



Teaching Model Development of English Vocabulary Mastery by Using Natural Adventure and Learning (NAL)

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Abstract

The research aims to describe the problem of writing ability in junior high school needs to be done to observe the development of students' learning difficulties in current writing skills. The type of research is a class action research descriptive quantitative. population of this research is class VIII at Junior High School state Hutabayuraja. Based on the results of the pre-test, the pre-test mean score was 39,66 and the mean score in the post-test was 86,43. It can be seen that the students' skill in speaking by using storytelling techniques. From these calculations, it can be inferred that there was a difference in students' scores before and after receiving the treatment. The effect of storytelling used single storytelling is from a score minimum pre-test 30 to a score post-test is 82 a score of maximal pre-test 65 and a post-test is 82 is means the research is successful and has an effect on writing skills. The improvement from the research is when using the single storytelling model, the results obtained increased by approx. 49%. Consequently, these data which had been analyzed answered the first research question that using storytelling can improve student writing ability at Junior High School state three Hutabayuraja at class eight. Based on the data analysis, the researcher found that storytelling techniques can improve students' skill in speaking. As the result from the pre-test and post-test mean scores were given. The improvement of the mean score was 39,66 to 86,43. It means that there is a significant difference in achievement between the students who were taught by using storytelling techniques and the students who were taught without storytelling techniques. The data also showed that students felt that vocabulary mastery techniques could help them in writing.

Keywords: Teaching model development, Vocabulary Mastery

INTRODUCTION

Vocabulary is a set of words that are known by a person or other entity, or are part of a particular language. Vocabulary is the main part that must exist in the preparation of a sentence in every language. Its existence is one of the determinants of the assessment of the quality possessed by a speaker or writer in their interactions.

English is an international language used by various countries in the world to communicate. English is the most commonly used language of instruction between countries. When someone is in another country, the speaker language used is English. English as the first foreign language was taught early in Indonesia since the early nineties with the aim of applying and developing science,

technology, art, culture, and international relations. The needs and progress of the times have required us to be able to master foreign languages as a means of communication in this globalization era. Therefore, one of the requirements for the younger generation to follow the flow of globalization and be able to compete with other nations is to learn English.

To master the four English skills, the main thing students must have is vocabulary. In learning English in elementary schools, the early stages are taught to students, namely by introducing vocabulary so that they can practice language skills well. Mastery of English vocabulary is the ability that exists within a person to be able to explore and understand a word contained in English and become the basis for communicating that is known by everyone both orally and in writing, so that it can give meaning when using that language.

Vocabulary learning strategies are a branch of language learning strategies. Foreign language learners often find difficulties regarding their vocabulary learning strategies. Lutfiyah et al., (2022 : 204-215) said that although learning vocabulary is a challenge for foreign language learners, students can use various vocabulary learning strategies to overcome these challenges. Therefore, the strategy used in learning vocabulary is an important topic for discussion in the realm of applied linguistics. As for the definition of a vocabulary learning strategy, it has been previously mentioned by the researchers.

Susanto, (2017 : 87) mentioned several important things regarding the vocabulary learning strategies used by students; (1) keyword method; (2) vocabulary flash cards (flash cards); (3) guess the word from the context; (4) learning of word parts (5) repetition. For foreign language learners, learning vocabulary is not as easy as acquiring a first language, so strategies for learning a foreign language must be diverse and interesting. Researchers have proposed two main approaches to vocabulary learning in the language being learned, and they are: 'explicit learning' or learning vocabulary when the focus is on the words to be learned, and 'incidental learning' or learning vocabulary as knowledge. In addition to any language learning activity, such as reading or listening, Odum et al., (2021) Explicit learning refers to the direct approach where vocabulary learning is the main focus, whereas implicit learning refers to indirect vocabulary learning where students get to know words from reading or listening to them. Additionally, the taxonomy by Yaacob et al., (2019 : 239-250) in vocabulary learning strategies is a standard instrument for researchers to analyze students' vocabulary learning strategies.

