or “*What do you usually do in this room?*” or those related to plants such as “*what trees have green and yellow fruits?*”. These questions are used to measure the extent of students' understanding of the vocabulary they find. In addition, the teacher also provides direct feedback on students' answers, either by giving appreciation for each of their answers or correcting directly if there are errors in mentioning or explaining

vocabulary. After all the activities were completed and students returned to the classroom, the teacher distributed worksheets to each student. This worksheet contains pictures or questions about the object just learned, complete with a blank column to write the vocabulary for example, In the first week, the worksheet focuses on vocabulary related to school rooms or facilities, while in the second week it emphasizes vocabulary about plants or trees around the school environment. According to the English teacher who teaches fifth grade English, this program helps ensure that students really understand the vocabulary material that has been learned.⁵⁹

These observations are supported by the interview statement of Miss Suraiya as the fifth grade English teacher, who explained:

*"During the outdoor activities of scavenger hunt, I actively asked questions to each group. I asked questions such as, 'Where is this place located?' or 'What do you usually do in this room?' or those related to plants such as what trees have green and yellow fruits?". From their answers, I can see the extent of their understanding. If the answer is correct, I give praise to encourage them, and if there is a mistake, I give praise too and I immediately help correct it. After the activity is over and all students return to class, I continue by distributing worksheets. It contains pictures of the places or plants they looked for earlier, and underneath there is a blank column to write the name of the vocabulary in English. From there, I can see if they really understand the material. So, even though the learning is done outside the classroom, I still make sure there is an evaluation at the end of the activity."*⁶⁰

⁵⁹ Observation, Songkhla-Thailand, 24th of June 2024

⁶⁰ Teacher, Interview on 1st July 2024

This interview is supported by the statement of a student named Rofee who said:

"This activity is very fun, I can learn while walking, during the scavenger hunt, we went around looking for places and plants mentioned by Miss. Miss asked 'What do you usually do in this room? After that, we went back to class and filled in the worksheet with the pictures and wrote the name of the place in English'".⁶¹

Based on observations and interviews, English vocabulary learning activities using the scavenger hunt method in the fifth grade English Program Santiwit run well and directed. The teacher was seen actively guiding students during the activity, by asking questions that helped students remember and understand the vocabulary they found. After the activity was over and students returned to class, the teacher continued with an evaluation using worksheets containing pictures or questions about the objects that had been studied. This helped the teacher assess the extent of individual students' understanding.

C. Discussion

1. The implementation of Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners

a. The material of teaching vocabulary by using outdoor activities strategy

The finding of material in implementing vocabulary teaching through outdoor activities for young learners at the fifth grade English program of Santiwit Songkhla Technological College is based on real-

⁶¹ Student, Interview on 4th July 2024

life experiences. Specifically, these experiences involve linking vocabulary with real objects in the school environment. This aligns with the views of Pratiwi, Anisa, and Mutiarani that vocabulary learning becomes more effective and faster when students interact with real objects.⁶² It is also supported by Tihajar Ritonga's statement that outdoor learning can prevent boredom and strengthen memory.⁶³ The implemented activity, a scavenger hunt, required students to find objects or answer contextual questions based on clues given in English. This method actively involves students and connects vocabulary learning to real-life contexts.

Based on the observation, vocabulary learning in the fifth grade English program of Santiwit Songkhla Technological College utilizes outdoor activities like scavenger hunts. The teacher applies materials that are relevant and close to the students' daily environment within the school. These activities are carried out twice a month, focusing on different themes each time. Students are invited to explore the school surroundings and identify vocabulary based on the teacher's instructions. They are encouraged to observe, take notes, and say the vocabulary in English while interacting with real objects. Observation shows that students are enthusiastic and actively engaged in the learning

⁶² Pratiwi, Anisa, and Mutiarani Mutiarani. "Implementing Outdoor Learning Activity on Students' Vocabulary Mastery." *Scripta: English Department Journal* 9.2 (2022)

⁶³ Tihajar Ritonga, "Improving Student's Vocabulary Mastery Through Outdoor Activities at Grade Fifth SD Negeri 100501 Sigolang South Tapanuli". 2023, 27

process, as they can directly relate what they learn to what they see around them.

The material in implementing outdoor vocabulary learning activities from the findings and theory could be concluded as real-life contextual vocabulary learning. The use of scavenger hunt activities helps students connect vocabulary with their immediate environment. Learning through direct experience makes the process more meaningful, enjoyable, and effective in enhancing vocabulary retention and increasing motivation to learn English.

- b. The procedure of teaching vocabulary by using outdoor activities strategy for young learners at fifth grade of English Program Santiwit Songkhla Technological college, Thailand

Based on the findings on the vocabulary learning process using outdoor activities in the fifth grade English program at Santiwit Songkhla Technological College, it was found that teachers follow systematic steps in accordance with Iksari Nurhayati's theory on vocabulary teaching through outdoor activities.⁶⁴ or activities This activity is conducted twice a month and is divided into several stages. The first stage is Initial Preparation. At this stage, the teacher takes the students to a selected outdoor area, such as the schoolyard or park. The teacher introduces English vocabulary related to the surrounding

⁶⁴ Iksari, Nurhayati. *A Descriptive Study On Teaching Vocabulary By Using Outdoor Activities To Young Learners At The Third Year In Sd Negeri 01 Gempol Klaten In 2006/2007 Academic Year*. Diss. Universitas Muhammadiyah Surakarta, 2007.

environment, such as the names of rooms, plants, or school facilities. Then the teacher explains the material briefly and asks the students to observe the objects around them that match the material. Students are asked to mention or recall words related to the topic. The second stage is Field Implementation. In this stage, students are invited to walk around the school area that matches the learning material. The teacher reminds the students of the vocabulary to be learned and asks the students to pay attention to the surrounding environment. Students are asked to match the clues given with real objects in the field. Each time they find a matching object, students say its name in English and explain its function in simple sentences. The third stage is Task and Repetition. After all the clues are found, students go back and try to recall the vocabulary they have learned. The teacher helps by asking questions to strengthen students' understanding of the vocabulary. The last stage is Closure and Reflection. After the activity is over, the teacher and students return to the classroom. The teacher invites students to discuss and reflect on the vocabulary that has been learned. The teacher also provides worksheets containing pictures to test students' understanding of the vocabulary that has been taught.

From the findings, it can be seen that the steps taken by teachers when teaching in the field are in line with those described in Ikasari Nurhayati's theory. The four main stages in the theory - namely initial preparation, implementation in the field, tasks and repetition, and

closing and reflection - were mostly also applied in the learning activities in Santiwit. For example, the teacher starts by introducing vocabulary outdoors, invites students to go around looking for objects according to instructions, then closes the activity with discussion and evaluation. However, the difference is seen in the repetition part. In Ikasari's theory, this stage is an important part and is done specifically and structured to help students master vocabulary, such as through practice or oral repetition of words. Meanwhile, in the field practice, repetition is not done as a separate stage. Repetition occurs more spontaneously through questions from the teacher, for example, "What place do we usually use to read books?" whose answer is "library". This kind of question does help students recall vocabulary, but it is still informal and has not been designed as a specific activity to strengthen word memorization. Thus, although in general the learning procedure is in accordance with the theory, the repetition stage has not been systematically applied in the implementation of learning in Santiwit.

2. The Evaluation of Using Outdoor Activities Strategy in Teaching Vocabulary for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological College, Thailand

Based on the findings from observations, interviews, and document analysis, the implementation of evaluation in vocabulary teaching through outdoor activities scavenger hunt for beginner students at Santiwit Songkhla Technological College, Thailand, involves two types of assessment.

Formative assessment is used through vocabulary matching activities, while summative assessment is conducted by filling in the blanks in sentences. In general, evaluation as an important part of the lesson plan is divided into two main types:⁶⁵

a. Formative Assessment

This assessment focuses on the process and development of students' abilities during learning. The aim is to provide feedback to help students make progress and improve the teaching and learning process.

b. Summative assessment

This assessment aims to measure the end result of the student learning process. In other words, summative assessment is used to determine whether learning objectives have been achieved.

This assessment focuses on the process and the development of student's abilities during the learning process. The aim is to provide feedback to help students make progress and improve the teaching and learning process.

From the data and theories that have been reviewed, it can be concluded that this evaluation practice is in line with existing theories. Evaluation in teaching vocabulary through outdoor activities scavenger provides benefits for both teachers and students. Teachers can assess the extent to which students remember and understand vocabulary through

⁶⁵ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

CHAPTER V

CONCLUSION

This section outlines the conclusions based on the findings discussed in Chapter IV, as well as relevant suggestions, which are elaborated below:

A. CONCLUSION

Based on the result of the qualitative research with observation, interview, and document review techniques, the conclusions were as follows;

1. The Implementation of Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological College, Thailand

- a. The material of teaching vocabulary by using outdoor activities strategy Teaching English vocabulary to children in Thailand, especially fifth graders, is not easy as they still have limited vocabulary. To overcome this, teachers at Santiwit Songkhla Technological College apply real experience-based learning materials through outdoor activities such as scavenger hunt. In this activity, the vocabulary material taught is adapted to a different theme for each implementation. For example, in the first week, the learning theme is about rooms or facilities at school, such as classrooms, libraries, and canteens. While in the second week, the theme focuses on plants in the school environment, such as trees, flowers and grass. Students are invited to observe, record, and mention vocabulary in English based on the instructions given by the teacher. The materials used are directly related to real objects around

them so that they are more relevant, easy to understand, and remember. This approach makes students more active, enthusiastic, and not easily bored, and strengthens their memory of new vocabulary. Thus, vocabulary learning through contextual and thematic outdoor activities was proven to be effective in improving students' vocabulary acquisition in a fun and meaningful way.

b. The steps of teaching vocabulary by using outdoor activities strategy

There are several steps taken by the teacher to ensure that the vocabulary learning process through outdoor activities using the scavenger hunt method runs effectively. First, the teacher determines the vocabulary theme for each session, such as school facilities in the first week and plants in the second week. Then, the teacher prepares English clues related to the selected vocabulary. Students are divided into small groups and given clue sheets to help them find objects or locations around the school based on the clues. Once the object is found, students say its name in English, describe it in simple sentences, and record any new vocabulary they learn. After completing all the clues, students return to the starting point to present their findings and answer follow-up questions from the teacher. Finally, students engage in a short discussion about the activity and complete an evaluation sheet related to the vocabulary studied. Through this structured procedure, students became more active, enjoyed the learning process, and were able to understand and remember vocabulary more quickly and meaningfully.