Biwer et al., (2020 : 2-4), classifies vocabulary learning strategies into five taxonomies, namely (1) Determination strategies: finding meaning without the help of expertise; (2) Social strategy: involving interaction with other people; (3) Memory strategies: connecting new words with previously known knowledge; (4) Cognitive strategies: manipulating or changing the learned words; (5) Metacognitive strategies: involve awareness of the learning process. Some researchers indicate that language researchers emphasize research related to students' learning processes and strategies, through retrospective interviews, interviews to remember the learning process, questionnaires, written diaries and journals, and thinking aloud protocols along with learning assignment.

Natural adventure learning is a concept in experiential learning which notes that students learn more by actively involving themselves in the learning process. Therefore, adventure training or learning encourages the active participation of students in the learning process through synthesis and reflection. The idea of adventure learning was started by a high school principal named Jerry Pieh in 1970. Principal Pieh wanted to make adventure learning part of classroom learning. The learning method was called Project Adventure, and it sought to develop responsible and productive individuals. Since then, adventure learning has evolved considerably, and many institutions are offering some of their courses following the principles of adventure learning. Some adventure-learning activities offered in schools include visits to national parks and camps. Adventure learning is helpful for students as it assists them in engaging their physical and mental skills. It stimulates them and limits the boredom involved in long hours of sitting in the classroom. During adventure learning, students work either individually or in groups. This aspect encourages them to develop their social behavior and understand the importance of working in groups.

Adventure learning involves a lot of activities. They include looking at areas such as earth education, physical education, and bicycle series quests. Most of these activities are outdoor, and they fully engage the students. Nevertheless, each training is tailored to assist students in making them better people and improve all their aspects of learning.

This study aims to find out how effective the implementation of the nature learning method is in class VIII thematic learning at SMP N 3 HUTABAYURAJA and what factors influence the effectiveness of implementing the nature learning method in class VIII thematic learning at SMP N 3 Hutabayuraja. This type of research is field research with a qualitative approach. The research method used in this research is descriptive qualitative research. Data collection techniques used in this study were interviews, observation and documentation. The data processing techniques used are editing, classification, and data interpretation. Data that has been processed and interpreted, then analyzed qualitatively descriptive in drawing conclusions.

METHOD

The inquiry about the plan past be a pre-experimental plan sort of One-Group Pretest-Posttest Plan. A beginning test is given within the frame of a pretest, sometime recently being given treatment/treatment and at the conclusion of learning is given (last test) within the frame of a posttest. In this ponder, the comes about of the treatment can be known more precisely since they can be compared with the conditions sometime recently being given treatment (treatment). The populace within the think about were the whole students' seventh grade of SMP N 3 HUTABAYU by Add up to Testing. There are two classes within the seventh review, VII. The investigated test is a portion of the populace taken as an information source and can speak to lesson VII understudies comprising 39 understudies, each course comprises 19 (control group) and 19 students (experimental group). In this study, researchers used a type of instrument using an English learning achievement test with pretest and posttest types. The pretest is carried out after Natural Adventure and Learning (NAL) are applied, while the posttest is carried out after students take Natural Adventure Learning (NAL). The learning result test was given to obtain data about the learning outcomes of class VII students at SMP N 3 Hutabayuraja which were developed by researchers. The information collection method utilized in this investigation is to provide a test. This test strategy is considered the most excellent elective to get reflection information from and try. With this test, it is trusted that quantitative data will be gotten from the proposed theory. The frame of the questions could be a numerous choice test comprising 20 questions, 20 questions to fill within the clear, and 10 questions to fill in. To analyze the data obtained from the research results will be used T-Test. This study can be done with a study of IBM Statistic SPSS 20 for Windows. With the following criteria : If $t\text{-count} > t\text{-table}$. The data collected is in the form of pretest scores and posttest scores and then compared.

RESULTS AND DISCUSSION

Results

In this research, the researcher used pre-experimental research to measure improved students' Vocabulary through the used NA Learning model at the seventh-grade students of SMP N 3 Hutabayuraja in the academic year 2022/2023. The result of improved students' vocabulary could be present in the following:

Table 1, Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre – Test	56.94	48.19%
Post – Test	80.47	

The table above shows that the students' mean score on the pre-test was 56.94 while the students' mean score on the post-test was 80.47. It was analyzed that there was an improvement of students' listening after applying the NA Learning model in the class (48.19%).