2. The Evaluation of Using Outdoor Activities Strategy in Teaching Vocabulary for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological College, Thailand

After the activity is over, the teacher also conducts an evaluation or assessment to see if the students understand the vocabulary taught. This assessment is divided into two, namely:

- a. Formative assessment is an assessment carried out during the activity, such as matching the words they find.
- b. Summative assessment is an assessment carried out after the activity, for example, by filling in blank sentences using the vocabulary that has been learned.

This assessment is important so that teachers know how much students understand, and so that students can remember vocabulary better. This evaluation helped students feel more confident because they know what they have learned or mastered.

B. Suggestion

1. Teacher

Teachers use outdoor activities strategy especially scavenger hunt in learning English vocabulary to allow students and make students interact directly with real objects in the surrounding environment, so as to increase vocabulary understanding and student engagement. Activities such as scavenger hunt make learning more fun, contextual and do not make students easily bored when learning takes place.

2. Future Researcher

The researcher suggests that future researchers can dig deeper into the use of outdoor activities in vocabulary learning. It is hoped that future research can find new findings, compare the results of this study with previous research, and explain in more detail the advantages and challenges of using outdoor activity strategies in the teaching and learning process.



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Appendix 1

Research Matrix

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Santiwit Songkhla Technological College, Thailand.	<ol style="list-style-type: none"> Teaching Vocabulary for Young Learners Outdoor Activities 	<ol style="list-style-type: none"> The definition of teaching vocabulary The definition of teaching vocabulary for young learners Scavenger Hunt <ul style="list-style-type: none"> -The definition -The advantages and disadvantages -The procedure -The types 	<ol style="list-style-type: none"> Interview <ol style="list-style-type: none"> English teacher Students Observation <ol style="list-style-type: none"> Objective condition of fifth grade English program Santiwit Songkhla Technological Collage, Thailand. The implementation of outdoor activities strategy Document reviews <ol style="list-style-type: none"> The profile of English Program Santiwit Songkhla Technological Collage, Thailand. The vision and mission English Program Santiwit Songkhla Technological Collage, Thailand. The data of the students The environment vocab in outdoor activities 	<ol style="list-style-type: none"> Approach and kind of the research : <ol style="list-style-type: none"> Descriptive qualitative Data collection : <ol style="list-style-type: none"> Interview Observation Document reviews Data analysis : <ol style="list-style-type: none"> Data condensation Data display Drawing and verifying conclusion Validation of the data: Triangulation techniques Triangulation Source 	<ol style="list-style-type: none"> How is the outdoor activities strategy implementation in teaching vocabulary for young learners at Santiwit Songkhla technological Collage, Thailand? How is the evaluation of using outdoor activities strategy in teaching vocabulary for young learners at Santiwit Songkhla Technological Collage, Thailand?

Appendix 2

Teaching Module

MEETING 1

Grade Level: 5th Grade - English Program

School: Santiwit Songkhla Technological College, Thailand

Topic: Around School - School Places Vocabulary

Time Allocation: 70 Minutes

Strategy: Outdoor Learning - Scavenger Hunt

Module Objective:

To help students identify and understand English vocabulary related to school places through an interactive scavenger hunt activity in the school environment.

Target Vocabulary:

- Library
- Classroom
- Playground
- Canteen
- Toilet
- Computer Room
- Science Room
- First Aid Room
- School



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Learning Objectives:

By the end of this module, students will be able to:

1. Recognize and name places around the school in English.
2. Understand the meaning of each vocabulary word through real-life context.
3. Cooperate in groups to complete a vocabulary scavenger hunt.
4. Demonstrate understanding through worksheets and oral sharing.

Materials Needed:

- Flashcards or images of school places
 - Clue Sheets for Scavenger Hunt (per group)
 - Group Worksheet (with columns: Clue, Place Name, Simple Sentence)
 - Individual Worksheet (for assessment: multiple choice, matching, writing)
 - Pencils and clipboards (optional)
-

Lesson Procedure:

1. Opening (10 minutes)

- Greet students and lead a short prayer.
- Introduce the topic: "Around School".
- Show flashcards and help students understand the vocabulary.
- Ask guiding questions:
 - "Where do you eat lunch?"
 - "Where do you read books?"

2. Main Activity (45 minutes)

a. Instructions & Grouping (5 minutes)

- Divide students into small groups (3-4 per group).
- Distribute clue sheets and group worksheets.
- Explain how to use the clues to find school places.

b. Scavenger Hunt Activity (25 minutes)

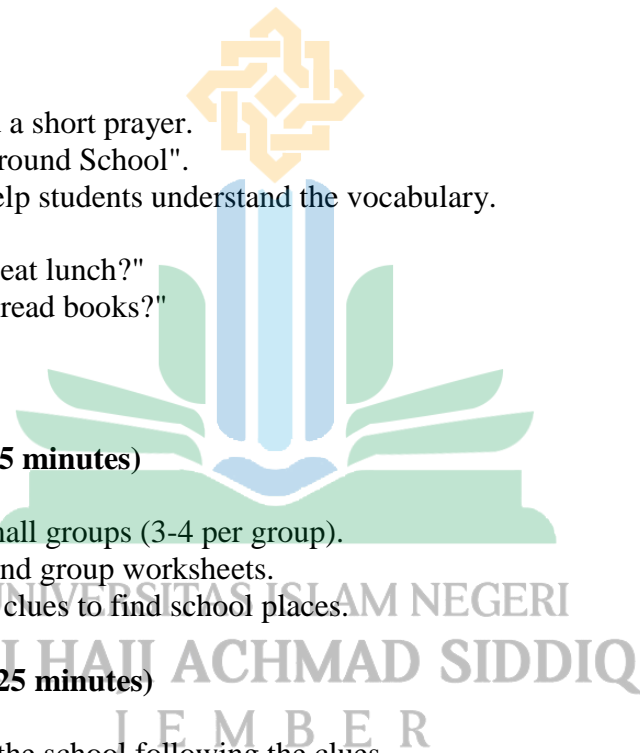
- Students move around the school following the clues.
- At each place, they write:
 - Place name in English.
 - One simple sentence (e.g., "This is the canteen. I eat lunch here.")
- Teacher supervises, guides, and ensures safety.

c. Group Sharing (15 minutes)

- Each group presents 1-2 findings to the class.
- Support students in using the vocabulary meaningfully in sentences.
- Students complete the individual worksheet (assessment).

3. Closing (15 minutes)

- Reflect on the new words learned.
- Discuss which places students liked the most.
- Give feedback and praise.



- Homework: Draw and label your favorite place at school'
-

Assessment:

Tools:

- Observation checklist
- Group worksheet
- Individual worksheet

Criteria:

- Correct vocabulary identification
 - Sentence use and accuracy
 - Participation and teamwork
-

Notes for the Teacher:

- Prepare all materials in advance.
 - Use clear, simple English.
 - Ensure all students participate actively.
 - Maintain a safe environment during outdoor movement.
-

Follow-up Plan:

- Week 2 Topic: Vocabulary of Plants Around School
- Use a similar format to reinforce outdoor vocabulary learning.

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MATERIAL

Activity 1

- 1) The teacher starts the activity by greeting the students and explaining that today they will learn English vocabulary through outdoor activities using the scavenger hunt method as well as giving instructions on how to proceed.



- 2) Students are divided into small groups of 3-4 people.



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3) Each group is given a worksheet with clues written in English, for example:

- “Find a place where you read books.” (Find a place where you read books.)
- “Find a place where you eat lunch.” (Find a place where you eat lunch.)



4) Students walk with their groups around the school area to find the places based on the clues.





Students are recording and understanding the vocabulary of “*library*” and “*first aid room*” as instructed on the group worksheet.



Students are recording and understanding the vocabulary words “*school*” and “*playground*” as instructed on the group worksheet.



Students are recording and understanding the vocabulary words “classroom”, “toilet”, “laboratory”, and “computer room” as instructed on the group worksheet.

- 5) After finding the place, students are asked to write the name of the place in English on the worksheet or make a simple sentence explaining the function of the place, for example: “This is the library. I read books here.”
- 6) The teacher gives directions for students such as, Cooperate in groups actively, Not run or play around during the activity, Use English as much as possible when discussing or presenting results.
- 7) The teacher goes around observing students' activities, helping if needed, and giving support or correction when students find the appropriate place.
- 8) Once all the clues are completed, students return to the starting point and are asked to share their findings orally in front of the class.



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- 9) The activity closes with a reflective discussion with students to evaluate, “What new vocabulary they learned” or “Which place they liked the most”

Activity 2

- 1) Paper
- 2) Pen

WORKSHEET







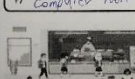


Name Orang class 5/1 Number 3

Around my school

คำชี้แจง: ให้นักเรียนเติมคำศัพท์ที่มีความหมายตรงกับรูปภาพในช่องว่าง

school teacher's room toilet library first aid room

science room classroom classroom computer room canteen

 1) classroom
 2) school
 3) toilet
 4) computer room
 5) science room
 6) playground
 7) canteen
 8) first aid room
 9) library










Name choza class 5 Number

Around my school

คำชี้แจง: ให้นักเรียนเติมคำศัพท์ที่มีความหมายตรงกับรูปภาพในช่องว่าง

school teacher's room toilet library first aid room

science room classroom classroom computer room canteen

 1) class room
 2) school
 3) ToILET
 4) computer room
 5) SCIENCE room
 6) PLAYGROUND
 7) CANTEEN
 8) First Aid room
 9) LIBRARY

Name ABBAS class 5 Number 5

Around my school

คำชี้แจง: ให้นักเรียนเติมคำศัพท์ที่มีความหมายตรงกับรูปภาพในช่องว่าง

school teacher's room toilet library first aid room

science room classroom classroom computer room canteen

 1) class room
 2) school
 3) toilet
 4) Computer Room
 5) science room
 6) playground
 7) canteen
 8) first aid room
 9) library

MEETING 2

Grade Level: 5th Grade - English Program

School: Santiwit Songkhla Technological College, Thailand

Topic: Plants Around the School

Time Allocation: 70 Minutes

Strategy: Outdoor Learning - Scavenger Hunt

Module Objective:

To help students understand and remember English vocabulary related to plants through direct observation and interactive scavenger hunt activities around the school.