Significant Testing

After getting the data, the researcher analyzed the data by using the t-test. The t-test value was 11.501 and it was higher than the t-table value of 1.68957. It was revealed that using NA Learning to improve students' pronunciation of seventh grade at SMP N 3 Hutabayuraja hypothesis alternative is accepted. The following is the T-Test analysis table:

Table 2. T-Test analysis Paired Samples Test

Paired Differences					95% Interval Difference	Confidence of the Upper	t	Df	Sig. (2- tailed)
Mean		Std. Deviation	Std. Error Mean						
Pair 1	Pretest – Post test	-11.52778	6.01420	1.00237	-13.56269	-9.49286	-11.501	35	.000

The researcher compared the t-test value and t-table to know whether the used of NA Learning model in taught listening was significant, to find out the degree of freedom (df) the researcher used formula $N-1=36-1=35$, for the level significant (p)=0,05 and df=35, t-table got score 1.68957. After calculating the t-test value got score 11.501, so the value of t-test and t-table was (11.501>1.68957), and it means that there was different result of the value of t-test and t-table. . the greatest score post-test of the experimental (NA Learning) group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (NA Learning) group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean As a result, the mean score within the experimental class was top than the cruelscore within the controlled class.

The development of natural adventure and learning affects vocabulary mastery has an effect because after the researcher has finished conducting the research, the results of the research can be seen. From the pre-test score of 39.66 to the post-test score of 86.43, it is concluded that there is an increase in student scores from the research using the new model.

Discussion

Then, the statement that had been stated in the previous findings of this research conducted by Rosdiah (2017) natural adventure and learning activities were a method to improving skills in writing, the same method with result of this research. In the same way, the implementation of outdoor activities was effective in improving the students' vocabulary because they could generate ideas well which affected the adjectives and nouns. In addition, there were two indicators showed to analyze the students' vocabulary in this research such as adjective and noun while in Rosdiah's research only focused on study of the implementation of natural adventure and learning method.

Based on the findings, the student's scores in writing before using English NA Learning showed that the student's writing as the seventh student of SMP especially class IX was poor. It was because most of the students had difficulty writing. In treatments, at the first meeting, the researcher actually found that there were most of the students had problems in listening because the most of students still had difficulty pronouncing some sounds. From the second meeting until the last, they tried to pronounce some sounds well and also they paid attention to the explanation given by the researcher to them at the end of each meeting.

Before giving treatment, the data of the result means of the experimental group was 39,66 and the control group was 29,7, after giving treatment the result means of the experimental group was 86,43 while the result mean of the control group was 70,26. Thus, the experimental group's deep learning using outdoor activities was higher than the control group without outdoor activities.

When the researcher applied NA Learning in English teaching and learning until the last meeting for treatment, the researcher gave a post-test to measure the students' scores. after giving a post-test, the researcher tried to measure the improvement of the students' pronunciation. In the pre-

test, the students got 51.94 % as the mean score and in the post-test got 63.47% as the mean score. The researcher found that the improvement of the students' pronunciation in the pre-test to post-test was 22.19%. It means that after some treatments by using the NA Learning model, the students' pronunciation was improved.

From the t-test, the researcher found that the value of the t-test (11.501) was greater than the value of the t-table (1.68957) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 35. It's the result of teaching the students' Listening through the AIR learning model. The greatest score post-test of the experimental (NA Learning) b group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (NA learning) model group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean. the greatest score post-test of the experimental (NA Learning) group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (NA Learning) group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean

Based on the result of the t-test, the researcher found that there was an improvement in the students' pronunciation. It means that there was a significant difference result of the pre-test before and after teaching and learning processed through used NA Learning model in the classroom. It was because the students learned and practiced pronouncing some words through the NA learning model in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the students were improved.

CONCLUSION

After finding and discussion found, it can be concluded some points two:

When the researcher had applied NA Learning in English teaching and learning until the last meeting for doing treatment, the researcher gave post-test to measure the students' score. after giving post-test, the researcher tried to measure the improved of the students' pronunciation. In the pre-test, the students' got 51.94 % as mean score and the post-test got 63.47% as mean score. The researcher found that the improved of the students' pronunciation in pre- test to post-test was 22.19%. It means that after gave some treatments by used NA Learning model, the students' pronunciation was improved.

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