Target Vocabulary:

- Grass
- Tree
- Mango Tree
- Coconut Tree
- Flower
- Mushroom
- Leaf
- Branch
- Root



Learning Objectives:

By the end of this module, students will be able to:

1. Identify and name common plants and plant parts in English.
2. Understand the meaning of each plant-related vocabulary word through real objects.
3. Work cooperatively in groups during the scavenger hunt.
4. Complete a vocabulary worksheet and share findings with the class.

Materials Needed:

- Real plants/trees in the schoolyard
- Flashcards or visual aids for target vocabulary

- Clue Sheets (with riddles or descriptions for each plant)
 - Group Worksheet (columns: Clue, Vocabulary Word, Simple Sentence)
 - Individual Worksheet (assessment)
 - Drawing materials (optional)
-

Lesson Procedure:

1. Opening (10 minutes)

- Greet students and introduce the topic "Plants Around the School".
- Show flashcards and ask students to guess the plant names.
- Explain each vocabulary item using real examples or pictures.

2. Main Activity (45 minutes)

a. Instructions & Grouping (5 minutes)

- Divide students into small groups.
- Hand out clue sheets and group worksheets.
- Explain the rules and safety guidelines for moving around the school.

b. Outdoor Scavenger Hunt (25 minutes)

- Students follow clues to find specific plants.
- At each plant, students:
 - Write down the vocabulary word.
 - Write a simple sentence, e.g., "This is a mango tree. It has green leaves."
- Teacher monitors and assists as needed.

c. Group Presentation & Worksheet (15 minutes)

- Groups present one or two findings.
- Class discusses vocabulary together.
- Students complete the individual assessment worksheet.

3. Closing (15 minutes)

- Discuss what plants were easy or hard to find.
 - Ask students to reflect: "What new word did you learn today?"
 - Homework: Draw your favorite plant and write its English name.
-

Assessment:

Tools:

- Observation during activity
- Group worksheet
- Individual worksheet

Criteria:

- Correct identification of plant vocabulary
- Use of vocabulary in sentences
- Group participation and interaction

Notes for the Teacher:

- Ensure students stay in safe and supervised areas.
- Simplify clues if needed depending on the class level.
- Emphasize learning through experience and fun.



MATERIAL

Activity 2

- 1) The teacher starts the activity by greeting the students and explaining that today they will learn English vocabulary through outdoor activities using the scavenger hunt method as well as giving instructions on how to proceed.



- 2) Students are divided into small groups of 3-4 people.



- 3) Each group is given a worksheet with clues written in English, for example:

- “Find a place where you read books.” (Find a place where you read books.)
- “Find a place where you eat lunch.” (Find a place where you eat lunch.)

- 4) Students walk with their groups around the school area to find the places based on the clues.



Students record and understand the vocabulary of “*mango tree*” and “*coconut tree*” as instructed on the group worksheet.



Students record and understand the vocabulary of “*flower*”, “*leaf*”, “*stem*”, “*grass*” and “*mushroom*” as instructed on the group worksheet.

- 5) After finding the place, students are asked to write the name of the place in English on the worksheet or make a simple sentence explaining the function of the place, for example:
“This is a mango tree. It has green leaves and mango fruits.”
- 6) The teacher gives directions for students such as, Cooperate in groups actively, Not run or play around during the activity, Use English as much as possible when discussing or presenting results.
- 7) The teacher observes students' activities, helps if needed, and gives support or correction when students find the appropriate place.
- 8) Once all the clues are completed, students return to the starting point and are asked to share their findings orally in front of the class.



- 9) The activity closes with a reflective discussion with students to evaluate, “What new vocabulary they learned” or “Which place they liked the most”

Activity 2

- 1) Paper
- 2) Pen

Appendix 3

Respondent Data

Name List of Students of Class 5/1 in School Year 2567

Class Teacher: Miss. Suraiya Chumung

No. Absent	Latin Name	Father Name (Latin)	Note
1088	Adil, Dekchai		
1275	Afsan, Dekchai		
1632	Abbas, Dekchai		
1633	Arfeen, Dekchai		
1636	Asmin, Dekchai		
1638	Azmaae, Dekying		
1640	Farah, Dekying		
1641	Fuoart, Dekchai		
1978	Kaewkawinta, Dekying		
1983	Muhammad Rofee, Dekchai		
1984	Natee, Dekchai		
2259	Nata, Dekying		
2327	Phitchapha, Dekying		
2331	Puttiphat, Dekchai		
2455	Sasha, Dekying		

Appendix 4

Criteria Assessments

Criteria	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Satisfactory)	Score 1 (Poor)
Vocabulary Identification	Students can identify all vocabulary words accurately without help	Student can identify most vocabulary words with minimal help	Students can identify some vocabulary words with frequent help	Student cannot identify vocabulary without full assistance
Sentence Production	Student uses vocabulary in grammatically correct and meaningful sentences	Student uses vocabulary in correct sentences with minor errors	Student uses simple, incomplete, or slightly incorrect sentences	Student cannot form appropriate sentences
Vocabulary Meaning Understanding	Student fully understands and can explain all vocabulary meaning clearly	Student understands most vocabulary and can explain in basic terms	Student understands some vocabulary with limited explanation	Student cannot explain the vocabulary meaning
Participation and Teamwork	Always participates actively and collaborates well with the team	Participates regularly and shows good cooperation	Participates occasionally but needs prompting	Rarely participates and disrupts team work
Worksheet Completion	Completes the worksheet fully with accurate answers	Completes most of the worksheet correctly	Completes the worksheet partially with several mistakes	Does not complete the worksheet or answers are mostly incorrect

Appendix 5

Interview result

English Teacher

1. In learning vocabulary using outdoor activities such as scavenger hunt, I divide the material into two main focuses. This activity is conducted twice a month. In the first week, I teach vocabulary related to the names of rooms and facilities in the school environment. For example, library, school clinic, canteen, laboratory, teacher's room, computer room, and playground. I gave clues in English, and students were asked to find the room in question at school while mentioning the vocabulary. In the second week, I focused on vocabulary about plants around the school. Some examples of vocabulary that I taught were grass, coconut tree, mango tree, and mushroom. The children were invited to directly observe the plants, say their names in English, and write them on the worksheet. With this method, they not only memorize the words but also see and feel the objects directly. I think this approach is very effective because it helps students remember vocabulary better and makes them more active in the learning process
2. For the steps in teaching vocabulary by using outdoor activities scavenger hunt, First, I prepared vocabulary such as 'classroom', 'library', 'playground'. Secondly, I made a list of clues related to the vocabulary, covering the spaces in the school. Example clues such as: 'Find a place where you can read books'. Third, I divide the students into small groups (3-4 people), each group looks for objects according to the clues around the school. Fourth, after the group finds the object or room, they say the name of the room or object found in English and explain with appropriate words such as, "This is the playground. We play with our friends here". They also record the new vocabulary they learned, then report the results. I ask questions like 'Where is this place located?' or 'What do you usually do in this room?' and give feedback. Fifth, I invite them to have a discussion such as 'What new words did you learn today? Finally, when students return to class and before ending the lesson, I give students a piece of paper containing pictures of the objects they have learned such as the name of the school building, plants, school facilities, and a blank column to fill in about what vocabulary matches the picture.
3. The goal of this activity is to help students learn and remember vocabulary more effectively through direct and real experiences. This activity makes learning more interesting, encourages students' active involvement, and allows them to use vocabulary in meaningful contexts outside the classroom.
4. Yes, I think the scavenger hunt activity is very effective and interesting for teaching vocabulary. With this activity, students not only memorize words, but also directly see related objects. This activity also makes learning more fun and encourages students to be more active in the learning process.
5. For evaluation, after the scavenger hunt activity is over and before closing the lesson, I ask each group some questions usually starting by giving some questions to each group. The questions are simple but aim to find out the extent to which they understand the vocabulary they have found. For example, I ask, 'Where is this place located?' or 'What do you usually do in this room?'. From their answers, I can see if they really understand the meaning and usage of the word. Here I also give immediate feedback, so if something is not quite right, I can correct it on the spot. Before I end the lesson, I usually ask some additional questions, either to individuals or to groups, such as asking them to repeat the names of rooms, objects in the school, or even plants that they found. The goal is to make sure that they really remember the vocabulary they have learned during the activity. Now, after all the material is finished, I continue with summative evaluation. I usually use worksheets that contain pictures

and blank columns. Here, students are asked to fill in the names of objects, places, or other things in the picture with the vocabulary they have learned

6. Yes, there are some difficulties that I encountered. One of them is maintaining students' focus because the atmosphere outside the classroom can make them easily distracted. In addition, time management is also a challenge, especially when students are too busy looking for objects and difficult to gather back for the assignment session. However, with clear direction and structured time distribution these challenges can be over

Student Focus Interview group

Focus group interview

A: Researcher

B: Fuoart

C: Abbas

D: Rofee

1. What do you think about the application of learning English vocabulary by using outdoor activities scavenger hunt?

Answer:

Fuoart: I like learning vocabulary outside the classroom. We walk around the school looking for things mentioned by the teacher. For example, we were told to find a place to read, so we went straight to the library. After that, we filled in the worksheets with pictures. I think it's fun and makes me remember the words quickly

Abbas: Learning English is more fun because we can see things directly at school. For example, the teacher told us to find a place to play, so we went to the field. After we finished, we filled in the worksheet and I could remember the vocabulary because I had seen the objects directly. So it's easier when asked

2. What steps did you take during the scavenger hunt? Did you follow the clues easily?

Answer:

Rofee: Teacher Suraiya divided us into groups of 3-4 children, then she gave us a list of clues related to the vocabulary to be learned. Each group has to find the corresponding space or object. After finding the object or space, we name and record the object. After that, we return to the starting place and report to the teacher. The teacher gives us questions according to the vocabulary we have found, too

Fuoart: Yes, teacher Suraiya divided us into small groups and gave us directions on the vocabulary we would learn. We look for objects or spaces that match the directions, record them, and come back to report them to the teacher. Then the teacher asked questions like, 'What new words did you learn today?'. Before the lesson is over, Miss Suraiya asks us questions and gives us feedback. Then she gives us a paper with a picture and a blank column

3. What do you think is the purpose of this scavenger hunt? What benefits did you feel?

Answer:

Abbas: The purpose is so that we can learn vocabulary while practicing directly. The benefit is that I remember the meaning and shape of the objects mentioned better because I see and touch them directly.

Rofee: The purpose of this scavenger hunt activity is so that we can learn in an exciting and not boring way. The benefits I felt were that I was more active in moving around, cooperating with friends, and remembering vocabulary more easily because I was looking for it myself in the surrounding environment.

4. Does this scavenger hunt activity make you more interested in learning English vocabulary than regular learning in class? Why?

Answer:

Rofee: Yes, because I feel more free, not just sitting listening to the teacher. I became more active and excited.

Fuoart: Yes, because learning while playing is more fun. I can also directly see the real thing, so it's easier to understand and remember the vocabulary.

5. How does the teacher evaluate you in learning outdoor activities scavenger hunt?

Answer: This activity is very fun, I can learn while walking, during the scavenger hunt, we went around looking for places and plants mentioned by Miss. Miss asked "What do you usually do in this room? After that, we went back to class and filled in the worksheet with the pictures and wrote the name of the place in English

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Appendix 6

Research Instrument

A. Observation Instrument

1. Geographic condition of English Program Santiwit Songkhla Technological College, Thailand.
2. Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade English Program Santiwit Songkhla Technological College Thailand

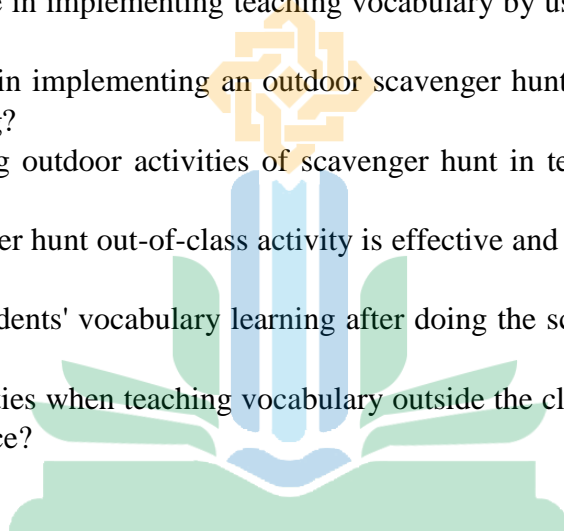
B. Interview Instrument

Teacher interview

1. What material do you use in implementing teaching vocabulary by using outdoor activities scavenger hunt?
2. What steps are involved in implementing an outdoor scavenger hunt activities to enhance student's English learning?
3. What is the goal of using outdoor activities of scavenger hunt in teaching vocabulary to students?
4. Do you think the scavenger hunt out-of-class activity is effective and interesting when used in teaching vocabulary?
5. How do you evaluate students' vocabulary learning after doing the scavenger hunt activity outside the classroom?
6. Do you have any difficulties when teaching vocabulary outside the classroom? If yes, what are the difficulties you face?

Student's interview

1. What do you think about the application of learning English vocabulary by using outdoor activities scavenger hunt?
2. What steps did you take during the scavenger hunt? Did you follow the clues easily?
3. What do you think is the purpose of this scavenger hunt? What benefits did you feel?
4. Does this scavenger hunt activity make you more interested in learning English vocabulary than regular learning in class? Why?
5. How does the teacher evaluate you in learning outdoor activities scavenger hunt?



Appendinx 7

Research Journal







RESEARCH JOURNAL



Name : Danicha Ignasia Ilahi

NIM : 214101060018

Title : Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological Collage, Thailand

Location : Santiwit Songkhla Technological Collage, Thailand

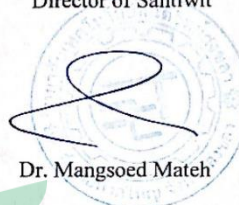
	Date of Time	Activity	Paraf
1.	Tuesday, 4 th of June 2024	Peneliti melakukan studi pendahuluan dengan melakukan observasi dan wawancara dengan guru Bahasa Inggris.	
2.	Monday, 10 th of June 2024	Peneliti mengkonfirmasi izin penelitian.	
3.	Thursday, 13 th of June 2024	Peneliti mengamati penerapan pengajaran kosakata by using outdoor activities di kelas lima English program santiwit.	
4.	Monday, 24 th of June 2024	Peneliti mengamati penerapan pengajaran kosakata by using outdoor activities di kelas lima English program santiwit.	
5.	Thursday, 27 th of June 2024	Peneliti melakukan wawancara dengan siswa kelas lima di English program santiwit	
6.	Monday, 1 st of July 2024	Peneliti melakukan wawancara dengan guru Bahasa Inggris tentang penerapan pengajaran kosakata by	

		using outdoor activities dikelas lima English program santiwit.	
7.	Thursday, 4 th of July 2024	Peneliti melengkapi data penelitian dan document review	
8.	Monday, 8 th of July 2024	Peneliti meminta surat penyelesaian penelitian	



Thailand, 8th of July 2024

Director of Santiwit



Dr. Mangsoed Match

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Appendix 8

Research Permission letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136

Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12449/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santiwit Songkhla Technological College 13/6 M.6 T.

Banna A. Chana Ch. Songkhla

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 214101060018
Nama	: DANICHA IGNASIA ILAHI
Semester	: Semester delapan
Program Studi	: Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade English Program Santiwit Songkhla Technological College, Thailand" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsod Match

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Juni 2024 Dekan,
Wakil Dekan Bidang Akademik,



MOTIBUL UMAM

Appendix 9

Letter of Research Completion



วิทยาลัยเทคโนโลยีฉันทิวิทสงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005

Email. mangsod@hotmai.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR: STC031/06/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Mangsod Mateh

Jabatan : Direktur Santiwit Songkhla Technological College Thailand

Alamat : 13/6 Tambon Bana Chana Provinsi Songkhla, Thailand

Dengan ini menerangkan

Nama : Danicha Ignasia Ilahi

NIM : 214101060018

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates, Kab. Jember
Jawa Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 8 Juli 2024 yang bersangkutan telah melaksanakan penelitian di Santiwit Songkhla Technological College Thailand dengan judul *"Teaching Vocabulary By Using Outdoor Activities For Young Learners At Fifth Grade English Program Santiwit Songkhla Technological College, Thailand"* selama 30 hari mulai hari Selasa, 04 Juni 2024 sampai dengan 08 Juli 2024

Thailand, 08 Juli 2024

Direktur Santiwit Songkhla Technological College Thailand

Dr. Mangsod Mateh

Appendix 10

Authenticity Statement of Writing

AUTHENTICITY STATEMENT OF WRITING

The under-signed below

Name : Danicha Ignasia Ilahi
 NIM : 214101060018
 Study program : English Education Department
 Institution : State Islamic University Of Kiai Haji Achmad Siddiq Jember
 Place and date of birth: Banyuwangi, 10 September 2002
 Address : Dusun Seloagung, Rt 06/Rw 01 Siliragung, Banyuwangi

Here by declare that the Analysis of the thesis entitled: "Teaching Vocabulary by Using Outdoor Activities Strategy for Young Learners at Fifth Grade English Program Santiwit Songkhla Technological College, Thailand" is the result of my Analysis, except in part of referred by theory, sources, and data. I take references from experts.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Jember, 23rd May 2025

Started by:



Danicha Ignasia Ilahi
 NIM. 214101060018

Appendix 11

Documentation

Santiwit Songkhla Tecnological Collage Building School



Source: The picture taken by the researcher

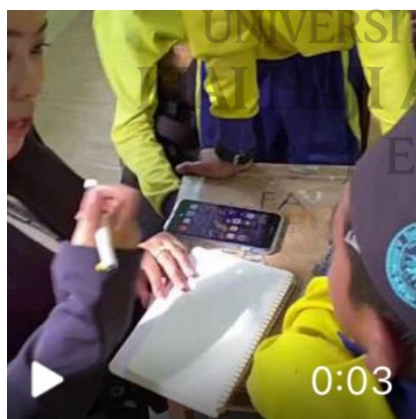
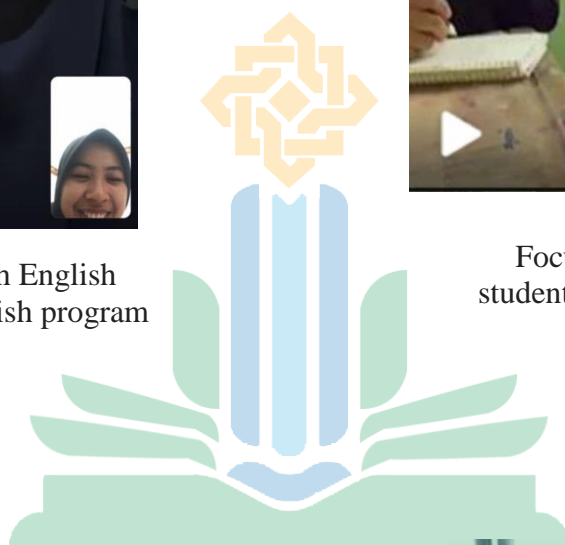
Documentation interview



Interview with English
Teacher in English program



Focus Interview group with
student English Program (Fuoart)



Focus Interview group with
student English Program
(Abbas)



Focus Interview group with student
English Program (Rofee)

Appendix 12

Statement Letter of Plagiarism Check Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Danicha Ignasia Ilahi
 NIM : 214101060018
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : Teaching Vocabulary by Using Outdoor Activities for Young Learners at Fifth Grade of English Program Santiwit Songkhla Technological College, Thailand

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 11%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 12 %
 BAB II = 12 %
 BAB III = 26 %
 BAB IV = 7 %
 BAB V = 0 %

Jember, 21 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember



(Ulfa Dina Novienda, S. Sos. L., M. Pd.)
NIP. 198308112023212019

Appendix 13

Curriculum Vitae



Personal Information:

Full name : Danicha Ignasia Ilahi
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 Address : Dusun Seloagung, Rt 06/Rw 01, Siliragung, Banyuwangi
 Religion : Islam
 Department/majors courses: Language Education/ English Department
 E-Mail Address : danichaignasia72093@gmail.com

Education Background:

- Mi Miftahul Ulum Buluagung, Banyuwangi
- Mts Al-Kautsar Summersari, Srono, Banyuwangi
- Man 1 Banyuwangi